

How dyspraxia can influence learning

CHALLENGES

- ▶ Moving and getting into position quickly.
- ▶ Coordinating both sides of the body and learning new motor skills.
- ▶ Forming letters, dressing and fastening clothing, using tools and utensils.
- ▶ Balancing and kicking a ball and avoiding bumping into things.
- ▶ Focusing, concentrating, organising thoughts and following and remembering instructions.
- ▶ Processing thoughts into language and articulating speech clearly.
- ▶ Organising time and materials.
- ▶ Performing tasks quickly.
- ▶ Taking part in group activities, especially sports.

TEACHING OPPORTUNITIES



Present curriculum content in different ways

- ▶ Use repetition, linking learning to students' experiences.
- ▶ Teach sequencing skills to help students retell events they have been involved in or texts they have listened to.
- ▶ Highlight patterns, critical features, big ideas and relationships using visuals, mind maps, 3-D manipulatives, outlines, flow charts and real objects.
- ▶ Use multi-modal approaches involving several senses.
- ▶ Use turning back or recall to go back to conversations and what was said.
- ▶ Finish lessons with a recap session.
- ▶ Record homework instructions and give a verbal instruction.



Use technology and equipment

- ▶ Teach students to use graphic organisers and tools such as mind maps.
- ▶ Use a digital timer set to vibrate at particular intervals to remind students to complete a task or transition to another activity.
- ▶ Try a variety of writing tools, types of paper, lined paper and pencil grips.



Stimulate interest and motivation

- ▶ Provide options for students to express what they know, letting them choose how to communicate their learning – in writing, verbally, or visually.
- ▶ Encourage organisation and focus with checklists and verbal prompts.
- ▶ Remind students when to start or complete tasks.
- ▶ Provide instruction in short segments and break complex tasks and instructions into smaller chunks.
- ▶ Speak slowly and give students time to respond.
- ▶ Provide alternative activities to team games.
- ▶ Allocate additional time to complete tasks.
- ▶ Use coloured stickers to show students where to start reading and where to stop.
- ▶ Encourage students to make handy reference aids that feature common subject facts that they can refer to throughout the day.
- ▶ Provide students with a checklist with tasks broken into smaller segments. Highlight key parts of the task.
- ▶ Before beginning a task, have students explain their understanding of what they are doing.
- ▶ Give positive feedback to students who start promptly.
- ▶ Check on student progress frequently.



Adjust the classroom environment

- ▶ Use charts, visual calendars, colour-coded schedules, visible timers and visual cues to increase the predictability of regular activities, transitions between environments and activities and changes in discussion topics.
- ▶ Keep classrooms organised and free of clutter.

- ▶ Label key areas of the classroom and resources with visual and text labels.
- ▶ Reduce classroom noise and distractions.
- ▶ Provide regular opportunities for physical movement.
- ▶ Give students time to dress for swimming or physical education classes. They may need to start before their peers to be ready on time.
- ▶ Suggest that parents use something visual marked on clothing and shoes to indicate front and back and right and left.
- ▶ Colour code the corners of books with a corresponding list so that students can easily find the correct book.