

Inclusion Briefing No. 2

Dyspraxia

Description

The word “dyspraxia” comes from the Greek words “dys” meaning bad and “praxis”, meaning action or deed. Dyspraxia is also known as Developmental Coordination Disorder (DCD). It has been described as a “difficulty getting our bodies to do what we want when we want them to do it”, a difficulty that can be considered significant when it interferes with the normal range of activities expected of a child of their age. Dyspraxia can adversely affect speech and language, fine motor control and gross motor coordination. **Students with an official diagnosis of dyspraxia qualify for extra time in public examinations.**

Strategies

- ☑ Give the student as much encouragement as possible.
- ☑ Be aware that protracted handwritten work may cause frustration.
- ☑ Ensure that the student’s pen and pencil grip is comfortable.
- ☑ Allow extra time to complete tasks.
- ☑ Do not provide too many verbal or visual instructions at once.
- ☑ Give step by step instructions and check they are understood.
- ☑ If necessary, place simple written instructions on the student’s desk.
- ☑ Sit the student near the board.
- ☑ Use checklists and story planners.
- ☑ Allow access to computer technology.
- ☑ Use lined paper with margins.
- ☑ In Mathematics, use squared paper.
- ☑ In Physical Education, a new skill may have to be fully demonstrated before the student can perform the task.

Further information

Dyspraxia Foundation, <http://www.dyspraxiafoundation.org.uk/>.