

CONCERN	REASON	STRATEGIES & ACCOMMODATIONS
Assignments are not handed in	<p>Individual has not written work requirements down correctly</p> <p>Forgets to hand work in</p> <p>Does not know where to hand work in to</p>	<p>Give home study work at the start of the lecture</p> <p>Write home study work requirements on a slip of paper or printable sticker for individual to stick into their planner or email</p> <p>Encourage personal tutor to prompt individuals to hand in work as part of a regular routine</p> <p>Help the individual to set up a timetable to show when work should be handed in</p> <p>Use technological apps/calendars etc. as reminders</p>
Work completed at home is of a higher standard than class work	<p>Individual is less distracted at home so finds it easier to focus</p> <p>Parents/peers provide support with planning and organisation of work</p> <p>Less stress</p>	<p>Find out what support parents are providing at home – it is likely to be with the practical aspects of the task which allows the individual to concentrate on the content</p> <p>Find out how much time an individual is spending on homework. Suggest suitable time limits</p>
Messages do not reach home	<p>Individual loses pieces of paper</p> <p>Forgets to hand papers to parents</p>	<p>For important messages, contact parents directly</p> <p>Help the individual to use their planner effectively</p> <p>Encourage individuals to put messages and letters into a clear plastic wallet</p> <p>Set up email communication channels</p>



DYSPRAXIA

POST 16 STRATEGIES



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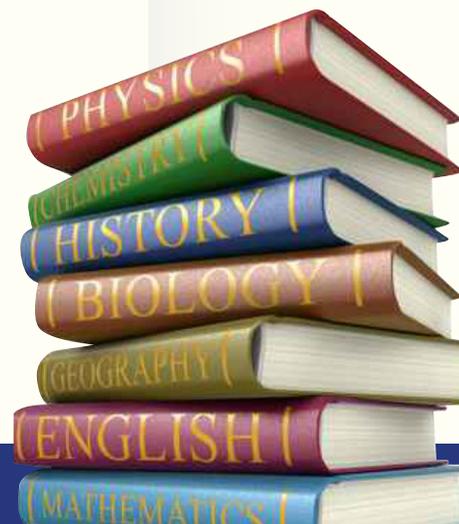
CONCERN	REASON	STRATEGIES & ACCOMMODATIONS	CONCERN	REASON	STRATEGIES & ACCOMMODATIONS
Poorly formed letters & illegibility	<p>Has not developed memory for movements needed to form letters</p> <p>Difficulty manipulating pen</p> <p>Difficulty moving arm across page Difficulty controlling force/ extent of movements so letters are unevenly sized</p> <p>Paper moves when writing</p>	<p>Consider alternatives to writing – word processors, iPad/tablets Dictaphones, / dictation software, scribe</p> <p>Provide non slip mat and / or writing slope (upturned A4 lever arch could also be used)</p> <p>May need a scribe</p> <p>Liaise with the learning support team</p> <p>If difficulties/disabilities disclosed prior to admission. D.S.A may be awarded + funds for equipment, extra photo copying etc. may be provided</p>	Difficulty copying from screen/board	<p>Difficulty coordinating eye tracking and head movements</p> <p>Perceptual difficulties – “sees” diagrams differently if looking at them from the side</p> <p>Difficulty locating work to be copied</p>	<p>Provide handouts</p> <p>Ensure individual is facing the board and a few rows back</p> <p>Supply copies of presentations/notes</p> <p>Use Lap top/tablet/iPad</p> <p>Refer to student support services.</p> <p>Give examples of good work</p> <p>Use coloured paper</p> <p>Arial or Calibri font</p> <p>Encourage student to visit/download lecture from relevant college programme/website</p>
Poorly formed letters & illegibility	<p>Poor visual motor integration</p> <p>Poor spatial relationships</p>	<p>Allow individual to use templates</p> <p>Introduce mind map software.</p> <p>Prepare a template for assignments. They usually follow a format which can be used time and time again</p> <p>Encourage them to Note down references as they are used</p> <p>Email the student relevant information</p> <p>Encourage student to visit the relevant student webpages for assistance</p> <p>Liaise with the learning support team</p>	Poor organisation of ideas	<p>Extra concentration required for the physical writing process means individuals lose thread of arguments</p>	<p>Blank pages can be threatening</p> <p>Provide templates with headings to help individuals work through an activity</p> <p>Teach mind-maps, spider diagrams, lists</p> <p>Encourage the student to use post it notes to record ideas then re order to organise ideas for writing</p> <p>Plan ahead and look at future targets so that the student can focus on the important points that will help them to meet those targets</p>
Writing deteriorates over short period	<p>Low postural tone</p> <p>Poor shoulder stability,</p> <p>Excessive grip strength or pen pressure</p> <p>Uses whole arm movements</p>	<p>Encourage individual to self-monitor sitting position</p> <p>Provide a sloping desk/file to lean on</p> <p>Consider alternatives to writing e.g. tablet, iPad etc.</p> <p>Use of a scribe/dictation software</p>	Does not write enough in lectures and difficulty taking notes	<p>Distractible – produces much better work at home than in class</p> <p>Difficulty combining thoughts with physical aspect of writing</p> <p>Has not understood the task</p>	<p>Allow them to work in the library or a study booth.</p> <p>Allow them to listen to music quietly in assignment workshops if this helps concentration (they should have a playlist ready to use)</p> <p>Allow individual extra time to complete work, with motor breaks when needed</p> <p>Provide part-prepared handouts or photocopied sheets to reduce unnecessary writing</p> <p>Provide lists of key concepts or vocab and spellings</p> <p>Position away from busy thoroughfares</p> <p>Ensure the student visits the relevant college/ university programmes/website to download the lecture</p> <p>Record lectures</p> <p>Ensure the student understands the information given and knows how to move on</p> <p>Liaise with the learning support team</p>



CONCERN	REASON	STRATEGIES & ACCOMMODATIONS	CONCERN	REASON	STRATEGIES & ACCOMMODATIONS
Does not seem to have many friends	<p>Difficulty picking up non-verbal cues so appears tactless to peers</p> <p>Dislikes being touched</p> <p>Communication difficulties</p> <p>Difficulties understanding humour and sarcasm</p> <p>Have unusual interests & sometimes use mature language</p>	<p>Social skills training</p> <p>Raise awareness among staff/students about dyspraxia & other learning differences</p> <p>Celebrate individuality</p> <p>Share examples of good communication</p> <p>Encourage individuals to participate in activities that match their interests, such as chess, drama group or use of the gym or a club/activity group.</p> <p>Pair up with a supportive peer</p>	Immature behaviour	<p>Difficulty picking up non-verbal cues so appears tactless to peers</p> <p>Dislikes being touched</p> <p>Communication difficulties</p> <p>Difficulties understanding humour and sarcasm</p> <p>Have unusual interests & sometimes use mature language</p>	<p>Social skills training</p> <p>Raise awareness among staff/students about dyspraxia & other learning differences</p> <p>Celebrate individuality</p> <p>Share examples of good communication</p> <p>Encourage individuals to participate in activities that match their interests, such as chess, drama group or use of the gym or a club/activity group</p> <p>Pair up with a supportive peer</p>
Difficulty working in groups	<p>Difficulty listening & focusing on individual voices</p> <p>Sensitivity to noise, light, temperature</p> <p>Short attention span</p> <p>Tendency to opt out when things are too difficult</p>	<p>Place within smaller groups</p> <p>Allow the group to work in a quieter environment</p> <p>Allow the individual to move around while working</p> <p>Support the group</p> <p>Provide positive feedback to the individual</p>	Speech and language considerations	<p>Difficulty picking up non-verbal cues so appears tactless to peers</p> <p>Dislikes being touched</p> <p>Communication difficulties</p> <p>Difficulties understanding humour and sarcasm</p> <p>Have unusual interests & sometimes use mature language</p>	<p>Provide precise, clear instructions</p> <p>Allow extra time to process information and provide an answer</p> <p>Encourage individual to ask questions</p> <p>Allow recording devices</p> <p>Be empathic/supportive</p> <p>Agree that you will nod at the student or ask them by name when it is a good time to ask a question or to make a point</p> <p>Encourage the student to write down questions that could be asked afterwards or during a tutorial</p>
Difficulty adapting to new situations	<p>Stress increases emotional responses, such as fears, emotional outbursts, obsessions</p> <p>Individual is slow to pick up social cues or unwritten rules of a group/teacher</p>	<p>Allow the individual time to settle</p> <p>Do not ask them to do something that is challenging too early</p> <p>Clarify rules and expectations, using unambiguous language</p> <p>Provide written reminders of routines etc.</p> <p>Recognise different learning styles and respond to these</p> <p>Provide a buddy or mentor to help during periods of change or when additional support is required</p>			<p>Never tell a learner with dyspraxia something you cannot deliver or you are not sure of - avoid using educational jargon such as 'you are level 3, we are not here to spoon feed you' - learner can become very confused and this can play on their mind for a long time</p>



CONCERN	REASON	STRATEGIES & ACCOMMODATIONS	CONCERN	REASON	STRATEGIES & ACCOMMODATIONS
Individual struggles with timetable, is late for lectures and misses' special appointments	<p>Struggles to recall the time of day so is unaware of what should happen next</p> <p>Cannot tell the time</p> <p>Is easily distracted</p> <p>Cannot retain verbal instructions</p> <p>Difficulty navigating busy corridors, or gets lost easily</p>	<p>Encourage to student to look up their timetable at the college/university website each week</p> <p>Encourage the student to check regularly their student email for any changes in the timetable</p>	Inappropriate course choice	<p>Staff unaware of the impact of dyspraxia/DCD</p> <p>Poor advice when entering college/university leading to failure/drop out</p>	<p>If possible, know the students' difficulties prior to course starting</p> <p>Meet before the course starts to discuss needs and reasonable adjustments</p> <p>Be realistic</p> <p>Discover and work with strengths</p>
Does not have equipment needed for lectures	<p>Is disorganised</p> <p>Loses equipment</p> <p>Wants to avoid participating in certain lectures</p>	<p>Encourage the individual to make an equipment timetable to list what is needed each day for school</p> <p>Allow time for the person to pack their equipment away safely at the end of the lesson</p> <p>Provide a locker for the individual</p> <p>Keep a spare set of equipment at college/university</p> <p>Encourage the student to use file pencil cases so all writing material is in file – use different files for each topic/subject</p> <p>Encourage student to name equipment or ensure it is distinctive Encourage student to prepare items required the evening before</p>	Assignments are not handed in	<p>Individual has not written work requirements down correctly</p> <p>Forgets to hand work in or does not know the deadline</p> <p>Does not know where or how to hand in work</p>	<p>Give the assignment at the start of the lecture with date for assignment to be handed in on</p> <p>Make sure the individual knows the system for handing in work</p> <p>Encourage personal tutor to prompt student to hand in work as part of a regular routine</p> <p>Help the student to set up a timetable to show when work should be handed in</p> <p>Encourage the student to use technological apps/calendars etc. as reminders</p> <p>Write assignment down for the student or email them</p> <p>Ask student to visit college/university student website for brief</p>
Work space is disorganised	<p>Needs to get all equipment out to remind them to do all parts of the task</p> <p>Worries that they won't be able to find something in their bag quickly if needed</p> <p>Is not aware that too much equipment is out</p>	<p>Encourage the individual to use a clear pencil case so everything can be seen</p> <p>Encourage the person to get out only necessary equipment onto the desk</p>	Loses focus	<p>Cannot keep up</p> <p>Loses place</p> <p>Gets distracted</p>	<p>Positive praise and behaviour management</p> <p>'You were fantastic last lesson, I know you can do it, as I saw how great you were, let's see if we can do that again today' –</p> <p>I will come back in five minutes to see where you are at</p> <p>Engage with the student on a topic that they particularly enjoy, and integrate this into subject context</p>
Loses work	<p>Rushes to leave at the end of lecture & leaves stuff behind</p> <p>Poor filing skills</p>	<p>Encourage to student to look up their timetable at the college/university website each week</p> <p>Encourage the student to check regularly their student email for any changes in the timetable</p>			<p>This can also be the case if you can see negative behaviour</p> <p>'I can see you are not yourself at the moment, when you are ready, I will be over there' (walk away immediately) allowing learner to make choices - this works well with students who have dyspraxia</p>



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Lack of engagement	Inadequate support Loses interest Loses place Cannot follow	Adjust questioning technique e.g. What is the capital city of France please and then indicate a student's name. This means that all students will be on their toes, particularly those with dyspraxia. Never say student's name first If there are any changes to LSA support in the lesson, please communicate this to the learner -	Anxiety	Unable to focus Outbursts Behaviour issues Depression Absence	Employ a 'safe code' or word which alerts you to distress Allow regular breaks Ask student how you might help Refer to student counselling service Offer additional tutorials to iron out problems Focus on what the student does well and what has worked for them before
Poor memory for facts	Short term memory issues	Use Acronyms For example, the states/territories of Australia THE - Tasmania VERY - Victoria NAUGHTY - New South Wales QUEEN - Queensland NEVER - Northern Territory SIPS - Southern Australia WINE - Western Australia or CHAMPSBD - the first letter of each word is abbreviated and turned into a word - this is for the capital cities of these states: Canberra, Hobart, Adelaide, Melbourne, Perth, Sydney, Brisbane, Darwin Consider learning style	Becoming overwhelmed	Falling behind Not handing in work Becoming anxious	Help student to prioritise books to read and assignments Assist with use of free time Introduce them to the library (and staff) who will help Repeat and summarise main points and offer as a handout/email Offer extra 1 to 1 meetings
Concerns about personal hygiene	Individual has difficulty using a shower or bath at home Stress increases perspiration Individual may be reluctant to use communal toilets because of intimidation Individual may have difficulty with the practicalities of toileting and cleaning	Refer to student support services who can: Talk sensitively to the individual about how it's necessary to shower more frequently. Find out if there are practical reasons why washing is difficult Minimise stress and offer relaxation sessions Find out if there are reasons why a person won't use the toilets. Arrange for them to use other loos if appropriate Suggest you can make a referral to help an individual to develop their independence skills (Social services or learning support team may help)	Exam nerves	Worries about preparation Organisational issues Time worries	Ensure individual has right equipment Practice an exam situation before hand so student knows what to expect Discuss with the student appropriate time to arrive Encourage student to: <ul style="list-style-type: none"> • Use a highlighter to mark key points/words. • Consider weighting of marks and do not spend too much time on questions that carry few marks. • Start with answering the things they know best. • Keep an eye on time (or use a timer). • Take deep breaths, close eyes when stress is overwhelming. • Have a drink of water nearby. • Chew gum if it aids concentration.



CONCERN	REASON	STRATEGIES & ACCOMMODATIONS
Cannot draw straight lines	Difficulty holding ruler steady with one hand	Suggest use of ridged rulers or those with a cork backing. Also consider rolling rulers Provide "labelling templates" with measured spaces to help centre underlining
Holds pen in upright position	Has not developed in-hand manipulative skills Poor hand strength	Try writing on a sloping surface Use a lap top, tablet/IPad
Cannot control a computer mouse well	Poor isolation of fingers to click buttons Delayed responses so holds button down for too long Poor control of extent of movements	Try a range of alternatives including smaller models, left hand models, roller balls etc. Adjust the repeat button speed Explore alternatives. Visit www.abilitynet.co.uk for ideas/advice Explore ergonomic adaptations (e.g. wrist supports) A range of freeware can be found here http://bdatech.org/what-technology/freeware-products/#plan
Difficulty pouring and measuring Health and safety concerns	Poor control of force/extent of movements Tendency to lean forward over the table for extra stability affects fluency of arm movements Poor balance means some people struggle when sitting on high stools	Pair individuals with a buddy who will pour, move and measure Make sure groups are not working too close together Provide stools with foot rests and arms or allow the individual to stand up when handling equipment Secure equipment to the desk if possible



CONCERN	REASON	STRATEGIES & ACCOMMODATIONS
Using scissors, compass etc.	Difficulty with activities requiring use of both hands together Cannot remember how to use equipment	Allow and encourage the individual to use special equipment they find helpful e.g. looped scissors, circle scribe compass etc Provide clear instructions about how to use equipment if needed
Difficulty using subject specific tools e.g. woodwork/ engineering/ laboratory/ hairdressing	Difficulty stabilising materials with one hand whilst using equipment with the other Noise of sawing is overwhelming Smells may be unusual and difficult Lack of fine motor control Poor co-ordination Difficulty using fingers individually	Secure materials where possible Watch for signs of stress due to noise/sensory issues and allow time out Ensure good lighting Allow individual to practice and repeat tasks. Offer use of equipment for practice outside of lecture hours. Allow the student to work at a quieter time when he/she is less stressed

