

# DYSPRAXIA

## Dyspraxia, what is it ?

Dyspraxia is a developmental disorder characterized by difficult muscle control (including eye control), which causes problems with movement and coordination, language and speech, and can affect learning. Although not a learning disability, Dyspraxia often exists along with Dyslexia, Dyscalculia or ADHD. Dyspraxia does not affect individuals' intelligence. It can affect coordination skills – such as tasks requiring balance, playing sports or learning to drive a car.

## Before learning



### Setting up the space

- Warm-up exercises before handwriting process
- Place paper in the middle of the working space
- Check childrens' posture
- Use sloped writing board
- Use thin non-slip mat
- Adjust seating plans
- Dyspraxiatheca
- .....

### Adapting teaching practice



- Provide written, visual and recorded support
- Adapt the exercises to avoid long eye movements across the page
- Support learners in task that involves space management
- Consider alternatives to activities requiring handwriting
- .....

## During learning



### Facilitating comprehension

- Allow reading friendly tools (colorful ruler)
- Introduce story tapes or audio books and mix medias
- Make landmarks at beginning and at the end of the text lines
- Use flashcards
- .....
- Flashmind.eu
- .....



### Facilitating production

- Provide pencils grips
- Use suitable tools to draw straight lines (with a handle) or circles
- Have spring-loaded or loop scissors available
- Provide different writing tools (thin markers, gel pens) to reduce pencil pressure
- Prepare reference chart for letters
- Special Ruled Paper Sheets
- Co:Writer
- Notability
- .....



### Dyspraxic-friendly organization/learning conditions

- Allow students to work in different positions, like standing
- Give breaks so the students can move around a few times a day
- Adjust chair and desk height to ensure students are in the proper position for desk work
- Give extra time to get from class to class
- Audio tapes for recording lessons
- Voice activated software
- .....

NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_

# After learning



## Evaluation and assessment

- Keep the assesment positive and avoid comparing learners and skills
- Help students to set their goals
- Allow learners to present their knowledge and skills in different ways
- Provide extra time to complete work
- Review substance of the work over form and care.
- Adapt the tests to avoid long eye movements
- Provide sandwich feedbacks
- .....
- Allow the use of a computer
- Touch-type Read and Spell
- .....

# Notes to self



## For my class...

- .....
- .....
- .....
- .....
- .....
- .....
- .....

NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_