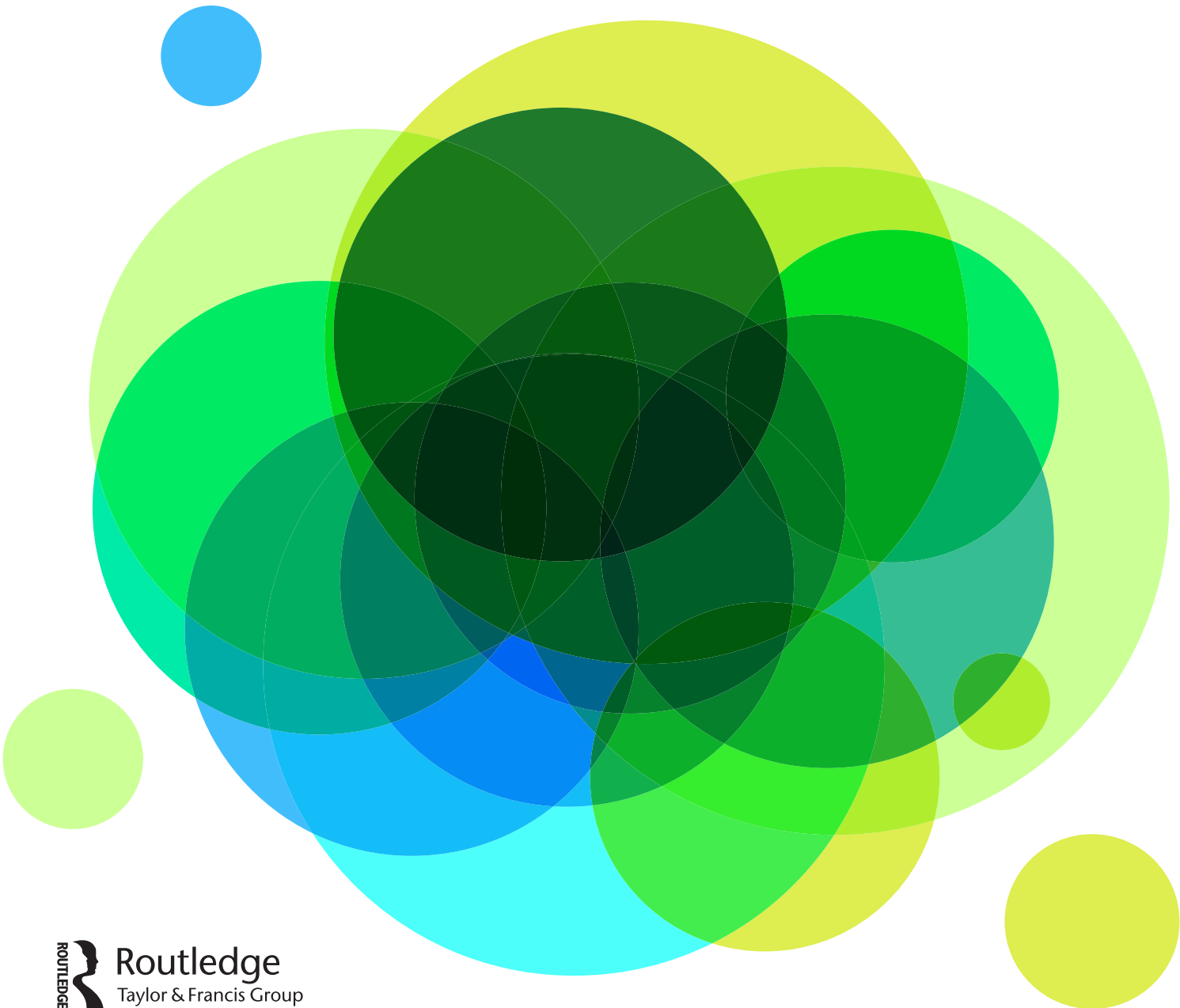


A **Routledge** FreeBook

SPOTLIGHT ON

DYSLEXIA AND DYSPRAXIA



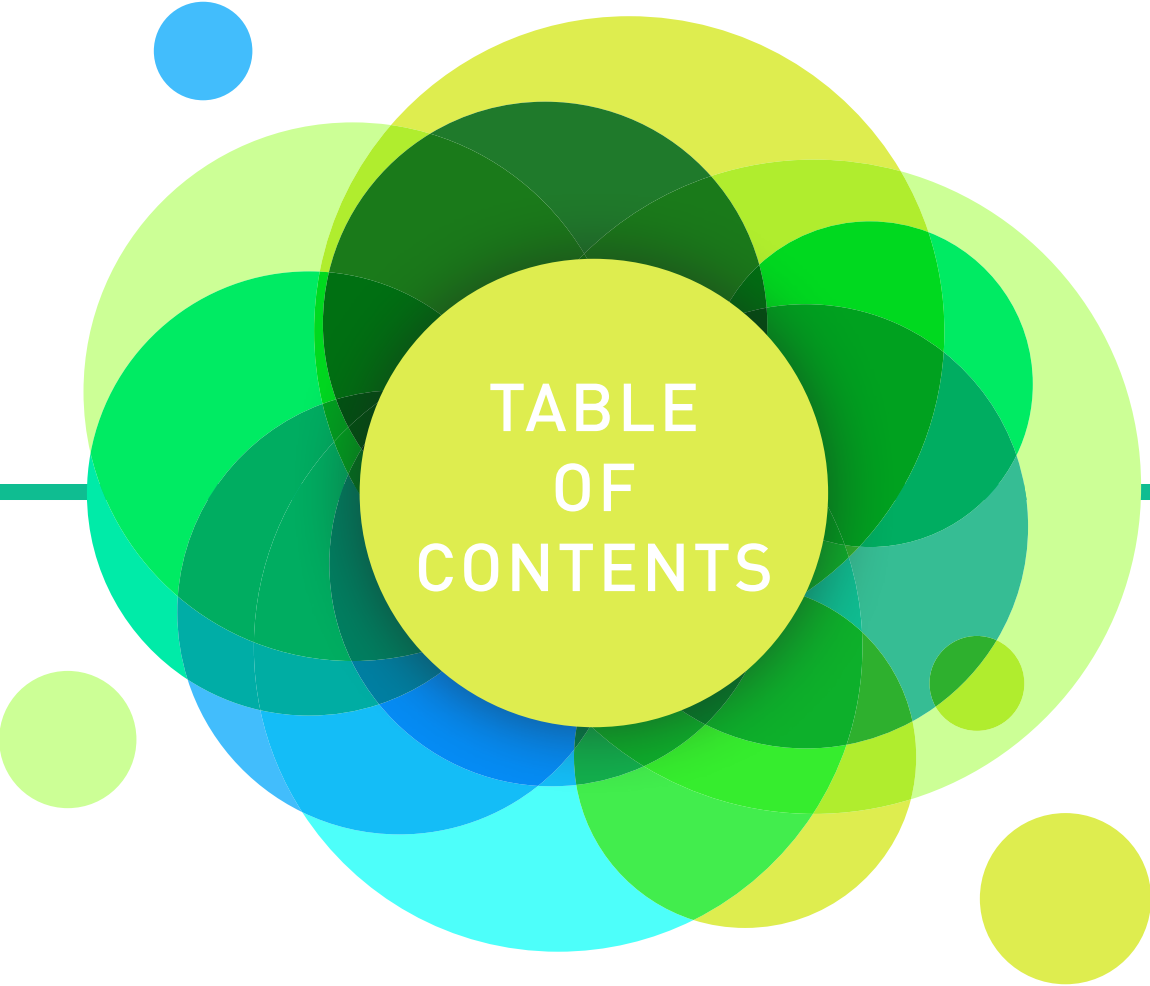


TABLE OF CONTENTS

03 • **FOREWORD FROM NASEN**

05 • **INTRODUCTION**

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

08 • 1. What causes dyslexia?

12 • 2. Primary/secondary: checklist for dyslexia

14 • 3. Dyslexia-friendly classrooms; dyslexia-inclusive schools

22 • 4. Suggested outline for whole-school training on dyslexia

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA

24 • 5. Making sense of the senses

28 • 6. Gross motor skills

38 • 7. Developing self-help skills



FOREWORD

FROM NASEN

Being a learner is an individual experience and for some whose needs may be different to most, education can be transformed by teachers who really understand the differences and can use this understanding to provide effectively.

Nasen is the UK's leading organisation supporting those who work with children and young people with special and additional educational needs and disabilities (SEND). Education professionals need access to good quality resources and information to inform the work they do in securing the best outcomes for learners with SEND but with such a wide range of different needs, a mass of information available and a lack of time, it can be difficult to select what might be most relevant and helpful. This FreeBook brings together key information and practical strategies for supporting children with dyslexia and dyspraxia.

The sections about dyslexia support SENCOs and teachers with some of the knowledge and tools for assessing and planning for pupils on the dyslexic spectrum. There is an accessible explanation of the causes of dyslexia and an introductory checklist to support classroom observation of both primary and secondary age pupils. What every teacher needs to know about making their teaching and classrooms more dyslexia-friendly is included, along with ideas for the SENCO on how to plan an effective training session on dyslexia for all staff.

Written by practitioners for practitioners, the sections about dyspraxia include useful information about the relevant senses and an overview of expected gross motor skills progression from 3 months to 5 years of age. There are checklists and activity ideas to support gross motor skills' development, as well as practical ideas for the development of self-help skills, including those around issues with eating and food.

Having a specific learning difficulty like dyslexia or difficulties with motor co-ordination like those associated with dyspraxia can impact across every educational experience, making the need for teachers to be able to support appropriately, crucial. This FreeBook brings together two seemingly quite different areas of need but it's interesting to note that up to 52% of children with dyslexia also have signs of dyspraxia*.

Whatever the learning differences, every child or young person is entitled to fully access learning. Sharing this FreeBook with everyone in school can help to make this happen!

Alison Wilcox

Head of Education, nasen

* ref: Bohl, H. & Hoult, S. (2016). *Supporting Children with Dyslexia*. Routledge



FOREWORD

FROM NASEN

ABOUT NASEN

nasen can help you in identifying and meeting the needs of your children and young people with SEND, enabling them to really discover their potential.

By becoming a nasen member, you can gain access to e-learning, resources, publications, newsletters and lots more.

Find out more at www.nasen.org.uk/why-join

nasen (National Association of Special Educational Needs) have been supporting thousands of practitioners for 25 years, by providing relevant knowledge, training and resources to enable staff to meet all pupils' needs. Working with dedicated education professionals, nasen aims to ensure that practice for special and additional needs is effective and current.



INTRODUCTION

HOW TO USE THIS FREEBOOK

Spotlight on Dyslexia and Dyspraxia has been written to help teachers, teaching assistants, special educational needs coordinators, and other educational professionals better support children with dyslexia and dyspraxia.

In this FreeBook, you will find practical tips and strategies on how to meet the needs of children and young people with dyspraxia and dyslexia. We hope that it will help you develop a better understanding of dyslexia and dyspraxia, as well as providing a professional development tool which will encourage outstanding practice at all levels.

As you read through this FreeBook, you will notice that some excerpts reference other chapters, please note that these are references to the original text and not the FreeBook. And remember that if you are in search of more in-depth coverage of any of these topics, all of the titles featured are available in full from our website.

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

CHAPTER 1: WHAT CAUSES DYSLEXIA?

Find out what the latest research tells us about the causes of dyslexia.

CHAPTER 2: PRIMARY/SECONDARY: CHECKLIST FOR DYSLEXIA

Suitable for use with Primary and Secondary students, this checklist will help you to gather relevant information and evidence that can then be discussed with the SENCO/ other professionals/ parents.

CHAPTER 3: DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

This chapter provides some simple ways to easily adapt aspects of the environment, resources and teaching methods to make the classroom more dyslexia friendly.

CHAPTER 4: SUGGESTED OUTLINE FOR WHOLE-SCHOOL TRAINING ON DYSLEXIA

This chapter provides a framework for raising awareness and building understanding of dyslexia in school.



INTRODUCTION

HOW TO USE THIS FREEBOOK

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

CHAPTER 5: MAKING SENSE OF THE SENSES

To help you understand the causes of motor coordination difficulties, this chapter looks at the way in which the senses work together to influence learning.

CHAPTER 6: GROSS MOTOR SKILLS

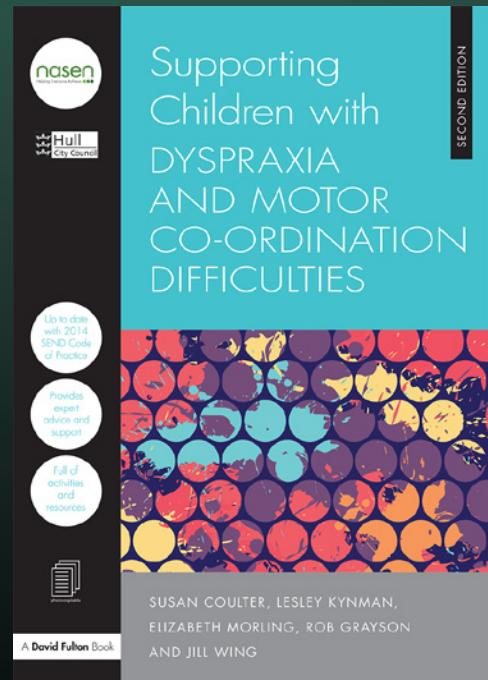
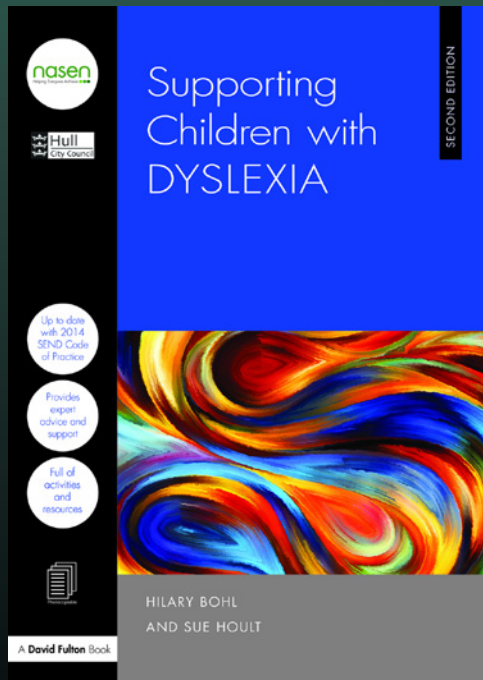
As well as an overview of gross motor skills progression, this chapter provides a checklist to help determine the level of development of the pupil, with activities which will improve skills.

CHAPTER 7: DEVELOPING SELF-HELP SKILLS

This chapter provides a range of activities for both older and younger pupils, that help children to develop everyday skills in dressing, eating and more.

NASEN SPOTLIGHT

EXPERT ADVICE AND
SUPPORT FOR SEND

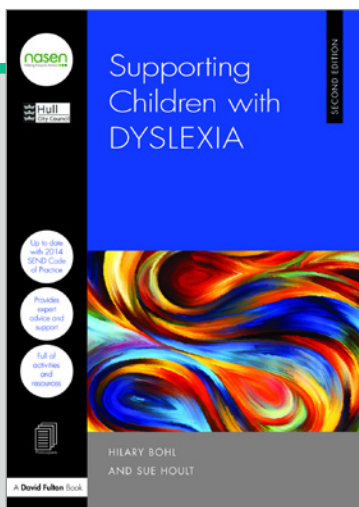


The nasen spotlight series provides practical guidance and tried-and-tested resources for all schools and professionals involved in supporting Special Educational Needs.

DISCOVER THE FULL SERIES - OVER 50 TITLES AVAILABLE
WWW.ROUTLEDGE.COM/SERIES/FULNASEN



SUPPORTING CHILDREN WITH DYSLEXIA WHAT CAUSES DYSLEXIA?



This chapter is excerpted from
Supporting Children with Dyslexia, 2nd Edition
by Hilary Bohl and Sue Houl.

©2016 Taylor & Francis Group. All rights reserved.

[LEARN MORE >](#)

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

WHAT CAUSES DYSLEXIA?

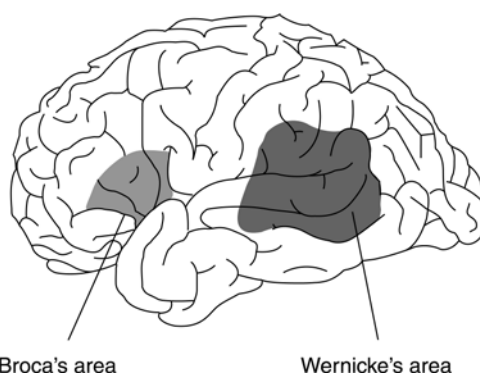
Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

In a few words:

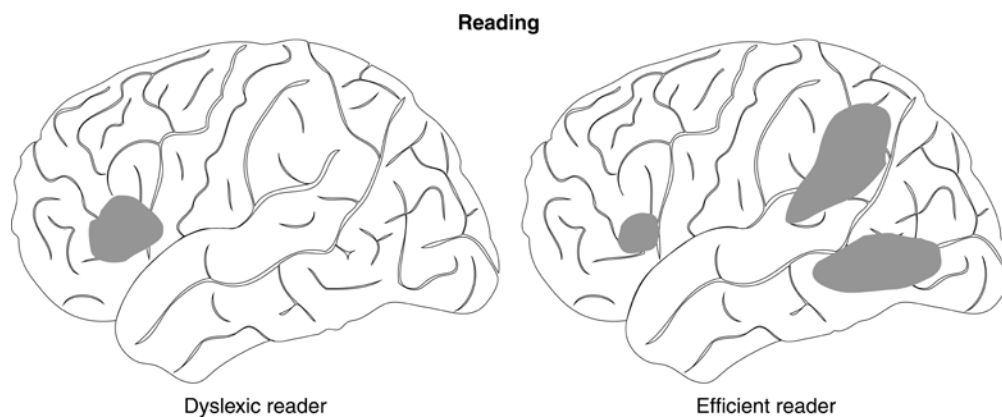
A dyslexic person is predominantly using the right hemisphere of their brain instead of their left to read and spell.

In more detail:

A brain-based problem in the decoding of written language.



The latest research into the causes of dyslexia is saying that the dyslexic brain processes written words differently. There is a greater reliance on the Broca's area in the left frontal lobe. Strong readers rely more on areas to the back of the left brain close to the Wernicke's area.



For non-dyslexic readers, this area at the back of the left brain is very active during fluent reading. Words are recognised here at lightning speed.

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

WHAT CAUSES DYSLEXIA?

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

Dyslexic readers aren't using these high-powered areas and instead compensate by using the less effective Broca's area.

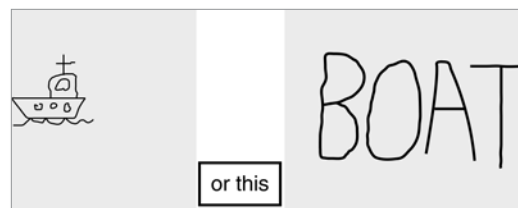
PHONOLOGICAL PROCESSING IMPAIRMENT THEORY

We know that dyslexics use different areas of their brains to read. Current research doesn't yet really explain why the Broca areas or right side of the brain, for example, are less efficient at reading or why dyslexics are using different parts of their brain to accomplish the same function to begin with.

What is known is that the brain regions that dyslexics are using to read are not very good at processing phonemes – the basic sounds of language. Therefore, it is a struggle to make the connection between the phoneme and the grapheme. The individual sounds become 'sticky', unable to be broken apart and manipulated easily. This is known as the phonological processing impairment theory (Caylak, 2010).

WIRING OF THE BRAIN

Dyslexic readers have been found to have strong activity in the right side of their brain. Because of the strength of their right brain, they engage this area while performing language tasks. The right side deals with areas and space and patterns. It doesn't understand parts of speech, or keep track of letter-order in spelling. It reads words as a line drawing that it has been taught has a meaning. A sketch, not a line-up of sounds.



The right brain knows the drawing represents a watercraft that travels on water. But is just as apt to say ship or yacht or canoe as boat.

However, as mentioned above, language tasks are typically and most efficiently performed in the left side of the brain. So when reading is predominantly happening in the right side, the result, one researcher described, can come out as scrambled eggs.

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

WHAT CAUSES DYSLEXIA?

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

Thus, the wiring of the dyslexic brain is often prescribed as the cause of dyslexia (Roth, 2007).

MAGNOCELLULAR THEORY OF DYSLEXIA

The visual magnocellular system sensors unintended visual motion and signals are sent then used to bring the eyes back on track. In dyslexics, the development of the visual magnocellular system is impaired, which causes letters to appear to move around and cross over each other (Stein, 2008).

GENETIC INHERITANCE

Studies have shown that dyslexia is a condition passed on through families. A child has a 40–50% chance of inheriting the dyslexia genes.

Current research has found 10 possible genetic factors that may contribute to dyslexia, according to the Dyslexia Research Trust in Oxford. Four of the genes affect brain development (Peart, 2013).

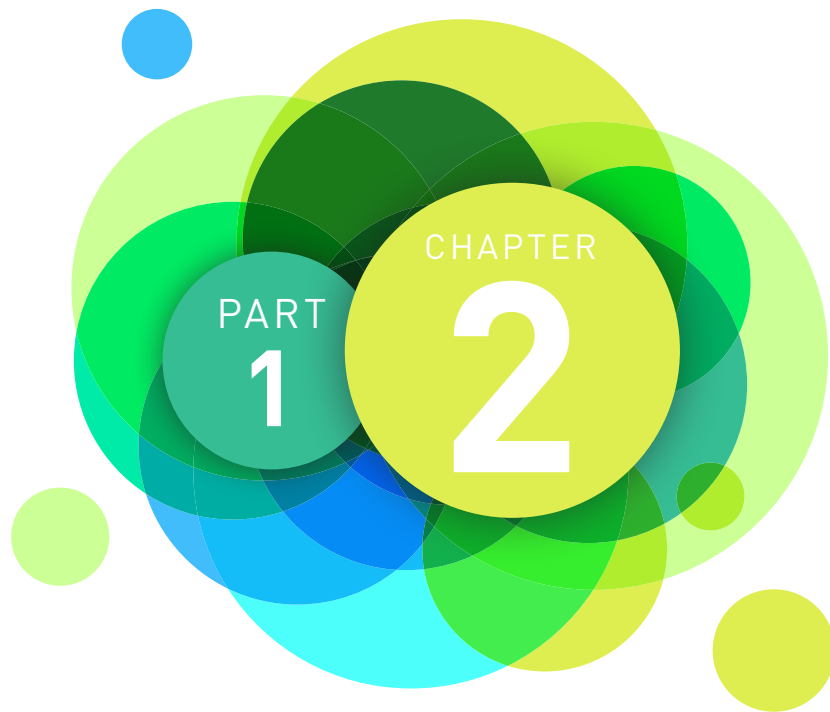
Genetic researchers are arguing that the causes of dyslexia are to be found in the early stages of brain development in the foetus in the womb (Paracchini, 2011).

This is an exciting time for dyslexia research. In our lifetime, the research will lead to a better definition of dyslexia and provide better diagnostic tools to identify different categories of dyslexic individuals and more targeted intervention strategies. More information about various research on dyslexia can be found on the Dyslexia Research Trust website at www.dyslexic.org.uk/links.

ACQUIRED DYSLEXIA

A small minority of people acquire dyslexia after they are born. The most common causes of acquired dyslexia are brain trauma or brain injury. A person may have fallen from a height, been in a car accident or had a stroke. It is commonly found in adults.

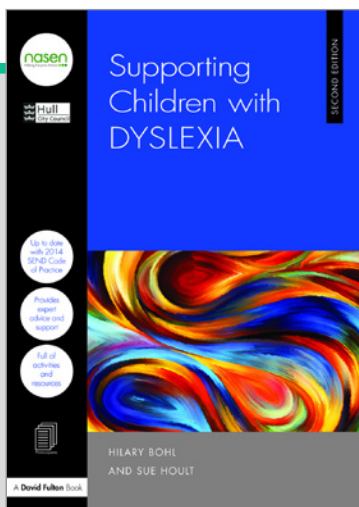
Many of the symptoms of dyslexia have been discovered, and while there is still no absolute consensus as to what causes dyslexia, we're getting closer to the answer.



SUPPORTING CHILDREN WITH DYSLEXIA

PRIMARY/SECONDARY

CHECKLIST FOR DYSLEXIA



This chapter is excerpted from
Supporting Children with Dyslexia, 2nd Edition
by Hilary Bohl and Sue Hout.

©2016 Taylor & Francis Group. All rights reserved.

[LEARN MORE >](#)

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

PRIMARY/SECONDARY

CHECKLIST FOR DYSLEXIA

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

The following checklist is by no means exhaustive or definitive, but may be useful in focusing the thoughts/observations of a pupil that is a concern, and in helping to gather relevant information and evidence that can then be discussed with the SENCO/ other professionals/parents. This checklist is suitable for use with both primary- and secondary-aged children and young people.

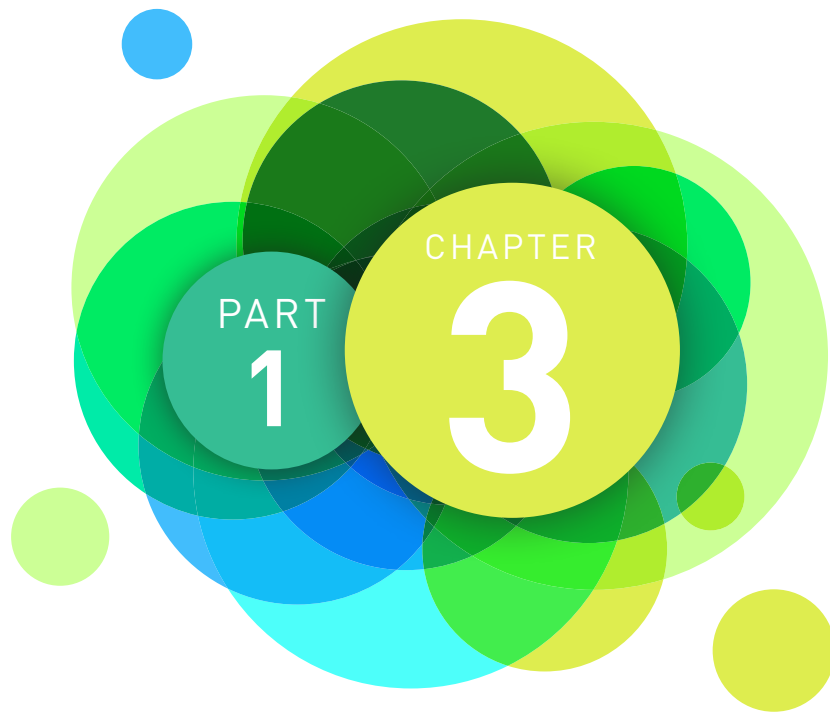
Please be aware that just because a pupil has a number of the following indicators it doesn't mean they are dyslexic – there may be other reasons for their difficulties and many of the early indicators could be applied to other conditions too or just a different rate of development.

Table 1 • Classroom observation checklist for primary/secondary age pupils

Name:		Age:	Date:
Observed Behaviour	Comments		
Can the pupil follow classroom instructions?			
Does the pupil contribute to the session starter?			
Observe reading. Does the pupil omit, transpose or substitute words, misreads and stumbles over words or sounds out every phoneme?			
Is the pupil reluctant to or avoids reading out loud?			
Does the pupil have difficulty understanding what they have read?			
Does the pupil have difficulty tracking words across the page or skips lines?			
Does the pupil express sophisticated ideas verbally?			
Does the pupil use any avoidance tactics to delay putting ideas onto paper?			
Does the pupil spell phonetically or erratically?			
Does the pupil appear clumsy and uncoordinated?			
Does the pupil have problems sequencing events in stories or days of the week or getting dressed?			
Does the pupil find the noise or light in the classroom uncomfortable?			
Does the pupil seem inattentive, forgetful, easily tired?			
Does the pupil forget their homework, PE kit or forget where they have left things?			
Does the pupil have unexplained good days and bad days?			

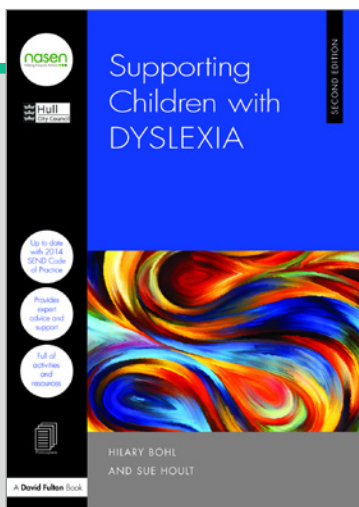
Note: If there is a cluster of 'yes' responses, then discuss with the SENCO and look at the strategies in Chapters 12 and 14 to help support the child/young person.

Always ensure that you discuss any concerns and evidence with the child's parents/carers. Not only should they be involved from the beginning, but also they know their child best and can give invaluable information.



SUPPORTING CHILDREN WITH DYSLEXIA

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS



This chapter is excerpted from
Supporting Children with Dyslexia, 2nd Edition
by Hilary Bohl and Sue Houl.

©2016 Taylor & Francis Group. All rights reserved.

[LEARN MORE >](#)

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

Ensuring that a classroom is dyslexia friendly not only positively supports those pupils with dyslexia, but also benefits all pupils in the class. There are several ways to easily adapt aspects of the environment, resources and teaching methods to make the classroom more dyslexia friendly. The following are some simple ways to help achieve this.

BACKGROUND COLOURS

Use buff, cream or pastel colours for backgrounds on computer screens, interactive whiteboards, handouts and displays. These colours have been found to be the easiest for dyslexic children to read from. The most difficult to read is black print on a white background.

FONTS

- Use 'sans serif' fonts, e.g. **Comic Sans**, **Arial**, **Tahoma**, **Verdana**, **Century Gothic**.
- Sans serif fonts (those fonts without the fiddly bits on the end of characters) are easier to read. **Comic Sans** and **Century Gothic** avoid the confusion between 'ɑ' and 'a'.
- Be aware that the frequently used **Times New Roman** font is not particularly easy to read for people with dyslexia.
- Avoid writing in **BLOCK CAPITALS** or *italics* and avoid underlining text. It is better to use **bold** to highlight, as *italics* and underlining can make words appear to run together.
- Use a suitable size font: 14 pt. is ideal for most children but some children may require larger.
- For dyslexia-friendly fonts available free for parents, go to www.dyslexiefont.com. Schools can also download this font, but they have to pay!

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

PRESENTING INFORMATION

When presenting information (written; whiteboard; computer screen) remember to:

- use paper thick enough to prevent the other side showing through;
- use matt paper rather than glossy;
- use dark coloured text on a light (not white) background;
- for headings, use larger font size in bold, lower case;
- use boxes and borders to emphasis points/sections clearly.

With the layout, it is best to:

- use left-justified with ragged right edge;
- avoid narrow, newspaper style, columns;
- keep lines short – no more than about 60 to 70 characters;
- space out your text and avoid using long paragraphs;
- use line spacing of 1.5;
- avoid starting a sentence at the end of a line;
- use bullet points and numbering.

For a dyslexia-friendly writing style:

- use short, simple sentences;
- give instructions clearly, avoid long sentences of explanation;
- use active rather than passive voice;
- avoid double negatives;
- be concise.

To make materials more accessible, try including:

- flow charts – good for explaining procedures;
- pictograms and graphics – help to locate information;
- lists of 'dos' and 'don'ts' – these are more useful than continuous text to highlight aspects of good practice.

Also: avoid abbreviations if possible or provide a glossary with explanations.

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

DISPLAYED INFORMATION

Within the classroom, always display information that is commonly used/is useful and will cut down on the amount the children have to remember. Having the following displays in the classroom will help those children with memory difficulties and sequencing difficulties and will re-inforce learning:

- The alphabet in upper and lower case – still useful in KS2 e.g. to aid in using a dictionary.
- Days of the week and months of the year.
- Numbers 1–100.
- Times tables.
- How to write the date – both long and short versions (NB: if a child has difficulties copying, or is very slow to copy the date, then decide whether it is a priority for them to write the date or whether they would be better concentrating on other aspects of the task – an adult can write it in for them).
- Sample mnemonics for commonly misspelt words, e.g. said (Sally Ann Is Dancing); was (Wet Animals Smell); because (Big Elephants Can Add Up Sums Easily); ight endings (I Go Home Tonight); ould endings (Old Umbrellas Leak Dreadfully) (see Appendix 4 for more useful mnemonics).
- Ways of remembering b/d orientation, e.g. picture of making b/d with fingers; picture of bed.

Other useful information to display in the classroom:

- Key topic words – for the whole topic or for the current lesson.
- Aims of the topic.
- What the current homework task is and dates for completing it – also write this out separately for the dyslexic child and discuss it with parents if appropriate.

At secondary school, also:

- Display keywords for your subject or for the lesson.
- Display a summary of processes to be used in your subject – use pictures to support the text.
- Display important information clearly, e.g. definitions of terms used, any scientific formulae, key dates/key figures/key events in History.

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

TEACHING

Make teaching dyslexia friendly by:

- changing the presentation of the pupil's work by, e.g. simplifying the language, using visual cues;
- allowing the child to work at different levels or on different elements within the same subject;
- adjusting the speed or workload by setting different amounts of work or allowing extra time to complete the work – reduce the amount of work given (NB: if allowing extra time to complete work, never take away the child's playtime – it shouldn't be seen as a punishment, and the child needs a break more than most);
- letting the pupil use/respond in different ways, e.g. drawing a picture, making a list, dictating or using a word processor, to show their knowledge of a subject/task;
- using slower speech and simple sentences – pupils with dyslexia may need a longer time to process information, so use pauses when speaking to give them time;
- using examples and visual representations in lessons to help aid comprehension;
- providing worksheets/writing frames/mind maps for organising information for writing tasks, use scaffolding techniques to help;
- using multi-sensory approaches in lessons;
- using visual presentations, PowerPoint projects, poster boards and discussions to help a pupil participate;
- using two or more senses – pupils with dyslexia have been found to learn better when more than one sense is stimulated – use art, drama/role play and hands on/practical activities to reinforce lessons.

GENERAL CLASSROOM TIPS

- Have an area of the room designated as a quiet area, carpeted if possible to cut down noise and aid concentration.
- Place analogue and digital clocks on the wall, right next to each other – helps children see both ways of showing time, and helps them connect the digital time with how it looks on a clock.
- Use symbols to support written information.
- Use colour coding to highlight curriculum/subject areas.

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

- Write a list of simple instructions to help the child organise work or give one instruction at a time and let them complete that before giving the next one.
- Highlight key points in a piece of work.
- Don't give them too much to copy – colour code what they must copy, check that it's correct. Leave any writing to be copied up for a long time. Remember: it's easier to copy from a piece of paper next to them.
- Give activities with definite end targets – break down activities into chunks.
- Put resources on tables/desks/walls to support multi-sensory learning, e.g. high frequency words; alphabet; spelling rules.
- Use blue, brown, red, green or purple board markers rather than black –these may be easier for some children to read.
- Use colour to separate key information written on the whiteboard/interactive board, e.g. write lines or key information in different colours; use colour to separate sections and highlight ideas; number lines at each end.
- Have a visual timetable in every classroom.

POSITIVE ATTITUDE

Have a positive attitude towards supporting children with dyslexia by:

- having a good understanding of dyslexia and how it may affect children with their learning;
- encouraging children to learn from their mistakes rather than regarding mistakes as failing;
- encouraging children to take an active part in classroom discussions – encouraging risk taking will boost confidence to speak out and contribute in these situations – they may be surprised how much they know/understand;
- allowing thinking time when asking children questions – don't expect them to respond immediately, they need more time to process;
- having a pre-arranged signal so that the child can discreetly show when they want to contribute to a discussion/answer a question or when they don't understand/ need more support, e.g. a card with different colour on each side, one side to indicate they want help/support and the other side to indicate they want to contribute.

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

AS A SCHOOL

Ensuring that all areas of school life are as dyslexia friendly as they can be will mean that:

- the strategies implemented in class for children with dyslexia will benefit all of the children in the class;
- making changes to help children with dyslexia is making positive changes for the entire class.

The following checklist 'Are you a dyslexia-friendly school?' may help staff to start implementing strategies throughout the school to help support dyslexic pupils.

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

DYSLEXIA-FRIENDLY CLASSROOMS; DYSLEXIA-INCLUSIVE SCHOOLS

Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

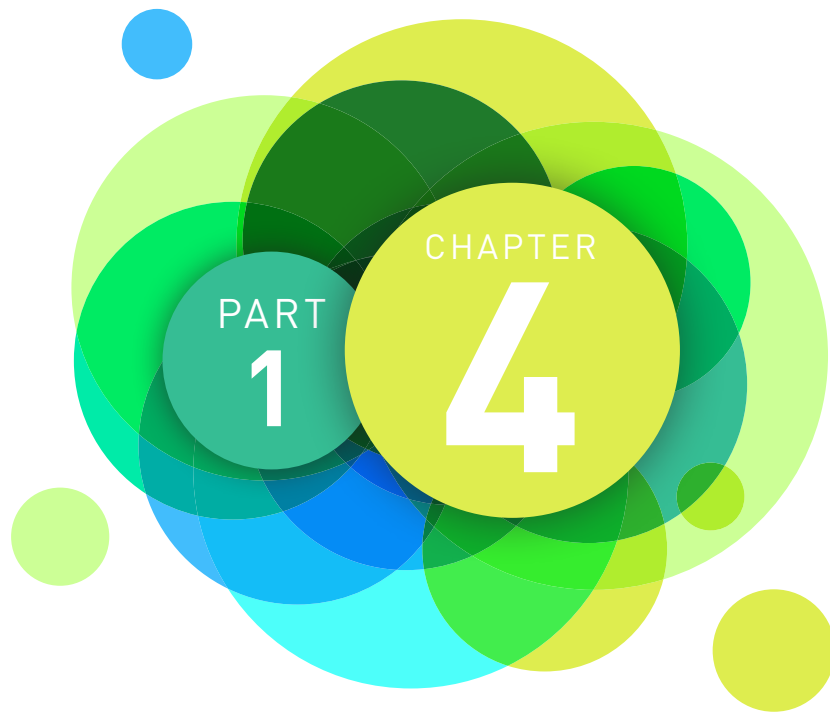
Checklist • Are you a dyslexia-friendly school?

	Yes	No
1. Do you use buff, cream or pastel backgrounds on interactive whiteboards and handouts?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you use symbols/pictures to support written information, e.g. resources in classrooms, notices around the school and menus in the dining hall?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you use colour coding to highlight curriculum or subject areas, including resources, equipment, displays?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do all staff know what dyslexia is and how best to support pupils with dyslexia? Has training been provided for all staff and is it an ongoing developmental process?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you provide pupils with coloured overlays when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
6. Is ICT used to support pupils' learning? Are computer screens, text size and font adjusted?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you have resources on tables and walls to support multi-sensory learning, e.g. word banks, magnetic letters, alphabet strips, small whiteboards and pens, b/d memory joggers?	<input type="checkbox"/>	<input type="checkbox"/>
8. Has the school appropriate materials for teaching dyslexic pupils?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are dyslexic pupils given appropriate work for their ability levels?	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the school encourage effective parent partnerships?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are there displays in classrooms of keywords and information to support organisation, e.g. when to bring in PE kit?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have dyslexic pupils' appropriate targets on their Individual Education Plans (IEPs)/Support Plans?	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the pupil involved in the IEP and/or support plan?	<input type="checkbox"/>	<input type="checkbox"/>
14. Are pupils given the confidence and necessary emotional support?	<input type="checkbox"/>	<input type="checkbox"/>
15. Is there evidence of pupils 'showing what they know' in different ways through displays around the school, e.g. concept maps, posters, ICT, drama?	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the school endeavour to talk to parents and obtain family histories?	<input type="checkbox"/>	<input type="checkbox"/>
17. Do you have visual timetables in all classrooms?	<input type="checkbox"/>	<input type="checkbox"/>
18. Do you provide appropriate teaching for all pupils including dyslexic pupils, e.g. do you use mnemonics, tables, mind maps, timetables, homework boards, lesson prompts, subject-specific and definition information booklets?	<input type="checkbox"/>	<input type="checkbox"/>

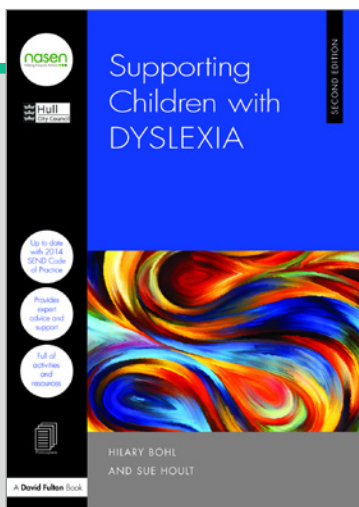
The responses to these questions may be used as the basis for an action plan.

Where 'yes' is identified, is there evidence to support this? If not, can this be gathered or identified?

Where 'no' is identified, what action will be taken and in what priority?



SUPPORTING CHILDREN WITH DYSLEXIA SUGGESTED OUTLINE FOR WHOLE-SCHOOL TRAINING ON DYSLEXIA



This chapter is excerpted from
Supporting Children with Dyslexia, 2nd Edition
by Hilary Bohl and Sue Hout.

©2016 Taylor & Francis Group. All rights reserved.

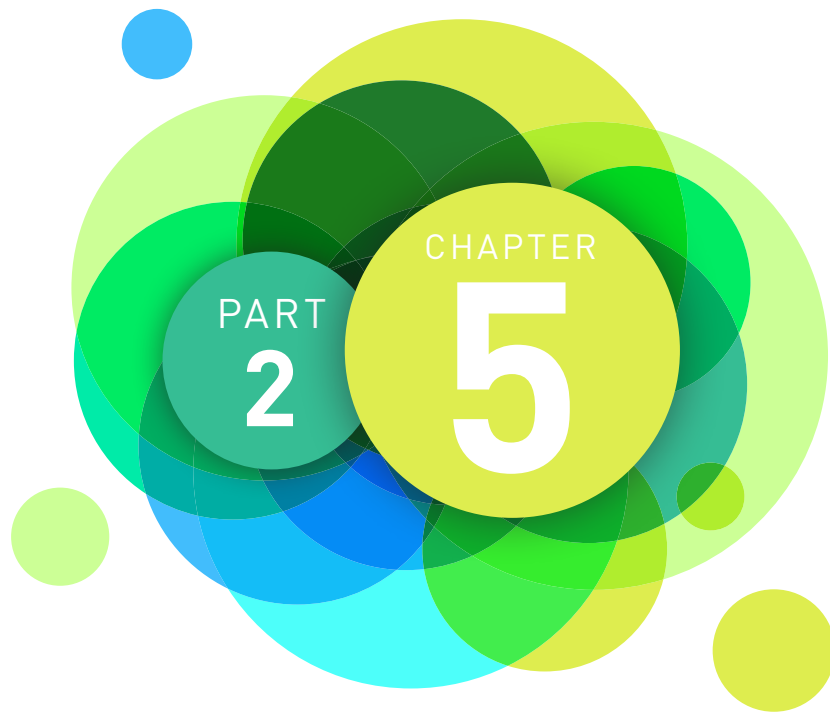
[LEARN MORE >](#)

PART 1: SUPPORTING CHILDREN WITH DYSLEXIA

SUGGESTED OUTLINE FOR WHOLE-SCHOOL TRAINING ON DYSLEXIA

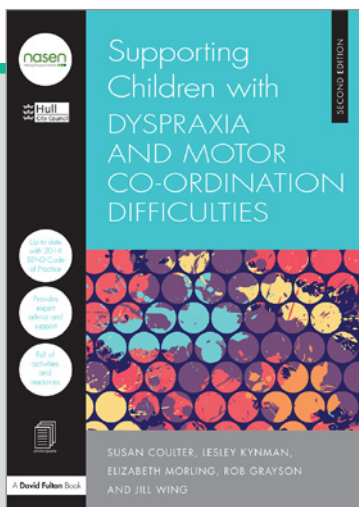
Excerpted from *Supporting Children with Dyslexia, 2nd Edition*

1. Start with a true/false quiz (see Chapter 22, including the answers) to get staff discussing their understanding, and possibly their misunderstandings, of dyslexia.
2. Explain what dyslexia is – *definition* and the *causes* and explain the possible additional factors that are a barrier to learning, such as memory difficulties, concentration, and behaviour/self-esteem (see Chapter 4 for emotional impact) issues. Emphasise that many of the signs/symptoms are similar to/overlap with other difficulties (co-morbidity – see Chapter 3), e.g. dyspraxia, ADHD, ASD.
3. Give colleagues short exercises to demonstrate some of the difficulties dyslexic pupils may have, e.g. copying from the board (see Appendix 7 which also includes an explanation of the activity and issues to discuss).
4. Identifying pupils with dyslexia. What should colleagues be looking out for? (See checklists: Foundation Stage, see Chapters 7 and 8; Primary Stage, see Chapters 10 and 11; Secondary Stage, see Chapters 11 and 13.) Look at/give staff checklists to help them in the classroom. NB: For secondary-aged pupils, also look at the signs for primary-aged pupils. What is the school system for referral?
5. If there is time, show staff the YouTube comic 'Dyslexia Explained: What's it Like Being Dyslexic' – it's 7 minutes long but shows clearly how difficult it can be for dyslexic children at school.
6. Classroom strategies (see Chapter 9 for Foundation Stage, Chapter 12 for primary pupils, Chapter 14 for secondary pupils) to put together a good practice guide. Demonstrate some of the strategies/resources to staff, e.g. play one or two of the phonological awareness games.
7. To create a dyslexia-friendly classroom/school (see Chapter 19 for ideas). Give out the checklist at the end of Chapter 19 so teachers/senior management can do an audit of their practice and their environment. Also give out Appendix 7 'Dyslexia friendly classrooms: getting started' – this provides some simple ways that teachers can make a difference in their classroom.
8. Interventions: make sure that staff are familiar with what happens during any specialist sessions. Can colleagues observe an intervention group in action? How can they support and reinforce this work? Put together a thumbnail description of each intervention/resource used in your school to support pupils with dyslexia so all staff are better informed about what the interventions etc. cover (this could be followed up at a later date by a small group/groups of staff observing a modelled session with one of the strategies/resources used).
9. Parents: how can colleagues gain parents' support and help them to help their children? Giving advice to parents/where they can get additional advice (see Chapter 18: this is useful advice to give parents and carers of children and young people with dyslexia).



SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

MAKING SENSE OF THE SENSES



This chapter is excerpted from

*Supporting Children with Dyspraxia
and Motor Co-ordination Difficulties, 2nd Edition*

by Susan Coulter, Lesley Kynman, Elizabeth Morling,
Rob Grayson and Jill Wing

©2015 Taylor & Francis Group. All rights reserved.

[LEARN MORE >](#)

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

MAKING SENSE OF THE SENSES

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

A child with motor co-ordination difficulties presents as inattentive and clumsy, sometimes failing to make the academic progress that one suspects he/she is capable of. Parents and teachers can be puzzled as to the reasons for this behaviour.

To understand the causes of this type of developmental difficulty one must look at the way in which the senses work together to influence learning.

There are three main senses which need to work effectively together to allow us to experience, interpret and respond to stimuli in our environment. This process is known as sensory integration.

1. SENSE OF TOUCH (TACTILE)

The tactile system sends information to the brain, via cells in the skin. This information includes light touch, pain, temperature and pressure. It is this sense which enables us to rummage in a bag to find a pen or a coin without looking.

When the tactile system is not working properly, a child may hate to be cuddled, dislike getting his/her hands dirty and avoid playing with certain textures. He/she may also be sensitive to particular textures in clothing and refuse to eat certain textured foods.

The child may be unable to moderate his/her own touch, resulting in rough play, sometimes misinterpreted by others as aggression.

The term 'tactile defensiveness' is used to describe a condition where a child is extremely sensitive to the lightest of touches.

When the tactile system is immature, abnormal neural signals are sent to the cortex in the brain, which can interfere with other brain processes. (The cortex is the part of the brain that interprets information.) This interference can lead to the brain being overstimulated, which results in the person having difficulties organising, concentrating and dealing with physical contact with others.

2. SENSE OF MOVEMENT (VESTIBULAR)

The vestibular system uses structures in the inner ear to detect movement and changes in the position of the head. It enables us to remain upright, to adjust our position, to balance and to interpret movement. The vestibular system helps to maintain muscle tone, co-ordinate the two sides of the body (bilateral co-ordination), and holds the head up against gravity. When the vestibular system is working

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

MAKING SENSE OF THE SENSES

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

effectively, a child can look up at the board then return to a book without losing his/her place. He/she can balance on one leg for long enough to kick a ball.

Immaturities in the vestibular system can be seen in two ways: hyper-reaction and hypo-reaction, over- and under-reaction respectively. Some children are hypersensitive to vestibular stimulation and may be frightened of ordinary movements, e.g. using slides, swings, steps and slopes. They may also be apprehensive about walking on uneven or unstable surfaces, e.g. gravel paths or sandy beaches. The child who reacts like this can appear fearful in open spaces, e.g. when in a gym or hall. The other extreme is a child who seeks intense sensory experiences by twirling, jumping and spinning in order to stimulate the vestibular system.

3. SENSE OF POSITION (PROPRIOCEPTIVE)

When a person moves, (proprioceptive) signals are sent from the muscles, tendons and joints to the brain to enable us to know what our body is doing. The proprioceptive system could be described as an internal sense of vision. It enables us to carry out actions without having to look, e.g. fastening the top button of a shirt or putting on a jumper over the head.

When the proprioceptive system is not working correctly, a child may appear clumsy, fall often, have limited understanding of his/her position in space, and bump into furniture or brush along the wall when walking in a corridor. The child may have difficulty handling small objects, leading to problems with independence skills and fine motor skills.

Another aspect of proprioception is 'praxis' or motor planning. This is the ability to plan and execute motor tasks. This is essential to learning new skills.

In summary, sensory integration takes place in the following way:

- **Input** – information from the sensory system goes into the brain via sensory pathways.
- **Processing** – the information from the senses is processed and sent to other centres within the brain where it is 'made sense of' and translated into perception and learning. This is a two-way journey, with information being sent back to the sensory systems to enable modification of movement and behaviour.
- **Output** – the brain then enables the child to carry out integrated actions, e.g. movements, interaction and functions.



PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA
AND MOTOR CO-ORDINATION DIFFICULTIES

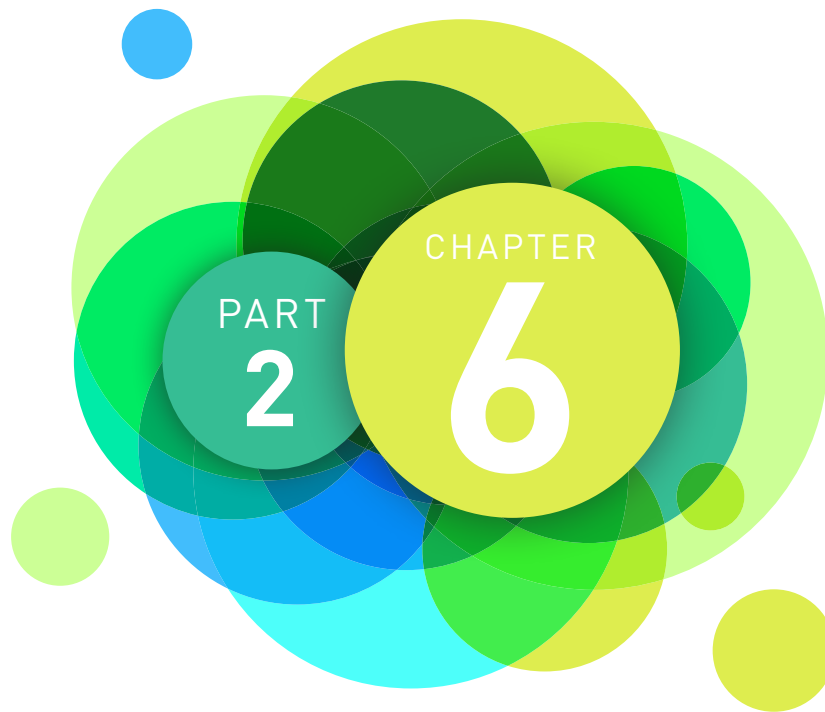
MAKING SENSE OF THE SENSES

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

When there is a problem in processing information from one of the sensory systems, the result can be poor functioning in a number of areas, as the sensory pathways are all interconnected.

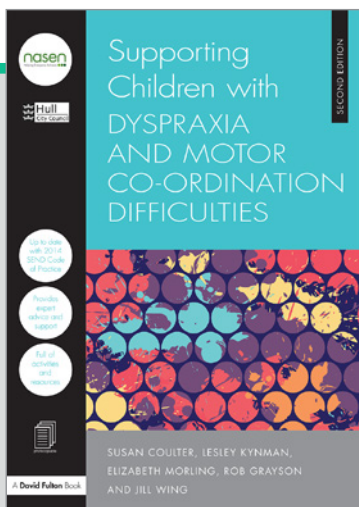
REFERENCES

Wright, Sally (June 1989) *Physiotherapy: Applied to the Treatment of the Child with Dyspraxia*, Dyspraxia Trust.



SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS



This chapter is excerpted from

*Supporting Children with Dyspraxia
and Motor Co-ordination Difficulties, 2nd Edition*

by Susan Coulter, Lesley Kynman, Elizabeth Morling,
Rob Grayson and Jill Wing

©2015 Taylor & Francis Group. All rights reserved.

[LEARN MORE >](#)

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

Motor control is gained from the head downwards to the feet and from the midline of the body out to the fingers.

Additionally, the left side of the brain controls the right side of the body and vice versa. This effectively results in an invisible midline running down the length of the body and young children must learn to work around this midline. The pupil must also learn to co-ordinate both sides of the body if he/she is to walk, run or kick a ball while balancing on the other leg, etc.

This section contains:

- An overview of gross motor skills progression.
- A gross motor skill checklist to help determine the level of development of the pupil, with activities which will improve skills.

Staff will be able to judge approximate skill level through observation of the pupil in playground activities and PE sessions. Discussion with parents will also provide relevant information, e.g. delayed physical milestones, crawling stage missed out, etc. The latter has implications for bilateral co-ordination and both body and spatial awareness.

The activities described in 'Gross motor skill checklist and activities' may be included in play sessions. Try to put them into a game context where possible, e.g. 'long sitting' (sitting on the floor with back against the wall and legs out straight) to develop sitting balance while playing the 'Pass the Hot Potato' game. They could also be included in PE; pupils with physical difficulties will require extra support and encouragement to ensure the work is effective. The activities are also appropriate for small-group work.

Subsequent pages provide:

- points to bear in mind when setting up a small-group activity session for pupils with co-ordination difficulties;
- guidance for extending skills in the Early Years;
- ideas for promoting physical skills with secondary-aged pupils.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

OVERVIEW OF GROSS MOTOR SKILLS PROGRESSION

Staff need to be aware of the developmental sequence for the acquisition of gross motor skills and that they are built up hierarchically, i.e.:

- core stability (head control, sitting balance, shoulder and hip fixation) underpins standing balance; leading to
- bilateral integration (walking, balancing on one leg, hopping, running, jumping, climbing, skipping, etc.);
- eye-hand-foot co-ordination for throwing, catching, kicking, etc.

Table 2

3 months	<ul style="list-style-type: none"> • sits with back straight apart from lower lumbar region when supported • on tummy, lifts head and upper chest using forearms to support • on back, kicks legs alternately.
6 months	<ul style="list-style-type: none"> • lying on back, raises head • sits with support • if hands are held, braces shoulders and pulls to sitting • on tummy, lifts head and upper body on flat hands and straight arms • when held, takes weight on feet and bounces up and down.
9 months	<ul style="list-style-type: none"> • sits on floor unaided for 10–15 minutes • leans forward, turns to look sideways, stretches out to pick up a toy • progresses along the floor by rolling • pulls to standing holding onto furniture • attempts to crawl • held upright, steps with alternate feet.
12 months	<ul style="list-style-type: none"> • sits on floor for indefinite time • can rise to sitting from lying down • pulls to standing and sits down again holding onto furniture • walks around furniture side-stepping • may stand alone • walks forward with hand held.
15 months	<ul style="list-style-type: none"> • kneels unaided or with minimum support on floor • can get to feet and down again without holding on • creeps upstairs safely • walks alone with uneven steps, arms held fixed or out to aid balance.
18 months	<ul style="list-style-type: none"> • kneels upright on flat surface without support • flexes knees and hips to pick up toy from the floor, using hands to help, then rises to feet alone • walks independently, stopping and starting safely • runs carefully in straight line, looking at ground, head in the midline.
2 years	<ul style="list-style-type: none"> • squats safely to play • sits on small tricycle and propels with feet on the floor • can stop/start/turn around safely • climbs on furniture and can get down safely • walks up and sometimes down stairs holding rail safely • walks into a large ball to try to kick it • throws a small ball overhand.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA
AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

2 ½ years	<ul style="list-style-type: none"> • jumps with both feet together from a low step • can stand on tiptoe when shown • walks up stairs confidently holding rail • walks down stairs two feet to a step • runs, and climbs on nursery equipment safely • throws ball at body level • kicks a large ball gently.
3 years	<ul style="list-style-type: none"> • sits with feet crossed at ankles • stands on tiptoe • stands on preferred foot briefly • jumps when shown from bottom step of stairs safely • walks forwards/backwards/sideways with confidence • rides a tricycle using pedals • runs around obstacles safely • throws a ball overhand • catches large ball on, or between, extended arms • kicks a large ball forcibly.
4 years	<ul style="list-style-type: none"> • picks up objects from the floor by bending from the waist with knees extended • sits with knees crossed • stands on preferred foot for 3–5 seconds • hops on preferred foot • walks up and down stairs one foot to a step • walks and runs on tiptoe • climbs ladders/trees • increasingly skilful at throwing/catching/bouncing/kicking balls.
5 years	<ul style="list-style-type: none"> • stands on either foot for 8–10 seconds on preferred foot with arms folded • walks along a narrow line • skips on alternate feet • hops 2–3 metres on either foot • skilful at climbing/sliding/swinging, etc.

It is important to remember that:

- a child cannot perform a skill out of sequence;
- problems frequently arise from low muscle tone, which results in slower progress of the acquisition of skills.

GROSS MOTOR SKILLS CHECKLIST AND ACTIVITIES

Table 3

<i>Skill area to be checked:</i>	<i>If not, try the following activities:</i>
Rolling – can the pupil:	
<input type="checkbox"/> travel along a mat by rolling?	<ul style="list-style-type: none"> • roll on stomach/back on request • roll downhill on a wedge shape • play 'There Were Ten in a Bed ...'
Sitting balance – can the pupil:	
<input type="checkbox"/> sit on a chair maintaining a good upright position for working?	<ul style="list-style-type: none"> • long sitting: legs outstretched • sitting cross-legged on the floor, play 'I'm a Little Teapot' • free-sit on the floor with arms out straight at the side, rock from side to side (aeroplanes, turn right/left, etc.) • sit and balance on a wobble board.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

Skill area to be checked:	If not, try the following activities:
Crawling – can the pupil:	
<input type="checkbox"/> crawl forwards/backwards/over/under/around, etc.?	<ul style="list-style-type: none"> • move forwards/backwards using arms only, lying on a scooter board • in the crawl position, raise left/right arm alternately • in the crawl position, raise left/right leg alternately • Superman/woman, raising opposite arm and leg • 'Cats and Camels', i.e. hump and hollow back in the crawl position • crawl over obstacles of varying heights and textures • crawl around a circuit, e.g. shipwreck (dry land and water).
<input type="checkbox"/> crawl through a tunnel?	<ul style="list-style-type: none"> • crawl through a hoop/line of hoops • crawl through a small tunnel made of PE equipment • crawl through partially extended tunnel.
<input type="checkbox"/> crawl along a bench?	<ul style="list-style-type: none"> • crawl along a line • crawl along/around the edge of a PE mat • crawl over a line of thick cushions.
Kneeling – can the pupil:	
<input type="checkbox"/> maintain a kneeling position for 5 minutes?	<ul style="list-style-type: none"> • let the pupil high kneel with arms on the table • work at the table in a high kneeling position • from a crawl position, sit back on his/her heels.
<input type="checkbox"/> walk in a high kneeling position?	<ul style="list-style-type: none"> • paint at an easel in a high kneeling position • kneel on one leg and raise the other leg at right angles, hold arms out at the side • same position, fold arms and balance • work at the table in a high kneeling position • move around the table, to next activity, in high kneeling position.
Balance in walking – can the pupil:	
<input type="checkbox"/> 'stop' on request when walking, e.g. 'Statues'?	<ul style="list-style-type: none"> • play 'Statues', traffic light game, 'What Time Is It, Mr Wolf?', etc.
<input type="checkbox"/> walk along a straight line marked on the floor?	<ul style="list-style-type: none"> • walk between tramlines on the floor, gradually reducing distance between lines • walk along a wide ribbon.
<input type="checkbox"/> walk on tiptoes, heels, etc.?	<ul style="list-style-type: none"> • rock forwards on toes • swing arms and reach as high as you can • reach high and lean forwards, staying on toes • sit on chair and raise toes; try to rise in this position • lean against the wall and raise toes.
<input type="checkbox"/> step over an obstacle?	<ul style="list-style-type: none"> • step over a beanbag on the floor • step over a rope on the floor, gradually raise it higher off the floor.
<input type="checkbox"/> walk along a low bench?	<ul style="list-style-type: none"> • walk between tramlines on a PE mat • walk over a line of cushions on the floor.
<input type="checkbox"/> walk in and out of objects?	<ul style="list-style-type: none"> • walk around one object and back (relay races) • walk between two obstacles • increase number of obstacles and weave between them (relay races).
<input type="checkbox"/> follow cut out footprints on the floor?	<ul style="list-style-type: none"> • step over ropes evenly spaced • walk one foot to a square grid, gradually reduce in size.
<input type="checkbox"/> balance a beanbag on the back of one hand?	<ul style="list-style-type: none"> • walk with large ball held in both hands • walk with beanbag held in both hands • walk with beanbag resting on upturned hand.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

Skill area to be checked:	If not, try the following activities:
<input type="checkbox"/> balance a beanbag on his/her head?	<ul style="list-style-type: none"> • walk with large hat on his/her head, then smaller hat • walk with a quoit on his/her head.
Balancing on one leg – can the pupil:	
<input type="checkbox"/> march, raising knees as high as possible?	<ul style="list-style-type: none"> • walk on the spot, gradually raising knees higher • doing this to music will help establish a rhythm, begin with fast music then slow down rhythm.
<input type="checkbox"/> walk sideways?	<ul style="list-style-type: none"> • single sideways step, both ways, increase number of steps (e.g. a simple line-dancing routine).
<input type="checkbox"/> follow well-spaced 'stepping stones' making giant steps, walking slowly?	<ul style="list-style-type: none"> • step over a series of beanbags in a line • stride from one mat to another across a gap, increase gap • walk, placing one foot in each hoop set in a line, increase gap.
Climbing – can the pupil:	
<input type="checkbox"/> climb up wall bars? (Be aware that some children may have problems with depth perception as well as poor co-ordination skills.)	<ul style="list-style-type: none"> • climb in and out of a box • crawl through a tunnel • step over/on/off graded obstacles, steps, etc. • climb stairs one at a time.
Running – can the pupil:	
<input type="checkbox"/> run safely on tiptoes?	<ul style="list-style-type: none"> • walk heel to toe along a line • stand on tiptoe and turn around • walk on tiptoe, increase speed.
<input type="checkbox"/> run around obstacles changing direction easily?	<ul style="list-style-type: none"> • walk, weaving in and out of a cone slalom course • move alternate cones out to each side, making direction changes more acute • obstacle team races, walk slowly first, then faster.
Jumping – can the pupil:	
<input type="checkbox"/> jump off the bottom step holding hands?	<ul style="list-style-type: none"> • bend knees and reach up high quickly • run and jump over beanbag, etc.
<input type="checkbox"/> jump on the spot?	<ul style="list-style-type: none"> • infant trampoline • step on and off a kerb in the playground • play 'Jack in a Box'.
Throwing – can the pupil:	
<input type="checkbox"/> throw a large ball at a target? (NB: use a range of balls with different textures and sizes.)	<ul style="list-style-type: none"> • roll a ball to partner using both hands • roll a ball around his/her feet and back • push a ball at a large target on the wall • sit on a bench and push a large ball off his/her knees towards the wall target • stand and drop the ball into a hoop, gradually increasing the distance.
<input type="checkbox"/> throw a ball underarm with preferred hand to a partner?	<ul style="list-style-type: none"> • throw a beanbag into a hoop, increasing the distance • throw a beanbag at a target on the wall • try using different types of ball to hit the target.
<input type="checkbox"/> throw a ball overarm with preferred hand?	<ul style="list-style-type: none"> • throw a beanbag as hard as possible at the floor • throw a beanbag into a large container on the floor • throw a beanbag at a target on the wall, starting close to and increasing distance.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

Skill area to be checked:	If not, try the following activities:
Catching – can the pupil:	
<input type="checkbox"/> catch a large ball?	<ul style="list-style-type: none"> • play 'Pass the Ball' over his/her head with both hands to a partner • roll a ball around his/her body • roll and stop a ball in a group circle • roll a ball along a table top and stop it at the other end • throw up and catch a balloon or a large soft ball (these move more slowly) • drop a large ball with two hands and catch, increase force used • bounce a large ball to a partner for him/her to return.
Kicking – can the pupil:	
<input type="checkbox"/> kick a large ball while standing?	<ul style="list-style-type: none"> • kick a ball when seated on a high chair • hold on between two chairs and kick a large ball • hold one chair (same side as dominant foot) and kick the ball.
<input type="checkbox"/> run at a ball and kick it?	<ul style="list-style-type: none"> • walk into a balloon/large soft ball and kick it without intent • run at a balloon/large soft ball and kick it.
<input type="checkbox"/> dribble a ball?	<ul style="list-style-type: none"> • walk and gently kick a balloon/large soft ball, follow it and kick again • walk and dribble a balloon/large soft ball around a short slalom course.
Hopping and skipping – can the pupil:	
<input type="checkbox"/> hop forwards 3 metres?	<ul style="list-style-type: none"> • hold the pupil's hands and ask him/her to jump, encourage him/her to try to use one leg only • hop holding onto a chair back • hop around a table holding on.
<input type="checkbox"/> skip in a straight line?	<ul style="list-style-type: none"> • hop on the spot and change feet after two hops • hop and change feet after one hop • hop to a rhythm around the room.
Midline awareness and bilateral integration – can the pupil:	
<input type="checkbox"/> cross the midline of the body?	<ul style="list-style-type: none"> • (to ensure ability to co-ordinate both limbs by crossing the midline of the body) cross-crawling • touch right elbow to left knee, etc., standing up (Brain Gym activities, etc.) • do the 'Hokey Cokey' • raise foot backwards and touch foot with the opposite hand behind his/her back • PE activities such as ribbon work, team games (e.g. pass the beanbag standing sideways) • copying actions, 'Simon Says ...', etc.

DEVELOPING GROSS MOTOR SKILLS

Some pupils benefit from a more structured approach to addressing their physical difficulties, especially if confidence is low and they are reluctant to participate in group activities.

When planning a programme for small-group work, either select one activity from each skill area and vary the programme as skills progress or concentrate on one area as a 'theme'. Sensitive organisation is required to take into consideration any lack of confidence or low self-esteem.

As skills develop, transfer from small-group work to group work within a PE lesson.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

EXAMPLE OF GROUP SESSION – WITH A FOCUS ON RUNNING BALANCE

1. Warm-up exercises:
 - a. shaking hands, arms, one leg and then the other, whole body;
 - b. swing arms to cross in front of the body and then swing them up high (windmills);
 - c. stretching up tall onto toes, stretching arms and legs as wide as possible.
2. Walking race in which each pupil must walk heel to toe along a line.
3. Ditto walking on hands and toes.
4. Run around the room on tiptoes.
5. Running race, there and back, around a cone at the far side of the hall.
6. Running around a slalom course of cones in relays or teams; increase the number of cones as ability improves.
7. Wind down activity, e.g.:
 - a. shake arms while jogging on the spot;
 - b. reach up high and stretch up tall on tiptoes, slowly bring arms down;
 - c. lie down and breathe quietly for 1 minute.

- Pupils often have spatial problems, so limit the amount of equipment per session.
- Encourage pupils to work within a defined space, e.g. chalk a grid, or place a PE mat, on the hall floor and instruct them to work within the square. A chalk grid could be numbered so the pupil knows which the 'home' square is and then move as directed by the teacher.
- Always have a warm-up period, revisit previous skills learned, introduce new skills and finish with a quiet reflective wind-down prior to going back to class.
- Teach new skills in small stages if necessary; this will help to build up control.
- To demonstrate improvement to the pupil, keep a record of progress.
NB: The pupil is always competing with him-/herself, not with others.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

EARLY YEARS/KEY STAGE 1 PUPILS:

- If the pupil has difficulty riding a tricycle, work on these checklist activities:
 - o balancing on one leg/hopping to build up upper trunk balance;
 - o climbing, to build up leg muscle strength.
- Pupils with poor balance will be afraid to go on the climbing frame. Grade climbing activities, e.g. have boxes of different sizes to climb in and out of; instruct pupils to climb around the frame rather than up.
- To develop spatial awareness further, get the pupils to work within a hoop, e.g. be a statue, march/run/jump/hop on the spot, climb through, walk around the outside clockwise/anticlockwise, etc.
- With a pupil showing overflow of movement to upper limbs, e.g. arms moving like windmills when running, instruct them to keep their elbows bent and tucked in to their sides.
- For those whose arms flap when asked to balance on one leg, instruct them to keep arms straight down by the sides of the body, like a soldier.
- If this does not work, give the pupil water-filled milk cartons to carry to weigh down his/her arms; gradually reduce the amount of water.
- Always involve parents so they can follow the same method. A united approach reduces confusion and helps the pupils to learn a skill more quickly.
- Encourage parents to take younger pupils to soft play areas, the adventure playground in the park, etc., and all-age pupils to swim, play football with Mum/Dad or siblings (see Appendix 6.1).

PRIMARY/SECONDARY-AGED PUPILS:

- Watch for any strengths in PE and encourage the pupil to stretch him-/herself in that particular area.
- Encourage the pupil to work on developing muscle strength, e.g. weight training if the school has a multi-gym. NB: If the pupil is under the supervision of a paediatric physiotherapist or occupational therapist, discuss with them what would be most appropriate before beginning any programme.
- If no multi-gym is available, devise a fitness programme, e.g.:
 - o upper body weight-bearing activities, e.g. press ups;
 - o endurance activities, e.g. running, football activities. These improve both motor skills and all-round self-confidence.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

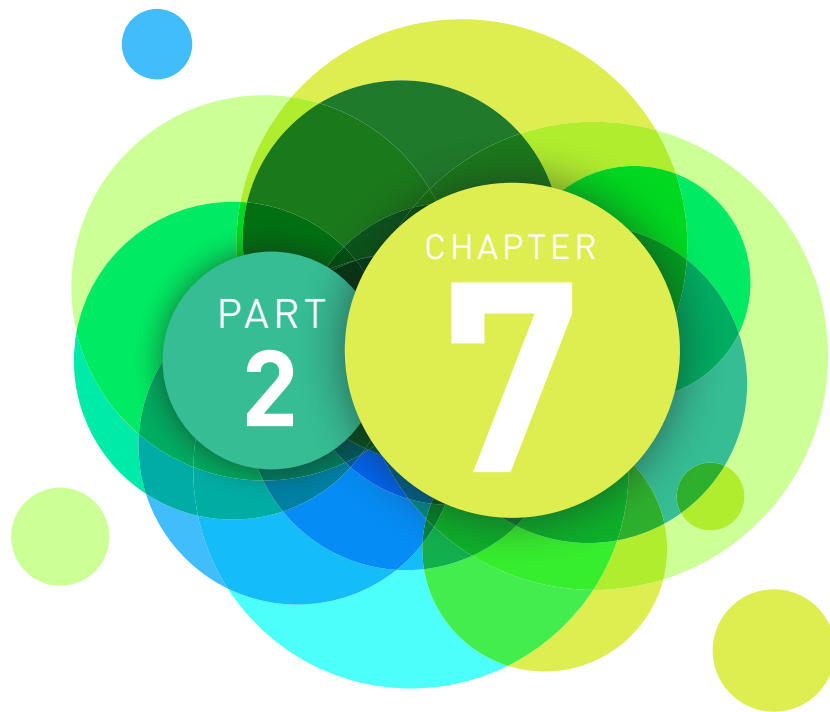
GROSS MOTOR SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

- Always try to work with a small group rather than individuals since this reassures the pupil that 'others have problems too'. Sessions should be based around individual needs but should lead into additional practise for skills being covered in PE lessons.
- Aim for a minimum of three short sessions a week rather than a single longer session.
- Encourage out-of-school activities which help to develop hand-eye co-ordination and confidence, e.g. golf, judo. Games on the Wii may also improve co-ordination.

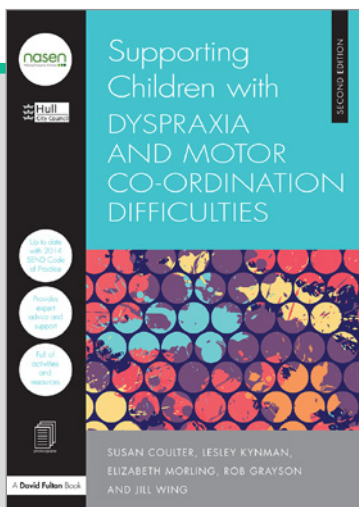
REFERENCE

Overview of gross motor skills adapted from Sheridan, M. (2005) *From Birth to Five Years*, Routledge.



SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

DEVELOPING SELF-HELP SKILLS



This chapter is excerpted from

*Supporting Children with Dyspraxia
and Motor Co-ordination Difficulties, 2nd Edition*

by Susan Coulter, Lesley Kynman, Elizabeth Morling,
Rob Grayson and Jill Wing

©2015 Taylor & Francis Group. All rights reserved.

[LEARN MORE >](#)

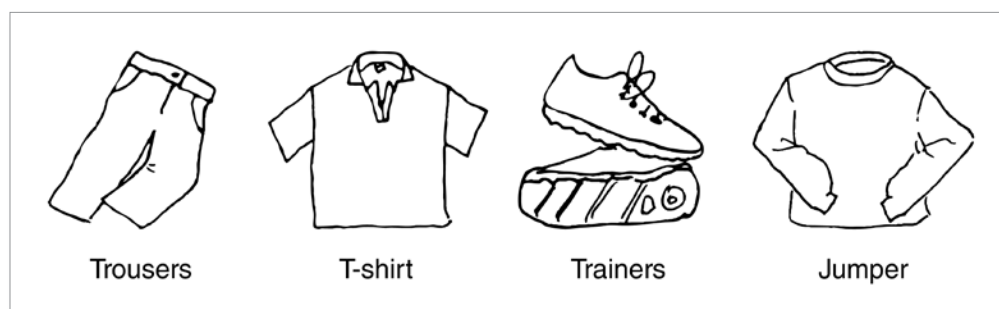
PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

DEVELOPING SELF-HELP SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

DRESSING SKILLS

- Encourage the pupil to use a long mirror. Play games to develop awareness of body size and shape.
- Develop movements for putting clothes on, e.g. quoits over wrists, ankles and hoops up to the waist and over the head, before practising dressing skills.
- Play games to practise skills, e.g. dressing up with large clothes in the house corner.
- Backward chaining would be a useful method to teach the putting on of items of clothing, e.g. putting on trousers:
 - o help pupil put trousers on up to knees; pupil pulls the trousers up independently;
 - o help pupil put trousers on up to ankles; pupil pulls trousers up independently;
 - o help pupil put one leg in; pupil continues;
 - o pupil is shown how to lay trousers out and put them on;
 - o pupil sits and puts trousers on independently.
- Practise doing fasteners on dolls which have large buttons, zips and Velcro fastenings, do laces on wooden shoeboxes or tie up parcels.
- Encourage parents to dress their child in shoes with Velcro fastenings, trousers/skirts with elasticated waist, school ties on elastic, clothes which are not tight (it may be necessary for uniform to have modifications to accommodate this).
- Younger pupils may benefit from having all their belongings, bags, hats in a particular colour, in order for them to be found more easily in the cloakroom.
- Provide cue cards or lists to show what order clothes are taken off/put on.



- Encourage sitting to dress/undress, sitting with the back to a solid surface or holding onto a chair back to aid balance.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

DEVELOPING SELF-HELP SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

- Use T-shirts/sweatshirts with a logo/design on the front to help orientation of clothes.
- Give praise for effort when the pupil is trying to dress independently.
- Only help the pupil when he/she has tried for him-/herself.
- Ensure the pupil does not miss out on playtime etc. if he/she is slow to dress.

OLDER PUPILS

- Older pupils need to develop coping strategies to overcome their difficulties.
- Clothes need to be considered carefully to enable the pupil to have credibility with his/her peers. Consider how fashions can be adapted to make dressing easier.
- Adapt clothes with elastic, Velcro, e.g. cut the school tie and join with Velcro, adapt cuffs by putting in elastic to allow the hand to fit through.
- Use 'curly laces,' wear polo shirts, jumpers with logos to help orientation, jumpers with raglan sleeves, belts with a magnetic buckle.
- Allow extra time for dressing after PE. Discuss with the pupil as to whether they need support with the organisation and practicalities of dressing.
- Provide a basket or equivalent to place clothes in to aid organisation.
- Pupils may prefer to change in a quieter area if support is required or if a busy area is too distracting.

INDEPENDENT TOILETING

- Parents should be encouraged to dress their child in clothes that are easy to pull up and down.
- Prompt cards can help to develop independent routines.
- Wet wipes should be available for pupils who find it difficult to cleanse themselves.
- Older pupils may prefer to use the accessible toilet.

PERSONAL APPEARANCE

- Pupils may be unaware of their appearance, making them vulnerable to teasing.
- Encourage pupils to check appearance in mirrors placed in toilets.

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA AND MOTOR CO-ORDINATION DIFFICULTIES

DEVELOPING SELF-HELP SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

EATING

Pupils with co-ordination difficulties may find it difficult to develop good eating habits. Younger pupils often dislike foods with variable textures, find it difficult to manipulate cutlery, preferring to finger-feed, and may have poor oral skills which makes chewing more difficult. This may continue to cause difficulties as pupils get older.

YOUNGER PUPILS

- Play with spoons to scoop sand, shaving foam, imitation peas.
- Practise using plastic knives and forks to cut playdough, clay, etc.
- Some pupils with co-ordination difficulties may not easily tolerate food at extremes of temperatures and may not like combinations of textures of food on a plate, e.g. meat, vegetables and gravy.
- Encourage parents to practise feeding at home:
 - o carry out activities which use two hands together, e.g. peeling a banana;
 - o practise spooning shaving foam, sand from one container to another;
 - o give food which can be 'stabbed' with a fork;
 - o use a knife to slice soft foods, e.g. banana, progressing to harder foods;
 - o use a spoon and fork (of an appropriate size and shape) with soft foods.
- Use Dycem to stabilise dishes.
- Moulded cutlery helps place fingers in the correct place.
- Adapted cutlery with built-up handles can help pupils with weak wrists.

DEVELOPING COPING STRATEGIES

Some pupils may always find it difficult to eat appropriately and may need encouragement to develop coping strategies:

- Select food which is easier to eat, e.g. mashed potato rather than spaghetti.
- Have a packed lunch rather than a cooked meal.
- Have a tissue/wet wipe in the lunch box or pocket, to wipe the face after eating.
- Have a small mirror in the lunch box or pocket to check that the face is clean.
- Acknowledge that the pupil may find a busy dining hall a difficult situation, i.e. negotiating the space between tables, carrying a tray, using cutlery, the close proximity of other pupils etc. Support by:

PART 2: SUPPORTING CHILDREN WITH DYSPRAXIA
AND MOTOR CO-ORDINATION DIFFICULTIES

DEVELOPING SELF-HELP SKILLS

Excerpted from *Supporting Children with Dyspraxia and Motor Co-ordination Difficulties, 2nd Edition*

- o allowing the pupil to go earlier (with a friend);
- o supporting the carrying of a tray;
- o finding a quiet area to sit.