# MCj04241680000[1]Dyspraxia

# Information for Teachers

Dyspraxia is **'an impairment or immaturity of the organisation of movement'**. There may also be problems to do with language, perception and thought.

All dyspraxic pupils are different, but may have problems with any of the following:

* Gross motor skills- Poor posture, body awareness and awkward movements, difficulty in judging distances, bumping into people and objects.
* Find ball games particularly hard due to poor eye/hand and eye/foot co-ordination.
* Fine motor skills - a dyspraxic child is often unsure of which hand to use and may change hands in the middle of an activity. Use of pens and pencils is often very immature. Difficulty in copying.
* Language skills- some dyspraxic children have limited communication skills but a good understanding of language.
* Too much verbal information can be confusing because processing takes longer.
* Poor short term visual and verbal memory - copying from the board, dictation, following instructions are all problematic
* Following more than one instruction at a time.
* Difficulties adapting to a structured school routine, limited concentration and poor listening skills. May often appear rough and aggressive.
* There can a high incidence of low self esteem and disaffection, and behavioural difficulties
* Problems with awareness of time - pupils need constant reminders
* May have phobias, obsessive or immature behaviour
* Lack of awareness of potential danger, particularly relevant to practical and science subjects
* Often loners and have limited development of social skills

**Is there a Dyspraxic Child in your class?**

Teachers can help by:

* Giving as much encouragement as possible and making sure they are not made to feel a failure
* Being aware of their difficulties, particularly when completing written work
* Break down activities and tasks into smaller components
* Teach the child strategies in order to help them remember and organise themselves (e.g. use of diaries and lists)
* Asking the child to repeat instructions to you (checking)
* Help with short term visual memory by not expecting the child to be able to copy large blocks of text.
* Allow the child to finish a task before moving on; they will feel a failure when work is consistently left incomplete
* In P.E. give activities that will build up their particular abilities. Where possible allow the child alternatives from taking part in team games where the child will be identified as letting his/her side down
* Allow access to ICT where appropriate
* Ensure that all instructions are always clear and precise. Avoid sarcasm or irony.

**With the right support, encouragement and help dyspraxic children can do well in school**