



Dyspraxia Information Sheet

For Information—Cathy Parvin: - cathy@dyspraxia-ed.co.uk
www.dyspraxia-ed.co.uk

- Dyspraxia Education offer a free helpline—01905 676118
10am—3pm
- Dyspraxia is now called Development Co-ordination Disorder.
50% of children with DCD have a verbal problem, most need
a speech referral
- DCD children often show behaviour problems and lots of chil-
dren with DCD are not diagnosed but show behaviour difficul-
ties
- The only person who can give a medical diagnosis is a com-
munity paediatrician with a good OT report to back it up.
- DCD is an underdevelopment of delay to co-ordination which
is different to the education abilities. The delay will have an
impact on their daily living. It forms a barrier to learning but it
is a life time problem for all children
- There is no cause as no long term research has been done,
without a cause we can't find a cure
- DCD children have many difficulties but also have many gifts.
They have an average or above average IQ
- DCD rarely comes alone. Children can also have ADHD,
ASD, Dyslexia etc

DCD difficulties and
ways to help

Gross Motor—low muscle tone, poor core stability, poor shoulder stability—10/15 minutes of daily exercise will build up these muscles.

Hand flapping when running or flat footed—10 minutes of daily exercise every morning will help.

Bilateral integration—right and left hemisphere don't talk to one another—Cross midline activities/exercises will help with this.

Visual reference is difficult—use lots of colour—not just black on white.

Fine Motor Skills are not developed—make sure core is stable before doing fine motor activities. Dycem mats can help.

Using a ruler is difficult—use croc rulers, rulers with handles.

Handwriting is poor—hold a pompom in hand, use pencil grips (we have a variety in school); writing slopes.

Struggle to sit still—move and sit cushions, wobble cushions

Senses are not so sensitive—it takes longer for DCD pupils to respond as it takes longer to process information through senses—give them extra processing time.

An increased sensory sensitivity—some pupils need to fidget/fiddle to stay alert—give them safe fidget activities to help concentration.

Struggle to visually discriminate—always place at the front of class in front of board, strip walls around board back so can concentrate on the board.

Proprioception—the feedback to the muscles is different and awareness of where the body parts are in relation to the body is not developed, they need a high level of feedback—fidget and rocking movements help so give aids, toys to assist with this. Weighted cushions and back packs can help (we have a variety in school).

Pupils with DCD need sensory snacks throughout the day.

If you need any more information please contact me.

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