

SUPPORT STRATEGIES FOR DYSPRAXIA/DEVELOPMENTAL COORDINATION DISORDER (DCD)

Please find that these strategies may assist a child, teen or adult with Dyspraxia / DCD.

It is important to stress that a formal identification of a specific learning difference is not a prerequisite for putting these support strategies in place. It is also important to note that many of the strategies below will make learning more accessible to all individuals, whether they have an SpLD or not.

You will notice that a number of strategies are recommended for more than one SpLD. This is intentional and aims to highlight the overlapping nature of SpLD's and their associated challenges. For example, a strategy listed for ADHD may work equally as well for a student with dyspraxia.

Remember, there are no hard and fast rules. Be prepared to experiment, to talk through different ideas and strategies with your child, teen or adult, and to discover what works for them.

1.

Honestly acknowledge the difficulties being experienced.

2.

Provide routine and structure – this is reassuring for people with dyspraxia/DCD who often experience „anticipatory anxiety“, worrying about activities / situations that they might find difficult. Feeling confident that they know what's going to happen and that they have the motor/organisational skills to be successful is crucial.

3.

Provide visual cues to support routines. This is important as people with dyspraxia may not be able to hold all information in their head, so it helps to see it 'written down' (it could be pictures rather than words). It also helps children with dyspraxia to process/cope with changes in plans if they can 'see' the change (rather than having just to hear and 'imagine' it, if that makes sense).



4.

Provide support to help them master practical activities that are important to their everyday life. This will boost their self-esteem and confidence.

5.

Make sure their chair/table height is correct and comfortable. Hugely important for handwriting and productivity.

6.

Encourage the use of augmentative technology and aids.

7.

Help them to develop social skills; encourage them to make friends.

8.

Gross motor skills such as throwing, catching, or kicking a ball, can be problematic. Slow things down, teach the underlying skills.

9.

Give clear simple explanations and be aware of the need for careful use of language. Dyspraxia can and does affect speech and language and almost always processing speed.

10.

Discover learning styles and play to strengths.

