

## **COMMON CHALLENGES AT SCHOOL**

- Cutting, drawing, writing
- Unwrapping or opening lunch items (milk cartons, snack packs, straws, etc.)
- Unpacking or packing a backpack
- Following more than one direction at a time
- Staying organized or keeping track of belongings
- Completing tasks
- Moving around desks or other objects in the classroom
- Walking up and down stairs
- Playground or Physical Education activities (running, jumping, climbing, catching or throwing)
- Quickly changing clothing or shoes for recess or Physical Education
- Difficulties in noisy environments (cafeteria, assemblies, group projects)



## **STUDENTS WITH DYSPRAXIA/DCD MAY HAVE SOME OF THE FOLLOWING BEHAVIORS:**

- Accident proneness (bumping into people or things)
- Poor posture or slumping
- Lack of spatial awareness
- Limited understanding of personal space
- Difficulty following more than one direction at a time
- Disorganization
- Long pauses when answering a question
- Mask, camouflage, or suppress behaviors to blend in with others
- Anxiety and/or stress
- Fatigue and/or exhaustion
- Avoid engaging in activities with other students
- Avoid tasks that are difficult
- Be excluded by peers, especially on the playground or during Physical Education

## STRATEGIES FOR STUDENT SUPPORT

- Clear, explicit instructions & feedback
- Instructions broken down into smaller steps or “chunks”
- Written directions
- Peer to assist when multi-step directions are given
- Visual aides: Photo charts showing steps in common routines
- Increased wait time for responses
- Additional work time & desk space
- Whole body listening
- Brain & movement breaks/rest breaks
- Laptop, tablet, or voice-to-text software for written tasks
- Seating or work space near the front of the room
- Flexible seating options (supports for floor sitting)
- Clearly labeled & designated space for resources
- Scaffolding: I do, We do, You do



## — — — ➤ OTHER THINGS TO REMEMBER ← — — —

- **Dyspraxia/DCD affects each individual differently**
- No two people experience Dyspraxia/DCD the exact same way.
- Symptoms and experiences vary from student to student, day to day, and over time.
- A helpful strategy one day may not be helpful to that same student on a different day.

- Build a meaningful relationship for **more effective** support of the student.
- Talk with the student about individual goals and develop a plan together for meeting the goals.
- Talk with parents & caregivers about the student's experiences and any concerns.

## References:

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