

Dyspraxia - Strategies for use at home and school

- ❖ Give the pupil as much encouragement as possible.
- ❖ Be aware that lengthy handwritten work might cause frustration.
- ❖ Allow extra time to complete tasks.
- ❖ Provide breaks in between activities.
- ❖ Do not give the pupil too many verbal or visual instructions in one go.
- ❖ If needed, put simple step-by-step written instructions on the pupil's desk.
- ❖ Ensure that the pupil's pen and pencil grip is comfortable.
- ❖ Consider alternatives to writing such as word processors, speech to text software or a scribe.
- ❖ Teach touch typing.
- ❖ Provide diagrams to label instead of asking the pupil to draw them.
- ❖ Provide handouts where possible.
- ❖ Provide a non-slip mat to go under books.
- ❖ Sit the pupil near the board.
- ❖ Position the pupil away from distractions in the classroom.
- ❖ Allow extra time for the pupil to pack up at the end of the lesson.
- ❖ Use checklists and story planners.
- ❖ Encourage the pupil to use mind-maps, spider diagrams and lists.
- ❖ Provide written reminders for routines.
- ❖ Provide a mini laminated timetable.
- ❖ Encourage the pupil to make an equipment timetable to list what is needed each day.
- ❖ Use lined paper with margins.
- ❖ In maths, use squared paper.
- ❖ Provide specialist equipment to make practical activities more inclusive such as ridged rulers, rubber pen/pencil grips, looped scissors.
- ❖ In PE, a new skill might have to be fully demonstrated before the pupil can perform the task.
- ❖ Provide some social skills training and make use of role playing.
- ❖ Encourage the pupil to take part in extra-curricular activities that they enjoy.
- ❖ Set up a homework routine.
- ❖ Suggest time limits for homework.

- ❖ When reading is a challenge try giving the pupil recorded materials and books to listen to.
- ❖ Model planning skills by keeping a family calendar or making lists on a whiteboard.
- ❖ Make use of calendar or diary apps if available.
- ❖ Break actions down into individual steps.
- ❖ Provide opportunities to practice activities involving fine motor skills such as cutting out with scissors and folding paper (basic origami) whilst providing lots of assistance where needed.