

TIPS FOR TEENS AND TEACHERS

DEVELOPMENTAL COORDINATION DISORDER



The Dyspraxia/DCD Association, Cork

CONTENTS

Foreword	2
Dr. Patrick Henn	
Difficulties experienced by teenagers	3
Difficulties experienced by a student with Dyspraxia / DCD	4
How can Teachers Help	5
Physical Issues	6
Practical Issues	7
Academic Issues	8
Reasonable Accommodations at the State Examinations	9
Outdoor / Sports Activities	12
Personalised Section	13
A Mothers Story	14
List of Contacts	15
Useful Additional Reading	16
Teachers Summary	17

If you are uncomfortable reading text on white paper this pack can be
downloaded from www.dyspraxiadcdcork.ie
on paper of your own colour preference.



Foreward

It is with great pleasure that I write this foreword to the Secondary School Student / Teacher Pack produced and compiled by the Dyspraxia / DCD Association Cork on behalf of all students with Developmental Coordination Disorder (DCD).

The transition from primary school to secondary school is a challenge for all students but particularly so for students with DCD. The challenges faced by the student with DCD are a consequence of this developmental disorder of motor skills that begins in early childhood and persists throughout childhood on into adolescence and adulthood. These challenges are many and varied and are reflected upon and discussed in this pack. They reflect from the parent's perspective and from the student's perspective the challenges that are faced in the transition from primary to secondary school and throughout the period spent in the secondary level educational system.

Students with DCD face these challenges within the classroom, social, leisure and examination settings. For all who support students with DCD, be they parents, teachers or health professionals the cornerstone of successful support is to have a clear understanding of the contexts in which this disorder of motor skills development affects the individual student. This is not only in the area of motor skills per se but may also impact on other areas such as organisational skills, handwriting, self esteem, self confidence or social interaction. DCD shows variation in its manifestations on an individual basis and variability of these manifestations from day to day, it may be specific or pervasive. It is only when we understand the context of why for example a student has difficulty in transcribing from the blackboard, has poor organisational skills or has particularly slow and poor handwriting that we can respond with appropriate understanding and effective support. Practical advice and solutions to these challenges are offered in this pack that will help ensure that the student with DCD is not disabled by his/her educational environment from fulfilling his/her potential.

I believe that this pack will be an invaluable support to all who are involved with students with DCD but in particular to teachers within the second level educational system whether they are familiar with this disorder or if it is their first involvement with a student with DCD.

Dr Pat Henn



Difficulties experienced by teenagers

Adolescence is a difficult time in any child's life and the difficulty that a child with special needs will encounter can be overwhelming.

The transition to second level school is a time of extensive changes, educationally, emotionally and physically. The child with Dyspraxia/DCD may still be showing immature responses to peers and they will be under greater pressure now to "be cool" and to respond in a mature way.

They may feel that their teachers and parents don't understand them and have failed them. Their frustration and low self-esteem may now be displayed as disruptive behaviour both at home and school.

The child with Developmental Co-ordination Disorder (DCD) difficulties will continue to have problems far beyond the three to four weeks that it will take for children with no special needs to settle in and grasp a basic knowledge of their surroundings and what is required of them. The child with Dyspraxia/DCD will remain disorientated, confused and very fearful over a much longer period of time. They will continue to get lost, forget homework, teachers names, class locations and where they are supposed to be and when, probably for months to come.

During their time at Primary school they will have had other, younger children below them and they may well have played with these younger children, as they may have felt more secure in their company rather than their own peers.

When a child with Dyspraxia/DCD moves up to Secondary school it may expose their social weaknesses, as they are now the youngest in the school. Difficulties in keeping up with their peer group will now become more and more obvious and they are at a real risk of becoming isolated. Teenage language and chatter is fast, witty and difficult to keep up with. This is the time when the youngster's friends may well desert them, choosing to remain only in close contact out of school. They may find themselves the victim of bullying, as it becomes obvious that they are different.



Difficulties experienced by a student with Dyspraxia / DCD

- **Planning their movements and being aware of the space around them:** They frequently bump into and trip over things. They may have a clumsy posture and poor muscle tone.
- **Perception:** They find it difficult to judge heights and distances, making them appear to be clumsy.
- **Co-ordinating different parts of the body:** They may find it hard to catch, throw and balance as well as moving different parts of the body without looking. Sport and dancing can cause acute problems
- **Laterality:** It may be difficult to work out right and left without a reminder.
- **Manual and practical work:** They may find it difficult to handle keyboards, tools, bandages, laboratory and cooking equipment etc. safely and easily and tend to knock over and spill things often.
- **Hand-writing:** They tend to write laboriously slowly and /or untidily and illegibly. Accurate copying can be difficult.
- **Language:** They may find it difficult to pronounce some words and some may stutter
- **Concentration:** They may take a long time to complete a task and find it difficult to do more than one thing at time.
- **Short term memory and sequencing tasks:** They may find it hard to make sense of information when listening or reading instructions, taking notes from books and presentations, and dealing with maps and charts. They may keep forgetting and losing things as well as finding it difficult to spell.
- **Organisation and thought:** They may operate in a muddled way, having little sense of direction, time and weight. They may constantly miss appointments and hand in assignments late because they find it difficult to organise themselves and their work. They may find it difficult to express themselves easily. Instructions need to be clearly specified at all times
- **Responses to external stimulation:** They may be over or under sensitive to noise, touch, light and taste.
- **As the student becomes older:** The above mentioned challenges become less obvious and therefore may be perceived as less important. However at this stage of their development they will have become more adept in camouflaging their disabilities. Therefore teachers need to be aware that while these disabilities still exist they are not always obvious – nothing should be taken for granted.

How can Teachers Help?

Allow the child to visit the school several times before they come into the second level school and give them a plan of its lay out. They can study this at home to allow them to become familiar with it. It may be an idea to invite the parent on one visit: they may be able to identify problem areas that you may not have been aware of. Give them two timetables as soon as possible, one for their school bag and one for the bedroom wall. Contact should be made with the child's Primary school, collect reports etc and talk at length to support staff.

- Comparison is disastrous. Never allow a child with Dyspraxia to be compared to an able child. Not by teachers or peers.
- Praise every effort and every small accomplishment. A child with Dyspraxia / DCD has been used to failure repeatedly: every effort must be made to raise their self-esteem. When they feel better about themselves they are more likely to relax and learn. This is the obvious situation to strive towards.
- Remember they have difficulty taking on board information during lessons. Allow them extra time: teach in small bursts, allowing opportunities to rest, if necessary. You will soon become aware when each child requires a rest. However this will alter from day to day and from child to child.
- Ensure that the child has understood what has been taught, repeat if needed. Check that they are not falling behind because they cannot copy from the blackboard, for example – due to difficulties with repositioning gaze from one object to another.
- Teach on a one to one level, with few distractions, when appropriate. If there is a learning support worker available, allow them to assist the child so they are taught at the same pace alongside their peers. Try to avoid moving the child from the lesson as this stigmatises them, although in some circumstances this may prove unavoidable - tests, for example. Children with Dyspraxia do so much better in a relaxed environment with one to one support.



Physical Issues

- **Location & access of the Classrooms**
 - A map of the school could be provided
 - Photos of the key areas would be useful
- **Location in the Classroom**
 - Away from distractions – windows , doors
 - Near a power point if the student is using a lap-top or other electrical aid.
 - Close to board
 - Individual furniture if required such as a wobble cushion or sloping desk board.
- **Lockers / keys / school bags**
 - End of row lockers will be helpful
 - A second locker may be helpful in a large school, provided it doesn't cause confusion when looking for books
 - Put keys on a string or a key ring attached to a trouser waist belt. Spare keys are essential , leave with school office or Class Teacher
 - Bags should always be worn on both shoulders with the back panel in close contact with the spine for support and the padded curve resting on the buttocks to spread the load
- **Personal Hygiene**

Toileting problems may have been present since childhood. Some teenagers may still have difficulties due to instability, poor body awareness, and difficulties in completing a sequence of tasks. The subject needs to be addressed with the school.

 - Try to establish a regular time and allow time to complete the task
 - Wet wipes are useful to help complete the task, and they have a pleasant odour
- **Lunch**
 - A balanced nutritional intake is essential for the individual with Dyspraxia / DCD, it is important that a teenager eats well so that he or she does not resort to high-calorie / poorly nutritious options and exacerbate weight gain.
 - A snack sandwich and a drink packed in a bag may at least ensure that he has some food during the day – ready opened packs and sports cups / bottles may be options.



Practical Issues

- **School Rules** - Are they implied or explicit, ask the school to supply a written copy and ensure they are explained and understood. Is the teenager able to observe the implied ones – help may be required here
- **Timetable**
 - One with teachers names and photos if possible
 - It needs to be located in a number of places locations – school bag / locker / home
- **Class preparation** – books notes etc / computer files
 - Help will be required to organise school bag and locker
 - Have a folder for each subject
 - Use see through pencil case
 - Colour coded discs for computer e.g. Blue for maths
 - Printed Worksheets
- **Laptops**
 - Will take the strain off recording at speed
 - Note – it is important to allow the teenager with DCD to develop his own finger positions when using the keyboard
 - Fast speeds can be obtained with practice and encouraging use in the classroom to record will improve speed
- **Time Management**
 - To aid time management use a daily dairy / to do lists / timetables in different locations are all helpful
- **Homework**
 - Request homework on a photocopied sheet , this will allow the student to listen to instructions instead of concentrating on writing
 - A buddy network with phone numbers to check homework if unsure
 - A parent or a classroom assistant to help organise the school bag to help the student make sure the correct books are in the bag
 - Essay templates and use of study techniques can aid a framework for homework
 - A rest for the child when he comes home before starting the homework often helps
 - Mobile phones can be used to organise homework or assignments
 - Use of a timer can build up a concept of time for studying etc
- **Risk Assessment**

Risk assessment may be needed e.g. in chemistry or home economics. The student may need to stand to a task rather than sit to gain greater stability

Academic Issues

- **Information on Exemptions and Accommodations in State Examinations**
 - See following pages for full detail
- **Exam preparation**
 - If the individual has already experienced success in exams remember past strategies and continue to use them
 - Exam revision should be an element of weekly work. It is helpful to allocate at least one hour per week for looking over notes and textbooks
 - Revise with a purpose looking for the main ;
 - Concepts
 - Principles
 - Theories
 - Facts
 - Processes
 - Work with a study partner – if this is helpful
 - Build a set of study notes for each subject
 - Exam skills can be learned but usually need to be practiced
- **Exam Technique**
 - Know where to go, get up early, eat sensibly, arrive in good time, and bring a bottle of water with you.
 - Listen to all instructions, check all pages, questions, answer sheets, etc are present.
 - If the student has time accommodations ensure exam supervisor is aware.
 - During the Exam;
 - Read the questions two or three times
 - Highlight key words in the questions
 - Estimate how long each one will take
 - Allow time for choosing, planning, writing, proof reading, correcting.
 - Check the time after each question is completed
 - Attempt all questions
 - If accommodations have been granted to the student, adequate practice is required, use mock exams and house exams for this.



Reasonable Accommodations at the State Examinations

The Dept Education and Science has, for many years, made special arrangements in the Certificate Examinations for candidates who would have difficulty in communicating what they know to an examiner because of a physical, sensory or a specific learning difficulty. The State Examinations Commission which is responsible for the administration of the State examinations since 2003 continues to operate the scheme on the same basis. The range of accommodations available includes the use of a word processor, laptop, the use of a tape recorder, access to a reader, a separate centre, extra time for visually impaired candidates.

The accommodations are intended, as far as possible, to remove the impact of the disability on the candidates performance and enable the student to demonstrate fully their level of attainment while at the same time ensuring that the accommodation will not give the candidate an unfair advantage over other candidates.

The scheme is operated on the basis of a set of principles identified by an expert Advisory group and accepted by the Minister for Education and Science. These principles are published on the State Examinations website at www.examinations.ie

It is a matter for the School Authority to submit applications for accommodations on behalf of school candidates.

The Commission operates two models for administration of the scheme. At Junior Certificate, a largely devolved model to the schools is in operation while at Leaving Certificate a more centralised model pertains. It is important to be aware that sanction of an accommodation at Junior Certificate does not automatically guarantee sanction of the accommodation at the Leaving Certificate. However, common to both schemes is the requirement to apply within the published time frames. Of course, in the case of newly diagnosed specific learning difficulties, accommodations can be applied for closer to the examinations. In exceptional cases, it is possible to apply for accommodations in respect of physical difficulties emerging closer to the examinations. If you know that a child has a difficulty then the school should be made aware of it as soon as possible.

For Junior Certificate, the closing date for applications for reasonable accommodations is usually the November before the examinations. In the case of the Leaving Certificate, completed application forms are required to be returned to the State Examinations Commission by late May of the year before the examinations.

The application will be made by the school in conjunction with the parent and student but parents should be aware of the need for early application in order to avoid last minute or stressful applications. Schools that are working well with their students will allow accommodations to be provided for during routine in-house exams such as end of term or 'mock' examinations. This way, a student is comfortable with the word processor, tape recorder, sloping desk, separate centre, scribe or reader as appropriate when the day of the state examinations arrives. Indeed there are some primary schools that are allowing children to complete their 'summer tests' while sitting alone in a separate centre and allowing them more time.

The vast majority of candidates need no more than an examiner ensuring that every possible effort is made to decipher their answers and mark them reliably, in accordance with the marking scheme, however difficult it may be to read their work because of misspellings, style of handwriting, poor grammar, etc. In this regard, the Commission have an arrangement in place with the intention of ensuring equity regarding the readability of material whether brought to the attention of the Commission or not. All examiners are under instruction to forward material to the advising examiner where a readability difficulty is encountered. This instruction applies to both the Leaving and Junior Certificates equally.

As and from 2000, the school Authority is empowered to grant the accommodations detailed below without formal application to the Commission. Circular S11/2000 refers.

- Granting breaks or rest periods in each examination session up to a maximum of 20 minutes per exam. This may be taken as rest breaks during the exam and the time made up for at the end of the examination session. This rest break facility is granted in respect of physical or medical conditions.
- Taking medicine, food or drinks into the exam as required for medical reasons.
- Allowing the candidate to move within the exam centre.
- Use of sloping desktop or balance cushions or other chair as normally used in the classroom.
- Making sure that a candidate with hearing difficulties be seated next to the supervisor, a wheelchair user next to the door or the seating of a candidate with DCD where they are most comfortable if taking the exam in the main exam centre.

Some of the available accommodations which are available from the Commission which must be applied for are:

- Use of a tape recorder instead of writing down answers to questions. Candidates will hand up tapes instead of answer sheets. *
- Use of word processor or laptop. If the word processor has been granted because of a specific learning difficulty students can enable the spell check, grammar check, thesaurus or any other auto correct facilities. If the word processor has been granted because of a physical difficulty, students must disable the spell check, grammar and thesaurus facility or any other auto correct facilities. *
- Scribe. If using a scribe, ten minutes extra per scheduled timetable hour of examination will be allowed for transcription and dictation at Junior Certificate. Different criteria apply at Leaving Certificate. *
- Use of a separate centre. This means that the student can sit their exam in a room either alone or with a very small number of people. This is particularly helpful if filtering out background noise is a problem.
- Helper in Practical Subjects. This helper can carry out commands relating to 'house keeper-like duties' such as carrying pots, utensils. They cannot offer any factual help.
- Exemption from practical test in Junior Certificate Home Economics. Paper to be marked on written test only. *
- Reader: If a student has a specific reading difficulty or visual impairment a reader may be appointed. *

- Exemption from spelling and grammatical components in language subjects.*
- Enlarged Examination papers: Papers are available enlarged to A3 size with may help those with visual processing difficulties.

There are more accommodations available which are less relevant to DCD teens that can be found in detail on the Commission's website.

In all accommodations above that are marked with * the following principle applies;

Where an element or elements of an examination have been waived, so that the purpose of the examination regarding the element or elements has not been met, or the method of examining has been significantly altered; this should be indicated by the presence of an explanatory note on the candidate's certificate.

Accordingly, a candidate with a special need may request an exemption from an element(s) of an examination and have his/her grade determined on the balance of the work in the subject.

In approving an exemption the Commission will also inform the candidate of the content of any explanatory note in relation to the subject concerned that may appear on the certificate. Any explanatory note will provide detail only on how the assessment procedure was altered. It will not record the nature of the candidate's disability.

Similarly an explanatory note will be included on the certificate in any subject where the nature of the arrangement precludes the testing of a particular competency for which marks are allocated.

This means that where a student avails of an exemption in either practical tasks or spelling and grammar, the certificate received will be notated. In the language subjects where a student does not read the paper for themselves or handwrite the answers notation may also apply.

The Central Applications Office (CAO) has responsibility for the operation of the points system, however the Dyspraxia/DCD Association understands that there is no change to the allocation of points in respect of grades awarded to candidates who availed of reasonable accommodations.

For more detailed reading see www.examinations.ie

E-mail: info@examinations.ie

Address: Reasonable Accommodations Section

State Examinations Commission,

Cornamaddy, Athlone,

Co. Westmeath

Ph: 090-6442700



The notation of certificates is under legal review at time of going to press.

Outdoor / Sports Activities

- Consider non team based sport such as badminton, table tennis, fencing, swimming, or trampoline work. Individual activities such as hill-walking, jogging, canoeing, dinghy sailing or horse-riding might also be considered.
- Ball skills training to build skills – one to one or in small groups. Basket ball training is excellent and skills learnt in school or a club can be consolidated at home with a ball and a hoop.
- Allow extra time for changing before and after if it is required. Use of Velcro on clothes and elastic shoe laces will help speed up the process. Be prepared for loss of gear and put name tags on all clothes throughout second level school.
- PE teacher should choose the teams if there is any hint of the individual being last to be picked or ignored each week. Sensitivity will be needed in this area and perhaps a break from team games occasionally may help.
- When new games are being taught to the teenager with DCD a good idea is to provide him/her with a copy of the rules and an overview of the game to study in advance. Pictures in a booklet showing positions on a pitch or court will allow the student to have an idea of what it is that they are aiming for during the activity. Break the action into chunks while the teenager is learning a new game but do be sure that they understand the objectives of the game.
- A teenager whose DCD causes problems with moving and listening simultaneously will find fast action games such as hurling, rugby, gaelic football or soccer very difficult as so many skills are needed at the one time. These games can cause confusion and frustration in the student affected so participation and effort should be praised.



Personalised Section

Class and Year _____

What I can take responsibility for _____

Medical or physical issues _____

Likes _____

Dislikes_____

Strengths _____

Areas to work on _____

Contact names and numbers _____

Personal notes _____



A Mothers Story

The following is an extract from writings by the Mother of a 21 year old girl with Dyspraxia/DCD. This girl has successfully come through the Irish school system and is, at time of publication, studying at third level.

"On PE days the 'form' was usually agitated knowing it would be a challenging day, even getting changed for the class was an effort. The PE teacher was sensitive to her needs, so much so that she thought that her younger sister had the same 'thing' and tried to help her too at PE!

There was a lack of awareness from teachers about DCD. They had problems understanding her difficulties I think because she looked 'normal' and on paper always had good results – "Are you sure there is a problem?"

For Junior Cert, battling with the Department of Education for extra time during exams was a hassle. She didn't fit any of the categories listed on their paper. Leaving Cert wasn't such a battle.

In Art and Home Economics we could give her help at home to get things organised to bring to school and sometimes we even helped to complete tasks to prevent too much frustration in her.

Time management, planning and organisational skills were the key issues for us. That was where her biggest problems arose. Keeping an eye on that the homework was being done and not spending too much time on one subject and then forgetting or running out of time to do the others.

Getting out of the door on time in the morning was difficult at times. It could get very frustrating waiting for her. The actual weight of the schoolbag was a concern too. Walking up and down stairs and the concern of falling over. She actually toppled over in the street once with the weight of it!

It was upsetting watching her so exhausted all the time and struggling to get through the school work. She talks about the 'noddy dog syndrome' where she would get so tired during the afternoons from the effort of it all that she would feel herself falling asleep. She would literally have trouble keeping her head upright.

I always enjoyed days off and school holidays. It gave us a bit of time to switch off. I was glad at the end of each school year that we got through it. In fifth year she really wanted to give up school as she'd had enough of being tired and working so hard to keep up with the others. All the time that she was in secondary we had to be aware of what was going on in school. How she was or wasn't coping. We could never really switch off. We had to listen to "I can't do it" very often but had to stand back and encourage her as much as possible. It was exhausting at times for all the family and difficult as a lot of the focus would have to be on her and her needs. That is difficult for the others.

Transition year gave her a break from intense book work but with so many modules to do and 'self' work it added a new dimension to school. We tried to find an area for her to shine in and show off her other talents. There was plenty of choice from art and craft, music, mini company and others. A welcome break from normal homework.

She got through the whole secondary school time because of all the extra work that we all did together. It was very tough, we could never let up and we had to watch as she found it all so tiring and difficult. But she did it and we are so proud of her.

She is in college now and that's another story altogether!

Useful Contacts

Association of Occupational Therapists of Ireland
29 Gardiner Place, Dublin 2
Ph: 8780247
Email: aoti@eircom.net
www.aoti.com

Chartered Physiotherapists in private practice
Admin: 67 Main Street Gorey Co Wexford
Ph: 055-21226
Email: cppp@eircom.net

DCD Unit, St Finbarr's Hospital
Douglas Rd, Cork
Ph: 021-4923071

Department of Education & Science
Marlborough St, Dublin 1.
Ph: 01-8896400
Email: info@education.ie
www.education.ie

Dyspraxia/DCD Association Cork
19 Templevale, Ballintemple, Cork.
Ph: 087-6563121, 021-4291046
Email: info@dyspraxiadcd Cork.ie
www.dyspraxiadcd Cork.ie

Galway DCD Support Group
"An Nead"
Cappagh, Bearna, Co Galway
Ph: 091-591449

Health Service Executive
Head Office
Oak House, Millennium Park, Naas, Co Kildare
HSE Infoline Callsave 1850 241850
www.hse.ie

Irish Association of Orthoptists
(usually working in hospital based setting)
orthoptist@ireland.com

Irish Association of Speech and Language Therapists
29 Gardiner Place, Dublin 1
Ph: 01-8780215
Email: info@iaslh.com
www.iaslh.com

Irish Society of Chartered Physiotherapists
Royal College of Surgeons
123 St Stephen's Green, Dublin 2
Ph: 01-4022148
Email: info@iscp.ie
www.iscp.ie

National Centre for Guidance in Education
First floor, 42-43 Prussia Street, Dublin 7
Ph: 01 8690715/6
Email: info@ncge.ie
www.ncge.ie

National Learning Network Assessment Service
Communications Dept,
Rehab Group, Beach Road, Sandymount, Dublin 4
Ph: 01-2057200
Email: dara.duffy@rehab.ie
www.rehab.ie/nln/nlnas

NEPS
National Educational Psychological Service
Frederick Court, 24-27 Nth Frederick St, Dublin 1.
Ph: 01-8892700 Email: info@neps.gov.ie
For regional details visit Dept. Education & Science
Website and insert NEPS in search box.

PACTS Project Ireland
Partners Collaborating in
Training for Individuals with Specific Learning
Disabilities
www.pactsproject.com

Special Education Support Service
Cork Education Support Centre
The Rectory, Western Road, Cork
Ph: 1850-200884
Email: info@sess.ie
www.ssess.ie

The Dyspraxia Association of Ireland
69a Main Street, Leixlip, Co Kildare
Ph: 01-2957125
Email: info@dyspraxiaireland.com
www.dyspraxiaireland.com

The Psychological Society of Ireland
C X House
2A Corn Exchange Place, Poolbeg Street, Dublin 2
Ph: 01-4749160
Email: info@psihq.ie
www.psihq.ie

Suggested Further Reading

The adolescent with developmental co-ordination disorder (DCD)

Amanda Kirby
Jessica Kingsley Publishers
ISBN 1-84310-178-5

This is a wonderful practical book written by a recognised expert on DCD. Covers topics from Family Living to Social Skills

DYSPRAXIA. The Hidden Handicap

Amanda Kirby
Human Horizons series/Souvenir Press
ISBN 0-285-63512-3

The fore-runner to the above. Covers a broad range of topics with more emphasis on the younger child. 4 chapters deal with teenagers

Stephen Harris in Trouble-A Dyspraxic Drama in Several Clumsy Acts

Tim Nichol
Jessica Kingsley Publishers
ISBN-10-1843101345

This book comes highly recommended by the clinical psychologist in the DCD Unit in St Finbarr's Hospital. She has found it to be of great use to students as they transition from primary to secondary school

Parents Guide to the Secondary School System

Brian Gilsenan
Primary ABC
ISBN 0-9545837-1-X

Very practical resource dealing with every aspect of the Irish Secondary school system

Rev up for Revision – mind maps for kids

Tony Buzan
Harper Collins
ISBN 000717702X

Great system of getting to grips with revision for the whole family. Mind mapping is not for the linear thinking teens

The Ultimate book of Mind Maps

Tony Buzan
Harper Thorsons
ISBN 0007212917

This covers all aspects of mind mapping and could be of great help to teens who like this system of learning

Brain Gym – Teacher edition revised

Paul E. Dennison Ph.D & Gail E. Dennison
Edu-Kinesthetics, Inc
ISBN 1-942143-02-7

Book of Brain Gym exercises with notes accompanying notes about the relevance of each exercise

Learning with the Body in Mind

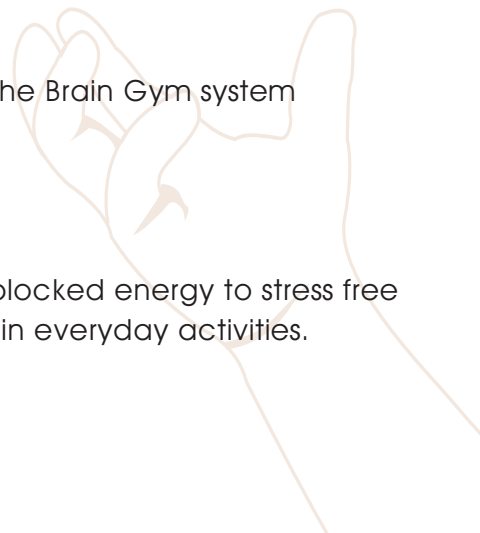
Eric Jensen
The Brain Store Inc.
ISBN 1-490460-07-9

This book has similarities to the Brain Gym system

Making the Brain Body Connection

Sharon Promislow
Kinetic Publishing Corporation
ISBN 0-9681066-3-3

Works towards going from blocked energy to stress free learning and performance in everyday activities.



Teachers Summary

Dyspraxia or Developmental Coordination Disorder affects children and adults of all ages. Those affected have significant motor coordination and perceptual processing difficulties whilst retaining normal intelligence. They are acutely aware that the way they process, present and record their learning is very different than that of their peers. Students who are affected will struggle in their school life unless they are provided with extra understanding and supports. Being aware of the difficulties that a student in your class is experiencing is often enough to make a difference in their educational experience and to assist them in reaching their ultimate potential. Some of the problems that may crop up are listed here. This is not a comprehensive list as each individual has their own profile and what may be a problem for one person may not be for another.

Dyspraxia/DCD is a hurdle to overcome; it is not an excuse to opt out.

Things that may happen frequently or less so depending on the individual case and the severity of the condition:

- 1) Student may arrive late to class due to difficulties with lockers and geography of classroom changes.
- 2) Student may forget books or homework assignments due to poor planning.
- 3) Student's appearance may be sloppy, shoelaces untied or shirt sticking out. This is due to fine motor problems, the teenager is not trying to be defiant or difficult.
- 4) Written work may be poorly presented. Student should be encouraged to produce assignments in printed form within subject folders rather than copybooks as appropriate.
- 5) Teenager may have difficulty in following a series of commands. Breaking the commands into chunks and repeating them will bring more successful outcomes.
- 6) Student may perform poorly in practical work and P.E. Participation should be encouraged and effort praised. Group work can be a good way for the student to show his/her strengths.
- 7) Student may appear awkward and bump into people or things.
- 8) Student will often be immature for his/her age and socially isolated.
- 9) Student with Dyspraxia/DCD will often exhibit great determination and persistence.

A student with Dyspraxia/DCD knows that they have problems and needs your encouragement.

Please photocopy this page for each subject teacher as required

