



Developmental Co-ordination Disorder (Dyspraxia)



What is DCD?

Developmental co-ordination disorder (DCD), also known as dyspraxia, is a condition affecting physical co-ordination. It causes a child to perform less well than expected in daily activities for their age, and appear to move clumsily.

[NHS website](#)



Children may have difficulties with:

- Playground activities such as hopping, jumping, running and catching or kicking a ball
- Walking up and down stairs
- Writing, drawing and using scissors
- Getting dressed, doing up buttons and tying shoelaces
- Keeping still - they may swing or move their arms and legs a lot

They may appear awkward and clumsy as they may bump into objects, drop things and fall over a lot.



Additional difficulties children may have:

- Difficulty concentrating - they may have a poor attention span and find it difficult to focus on one thing for more than a few minutes
- Difficulty following instructions and copying information
- Being poor at organising themselves
- Being slow to pick up new skills
- Difficulty making friends due to avoiding team games
- Behavioural difficulties
- Low self-esteem



Children with DCD may also have other conditions:

ADHD - difficulties with attention, hyperactivity and impulsiveness

Dyslexia - a learning difficulty which affects phonological processing

Autism - a condition affecting communication and social interaction



GREAT SENSE OF HUMOUR

UNIQUE THINKERS

CREATIVITY

THE POSITIVES OF DYSPRAXIA

EMPATHY

DETERMINATION

MOTIVATION

PROBLEM-SOLVING SKILLS

www.DyspraxiaFamilies.com



Supporting children with DCD at home:

- OT [Advice sheets](#) to support with skills such as cutlery and dressing
- Regular practise of activities such as cooking, household chores and games
- Using adaptations to support children such as easy grip scissors or pencil grip
- Support independence with velcro shoes and easy fastening clothes
- Praise effort and celebrate success
- Gradually increase demands as their skills improve
- Let them choose activities they particularly enjoy or wish to try
- Little and often is most effective for learning
- Break down tasks into smaller units to be learned and support them as they learn - gradually reducing elements until they are independent
- Encourage 'thinking skills' and problem solve together ■



Supporting children in school:

- Opportunities to practise skills little and often (PE, cutting, handwriting)
- Scaffolded learning and feedback in PE lessons to develop skills
- Hand-over-hand guidance to support with learning movements
- Participation focus rather than competitive
- Chunk tasks into smaller units and have prompts for the stages needed
- In writing focus on the purpose of the lesson rather than handwriting
- Alternative ways of presenting work in some lessons
- Adapt the amount of work required within the time
- Avoid copying from the whiteboard or sheets
- Adapt for larger writing (e.g. writing over two lines)
- Supportive peer to work with for some activities
- Movement opportunities throughout day