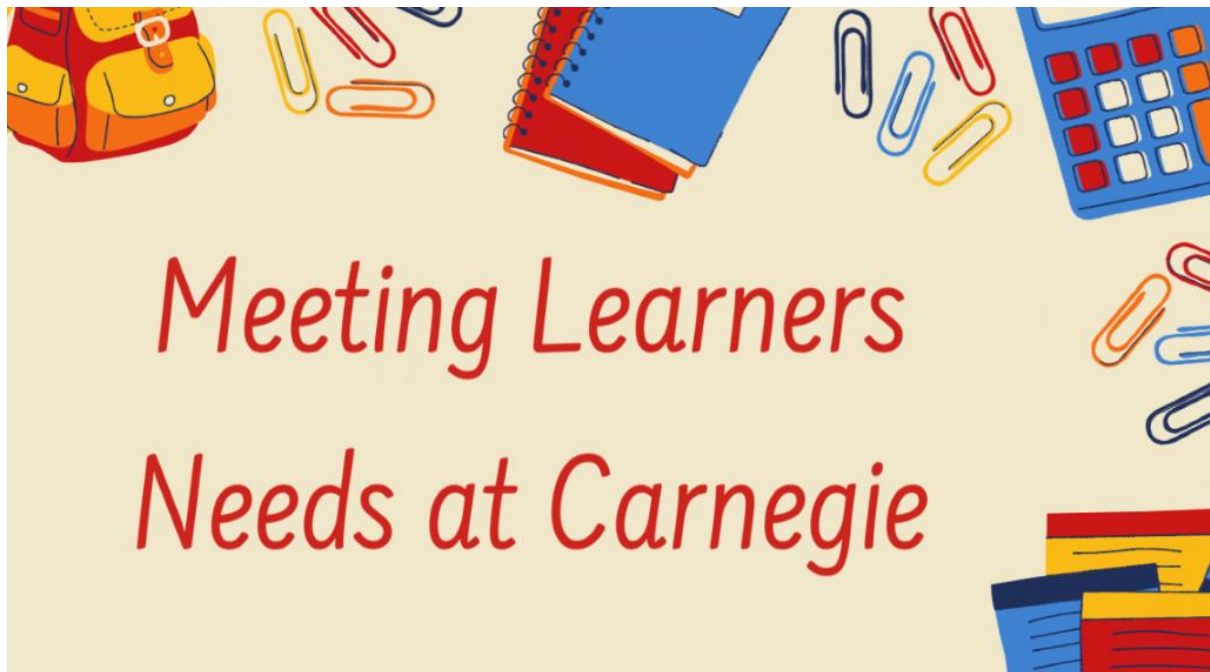


Carnegie Primary School



Developmental Co-ordination Disorder Toolkit

What is in this toolkit?

This toolkit provides a range of suggested supports to help children with DCD while learning at home.

The toolkit is to be used for reference and covers supporting learning at home.

Some children only experience coordination difficulties while others have associated learning, speech/language, and attention problems. Management of children with DCD varies greatly due to these differences. As a result, particular techniques and strategies may be more appropriate for one child than another. This Toolkit describes some of the more common techniques and practical suggestions that may be used.

If you have any further questions, please get in touch with the Carnegie Support for Learning Team.



General learning strategies that may help:

- ❖ Ensure that the child is positioned properly for deskwork. Make sure that the child's feet are flat on the floor, and that the desk is at an appropriate height with the shoulders relaxed and the forearms comfortably supported on the desk.
- ❖ Set realistic short-term goals. This will ensure that the child continues to be motivated.
- ❖ Provide the child with extra time to complete fine motor activities such as maths, printing, writing a story, practical science tasks, and artwork. If speed is necessary, be willing to accept a less accurate product.
- ❖ When copying is not the emphasis, provide the child with prepared worksheets that will allow him/her to focus on the task. For example, provide children with prepared math sheets, pages with questions already printed, or 'fill in the blank' for reading comprehension questions.
- ❖ Introduce computers to reduce the amount of handwriting that will be required. Although keyboarding may be difficult initially, it is a very beneficial skill and is a skill at which children with movement problems can become quite proficient
- ❖ Use paper that matches the child's handwriting difficulties. For example: widely spaced lines for a child who writes with very large lettering; raised, lined paper for a



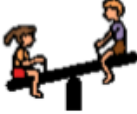
child who has trouble writing within the lines; graph paper for a child whose writing is too large or improperly spaced; graph paper with large squares for a child who has trouble keeping numbers aligned in mathematics.


- ❖ Focus on the purpose of the lesson/learning. If a creative story is the goal, then accept messy handwriting, uneven spacing and multiple erasures. If the goal is to have the child learn to set up a maths problem correctly, then allow time to do it even if the math problem does not get solved.
- ❖ Consider using a variety of presentation methods when asking the child to demonstrate comprehension of a subject. For example, encourage the child to present a report orally, use drawings to illustrate their thoughts, type a story or report on the computer or record a story
- ❖ Consider allowing the child to use the computer for draft and final copies of reports, stories and other assignments. If it is important to see the “non-edited” product, ask the child to submit both the draft and final versions.
- ❖ When possible, encourage the child to dictate stories, book reports, or answers to comprehension questions to the educator, a volunteer, or another child. For older children, voice recognition software can be introduced as soon as the child’s voice patterns have matured enough that they are consistent.
- ❖ Provide additional time for tasks that require a lot of written output.


Before carrying out any of the activity suggestions below, always prepare your child by discussing the strategies beforehand and let them take the lead as much as possible. Choose the ones that you feel are most appropriate for your child. The lists of activities are not prescriptive and you can vary them. Use a little and often approach to ensure your child has fun with these activities.






Strategies to develop gross motor skills:

Balance	
  	<ul style="list-style-type: none"> Engage in sports activities such as swimming, horse riding, bike riding, visit your local sports centre to see what groups are on e.g. gym classes, activity tumble tots. Try clubs or classes such as Tae Kwon Do, Choi Kwon Do, Rainbow's, Brownie's, Guides, Cubs and Scouts. Visit play parks, adventure playgrounds, and soft play areas. Try standing on one leg. How long can you keep your balance for? Can you do this with your eyes closed!? Can you draw a number with your foot that is in the air? Simon Says, for example, "lift your right arm above your head", or "lift your left foot off the floor". Can you do it with your eyes closed? Get onto your hands and knees (like a dog). Try lifting your hand from the ground without falling over! Put your hand back down, now can you lift up your knee? If you manage that, try lifting a hand and knee off the ground at the same time! How long can you hold your position without falling over? Maybe you could have a competition with your friends. Can you walk over a wobbly surface? For example try walking over an inflated lilo or a mat placed over bean bags. Try walking on wooden stilts, blocks or cans. Can you walk forwards and backwards? You might want to follow a line to help you. Play the stepping stones game: Place flat objects such as carpet tiles or pieces of cardboard on the floor like stepping stones. Can you get from one side of the room to another without stepping off? If you have a space hopper practice sitting and bouncing on it. Maybe you could have a race with your friends!



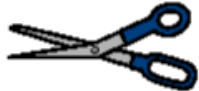

Strength	
	<ul style="list-style-type: none"> Do push ups on the ground or against a wall. Practice jogging on the spot; remember to keep your knees up. How long can you jog for? Keep a record of your score and try to beat it! Try doing a puzzle or jigsaw whilst your legs are supported on a bed/settee and your hands are on the floor (take your body weight through your arms). Can you sit on an invisible air chair? Press your back against a wall, bend your legs and pretend you are sitting on a chair! How long can you stay on the invisible chair?

	<p style="text-align: right;">Fife</p> <ul style="list-style-type: none"> Have fun playing Twister (MB Games). If you don't have the game you could make it by using different coloured paper plates and ask a friend to give the instructions. e.g. "Left foot on blue". Can you design an obstacle course involving climbing on, commando crawling over, under, around, and through tunnels and obstacles? Perhaps you could use duvets; rugs, cushions and the sofa—but ask permission from your Mum or Dad first! Follow a taped curled or straight line (ask an adult to help you set this out) and move along it forward and backwards in the following ways: Walking heel to toe, on heels or sideways.
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Ball Skills	
  	<ul style="list-style-type: none"> • Play skittles. How many can you knock down in one go? • Practice throwing and catching a ball—try using different weights and sizes of ball. You could also use bean bags, cushions, balloons and even a beach ball full of water! • Play Balloon volleyball. How long can you keep the balloon in the air for? You could try doing this whilst standing within a small area e.g. inside a hoop. You could try hitting the balloon with just your left/right hand and then try alternating your hands. Try using a long thin balloon as a bat and a round balloon as a ball. You could then move on to using a normal bat but still hitting a balloon instead of a ball. • Play bat and ball games—start by throwing a ball in the air and hitting it, then when you can do that, ask a friend to throw the ball to you and see if you can hit it. • Play target games where you stand still and throw something at a target e.g. fuzzy darts, quoits. • Try dribbling a football with your foot around cones. Start with the cones far apart and as you get better move the cones closer together. • Practice kicking a ball to score goals. As you improve, try moving the goal posts closer together, or moving yourself further away from the goal. How many goals can you score? • Practice bouncing and catching a tennis ball with one hand. How many times can you do this without dropping the tennis ball?



Strategies to develop fine motor skills:

   	<ul style="list-style-type: none"> • For hand skill activities encourage sitting: at a table or on the floor, so that you do not have to balance at the same time. • Try baking with an adult; choose a recipe that needs stirring or using a rolling pin. • Have some fun with threading activities; try threading buttons, beads or even macaroni. You could use a piece of string, a pipe cleaner or even a stick. • Play with musical instruments such as keyboard, recorder, and penny whistle. • Practice cutting with scissors (straight lines, curves, zigzags, fringes, pictures in magazines). • Play games with playing cards (e.g. Snap, Uno). • Playdoh or plasticine - can you make animals or the alphabet? Do lots of squeezing, rolling, pinching and tearing. • Help out at home e.g. washing the car/windows (squeezing the sponge, carrying the bucket, holding the hose, polishing). • Pop bubble wrap using your thumb and index finger. How many can you pop in one minute? • Use spray bottles or water guns to spray house plants, windows, hit targets or spray different colours of coloured water to make a design on paper. • Scrunch up balls of paper to play paper football, volleyball or to use in craft activities. • Squeeze a stress ball. This can even be done whilst you are watching T.V • Marble or ball rolling games—make up an obstacle course for the marble/ball to run through. • Play balloon volleyball—how long can you keep the balloon in the air? • Practice picking up small objects with tweezers or clothes pegs. You could have a race to see how many you can pick up in one minute.
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Strategies to support attention:

- ❖ Ensure that the child is giving you eye contact and listening to you. The use of a child's name in an instruction helps to alert attention as do physical gestures.
- ❖ Reduce visual distractions in the environment: remove distractions and have work materials close at hand.
- ❖ Seat the child close to the teacher and use clear, specific language.
- ❖ Ensure the child's seated position allows for his/her feet to be flat on the floor and hip and knee joints at approximately 90 degree angles.
- ❖ Trial the use of a round move n' sit cushion when sitting on the floor.
- ❖ Try to maintain consistent clear routines e.g. visual timetables.
- ❖ Give assignments one at a time.
- ❖ Adapt activities – break them into smaller segments.
- ❖ Pair written instructions with oral instructions.
- ❖ Provide written outlines of instructions.
- ❖ Remind the child to check over their work if performance is rushed or careless.
- ❖ Provide short breaks between assignments.
- ❖ Allow opportunities for the child to move around the room



Useful websites:

- ❖ NHS
<https://www.nhs.uk/conditions/developmental-coordination-disorder-dyspraxia/>
- ❖ Dyspraxia Foundation
<https://dyspraxiafoundation.org.uk/dyspraxia-children/>
- ❖ Movement Matters

<http://www.movementmattersuk.org/dcd-dyspraxia-adhd-spld/developmental-disorders-documentation/help-for-parents.aspx>

