

writeAbility

A GUIDE TO EDUCATIONAL SUCCESS



DEVELOPMENTAL DYSPRAXIA



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Dedre, the founder of WriteAbility, is an Occupational
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special education as well as public school settings.

She is particularly passionate about early intervention and
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WHAT IS THE GOAL ?

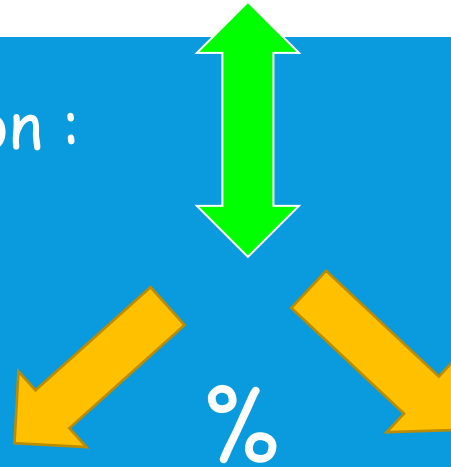
- Normal development.
- What is praxis and why is it important?
- Types of Dyspraxia.
- How do these learners present in the classroom?
- Practical guidelines and adaptations in the classroom.



Normal Development



illustration :



- Pre-programmed



- Environment and stimulation
- Neuroplasticity

“Meaningful sensory based interaction can improve the ability of the CNS to integrate sensory information and thus enhance learning. ”







PRAXIS

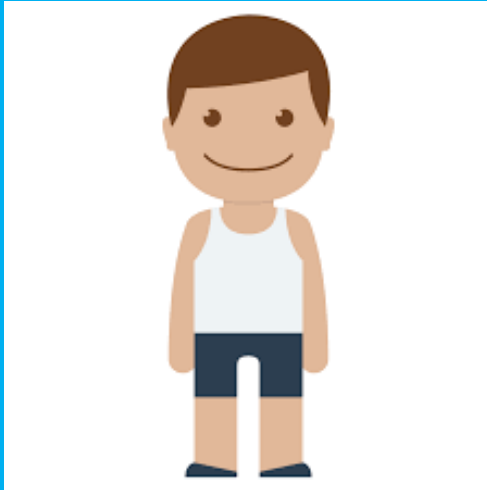


- The ability to plan and execute new and unfamiliar motor activities/
Vermoë om 'n nuwe onbekende motoriese aktiwiteite te beplan en uit te voer.
- Aanvanklik onbekende aktiwiteit/
Initially new (gepas vir ouderdom/ age appropriate).
- Uitdaging/Challenge.
- Outomaties/ Becomes automatic.

▪ 3 Components :

- "IDEATION"
- "FEED FORWARD"
- "FEED BACK"





PRAXIS

IDIATION



FEED FORWARD



FEED BACK



Not all disabilities

look like this



Some disabilities

look like this



HIDDEN DISABILITY





DIAGNOSIS OF DYSPRAXIA



DSM V: Developmental Coordination Disorder



Developmental Dyspraxia

Types

- Praxis on Verbal Command
- Somato-Sensory Dyspraxia
- Bilateral Integration and Sequencing Dyspraxia
- Generalized Dyspraxia
- Oral Dyspraxia
- Apraxia of speech and language
- Visio Dyspraxia

PLANNING REQUIRES THINKING

Executive Functioning Skills



Planning is the ability to figure out how to accomplish our goals.



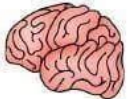
Organization is the ability to develop and maintain a system that keeps materials and plans orderly.

Time Management

is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.



Task Initiation is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.



Working Memory is the mental processes that allow us to hold information in our minds while working with it.



Metacognition is being aware of what you know and using that information to help you learn.

Self-Control is the ability to regulate yourself, including your thoughts, actions, and emotions.



Attention is being able to focus on a person or task for a period of time and shifting that attention when needed.



Perseverance is the ability to stick with a task and not give up, even when it becomes challenging.



Flexibility is the ability to adapt to new situations and deal with change.

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If you are not thinking about doing an action, that action has become automatic and no longer requires planning.



Motor function requires sequencing and timing and lots of MOTOR PLANNING



WHEN I WANT TO BUT I CANT.

Emotional and
social implications





KLINIESE BEELD



- Sukkel met aanleer van nuwe take bv skoenveters, ADL, fietsry, eetgerei.
- Veralgemeen na ander situasies
- "Ideation"
- "Novel ideas" bv spel met stappe, speelgoed.
- Beperkte speelvaardighede
- Vaslegging van vaardighede soos skrifpatrone, dans roetines.
- Sukkel met volgordes en tydsberekening.





KLINIESE BEEELD



- Swak organisasie, tydsbeplanning en opeenvolging van beweging.
- Verbaliseer hardop as hul werk.
- Rigting gerigtheid.
- Sukkel om hul liggame in ruimte te oriënteer bv. by die tafel.
- Uitleg op papier swak/ ruimtelike oriëntasie en diskriminasie is 'n uitdaging.
- Sport wat opeenvolgende beweging en tydsberekening vereis is baie moeilik. (G span)



Gross Motor

- Getting Dressed
- Physical Issues
- Co-Ordination
- Balance



Communication

- Speech can be immature
- Gets words muddled up



Fine Motor

- Manipulation Difficulties
- Handwriting Issues
- Buttons and Shoelaces



Concentration

- Poor memory
- Easily distracted
- Limited focus



Dyspraxia

1 2 3

Organisational

- Finds Planning Tricky
- Memory Difficulties
- Rules
- Needs Visual Reminders
- Sequences

Classroom Difficulties

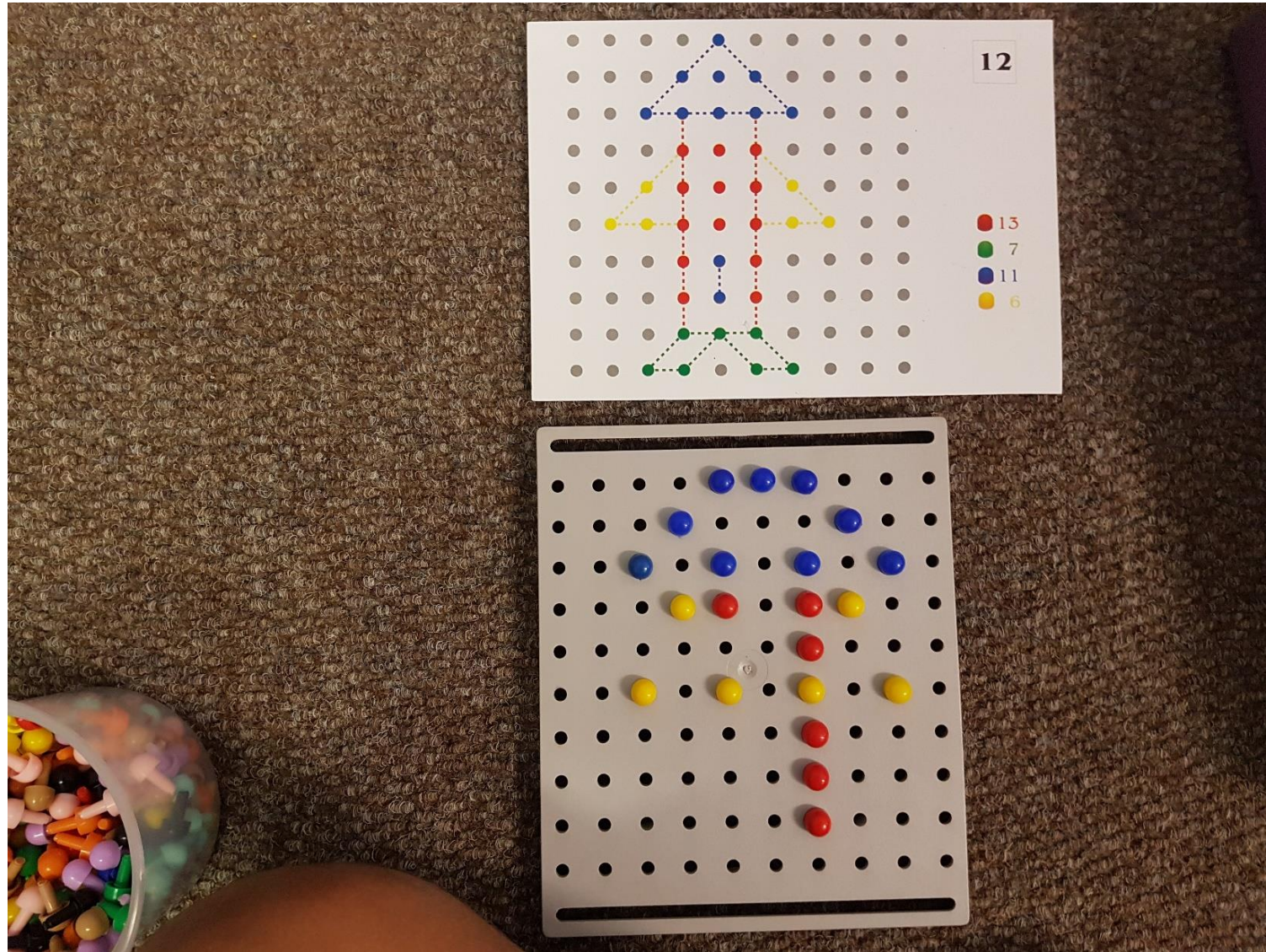
- Difficulty in getting ideas on paper
- Poor Listening Skills
- Affected by Background Noise
- Difficulty in copying from the board

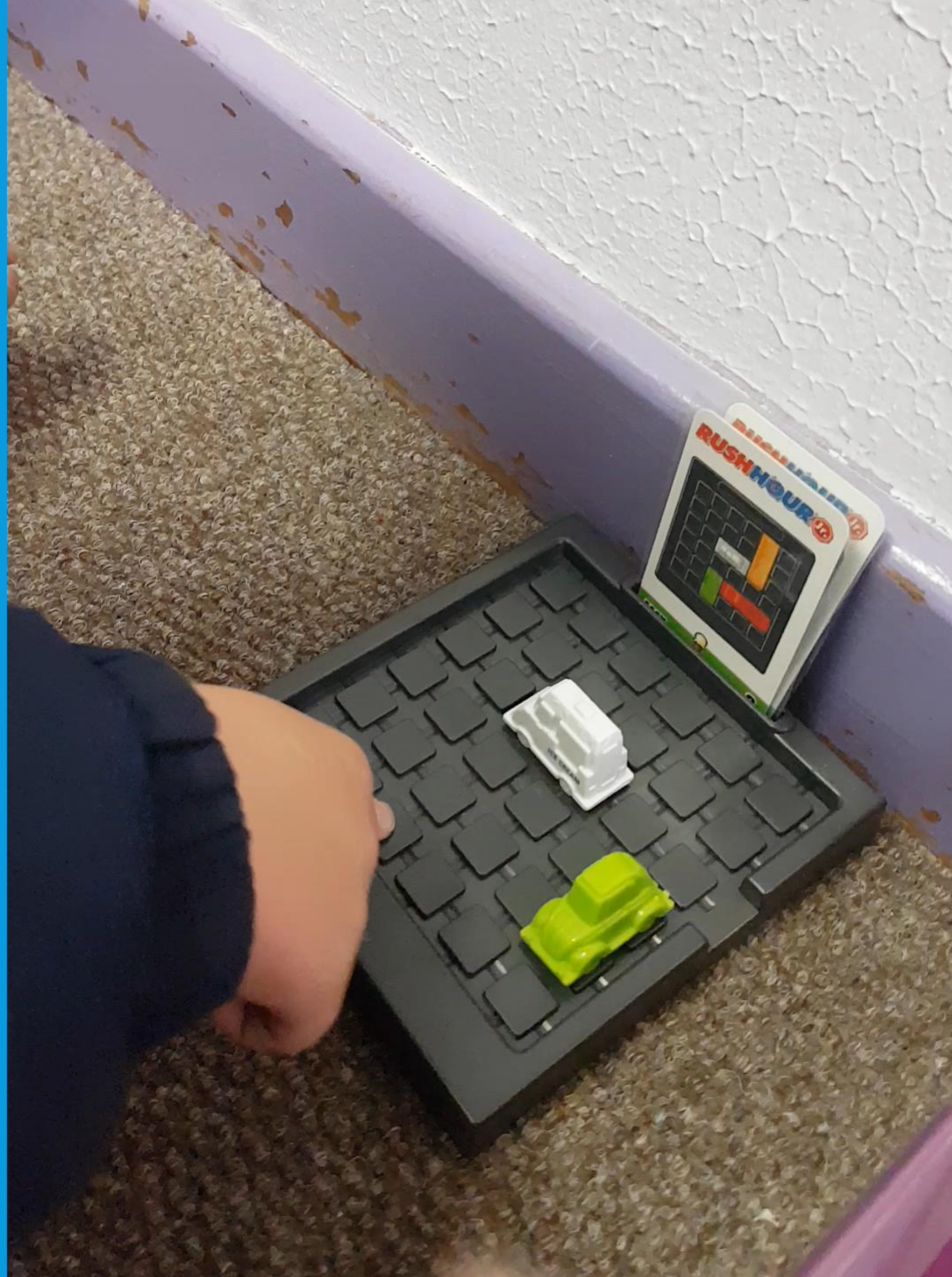




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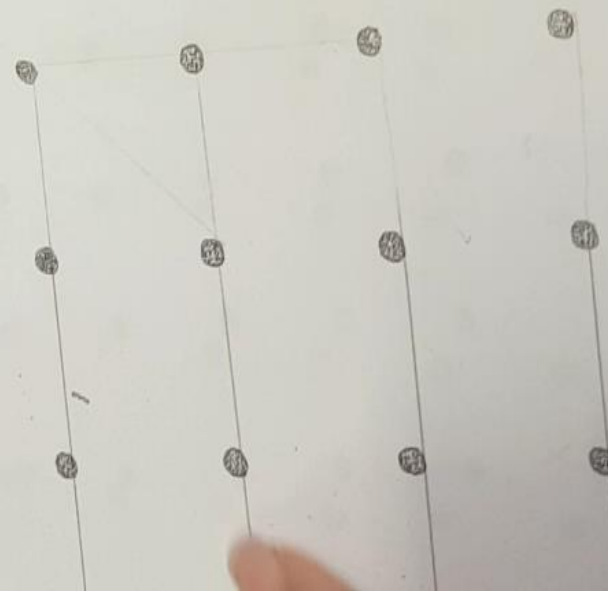
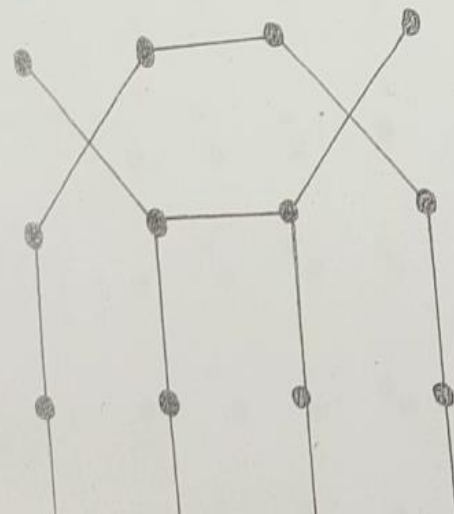


SPATIAL PLANNING/ PROBLEM SOLVING





Occupational Therapy :



Visuo Dyspraxia



28 January 2015
my holiday
On the 26 of
mber I went
Skurwekop.
So so & wsom
I got to see
my family,
my sister,
my Dad and

3 baljaar
4 Woonstel
5 teer Patd
6 hysbak
7 voorpoort

27, 30, 33, 36, 39, 42
27 Januarie 2015
Afrikaans klanke
dak bad
wer is bak
ses b mat
ken nes
kat tas
Pen hek
28 January 2015
www
v V v V v V
w W w W w W

2 Woensdag
3 Vuurpyl
4 Hysbak
5 Voorlees
6 Shoet
7 leesboek
8 suurlemoen

Ek wil maar ek kan nie.

My selfbeeld is baie broos

Ek raak maklik angstig

Ek leer die beste deur multi-sensoriese insette.
(beginsels vir onderrig en leer)

Beweging, ritme en aktiwiteite wat beplanning,
volgordes (sequencing) vereis, is vir my baie moeilik.

Tydlimiet en vinnige spoed is my grootste vyand.



BELANGRIK OM TE ONTHOU

Warning Signs of Dyspraxia



Match Strategy

Match

Match the activity to the individual

Modify

Modify task



Alter

Alter expectations

Teach

Teach Strategy

Change

Change environment

Help by

Help by understanding



DISPLAY IN THE CLASSROOM



Strategy

- The alphabet in upper and lower case
- Days of the week and months of the year. Numbers 1–100
- **How to write the date – both long and short versions** (NB: if a child has difficulties copying, or is very slow to copy the date, then decide whether it is a priority for them to write the date or whether they would be better concentrating on other aspects of the task – an adult can write it in for them). •
- **Sample mnemonics for commonly misspelt words**, e.g. said (Sally Ann Is Dancing); was (Wet Animals Smell); because (Big Elephants Can Add Up Sums Easily);
- **Ways of remembering b/d orientation**, e.g. picture of making b/d with fingers; picture of bed.
- Right and left markers



Strategies for writing in lines, reversals and spacing.

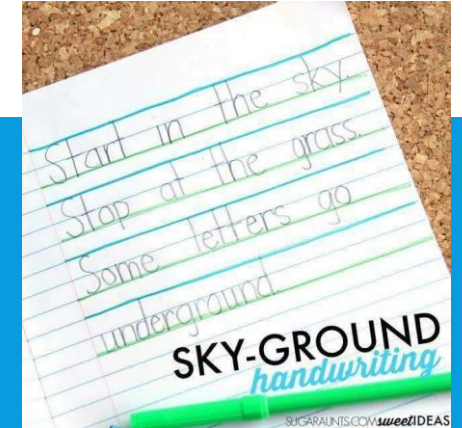


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HANDWRITING
CHECK LIST


Did I

- Start against the margin? ☐
- Begin my sentence with a capital letter? ☐
- Put a finger space between each word? ☐
- End my sentence with a full stop? ☐
- Write neatly? ☐
- Check my work for mistakes? ☐

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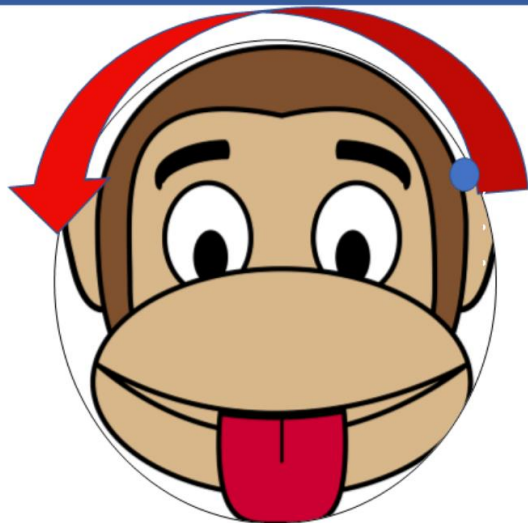
Match Strategy

| | |
|---------|---|
| Match | Match the activity to the individual |
| Modify | Modify task  |
| Alter | Alter expectations |
| Teach | Teach Strategy |
| Change | Change environment |
| Help by | Help by understanding |



clideo.com

The "FUNKY MONKEY"



a c o d
g q s

Funky Monkey.

Letter Formation




Use auditory and visual principles.



funky Monkey letters



Match Strategy

| | |
|---------|---|
| Match | Match the activity to the individual |
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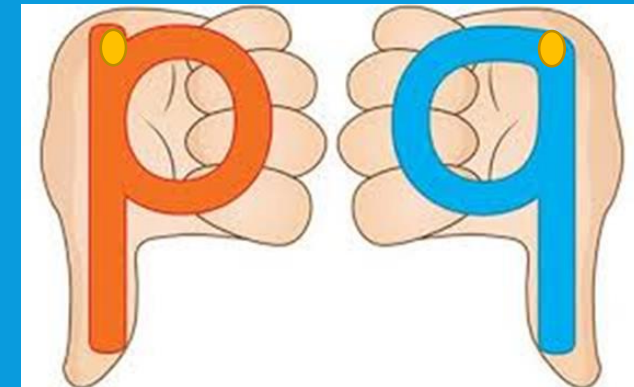
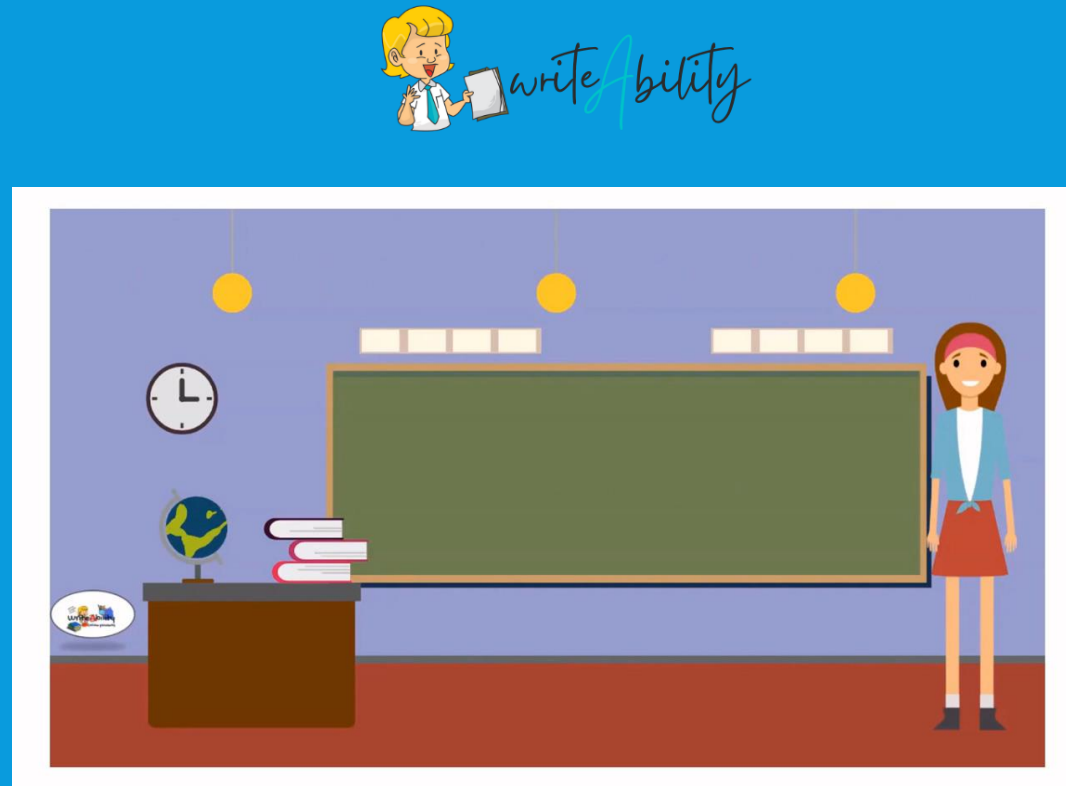
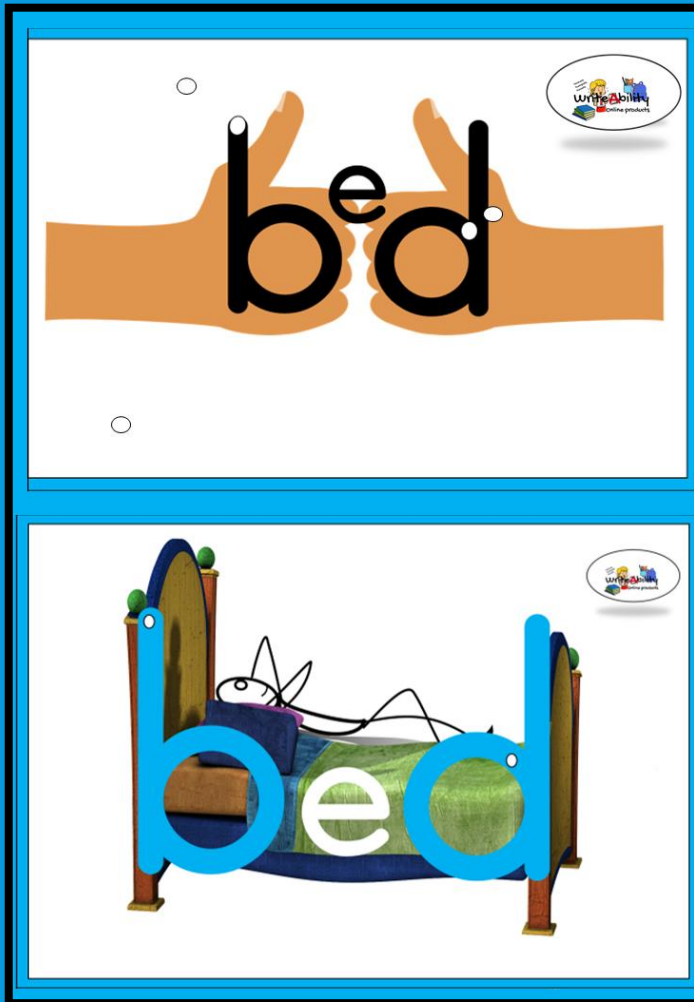
SPASIES TUSSEN WOORDE BELANGRIK?



Ditismyhuis



STRATEGIES FOR REVERSALS AND LETTER FORMATION



Letter formation:

"d" for dam.

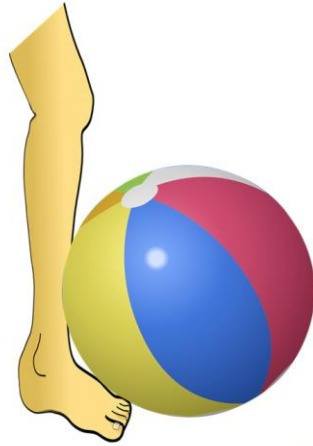
"Around the dam goes the man"



Klankvorming:

"b" begin altyd bol

"Eers die beentjie en dan die bal"




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Letter formation:

"b" always start at the top!
"First the bat and then the ball"

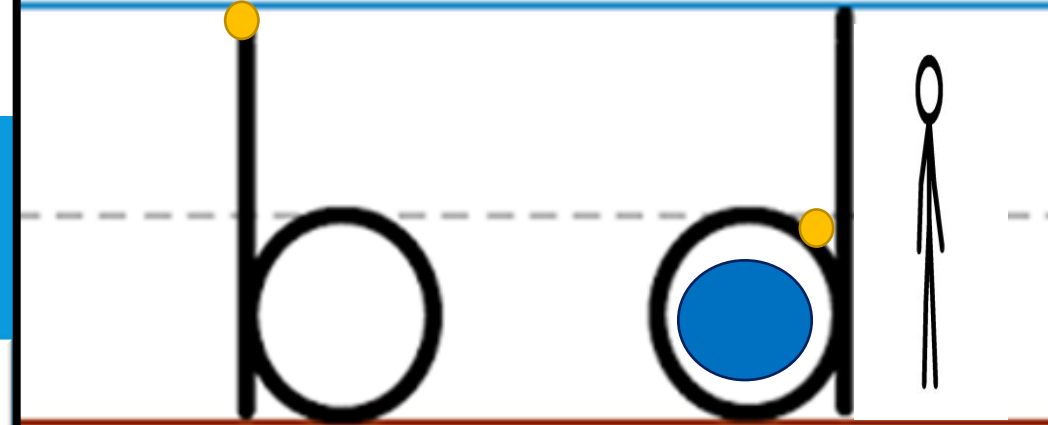


Match Strategy

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| Change | Change environment |
| help by | Help by understanding |

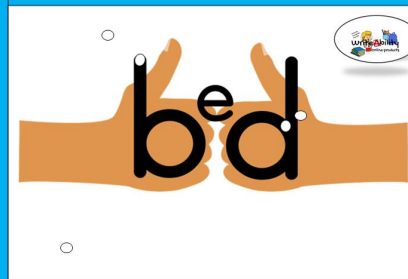
Rympies vir
klanke

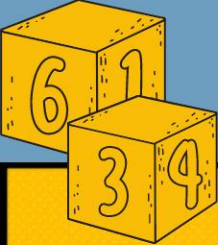
Multi-sensories



■ AROUND THE DAM GOES THE MAN.

■ FIRST THE BAT, THEN THE BALL.





7 Tips to address

reversals

Help!!

$$5+2 = \text{7} \times$$

$$7-2 = \text{2} \times$$



NUMBER REVERSALS



STRATEGIES FOR THE CLASSROOM

- **Ideation**

- Gee plan? Main idea?
- Wat gaan ons doen?/What can we do differently?
- Skep raamwerk/ Model idiation (plan)
- “Novel ideas”
- Identifiseer die probleem/ Identify the problem

- **Feed forward**

- Werk met 'n plan/ Work with a plan.
- Bv huiswerk, bank organisasie
- Kompensatories bv kantlyn, skryf in lyne, Robot Stelsel
- Verbaliseer bv. d klank
- **WEES versigtig vir demonstrasies!!**

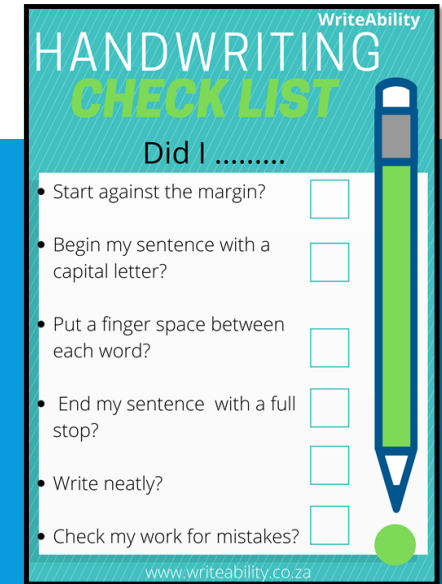


INTERVENSIE IN DIE KLASKAMER

Feedback

- Kinesteties bv sand, skoorroom, "right write" produkte,
- Skryf in lug, skryf op rug,
- Oë toe
- Verbaliseer.
- Fisiese hantering.
- Identifisering van eie foute (ROOI PEN)

- NB. Backward chaining
- Complete the loop.
- Compensatory measures
- Apps




WriteAbility
HANDWRITING CHECK LIST
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- Check my work for mistakes? ☐

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Strategies for writing in lines, reversals and spacing.



✓ ✗

HANDWRITING CHECK LIST
Did I

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Writing on lines

SKY-GROUND

PRACTICAL IDEAS



Sport



- “timing and sequencing”
- Aanpassings/ Make adaptations
- Kleiner dele/ Break the activity into smaller steps.
- Verbaliseer stappe/ Verbalise steps.
- Neem lank!/ Takes a long time
- Wees geduldig!/ Be Patient!
- Kinders voel dikwels selfbewus veral seuns.
- Dyspraxia has emotional and sosial implications.

List the area(s) in which the support needs to be provided: Communication; Learning, Behaviour and social competence; Health, Wellness and personal care; Classroom and school; Family, home and community; Teacher development/training, etc. (See SNA1)

[illegible]

Change

Alter

Help by understanding

- ✓ Changing the presentation of the pupil's work by, e.g. Simplifying the language, using visual cues;
- ✓ Allowing the child to work at different levels or on different elements within the same subject
- ✓ Adjusting the speed or workload by setting different amounts of work or allowing extra time to complete the work — reduce the amount of work given (NB: if allowing extra time to complete work, never take away the child's playtime – it shouldn't be seen as a punishment, and the child needs a break more than most);



REMEMBER

PRESENTING INFORMATION

Layout of written work



| | |
|-----------|--|
| Use | use left-justified with ragged right edge; |
| Avoid | avoid narrow, newspaper style, columns |
| Keep | keep lines short |
| Space out | space out your text and avoid using long paragraphs; |
| Use | use line spacing of 1.5; Boxes of borders for NB parts |
| Be clear | picture used must be clear (careful when copying) |



“Allowing a student with a hidden disability (ADHD, dyslexia, dysgraphia...) to struggle academically when all that is needed for success are appropriate accommodations and explicit instruction is no different than failing to provide a ramp for a person in a wheelchair.”

~ J.M.P.





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