

Dyspraxia – Barriers to learning

Teacher talk

A learner with dyspraxia may have limited concentration skills and poor listening skills – giving too much information quickly can overwhelms pupils and makes it hard to process and pick out key information.

Asking questions and wanting immediate answers – pupils need time to process what has been said.

Too many instructions presented not in the correct order - pupil may be unable to remember and/or follow instructions.

Presentation:

Emphasis on written tasks – physically tiring for a dyspraxic learner

Asking for long, handwritten tasks to be completed

Writing frames etc too small – a dyspraxic child will find it difficult to write in a small box or frame

Making legible notes is difficult and sometimes impossible.

Literal use of language may have an effect on reading and spelling ability

Teaching styles

Too much information written on board which requires copying down and removed too soon

Tasks needing fine motor skills without appropriate equipment – drawing, cutting, control of computer mouse, use of a small calculator

Unclear instructions on how to use specific equipment

Not providing sufficient time to complete tasks – getting homework task written down, rushing with tasks such as getting changed for PE

Drawing attention to untidy handwriting or awkwardness of movements – particularly towards the end of a lesson when the leaner will be very tired

Consideration of partners for paired work

Reading aloud can cause embarrassment and confidence issues as a pupil may have articulation difficulties

Confusing ability to do the required task with the ability to physically complete the task. A pupil may have difficulty combining thoughts with physical aspect of writing it down.

Requirement for personal organisation - having correct equipment or books with them, losing things easily. Shouting – this results in an emotional response and high ‘arousal’.

Peer relationships

Pupils tire quickly and have problems with team games and physical activities. This can be very difficult at break times and can lead to poor peer relationships and low self-esteem.

Pupils can have difficulties with picking up non-verbal cues so appears tactless to peers.

Personal characteristics

Loud, sarcastic impatient teachers who are not prepared to repeat instructions or explain again and give sufficient time for a task