

Developmental Co-Ordination Disorder (DCD)

Classroom strategies



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Classroom strategies

Remember the difficulties of a child/young person with DCD are often hidden. An individual with DCD has to put in a great deal more physical and mental effort to keep up with class work; this is hard to sustain. The individual may have strategies to avoid tasks they find difficult.

Praise them at every opportunity for all their effort, building a child/young person's self-esteem is the first step towards boosting social skills and academic performance. The following strategies can be helpful in supporting a child/young person within the school and classroom environment:

- Consider where the young person sits/stands in your class.
- Keep instructions brief and simple.
- Written instructions may be more beneficial.
- Be as visual and creative as you can with your teaching.
- Consider use of a lap top.
- Consider use of a sloping board to promote a better sitting position.
- Subtle movement breaks, making them purposeful to the day.

- Ensure information to be copied down from a board/screen is clear and minimal. Provision of a handout can help support this task.
- Allow extra time or reduce the quantity if you know they will not achieve what has been set out.
- During practical lessons stand close to the young person and demonstrate slowly.
- Try and group/pair the young person with individuals with similar ability or with individuals who understand.
- Workbooks can contain too much information – use blank sheets to cover up irrelevant material.
- Don't expect the young person to re-draft written work; the first time is time consuming enough.
- Don't ask the young person to stay in over break / lunch time to complete unfinished work, they will feel punished because of their problems.
- Give encouragement for fine motor tasks/games to build skills.
- Give encouragement for participation in gross motor activities to help build skills. If it is a new game/activity then break down the activity into steps to learn and build on.



- Team games can be challenging for a child with DCD.
- Use of timetables/phones with reminders and notes to help organise and plan ahead.
- Time to process information presented.
- MATCH for success.

Modify the task

Alter the expectations

Try new strategies

Change the environment

Help others to understand and to help

Useful websites:

www.movementmattersuk.org

www.canchild.ca – interactive tutorial

<https://www.canchild.ca/en/resources/126-children-with-coordination-difficulties-a-flyer-for-physical-educators> - strategies for P.E.

<https://www.canchild.ca/en/resources/112-children-with-dcd-at-home-at-school-and-in-the-community-booklet> - strategies for home, school and community.

www.dyscovery.org

www.healthcareimprovementscotland.org - “I still can’t tie my shoelaces”

www.dcd-uk.org

<http://dcd.canchild.ca/en/resources/273-dcd-in-secondary-school> - DCD in Secondary school – video.

Let’s MATCH for success.





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