

## DIAGNOSTIC CRITERIA

DCD and Dyspraxia are often used interchangeably, there is now a shift towards DCD which we can get a diagnosis for.

Diagnostic criterion:

A = the acquisition and execution of co-ordinated motor skills substantially below average for child's age.

B = The motor skills in criterion A significantly and persistently interfere with tasks appropriate to child's age.

C = Onset is in the early developmental period

D = The motor skills are not better explained by intellectual disability or visual impairment and are not as a result of a neurological disorder affecting movement.

### STEPS TO SUPPORT:

1. Look at recognition checklist
2. Speak to SENDCo
3. Make a referral to OT
4. OT will refer to Paediatrician if necessary



**ALL YOU  
NEED TO  
KNOW  
ABOUT—  
DEVELOPMENTAL  
CO-ORDINATION  
DISORDER (DCD)**



**HELPING  
CHILDREN WITH  
DCD**

# DEVELOPMENTAL CO-ORDINATION DISORDER

## RECOGNITION OF DCD:

- ⇒ Poor self care
- ⇒ Poor physical execution of schoolwork tasks. Problems: posture, poor pencil control, weak grip, perceptual difficulties, mid-line difficulties, difficulty copying from board
- ⇒ Poor scissor skills
- ⇒ Limited leisure
- ⇒ Socially isolated
- ⇒ Difficulty learning new skills
- ⇒ 'Spiky' profile—good IQ/poor motor, there's a mismatch
- ⇒ Processing difficulties—poor working memory
- ⇒ Perception difficulties
- ⇒ Motor planning
- ⇒ Organisational features: struggle to locate resources, struggle to differentiate between 'noises' in the classroom
- ⇒ Emotional difficulties
- ⇒ Motor co-ordination difficulties, low tone
- ⇒ Tired

## PROPRIOCEPTION

Proprioception is the sense of the relative position of the neighbouring parts of the body and the strength of effort being employed in movement. THIS DEVELOPS IN A FAULTY MANNER IN CHILDREN WITH DCD.

The result is that these children will tap, chew, rock on their chair, touch everything in order to get their brain to give them feedback as to where they are in space. This frees up space in their brain to concentrate - IT MEANS THEY ARE PAYING ATTENTION!

## CLASSROOM IDEAS:

- ⇒ Positioning: correct height furniture, foot blocks, visual prompt cards, Write-well mat, slope board, avoid right/left handed clash, placemat for organization of resources.
- ⇒ Environmental distractions: sit facing the board, avoid busy thoroughfares
- ⇒ Handwriting: practice with repetition, 3/4 times per week, kinaesthetic, pencil grips, adapted pens, wider spacing, coloured paper, record learning in a different way

- ⇒ Adapted tools: scissors, cutlery
- ⇒ P.E.: break down the tasks, practice and repetition of skills, careful pairing and grouping, lots of praise for effort
- ⇒ Self care: visual prompt cards for dressing, toilets, simplified clothing—can the child wear a PE t shirt to school on PE days?

## USEFUL WEBSITES

[dyspraxiafoundation.org.uk](http://dyspraxiafoundation.org.uk)  
[dyscovery.info](http://dyscovery.info)  
[movementmattersuk.org](http://movementmattersuk.org)