

Personal Strategies Based on ALS 5

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Dyspraxia **Top Tips** **Tool Kit**

**Always check the students
support plan (ALS 5) to
meet individual needs**

If you have any more questions or need any more support and guidance please contact: the:

ALS Co-ordinator

Or

ALS Department

Tel: 01226 216769

Email : ALS@barnsley.ac.uk

Further information can also be found on the ALS Buzz page : <https://www.barnsley.ac.uk/student-life/additional-learning-support/>

Web page: <https://dyspraxiafoundation.org.uk/>



In the classroom

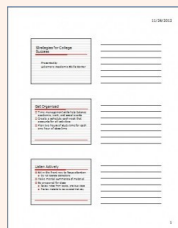
Don't expect learners to be able to **listen** and **do** at the same time



Avoid copying off the board



Provide handouts and PowerPoints, learners can add notes to.



When marking look at the **content** of the work rather than the **presentation**

Quiet Zone

Maintain a **quiet** learning environment



Minimise distractions



If necessary allow learners to take rest breaks

Learners **should not** be asked to **read aloud** to the class



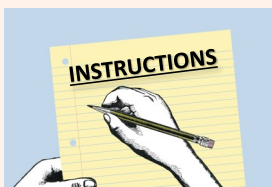
Set **clear** targets

Simplify instructions

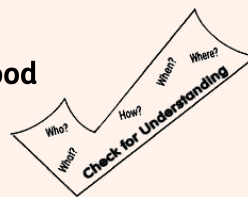
Use **short** sentences and **pause** between each section



Check the learner has **understood** what you have said



Encourage learners to write down instructions



Questioning can help learners find the right sequence of words. Instead of saying Say **"What is Hume's philosophy?"** to encourage the learner to say the answer "Hume's philosophy is ... **"What can you tell me about the philosophy put forward by Hume?"**

Learners may have **difficulty** with **fine motor** skills e.g. cutting out, chopping, and **gross motor** skills e.g. hand / eye coordination



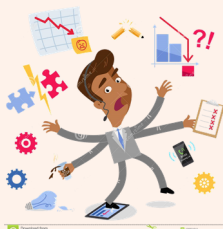
Health and safety



Ensure **health** and **safety** requirements are **always** met



Learners are more at risk of **accidents** when **hurried**



Learners may have **difficulties** using equipment, holding and pouring, catching a ball



Resources

Any diagrams that require **labelling** need to be **enlarged**

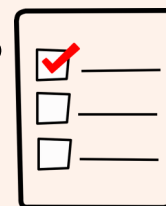


Extra time may be needed for drawing



Hand written notes may be **difficult** to read. Encourage the use of a **laptop**.

Provide a **list** of key **vocab/ glossary** to support spelling and understanding



Encourage the use of post-its to mark out text, chapters and pages



Learners should always have their **own** copy of text.

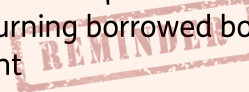


Learners need a **copy** of their timetable in the front of their folders

Make timetables as static as possible



Learners may need frequent reminders about returning borrowed books or equipment



Help learners to develop a system to keep work **organised** e.g. coloured folders

