Presentation to
The US Department of Education
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Executive Director Warren Fried started the Foundation in 2006.

He has lived with dyspraxia his whole life but was not diagnosed until he was 19 and living in the U.K.

During school, he was often isolated in classrooms and accused of being lazy.

He was constantly bullied by classmates for being different.

He created Dyspraxia USA with the mission to provide Understanding, Support, and Acceptance of this neurological impairment and increase awareness.
What is DCD/Dyspraxia?

- difficulty getting ideas on paper
- poor listening skills
- affected by background noise
- problems note taking/copying from board
- speech can be immature
- gets words muddled up
- poor memory skills
- easily distracted and fidgety

- sequences memory difficulties
- rules
- needs visual reminders

- finds planning tricky

- getting dressed
- physical issues
- stairs
- balance
- sports
- running

- hopping
- co-ordination issues

- pencil grip
- handwriting issues
- formation

- classroom equipment
- manipulation difficulties
- buttons
- shoelaces

- limited focus: activities need to be broken down

Dyspraxia

Classroom difficulties
Communication
Organisation
Gross Motor
Fine Motor
Concentration
Diagnoses and Impacts of DCD/Dyspraxia

**DSM 315.4 (Developmental Coordination Disorder)**
- A lifelong neurological condition impacting Fine & Gross Motor Skill Development.

**ICD 10 F82 (Dyspraxia)**
- A lifelong neurological condition with a broad range of symptoms affecting motor planning and co-ordination, spanning the ocular and oral motor systems. It can affect handwriting, speech, balance, short term memory and processing. Overall intelligence is not affected, though performance is often inconsistent. Resulting in messages from the brain not accurately transmitted to the body.

**Dyspraxia Can impact the following:**
- Ocular motor functioning
- Oral motor skills
- Speech and language
- Sensory processing
- Attention and organization
- Short-term memory
- Executive functioning and judgment
- Social skills
Statistics

Statistics Associated with DCD/Dyspraxia:

- Affects 6-10% of the population, with 2% severely affected.

- Boys are 3 times more likely to have DCD/Dyspraxia compared to girls.

- Dyspraxia is usually co-morbid with other conditions, such as Dyslexia, Hypotonia, Dysgraphia, Dyscalculia, ADHD, and more.

- DCD/Dyspraxia does not impact the child’s intelligence, although it can cause learning problems in children.

- Dyspraxia is a life-long condition which you are born with.
Symptoms of DCD/Dyspraxia

- Poor motor planning, balance, and coordination
- Difficulty navigating space (often bumps into furniture or classmates)
- Difficulty grasping and manipulating
- Poor handwriting
- Difficulty modulating speed, force, and volume
- Difficulty processing and following multi-step directions
- Difficulty with transitions
- Difficulty organizing materials for independent work
- Sensory seeking behaviors, i.e. running, crashing, etc.
- Poor self esteem or emotional regulation
- Difficulty organizing thoughts and ideas in sequence
- Sensory sensitivities, i.e. sound, light, smell, touch
- Difficulty joining in games and social groups
What services do kids with DCD/Dyspraxia need?

- **Occupational Therapy**
  - Addresses fine and gross motor, visual motor integration, sensory processing, organization, self help skills, social skills, and emotional regulation

- **Physical Therapy**
  - Addresses gross motor deficits (for kids who also have accompanying hypotonia)

- **Speech**
  - Addresses articulation as well as auditory processing, comprehension, and organization of ideas

- **Social Skills & Counseling**
  - Fosters emotional intelligence, promotes social skills and provides positive behavior supports

- **Behavioral Optometry**
  - Helps develop ocular motor muscles
Strengths Associated with DCD/Dyspraxia

- Positive Attributes of dyspraxia
  - Cheerful
  - Polite
  - can laugh at themselves
  - sensitive
  - Inspiring
  - Gentle
  - forgiving
  - Kind
  - Tenacious or determined
  - empathetic
  - honest
Why aren’t kids getting what they need?

- Inadequate assessment and identification of students in need
- Misunderstanding of students, resulting in poor self esteem
- Perception as lazy, inattentive or oppositional
- Misdiagnosis with other conditions (everything from cognitive impairment to Autism)
- Inadequate accommodations and support services under diagnosis Other Health Impairment
- Lack of educational training, studies, and research
- Miscommunication between clinicians and therapists
Support Strategies

- 1:1 aide for challenging subjects, transitions, or periods
- Preferential seating or use of supportive seating
- Adaptive equipment for writing, i.e. pencil grips, hand weights, or specialized paper
- Alternative means to demonstrate knowledge, i.e. oral reports or answers, use of a scribe, use of computer or tablet for compositions
- Assistive technology
- Extra time allotted for tests
- Written task directions and other visual aides
- Sensory breaks
- Social skills groups or recess support
How can the DOE help?

- Promote nationwide awareness campaigns
- Educate teachers, child study team members, school-based therapists, and school administrators to increase awareness and understanding
- Encourage schools to utilize fact sheets, videos, and classroom accommodations (available on the Dyspraxia USA Foundation web site)
- Create a partnership between Dyspraxia USA and the DOE for press events in 2015
Questions