

*Understand
Support and
Accept*



Presentation to
The US Department of Education
September 19, 2014

Agenda – Dyspraxia USA

- I. Introduction**
- II. What is Developmental Coordination Disorder (DCD)/Dyspraxia**
- III. Diagnosis and impacts of DCD/Dyspraxia**
- IV. Statistics Associated with DCD/Dyspraxia**
- V. Symptoms in the classroom**
- VI. What services are needed**
- VII. Strengths of DCD/Dyspraxia**
- VIII. Why students aren't getting what they need**
- IX. Support Strategies**
- X. How Department of Education can help**
- XI. Questions**

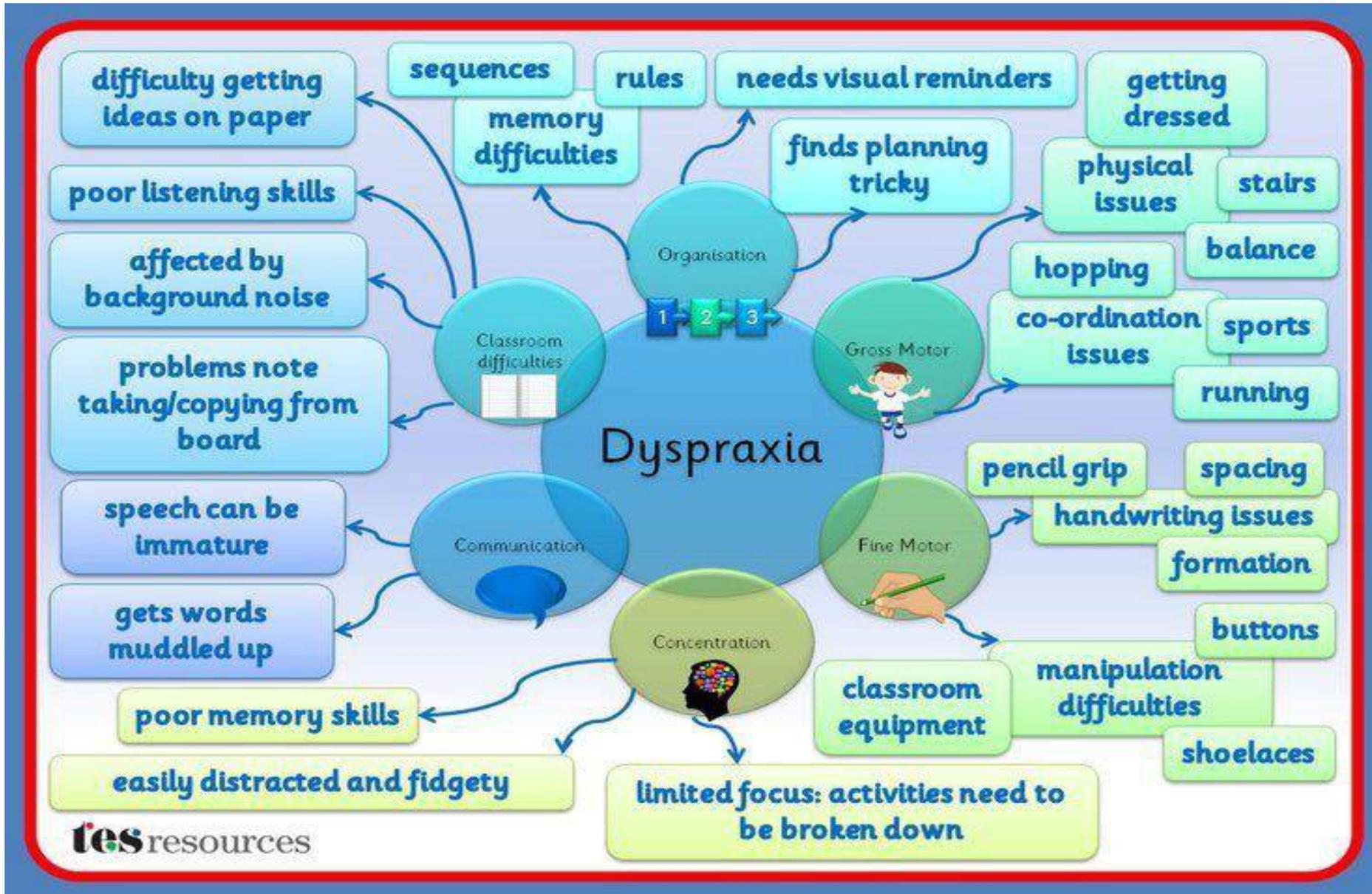
- XII. Statistics**
- XIII. How Department of Education can help**
- XIV. Questions**

Introduction

Origin of Dyspraxia USA

- 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?



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 effecting 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



can laugh at themselves



sensitive



Inspiring



Cheerful



Gentle



Polite



forgiving



Kind

**Positive
Attributes
of
dyspraxia**



Tenacious or
determined



empathetic



"Well, Mum, if you lose a couple of stones I certainly would do you no harm!"

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

