



## *Recommended Reasonable Adjustments*

### **Dyspraxia Strategies for Faculties to Support Achievement**

**Dyspraxia, or Developmental Co-ordination Disorder (DCD)** is a condition affecting movement and co-ordination. Weaknesses in organisation and ‘clumsiness’ may be apparent, affecting practical activities and organising information into a structured format may prove difficult.

The following guidelines will support this student to access and achieve positive results on your course.



#### **Student Attributes**

- Determination
- Motivation
- Strategic thinking



#### **Student challenges**

- Processing information quickly when process are novel or lack practice
- Writing legibly
- Keeping up with note taking
- Clarity in notetaking
- Prioritising and planning time
- Organisational difficulties
- Motor co-ordination difficulties
- Group work
- Structuring written work
- Social interaction
- Dealing with emotions



#### **Handouts, PowerPoints and Written Information**

It is advisable to:

- Provide PowerPoints at the beginning of a module or at least a week in advance of a lecture, to enable the student to prepare and print information.
- Use san serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma.
- Justify text to the left to provide even spacing between words which supports tracking.
- Use a 12pt font with a minimum of 1.5 spacing to support tracking.
- Break down long pieces of text, using headings, bullet points and using **BOLD** to identify key words.
- Number the slides to reduce order confusion when printed.
- Use a minimum of 24pt font in power points.
- Make all material accessible so that students can change font, size, background colour etc. to suit their learning needs.
- Place a full stop at the end of bullet points, so there is a pause between points when students use text to speech software.



### Lecture / Seminar

Students benefit from preparation:

- Give a course over view at the start of the academic year; a yearly calendar of when assignments are due, exams dates and when the reading week is, etc.
- Balance presentations and activities where possible.
- Present material in different ways using visual aids, such as graphs, flow charts, mind-maps, video clips, music, pictures and colour.
- To avoid confusion, back up what you say in a lecture with the same written information or instructions.
- Staple lecture notes together to avoid order confusion.
- Provide written instructions as well as oral whenever possible
- Introduce new topics by providing an overview first.
- Use concrete examples to aid understanding.



### Assignments And Essay Questions

- Break assignments down into manageable chunks.
- Use clear font for marking grids and learning outcomes
- Give specific guidelines, e.g. how many references/citations per point; word count for different sections.
- Meet with students to reassure them on their assignment plan.
- Can all or part of an assignment be produced in an alternative

format e.g. podcast.



## Reading Lists

Students benefit from clear reading lists:

- Use a sans serif font e.g. Arial, Lucinda Sans, Calibri, Tahoma in 12pt font, with a minimum of 1.15 spacing.
- Split into **essential**, **extra** and **exceptional** categories to support students to prioritise their reading.
- Use a line space between each reference to differentiate one reference from another.



## Practical Activities

Students may require:

- More room than others at work stations.
- Encourage an uncluttered working environment.
- Time to process information.
- Time to plan and organise what they are doing.
- Opportunities for practice and repetition to clarify processes.
- Careful pairing within groups.
- Increased time and space when handling sensitive materials.
- Discreetly asking the student what would be helpful to them.



## Use Assistive Technology

- Allow the use of iPads in seminars to listen to written material if they struggle to read quickly (text to speech).
- Encourage the use of Dictaphones, laptops, iPads and iPhones.
- Information on podcasts is available at:  
<http://www.southampton.ac.uk/isolutions/computing/elearn/podcast/>

Encourage students to use apps:

- Inspiration for mind mapping.
- Zotero for referencing.
- Pomodoro to support efficiency.
- Quizlet or Study Shack to develop flashcards for revision
- Robobrainle.org will convert written text such as book pages into accessible formats.



## Recording lectures and seminars

Students may benefit from recording information:

- Allow students to record lectures /seminars on their own devices e.g. phones / laptops. It enables students to focus on the lecture content and gives students time to process information.
- Panopto is a video platform available in some lecture theatres and is available at:

<http://www.southampton.ac.uk/isolutions/computing/elearn/panopto/>



## Sharing and Further Information

- All tutors/lecturers should be made aware of the student's SpLD.
- The information in this Student Support Recommendation must be shared if the student studies a module with another faculty, or goes on placement or abroad.
- The following website provides information on accessibility and inclusive practice:

[https://www.southampton.ac.uk/edusupport/study\\_support/information\\_for\\_staff.page](https://www.southampton.ac.uk/edusupport/study_support/information_for_staff.page)



## Resources

Study Skills resources are available at:

<http://library.soton.ac.uk/sash>

- An interactive Study Skills Toolkit is available via Blackboard.

Further information for students and tutor support is available from:



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