

# Practical intervention strategies to support your students with Dyslexia and/or Dyspraxia

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# The Dyscovery Centre



**Assessment & Intervention**



**Training & Education**



**Consultancy & Resource  
Development**



**Resources**



**Research**



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# DCD is:

- **A movement disorder**  
affecting children and adults in  
more than one setting-i.e.  
pervasive
- Enduring
- Developmental
- Has multiple causes

The co-ordination difficulties may affect  
participation and functioning (ICF, WHO)  
of  
*everyday*  
life skills  
in education, work and employment.

# Prevalence

UK based large population study:

a prevalence of **1.7%** with severe difficulties and a **further 3.2% of children considered as having "probable developmental coordination disorder"** by using broader cut-offs for coordination testing and activities of daily living (Lingham et al,2009).



# Gender differences

- ? 3:1 boys to girls
- External and internal pressures
- More obvious behaviours

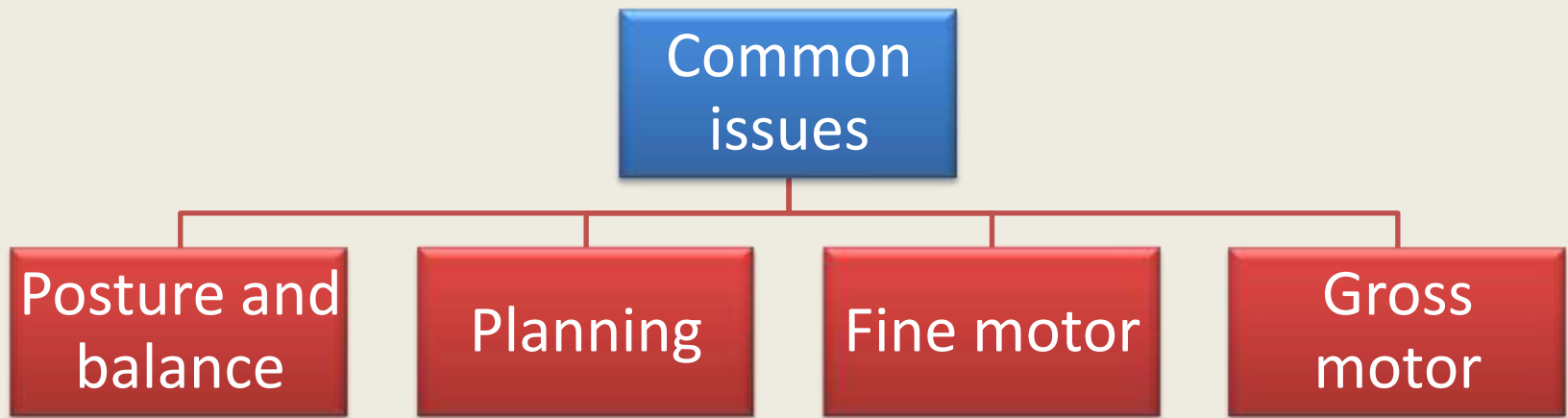


# Impact of poor motor functioning

- **Participation socially**
  - Free play deficit worse over time (Cairney et al,2009\*\*)
  - From a young age ( 5 years) ( Bart et al, 2011\*)
- **Cardiovascular fitness esp. boys** (Wu, Cairney, 2010\*, Green et al, 2011\*)
- **Weight gain** (Cairney et al,2005)
- **Mental well being**
  - Anxiety and depression
- **Family functioning**

\*See RIDD Journal  
\*\* DMCN

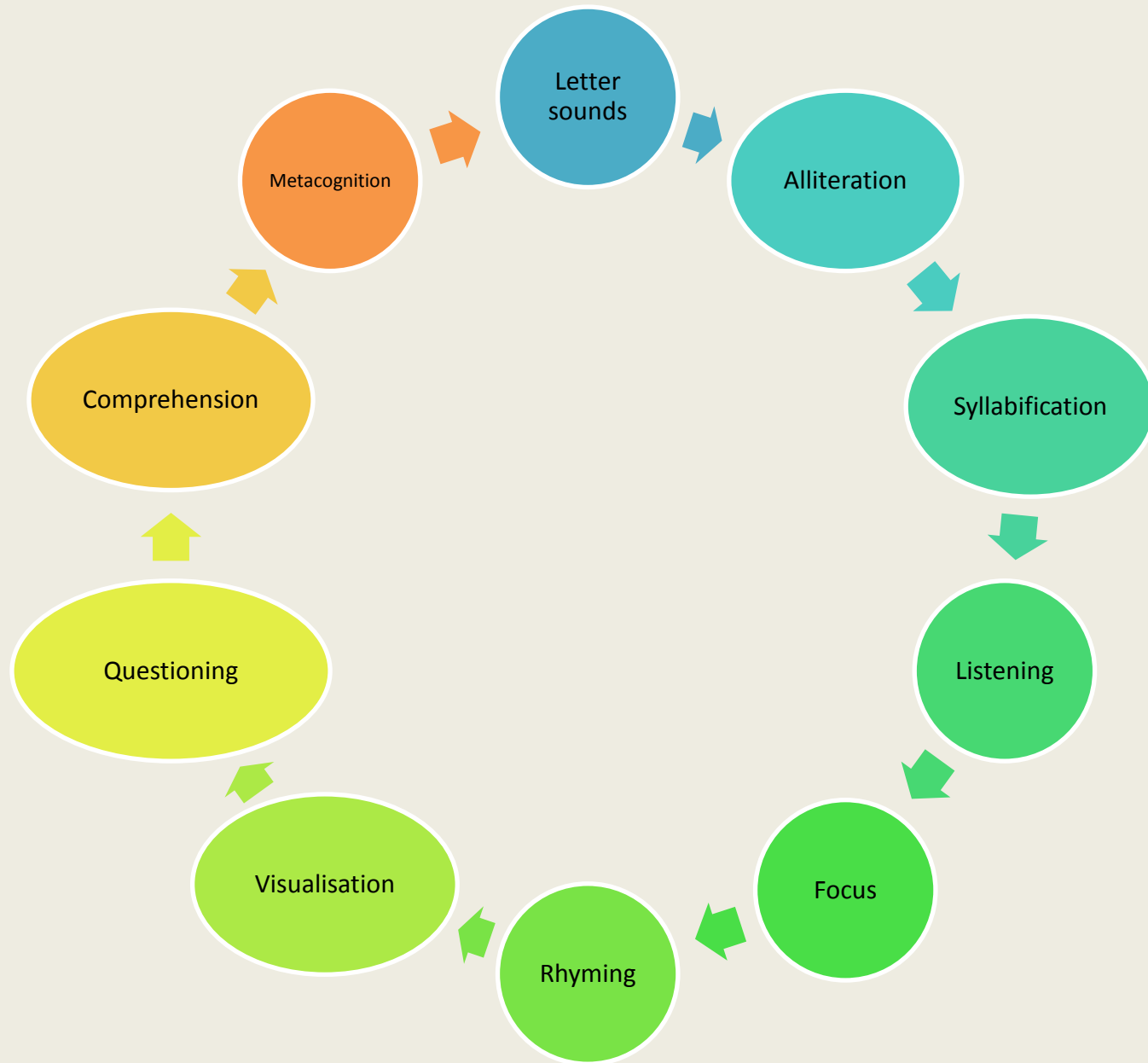




# Dyslexia

# Dyslexia is

- a difficulty in acquiring good literacy skills, including reading, writing and spelling.
- It affects about 8–10% of the population and it is the most common and widely understood of the SpLDs



## This may be recognised by:

- Rereading information several times
- Making spelling errors even with “ simple” words such as **cat** for **cot**
- Mishearing words - **ship**/**chip**
- Not remembering instructions
- Taking longer than others to take in information and remember it.. Or ‘losing’it
- Slower copying from the board
- Makes more errors/crossings out

# Sequencing difficulties

- When reading may:
  - Put **letters in the wrong order**, reading *felt* as *left*, *act* as *cat*, *reserve* as *reverse*, *expect* as *except*
  - Put **syllables in the wrong order**, reading *animal* as *aminal*, *hospital* as *hopsital*, *enemy* as *emeny*
  - Put **words in the wrong order**, reading *are there* for *there are*
  - **Omit letters**, i.e. reading or writing *catforcart*, *wet* for *went*, *sing* for *string*.

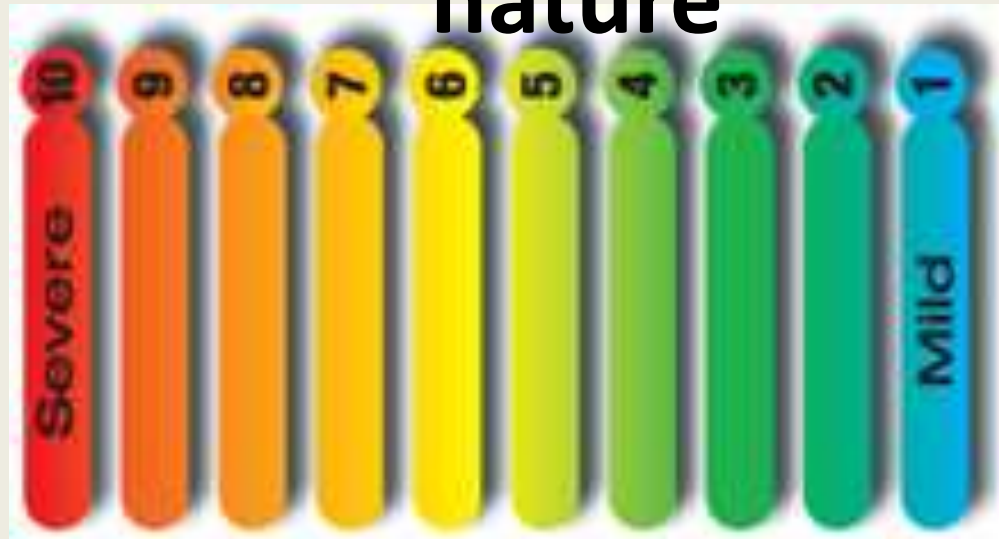
# Directional confusion

Directional confusion is the reason for reversing of letters, whole words or numbers, or for so-called mirror writing.

The individual may:

- reverse letters like *b* and *d*, or *p* and *q*, either when reading or writing
- read or write words backwards like *no* for *on*, *rat* for *tar*, *won* for *now*, *saw* for *was*
- may read or write numbers backwards *17* for *71*

# All SPLDs are heterogenous in nature



Individuals may vary in how their difficulties present and in severity and may depend on context



# The reality is they all overlap

- **ADHD & ASD**

21% of children with severe ADHD met full criteria for Asperger's syndrome and 36% showed 'autistic traits' (Fitzgerald and Corvin, 2001; Lecavalier, 2006; Fombonne et al, 2001)

- **DCD & ADHD**

30-35% of children have ADHD and DCD (Kirby and Salmon, 2008; Gillberg and Rasmussen, 2010)

- **ADHD, DCD, Dyslexia & ASD**

Extensive evidence of overlap between all four disorders (Kaplan et al, 1998)

- **Dyslexia & ADHD**

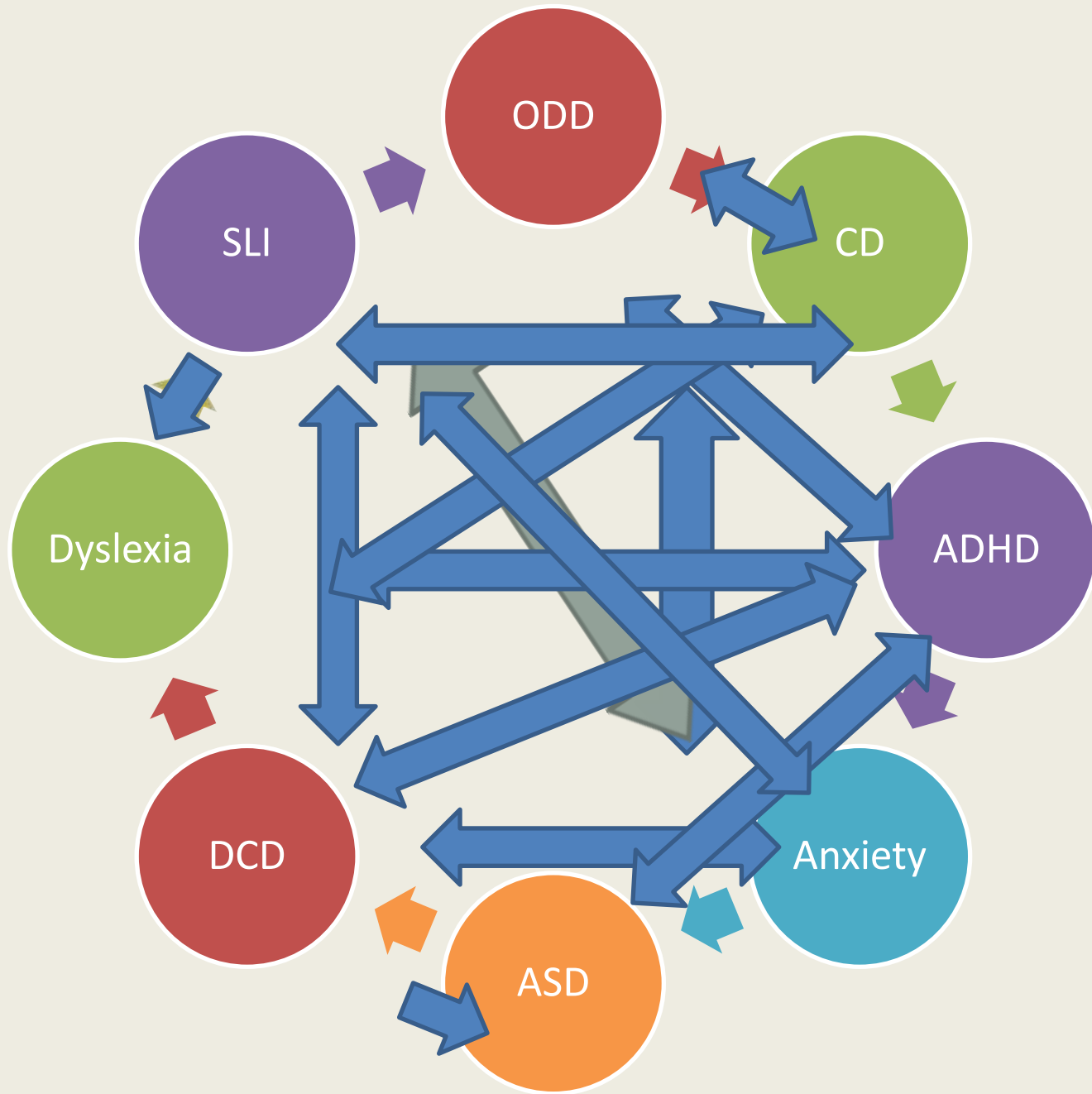
in about 35% -40% of cases (Willcutt, Pennington, Olson et al, 2007 showed a shared genetic basis)

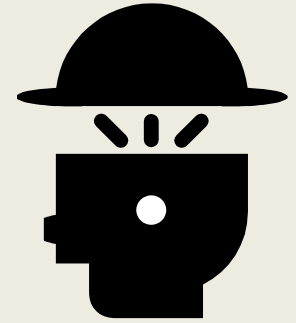
- **SLI & DCD**

60% of children with specific language impairment showed motor difficulties as well (Missiuna and Gaines, 2007)

- **SLI & Dyslexia** (Pennington and Bishop, 2009)

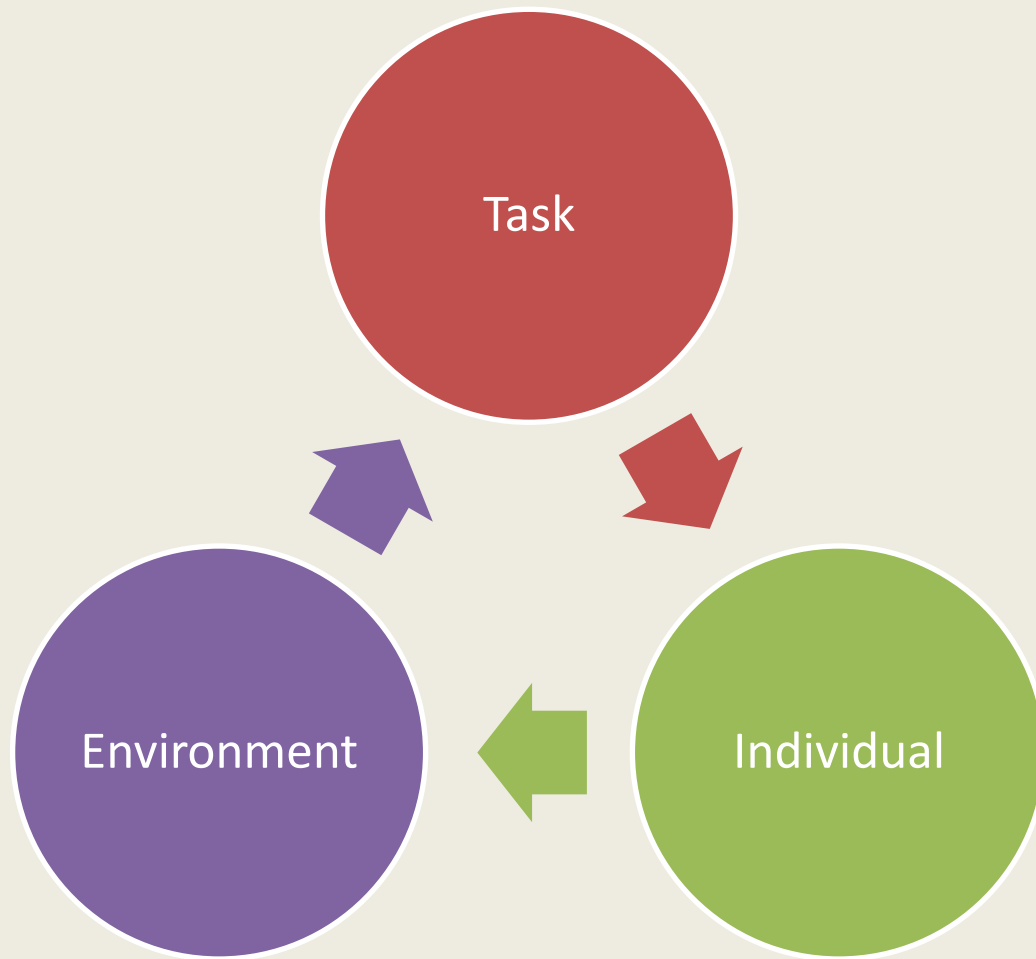






# Practical Strategies

# Interacting factors





# 8 As'

- Automate
- Adjust
- Awareness
- Attitude
- Adapt
- Avoid
- Access
- Accept

# M.A.T.C.H. the activity to the child

**M**odify the task

**A**lter your expectations

**T**each strategies

**C**hange the environment

**H**elp by understanding

M.A.T.C.H. strategies available from CanChild  
website <http://www.canchild.ca/>

**FUNCTION**



**PARTICIPATION**





# Literacy ideas

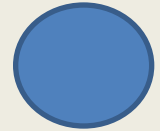
# Alphabet arc



# No/little cost resources

<b>a</b>	<b>w</b>	<b>s</b>	<b>t</b>				
f	e	n	p				
r	a	t	l	<b>sh</b>	<b>ch</b>	<b>ae</b>	<b>ee</b>
d	o	x	z	ue	oo	ar	ow
				air	a	b	d
				e	i	f	w
<b>flower</b>	<b>stamen</b>	<b>petal</b>	<b>plant</b>				
green	shrub	tree	stem				
branch	nectar	wood	roots				
rhizome	potato	cabbage	rose				

# Help with sequencing/memory




# Listening activities

- Listen to everyday noises with eyes closed e.g. door bell or telephone and try to describe.
- Guess the sound of the object in the container e.g. sand, dried peas etc. - shake and discuss the sound.
- Odd one out - see if he can tell you which word didn't rhyme e.g. cap, tap, flap, sock, lap.
- I went to market etc...



# Looking activities

- Snap
- Pairs
- Sorting -colours, shapes, sizes, pictures.
- Tray game - place objects on a tray, cover them and ask the child to remember as many as possible.
- Encourage a balanced grip with crayons and pencils.
- Dot-to-dot books are helpful to practise pencil grip

# Technology for literacy and recording

- Recording assistance
- Spelling assistance
- Proofing assistance – listening
- Proofing assistance – errors ( homophones)

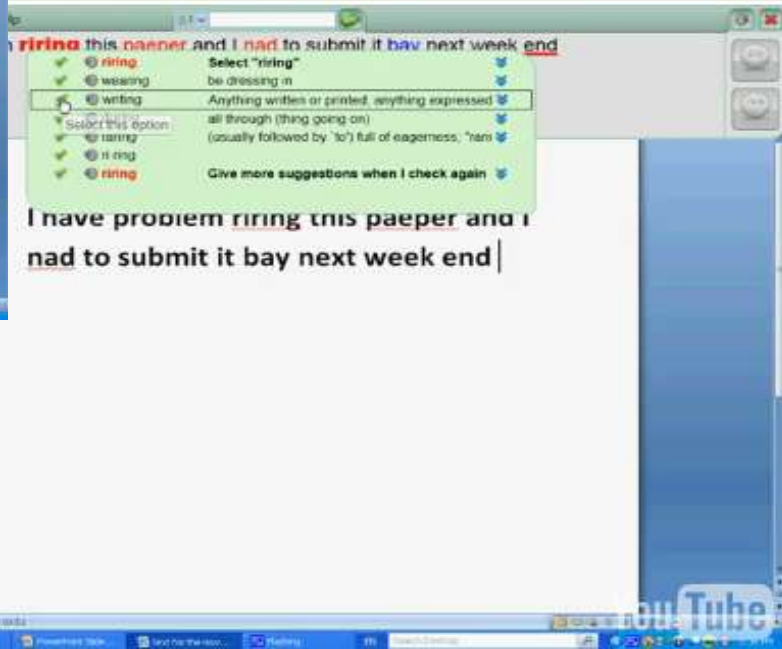
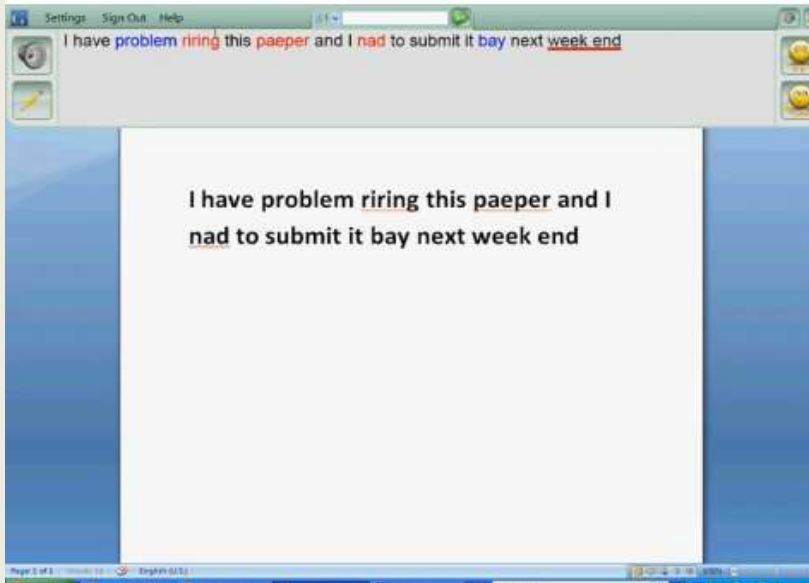
# Software



- Text To Speec(TTS)- Claroread <http://www.clarosoftware.com>
- Proofing- [www.ghotit.com](http://www.ghotit.com) and [www.ginger.com](http://www.ginger.com) , Grammerly
- Speech To Text (STT)- Dragon Naturally Speaking



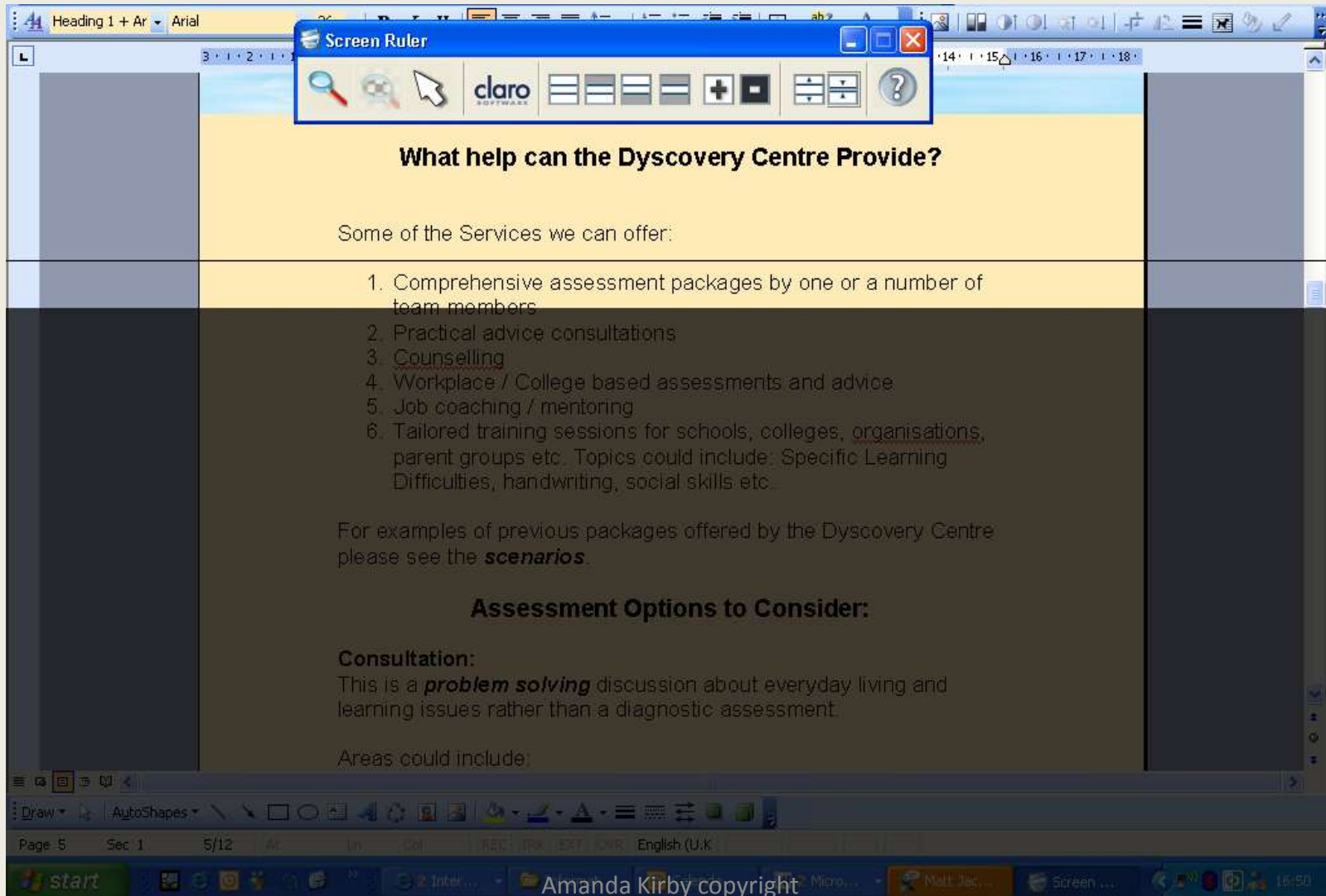




I have a problem writing this paper and I need to submit it by next weekend

[www.ghotit.com](http://www.ghotit.com)

# Screenruler



The image shows a presentation slide titled "What help can the Dyscovery Centre Provide?". A "Screen Ruler" software window is overlaid on the top of the slide. The slide content includes a list of services and a section on assessment options.

**What help can the Dyscovery Centre Provide?**

Some of the Services we can offer:

1. Comprehensive assessment packages by one or a number of team members
2. Practical advice consultations
3. Counselling
4. Workplace / College based assessments and advice
5. Job coaching / mentoring
6. Tailored training sessions for schools, colleges, organisations, parent groups etc. Topics could include: Specific Learning Difficulties, handwriting, social skills etc.

For examples of previous packages offered by the Dyscovery Centre please see the **scenarios**.

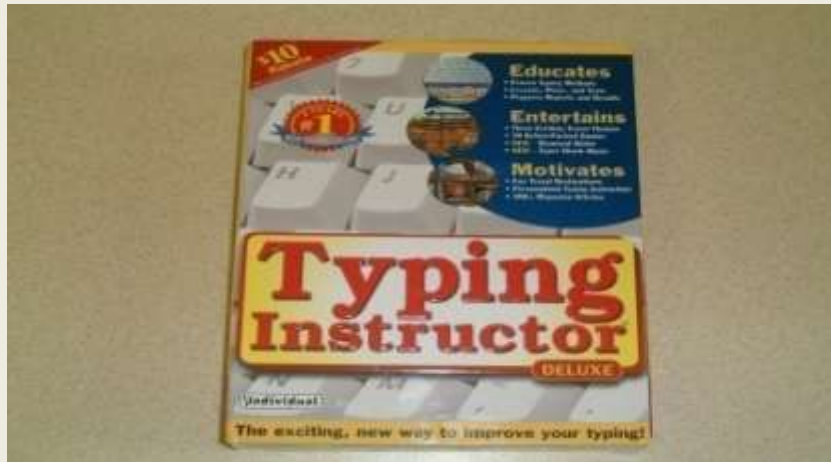
**Assessment Options to Consider:**

**Consultation:**  
This is a **problem solving** discussion about everyday living and learning issues rather than a diagnostic assessment.

Areas could include:

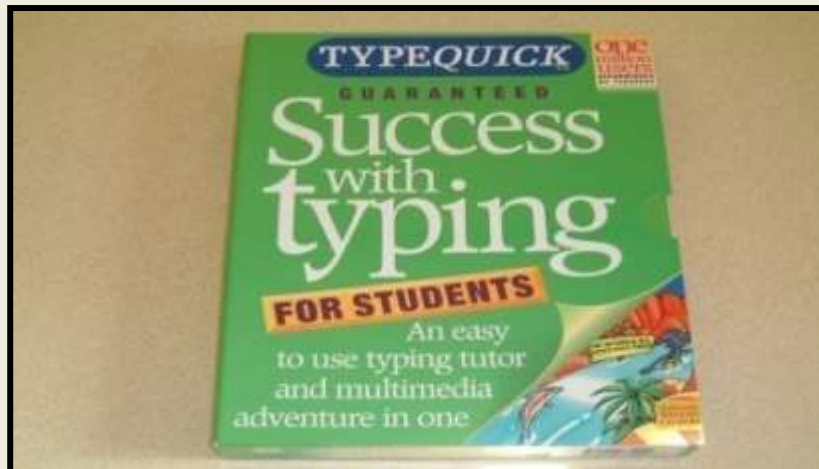
The "Screen Ruler" window has a toolbar with icons for zooming, panning, and other navigation functions. The background of the slide is yellow, and the text is black. The "Screen Ruler" window is blue with a white toolbar.

# Touch Typing Programmes and apps

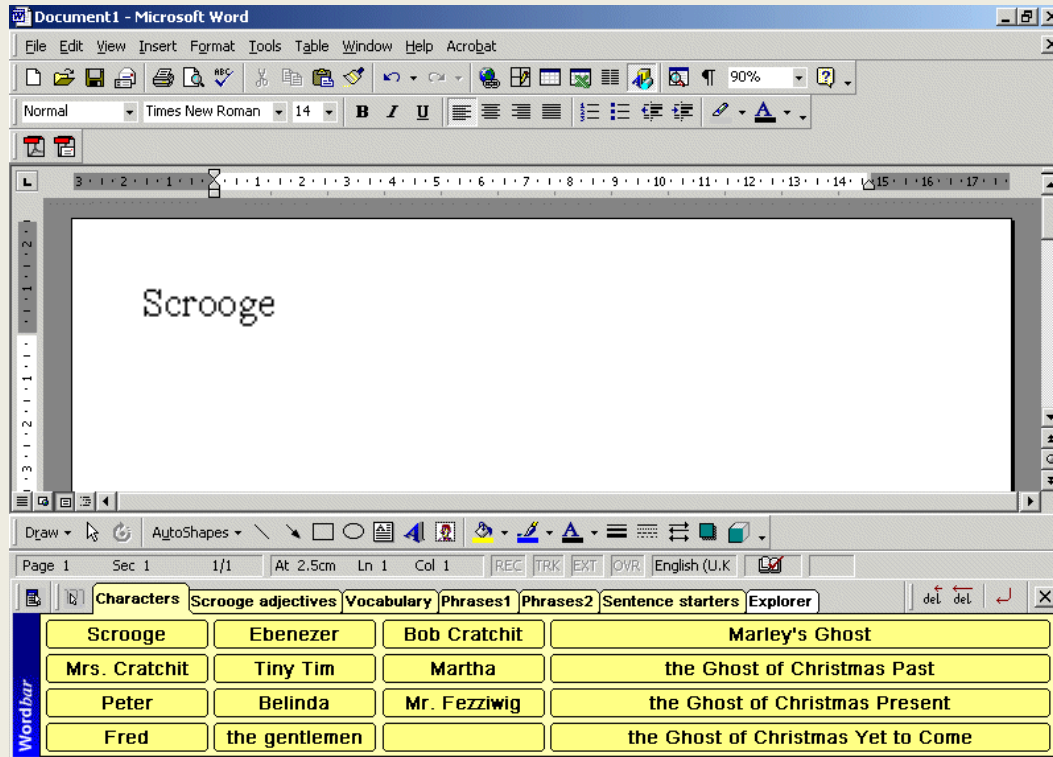


See [www.boxofideas.org](http://www.boxofideas.org)  
for free programmes

[www.bbc.co.uk/typing](http://www.bbc.co.uk/typing)  
<http://tuxtype.sourceforge.net/>  
[http://www.crazymonkeygames.com/  
QWERTY-Warriors-2.html](http://www.crazymonkeygames.com/QWERTY-Warriors-2.html)  
[http://www.typefastertypingtutor.co  
m/index.html](http://www.typefastertypingtutor.com/index.html)  
[http://www.touch-typing-  
tutor.com/TypingInvaders-  
FreeTypingGame.htm](http://www.touch-typing-tutor.com/TypingInvaders-FreeTypingGame.htm)

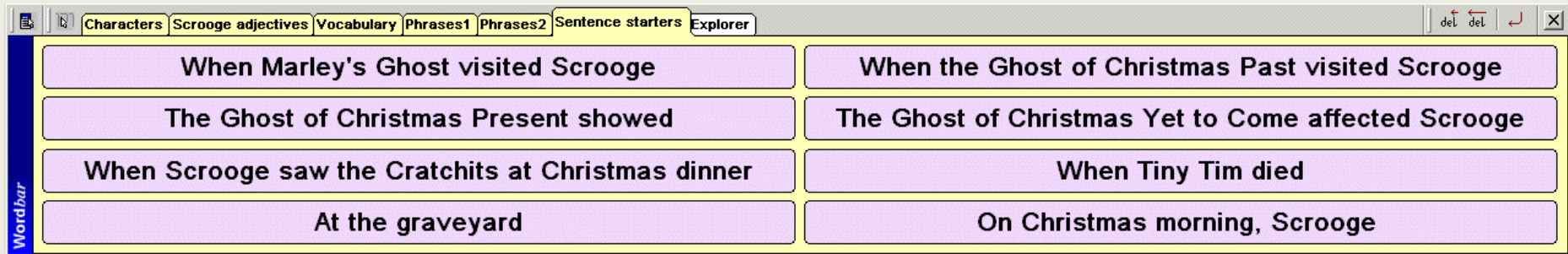


# Wordbar



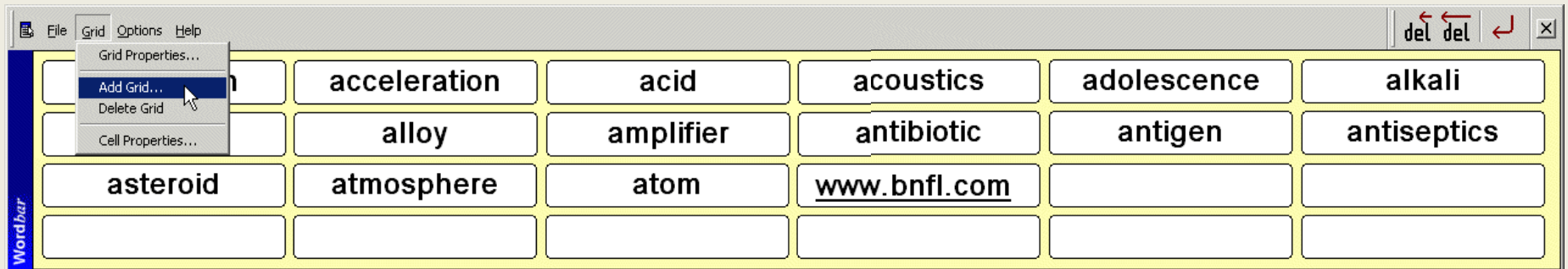
- A word bank at the bottom of the screen
- Click on a word to send it to any word processor

# Wordbar



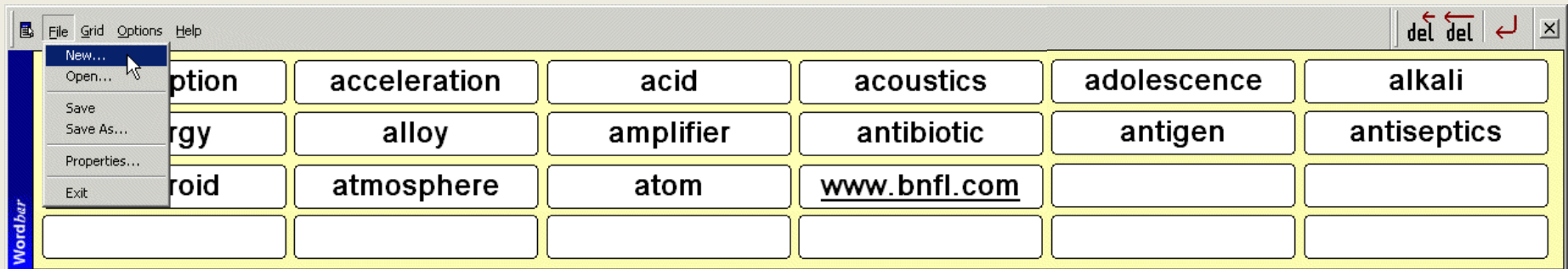
- Organised into tabs –can be topical, alphabetical
- Voices- can add own

# Wordbar



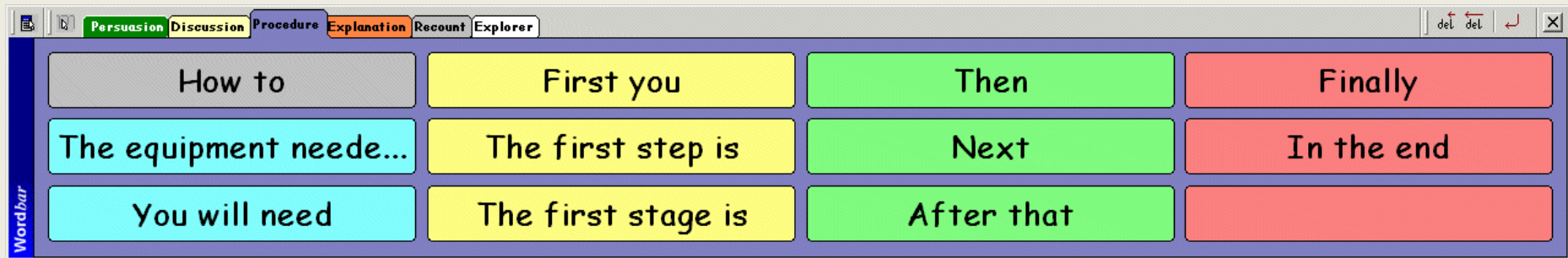
- Easy to add a tab

# Wordbar



- Easy to create new Wordbars

# Wordbar



- Easy to change the colours and fonts



# Wordbar



- Easy to change the colours and fonts
- 'Explorer' organises your Wordbars

# CLICKER-6



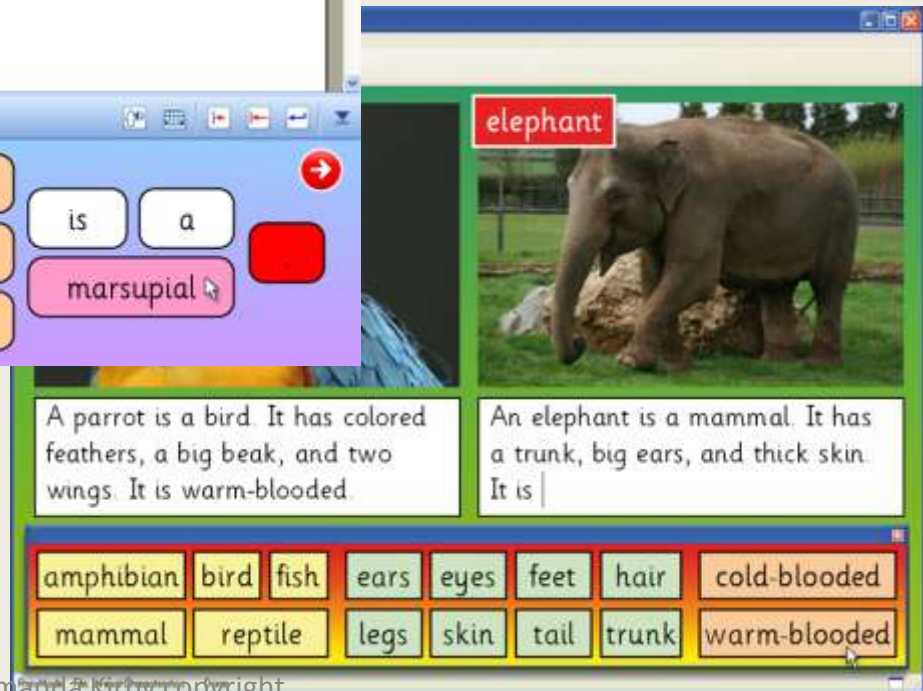
A kangaroo is a |

bilby kangaroo  
koala quokka  
Tasmanian devil wombat

is a marsupial

A

This screenshot shows a software window with a toolbar at the top. The main area contains a small kangaroo icon and the text "A kangaroo is a |". Below this is a selection panel with a grid of animal names and their icons: bilby, kangaroo, koala, quokka, Tasmanian devil, and wombat. To the right of the grid are buttons for "is", "a", and "marsupial". A red button is also visible. On the far left, there is a button with the letter "A".



elephant

An elephant is a mammal. It has a trunk, big ears, and thick skin. It is |

A parrot is a bird. It has colored feathers, a big beak, and two wings. It is warm-blooded.

amphibian bird fish ears eyes feet hair cold-blooded  
mammal reptile legs skin tail trunk warm-blooded

This screenshot shows a software window with a toolbar at the top. The main area contains a photograph of an elephant with a red label "elephant" above it. Below the photo is the text "An elephant is a mammal. It has a trunk, big ears, and thick skin. It is |". To the left of this is a text box containing "A parrot is a bird. It has colored feathers, a big beak, and two wings. It is warm-blooded." Below the text boxes is a selection panel with a grid of animal classes and body parts: amphibian, bird, fish, ears, eyes, feet, hair, cold-blooded, mammal, reptile, legs, skin, tail, trunk, and warm-blooded.

# Mind mapping -www.ikon.com

iKonMap - Welcome - Windows Internet Explorer

http://www.ikonmap.com/login

Google

Favorites iKonMap - Welcome

Page Safety Tools

**ikon**

*Plan it! Link it! Map it! Make it an ikon!*

*Concept mapping tool*

Username:

Password:

**Sign in!**

**Want a permanent account?**

- learn in minutes
- get your ideas down easily
- keep all your idea in one place

**Sign up for free!**

<b>Icon</b> <i>noun</i> a sign or representation that stands for its object by virtue of a resemblance or analogy to it	<b>Concept</b> <i>noun</i> a construct of characteristics of a thought	<b>Map</b> <i>noun</i> a representation of relationships between objects and ideas	<b><u>Ikon Concept Map</u></b> <i>simply the easiest way to get ideas down</i>
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Done Internet | Protected Mode: On 100%

Webspiration - Microsoft Internet Explorer provided by University of Wales - Newport

http://www.nywebspiration.com/search.php

File Edit View Favorites Tools Help

Webspiration

Template Name	Posted By	Posted On
Global Templates		
English		
Debate Preparation	Webspiration	06/13/2009 07:56 AM
Evaluation of Non-Fiction Writing	Webspiration	06/20/2009 01:04 AM
Outline	Webspiration	06/24/2009 05:48 AM
Persuasive Speech	Webspiration	06/20/2009 01:28 AM
Persuasive Writing Outline	Webspiration	06/13/2009 07:56 AM
Plan a Presentation	Webspiration	06/13/2009 07:56 AM
Research Paper	Webspiration	06/24/2009 06:44 AM
Write a Conclusion	Webspiration	06/16/2009 05:50 AM
Science		
Thinking Skills		
Action Plan	Webspiration	06/13/2009 07:56 AM
Argument Development	Webspiration	06/20/2009 07:48 AM
Brainstorming Tips Idea Map	Webspiration	06/20/2009 12:58 AM
Career Plan	Webspiration	06/20/2009 12:54 AM
Cause and Effect	Webspiration	06/13/2009 07:56 AM
College Plan	Webspiration	06/20/2009 01:00 AM
Compare-Contrast	Webspiration	06/13/2009 07:56 AM
Concept Map	Webspiration	06/20/2009 01:01 AM
Flowchart	Webspiration	06/20/2009 07:49 AM
Goal Plan	Webspiration	06/16/2009 05:48 AM
Idea Map	Webspiration	06/13/2009 07:56 AM
Job Description	Webspiration	09/10/2008 06:20 AM
Meeting Minutes	Webspiration	06/20/2009 07:50 AM
Organization Chart	Webspiration	06/20/2009 01:17 AM
Performance Review	Webspiration	06/13/2009 07:56 AM
Problem Definition	Webspiration	06/20/2009 01:38 AM
Research Process	Webspiration	06/13/2009 07:56 AM
Research Technique	Webspiration	06/13/2009 07:56 AM

Search Document Names and Tags

Template Preview

Used for both simple comparisons and those that demand deeper thought.

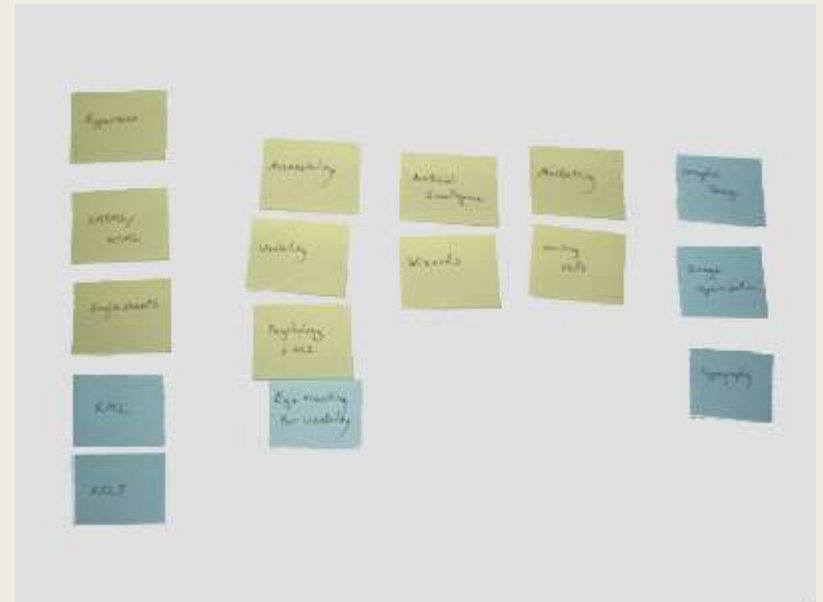
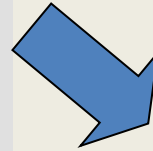
start

Internet 100%

10:08

[www.webspiration.com](http://www.webspiration.com)

# Bomb blasting

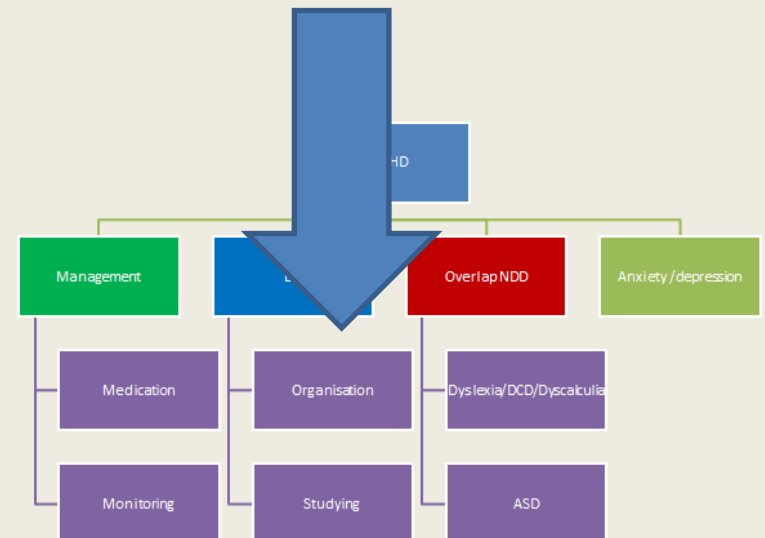


Using real or web ***Post-it***  
notes

[http://download.cnet.com/Post-it-Digital-Notes/3000-2351\\_4-10060027.html](http://download.cnet.com/Post-it-Digital-Notes/3000-2351_4-10060027.html)

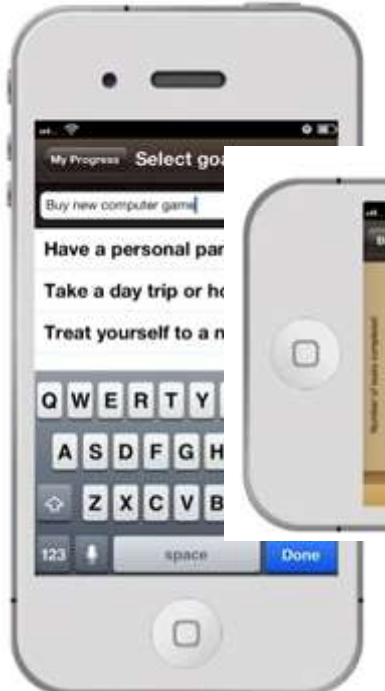
# Organisation and time management

- Mum.... Does not follow you to work!
- Needs external reminders
- Lack time estimation
- Prioritisation





# Sortec



# Organisation of work/home

## Keep work



Evernote

Cloud - Dropbox



**Dropbox**

All your photos, videos,  
and docs anywhere

**Google**  
Docs



# Organise at school

- The class environment
- Desk environment
- Regular short meetings



move 6 & 7 timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	Art	Dance	History	Registration	Maths
09:00	Citizenship	English Language	Computing	Assembly	Maths
10:00	Computing	Biology	Computing	Biology	Break
11:00	Break	Break	Break	Graphics	Break
12:00	Chemistry	Graphics	Drama	Break	German
13:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Maths	Graphics	English Language	Geography	P.E.



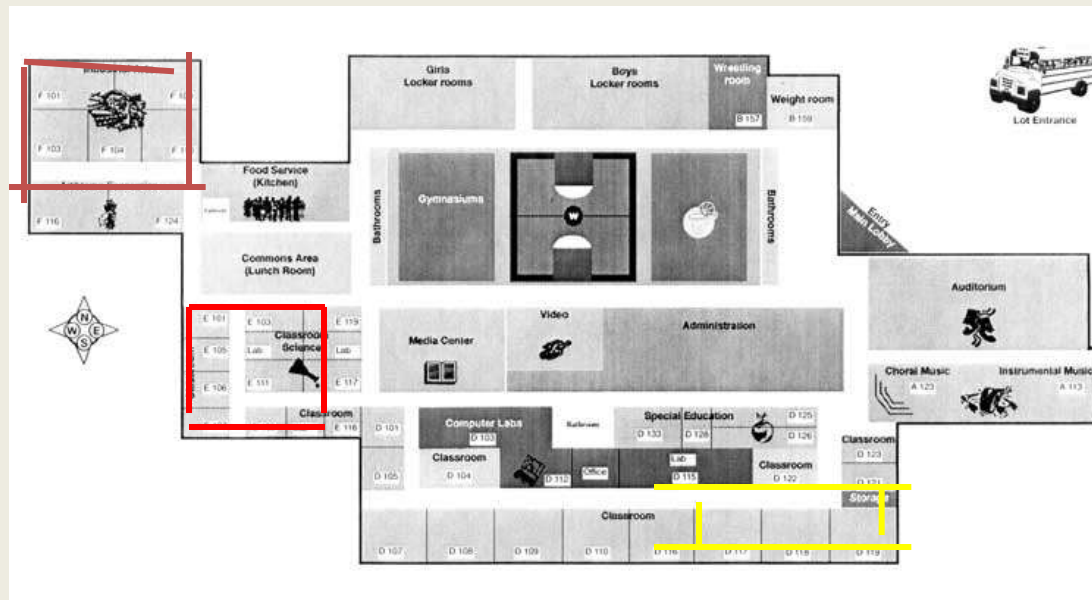
move 6 & 7 timetable

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08:00	Art	Dance	History	Registration	Maths
09:00	Citizenship	English Language	Computing	Assembly	Maths
10:00	Computing	Biology	Computing	Biology	Break
11:00	Break	Break	Break	Graphics	Break
12:00	Chemistry	Graphics	Drama	Break	German
13:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00	Maths	Graphics	English Language	Geography	P.E.
15:00	Maths	Graphics	English Language	Geography	P.E.






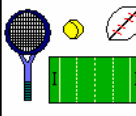


# Map of the School

Using colours, key features, reference points



# Organisation at home

 9:00 Registration	 9:15 Assembly	 9:45 Maths	 10:30 Breaktime	 11:00 History	 11:45 Sport
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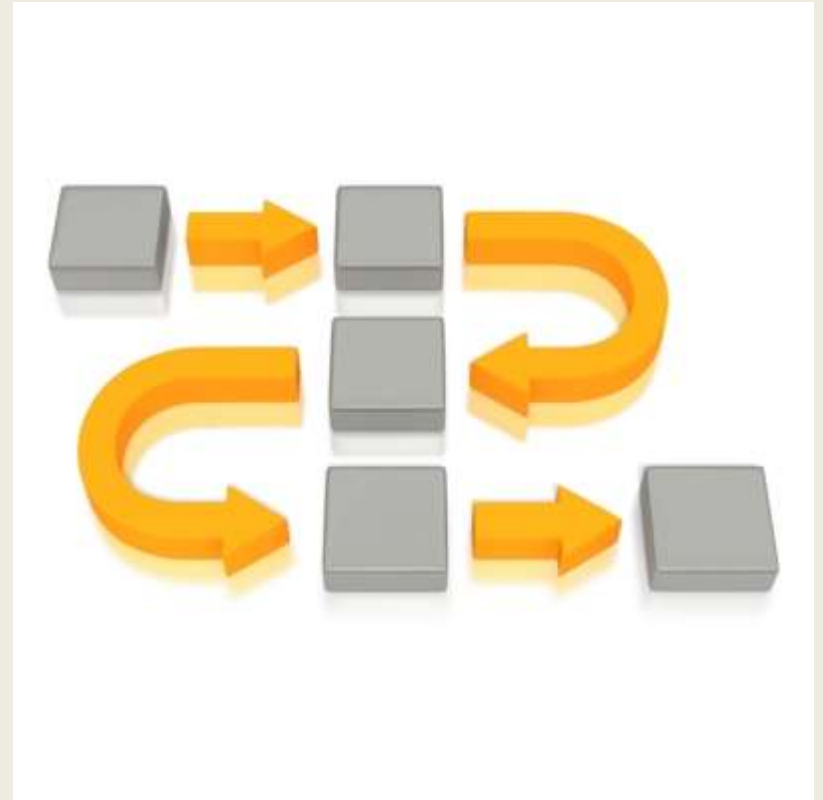


Recordable speech bubbles

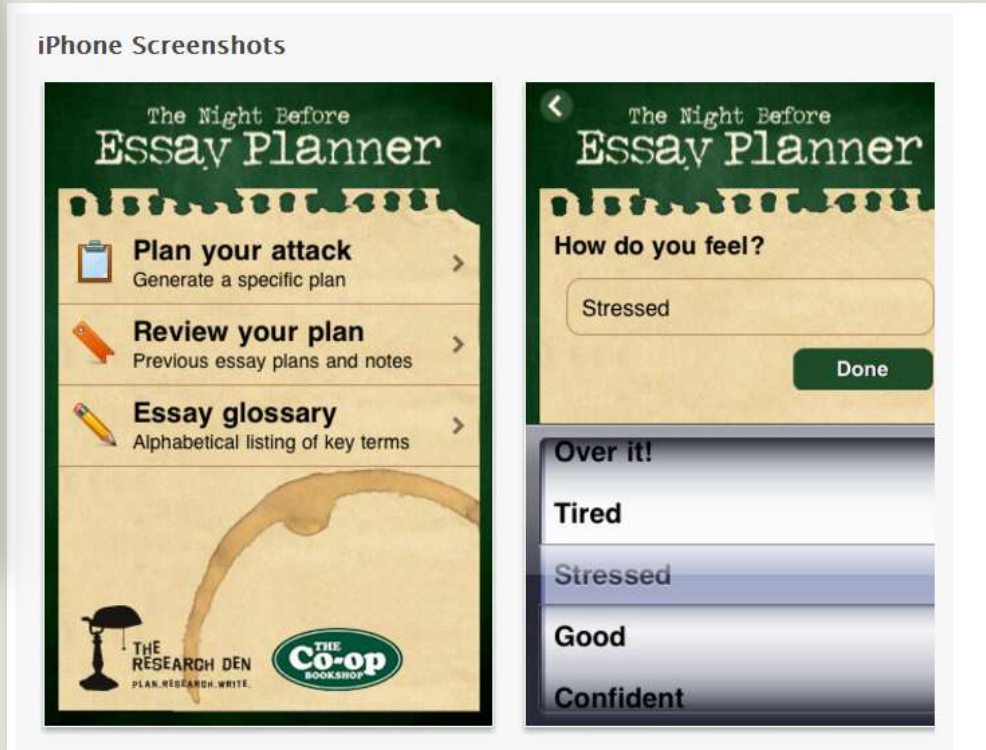


# Scaffolding – assignments, essays etc

- Templates
  - Provide scaffolding
  - Show an outline



# Studying



## The Night before Essay Planner App

Amanda Kirby copyright

# Essay planner

<http://www.readwritethink.org/files/resources/interactives/essaymap/>

The image shows a screenshot of the 'Essay Map' interactive tool. The tool is displayed in a browser window titled 'Essay Map - Google Chrome' with the URL 'www.readwritethink.org/files/resources/interactives/essaymap/'. The interface features a green header with the title 'Essay Map' and buttons for 'Open', 'Save', and a close button. Below the header, there is a section for 'Main Ideas' with instructions: 'List the main ideas about the topic that you will include in your essay. These can be important facts you'd like to describe, points you'd like to explain, or elements you'd like to define.' To the right of this section is a small diagram showing a central box connected to three boxes below it. Below the 'Main Ideas' section are three large boxes for 'Idea 1: Preparation', 'Idea 2: Context', and 'Idea 3: Review'. Each box has a white space for writing and a downward arrow at the bottom. At the bottom of the tool, there are logos for 'readwritethink', 'International Reading Association', 'NCTE', 'Thinkfinity', and 'Verizon'. A 'Print Blank' button is visible on the left side of the tool's interface.

# Independent living skills

# Teeth cleaning





# Shoe lace tying



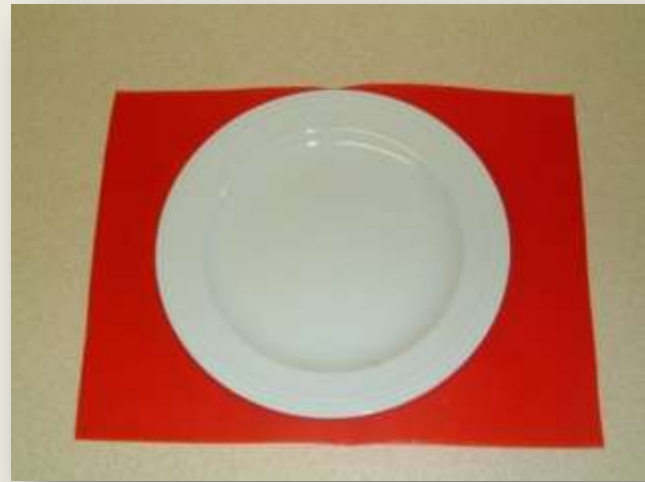
# Dressing



pants

T-shirts





# **Social interaction and unstructured times**

# Friendships

- ‘Circle of Friends’
- Peer mentor
- Social groups and opportunities
- Friendship bench or stick



# Making friends

- Topics of conversation
- One to one before bigger parties

[www.blacksheepress.co.uk](http://www.blacksheepress.co.uk)



# Learn the “NON” rules

“COOL”

“WICKED”



# Ensure social currency





# Lunch and break times



- Encourage lunch time clubs where there are “formalised” opportunities for socialising
- Peer mentor schemes
- Play ‘what if’
- Play ‘canteen chaos game’
- Get weekly menu from school



food glorious food

SEPTEMBER WEEK 1

Monday	Tuesday	Wednesday	Thursday	Friday
Spaghetti Bolognese	Chicken Curry	Beef Stew	Chicken Pasta	Spaghetti Bolognese
Spaghetti Bolognese	Chicken Curry	Beef Stew	Chicken Pasta	Spaghetti Bolognese
Spaghetti Bolognese	Chicken Curry	Beef Stew	Chicken Pasta	Spaghetti Bolognese
Spaghetti Bolognese	Chicken Curry	Beef Stew	Chicken Pasta	Spaghetti Bolognese

# Toilets



# In the canteen

- Queuing and choosing
- Paying
- Using cutlery
- Spills
- Where to sit



**In class**

# Handwriting

- Observe pupil writing
- Pencil grip, sitting position, letter formation
- Look at handwriting
- Letter size, spacing, on the line
- Discuss with pupil
- Do they want writing to be different, does their hand ache?

# Seating and posture, table height



# Position





Sebel chairs and desks



# Posture- in seating



# Improving posture



# Angle boards



## Pencil case



## Book holder





# Writing tools



# Working environment



# Think variety





# Handwriting practice

- Sand tray shapes
- Shaving foam and stick



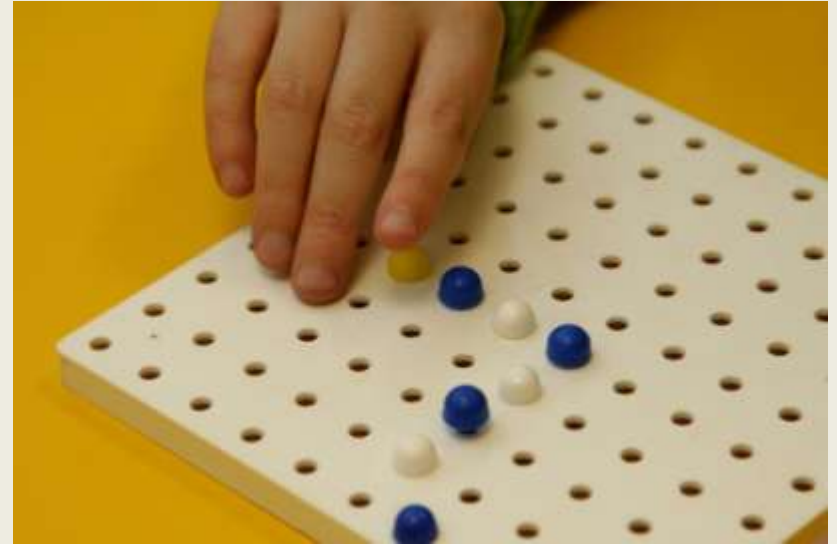


**Finger painting**

**Finger puppets**



# Hand strength



- Posting
- Threading
- Peg games



# Minimise or avoid

**Bullet Pointing**

- Sam, Jim and Barry are going to a football match, with kick-off at 3pm.
- Barry has the tickets and will arrive at 14:30.
- They have 3 seats together, accessed by gate 5.
- Jim is having lunch at 13:30 near the stadium.
- Gate 5 opens at 14:15.
- Sam is invited to lunch at midday, 20 minutes from the stadium.



Apples are .....



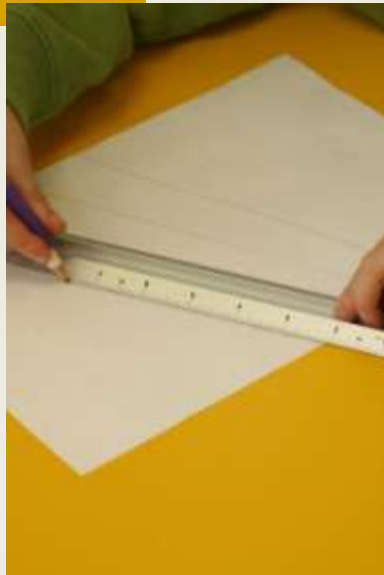
# Scissors



# Tools

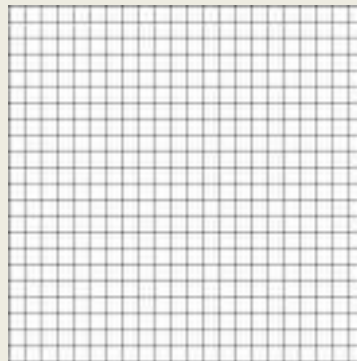


# Rulers



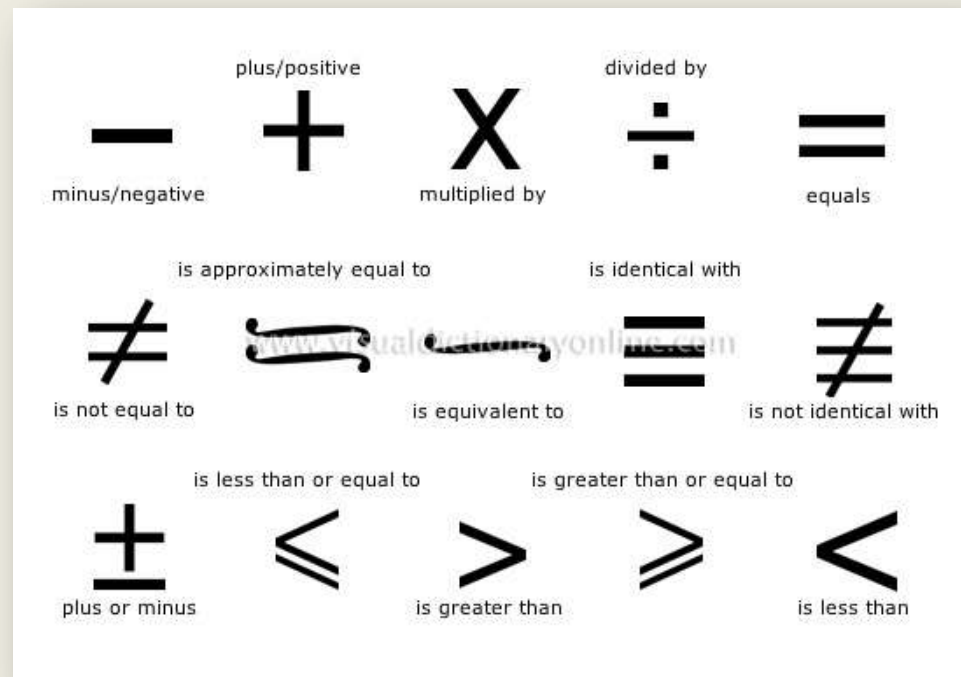
# Mathematics

- Language of maths
- Visualisation of maths
- Learning times tables
- Recording in class
- Using tools





Jonny went down the street and had £3.20, He had to buy six apples at 20p each and 4 pears at 10p. What change did he have?



# Managing times of transition

- Preparation
- Social and EF issues

# [www.Move627.org](http://www.Move627.org)

## School view

The screenshot displays the Move627 website's school view. At the top left is the 'move627' logo. Below it is a navigation menu with links for 'Home', 'About Us', 'Contact Us', and 'Logout'. A purple oval highlights a secondary menu with options: 'My profile', 'My profile for your school', 'Email others', 'Email others for your school', 'Email a friend', 'Email a friend for your school', 'Information', 'Information for all schools, parents and other professionals', and 'Downloads', 'Download user guides and user manuals'. The main content area features a large image of a brick school building and a young boy. Text on the page includes 'Move627 Transition advice for organisation, friendships and making learning a success' and a message: 'Hello teacher627, Now you can have a look at your pupils latest activities and can assign new tasks to them. You can also invite new colleagues or children to Move627'. At the bottom, there are three columns: 'For Parents' (Move627 contains educational games for your child, ideas and information for you and...), 'For Schools' (Move627 contains a range of educational games and classroom activities that help...), and 'For Health Professionals' (Move627 contains a range of activities that can be used by parents, teachers and GPs). A 'KidsZone' button is also present with the text 'Play fun games, build a Mini-U and create your own...'. A paperclip icon is visible on the right side of the main content area.

### Therapeutic intent for ADHD

For health and educational professionals – information and tools, management system

For children – games to improve skills, reminders and tools e.g. colour coded calendar

# Diary system

The interface features a green navigation bar with the following links:

- My children: Your children's diary and activities
- My profile: Edit your details or password
- Invite teacher: Add helper or inform others
- Register your child: Let your child save their games and diary
- Information: News, links and latest updates
- Downloads: Useful downloads and ideas to print

Below the navigation bar are four tabs: **event view**, agenda view, activity view, and results.

The main content area displays "Events of the day 11/04/10" with the following entries:

08:15 - 09:15	remember medication		
16:00 - 17:00	dentist appointment		

On the right side, there is a user profile card for "ems" with a paperclip icon and an "edit profile" link. Below the profile is a calendar for April 2010, with the 11th highlighted in red.

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
<b>11</b>	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

# Games with an educational intent

- Social
- Planning
- Self perception
- Consequence
- Choices



# [www.spldtransitions.co.uk](http://www.spldtransitions.co.uk)

# Transitions

This website is a guide for educators, employers and parents to help children and young people in the preparation for their transfer from one educational establishment to another or on to employment.

REGISTER YOUR EMAIL ADDRESS TO RECEIVE NEWS AND UPDATES FROM TRANSITIONS

Primary to secondary

SECONDARY to HE/FE/employment

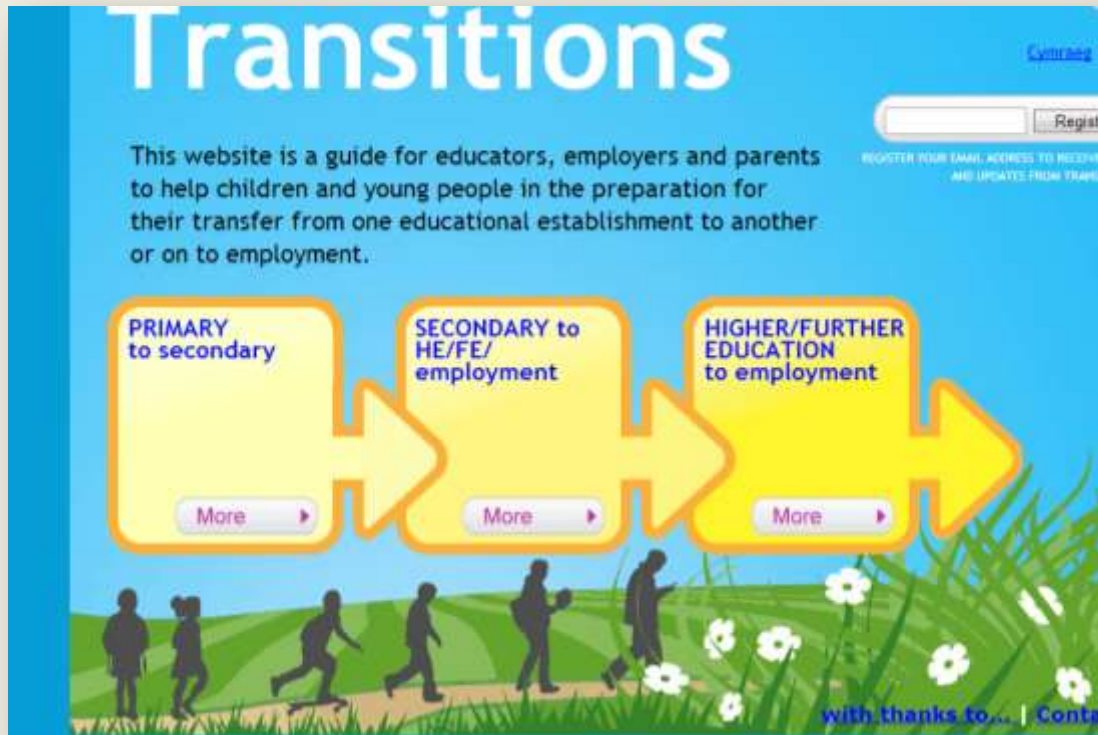
HIGHER/FURTHER EDUCATION to employment

More

More

More

with thanks to... | Contact



## DOWNLOADS

Useful resources for educators, employers and parents to assist young people with the move from Secondary School to Higher/Further Education or Employment.

CLICK ON ANY OF THESE USEFUL FILES:

- [Organisation-at-college-university.pdf](#)
- [Organisation-for-employment.pdf](#)
- [Using-IT-effectively.pdf](#)
- [Learning-and-learning.pdf](#)
- [Organisation-at-work.pdf](#)
- [Preparation-for-employment.pdf](#)
- [Organisation-for-employment.pdf](#)
- [Developing-a-weekly-routine.pdf](#)
- [Choosing-a-course-and-course.pdf](#)
- [Preparing-for-and-taking-interviews.pdf](#)
- [Financial-issues-for-students.pdf](#)
- [Study-skills-1.pdf](#)
- [Assignment-writing.pdf](#)
- [Budgeting-and-finance.pdf](#)
- [Taking-notes-in-lectures.pdf](#)
- [Employer-Info-supporting-well-with-SPLD.pdf](#)
- [Revising-for-exams.pdf](#)
- [Making-friends-and-socialising.pdf](#)
- [Interview-strategy-1-Effective-Preparation.pdf](#)
- [Time-management.pdf](#)
- [Interview-tips-for-employers.pdf](#)
- [Reporting-and-communication.pdf](#)
- [Independent-living-skills.pdf](#)
- [Interview-checklist.pdf](#)
- [Interview-strategy-2-Effective-Preparation.pdf](#)
- [Interview-strategy-3-The-Interview.pdf](#)
- [Improving-your-memory.pdf](#)
- [Young-persons-guide-to-transitions.pdf](#)
- [Studying-in-the-globe.pdf](#)
- [Learning-to-drive.pdf](#)
- [Workplace-organisation-at-college-university.pdf](#)
- [Choosing-a-course.pdf](#)
- [Making-life-as-easy-as-possible.pdf](#)
- [Planning-for-the-world-of-work.pdf](#)

About | Getting it right means | The three pillars of a successful transition | Useful links & aliases | Downloads | HOME PAGE



# SECONDARY SCHOOL

Cymraeg 

Information and downloads for educators, employers and parents to assist young people during the move from Secondary School to Higher/Further Education or Employment

About transition

Getting it right means

The three phases of transition

Useful resources for educators, employers and parents to assist young people with the move from Secondary School to Higher/Further Education or Employment

## DOWNLOADS

CLICK ON ANY OF THESE USEFUL FILES:

[Organisation-at-college-or-university.pdf](#)

[Organisation-for-women.pdf](#)

[Using-T-effectively.pdf](#)

[Learning-preferences.pdf](#)

[Organisation-at-work.pdf](#)

[Preparation-for-meals.pdf](#)

[Organisation-for-men.pdf](#)

[Developing-a-weekly-timetable.pdf](#)

[Choosing-a-place-and-course.pdf](#)

[Preparing-for-and-taking-exams.pdf](#)

[Financial-support-for-students.pdf](#)

[Study-skills-tips.pdf](#)

[Assignment-writing.pdf](#)

[Budgeting-and-finance.pdf](#)

[Taking-notes-in-lectures.pdf](#)

[Employer-info-supporting-staff-with-SPLD.pdf](#)

[Revising-for-exams.pdf](#)

[Making-friends-and-socializing.pdf](#)

Individual

Family

Health  
professional

Educational  
professional

[www.boxofideas.org](http://www.boxofideas.org)

**BOX OF IDEAS**

Useful Websites and Organisations  
Videos to Watch | Ideas to Help

Resources  
Video talks  
Contact  
Discuss

Hobbies and Leisure  
Independent Living Skills  
Social and Emotional Behaviour  
Study Skills & Attention

Search

Attention

Attention – ideas to help

Movement Breaks

First stage activities to develop listening skills

Second stage activities to develop listening skills

Time – understanding the concepts

**Study Skills and Attention**

**Attention**

**Normal development**

To understand what behaviour is appropriate in different settings it is useful to know what is considered to be normal attention for a child's age and developmental level.

Once this is understood then realistic expectations can be made for the child.



**0 – 1 Years**

During this stage, the child is very distractible. The child's attention fits from object to object to person or event to you. Anything new, such as someone walking past, will immediately distract the child.

**Practical Skills for Education & Employment**

**Live Feeds**

[Help us to help other Parents](#)  
[Handwriting or IT Skills?](#)  
[Potty Training and Dyspraxia](#)  
[Dyspraxia or OCD?](#)  
[Worried about Bullying?](#)

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twitter



# Links to resources, downloads and videos

Primary School Secondary School Further Education & Employment

Search

Transition to primary school  
-----  
Primary school daily routines

Practical Skills for Primary School

## Typing

Videos to Watch

Practical Skills for Home

Search

Asperger Syndrome  
-----  
ADHD  
-----  
Adolescence  
-----  
Autism  
-----  
BBC site for parent advice  
-----  
Self-esteem  
-----  
Dyscalculia  
-----  
Listening skills  
-----  
Scotopic Sensitivity Syndrome/Irlen Syndrome  
-----  
Sleep and bedtime problems  
-----  
Social skills activities  
-----  
Software and hardware, computer companies  
-----  
Specialist seating companies  
-----  
Swimming  
-----  
Maths  
-----  
Maths difficulties/dyscalculia  
-----  
Visual Impairment  
-----  
ADHD  
-----  
Dyspraxia/DCD  
-----  
Dyslexia  
-----  
Dyspraxia/Developmental

**Books, CD's and Resources**

## Video Talks

**Behaviour**  
[Attention and Behaviour – Professor Amanda Kirby](#)

**Core Stability**  
[Using a Swiss ball - Professor Amanda Kirby](#)  
[Physiotherapy – Professor Amanda Kirby](#)

**Dyslexia**  
[What is Dyslexia? – Dr Janet Robins](#)

**Dyspraxia**  
[What is Dyspraxia – Professor Amanda Kirby](#)  
[Helping with co-ordination difficulties – Professor Amanda Kirby](#)

**Handwriting**  
[Pre-writing skills – Professor Amanda Kirby](#)  
[Handwriting help – Professor Amanda Kirby](#)  
[Writing skills / Writing with sand – Professor Amanda Kirby](#)

**Listening Skills**  
[First stage activities to develop listening skills – Professor Amanda Kirby](#)  
[Auditory Memory Overview – Professor Amanda Kirby](#)

**Mathematics**  
[Maths difficulties overview – Professor Amanda Kirby](#)  
[Helping with maths skills – Professor Amanda Kirby](#)  
[numicon to assist with mathematics – Professor Amanda Kirby](#)  
[Games to help – Professor Amanda Kirby](#)

**Practical Skills for Home**

**Practical Skills for Education & Employment**

## Live Feeds

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[Potty Training and Diapering](#)  
[Dyspraxia or DCD?](#)  
[Worried about Bullying?](#)

## Twitter

Search

Select Category

**Useful Links**

[MISC Developmental Disorders](#)  
[Transitions](#)  
[Website design](#)

Pre-School Primary School Secondary School Further Education & Employment

Search

Preparing for Further/Higher Education  
-----  
Advice for parents  
-----  
Moving to Further/Higher Education  
-----  
Independent living  
-----  
Social and emotional  
-----  
Study skills  
-----  
Exams  
-----  
Finding employment  
-----  
Tips for employees  
-----  
Tips for employers  
-----  
Useful websites

Practical Skills for FE and University

## Organising yourself with IT

In order to use your time efficiently and effectively you need to plan ahead and have routines. Make sure your schedule is realistic.

Often, simple and straightforward ideas can make life easier. Below are some websites and applications that people have found useful and which may help you function more efficiently in university or college.

**Use strategies** to remind yourself of the time such as entering all meetings, events, lectures into your mobile phone. Synchronise this with your computer e.g. using MobileMe ([http://www.apple.com/how\\_2000000\\_sync\\_phone\\_computer.html](http://www.apple.com/how_2000000_sync_phone_computer.html)) or Microsoft Outlook.

**Make a checklist** – organise your day and week so you know what work you have to complete, have your checklist and tick it off as you go. You could keep the list on the wall, or have a book to record things to be done and the dates by which they need to be completed. This could be placed on a corkboard. To create your own free online checklist, go to [www.checklist.com](http://www.checklist.com).

**Use "post-it" notes** and attach them in prominent places in order to prompt an action or job that needs to be completed that day. There are even "post-it" notes that you can download and use on your computer or laptop. To find out more, go to: [www.post-it.com](http://www.post-it.com) [www.thomsonfrank.co.uk/stickers/index.html](http://www.thomsonfrank.co.uk/stickers/index.html)

**Useful gadgets and websites to help with organisation and co-ordination:**

**iGoogle**

iGoogle is your own personalised Google page; it allows you to add all of your favourite websites to one page instead of you opening several different web browsers at the same time. To find out more, visit: [www.google.com/ig](http://www.google.com/ig)

**Corkboard screen saver**

This is a free interactive screensaver that can act as a personal organiser. It allows you to add [clocks](#), [photos](#), [calendars](#), [sticky notes](#), [to-do lists](#), [name plates](#), phone numbers and lots more! Visit

**Practical Skills for Home**

## Live Feeds

[Help us to help other Parents](#)  
[Handwriting or IT Skills?](#)  
[Potty Training and Diapering](#)  
[Dyspraxia or DCD?](#)  
[Worried about Bullying?](#)

## Twitter

Search

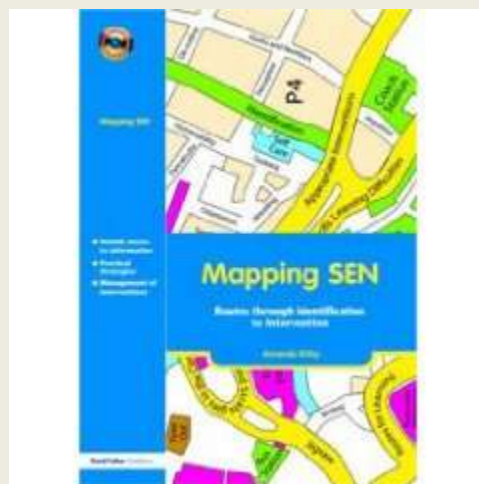
Select Category

**Useful Links**

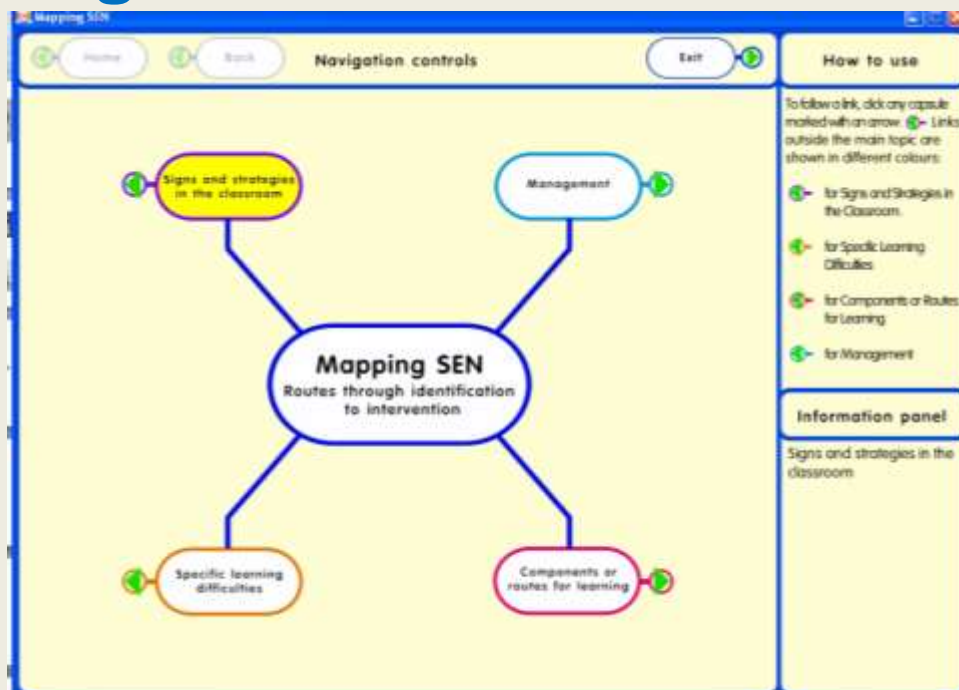
[MISC Developmental Disorders](#)  
[Transitions](#)  
[Website design](#)



Amanda Kirby copyright



# Mapping SEN routes to identification



Amanda Kirby copyright

# Mapping SEN

The screenshot displays the Mapping SEN software interface, which is a mind map tool for identifying and managing Special Educational Needs (SEN) in a classroom. The main window shows a central node titled "What difficulties do you see in the classroom?" with several branches: Writing, Spelling, Time management, Maths and numbers, Behaviour, Social interaction, Concentration, Reading, and Self skills. Each branch has a small icon indicating its category: a green circle with a white arrow for "Signs and Strategies in the Classroom", a green circle with a white arrow for "Specific Learning Difficulties", a green circle with a white arrow for "Components or Routes for Learning", and a green circle with a white arrow for "Management".

A detailed view of the "Fine movement difficulties" node is shown in the foreground. It has three branches: "Using scissors", "Handwriting", and "Buttons and zips". The "Using scissors" branch is highlighted in green, indicating it is the current selection. The "Handwriting" branch has a green circle with a white arrow icon, and the "Buttons and zips" branch has a green circle with a white arrow icon.

The software interface includes a "Navigation controls" bar at the top with "Home" and "Back" buttons. A "How to use" panel on the right provides instructions: "To follow a link, click any capsule marked with an arrow. Links outside the main topic are shown in different colours." It also lists the icons and their meanings: a green circle with a white arrow for "Signs and Strategies in the Classroom", a green circle with a white arrow for "Specific Learning Difficulties", a green circle with a white arrow for "Components or Routes for Learning", and a green circle with a white arrow for "Management". An "Information panel" at the bottom right contains text: "Some children find concentrating and attending to one task very difficult."

The "Fine movement difficulties" node is also shown in a separate window, with an "Information panel" at the bottom right containing text: "Check what type of scissors the child is using. Would he or she be better with long looped scissors or sprung scissors instead? Check the child has appropriate scissors for dominant hand i.e. right handed scissors for a right hander."

# Useful typing websites

- <http://www.bbc.co.uk/schools/typing/-free>
- [www.handwritinginterestgroup.org.uk](http://www.handwritinginterestgroup.org.uk)
- <http://tuxtype.sourceforge.net/>
- <http://www.crazymonkeygames.com/QWERTY-Warriors-2.html>
- <http://www.typefastertypingtutor.com/index.html>
- <http://www.touch-typing-tutor.com/TypingInvaders-FreeTypingGame.htm>
- <http://www.goodtyping.com/>
- [www.ichild.com](http://www.ichild.com)