

# **Developing School Provision for Children with Dyspraxia**

**A PRACTICAL GUIDE**



# Developing School Provision For Children With Dyspraxia A Practical Guide

**Christine Macintyre**



## **Developing School Provision For Children With Dyspraxia A Practical Guide:**

**Developing School Provision for Children with Dyspraxia** Nichola Jones, 2005-10-03 A wealth of ideas and opinions providing usable ways forward for colleagues in mainstream to best support their pupils with DCD I can wholeheartedly recommend it Afasic News This book has pulled together the expertise of a number of well known professionals We like the way Nichola Jones sets the scene and outlines the child's main difficulties in the education environment This is a very practical book offering plenty of ideas in an area where teachers often have less confidence to put a programme in place SATIPS This is an accessible overview of issues pertaining to the inclusion of children and young people with Dyspraxia developmental coordination disorder DCD Nichola Jones has drawn together contributions from a wider range of experts in the Dyspraxia field and produced a coherent account of how the needs of children can be met in ways that move beyond a focus solely based on individual interventions SENCO Update This is both an interesting and very useful book for any primary practitioner It also provides enough references and ideas to encourage professionals to investigate and learn more about Dyspraxia developmental coordination disorder This is a book that will fit perfectly on your bookshelf Special Needs Coordinators file Nichola Jones shows how to plan a whole school approach to including children with dyspraxia and developmental coordination disorder in this short and accessible guide It offers those in managerial and supervisory roles within schools and special education support services clear guidance on successful models of provision that have worked successfully in schools and LEAs By focusing on the key aspects of service delivery and drawing on well known specialists within the field the book includes sections on planning strategically for inclusive practice assessment handwriting gross motor programmes adapting the PE curriculum supporting parents working with other agencies listening to the children involved SENCOs class teachers LEA advisers and support agencies will find it an invaluable guide to successful inclusive practice

**Managing Special Educational Needs** Suanne Gibson, Sonia Blandford, 2005-04-18 This is a most worthwhile book which contributes significantly to the general body of knowledge on managing pupils with special education needs I found it interesting and informative Schools cannot but benefit from the book's scope and from insights into the many and varied aspects on SEN provision REACH A particular strength of the book is the way in which individual chapters provided self-contained material which lends itself for use in school-based staff development activities The book includes a lot of information that SENCOs inclusion managers and members of school leadership teams should find useful SENCO Update The strongest point about this book is that it gives a good overview of the history of special educational needs policy in this country including recent development on inclusion TES Extra Special Needs It is a very practical account and should be a handbook for any newly appointed SENCO while for experienced SENCOs and organisations where inclusion is not an issue this book is a reminder of good practice Special Written from a practitioner's perspective this book shows schools how to effectively implement and manage an inclusive school environment Drawing from their experience in a range of schools the

authors highlight the problems encountered by professionals in both primary and secondary school settings and offer practical solutions and advice. The book offers guidance on the role of the SENCO as a teacher and manager, government policy and legislation, self-evaluation, good practice and monitoring, how to relate SEN to school targets and development plans. Primary and secondary school teachers, headteachers, student teachers, SENCOs, LEA Advisers and professionals involved in the management of Special Educational Needs in schools will find the practical support offered in this book invaluable.

Learning Styles and Inclusion Gavin Reid, 2005-09-09. Gavin Reid provides some useful links to websites devoted to different approaches. Some of the ideas relating to specific areas of the curriculum, for example the suggested approaches to the teaching of modern languages, are likely to be particularly valuable. Reid also outlines strategies using learning styles for pupils with learning differences, including attention disorders, dyslexia, developmental coordination difficulties, number difficulties and those on the autistic spectrum. *Times Educational Supplement Extra for Special Needs*. We have been lucky enough to hear Gavin speak twice in the last year and those of you who have also heard him will know that he is at the cutting edge of his field. This book really encompasses those areas that are particularly topical and the buzz words on everyone's lips. This book clearly sets out who is involved in inclusion and what is actually meant by learning styles. Gavin not only offers practical strategies but also suggests how old hands could vary their teaching styles to appeal to all types of learners. Therefore we feel this book is for the mainstream teacher as well as the specialist and if this is a target area for your school, this book might be a valuable addition to your bookshelf.

*SATIPS*. In this book, Gavin Reid has grasped the nettle of inclusion with both hands and provided a text that is full of common sense and practical suggestions as to how the mainstream teacher can draw upon recent psychological theory and research to enhance the learning of all children. He jumps on no bandwagons but draws judiciously from a wide range of approaches to assessing learning styles and links what can be learned about groups and individuals from such techniques to helpful classroom practice.

Professor Bob Burden, School of Education and Lifelong Learning, University of Exeter. Gavin Reid is that rare professional who not only explains how and why children learn best but also suggests a myriad of practical strategies to help them. I highly recommend this book for everyone from undergraduates to old hands working toward successful inclusion. Parents too will profit from Dr Reid's wise and comprehensive experience.

Jane M. Healy, Ph.D., Educational Psychologist and Author of *Your Child's Growing Mind: Brain Development and Learning from Birth to Adolescence*, 3rd Edition, NY: Broadway Books, 2004. Drawing on his considerable experience as a teacher, educational psychologist, lecturer and author, Gavin Reid illustrates how to assess pupils' different learning styles and how to vary your teaching style to appeal to all types of learners, including disaffected students and those with special educational needs. This book provides an overview of the different stages in the learning cycle, describes the differences between learners and emphasizes the role of the classroom environment and different teaching styles in children's ability to learn. Readers will see how an understanding of learning styles can be used to encourage and

promote good inclusive practice Ideas for assessment of learning styles and examples of different teaching styles will prove invaluable to class teachers trainee teachers SENCOs LEA advisers NQTs and NQT advisers and school management

Dyslexia in the Early Years Gavin Reid,2017-02-21 Identifying dyslexia in children during Early Years is key to preventing dyslexia from limiting them later on in life This book helps to enhance the understanding of teachers and offers practical guidance on how to create resource material that facilitates the development of the child at risk of dyslexia *Dyspraxia in the Early Years* Christine Macintyre,2000 This text shows professionals who are working in early years settings how to understand the specific difficulties a child with dyspraxia may encounter It encourages them to consider the wider implications of the disorder for both home and school environments The author demonstrates clearly and practically how existing classroom conditions and routines can be adapted to encompass the needs of the child with dyspraxia or motor difficulties the checklists and observation schedules which can be used to give a fuller picture of the problems facing such a child how to breakdown the basic movement patterns into different competency levels so that progress can be made via appropriate teaching points and how analysing the movement patterns of a child can reveal their cognitive development

Book Review Index ,2006 Every 3rd issue is a quarterly cumulation **The British National Bibliography** Arthur James Wells,2005 *The Times Index* ,2003 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement **A Practical Guide to Support Children with Dyspraxia and Neurodevelopmental Delay** Mary Mountstephen,2009-12-01 Provides an understanding of dyspraxia and neuro developmental delay Shows practical ways to help and support children and their parents or carers **Parliamentary Debates (Hansard)**. Great Britain. Parliament. House of Commons,2005

*Dyspraxia 5-11* Christine Macintyre,2001 Following on from the author s *Dyspraxia in the Early Years* this book takes a very practical view of dyspraxia in children aged 5 to 11 and considers ways of helping teachers and parents to understand this complex condition The text is based on a developmental framework and areas covered include making friends coping with the curriculum and boosting the child s self esteem It will provide advice and guidance on how to ensure that the most effective support is given to the child in school *Schools for special needs 2007-2008* Gabbittas Educational Consultants,2007 The definitive guide to special needs education in the UK fully revised and updated for this new edition Special needs provision has changed rapidly in recent years and finding the right school is increasingly complicated for parents and their supporting professionals *Schools for Special Needs* explains the system and the application selection processes involved and offers parents comprehensive independent advice on how to identify the need for special education and how to make the right choices With details of over 2 000 establishments and guidance from experts in all sectors of special education this book is an indispensable aid to all those professional and laypeople investigating the legal and practical aspects of ensuring suitable educational provision for children and young people at all stages in education

Beginning Teaching, Beginning Learning Janet Moyles, Gillian Robinson, 2002-03 Reviews of the first edition Janet Moyles's carefully and imaginatively edited book will be of great interest to a wide educational community This is more than a handbook for students and their tutors it is a manifest of the dedicated and closely focused professionalism of the University of Leicester team and I am sure that it will still be being read in ten years time by all concerned with primary education

Mentoring and Tutoring How can new primary teachers not only survive but enjoy their chosen career What can newly qualified and student teachers do to recognize and address the many complexities of primary teaching What are the issues which continually challenge both new and experienced teachers The second edition of this successful text sets out to explore some of the wider issues surrounding work with children in the 3-11 years age range and considers how these are woven into the broad framework of teaching and teachers own learning Cameos and examples of classroom practice help to illustrate the aspects of teaching what it is to be an effective and competent teacher classroom processes such as planning observation and assessment the variety of ways in which children learn and develop thinking skills through various curriculum areas including ICT equal opportunities and special needs issues in loco parentis responsibilities and reflective approaches to teaching Written in an accessible style the aim throughout is to offer guidance and encouragement in the challenging and complex task of early years and primary teaching

Comprehensively revised and updated throughout this second edition produced by colleagues from Anglia Polytechnic University and University of Leicester discusses teaching and learning in the context of recent initiatives such as the Foundation Stage the Literacy Hour the induction year for newly qualified teachers and the growth and development of ICT It will be an essential text for all students and newly qualified primary teachers

*EUDISED R & D Bulletin*, 1984 Contains research project reports arranged by subject with descriptors from the EUDISED Multilingual Thesaurus

**Rhinegold Guide to Music Education**, 2006

**Eudised R & D Bulletin** Documentation Centre for Education in Europe, 1984

*Teaching Children with Dyslexia* Philomena Ott, 2007-05-07

*Teaching Children with Dyslexia* is essential reading for any teacher Special Educational Needs Co ordinator or teaching assistant who wants an insider's account of what dealing successfully with dyslexia entails Written by one of the most well regarded practitioners in the field with over twenty five years experience this book is packed full with photocopiable exercises activities and recommendations for resources tests teaching methods advice and suggestions for strategies and techniques that are instantly transferable to classroom environments This essential teaching companion includes chapters on how to spot dyslexia screening and assessment tests why it does not have to be hell to learn to spell strategies for success for reluctant writers meeting the challenge of dyslexia in adolescence Written specifically to bolster teachers confidence and empower them with the key to unlocking literacy problems in their most challenging pupils this resource book should be on the shelf of every staff room

**Dancing with dyspraxia** Hazel Carr, 2008

**The Teaching Assistant's Guide to Dyspraxia** Geoff Brookes, 2007-11-25

**Making Inclusion Work for Children with Dyspraxia** Lois Addy, Gill

Dixon, 2013-01-11 Drawing on their considerable experiences of the syndrome as well as current research findings the authors help teachers and other education professionals to better understand the needs of a dyspraxic child Through practical strategies they show how teachers can make all the difference to a child's ability to succeed in the classroom and case studies show how parents teachers and therapists can work together to facilitate learning Whilst providing a unique insight and approach to the complex condition of dyspraxia this lively informative text also examines specific cases and scenarios considering the perspectives of teachers and parents It handles a range of crucial topics such as issues surrounding diagnosis the developmental differences and characteristics of dyspraxia conventional and alternative intervention strategies an exploration of the pressure of families ways of improving home school liaison Teachers SENCOs and other educational professionals will find this book provides a wealth of essential information and guidance whilst parents will also find much to support them in the daily care and welfare of their child

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