

Provide options for students to create, learn and share

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [Dyspraxia and learning](#)

Includes:

- Provide options and support for fine motor skills and writing
- Remove barriers to writing
- Personalise learning
- Offer options for sharing learning
- Support success in assessments
- Useful resources

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

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Date

19 February 2025

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Provide options and support for fine motor skills and writing

Developing handwriting

- Provide a range of letter formation experiences such as sky-writing, sand trays, play dough and sandpaper.
- Offer a variety of writing tools including different pen types, sizes and colours.
- Use pencil grips.
- Offer a variety of different surfaces such as white boards, coloured paper, different lines and margins, or slope boards.
- Allow students to use technology to type or voice type written assignments.
- Negotiate expectations and timing to decrease fatigue.

Other fine motor skills

- Provide multiple opportunities to develop fine motor skills such as using scissors and tying shoe laces.
- Offer extra time for fine motor tasks such as getting changed.
- Use easy to access systems for filing and organising resources.
- Consider ease of access for items such as pencil cases, games and resources.
- Collaborate with whānau to discuss easy ways to manage clothing options.
- Assign ākongā an area for storing their equipment.

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Remove barriers to writing

Using a computer gives Tyler the freedom to write creatively as he is not inhibited by the speed of his handwriting or his ability to form letters.



Video hosted on Vimeo <http://vimeo.com/64541738>

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Curriculum/Learning-areas/English/1-1-Netbooks-Allowing-excellence-in-the-classroom>

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Personalise learning

Provide opportunities for students to learn in ways that suit their needs and preferences.

- ✓ Set realistic, ambitious, and achievable personal targets.
- ✓ Create opportunities where students can personalise learning tasks and projects to build on their culture, knowledge, experience and strengths.
- ✓ Discuss with students the different ways they can share their thinking and demonstrate understanding.
- ✓ Develop success criteria with the students and present them with clear visual supports.
- ✓ Provide opportunities for students to gain confidence using a range of media so they can select the most appropriate way to express their learning.
- ✓ Offer a flexible learning environment with a variety of seating and working spaces.
- ✓ Offer a reader-writer or assistive technologies to support success in assessments.

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Offer options for sharing learning

Offer a range of ways for ākonga to express what they know.



Video hosted on Youtube <http://youtu.be/6TupyBVkR7w>

Closed Captions

Source:

[UDLA LACOE](#)

<https://www.youtube.com/channel/UCZMomkDLiL-sWPoKTt-otQ/featured>

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Support success in assessments

Discuss with students what support they need to demonstrate their understanding in assessments:

- ✓ possible barriers hidden in the physical environment, for example: unfamiliar layout of room, lighting, temperature
- ✓ possible barriers hidden in the resources and materials, for example: cluttered presentation, hard-to-read diagrams, unclear layout, hard-copies only
- ✓ approaches to managing time allocations such as calendar tools and visual timers
- ✓ approaches to managing anxiety
- ✓ approaches to maintaining concentration
- ✓ negotiating breaks
- ✓ use of digital technologies such as text-to-speech and predictive text
- ✓ pre-teaching specific assessment/exam skills, such as how to approach multiple choice questions.

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Useful resources



Succeeding at school: Accommodations for students with coordination difficulties

Examples of common accommodations that are helpful for many children who have motor coordination difficulties.

Publisher: CanChild, McMaster University

[Visit website](#)

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