

IEP based on provision map for child with DCD

Target	Strategies	Provision	Success Criteria
1. To improve Child X's attention in class.	To allow Child X to select certain pieces of classroom equipment on an 'as needed' basis to reduce auditory and visual overload.	Privacy boards Ear defenders.	Improvements based on a pre and post time and motion checklist, recording on-task and off task behaviours.
2. To improve Child X's ability to remain seated and stay on task for 10 minutes.	Allow Child X to sit on either a core-disk cushion or a Move 'n' sit cushion. NB: If possible have 2 of these in use in the classroom so that Child X does not feel stigmatised by being the only one to use this equipment.	Move 'n' sit cushion or core disk Sand timers: 2,5 and 10 minute timers Reward chart	Monitor Child X's on-task behaviour using visual measure (10 minute sand timer) Provide a reward chart to monitor success in staying on task.
3. To provide Child X with a constructive method of informing his teacher that his tolerance to auditory and visual input is being stressed.	Allow Child X a subtle method of stating whether the class is too noisy or distracting using a traffic light system. Green = tolerance is OK, amber = it is getting harder to concentrate in class, red card = I am struggling to cope with the atmosphere and need a break. Alternately consider his 'engine speed' NB: this could be used for all pupils rather than Child X alone.	Traffic light cards or prisms Refer to the Alert programme for self-modulation	Evaluation of whether Child X can use such a method for stating his sensory tolerance levels. This approach will ultimately enable Child X to monitor and alter his own stress levels. Evaluate whether Child X can assess his own arousal levels
4. To increase fine motor skills in relation to functional skills such as	Introduce fine motor challenges as in the Fine motor skills box, or functional motor challenges.	Fine Motor Skills Box from Special Direct.com	The successful achieving of 3-4 fine motor challenges.

<p>scissor skills, fastening and unfastening buttons.</p>			<ul style="list-style-type: none"> • Cut out a simple circular outline • Draw a 4cm square using a ruler • Fasten tie • Create a 3-d model using Cuisenaire rods <p>Consider a reward which has meaning to Child X</p>
<p>5. To develop Child Xs handwriting so that he able to write legibly and at reasonable speed.</p>	<ol style="list-style-type: none"> 1. Use multisensory methods to help Child X consistently produce the shapes needed to form all letters 2. Introduce the Write from the Start perceptuo-motor handwriting programme, together with Charles Cripps Hand for Spelling sheets. Implement 3 x each week. 3. Experiment with heavier pens to help Child X apply more pressure through the writing instrument. 4. Encourage the use of lined paper. 5. Angle his work so that the wrist is forced to rest on the paper adding stability to his writing. 	<p>'Write from the Start' programme combined with the 'Hand for Spelling' worksheets. Booklets 3 and 4 to be completed in school</p> <p>Consider the use of a Yoro pencil to help increase his pressure through the writing instrument.</p> <p>Right Line Paper with raised lines Available from Taskmaster Ltd Morris Road Leicester LE2 6BR Tel: 0116 270 4286.</p> <p>Introduce the consistent use of an angled writing board</p>	<p>To write a legible paragraph of 25 words by week 14</p>

<p>6. To allow Child X to word process information when he appears tired.</p>	<p>Allow Child X opportunities to record his work using a word processor.</p>	<p>Access to keyboard</p>	<p>Ask Child X to write out a paragraph of text from a book. Time how long this takes.</p> <p>Undertake the same activity but use word processing and time his results, Use the comparison scores as a method to monitor his writing versus typing skills.</p>
<p>7. To provide alternative methods by which Child X can present information.</p>	<p>Allow Child X to present stories as a story board using either drawings or collages.</p> <p>On occasions, allow Child X to present information via Dictaphone.</p> <p>On occasions allow Child X and some of his peers to present their ideas on video.</p>	<p>Access to a video recorder</p> <p>Access to a Dictaphone</p> <p>Access to creative art materials</p>	<p>For Child X to present a selected topic using a recording method other than writing.</p>
<p>8. To increase his social interaction</p>	<p>Establish a lunchtime buddy club. Introduce social skills activities</p> <ul style="list-style-type: none"> • Focus on eye contact • Turn taking • Initiating conversations 	<p>Social skills games</p>	<p>Increase engagement</p> <p>Assess using the B/G Steem junior checklist</p> <p>Refer to activity ideas from Gamesters Handbook and Social Skills activities books</p>
<p>9. Improve core stability in order to increase motor skills</p>	<p>Introduce Child X to a small motor skills group with 2-4 friends</p> <p>Repeat key skills each morning with friends.</p>	<p>Get Physical Lesson Plans</p>	<p>Use data from Movement ABC Scores and repeat after 10 week intervention.</p>