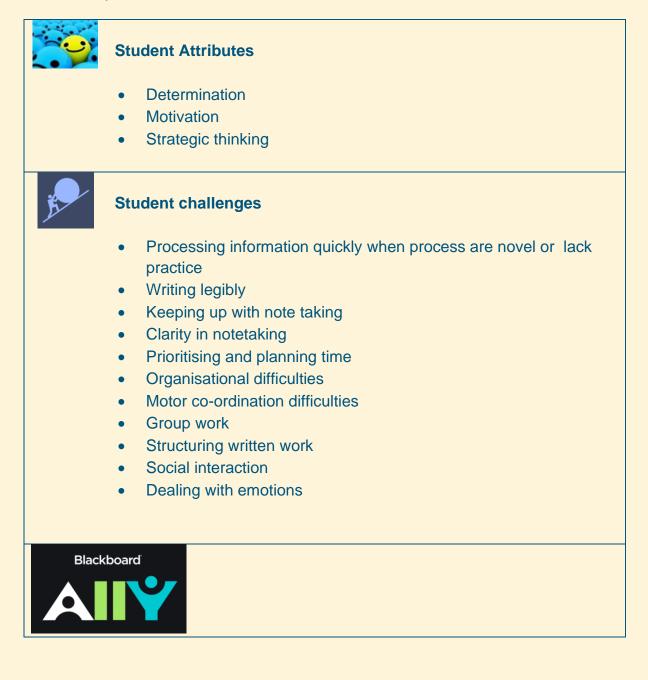# *Recommended Reasonable Adjustments*

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

Blackboard
Ally

Blackboard Ally

Course content to be made accessible via [Blackboard Ally](#).

An overview of Blackboard Ally and how to make course content accessible can be found [here](#).

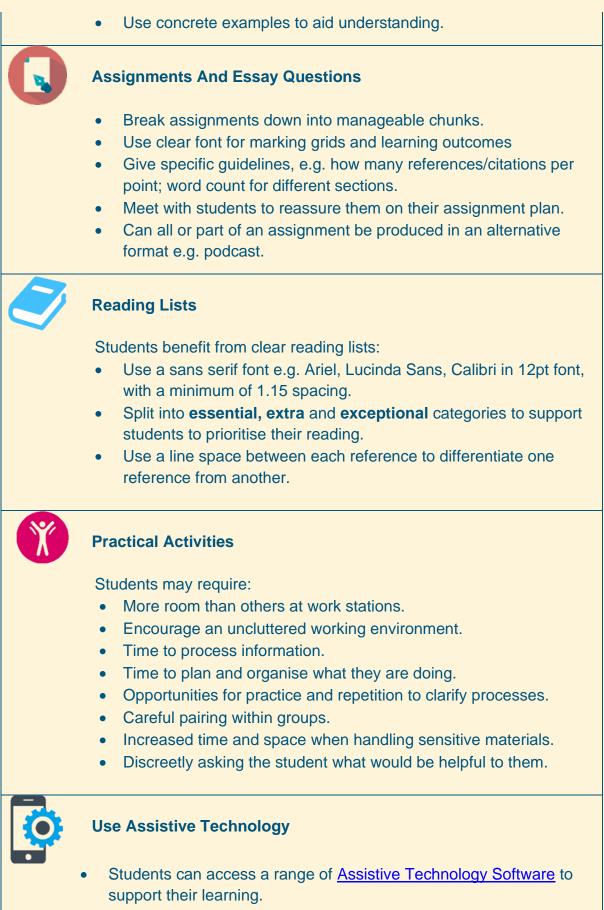## Handouts, PowerPoints and Written Information

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. Ariel, Lucinda Sans, Calibri.
- 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. Ariel, Lucinda Sans, Calibri 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

- Students can access a range of [Assistive Technology Software](#) to support their learning.
- Allow the use of iPads/devices in seminars to listen to written

material if they struggle to read quickly (text to speech).

- Allow use of iPads/devices in lectures/seminars to allow for notetaking using assistive technology software.
- Encourage the use of Dictaphones, laptops, iPads and iPhones.

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
- Robobraille.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 time to process information.
- Panopto is a video platform available in many lecture theatres.

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.
- Further information for staff on accessibility and inclusive practice

Resources

- Specialist resources to support neurodiverse students.
- The library has a range of Study Skills resources available
- Blackboard Ally and Accessibility at the University of Southampton

[Further information for students and specialist support](#)

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