

DCD Pathway

School DCD training will help teachers to identify & assist children with co-ordination difficulties & to help them understand why foundation skills play such an important roll in the development of the child.



Ideas for whole class activities to develop gross motor & fine motor skills

1 School identifies child with co-ordination difficulties

3 Problems continue to persist:
Refer to SENCO
Meet with parents
Plan IEP

5 Specific programmes to be carried out for:
1 year infants
6 months juniors

Fine motor skills

Aiming & catching

Kicking skills

Hopping & jumping

Skipping

Partner work

Crossing middle line

2 School to trial specific ideas from DCD training course, DCD pack & various other sources

4 Staff to fill recording form of initial observations with main concerns

Teaching staff complete additional evidence forms from pack including main concerns

DCD CLINIC

Refer to school doctor for further screening.

Collect & complete extra evidence forms

If child has not improved, need to consider:

- Ed psychology assessment
 - SALT
 - Dyslexia

6 REVIEW with completed progress chart

If child has improved, continue practicing to further improve motor skills

Aiming and Catching

Aims

- ❖ To develop hand-eye coordination, symmetrical integration, midline integration, standing balance, core stability, spatial skills.
- ❖ To improve perceptual skills eg. weight, size, shape, depth, perception
- ❖ To improve smooth tracking of the eyes when following a moving object.
- ❖ To develop proprioceptive awareness ie. the ability to be aware of when joints are bending or extending, being pulled or compressed and when muscles are contracting and stretching. This enables the brain to know how the body is moving without the need for vision.

Essential

- ❖ Child must bend knees prior to throwing then straighten knees when releasing cushion upwards.
- ❖ Bend knees on catching.



Stage	Exercise	Variation
1	Child throws and catches: <ul style="list-style-type: none"> - A balloon. - A Beach ball. - A medium sized cushion up in the air. 	<ul style="list-style-type: none"> ○ Clap once in between throwing and catching ○ Vary weight/shape of cushion ○ Encourage higher throwing
2	Child works with a partner throwing and catching a cushion alternately.	<ul style="list-style-type: none"> ○ Increase distance between children ○ Use heavier cushion or large bean bag ○ Group of three children ○ Vary direction of throw eg. Left, right, high

3	<p>a. Child throws and catches a medium sized ball up in the air. (As in stage 1)</p> <p>b. Child bounces ball and catches it using two hands in front of them.</p>	<p>○ Practice until they achieve 5 bounces and catches</p>
4	<p>a. As for Stage 2 but substitute a pillow for a medium sized ball.</p> <p>b. Child works with a partner bouncing a medium sized ball between them and their partner. Two hands must be used to bounce the ball. (Child should aim to bounce the ball on floor half way between self and partner.)</p>	
5	<p>a. Child stands still and individually bounces a medium sized ball repetitively and rhythmically</p> <p>b. As above but move around in a circle.</p>	<p>○ Change the texture, weight or bounciness of the ball to help the child to learn to adapt. Vary the size of the ball (larger if the child is having difficulty)</p>
6	<p>a. As for stage 1 but using a tennis ball, small bean bag or small sponge/foam ball</p> <p>b. As for stage 2 but using a tennis ball, small bean bag or sponge/foam ball</p>	<p>○ If the child is struggling with this, go back to stage 3a.</p>
7	<p>a. As for stage 4b but using a tennis ball</p> <p>b. Child throws a tennis ball against a wall, lets it bounce once then catches it in two hands (clean catch) – discourage body catch ie. using body to trap ball.</p> <p>c. As above but child catches ball straight from wall with no bounce in between</p>	<p>○ If the child finds b and c difficult, change to a medium size ball.</p>

Jumping and Hopping

Aims

- ❖ To improve static and dynamic balance, core stability, proprioceptive awareness, body awareness and spatial awareness, bilateral integration.
- ❖ To encourage weight bearing activities
- ❖ To develop symmetrical integration
- ❖ To coordinate jumping and counting

Essential

- ❖ Pull in tummy muscles
- ❖ Raise arms level with shoulder for balance
- ❖ Keep head up
- ❖ Focus eyes on a non moving target at eye level to aid balance
- ❖ Give verbal instructions and visual demonstrations when required
- ❖ Child encouraged to hold onto something until confident to do it independently



Stage	Exercise	Variation
1	Child stands on one leg for 5 - 10 seconds	<ul style="list-style-type: none"> ○ Swap leg
2	Child balances on one leg standing within a hoop or circle drawn on the floor , one leg raised in front, knee and hip at 90 using arms for balance. Count 10 seconds	<ul style="list-style-type: none"> ○ Increase number of seconds to hold position
3	Child jumps on the spot within a large hoop x5 then comes to a controlled stop with knees bent	<ul style="list-style-type: none"> ○ Increase number of repetitions ○ Use a smaller hoop

4	Child hops on the spot within a large hoop x5 then comes to a controlled stop with knees bent. Each leg alternately	<ul style="list-style-type: none"> ○ Increase number of repetitions ○ Use a smaller hoop
5	<ol style="list-style-type: none"> 1. Child jumps forwards out of hoop x5 with controlled stops 2. Child hops forwards out of hoop x5 with controlled stops. Practise with each leg. 	<ul style="list-style-type: none"> ○ Increase number of repetitions ○ Vary size of hoop
6	<ol style="list-style-type: none"> 1. Child jumps forwards, sideways and backwards out of a hoop on command. 2. Child hops forwards, sideways and backwards out of a hoop on command. Practise with each leg. 	
7	<ol style="list-style-type: none"> 1. Child jumps forwards and backwards out of a hoop x10 with controlled stops. Consecutive jumps in/out. 2. Child hops forwards and backwards out of a hoop x10 with controlled stops. Consecutive hops in/out. 	
8	Hopscotch – hop on one leg into first square, two legs into the second square then one leg into the next and so on.	<ul style="list-style-type: none"> ○ Increase speed as the child succeeds and achieves accuracy. ○ Increase number of jumps and hops – longer hopscotch grid.

Skipping

Aims


- ❖ To improve spatial awareness, body awareness, balance, shoulder stability, strength and perception of movement.
- ❖ To increase proprioceptive feedback.
- ❖ To improve ability to work together with a partner in a Co ordinated way.
- ❖ To improve timing and rhythm.


Essential

- ❖ Be patient, each stage may take longer than a week to Achieve.
- ❖ Keep rope speed slow until child has achieved
- ❖ Give verbal instructions and visual demonstrations
- ❖ Give clear concise instructions throughout



Stage	Exercise	Variation
1	Each child holds the skipping rope (folded) and thinks of an object that weighs the same, before passing it to the next child. Each child places the rope on the floor and makes a shape (circle, oval, triangle, square line)	

2	<p>Place the rope in a straight line. Children:</p> <ol style="list-style-type: none"> Walk from one end to the other Step over the rope Jump over the rope (forwards, sideways, backwards) 	
3	<p>With two people holding the rope at either end, wriggle the rope along the floor</p> <p>Child looks at the rope and</p> <ol style="list-style-type: none"> Steps over it – facing forward then sideways Jumps over it – facing forward then sideways <p>Prompt the child not to touch the rope</p>	<ul style="list-style-type: none"> ○ The rope holders now wiggle the rope vertically to make waves ○ Repeat activities a. and b. 
4	<p>With two people holding the rope at:</p> <ol style="list-style-type: none"> Ankle height Calf height Knee height <p>Encourage the child to step over the rope forwards and sideways.</p> <p>With two people holding the rope at waist height, encourage the child to:</p> <ol style="list-style-type: none"> Bend under rope without touching it Crawl under rope Roll under rope 	<ul style="list-style-type: none"> ○ The rope holders can keep raising and lowering the rope (keep rope straight) ○ The child must judge the height of the rope and walk underneath it without being touched by the rope

5	With two people holding the rope tight while moving it up and down (child's height to the floor), encourage the child to time his movement accurately to go under the rope to the other side, while the rope is at its highest point.	
5	With two people turning the rope slowly over, the child is encouraged to time his/her movement accurately to go under the rope to the other side, while the rope is at its highest point.	<ul style="list-style-type: none"> ○ Encourage the child to "listen when the rope touches the ground" to plan when to cross under
6	With two people holding the rope, the rope is swung back and forth The child: a. Step over the moving rope sideways then facing the rope b. Jump over the moving rope sideways then facing the rope	<ul style="list-style-type: none"> ○ Increase speed of moving rope to add variety/increase difficulty
7	With two people holding the rope, swing the rope gently back and forth. The child stands in the centre of the rope and jumps up and down as rope swings slowly under their feet.	
8	Child stands by the side of the rope, facing one of the rope turners. The rope is slowly turned over the child's head, the child times when to jump over the rope.	
9	As for stage 8 but encourage consecutive jumps	<ul style="list-style-type: none"> ○ Children must take turns to turn rope and to jump.

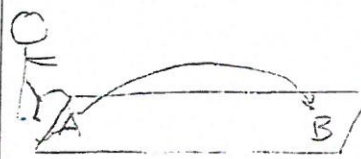
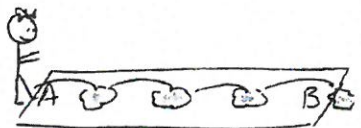
Kicking Skills

Aims

- ❖ To increase balance (static-dynamic)
- ❖ To increase motor planning, body and spatial awareness
- ❖ To increase eye-foot coordination
- ❖ To increase strength generally



Stage	Exercise	Example
1	<p>Child stands in a door frame and holds onto it with both hands either side. Child swings one leg at a time (pendular swing) back and forth making sure they do not touch the floor with the moving leg. Count to 10 with each leg</p>	
2	<p>Blow bubbles for the child and encourage him to tap them, stop them, touch them with one foot at a time before they disappear.</p>	
3	<p>Use a balloon to encourage the child to use his/her feet to kick the balloon before it reaches the floor</p>	<ul style="list-style-type: none"> • Play with two or more children encouraging them to take turns

4	<p>Kick a cushion from A to B with each leg</p>	
5	<p>Kick a cushion along the floor from A to B Encourage the child to constantly look where they are kicking the cushion to. Use the same leg to continuously kick the cushion forwards. Practice the same activity with the opposite leg. Practice kicking the cushion with alternate legs</p> <ul style="list-style-type: none"> ▪ Once they can do this independently, try with another sized/weighted object 	
6	<p>Another person kicks the cushion to the child and child stops it without letting the adult score a goal.</p> <ul style="list-style-type: none"> ▪ If the child finds this difficult while standing, start by sitting him on a bench or small chair where he is able to place his feet flat to stop the other scoring a goal. 	

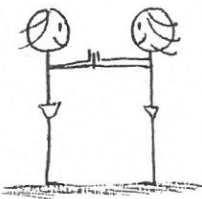

Partner Work

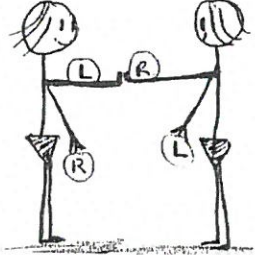
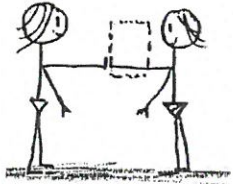
Stage 1 Standing

Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking



Exercise	Essential	Variation
<p>1. Two children of similar height stand facing one another. Feet should be hip width apart, toes facing forward. Children raise both arms and place their palms on their partner's palms. Push against partners palm for 5 seconds</p>	<ul style="list-style-type: none"> ❖ Elbows straight ❖ Feet straight ❖ Pull in tummy muscles and squeeze bottom muscles ❖ Make eye contact with partner ❖ Keep palms with fingers facing up ❖ Shoulders kept level 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing 
<p>2. Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> ❖ Do not twist trunk or pelvis when pushing ❖ Keep shoulder level ❖ Children count out loud when pushing 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing 

<p>3. Position children as in exercise 1 Children raise their right arms placing palms together with their partner (thus crossing the midline) Push against partners palm for 5 seconds Exercise each arm alternately</p>	<ul style="list-style-type: none"> ❖ Do not twist trunk or pelvis when pushing ❖ Keep shoulder level ❖ Children count out loud when pushing 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing 
<p>4. Position Children as in exercise 1 Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<ul style="list-style-type: none"> ❖ Do not twist trunk or pelvis when pushing ❖ Keep shoulder level ❖ Children count out loud when pushing 	<ul style="list-style-type: none"> ○ Try drawing shapes with both arms 

Partner Work

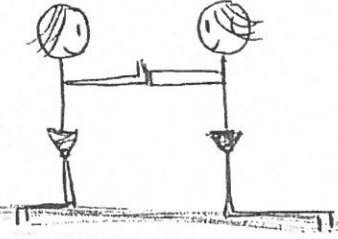
Stage 2 High Kneeling

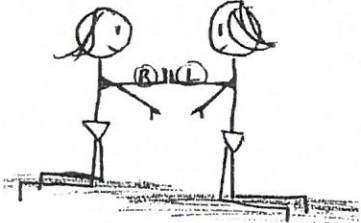
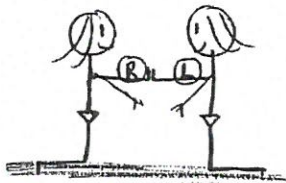
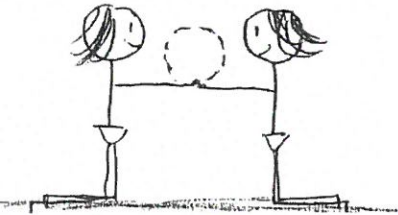
Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking

N.B.

- ❖ Some children will struggle to maintain a high kneeling position.
- ❖ Teacher should discourage sitting back on heels or placing hands to floor to balance.
- ❖ Each week the teacher should count how many seconds the child can maintain half high kneeling without propping with hands on floor.

Exercise	Essential	Variation
<p>1. Two children high kneel opposite one another Knees should be hip width apart, toes facing forward. Children raise both arms and place their palms on their partner's palms. Push against partners palm for 5 seconds</p>	<ul style="list-style-type: none"> ❖ Elbows straight ❖ Knees stay in same position ❖ Feet straight ❖ Pull in tummy muscles and squeeze bottom muscles ❖ Make eye contact with partner ❖ Keep palms with fingers facing up ❖ Shoulders kept level 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing 

<p>2. Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<p>As Above</p>	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing 
<p>3. Position children as in exercise 1 Children raise their right arms placing palms together with their partner (thus crossing the midline) Push against partners palm for 5 seconds Exercise each arm alternately</p>	<p>As Above</p>	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing 
<p>4. Position Children as in exercise 1 Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<p>As Above</p>	<ul style="list-style-type: none"> ○ Try drawing shapes with both arms 

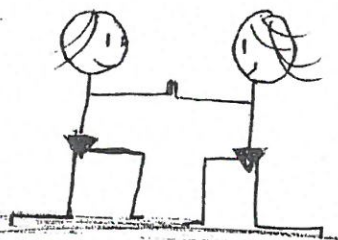
Partner Work Stage 3 Half High Kneeling

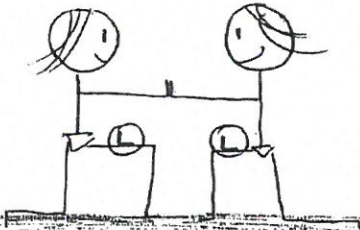
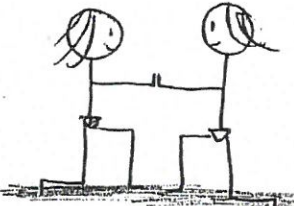
Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking

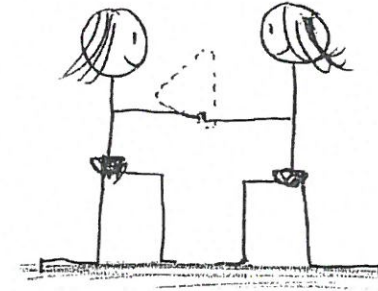
N.B.

- ❖ Some children will struggle to maintain a half high kneeling position.
- ❖ Teacher should discourage sitting back on heels or placing hands to floor to balance.
- ❖ Each week the teacher should count how many seconds the child can maintain half high kneeling without propping with hands on floor.

Exercise	Essential	Variation
<p>1. Two children high kneel opposite one another Knees should be hip width apart Each child then places their right leg forward to place their foot flat on the floor with knee at 90° in line with ankle. Raise both arms and place their palms on their partner's palms. Push against partners palm for 5 seconds</p>	<ul style="list-style-type: none"> ❖ Elbows straight ❖ Knees stay in same position ❖ Feet straight ❖ Pull in tummy muscles and squeeze bottom muscles ❖ Make eye contact with partner ❖ Keep palms with fingers facing up ❖ Shoulders kept level 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing ○ Increase number of repetitions 

<p>2. Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<p>As Above</p>	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing ○ Increase number of repetitions 
<p>3. Position children as in exercise 1 Children raise their right arms placing palms together with their partner (thus crossing the midline) Push against partners palm for 5 seconds Exercise each arm alternately</p>	<p>As Above</p>	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing ○ Increase number of repetitions 
<p>4. Position Children as in exercise 1 Children raise their arms on the same side (mirroring) to shoulder height</p>	<p>As Above</p>	<ul style="list-style-type: none"> ○ Try drawing shapes with both arms

and place their finger tips together
One child takes the lead in drawing
geometrical shapes in the air.
The other child guesses the shape
Swap leader and swap sides



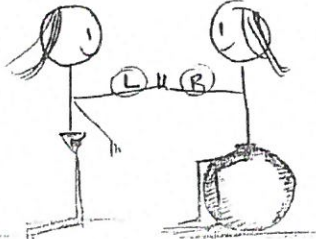
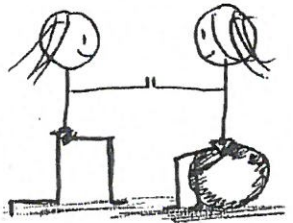
Partner Work Stage 4

Gym Ball, High kneeling & Half High Kneeling

Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking

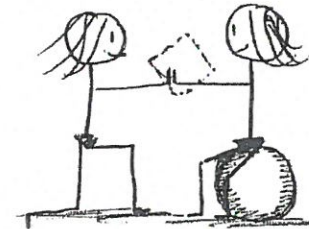
Exercise	Essential	Variation
<p>1. One child high kneels on a mat, knees hip width apart. Other child sits on a medium size gym ball with feet placed on floor hip width apart. Children face each other Raise both arms and place palms on their partners palms. Children push against their partners palms for 5 seconds. Children swap over from ball to high kneeling</p>	<ul style="list-style-type: none"> ❖ Feet flat on floor when sitting on the gym ball ❖ Knees and feet should be hip width apart 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing <div data-bbox="1563 1090 1877 1326" data-label="Image"> </div>

<p>2. Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> ❖ Feet flat on floor when sitting on the gym ball ❖ Knees and feet should be hip width apart 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing ○ Increase number of repetitions 
<p>3. The child kneeling on the mat places right leg forward then raises left arm to cross midline and place their palm onto partner's left palm. Push against partner's palm for 5 seconds Next place left leg forward. Right arm to cross midline. Children swap over from ball to high kneeling.</p>	<p>As Above</p>	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing ○ Increase number of repetitions 
<p>4. Position Children as in exercise 1</p>	<ul style="list-style-type: none"> ❖ Do not twist trunk or pelvis when 	<ul style="list-style-type: none"> ○ Try drawing shapes with both

Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together
One child takes the lead in drawing geometrical shapes in the air.
The other child guesses the shape
Swap leader and swap sides

- pushing
- ❖ Keep shoulder level
 - ❖ Children count out loud when
 - ❖ Pushing

arms

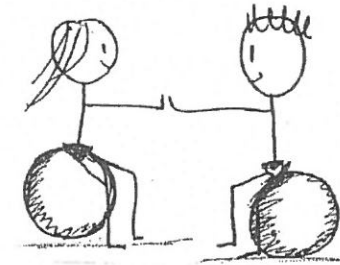


Partner Work

Stage 5 Gym Ball

Aims

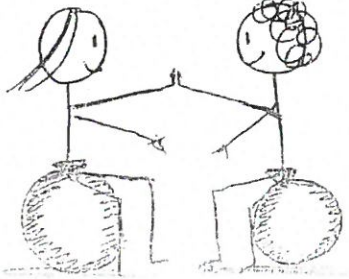
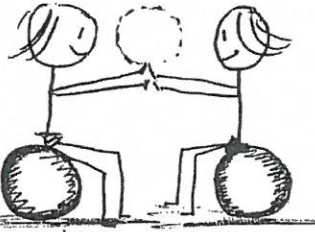
- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking



N.B.

- ❖ These skills will gradually improve as the weeks progress, as they may be hard to achieve initially

Exercise	Essential	Variation
<p>1. Partners each sit on a gym ball facing each other with feet flat on floor, hip width apart. Children raise both arms and place palms on partner's palms Push against partner for 5 seconds</p>	<ul style="list-style-type: none"> ❖ Feet flat on floor when sitting on the gym ball ❖ Knees and feet should be hip width apart ❖ Back straight 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing
<p>2. Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> ❖ Do not twist trunk or pelvis when pushing ❖ Keep shoulder level ❖ Children count out loud when pushing 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing ○ Increase number of repetitions

<p>3. Position children as in Exercise 1 The children then raise their right arms to cross midline and place their palm onto partner's right palm. Push against partner's palm for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> ❖ Do not twist trunk or pelvis when pushing ❖ Keep shoulder level ❖ Children count out loud when pushing 	<ul style="list-style-type: none"> ○ Increase strength of push maintaining position as before ○ Increase time pushing 
<p>4. Position Children as in previous exercise. Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<ul style="list-style-type: none"> ❖ Do not twist trunk or pelvis when pushing ❖ Keep shoulder level ❖ Children count out loud when pushing 	<ul style="list-style-type: none"> ○ Try drawing shapes with both arms 

Partner Work

Stage 6&7

Gym Ball, Aiming & Catching Skills

Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking



To be able to proceed with this stage, the child will need to have completed all the stages of Aiming and Catching Skills Programme so that they are at a level where they can catch a ball with a partner. This stage works on increasing balance and core stability on top of the ability to catch a ball

Exercise	Essential	Variation
<p>Stage 6 One child sits on a gym ball, the other stands in front, throwing and catching a medium/light ball between them.</p>	<ul style="list-style-type: none"> ❖ Feet flat on floor when sitting on the gym ball ❖ Knees and feet should be hip width apart 	<ul style="list-style-type: none"> ○ Increase distance between thrower and catcher ○ Increase speed at which ball is thrown ○ Vary over-arm and under-arm ○ Children swap positions ○ Vary direction of throw, left, right, low down, up high

Stage 7

Partners each sit on a gym ball and throw and catch a ball or bean bag to each other

