

1. Record Nr.	UNINA9910450888703321
Autore	Dixon Gill <1960, >
Titolo	Making inclusion work for children with dyspraxia : practical strategies for teachers // Gill Dixon and Lois M. Addy
Pubbl/distr/stampa	London ; ; New York : , : RoutledgeFalmer, , 2004
ISBN	1-134-37804-1 1-280-05635-5 0-203-34783-8 0-203-56154-6
Descrizione fisica	1 online resource (193 p.)
Altri autori (Persone)	AddyLois M <1960-> (Lois Margaret)
Disciplina	371.9/046
Soggetti	Inclusive education Apraxia Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Making Inclusion Work for Children with Dyspraxia; Copyright; Contents; Figures; Preface; Acknowledgements; Introduction; Part I: Understanding dyspraxia; 1. Dyspraxia/DCD: Definitions, aetiology and incidence; 2. Developmental differences; 3. Characteristics; 4. The impact of dyspraxia; Part II: Facilitating learning in an inclusive setting; 5. Inclusion must be a state of mind; 6. Understanding parents; 7. Handwriting and dyspraxia; 8. Dyspraxia and mathematics; 9. Inclusive physical education; 10. Dyspraxia and social skills; 11. Practical support strategies 12. From confusion to inclusion Appendix: Useful addresses and recommended programmes; References; Index
Sommario/riassunto	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

---