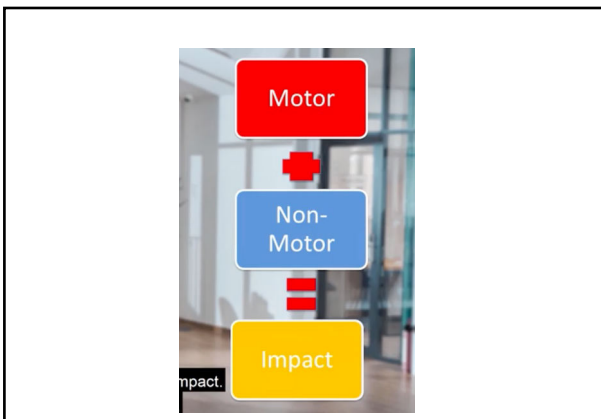


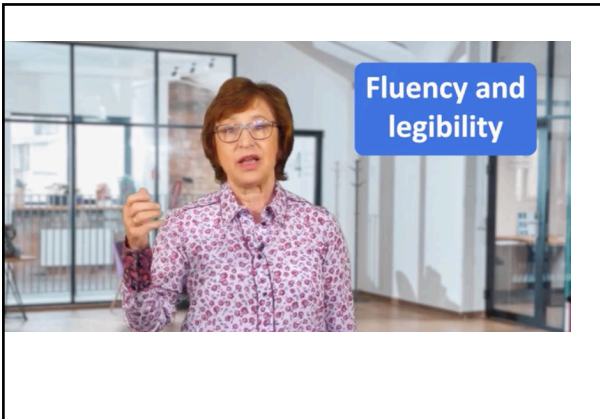
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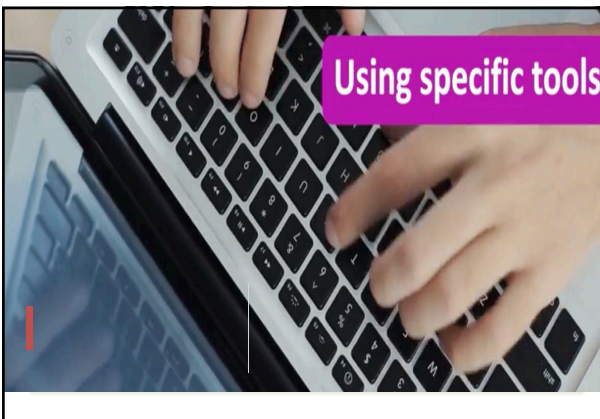
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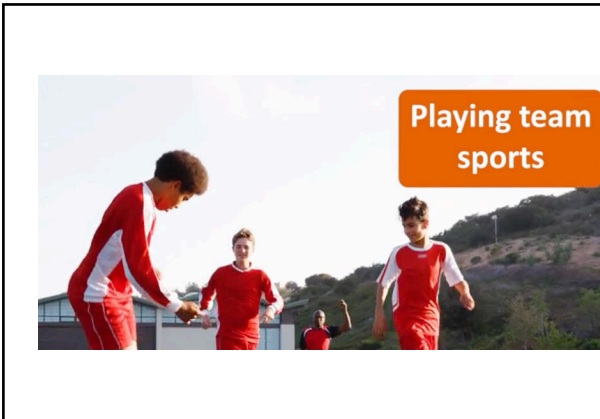
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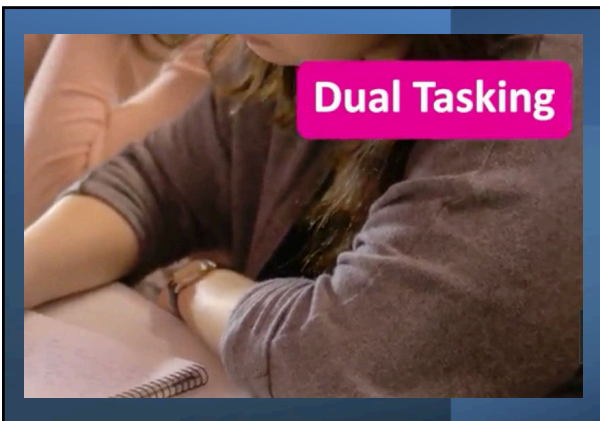
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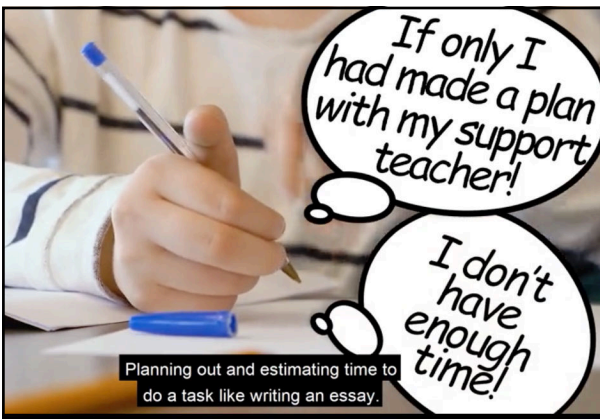
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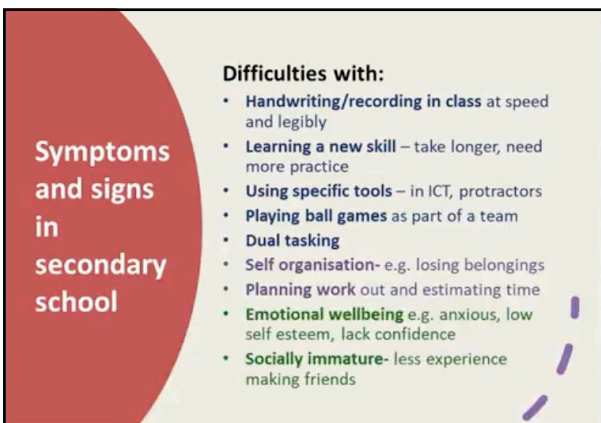
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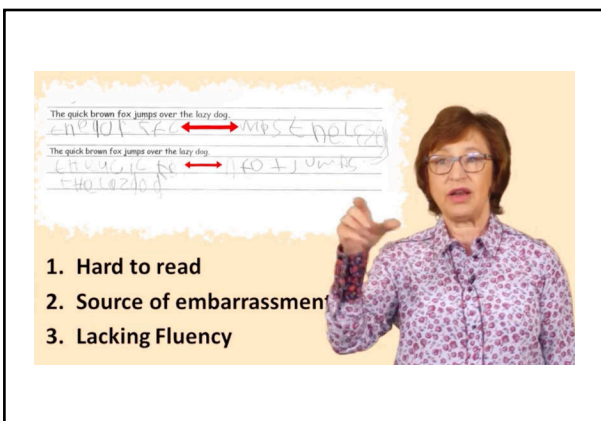
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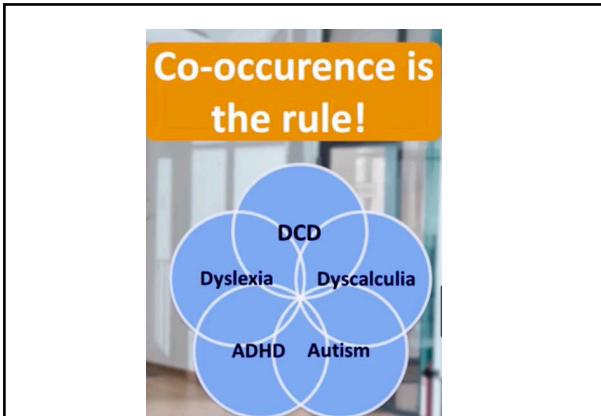
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
What are the P factors in presentation of DCD in secondary school?

1. Presentation
2. Persistent predictors

16


Level of co-occurrence of other developmental disorders

- ASD
- ADHD
- DLD
- Dyslexia
- Dyscalculia
- Dyspraxia

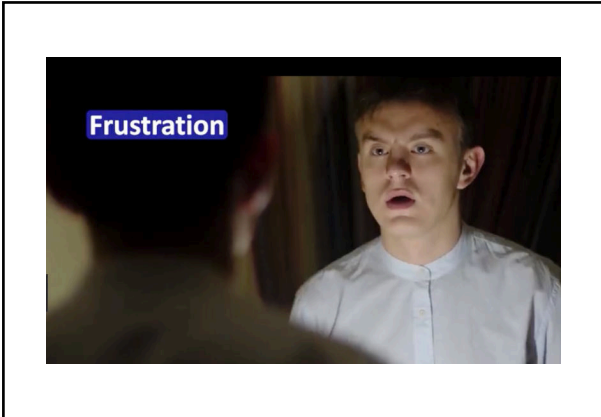


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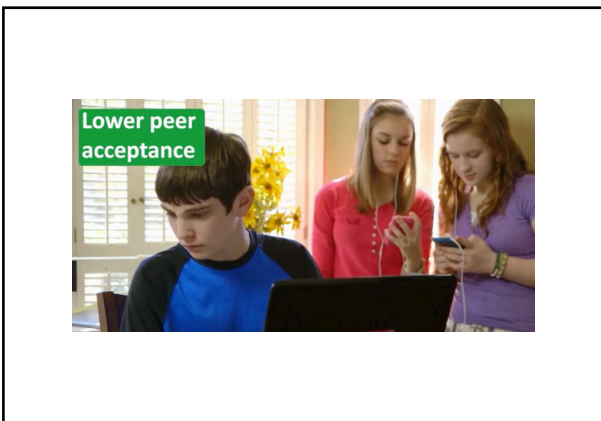
Low self-esteem



18



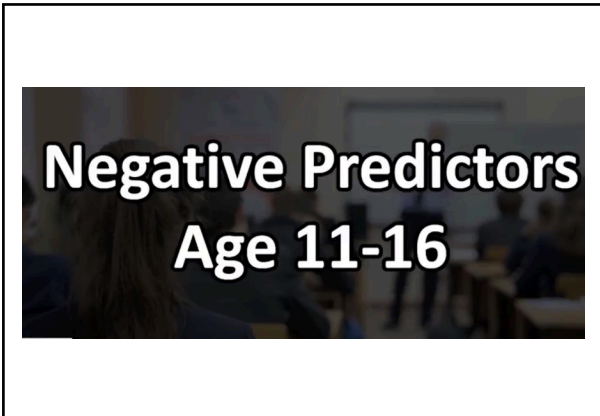
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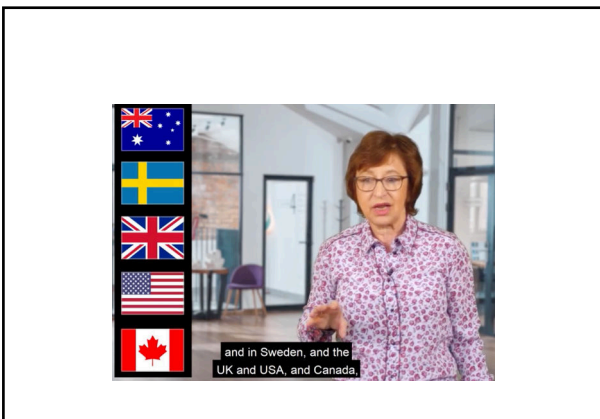
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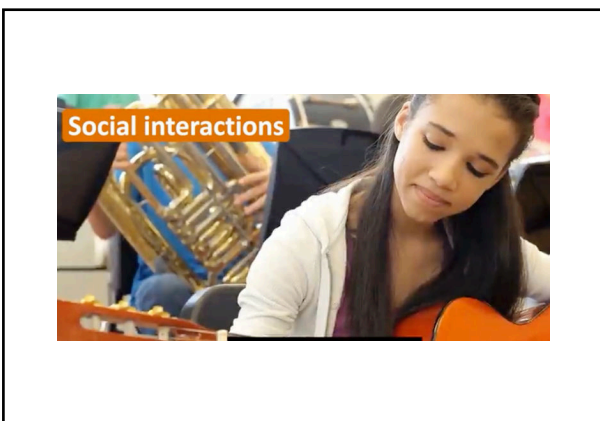
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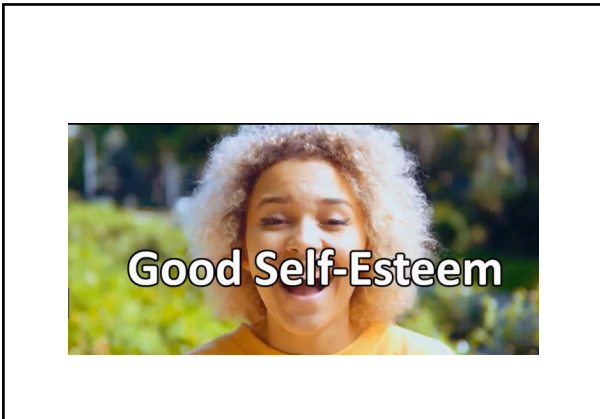


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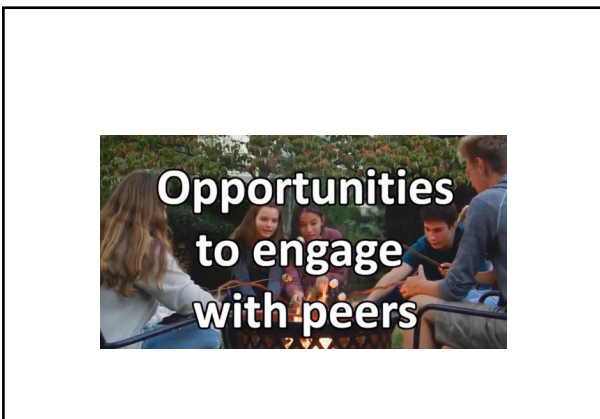
What are the P factors in presentation of DCD in secondary school?

1. Presentation
2. Persistent predictors
3. Protective factors

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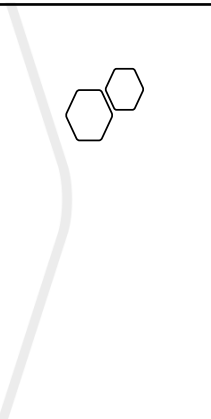
29



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What are the P factors in presentation of DCD in secondary school?

1. Presentation
2. Persistent predictors
3. Protective factors
4. Personalised program




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Have a transition program in place

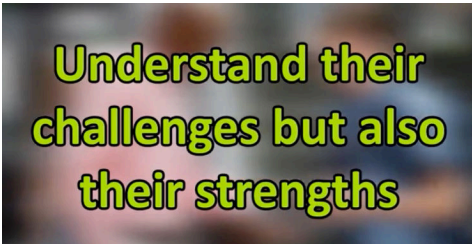
- Get to know the student
- Work with the school to meet their needs

so we start to be able to plan the support and guidance they require.

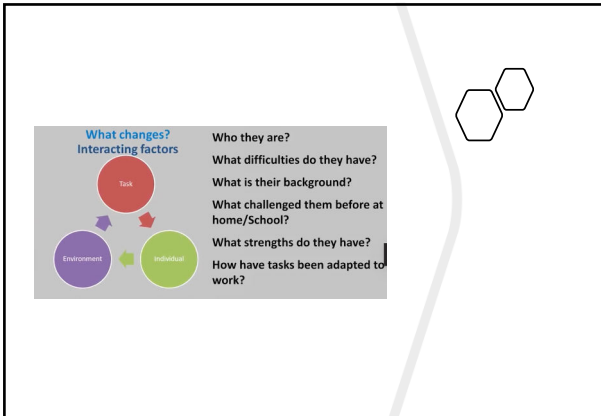


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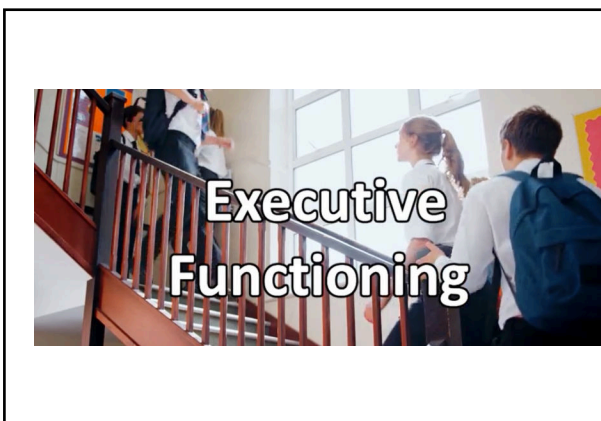
Understand their challenges but also their strengths



33



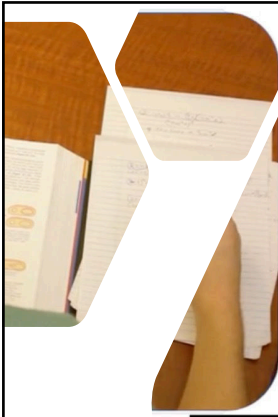
34



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- New school
- New classroom
- To and from school

Other people

- Teachers/TA
- Learners
- Lunch/playground/reception

Tasks

- In the classroom
- Around the school
- Sport

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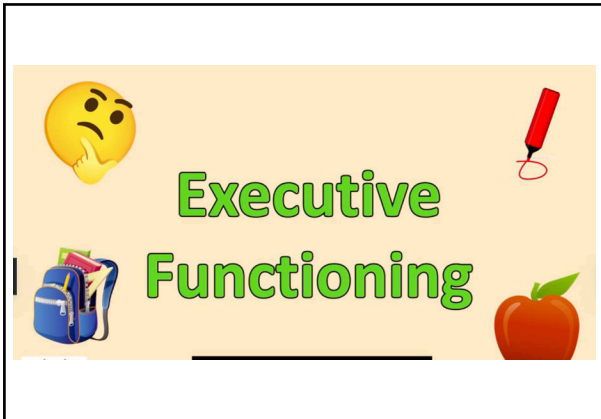
**The Potential areas
of challenge**

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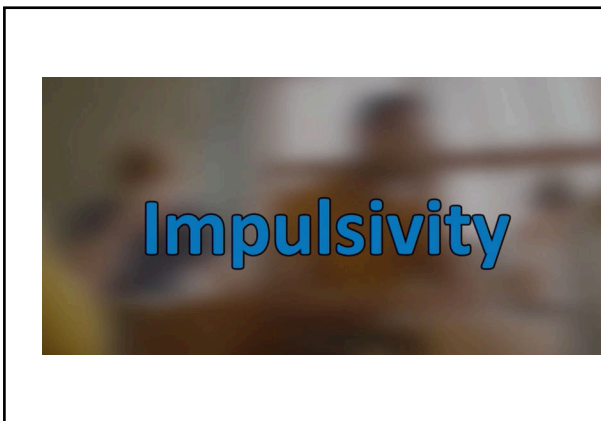


Co-ordination

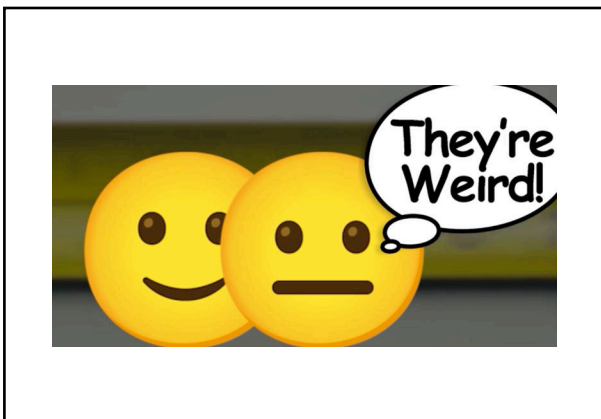
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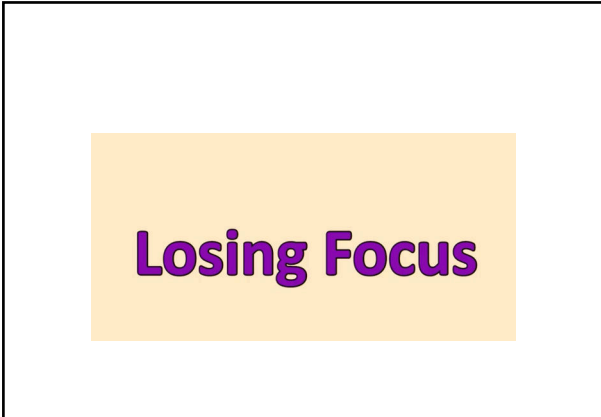
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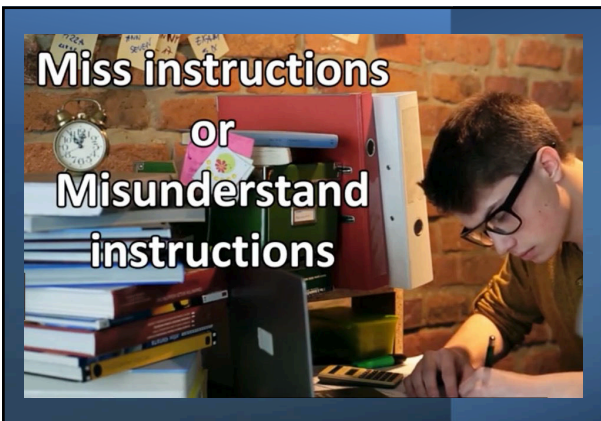
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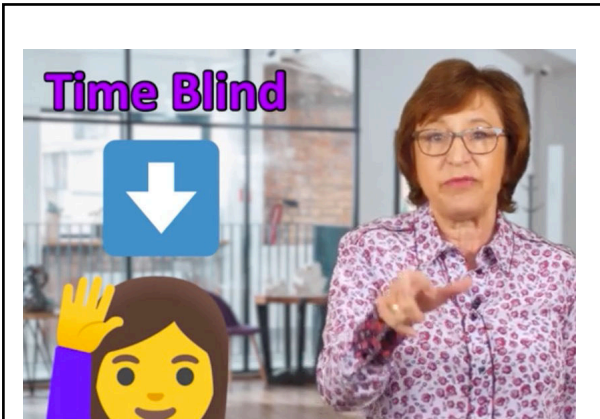
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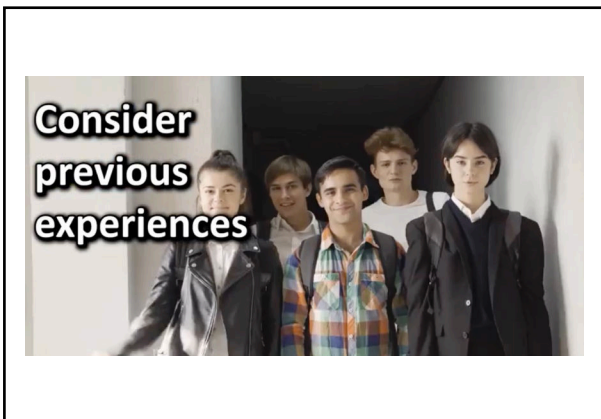
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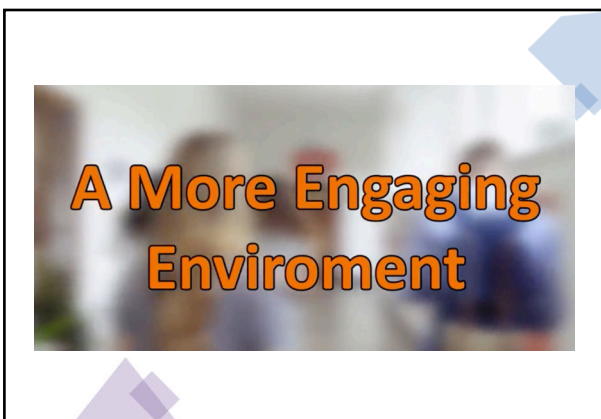
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