

# **Inclusion Alertness**

**Toolbox**

## DISCLAIMER

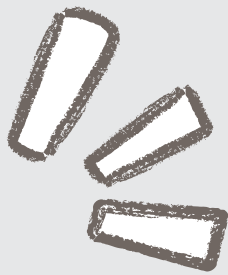
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# Introduction



Welcome to the Inclusion Alertness Toolbox, a comprehensive resource for addressing the difficulties that young people with dyspraxia face. This publication is released as part of the "Inclusion Alertness" project, which has received funding from the Erasmus+ Programme. It is a collaborative effort by the following consortium: ArTeam (Bulgaria), MindSpin (Cyprus), Navissos (Serbia), and YENGEC (Turkey).

Over the years, our organisations have observed a significant number of youths struggling with fine and gross motor skills, resulting in their exclusion from various social activities. Sadly, many of these individuals and their families are unaware of the existence of dyspraxia, and there remains a lack of understanding and misinterpretation surrounding this condition. As a result, dyspraxia is often mistaken for other similar conditions, causing confusion and delayed support.

We undertook the "Inclusion Alertness" project as a result of our commitment to empowering the younger generation, educators, and youth workers. The main goals of this endeavour were to:

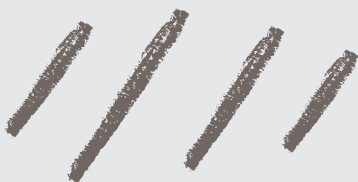
- enhance understanding and expertise in the early detection and appropriate referral of dyspraxia.
- equip youth professionals (including workers, teachers, etc.) with the knowledge and tools to develop personalised strategies for assisting individuals with dyspraxia.
- promote awareness regarding the impact of dyspraxia on the social engagement of young individuals.



# Introduction



Our goal was to create the Inclusion Alertness Toolbox, a standardised document that provides essential information about dyspraxia and practical strategies for identifying and working with young individuals who may have dyspraxia. We aim to bridge the knowledge gap surrounding dyspraxia and empower individuals like yourself to positively impact the lives of children and youth with motor challenges. Together, we can create inclusive environments where every young person has equal opportunities to participate, learn, and thrive, regardless of their unique needs. We believe this toolbox will equip you with the basic knowledge necessary to engage and support children and youth with dyspraxia effectively.



# Introduction

## ArTeam



"ArTeam" Bulgaria is a youth association that specialises in psychology and was established in 2016 in Sofia, Bulgaria. It originated as a local youth initiative to create a platform for developing projects, activities, partnerships, and programmes for young people, volunteers, and youth workers. This platform aims to provide opportunities for these individuals to actively engage in their communities, acquire new skills and competencies, and gain valuable experience and knowledge for personal and professional growth.

The members of ArTeam collaborate with people across different age groups to promote inclusion and mental well-being. They organise courses and seminars focused on personal development through participation in European education programmes and projects within the realms of education, sports, and culture. Their primary mission is to enhance the active participation of disadvantaged individuals through non-formal activities, awareness campaigns, and inclusive events and to promote life-long learning in our society as a way to support quality and innovative projects.

In the past few years, the topic of dyspraxia has become a central one that Arteam, as an organisation, actively investigates and promotes. The work of the specialists focuses on the psychological factors that influence performance, participation, and well-being in everyday activities in order to increase the quality of youth work and develop principles for a more inclusive environment.

# Introduction

## ArTeam



Considering the underdeveloped awareness of the topic, especially in Balkan countries, Arteam, with its team of experts, is making constant efforts towards applying different practises and approaches—revealing undercover issues and addressing them through different non-formal methods.

# Introduction

**Mindspin**



**MindSpin**

MindSpin is a pioneering organisation dedicated to advancing the technological transformation of sports and revolutionising athletic performance and experience. Our multidisciplinary team comprises experts from various fields such as sports, physical education, computer science, engineering, and education. By harnessing this diverse expertise, we develop innovative tools and projects that foster inclusive experiences, combat discrimination, and promote equality in the world of sports.

Renowned for our initiatives, MindSpin has been recognised with numerous awards for creating a safe, ethical, and inclusive sporting environment that welcomes individuals from all backgrounds. Our researchers consistently contribute to the field of sport and physical activity through the publication of scientific papers and reports.

In Cyprus, there is a pressing need for the community to deepen their understanding of dyspraxia, including its prevalence and statistics. By addressing these knowledge gaps and promoting inclusive practises, we can create a more supportive environment for individuals with dyspraxia. Through collaborative efforts with our project partners and the wider community, we strive to raise awareness, foster understanding, and ensure that individuals with dyspraxia receive the necessary support to thrive.

# Introduction

**YENGEC**



The Non-Formal Education and Youth Work Association (YENGEC) is a non-governmental organisation established in 2013 in Mugla. The association focuses on delivering youth and volunteer work to a large audience and raising awareness of social responsibility through events, training, seminars, and projects. The primary objective is to enable young people to make the most of their free time and promote the use of non-formal education methods for personal development. The corporate goals of the association include:

- Training youth and youth workers with high social awareness
- Increasing the diversity and impact of youth work
- Promoting volunteering and e-volunteering activities
- Producing and developing non-formal education methods.
- Conducting research and development studies on innovative education implementations.
- Providing equal opportunities in education and youth work
- Facilitating access to non-formal education activities for disadvantaged young people
- Ensuring rural youth benefit from youth opportunities
- Developing young people's ability to take responsibility and initiative
- Involving young people in decision-making mechanisms
- spreading awareness of lifelong learning.

# Introduction

**YENGEÇ**



The main target group of the association is young people, youth workers, and individuals with fewer opportunities between the ages of 13 and 30. The association offers platforms where young people can explore themselves, express their ideas freely, pursue their dreams, and contribute to their personal development. Activities are designed based on the needs and desires of young people, and they actively participate in planning and execution. This approach maximises their potential for learning, teaching, sharing, and personal growth while enhancing youth work's quality, impact, and sustainability. The association currently has 20 members and 120 active volunteers.

# Introduction



## Navissos

Navissos is an NGO founded in 2018 in the city of Nis, Serbia. Navissos provides comprehensive training programmes that cater to individuals of diverse age groups, focusing on those facing unemployment or experiencing cultural, social, or economic disadvantages. We aim to promote social inclusion by creating an inclusive environment and offering projects that facilitate the development of individuals' social skills.

Our main objectives are:

- to raise awareness of the European Union's values and its educational programmes;
- to promote the self-fulfilment and personal development of young people;
- to support the active involvement of young people in various areas of public life;
- to encourage the active participation of young people with fewer opportunities
- to work on the integration of diverse youth through youth work;
- to provide volunteering opportunities for young people.

# Introduction



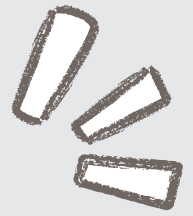
**Navissos**

Navissos integrates formal education with non-formal and informal education methods to actively contribute to young individuals' development and accountability processes. Our core belief is that our vision of a developed, high-skilled society can only be realised through the thoughtful design and implementation of strategies to enhance youth's personal and professional capabilities within non-formal environments and beyond.

By engaging in different projects, we assist young people in honing essential skills, including planning, organising, coordination, practical problem-solving, teamwork, self-confidence, discipline, and responsibility. We are actively working on promoting non-formal education and the organization's activities. Through different awareness campaigns, we manage to reach our main target groups and stakeholders in our initiatives, thus making a significant impact on our activities. Organising various non-formal education activities allows them to express their knowledge and share experiences and ideas to promote social cohesion and diversity.



# Chapter 1: Understanding Dyspraxia



Dyspraxia, also known as developmental coordination disorder, is a lifelong condition that affects the coordination of fine and gross motor skills. It is a chronic challenge that emerges in childhood and leads to difficulties in acquiring and performing motor skills and movements. Specifically, dyspraxia is a neurodevelopmental disorder that affects individuals of various ages. It is commonly observed in childhood, with symptoms often appearing in early childhood or during the early school years. However, it can persist into adolescence and adulthood, impacting individuals throughout their lives.

Dyspraxia includes several characteristics, such as:

- difficulties with fine motor skills, such as using utensils, handwriting, or tying shoelaces.
- challenges with gross motor skills, including balance, coordination, and participating in sports or physical activities.
- poor spatial awareness and difficulties with tasks that involve judging distance, depth perception, or spatial relationships
- trouble with planning and organising tasks, leading to difficulties in time management and completing projects.
- difficulty with self-care activities such as dressing, grooming, or eating independently.
- problems with social interactions, including difficulty reading social cues, making friends, or participating in group activities.
- speech and language difficulties, such as delays in speech development, articulation problems, or trouble with expressive language,



sensory processing issues, such as heightened sensitivity to touch, sound, or visual stimuli or difficulty filtering sensory information

- poor coordination in activities that require both fine and gross motor skills, such as playing musical instruments or engaging in complex movements,
- cognitive challenges, including difficulties with memory, concentration, and following instructions.

Young people with dyspraxia often face difficulties in performing tasks such as self-care, writing, typing, riding a bike, and engaging in educational and recreational activities. These obstacles stem from neurological factors that affect movement preparation, organisation, and execution, sometimes even extending to speech and memory. Learning new skills becomes challenging for people with dyspraxia, particularly tasks requiring eye-hand coordination and responding to moving objects. Without timely intervention, dyspraxia can hinder social activities and negatively impact self-esteem.

Also, activities involving ball skills or object manipulation pose challenges for individuals with dyspraxia. They struggle with eye-hand coordination and have difficulty predicting the movements of others, often bumping into them or interfering with their activities. Understanding the rules and strategies of games can also be challenging. People with dyspraxia may experience decreased strength, endurance, and overall physical fitness as a result of their frustration, which increases the risk of sedentary behaviour, cardiovascular disease, and obesity.

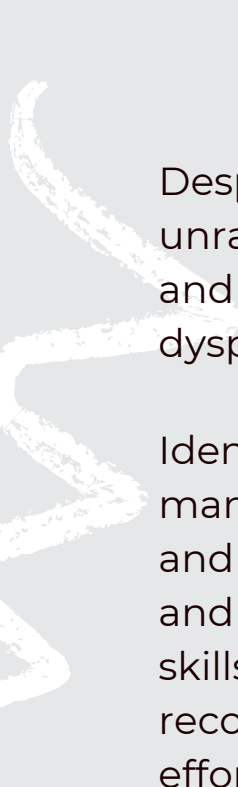
However, it is crucial to distinguish dyspraxia from other motor and intellectual disorders, such as attention-deficit/hyperactivity disorder, learning disabilities, speech-language delays, and emotional and behavioural problems. Unlike these conditions, youth with dyspraxia do not have an identifiable medical or neurological condition to explain their coordination difficulties. While dyspraxia can sometimes coexist with other disorders or intellectual disabilities, they are separate conditions with distinct characteristics.

Despite being recognised, dyspraxia remains largely underrecognized by healthcare professionals, educators, parents, and others working with children and youth. According to the World Health Organisation, its prevalence is estimated to affect 6% of all people to varying degrees. However, experts in the field suggest that this number may range from 10% to 20%, although more studies are needed for accurate statistics. Unfortunately, the lack of awareness about dyspraxia leads to discrimination and exclusion of this "invisible" group of people from social activities, exacerbating social gaps.

It is widely accepted that genetics play a significant role in the risk of developing dyspraxia, although no specific genes or molecular pathways have been identified thus far. Additionally, certain risk factors have been identified that increase the likelihood of a child developing dyspraxia, including:

- premature birth (born before the 37th week of pregnancy)
- low birth weight
- family history of dyspraxia, although the specific genes influencing the condition are unknown.
- maternal alcohol or illegal drug abuse during pregnancy



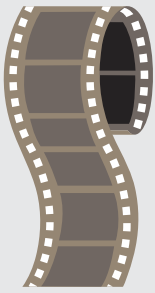


Despite these identified risk factors, ongoing research aims to unravel the intricate interplay between genetic, neurological, and environmental factors that contribute to the occurrence of dyspraxia.

Identifying dyspraxia early and implementing appropriate management strategies is crucial for improving physical, social, and emotional outcomes for children with the condition. Parents and youth workers may initially mistake a lack of interest in new skills for laziness or a lack of motivation, but it is important to recognise that children with dyspraxia often exert significant effort while struggling to learn skills at the same pace as their peers. This frustration can lead to withdrawal from activities, isolation, lower self-efficacy, bullying, increased anxiety and stress, lower academic performance, and potential impacts on physical health and mental well-being.

Without adequate knowledge about dyspraxia from various stakeholders, including education, sports, and social settings, youth with dyspraxia may face discrimination and social gaps. These struggles can persist into adulthood, affecting the ability to learn new skills, participate in education and work, and maintain a healthy lifestyle.

# Fun fact



## **Famous individuals who have been reported or speculated to have had Dyspraxia:**

- Daniel Radcliffe: The British actor, best known for his role as Harry Potter in the film series, has openly discussed his struggles with Dyspraxia. He has mentioned difficulties with tying shoelaces and handwriting, which are common challenges associated with the condition.
- Albert Einstein: It is believed that the renowned physicist Albert Einstein may have exhibited signs of Dyspraxia during his childhood. Einstein reportedly faced difficulties with language development and coordination, and he did not start speaking until the age of three.
- Florence Welch: The lead vocalist of the English indie rock band Florence + the Machine, Florence Welch, has shared her experiences with Dyspraxia. She has mentioned struggling with clumsiness, coordination, and learning tasks such as dancing.
- Justin Timberlake: Although not openly confirmed by Timberlake himself, there have been speculations and reports suggesting that the singer, songwriter, and actor may have experienced Dyspraxia during his childhood. Timberlake has mentioned feeling awkward and uncoordinated during his younger years.
- Cara Delevingne: The English model, actress, and singer Cara Delevingne has discussed her experiences with Dyspraxia, particularly in relation to Dyspraxia, which is often used interchangeably with Dyspraxia. She has mentioned challenges with coordination and motor skills, including difficulties with tying shoelaces and playing sports.

# Chapter 2: Youth Work and Social Inclusion



Inclusive youth work plays a vital role in fostering social inclusion for young people with dyspraxia. This chapter explores the significance of social inclusion for individuals with dyspraxia and provides strategies for promoting their active participation and engagement in social settings. By understanding the importance of social inclusion and implementing effective strategies, youth professionals and educators can create inclusive environments where young individuals with dyspraxia can thrive, develop their abilities, and experience a sense of belonging. Together, let us delve into the realm of youth work and social inclusion to empower and support the unique needs of individuals with dyspraxia.



## 2.1. The Importance of Social Inclusion for People with Dyspraxia



Social inclusion plays a crucial role in the lives of individuals with dyspraxia, as it directly impacts their overall well-being and development. Dyspraxia, a condition affecting motor coordination, often leads to difficulties in social interactions and participation in various activities. By promoting social inclusion, we can create supportive environments that recognise and accommodate the unique challenges faced by individuals with dyspraxia, allowing them to thrive and experience a sense of belonging. Social inclusion is vital for several reasons.

### Emotional well-being

Being socially included provides individuals with dyspraxia with opportunities to develop meaningful relationships, cultivate a sense of belonging, and build self-esteem. Inclusive environments foster acceptance and understanding, enabling young people with dyspraxia to form connections with peers, mentors, and friends who appreciate and support them.

### Skill development

Social interactions offer valuable opportunities for individuals with Dyspraxia to practice and refine their social skills. In inclusive settings, they can learn effective communication, empathy, cooperation, and conflict-resolution skills, which are essential for building positive relationships and navigating various social contexts. These skills contribute to their personal growth and enhance their ability to interact successfully with others.

## **Self-advocacy**

Social inclusion empowers individuals with Dyspraxia to develop self-advocacy skills. In inclusive environments, they learn to express their needs, seek support when necessary, and actively participate in decision-making processes that affect their lives. This self-advocacy helps them develop confidence, autonomy, and a stronger sense of identity.

## **Personal growth**

Personal growth: Through social inclusion, young people with Dyspraxia have the opportunity to explore their interests, talents, and abilities. Inclusive environments allow them to engage in diverse activities, develop new skills, and expand their horizons. These experiences foster personal growth, enabling them to discover and unlock their potential, ultimately leading to increased self-confidence and self-efficacy.

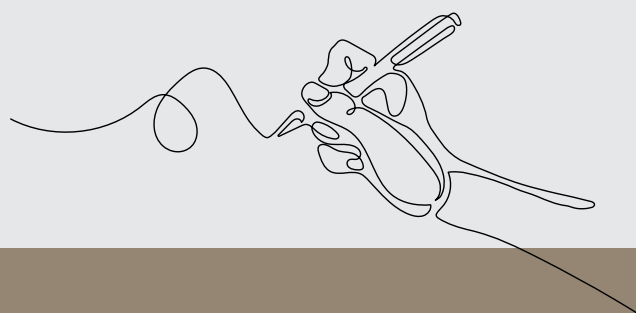
## **Community participation**

Community participation: Social inclusion encourages individuals with Dyspraxia to become active participants in their communities. By involving them in community initiatives and projects, inclusive environments recognize their unique perspectives and talents, fostering a sense of civic responsibility and engagement. Through community participation, young people with Dyspraxia can contribute to the well-being of society while simultaneously developing a sense of purpose and accomplishment.

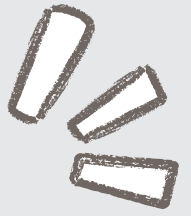


**To promote social inclusion for individuals with dyspraxia, it is important to raise awareness about the condition and its impact, provide specialised training for youth workers and educators, and individualise support to meet specific needs. Inclusive environments should also encourage peer support, adapt physical spaces and activities to be accessible, celebrate diversity, and collaborate with stakeholders.**

**By prioritising social inclusion, we can create a society that values the abilities and contributions of all individuals, regardless of their unique challenges. Implementing inclusive practises ensures that young people with dyspraxia have equal opportunities to participate, learn, and thrive in various social contexts, leading to improved overall well-being and quality of life.**



## 2.2. Strategies for Promoting Social Inclusion for People with Dyspraxia



Promoting social inclusion for individuals with dyspraxia requires intentional efforts to create inclusive environments that accommodate their unique needs and foster a sense of belonging. By implementing the following strategies, youth workers and educators can actively contribute to the social inclusion and well-being of young people with dyspraxia:

### Awareness and Education

**Raise awareness:** Increase awareness and understanding of dyspraxia among youth workers, educators, parents, and the broader community. Educate stakeholders about the challenges faced by individuals with dyspraxia and dispel misconceptions or stereotypes associated with the condition.

**Training and professional development:** Provide specialised training and professional development opportunities for youth workers and educators to enhance their knowledge and skills in supporting individuals with dyspraxia.

This training should cover topics such as understanding dyspraxia, effective communication strategies, and creating inclusive environments.



## Individualised support

Person-centred approach: adopt a person-centred approach that recognises the unique strengths, abilities, and challenges of each individual with dyspraxia. Tailor support and accommodations based on their specific needs, preferences, and goals.

Assistive technology and tools: Explore and provide access to assistive technology and tools that can enhance independence and participation for individuals with dyspraxia. This may include adaptive equipment, digital aids, or specialised software to support communication, organisation, or motor skill development.

## Inclusive Environment

Physical accessibility: Ensure that physical spaces are accessible and inclusive for individuals with dyspraxia. Remove physical barriers, provide clear signage, and consider environmental modifications that support mobility, safety, and participation.

Sensory considerations: recognise and accommodate sensory sensitivities that individuals with dyspraxia may experience. Create sensory-friendly spaces, reduce unnecessary noise and visual distractions, and provide sensory breaks or calming strategies when needed.

Peer support: Foster peer support and positive social interactions within the youth work setting. Encourage the inclusion of individuals with dyspraxia in group activities, clubs, or projects, and facilitate peer mentoring and collaboration opportunities.



## **Communication and social skills:**

Effective communication: Use clear and concise language when communicating with individuals with dyspraxia. Provide visual support, such as visual schedules or cues, to aid comprehension and organisation. Use alternative communication methods, such as augmentative and alternative communication (AAC), if necessary.

Social skills development: Offer targeted social skills training and opportunities for individuals with dyspraxia to practise and develop their social skills. This may include role-playing, social stories, or social skills groups facilitated by trained professionals or youth workers.

## **Collaboration and Advocacy:**

Collaboration with families: involve families in the planning and implementation of support strategies. Collaborate with parents, guardians, and carers to gain insights into the individual's strengths, challenges, and goals and ensure a consistent approach across different settings.

Advocacy and partnerships: advocate for the rights and inclusion of individuals with dyspraxia at the organisational, community, and policy levels. Form partnerships with other organisations, advocacy groups, and relevant stakeholders to amplify the voices of individuals with dyspraxia and work collectively towards creating inclusive communities.

Implementing these strategies requires ongoing reflection, evaluation, and adaptation to meet the evolving needs of individuals with dyspraxia. By promoting social inclusion, youth workers and educators can contribute to the overall well-being, self-esteem, and quality of life of young people with dyspraxia, fostering a society that embraces and values the abilities of all individuals.

## Chapter 2.3: Collaboration with Parents and Caregivers



Collaboration with parents and carers is crucial for the successful inclusion of individuals with dyspraxia. By working together, youth professionals, educators, and parents can create a supportive environment that meets the unique needs of these individuals. This section will discuss the importance of collaboration and provide strategies for effective partnerships with parents and carers.

### **Establish open communication**

- initiate regular communication channels with parents and caregivers, such as email updates, newsletters, or scheduled meetings.
- actively listen to their concerns, questions, and insights regarding their child's needs and progress.
- share information about the activities, strategies, and accommodations being implemented in the youth work or educational setting.
- seek their input and involvement in decision-making processes related to their child's inclusion.



## Share knowledge and resources

- educate parents and caregivers about Dyspraxia, its characteristics, and its impact on their child's development and daily life.
- provide them with resources, reading materials, and reputable websites that offer further information and support.
- collaborate with them to develop a personalized plan for their child, taking into account their strengths, challenges, and preferences.
- offer training sessions or workshops for parents and caregivers, focusing on practical strategies they can implement at home to support their child's motor skills, communication, and social interactions.

## Foster a supportive network

- educate parents and caregivers about Dyspraxia, its characteristics, and its impact on their child's development and daily life.
- provide them with resources, reading materials, and reputable websites that offer further information and support.
- collaborate with them to develop a personalized plan for their child, taking into account their strengths, challenges, and preferences.
- offer training sessions or workshops for parents and caregivers, focusing on practical strategies they can implement at home to support their child's motor skills, communication, and social interactions.



## Collaborative Goal Setting and Progress Monitoring

- involve parents and caregivers in setting individualized goals for their child's development and inclusion.
- regularly assess and discuss the progress made towards these goals, adjusting strategies and accommodations as needed.
- provide ongoing feedback and updates on their child's participation, achievements, and areas for growth.
- collaboratively develop strategies for generalizing skills learned in youth work or educational settings to the home environment.

By actively collaborating with parents and carers, youth professionals and educators can ensure a holistic approach to supporting individuals with dyspraxia. Through open communication, the sharing of knowledge and resources, fostering a supportive network, and collaborative goal setting, the impact of intervention efforts can be maximised, ultimately promoting the social inclusion and well-being of these individuals.



## Chapter 2.4: Professional Development and Training



By actively collaborating with parents and carers, youth professionals and educators can ensure a holistic approach to supporting individuals with dyspraxia. Through open communication, the sharing of knowledge and resources, fostering a supportive network, and collaborative goal setting, the impact of intervention efforts can be maximised, ultimately promoting the social inclusion and well-being of these individuals.

### **Stay Updated on Research and Best Practices:**

- keep abreast of current research, publications, and professional literature on dyspraxia and related fields.
- attend conferences, workshops, and seminars focused on developmental coordination disorders, motor skill development, and inclusive education.
- engage in online courses and webinars offered by reputable organisations and institutions specialising in motor coordination difficulties.

### **Collaborate with Experts and Specialists:**

- seek opportunities to collaborate and consult with professionals who specialise in dyspraxia, such as occupational therapists, speech and language therapists, or psychologists.
- engage in joint training sessions or workshops with experts to gain insights and practical strategies for supporting individuals with dyspraxia.





## **Reflective Practice and Self-Assessment:**

- engage in regular self-reflection and self-assessment of your own practices, strengths, and areas for improvement.
- seek feedback from colleagues, supervisors, and parents to identify areas that may require further development.
- use reflective journals, self-assessment tools, and peer discussions to deepen your understanding of inclusive practices and interventions.

## **Peer Learning and Collaboration:**

- foster a peer learning and collaboration culture within your organization or professional network.
- share experiences, success stories, and challenges with colleagues to exchange knowledge and strategies.
- organize peer support groups or learning communities focused on inclusive practices and supporting individuals with Dyspraxia.

## **Continuous Learning and Professional Growth:**

- engage in continuous learning by pursuing additional qualifications, certifications, or postgraduate studies in areas relevant to Dyspraxia and inclusive education.
- seek opportunities for mentorship or supervision from experienced professionals in the field.
- stay informed about the latest assistive technologies, apps, and tools that can support individuals with Dyspraxia in their daily lives.



By prioritising professional development and training, youth professionals and educators can enhance their skills and knowledge, ultimately improving their ability to support individuals with dyspraxia effectively. Continuous learning, collaboration with experts, reflective practice, and peer learning contribute to the development of a competent and compassionate workforce that is equipped to create inclusive environments for individuals with dyspraxia.



# Chapter 3: How to detect dyspraxia in youth work



Youth work involves engaging with young individuals, supporting their growth, and helping them navigate various challenges they may face. As a youth worker, it's crucial to be able to identify potential signs of dyspraxia in order to provide appropriate support and resources. In this chapter, we will explore the key indicators, tests, and strategies for detecting dyspraxia in youth work.

## 3.1. Tests and indicators

In this section, we will explore the tests and indicators commonly used to identify dyspraxia from an early age and during late adolescence and young adulthood.

**1. Assessment Tools:** several assessment tools are available to evaluate motor coordination and identify dyspraxia. Healthcare professionals like occupational therapists, psychologists, or paediatricians conduct these tests. Here are some commonly used assessment tools:

- Movement Assessment Battery for Children (MABC): MABC is a standardized assessment tool that evaluates motor skills in children aged 3 to 16 years. It includes tasks such as manual dexterity, balance, and aiming and catching. The results help identify motor coordination difficulties associated with dyspraxia.

- Bruininks-Oseretsky Test of Motor Proficiency (BOT-2): the BOT-2 assesses motor proficiency in individuals aged 4 to 21 years. It evaluates various motor skills, including fine motor precision, coordination, balance, and strength.



-Sensory Integration and Praxis Tests (SIPT): the SIPT evaluates sensory integration and praxis skills in individuals aged 4 to 8 years. It assesses motor planning, body awareness, and coordination through a series of tasks involving sensory and motor integration.

**2. Indicators and Observational Assessments:** Apart from formal assessment tools, there are several indicators and observational assessments that can provide valuable insights into the presence of dyspraxia. These indicators help identify potential areas of concern that may warrant further evaluation. Here are some common indicators and observational assessments for dyspraxia:

-Motor Development Milestones: monitor the individual's achievement of motor development milestones during infancy, such as rolling, crawling, walking, and self-feeding. Significant delays in achieving these milestones may indicate motor coordination difficulties.

-Clumsiness and Poor Coordination: observe signs of clumsiness and poor coordination, such as frequent tripping or falling, difficulty with balance, bumping into objects, or dropping things regularly.

-Fine Motor Skill Challenges: pay attention to difficulties in fine motor tasks, including handwriting, using utensils, buttoning clothes, tying shoelaces, or manipulating small objects.

-Planning and Organizational Issues: notice if the individual struggles with planning and organising tasks, following multi-step instructions, managing time effectively, or frequently forgetting or misplacing items.

-Sensory Sensitivities: be aware of any sensory sensitivities, such as aversion to certain textures or sensitivity to noise, light, or touch. These sensitivities can often coexist with dyspraxia.

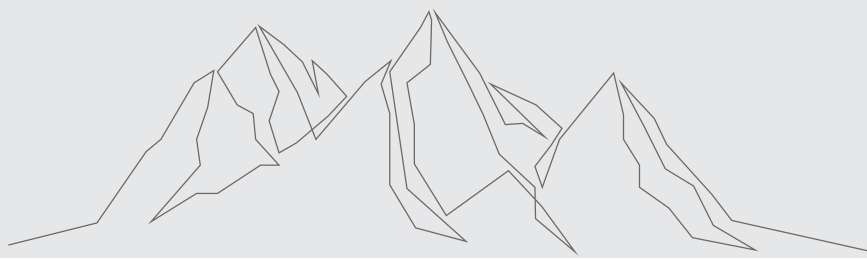


**3. Collaboration and Information Gathering:** Detecting dyspraxia requires collaboration and information gathering from multiple sources. It is essential to gather input from parents, teachers, carers, and other relevant professionals involved in the individual's life. This comprehensive approach helps paint a holistic picture of the individual's challenges and assists in the accurate detection of dyspraxia.

-Parent and Caregiver Interviews: conduct interviews with parents or carers to gather information about the individual's developmental history, motor skill challenges, and any concerns they may have noticed.

-Teacher and School Observations: collaborate with teachers and school staff to obtain information about the individual's performance in physical education, handwriting, coordination-based activities, and their overall functioning in the school environment

-Multidisciplinary Team Evaluation: engage professionals from different disciplines, such as occupational therapists, paediatricians, psychologists, or educational specialists, to provide their expertise and insights. A multidisciplinary approach ensures a comprehensive assessment of the individual's motor skills and coordination.



## Detecting Dyspraxia in Late Adolescence and Young Adulthood (Ages 15–30)

**While dyspraxia is often detected in childhood, it can also manifest or become more apparent during late adolescence and young adulthood. Recognising dyspraxia in this age group is crucial for providing appropriate support and guidance as individuals transition into adulthood. In this section, we will explore the signs and indicators that can help detect dyspraxia in the age range of 15 to 30 years old.**

**1. Motor Skill Challenges:** In late adolescence and young adulthood, individuals with dyspraxia may continue to experience difficulties with motor skills. Here are some indicators to consider:

**Fine Motor Skills:** observe challenges in tasks that require fine motor skills, such as handwriting, using small tools or instruments, manipulating small objects, or precise hand-eye coordination.

**Gross Motor Skills:** pay attention to difficulties in activities that involve coordination and physical movement, such as sports, dancing, catching or throwing objects, or navigating through crowded spaces.

**Balance and Spatial Awareness:** notice if the individual frequently loses balance, struggles with coordination during activities that require balance, has difficulty navigating unfamiliar environments, or frequently bumps into objects.

**2. Planning and Organization Difficulties:** Dyspraxia can impact planning and organization skills, which become more critical as individuals transition into young adulthood. Look for the following indicators:

**Time Management:** observe if the individual struggles with time management, meeting deadlines, or estimating time accurately.

**Task Planning:** notice difficulties in planning and organizing tasks, breaking them down into smaller steps, or creating effective strategies to accomplish goals.

**Executive Functioning Challenges:** look for difficulties with cognitive processes such as working memory, attention, problem-solving, and goal-directed behaviours.

**3. Social and Emotional Implications:** Dyspraxia can have social and emotional implications for individuals in their late teens and early adulthood. Consider the following indicators:

**Social Interactions:** observe if the individual experiences challenges in social interactions, such as difficulty interpreting nonverbal cues, maintaining eye contact, or coordinating movements during group activities.

**Self-Esteem and Confidence:** pay attention to any signs of low self-esteem, lack of confidence, or frustration related to motor skill challenges and difficulties in daily activities.

**Mental Health Concerns:** be aware of the potential impact of dyspraxia on mental health, including increased stress, anxiety, or depression. These conditions may arise due to challenges faced in various areas of life.

**4. Collaborative Assessment:** Detecting dyspraxia in late adolescence and young adulthood requires a collaborative approach involving various professionals and individuals in the person's life. Here are some avenues for gathering information:

**Self-Report:** encourage the individual to reflect on their own experiences, challenges, and concerns related to motor skills, organization, and social interactions.

**Parental Input:** seek input from parents or guardians regarding the individual's developmental history, motor skill challenges noticed during childhood, and any relevant information that could contribute to the assessment.

**Educators and Employers:** collaborate with teachers, professors, or employers to gather insights about the individual's performance in academic or work-related tasks, coordination-based activities, and social interactions.

**Specialist Evaluation:** consult professionals specializing in dyspraxia, such as occupational therapists, psychologists, or neuropsychologists, for a comprehensive evaluation and diagnostic assessment.



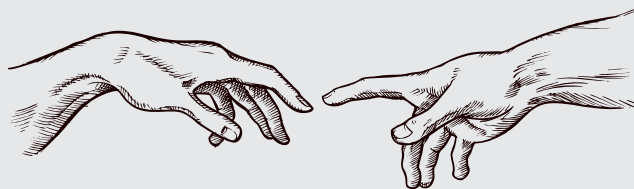


## 3.2. Activities for People with Dyspraxia



*Participating in social activities can be a great way for people with dyspraxia to develop social skills, build connections with others, and improve their overall quality of life. Here are some social inclusion activities that can be particularly beneficial for people with dyspraxia:*

- Physical activities
- Art and music activities
- Social games and group activities
- Educational activities
- Community involvement activities
- Youth work and strategies



### 3.2.1. Physical activities:

Physical activities can help people with dyspraxia improve their coordination, balance, and motor skills. Activities like swimming, yoga, and martial arts can be particularly helpful. It's important to work with a qualified instructor who understands dyspraxia and can provide adaptations and accommodations as needed.

**Yoga:** Yoga is a gentle and holistic activity that offers numerous benefits for individuals with dyspraxia. It focuses on breath control, body awareness, and gentle movements that can improve coordination, balance, and flexibility. Here's how to incorporate yoga into their routine:

- start with simple poses: begin with basic yoga poses that emphasize balance and stability, such as Mountain Pose, Tree Pose, or Warrior Pose. Encourage individuals to focus on body alignment and breathe deeply while holding each pose.

- use visual cues: utilize visual cues, such as pictures or diagrams, to assist individuals with understanding and following the correct posture and alignment during yoga poses.

- incorporate mindfulness and relaxation: introduce mindfulness techniques, such as guided meditation or deep breathing exercises, at the beginning or end of the yoga session to promote relaxation and self-awareness.





**Dance:** Dance is an expressive and dynamic physical activity that can be adapted to accommodate individuals with dyspraxia. It promotes body coordination, rhythm, and self-expression. Consider the following when incorporating dance into their routine:

- start with simple movements: begin with basic dance steps and movements that focus on rhythm, body coordination, and spatial awareness. Break down complex movements into smaller, manageable steps.
- use visual cues and demonstrations: provide visual cues, such as videos or demonstrations, to help individuals grasp the dance movements. Breaking down the movements into smaller components and practising them repetitively can be beneficial.
- encourage freestyle and self-expression: create a supportive environment where individuals can explore freestyle dance and express themselves creatively. This allows them to develop their own unique style and build confidence in their movements.

**Martial Arts:** Martial arts offer a structured and disciplined approach to physical activity while enhancing coordination, focus, and self-confidence. Adaptations can be made to accommodate individuals with dyspraxia. Consider the following when introducing martial arts:

- choose a suitable discipline. select a martial arts discipline that emphasizes coordination, balance, and self-control. Styles such as Tai Chi, Aikido, or Judo can be beneficial for individuals with dyspraxia.

- modify techniques and movements: work with instructors to modify techniques and movements to accommodate the individual's specific needs. Breaking down complex moves into simpler steps can help individuals grasp the techniques more effectively.

- focus on personal growth: emphasize personal growth, self-improvement, and individual progress rather than competition. Martial arts can foster discipline, perseverance, and resilience in individuals with dyspraxia.

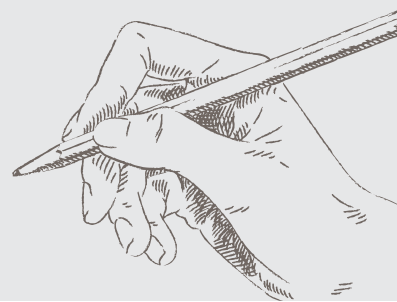


### 3.2.2. Non-Formal Physical Workshops are beneficial for People with Dyspraxia

When it comes to supporting individuals with dyspraxia, non-formal physical workshops can provide a relaxed and inclusive environment for learning and practising various skills. These workshops focus on promoting physical coordination, motor skills, and social interaction. Here are some non-formal physical workshops that can be beneficial for people with dyspraxia:

**-Sensory Obstacle Course:** Create a sensory obstacle course that incorporates various stations designed to engage different senses and improve coordination. Each station can offer a unique sensory experience, such as crawling through tunnels, balancing on beams, jumping on trampolines, or navigating textured surfaces. The workshop can be structured to encourage participants to complete the course at their own pace, allowing them to focus on improving their motor skills, balance, and body awareness.

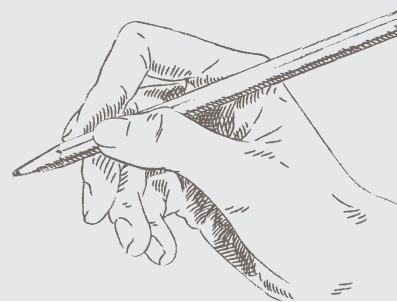
**-Creative Movement and Expressive Arts:** Combine movement activities with expressive arts to encourage self-expression and improve coordination. Participants can engage in activities such as guided movement exercises, dance routines, improvisation, and creative storytelling through movement. This workshop provides a safe space for individuals to explore their own unique movement styles and express themselves creatively. It promotes body awareness, coordination, and confidence in movement.



**-Team-Building Sports and Games:** Organise team-building sports and games that focus on cooperation, communication, and inclusive participation. These workshops aim to develop social skills, teamwork, and coordination. Some examples include modified versions of team sports like soccer or basketball that emphasise cooperation rather than competition. Games that involve passing objects, navigating through obstacles together, or solving challenges as a team can also be included. The focus should be on creating an inclusive and supportive environment where individuals can practise their motor skills while fostering social connections.

**-Outdoor Adventure Activities:** Outdoor adventure workshops offer opportunities for individuals with dyspraxia to engage in physical activities in a natural and stimulating environment. Activities such as hiking, nature walks, low ropes courses, or canoeing can be included. These workshops promote physical coordination, spatial awareness, and sensory integration. Participants can explore their surroundings, navigate different terrains, and challenge themselves in a supportive, nature-based setting.

**-Mindfulness workshops** provide a calming and nurturing environment for individuals with dyspraxia to enhance body awareness, balance, and relaxation. The sessions can focus on gentle yoga poses, breathing exercises, guided meditation, and mindfulness activities. The emphasis should be on self-acceptance, relaxation, and promoting a sense of inner calm. Yoga props, such as blocks or straps, can be used to support individuals in maintaining proper alignment and experiencing the benefits of each pose.



**Non-formal physical workshops tailored for individuals with dyspraxia offer an inclusive and supportive space to improve coordination, motor skills, and social interaction. Whether through sensory obstacle courses, creative movement and expressive arts, team-building sports and games, outdoor adventure activities, or yoga and mindfulness, these workshops provide opportunities for growth, self-expression, and enjoyment. The key is to create an environment that celebrates individual strengths, fosters a sense of belonging, and encourages participants to explore their physical abilities at their own pace.**



### 3.2.3. Art and music activities:

Non-formal art and music activities can provide individuals with dyspraxia with a creative outlet for self-expression, sensory exploration, and skill development. These workshops offer a relaxed and inclusive environment that focuses on individual strengths and encourages participants to engage in artistic and musical experiences. Here are some non-formal art and music workshops beneficial for people with dyspraxia:

**-Sensory Art Exploration:** Create a sensory art workshop that allows participants to explore different art materials and textures. Provide a variety of art supplies, such as clay, fabric, textured papers, paint, and markers. Encourage individuals to experiment with techniques such as finger painting, collage-making, or sculpture. The emphasis should be on the sensory experience of art-making, promoting fine motor skills, creativity, and self-expression.

**-Music and Rhythm Circle:** Organise a music and rhythm circle where participants can engage in group music-making activities. Provide a range of musical instruments, including drums, shakers, tambourines, and xylophones. Encourage individuals to explore different rhythms, beats, and melodies together. The focus should be on collective music-making, rhythm awareness, and developing a sense of timing and coordination through playing and listening to music.

**-Collaborative Art Projects:** Facilitate collaborative art projects where participants can work together to create a larger artwork or installation. This workshop fosters social interaction, cooperation, and creativity. Encourage participants to contribute their artistic styles and skills to the artwork. It could involve painting a mural, creating a group collage, or building a sculpture. The process of collaboration and working towards a shared artistic goal can enhance communication, teamwork, and fine motor coordination.



**-Adaptive Instrument Workshops:** Offer adaptive instrument workshops that focus on exploring musical instruments that are adapted to accommodate different physical abilities. Provide instruments such as adapted keyboards, drums, or specialised musical interfaces that allow individuals with dyspraxia to play and create music comfortably. Tailor the workshop to cater to individual needs, allowing participants to experiment with different instruments and find the ones that suit their motor skills and preferences.

**-Music and Movement Integration:** Combine music and movement in a workshop that incorporates dance, rhythmic activities, and music appreciation. Use music as a backdrop to guide participants through movement exercises such as dance routines, body percussion, or guided improvisation. Encourage individuals to express themselves physically through movement while syncing with the rhythm and melodies of the music. This workshop promotes coordination, body awareness, and creative expression.

**Non-formal art and music activity workshops provide individuals with dyspraxia with the opportunity to engage in creative expression, sensory exploration, and skill development. Whether through sensory art exploration, music and rhythm circles, collaborative art projects, adaptive instrument workshops, or music and movement integration, these workshops foster creativity, social interaction, and self-confidence. The key is to create an inclusive and supportive environment where individuals can explore their artistic abilities, develop their motor skills, and experience the joy of artistic and musical expression.**

### 3.2.4. Social games and group activities

Social games and group activities can help people with dyspraxia develop social skills and build connections with others. Activities like board games, team sports, and group outings can be particularly helpful. It's important to create a supportive and inclusive environment and to provide accommodations and adaptations as needed.

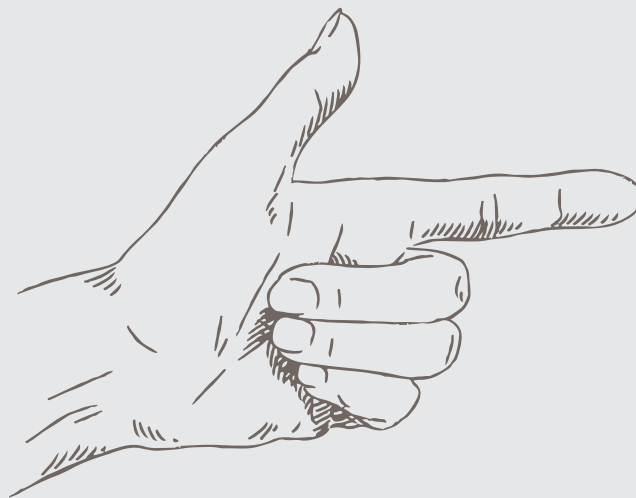
**-Cooperative Team Building Games:** Cooperative team-building games focus on fostering collaboration, communication, and problem-solving skills. These games encourage participants to work together towards a common goal rather than compete against each other. Examples of cooperative games include building a human knot, navigating an obstacle course as a team, or solving a puzzle collectively. These activities promote social interaction, coordination, and the development of teamwork skills.

**-Memory and Matching Games:** Memory and matching games help improve concentration, visual perception, and cognitive skills while engaging in a social setting. Use cards or pictures with matching pairs and arrange them facedown. Participants take turns flipping over two cards to find a match. Encourage individuals to engage in conversation while playing, fostering social interaction and memory development. Adjust the level of difficulty based on the abilities of the participants.

**-Drama and Improvisation Activities:** Drama and improvisation activities promote creativity, self-expression, and social engagement. These activities can include role-playing scenarios, improvising scenes, or acting out stories. Provide open-ended prompts or scenarios, allowing participants to use their imagination and creativity to develop characters and scenes. Dramatic activities help individuals with dyspraxia improve body awareness, coordination, and self-confidence while engaging in social interactions.

**-Board Games and Strategy Games:** Board games and strategy games offer opportunities for social interaction, problem-solving, and critical thinking. Choose games that can be adapted to accommodate different abilities and provide a range of challenges. Encourage turn-taking, communication, and cooperative strategies. Games such as chess, Scrabble, or cooperative board games like Pandemic or Forbidden Island can be beneficial for individuals with dyspraxia. These activities promote cognitive skills, decision-making, and social engagement.

**-Charades and Pictionary:** Charades and Pictionary are classic non-verbal communication games that can enhance body awareness, coordination, and social interaction. Participants act out words or phrases without speaking in charades, while in pictionary, they draw pictures for others to guess. These games encourage participants to use non-verbal cues, gestures, and creativity to convey messages. They provide opportunities for social engagement, teamwork, and coordination skills.



### 3.2.5. Community involvement activities

Community involvement activities can help people with dyspraxia develop a sense of belonging and connection to their community, promoting social integration, self-esteem, and a sense of belonging. Participating in meaningful community activities allows individuals to contribute their skills and talents while developing new ones. Activities like volunteering, community events, and local clubs can be particularly beneficial. It's important to provide accommodations and adaptations as needed, such as arranging transportation or providing communication aids.

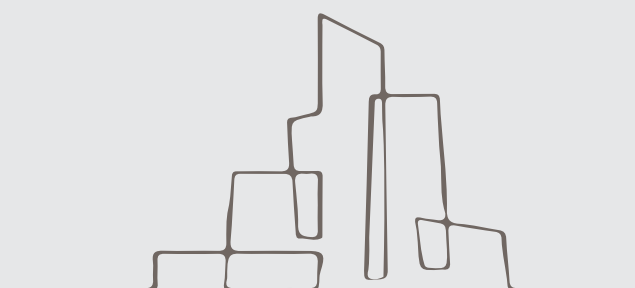
**-Volunteering:** Volunteering provides individuals with dyspraxia an opportunity to contribute to their community while developing social skills and self-confidence. Encourage participants to volunteer at local charities, community centres, or animal shelters. Activities could include assisting with organising events, helping in community gardens, or supporting fundraising initiatives. Volunteering fosters a sense of purpose and accomplishment and promotes social connections and empathy.

**- Community Arts and Crafts Workshops:** Organise arts and crafts workshops within the community, inviting individuals with dyspraxia to participate. These workshops can involve creating murals, sculptures, or other artistic installations that enhance public spaces. Collaborative projects allow participants to express themselves creatively while fostering teamwork, communication, and motor skills. The finished artworks can contribute to the beautification of the community and serve as a source of pride for participants.

**-Local Sports and Recreation Programmes:** Encourage individuals with dyspraxia to join local sports and recreation programmes specifically designed to be inclusive and adaptive. These programmes provide opportunities for participation in various sports activities, such as adapted swimming, wheelchair basketball, or inclusive hiking groups. By engaging in sports and recreational activities alongside their peers, individuals with dyspraxia can develop physical fitness, coordination, and teamwork skills while fostering a sense of belonging and camaraderie.

**-Community Gardening:** Engage individuals with dyspraxia in community gardening initiatives. Community gardens offer opportunities for participants to contribute to the environment while developing fine motor skills and sensory awareness. Tasks could include planting, weeding, watering, and harvesting. Gardening activities foster a sense of responsibility, patience, and connection with nature. Additionally, community gardening projects often provide a supportive and inclusive atmosphere that encourages social interaction and skill sharing.

**-Mentoring and tutoring programmes:** encourage individuals with dyspraxia to participate in mentoring and tutoring programmes within the community. They can serve as mentors or tutors to younger children or individuals who may benefit from their experiences and skills. This involvement allows individuals with dyspraxia to build self-esteem, leadership qualities, and communication skills while positively impacting others. Mentoring and tutoring programmes create an inclusive environment that fosters empathy, understanding, and meaningful connections.



### 3.2.6. Youthwork and strategies

Creating an inclusive environment for people with dyspraxia involves making adjustments to ensure that everyone can participate in activities and access information equally. Here are some specific strategies that can help:

**-Provide clear and concise instructions:** People with dyspraxia may struggle with processing and retaining information. To support them, provide clear and concise instructions, and avoid using jargon or complex language.

**-Use visual aids:** Visual aids can help people with dyspraxia understand tasks and activities better. For example, you could use diagrams, pictures, or videos to demonstrate how to perform a task or activity.

**-Adapt activities or equipment:** Depending on the type of dyspraxia a person has, they may struggle with fine motor skills, gross motor skills, or both. Consider adapting activities or equipment to accommodate their specific needs. For example, you could provide weighted pens or pencil grips to help with handwriting or alternative ways to participate in physical activities, such as using a chair or support.

**-Break down tasks:** Breaking down tasks into smaller steps can make them more manageable for people with dyspraxia. This can also help them avoid feeling overwhelmed or frustrated.

**-Use positive reinforcement:** People with dyspraxia may experience low self-esteem or frustration due to their difficulties with movement and coordination. Use positive reinforcement, such as praising effort and progress, to help build their confidence and self-esteem.

**-Create a supportive atmosphere:** Creating a supportive and welcoming atmosphere can help people with dyspraxia feel more comfortable and included. Encourage teamwork, collaboration, and mutual respect among all participants.

**-Provide reasonable accommodations:** If a person with dyspraxia requires reasonable accommodations, such as extra time or breaks, to participate in an activity fully, make sure to provide them.

*By implementing these strategies, you can create an inclusive environment that supports people with dyspraxia to participate fully in activities and achieve their potential.*

*If you notice the social exclusion of people with dyspraxia, there are several strategies you can use to address the situation and promote inclusion. Here are some examples:*

**-Raise awareness:** Many people are not familiar with dyspraxia and its effects. Educate others about the disorder, its impact, and how to support people with dyspraxia to promote understanding and empathy.

**- Encourage inclusion:** Encourage all members of the group to participate and interact with each other, including those with dyspraxia. Create opportunities for people with dyspraxia to take on leadership roles or contribute their unique skills and perspectives.

**- Build social skills:** People with dyspraxia may struggle with social skills, which can contribute to social exclusion. Provide opportunities to build social skills, such as group activities or social skills training.

**-Provide support:** Offer support to people with dyspraxia who are experiencing social exclusion. This may involve providing one-on-one mentoring, counselling, or peer support.

**-Address negative behaviour:** If you notice negative behaviour, such as teasing or bullying, towards people with dyspraxia, take immediate action to address it. Communicate to the group that such behaviour is not acceptable and can have serious consequences.

**-Create an inclusive environment:** Create an environment that is welcoming and accommodating to people with dyspraxia. Provide appropriate accommodations, such as visual aids or adapted equipment, and ensure that activities are accessible to everyone.

**-Seek input:** Seek input from people with dyspraxia about how to promote inclusion and address social exclusion. They may have valuable insights and suggestions that can help create a more inclusive environment.

**By using these strategies, you can help address the social exclusion of people with dyspraxia and create a more inclusive and supportive environment for everyone.**

**In summary, social inclusion activities for people with dyspraxia should focus on providing opportunities for social interaction and communication, building skills and confidence, and creating a supportive and inclusive environment. By providing accommodations and adaptations as needed, we can ensure that everyone has equal access to social inclusion activities.**



## 3.3 Evaluating the Effectiveness of activities for People with Dyspraxia



*Evaluating the effectiveness of social inclusion activities for people with dyspraxia requires a well-defined process that involves setting clear goals and objectives, collecting relevant data, analysing the data, making necessary adjustments and improvements, and communicating the results and outcomes. Here is a breakdown of each step of the process:*

**-Setting goals and objectives:** The first step in evaluating the effectiveness of social inclusion activities for people with dyspraxia is to define the goals and objectives of the programme. Goals and objectives should be specific, measurable, achievable, relevant, and time-bound (SMART). For example, a goal might be to increase social participation among people with dyspraxia, while an objective might be to increase the number of social activities attended by participants.

**-Collecting data:** Once the goals and objectives have been established, the next step is to collect data to measure the effectiveness of the social inclusion activities. Data collection methods might include surveys, interviews, focus groups, and observation. It's important to collect data from both participants and facilitators to get a complete picture of the program's effectiveness.

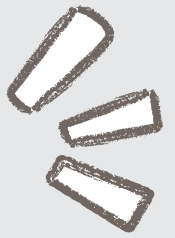
**-Analysing data:** Once data has been collected, it's important to analyse it to determine the effectiveness of the programme. Data analysis might involve using statistical software to identify trends and patterns in the data, or it might involve qualitative analysis of the data to identify themes and commonalities. The data analysis should focus on whether the programme is achieving its goals and objectives.

**-Making adjustments and improvements:** Based on the findings from the data analysis, adjustments and improvements should be made to the social inclusion activities for people with dyspraxia. This might involve modifying the programme structure or content, providing additional resources or support, or addressing specific issues or concerns raised by participants or facilitators.

**-Communicating results and outcomes:** Finally, the results and outcomes of the social inclusion activities for people with dyspraxia should be communicated to all stakeholders. This might involve creating a report or presentation that summarises the findings, sharing the report with programme participants and facilitators, and presenting the findings to the broader community. Communication should focus on the successes of the programme as well as areas for improvement and next steps.

**Evaluating the effectiveness of social inclusion activities for people with dyspraxia requires a structured process that involves setting goals and objectives, collecting and analysing data, making necessary adjustments and improvements, and communicating the results and outcomes. By following this process, programme facilitators can ensure that social inclusion activities are effective and beneficial for people with dyspraxia.**

# Chapter 4: How to raise awareness and make an impact through the campaign?



Raising awareness about Dyspraxia is of paramount importance because it helps dispel misconceptions, provides support to those affected, and fosters a more inclusive and understanding society. There are some instructions that can help building an effective campaign that reaches intended target groups and produces significant benefits in shaping perspectives.

## 4.1. Target groups

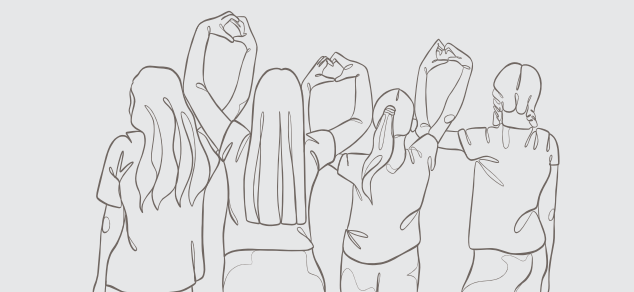
Key components of an all-encompassing plan to educate a wide audience about dyspraxia include awareness-raising and information dissemination. Unfortunately, in European cultures, even among medical professionals, dyspraxia is not commonly recognised or discussed. As a result, there is a dearth of knowledge about this condition and its serious toll on individuals with it. Raising awareness among the general public is crucial for gaining more interest and support, encouraging more initiative and action, and mobilising local expertise and resources. It helps us develop inclusive environments and empowers people to take proactive steps to protect their physical and mental health and the health of others.

The importance of active campaigning and informing people about crucial world matters is huge, especially when discussing medical conditions and overall health, but it is not as simple as it sounds. Raising awareness campaigns are very complex, strategic steps that need to be taken, considering various factors. In this chapter, we will briefly elaborate on these actions and provide some tips on implementing an effective campaign that will reach the wider masses.

## Identifying the target group

Very important, and the first step in building the campaign is identifying the target group. Who are you talking to, exactly? Although it appears straightforward, many communicators have difficulty responding to this question. Politicians frequently use the word "everyone" or make statements with a broad audience to garner support. It's crucial to know exactly who you're talking to. Reaching your target audience via social media is now more important than ever. This subset of the population is referred to as a "micro-target audience," and they are the people on whom your campaign will have the greatest possible effect. We should begin by casting a wide net in order to locate this demographic. Age, gender, location, and religious affiliation are typical demographic and geographic factors used to define a target audience.

Following the establishment of a broad target audience, a more narrow one must be developed. The mapping method is used to do this. The method's original intent (in the context of "traditional marketing") was to encourage the purchase of tangible goods. However, the framework can be used for any type of communication, including efforts to affect behaviour through the use of alternative or competing stories. After settling on a specific behaviour to investigate, we break down the question into its influencing factors, the beliefs that underlie that behaviour (or attitude), and the underlying emotions that motivate the target audience.



## The target question

A target question is a very important factor to consider when starting the campaign. Behaviour-related questions are what we call "target questions." One must first ask "why." The higher the quality of your map, the more explicit the query must be.

Reasons for social interactions and free-willed actions

People who hold similar beliefs form a community. Teenagers, moms, and the unemployed are examples of what these groups can look like.

The audience has complete freedom to take any action. This is something the community has decided to undertake on its own. Many people mistakenly believe that religious and cultural practices are not voluntary. Anyone can choose to participate in religious rituals and holidays.

## Emotional payoff

Understanding behaviour requires an understanding of emotions. It is not true that logic drives our decision-making; rather, emotion is the most influential factor. Therefore, it is necessary to comprehend how the audience perceives the behaviour in relation to who is initiating the campaign. It is important to build credibility as an organisation in order for people to have trust and positive feelings towards what you are doing. A good start can be made by promoting the projects that are implemented, the benefits communities have received from your actions, and the improvements made and recognised.

## How to find the audience?

The internet is vast, and several subsets of its user base access it for specialized purposes. Facebook and Twitter are popular among millennials, while Snapchat and Instagram are more popular among the younger generation. Think back to the people you want to reach. What are the best online and offline places you can find these people?

The social media site where we already have the most contacts is usually the one we choose. However, selecting the platform your intended audience is already familiar with and comfortable with is crucial. Twitter is not the place to reach your demographic if they like visual content like memes and photographs, and Snapchat and TikTok are not the places to do so.

You can search for your demographic online by joining relevant Facebook groups, checking out the profile of a friend who potentially falls into that demographic, investigating the hashtags they favor, or visiting a page that is already popular among that demographic. To locate the couple's accounts, visit their profiles or the URLs they provided.

## How to persuade your target group?

Learning with an emotional component, such as persuasion, can affect one's existing views and the associated emotional payoffs.

Three things are required for effective persuasion:

1. A credible or trustworthy individual
2. A logical approach in which information is presented in an easily understandable way for the target group you have previously chosen.
3. An appeal to the listener's emotions (either positive or negative) is used to reinforce the new information, behavior, or perspective.

## Logical approach

Don't assume that your readers will follow the same reasoning as you did. Take a look at the beliefs held by your intended audience. To alter something, focus on a short piece of information or a mutual belief you have with your target audience, and start your campaign by agreeing with them.

## Listeners' emotions—how will this help?

The key to persuasion is appealing to the listener's sentiments. The use of logic alone is insufficient. Emotion is a powerful force that shapes our perceptions and is associated with the recollection of past experiences. It's not always a sensible decision when picking a significant other, a car, or a house.

When we know what the audience values most emotionally, we may use that information to test hypotheses that could shake up their worldview. Keep in mind that any persuasive argument must involve a change in value. When we know what the audience values most emotionally, we may use that information to test hypotheses that could shake up their worldview. Keep in mind that any persuasive argument must involve a change in value. We are not likely to do so if we are not encouraged to learn and adopt new perspectives. Changes from one extreme to the other (positive to negative, or negative to extremely positive) or amplifying the value (positive to very positive, or negative to very negative) both provide encouragement. The range of possible values is from plus (+) to plus (++) to minus (-) to minus (-).

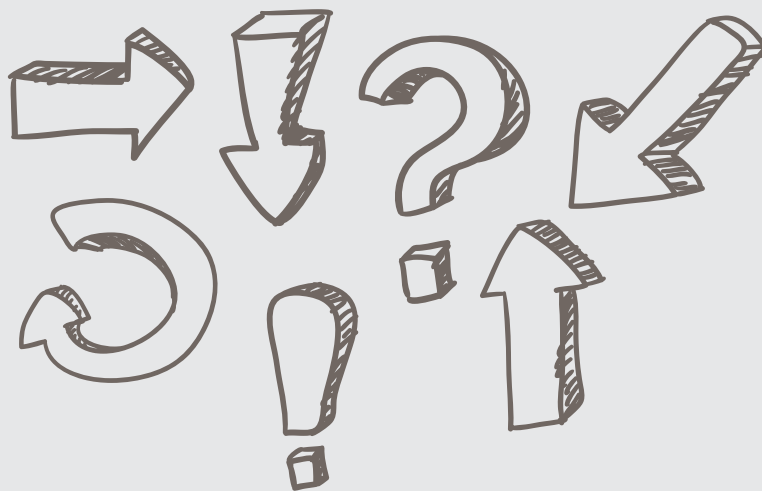


## 4.2. Aim Statement

Once you've determined who your audience is, the purpose provides the "what to say." You need a statement about your target audience, a reliable source, a logical approach, and a fresh, emotional appeal in order to formulate a goal.

The formula for a successful purpose statement is: audience description, reliable source, logical approach, and emotional appeal.

For example, we want to reach youth workers active in the field and their communities because they can spread the message about the condition of Dyspraxia and understand that this condition should be treated and paid attention to, and that is the way of helping kids in our communities who have not identified this as an issue and feel they are not understood.







## Key campaign message

Your campaign's success depends heavily on the message you send out. It's the major ideas and arguments you want people to take away from your presentation and the facts you want them to know. You may think of it as a discussion with the people in the audience. Therefore, it needs to be understandable, simple, and logical.

The central message of the campaign should emphasize three things:

**1. Make sure you're using straightforward language free of unnecessary jargon and acronyms.**

First, identify the issue.

Warning: spreading false information

**2. Motivate your audience to take action by delivering a positive, captivating message rich with valuable information.**

Suggest a solution: it's simple to double-check facts.

**3. Credible: if the target audience believes your argument, finds it meaningful and remembers it, you've succeeded.**

Invite others to the action.

*Make sure your campaign message is crystal clear on these points, and you'll be well on your way to a successful campaign!*

## Create SMART Goals

We need many smaller, more precise goals to achieve our big dreams. An easy way to do this is to divide your ambitions into SMART goals. If you work through SMART goals, you will achieve future goals quickly and in a structured way. SMART goals are an easy way to formulate the goals of your campaign. When you create SMART goals, you should think of five different elements.

They are:

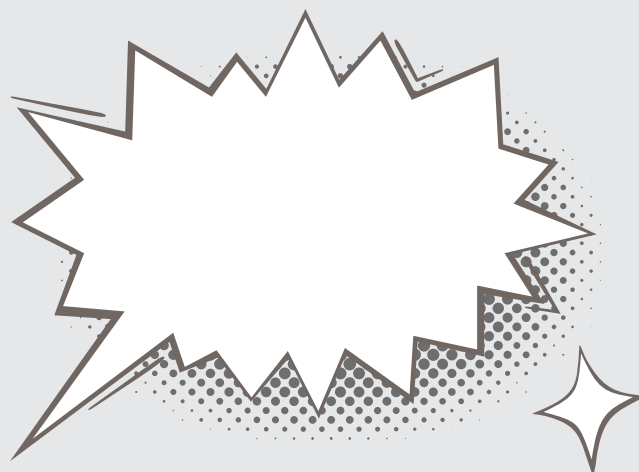
**Specific:** What exactly do you want to achieve?

**Measurable:** Establish clear definitions to help you measure if you're reaching your goal.

**Attainable:** Can you take all the steps you need to reach your goal?

**Relevant:** How will meeting this goal help you? Does your goal relate to your aim?

**Time-Bound:** How long will it take to reach your goal?



## Define actions

Actions are even smaller than SMART goals. They describe the steps you need to take to achieve a goal. This will help you define everything you need to do to achieve your goals.

## Risks

There are several risks in all campaigns. Before you launch a campaign, think about what could go wrong and how you can fix it. This is because when something bad does happen, you anticipate it and then can deal with it calmly. What would you do if internet trolls attacked your campaign? What will you do when no one responds to your posts, endangering the goals you set for your campaign? What kind of moderation policy do you have (what kind of comments will you remove and what not)? Can you stay safe while hosting an offline event?

If you run a successful campaign, you should anticipate some hateful comments. But don't freak out! It means that you reached someone on an emotional level, which could be a success indicator.

Here are some of the strategies you can use in case your campaign encounters some negative reactions:

**Delete:** If you don't want any vulgar language on your page, you can delete the comment.

**Hide:** Another option is to hide the post. No one will be able to see the comment anymore except for the author. He will, therefore, never find out about your censorship.

**Respond:** You can respond to a comment if you think you can engage in dialogue. Try to ask open-ended questions, and don't be defensive.

**Ignore:** Sometimes it is best to 'not feed the troll'; just ignore the comment and move on.

Counter: You can also use emotional messaging to counter a troll, but this could be very time consuming and difficult to make an impact on. You'll often end up in an ors-vs-no game with no end in sight.

**Resilience:** Don't forget, you can always just switch off your phone and not be involved anymore! Sometimes you need to take a break and take a step back; you don't have to be on top of things and constantly campaigning all the time. You must remember that if people comment heavily and don't see it until it is too late, it could damage your campaign.

**Safety First:** To avoid the risk of being hacked, use a password manager and two-factor authentication, changing your passwords every few months.

**Seek Help:** You can always ask for help when you're not sure how to deal with a specific situation. Reach out to other campaigns like the 'no hate speech movement' or 'Get the trolls out' and ask for advice.

## Call to action

*Every effective campaign has the fundamental goal of changing people's behaviour, and that goal can only be achieved through a call to action. Tell the people who will be reading your narrative why they should care about your campaign and what difference it will make by doing so. Your audience's participation goal might be the focal point of a successful call to action.*



## 4.3. How to build a visual identity



You need to create a brand for your campaign so that people will recognize it immediately. Create the following as part of this process:

-Think of a **name for your campaign** that conveys your mission and stands out from the crowd. To come up with a good name for your campaign, you may use a tool like [namelix.com](https://www.namelix.com).

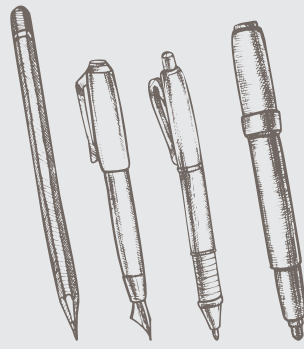
-**The colour scheme** you choose for your campaign will be one of the first things people notice.

-**A catchy tagline** might help people remember what you're trying to say. Consider the slogans of companies like Nike, Adidas, and McDonald's: "Just do it," "Impossible is nothing," and "I'm Loving it," respectively. Simple lines like this allow us to identify the organization that employs them instantly.

-**Hashtags** are a great technique to gain exposure and expand your internet campaign's reach. You could make one hashtag extremely specific to your area, another to your region, and a third to the nation (or the world). If you wish to use a certain hashtag, you should check to see if it has already been taken. For instance, the hashtag [#loveislove](#) is already in use, but a localised version of that phrase might be accessible.

Several hashtags were used during the March For Our Lives, including [#neveragain](#), [#enoughisenough](#), and the hyper-local [#parkland](#).

-**Bio:** Be genuine in your bio, making sure to keep it brief and to the point so people know what they're getting into. Make use of a catchy headline, and don't be afraid to throw in a topic-starting sentence or two. Incorporate a link to your location and a call to action. Pay attention to appropriateness in both tone and vocabulary



# Additional tips

*Communicating your primary purpose for being should be brief and direct.*

*Stick in People's Minds: How Can I Captivate My Specific Audience?*

*Communicate your Goals*

*Be Credible: Something Easy to Understand, Real, and Attain*

*Make people laugh if you can.*

*Last but not least, be consistent!*

## Analyse what you have achieved

### Web Analytical Tools

You can evaluate the success of your campaign's outreach efforts by using the suggested metrics below. These indicators should be measured continually throughout the campaign and for up to two weeks after the last campaign post, using web analytics and social media analytics, in order to acquire a quantitative analysis of your campaign. They can be categorized as either "vanity metrics" or "impact metrics."

Measures of superficial success include social media post reach, social media likes, social media comments, and social media shares.

Measures of Influence Percentage of Users Interacting with Content Number of Clicks on Campaign Pages Cost Per Click.





## Analyse what you have achieved

### **Analysis of Qualitative Data**

Keep in mind that a qualitative content study of your campaign is also necessary. Where do participants fit into the campaign? In the social media comments, what are people saying about the posts? Is it possible to single out any "aha!" moments or responses? Is it possible to detect a shift in perspective? Impact metrics, which include the sorts of conversational questions mentioned above, will aid you in developing a more thorough review of your campaign.

You can also gauge the campaign's impact by conducting an online survey using Survey Monkey, Google Survey, or your preferred survey tool shortly after it concludes. Inquire whether the listeners know the campaign's name or remember any of its messages. Were they familiar with the campaign's central idea? Has the campaign made them more informed on the subject? Has their opinion shifted as a result of the campaign? Include open-ended questions to learn more about the campaign's impact and how to make changes in the future. Inquiries like, "Can you give an example of how the campaign has changed your view of the issue?" Is there anything you'd like to see changed or added to this campaign? To maintain participation, survey questions should be kept concise.



## 4.4. How to measure engagement?



*The level of engagement your material receives from your target demographic will vary depending on its format. When determining the success of your campaign, some criteria are more important than others.*

Likes on posts don't tell you as much as a lengthy conversation between users in the comments. A 30-minute video that gets watched all the way through offers much more opportunity to convey your message than a 3-second GIF. About three levels of involvement can be distinguished (from good to best):

### **1. "FLIRTING" engagement (GOOD)**

The key is to choose a material that makes the reader feel something powerfully and immediately. Content that is both interesting and prompts an immediate response is ideal for this type of interaction. This kind of interaction requires only a minute of focus, so your window of opportunity to make your point is narrow. The likelihood of the message being retained is low. Imagine it as a short fling with someone you meet at a social event.

Photos, posters, images, content visualizations, memes, GIFs, micro-videos, comics, stories, testimonies, quotes, and comments all work well for this purpose.

How many Likes, Reactions, Shares, Comments, and Views should we use to gauge the content's success?

## **2. "DATING" engagement (MUCH BETTER)**

The audience is more likely to remember what you say and why you say it if they are actively involved in the process. The more time people spend with your material, the better off you will be. Consider it a date, complete with the opportunity to learn more about each other.

Content formats include quizzes, contests, online games, tagged questions and answers, lengthy videos, hashtagged social media posts, photo albums, infographics, competitions, QR codes, polls, and frequently asked questions.

Shares of the hashtag, number of people involved, time spent on the page, number of views of the video after 30 seconds, comments, and questions are all measures.

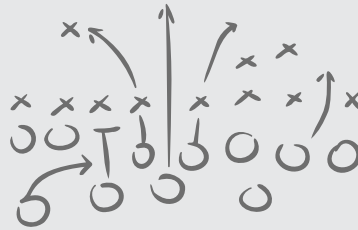
## **3. "COMMITTING" engagement (BEST)**

This form of interaction is the most time-consuming for the audience but also has the greatest potential for long-term message retention. This sort of interaction allows your target audience to feel like they're a part of your campaign and gives you valuable feedback. Think of it like a marriage: you sacrifice for one another and plan to be together forever.

Live video, live question and answer, long video, groups, offline events or activities, podcasts, user-created content, vlogs, and interviews are all examples of content types.

Amount of time spent watching a video in its entirety, viewers who actively participate in vlogs, Discussion participants, Real-time views, Audience questions, The number of submissions we receive from our readers and Participants in lively group conversations

## 4.5. How to plan content?



*It's helpful to plan ahead for materials a lot of the time. Spend a day this month stockpiling content that you can post throughout the month. This will allow you to:*

- Stick to a regular posting schedule
- Never again be caught off guard with nothing to post
- Always be in the know with regard to your community
- Free up time for you to engage, analyze, and iterate
- Make fewer errors; have time to verify and proofread
- Avoid multitasking
- Guarantee originality.

If you want to stay on track with your social media strategy, making a content schedule will help. It is advised that you include the following in your content calendar:

This is a copy of your post; be sure to spell-check it before publishing it.

**-Day:** This is the day of the week on which the content will be published.

**-Date:** This is the date on which the content will be published.

**-Topic:** This is the topic of the content piece; this is helpful when striving for variety in your content strategy.

*If there's anything else you want to keep in mind before publishing your work, put it in the "Notes" box.*

## 4.6. How to build a digital community?



*Participation from users is essential for the growth of any online group. Interact with your audience by responding to queries, following back users, and commenting on posts.*

### Pages vs. Groups on Facebook

A **Facebook page** is a business's or organization's public profile that has several administrators. Your individual profile will be hidden from other users. The goal of a Facebook page is to foster interaction between the page and its audience, with the page serving as the focal point and deciding what content is displayed. The main functions of a Facebook page include:

- organization's profile with information such as description, contact details, physical address, and hours of operation.
- content that can be promoted or pushed for a financial fee
- there's an analytics section to see how many people saw your posts and how active your followers are.
- anyone can view all content on a page.

A **Facebook group** serves as a meeting place for people who are interested in the same subject to engage in conversation and share resources with one another. As an administrator, your profile will be displayed to the group members. The following are some of the most prominent aspects of a Facebook group:

- the most fundamental aspects of the group, like its description
- the ability to form a set of rules for the group
- admin moderation features
- before becoming member-only, brief questionnaires are sent to those interested in joining the community.
- a built-in agenda for planned group activities
- no data analysis!
- you can make a group public or private, depending on your needs.



# Methods to attract a larger audience

*By forming an alliance with influential people, you can increase your reach because they may already have a sizable fan base to which they can spread the word about you.*

-The best way to keep your followers interested is to follow them back.


-If you follow related pages, the administrators of those pages will be more likely to follow you back. The pages' followers can be followed, too.

-Maintain interest among your fans by posting regularly.

-Use relevant hashtags for your content so people can locate your page. Hashtag generator websites will also show you the most popular hashtags related to your topic.

-Instagram posts that include further information about your website and include the hashtag "link in bio" are a great way to increase website traffic. Put the link in your bio and send people there from your post.

**-Involve your listeners!**



## **Chapter 5: Conclusion: recommendations for youth workers, suggestions**

The Inclusion Alertness Toolbox centred on dyspraxia, serves as a comprehensive resource for youth workers, equipping them with valuable insights and recommendations to effectively support individuals with this neurodevelopmental disorder. The Toolbox encompasses a range of strategies and resources to raise awareness, foster inclusivity, and provide practical guidance for youth workers in their vital roles. Within the toolbox, emphasis is placed on raising awareness about dyspraxia. Youth workers are encouraged to organise impactful events, such as seminars and workshops, targeting diverse audiences to dispel misconceptions and promote empathy and understanding. Additionally, leveraging social media platforms can be an effective way to reach a wider audience and share educational content that highlights the experiences of individuals with dyspraxia.

The Toolbox also emphasises the importance of creating inclusive environments. Youth workers are encouraged to foster empathy, understanding, and acceptance among young people by organising inclusive activities such as sports, arts, and cultural events. Collaborating with schools and educational institutions to develop inclusive policies and practices is essential to ensuring that individuals with dyspraxia receive appropriate accommodations and support. Moreover, it highlights the significance of promoting awareness and accessibility of assistive technologies. Youth workers should stay informed about the latest tools available and provide information to individuals with dyspraxia, their families, and educational institutions. Securing funding or grants to make these technologies more accessible can greatly enhance support quality.

Lastly, the toolbox encourages youth workers to advocate for policy changes that ensure equal opportunities and resources for individuals with dyspraxia. By engaging in dialogue with policymakers, government agencies, and community organisations, youth workers can raise awareness about the needs of individuals with dyspraxia and contribute to creating an inclusive society.

In conclusion, the Inclusion Alertness Toolbox presents a comprehensive approach to addressing the challenges faced by individuals with dyspraxia. The embrace of the outlined recommendations and strategies empowers youth workers to assume a pivotal role in providing essential support to individuals with dyspraxia and actively contributing to the advancement of a more inclusive society. Through a steadfast commitment to education and training, youth workers can acquire the necessary knowledge and skills to offer informed assistance. Fostering inclusive environments through engaging activities and cultivating collaborative partnerships with schools and educational institutions ensures the provision of suitable accommodations. Additionally, the promotion of awareness regarding assistive technologies and advocacy for policy changes that guarantee equal opportunities enable youth workers to effect transformative change in the lives of individuals with dyspraxia, catalysing the realisation of a society that wholeheartedly embraces inclusivity.

