



For More Information and Resources



2021 Dyslexia Handbook



Dysgraphia Services



KISD Dysgraphia Interventions

Dysgraphia may occur alone, or with dyslexia. Students with dysgraphia only receive research-based elements of handwriting spelling and written language instruction in a multi-sensory intervention method to help students to improve:

HANDWRITING

- Posture
- Grip
- Letter Formation
- Sequence

SPELLING

- Phoneme-grapheme correspondence
- Letter order and sequence patterns:
 - a. syllable types
 - b. orthographic rules
 - c. irregular words
- Position of a phoneme or grapheme in a word
- Morphology
- Language of origin

WRITING

Explicit composing strategies include planning, generating, reviewing/evaluating, and revising different genres.

What is dysgraphia?

- A neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation.
- **Deficits in graphomotor function** (hand movements used for writing) and/or **storing and retrieving orthographic codes** (letter forms)(Berninger, 2015)
- Secondary consequences may include problems with spelling and written expression.
- This difficulty is not solely due to a lack of instruction and is not associated with other developmental or neurological conditions that may involve motor impairment.

Characteristics

- Poor letter formation
- Slow or labored written work
- Hand/wrist fatigue
- Spelling errors
- A mixture of capital/lowercase letters
- Inability to recall accurate orthographic patterns for words
- Inconsistent spacing between words/letters
- Erasures/cross-outs
- Lack of punctuation, capitalization
- The written output does not match oral language skills