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Dysgraphia-101

Introduction and strategies for understanding
dysgraphia in children

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July 2020

- Presenter Disclosure: Financial: Emily Finn has received an honorarium for presenting this course. Non-financial: Emily Finn has no relevant non-financial relationships to disclose.
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Learning Outcomes

- Identify the current research-based definition of dysgraphia and the characteristics it may present in children.
- Identify specific strategies for working with children with dysgraphia.
- Identify specific accommodations for the learning environment for children with dysgraphia.

Definition:

Brain-based specific learning disorder that impacts the child's *writing* and *fine motor skills*

High prevalence in children with:

- ADHD
- ADD
- ASD



Source: Wiki Commons

Time for a QUIZ!!

#1: Messy handwriting is a sure sign of dysgraphia.

TRUE or FALSE?

FALSE

Source: Understood.org

Time for a QUIZ!!

#2: Kids with dysgraphia have below-average intelligence.

TRUE or FALSE?

FALSE

Source: Understood.org

Time for a QUIZ!!

#3: Students with dysgraphia are just being lazy.

TRUE or FALSE?

FALSE

Source: Understood.org

Time for a QUIZ!!

#4: Dysgraphia is the same thing as dyslexia.

TRUE or FALSE?

FALSE

Source: Understood.org

Time for a QUIZ!!

#5: Most kids outgrow dysgraphia, so it's not necessary to spend time helping them.

TRUE or FALSE?

FALSE

Source: Understood.org

Q4

5 Types

1. Dyslexic Dysgraphia
2. Motor Dysgraphia
3. Spatial Dysgraphia
4. Phonological Dysgraphia
5. Lexical Dysgraphia

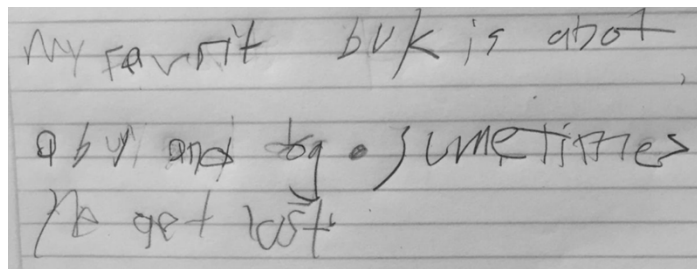


Source: Wiki Commons

Q3

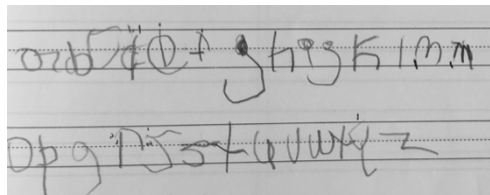
1. Dyslexic dysgraphia

- Poor spontaneous written work
- Copied work okay
- Minimal fine motor deficits



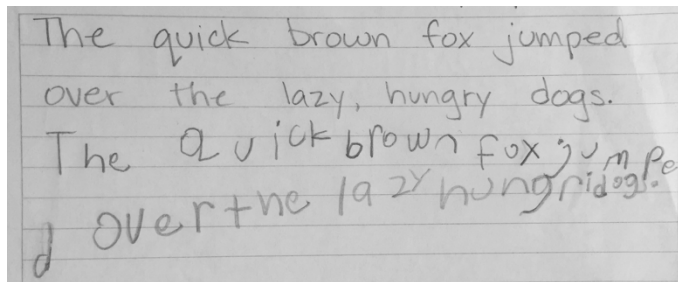
2. Motor dysgraphia

- Poor fine motor skills
- Written work is illegible; spontaneous or copied
- Short samples may be okay, with extra effort/time
- Poor grasp
- Spelling not effected



3. Spatial dysgraphia

- Visual spatial deficit
- Both spontaneous and copied work are poor
- Spelling and fine motor skills are usually okay
- Poor baseline placement and spacing



4. Phonological dysgraphia

- Notable in spelling of unfamiliar words, non-words, and phonetically irregular words
- Difficulty with phonemes and blending appropriately

5. Lexical dysgraphia

- Relies on sound-to-letter patterns
- Misspellings in irregular words

Signs and Symptoms

- Poor letter formation, baseline, spacing, size
- Difficulty with longer writing assignments
- Poor grasp on writing utensils
- Awkward stabilizing hand
- Generally illegible writing
- Written work does not reflect the students' cognitive level
- Pain with writing
- Anxiety or refusal to write

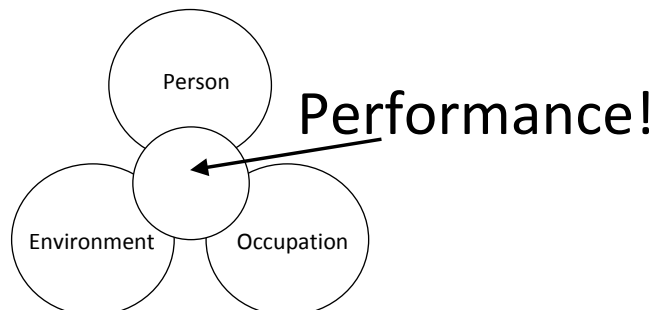


Source: Wiki Commons

Q5

Frame of reference?

- Person-Environment-Occupation



(Law et al., 1996)

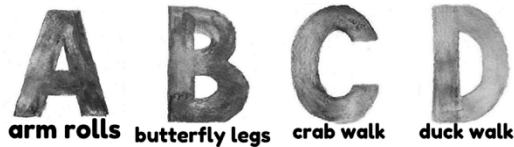
Q2

Strategies

- Kinesthetic learning, proprioceptive work

Alphabet Exercise

www.TheOTtoolbox.com



Q6, Q7, Q8

Strategies

- Multisensory activities



Source: Wiki Commons

Q6

Strategies

- Visual processing interventions



Q6

Strategies

- Letter formation practice and repetition

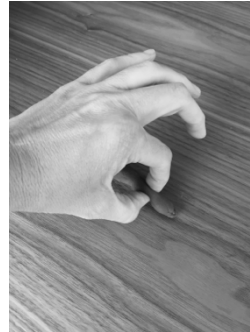


Source: Wiki Commons

Q6

Strategies

- Hand and finger strengthening



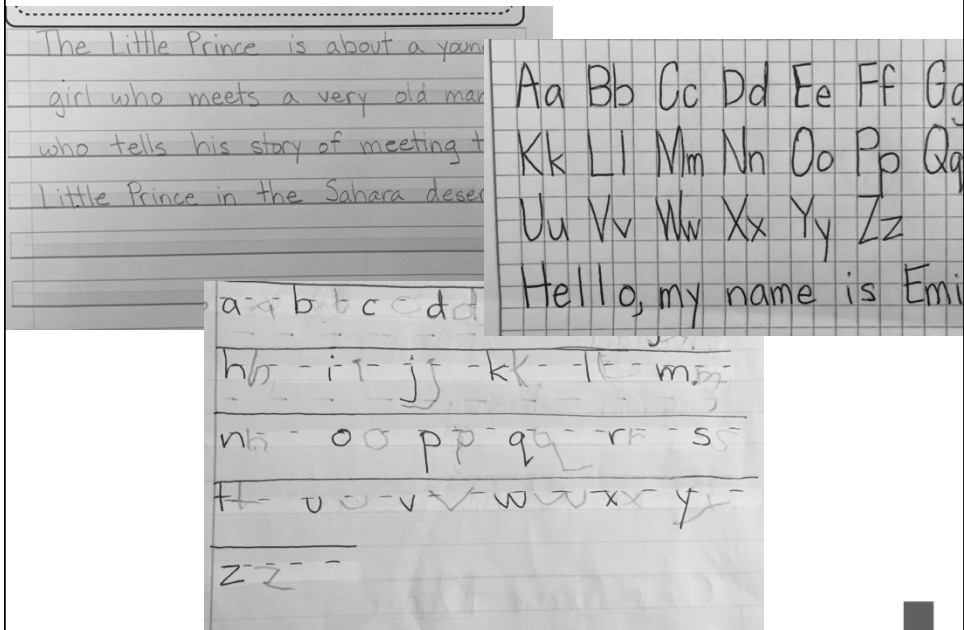
Q6

Accommodations

- Speech-to-text, dictation
- Recording
- Typing
- Graphic Organizers
- Visuals closer to student
- Extra time
- Decrease work load
- Pencil grips
- Desk space
- Adaptive paper
- Graph paper

Q8, Q9, Q10

continued



continued

Summary

- Writing is IMPORTANT, and...
- Writing is COMPLEX!
- Focus on the product vs. the process

continued

Questions?



How can you apply this to your practice?

Thank you!

- jugarapiaOT@gmail.com
- www.jugarapia.com
- References are available for download