

# Do the Write Thing:

## *Understanding and Supporting Students With Dysgraphia*

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North East ISD**



TCASE

interactive

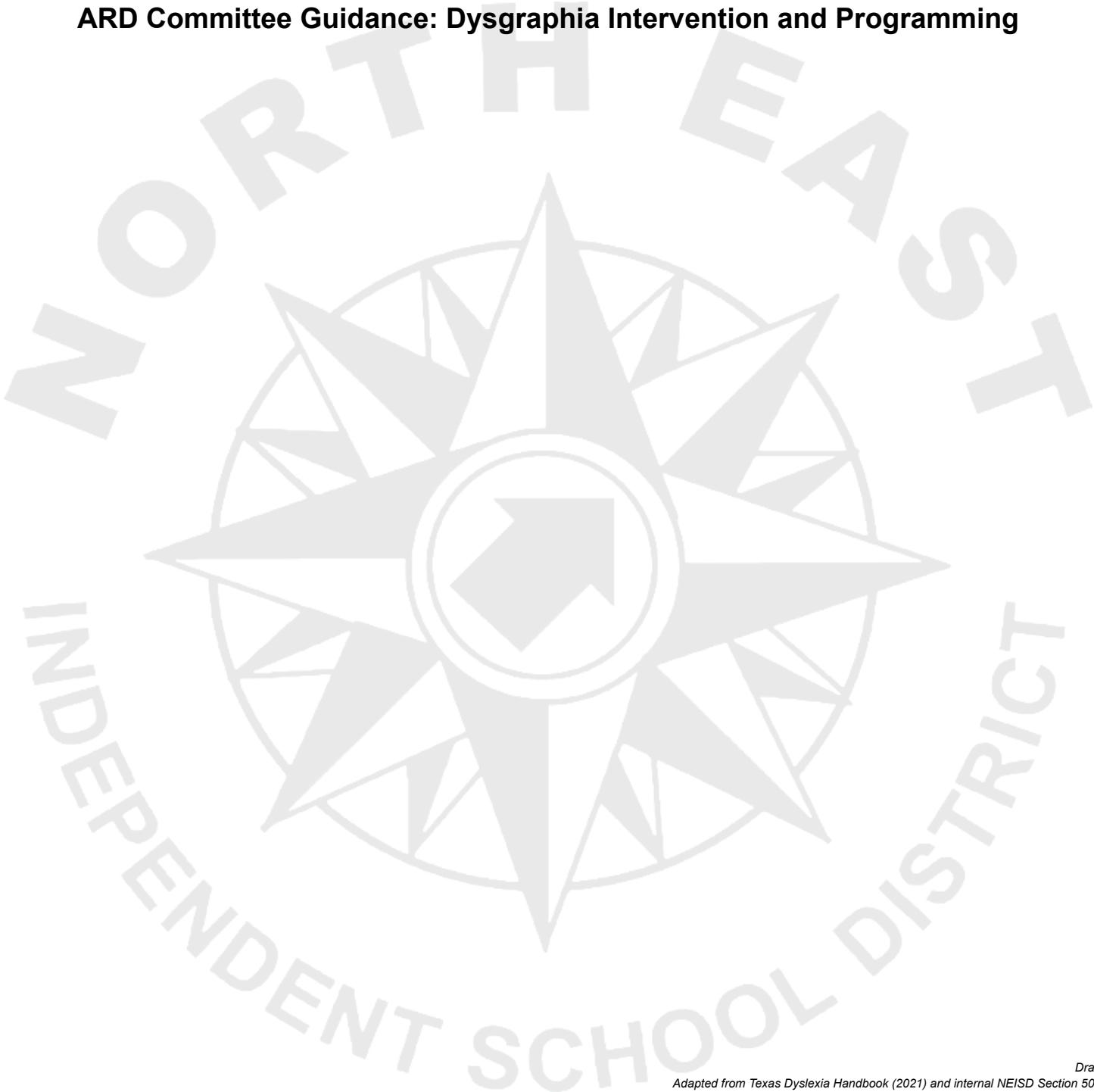
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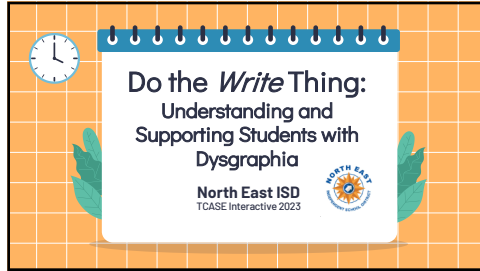
*you are our people*

## ARD Committee Guidance: Dysgraphia Intervention and Programming

Characteristics	Data Sources	Recommendations	Provider
<p style="text-align: center;">Illegible handwriting</p> <p style="text-align: center;">Inefficient handwriting</p> <p style="text-align: center;">Variably shaped/poorly-formed letters</p>	<p style="text-align: center;">Handwriting rubric</p> <p style="text-align: center;">Observations of pencil grip, production, etc.</p> <p style="text-align: center;">Norm-referenced fluency measures</p> <p style="text-align: center;">WPM measures on informal writing checklist</p>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>• Posture supports</li> <li>• Positioning</li> <li>• Pacing/speed accommodations</li> <li>• Tools (pencil grip, slant board, etc.)</li> <li>• Extra time for written responses</li> <li>• Reduce length of written responses</li> <li>• Allow keyboarding access</li> <li>• Use of graph paper for spacing</li> <li>• Alternate projects (oral reports, visual media, etc.) in lieu of written work</li> <li>• Provide copies of notes</li> <li>• Allow audio recordings/oral tests</li> <li>• Allow student to select cursive or manuscript (whichever is most efficient for them)</li> </ul>	General education teacher
		<p><u>Specially-designed Instruction:</u></p> <ul style="list-style-type: none"> <li>• Potential OT consult or evaluation</li> </ul>	Occupational therapist
<p style="text-align: center;">Difficulty with unedited spelling</p>	<p style="text-align: center;">Norm-referenced spelling measures (analyze spelling error types for specific recommendations)</p> <p style="text-align: center;">Test observations</p> <p style="text-align: center;">Parent/teacher reports</p>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>• No penalty for spelling errors</li> <li>• Reduce the length of written assignments</li> <li>• Provide copies of notes if spelling errors prevent readability</li> </ul>	General education teacher
		<p><u>Specially-Designed Instruction:</u></p> <ul style="list-style-type: none"> <li>• Modified instruction/TEKS for spelling</li> </ul>	Special education teacher General education teacher
<p style="text-align: center;">Low volume of written output</p> <p style="text-align: center;">Problems with other aspects of written expression</p>	<p style="text-align: center;">Norm-referenced fluency measures</p> <p style="text-align: center;">Norm-referenced Written Expression measures</p> <p style="text-align: center;">WPM on informal writing checklist</p> <p style="text-align: center;">Teacher/examiner observations</p> <p style="text-align: center;">STAAR/benchmarks</p>	<p><u>Accommodations:</u></p> <ul style="list-style-type: none"> <li>• Reduce the length of written tasks</li> <li>• Allow more time for written assignments</li> <li>• Provide copies of notes</li> <li>• Allow audio recording or oral tests</li> <li>• Graphic organizers</li> <li>• Assist the student with developing logical steps to complete a writing assignment (instead of all at once)</li> <li>• Offer alternatives to written projects such as oral reports, visual media, etc.</li> </ul>	General education teacher
		<p><u>Specially-designed Instruction:</u></p> <ul style="list-style-type: none"> <li>• Pull-out therapy with Dyslexia Therapist</li> <li>• Pull-out/resource instruction</li> <li>• Modified ELAR TEKS for content</li> </ul>	Dyslexia therapist Special education teacher

**ARD Committee Guidance: Dysgraphia Intervention and Programming**





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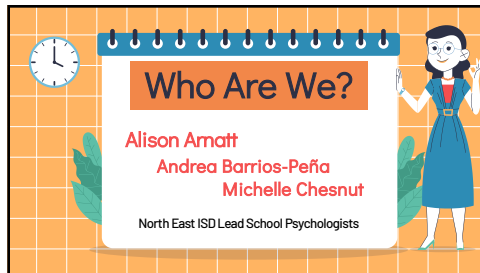
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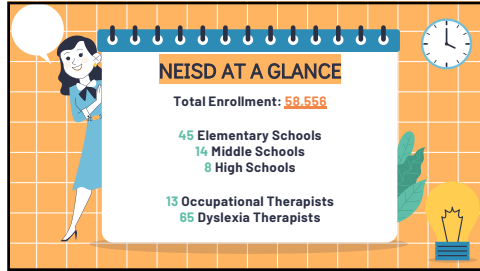
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**NEISD AT A GLANCE**

Total Enrollment: **58,556**

- 46 Elementary Schools
- 14 Middle Schools
- 8 High Schools

13 Occupational Therapists  
65 Dyslexia Therapists

The infographic is presented on a white card with a blue spiral binding on the left. It features a woman in a blue dress on the left, a clock on the top right, and a lightbulb on the bottom right. The background is a grid pattern.

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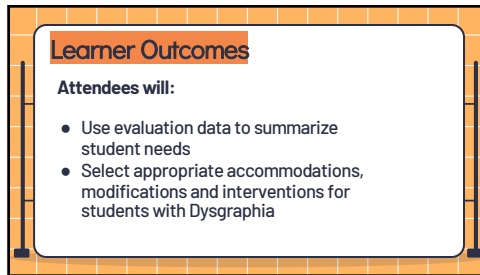
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**Learner Outcomes**

Attendees will:

- Use evaluation data to summarize student needs
- Select appropriate accommodations, modifications and interventions for students with Dysgraphia

The slide is framed with a brick border and contains a white box with a drop shadow. It features a woman in a blue dress on the left and a potted plant on the right.

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**Activity**

The slide is framed with a brick border and contains a white box with a drop shadow. It features a woman in an orange dress holding a puzzle piece on the left and a potted plant on the right.

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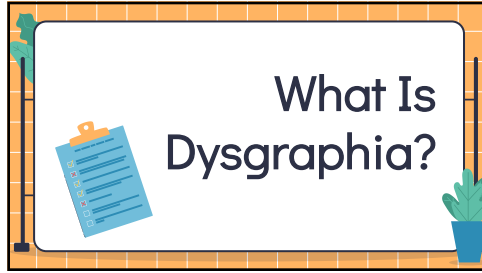
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What Is  
Dysgraphia?

A slide with a white background and a brick border. On the left is a blue clipboard with a checklist. On the right is a small green plant in a blue pot. The text "What Is Dysgraphia?" is centered in a large, bold, black font.

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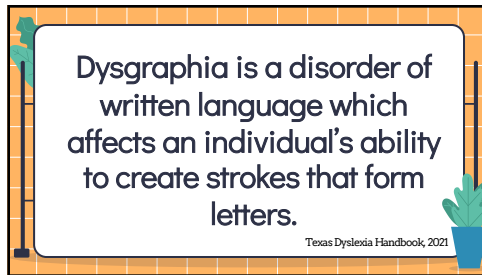
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Dysgraphia is a disorder of  
written language which  
affects an individual's ability  
to create strokes that form  
letters.

Texas Dyslexia Handbook, 2021

A slide with a white background and a brick border. On the left is a small green plant in a blue pot. On the right is a small green plant in a blue pot. The text is centered in a black font. A small copyright notice is at the bottom right.

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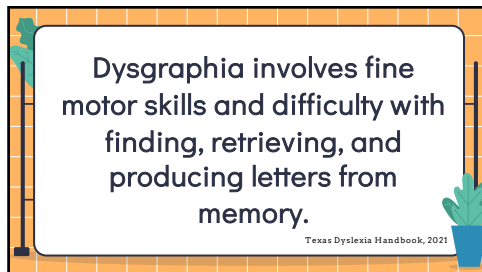
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Dysgraphia involves fine  
motor skills and difficulty with  
finding, retrieving, and  
producing letters from  
memory.

Texas Dyslexia Handbook, 2021

A slide with a white background and a brick border. On the left is a small green plant in a blue pot. On the right is a small green plant in a blue pot. The text is centered in a black font. A small copyright notice is at the bottom right.

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**Characteristics of Dysgraphia**

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing (between letters or words)
- Letter and number reversals beyond early writing stages
- Awkward or inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting

Texas Dyslexia Handbook, 2021

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**Characteristics of Dysgraphia**

Evaluating for Dysgraphia involves administering formal and informal assessment measures to examine the person's handwriting legibility, fluency/efficiency, spelling, orthographic processing and written expression.

Difficulties in these areas must be the result of graphomotor deficits or deficits in orthographic processing, and must be unexpected given the student's other abilities.

Texas Dyslexia Handbook, 2021

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**Dysgraphia Programming**

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**Dysgraphia Programming**

According to the Dyslexia Handbook, students with dysgraphia may receive services under Section 504 or IDEA.

Under **Section 504**, students with Dysgraphia may receive "appropriate accommodations and services"

Under **IDEA**, students with Dysgraphia must receive "appropriate writing instruction, which might include instruction from a related services provider"

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The Handbook does not provide additional guidance on what constitutes "services" under Section 504, or what specially-designed instruction for Dysgraphia looks like.

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*Let's hear from you!*

In your district, when a student is identified with Dysgraphia, what is the next step?

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## A Process for Determining Programming Needs

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### Dysgraphia Programming Needs

To help understand the needs of students with Dysgraphia, evaluation leadership in NEISD:

- Collaborated with other departments to brainstorm ideas
- Reviewed current Dysgraphia evaluation procedures and classifications
- Aligned specific presentations of Dysgraphia with appropriate recommendations

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### Collaboration with Other Professionals

Collaboration with Occupational Therapists in NEISD resulted in consideration of various types of Dysgraphia recognized by medical professionals:

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

← Can be supported by OT

← Not supported by OT

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**Collaboration with Other Professionals**

Dysgraphia Types Best Supported by a School-Based Occupational Therapist	
Motor	Spatial
<ul style="list-style-type: none"> <li>Poor fine motor skills: poor dexterity, poor muscle tone, or unspecified motor clumsiness</li> <li>Both spontaneous and copied written work is illegible</li> <li>May have illegible letter formation in very short writing samples with extra effort/rising</li> <li>May demonstrate poor grasp and/or using excessive pressure on paper</li> <li>Spelling not affected</li> </ul>	<ul style="list-style-type: none"> <li>Both spontaneous and copied written work is legible</li> <li>Spelling and fine motor skills are generally unimpaired</li> <li>Difficulty with baseline placement and spacing between words</li> </ul>

NEISD Related Services (2023)

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**Collaboration with Other Professionals**

Dysgraphia Types Best Supported by a Learning Specialist/Educational Team		
Dyslexic	Phonological	Lexical
<ul style="list-style-type: none"> <li>Poor spontaneous written work and spelling</li> <li>Copied work is generally legible</li> <li>Minimal fine motor deficits</li> </ul>	<ul style="list-style-type: none"> <li>Impaired spelling of unfamiliar words, non-words, and phonetically irregular words</li> <li>Difficulty with retaining phonemes in memory and blending them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Relies on sound-to-letter patterns for spelling</li> <li>Misspellings of irregular words</li> </ul>

NEISD Related Services (2023)

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**Collaboration with Other Professionals**

In addition to this information, evaluation leadership staff also collaborated with Section 504/Dyslexia leadership to examine the district's current process of providing services to students with Dysgraphia.

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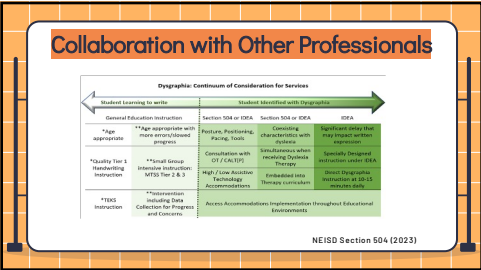
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**Collaboration with Other Professionals**

The Evaluation Leadership team then integrated these two broad concepts within the context of the Dysgraphia Handbook in order to form a general guidance framework.

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**Dysgraphia Decision-Making in NEISD**

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**Dysgraphia Decisions in NEISD**

When Dysgraphia is identified, the student's unique presentation is described using one or more of the following primary characteristics:

- Handwriting and fine motor/legibility deficits
- Spelling deficits
- Written production and expression deficits

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**Dysgraphia Decisions in NEISD**

All individuals with Dysgraphia will demonstrate deficits in handwriting at some level.

Spelling deficits *only* do not meet the criteria for any disability and should be considered for MTSS/RTI.

Production and expression deficits, when present, suggest the presence of a Specific Learning Disability in Written Expression alongside Dysgraphia.

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**Dysgraphia Decisions in NEISD**

Using this analysis and categorization, structured guidance regarding specially-designed instruction, appropriate accommodations, and the need for occupational therapy was developed.

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Dysgraphia  
Recommendations  
Guidance



<http://tinyurl.com/dysgraphiarecs>

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# Case Applications

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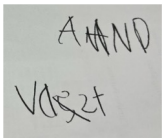
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### Case Scenario: Eugene

Eugene is a 1st grade student who recently underwent an IIE. Evaluation results indicate that his handwriting is significantly delayed for his age (see example). He has a poor pencil grip, and writes very slowly, even when timed. Eugene's written expression skills and spelling appear to be within grade level expectations overall-his ideas and content are well-developed. He has written several very detailed and imaginative stories and even created illustrations using computer software.



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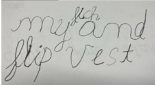
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**Case Scenario: Shelby**



Shelby is in eighth grade. Her recent FIE indicates that her handwriting is better developed and more legible when writing in cursive than in print; however, she must put forth excessive effort to write legibly. She struggles with spacing, large letters and excessive pressure. Her spelling is somewhat inconsistent for her age, and she sometimes spells phonetically. Shelby's intellectual abilities suggest that she has very well-developed oral vocabulary skills; however, when writing passages or compositions, Shelby often uses short, lower-level vocabulary, which impacts the complexity and comprehensiveness of her writing. Compared to others her age, Shelby's written expression and content appears to be below average because of this.

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**Summing It Up**

Because there is little formal statewide guidance on providing services to students with Dysgraphia, collaboration with other professionals is key.

Always start with the evaluation and each individual child's unique pattern of characteristics.

Seek out providers and leaders in your district to ensure all parties are clear on responsibilities and how to determine the best course of action for each student.

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**Questions and Answers**

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**Resources**

*Texas Dyslexia Handbook* (2021). Retrieved online from <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>.

Activity adapted from International Dyslexia Association *Experience Dyslexia* kit.

Internal guidance (NEISD), 2023.

*Writing sample images obtained from Test of Handwriting Skills - Revised (manual) under 17 U.S. Code § 107 for educational/training purposes.*

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**Thanks!**

Reach out anytime:  
[mches@neisd.net](mailto:mches@neisd.net)

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, infographics & images by Freepik

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