EFFECTIVE STRATEGIES

1. Show students how to hold a pencil.

2. Model efficient and legible letter formation.

3. Provide multiple opportunities for students

 to practice effective letter formation.

4. Use scaffolds, such as letters with numbered

 arrows showing the order and direction of strokes.

5. Have students practice writing letters from

 memory.

6. Provide handwriting fluency practice to build

 students’ automaticity.

7. Practice handwriting in short sessions.

*Referenced in 2021 Dyslexia Handbook*

 —Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintrub, 1996.

POSSIBLE ACCOMMODATIONS

TO BE DETERMINED BY

COMMITTEE

∙ Copies of notes (e.g., teacher- or peer provided)

∙ Note-taking assistance

∙ Additional time on class assignments and tests

∙ Reduced/shortened assignments (e.g., chunking

 assignments into manageable units, fewer

 items given on a classroom test or

 homework assignment without eliminating

 concepts, or student planner to assist with

 assignments)

∙ Alternative test location that provides a quiet

 environment and reduces distractions

∙ Priority seating assignment

∙ Word banks

∙ Electronic spellers

∙ Electronic dictionaries

∙ Adaptive learning tools and features in software programs



Resources for State Testing Accommodations:

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

Contacts for Further Information

**State Dyslexia & Related Disorders Consultant Region 10 Education Service Center** 400 E. Spring Valley Road Richardson, TX 75083-1300 Texas Dyslexia Hotline: 1(800) 232-3030

[www.region10.org/dyslexia/index](http://www.region10.org/dyslexia/index)

**Dyslexia & Related Disorders contacts at the Texas Regional Education Service Centers** http:www.tea.state.tx.us/regional\_services/esc/

**The Dyslexia Handbook, 2021 (pages 60-73)**

<https://tea.texas.gov/academics/dyslexia/>

**District/Campus Dysgraphia Contact:**

Hughes Springs ISD Curriculum and Special Programs Director 903-639-3810

Parent Resources:

<https://www.dysgraphia.life/resources>

<https://www.lwtears.com/freeresources>

<https://www.understood.org/articles/how-to-help-your-child-with-writing>

IDEA/504/RtI

**Response to Intervention**: a multistep, or tiered, approach to providing services and interventions at increasing levels of intensity to students who struggle with learning

**Section 504**: provides equal opportunity eligible students with disabilities when compared to their non-disabled peers. Provides support and interventions through general education.

**IDEA**: ensures that all children with disabilities have available to them a free appropriate public education. Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.

Dysgraphia Program

Awareness for

Educators and

Parents



HUGHES SPRINGS

ISD

 What is dysgraphia?

 How do we assess and

 identify for dysgraphia?

 What are effective strategies

 for students with dysgraphia?

 Who delivers instruction for

 students with dysgraphia?

 What accommodations are

 available for students with

 dysgraphia?

 What is the difference

 between IDEA, Section 504

 and RtI?

 Who do I contact for

 information or concerns?



 WHAT IS DYSGRAPHIA?

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of 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. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

*Referenced in 2021 Dyslexia Handbook*

HOW IS DYSGRAPHIA ASSESSED

FOR AND IDENTIFIED?

The law that applies to an individual student is

determined by data and the student’s individual needs.

If a team determines that the data lead to the

suspicion of a disability, the team must refer the student

for an evaluation under IDEA. If a student is suspected of

having a disability and the determination is made to

evaluate through IDEA, all special education

procedures must be followed.

Students enrolling in public schools in

Texas must be assessed for dyslexia and related

disorders “at appropriate times” (TEC §38.003(a)).

When formal evaluation is recommended, the school

must complete the evaluation process as outlined in

IDEA. Procedural safeguards under IDEA must be followed.

Formal evaluations would assess the academic skills and

cognitive processes related to dysgraphia. Decisions should

be made by the ARD committee.



QUESTIONS FOR DETERMINING

DYSGRAPHIA:

1. Do the data show the following characteristics and consequences of dysgraphia?

 • Illegible and/or inefficient handwriting with variably shaped and poorly formed letters Difficulty with unedited written spelling

 • Low volume of written output as well as problems with other aspects of written expression

2. Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms)?

3. Are these difficulties unexpected for the student’s age in relation to the student’s other abilities and the provision of effective classroom instruction?



WHO DELIVERS INSTRUCTION?

A certified teacher who has been trained in dyslexia and

related disorders and the curriculum of instruction the district has developed or purchased for use with students with dyslexia as well as in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods.