

Dysgraphia

Handbook for Kerrville I.S. D
2010

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Dysgraphia Handbook and Manual

What Are the Legal Mandates?

In Texas, the identification and instruction of students with dyslexia and related disorders are mandated. As defined in TEC 38.003: (2) *Related disorders* include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental *dysgraphia*, and developmental spelling disability.

What is Dysgraphia?

Dysgraphia is a specific learning disability that affects writing abilities. It can manifest itself as difficulties with spelling, handwriting and expressing thoughts on paper (National Center for Learning Disabled, 2009). The International Dyslexia Association (2009) defined dysgraphia as "a specific learning disability that affects how easily children acquire written language and how well they use written language to express their thoughts" (p. 1).

"*Dysgraphia* is a Greek word. The base word graph refers both to the hand's function in writing and to the letters formed by the hand. The prefix dys indicates that there is impairment. *Graph* refers to producing letter forms by hand. The suffix ia refers to having a condition. Thus, *dysgraphia* is the condition of impaired letter writing by hand, that is, disabled handwriting and sometimes spelling" (The International Dyslexia Association, 2008, p. 1).

Students "handwriting may be impaired in 1) legibility—how easily others can recognize their letters out of word context, 2) automaticity—how many legible letters they can write in 15 seconds, and 3) speed—how much time it takes them to complete a writing task" (Berninger & Wolf, 2009, p. x).

Does Dysgraphia Occur Alone or With Other Specific Learning Disabilities?

It is possible for a student to have dysgraphia without showing evidence of any other learning disability. On the other hand, Regina G. Richards (1999) stated that "dysgraphia is an inefficiency which seldom exists in isolation or without other symptoms of learning problems. It is most commonly related to learning problems

within the sphere of written language and is frequently associated with dyslexia" (p. 73).

A student with dyslexia can also have dysgraphia, but a student that has dysgraphia does not always have dyslexia. Students with dyslexia or oral and written language learning disabilities usually have spelling problems but they may or may not have dysgraphia. (Berninger & Wolf, 2009, p. xi). Students with difficulties in handwriting may also have difficulties with spelling. Occasionally, children with spelling problems do not have handwriting or reading problems. "It is important to remember that not all reading and writing problems are the results of dyslexia, oral and written language learning disabilities, and/or dysgraphia" (Berninger & Wolf, 2009, p. xi).

What Are Underlying Factors for Dysgraphia?

Students with dysgraphia often have problems with sequencing. Studies indicate that what usually appears to be a perceptual problem (reversing letters and numbers, writing words backwards, writing letters out of order and very sloppy handwriting) seems to be related to sequential and rational information processing. These students often have difficulty writing letters and words in sequence. The students could experience extreme difficulty with the "mechanics" of writing (spelling, punctuation, etc.). The students will also have a tendency to mix letters and numbers in formulas. In many cases, students have difficulty even when they do their work slowly. They will often lose their thoughts that they are trying to write about (West Virginia University, 2010).

Students with dysgraphia may also have ADHD - inattentive, hyperactive, or combined inattentive and hyperactive subtypes (International Dyslexia Association, 2008). These students will often experience difficulty with writing and handwriting. This is because the students "also have difficulty organizing and sequencing detailed information. In addition, ADHD students often process information at a very rapid rate and simply do not have the fine-motor skills needed to 'keep up' with their thoughts" (West Virginia University, 2010, p. 1).

Students with dysgraphia may also experience writing difficulties because of auditory or language processing (West Virginia University, 2010). "These

students may be uncertain about what they hear and thus have difficulty in learning to spell and write words" (Berninger & Wolf, 2009, p. 32).

What Are Characteristics of Dysgraphia In a Classroom Setting of Younger Students?

"Specific symptoms which may be noted include:

- Cramped fingers on writing tool
- Odd wrist, body, and paper positions
- Excessive erasures
- Mixture of upper and lowercase letters
- Inconsistent letter formations and slant
- Irregular letter sizes and shapes
- Unfinished cursive letters
- Misuse of line and margin
- Poor organization on the page" (Richards, 1999, p. 63)

What Are Characteristics of Dysgraphia of Older Students?

- Rate and legibility could be affected. "Specific symptoms which may be noted include:
 1. Inefficient speed of copying
 2. Decreased speed of writing
 3. Excessive speed when writing
 4. General illegibility
- Inattentiveness about details when writing
- Frequent need for verbal cues and use of sub-vocalizing
- Heavy reliance on vision to monitor what the hand is doing during writing
- Slow implementation of verbal directions that involve sequencing and planning" (Richards, 1999, p. 63)

What Is The Process of Identifying Students With Dysgraphia Characteristics?

A team or committee of knowledgeable persons (SAT) determines whether the student has dysgraphia characteristics. The team must be knowledgeable about the following:

- The reading and writing process
- Dyslexia and related disorders such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental *dysgraphia*, and developmental spelling disability
- Dysgraphia instruction
- District, state, and federal guidelines for assessment
- The assessments used which includes *The KISD Student Handwriting Form*
- The meaning of the collected data

A committee of knowledgeable persons (SAT) determines the identification of dysgraphia characteristics after reviewing all accumulated data including the following areas:

- The observations of the teacher, district, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention; the results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs
- *KISD Student Handwriting Form*

After taking into consideration the previous information, the committee of knowledgeable persons (SAT) determines whether the student has dysgraphia characteristics. If the student has dysgraphia characteristics, the committee of knowledgeable persons (SAT) **could** place the student under the Rehabilitation Act of 1973, §504, **(unless the parent does not consent)**. A student is considered to have a learning difficulty under §504 if the condition substantially limits the

student's learning. Students with additional factors that complicate their dysgraphia characteristics may require additional support or referral to special education.

What Are The Procedures For Students Identified Outside The District?

Students identified as having dysgraphia characteristics or other related disorders from an outside source will be evaluated for eligibility in the district's program. Kerrville ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee of knowledgeable persons (SAT) will determine the identification status of a student enrolled in Kerrville ISD, and the placement of the student in the dysgraphia program(s).

What Are The Allowable TAKS Accommodations?

A testing accommodation is a change to the testing environment to assist a student with special needs so that assessment can mirror classroom instruction as much as possible without invalidating test results. Only test accommodations that do not cause test results to be invalid may be used with state tests. The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration (a) **the needs of the student** and (b) **whether the student routinely receives the accommodation in classroom instruction.**

2010 TAKS General Test Administrator Manual, pages 99-100

Other Methods of Response

A student may have a temporary or permanent disabling condition that interferes with or limits the ability to make notes, do computations, or record responses on a scorable document. This may include, but is not limited to, students with an injury (e.g., broken arm), physical condition (e.g., cerebral palsy), visual difficulties (e.g., extremely limited vision, broken eyeglasses, or tracking difficulties), or a significant deficit in written expression. Students who simply have poor handwriting or spelling skills will most likely NOT fall into this category. However, this accommodation may be appropriate for students who have such severe fine motor or spelling deficits that they cannot communicate meaning through writing.

Any of the following methods of response are allowed for students who meet the conditions above. Students may respond orally or sign responses to test items; mark responses in the test booklet; point to their response; use an augmentative communication device; record responses on a dry-erase board, chalkboard, or scratch paper (e.g., blank, lined, or graph paper); or type responses on a typewriter, portable word processor, or computer. All special features (e.g., spell check, word predictor) must be disabled for all TAKS writing/ELA tests and the TAKS (Accommodated) or TAKS-M grade 4 writing test. In addition, these special features should be disabled for all other writing/ELA tests unless the student receives spelling assistance as an accommodation. Student responses may not be saved to a disk or hard drive.

A scribe is the trained test administrator who writes down what a student indicates through an assistive communication device, pointing, sign language, print, or speech. Being a scribe requires understanding the boundaries of the assistance to be provided. A scribe may not edit or alter student responses in any way and must record word for word on the standard answer document exactly what the student has indicated. The scribe may not provide feedback regarding the correctness of the student's response. For information regarding the role of a scribe for students who are deaf or hard of hearing, refer to the Accommodations Manual. Specific instructions regarding the role of the scribe in various situations are provided below.

Written Composition

The role of the scribe is to write exactly what is dictated. The scribe should ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words that are unique to the student's creativity and word choice (not basic grade-level sight words) since these conventions are part of the score the student receives. The student must have the opportunity to review and edit what the scribe has written; for example, the scribe may intentionally leave out all capitalization and punctuation for the student to edit. The student must be made aware of the space allowed for his or her response so that the transcribed composition will fit onto the two lined pages provided on the standard answer document.

Open-ended Responses

The role of the scribe is to write exactly what is dictated. The scribe is not required to ask for clarification from the student about the intended use of capitalization, punctuation, and spelling of key words since these conventions are not part of the scoring rubric used to assess students' short-answer responses. The student must be made aware of the space allowed for his or her responses so that the transcribed responses fit in the spaces provided on the standard answer document.

Griddable Items

When transcribing a student's response to a griddable item for a mathematics or science test, the student's response must fit in the spaces provided on the standard answer document. The student must be made aware of the spaces allowed for his or her response so that the transcribed response fits in the spaces provided on the standard answer document.

Computation/Notes

If the student is physically unable to record mathematical computations, the student must direct the scribe very specifically regarding all steps necessary to complete the computation (for example, digit by digit, how to align numbers, etc.). For transcription of notes during the test, the scribe must follow the student's exact instructions. This may include making notes in the margins of the test booklet or underlining phrases or words in passages. The scribe may not provide feedback regarding the correctness of any computations or relevance of any notes.

If the use of any of these accommodations is distracting to other students or compromises the security of the test, an individual administration may be required. An Accommodation Request Form is not required. (2010 TAKS General Test Administrator Manual, p. 99 - 100).

What Are The Instructional Considerations For Students With Dysgraphia Characteristics?

To group for instruction purposes and to plan for explicit instruction, it is important to know whether students have difficulties in:

- Handwriting only
- Spelling only
- Word reading and spelling
- Handwriting, word reading and spelling

What Can Teachers Do To Assist Students With Dysgraphia Characteristics?

Use the following to select and implement strategies that would be most beneficial for a student's needs:

1. Experiment with chair and desk size (ensure proper height and posture).
2. Provide a slanted writing surface (use a 4 in. binder as a slant board).
3. Provide increased opportunities for activities that require one-handed manipulation (MATN, 2001) (painting, erasing, and sky-writing) to establish hand dominance.
4. Use an enlarged copy or one with wider margins and/or triple-spaces lines.
5. Color code where to stop and start on paper or use colored paper (MATN, 2001).
6. Experiment with different types of lined papers (raised lines, colored lines, extra space between lines, graph paper).
7. Use writing instruments that are easier to handle or grasp (primary - larger pencils; intermediate - mechanical pencils; weighted pencils).
8. Stabilize paper to prevent writing surface from moving using tape, clipboards, sticky notes, and glue sticks.
9. Use specialized materials to enlarge or change the shape of writing tools (different shapes of pencil grips such as Stetro, triangular, or pear-shaped).
10. Provide both written and oral directions for the same activity.

What Can Math Teachers Do To Help?

1. Reduce workload, e.g., solve every other math problem.
2. Minimize the number of problems per page.
3. Enlarge worksheets.
4. Provide graph paper to keep number problems lined up - allow one block for each number.
5. Highlight math signs, key words in math problems or instructions.

What Can Reading Teachers Do To Help?

1. Reduce written work (alternate using fill-in blanks, multiple choices, complete sentences, short answers) on tests and other assignments.
2. Allow extra time on assignments or shortening the length of the assignments.
3. Provide chapter outlines or teacher notes.
4. Story mapping.
5. Enlarge worksheets.

What Can Spelling Teachers Do To Help?

1. Practice spelling high frequency words.
2. Practice proofreading for spelling errors.
3. Teach mnemonic strategies to retain word spellings.
4. Word walls or create decks of cards with word commonly misspelled or organized alphabetically on, or in, a folder.
5. Personal spelling dictionary using alphabetized dividers.

Special note: Teachers can double grade assignments with spelling graded and without spelling graded (based on content only).

What Can Writing Teachers Do To Help?

1. Provide classroom charts that specify tasks for structuring the writing process.
2. Provide extra time for writing assignments.
3. Provide models of what writing projects should look like.
4. Provide checklists to prompt the use of targeted writing traits.

5. Use highlighters or colored pencils to focus on specific conventions (e.g., parts of speech, punctuation, and capitalization).

Writing Strategies:

A. Ideas:

- Use literature that illustrates good ideas
- Teach students to discriminate intriguing, interesting ideas from irrelevant or overly general ideas
- Help struggling writers create lists of their ideas and select the best ones that provide focus and clarity
- Teach students how to ask questions to develop ideas

B. Organization:

- Have students sequence the events in a story
- Have students write 3 or 4 different endings and discuss which one is best and why
- Model a piece of writing that has sentences with unnecessary fillers.
- Replace "And then"; teach transition words

C. Voice:

- Read aloud from books that have a strong voice
- Match writings to their intended audiences (e.g., letter to a friend, business letter)
- Have students write an event from different perspectives e.g., (a house fire from the perspective of a child, an adult, a fireman)
- Attach a "voice" to people in photographs

D. Word Choice:

- Word walls of favorite lively words
- Burying tired, overused words
- Write a simple description of an object, then rewrite it with stronger words
- Replace the verbs to make a paragraph stronger

E. Sentence Fluency:

- Have the students count the number of words in their sentences, and write the first word in each sentence to see if there is a variety of sentence beginnings.
- Teach a variety of sentence starters
- Teach connecting words such as "however", "therefore"
- Use early emergent books and rewrite them to improve sentence fluency.

F. Conventions: (Spelling, grammar, punctuation, capitalization)

- Teach conventions based on what students need to learn given their age and ability.
- Conventions need to be focused upon one at a time, at a minimum of 3 times per week, in short 15 minute lessons with repetition and practice.
- Don't ask students to edit all conventions at once
- Students below 4th grade need to revise one trait at a time. Struggling writers who are older than 4th grade should focus on only 2-3 traits at a time.

Resource: Spandel, V. (2001). *Write Traits: 6 trait instruction and assessment*. Wilmington, MA: Great Source Education Group, Houghton Mifflin.

What Can Parents Do To Assist Their Children With Dysgraphia Characteristics?

What are possible symptoms that parents can look for?

1. Inability to use silverware properly
2. Has trouble with buttons and zippers
3. Does not learn to tie shoes
4. Has low tolerance towards writing
5. Hates to color
6. Has trouble connecting the dots
7. Does not like Legos or other small blocks
8. Have strong verbal skills (Spies, 2007)

What kinds of activities would improve handwriting?

- Playing with clay to build hand strength
- Using tweezers or tongs to pick up small items to help build hand strength
- Keeping lines within mazes to develop motor control
- Connecting dots and dashes to create complete letter forms (free printable handwriting sheets from www.spellingcity.com/handwriting.html)
- Stringing beads (wooden or plastic)
- Forming letters, shapes, and designs in salt/sand trays
- Writing on vertical and horizontal spaces using a variety of materials (shaving cream on a mirror, tempera paint in a Ziploc bag and Wikki Stix)
- Involving children in hand-to-eye coordination activities such as softball, tennis, ping-pong and other bi-lateral coordination activities

After children learn to form legible letters, they could benefit from activities that help them develop letter writing automatically. The following activities are beneficial:

- Writing brief letters, thank-you notes, recipes, shopping lists, parent-child response journals, and to-do lists with or without a copy
- Solving word hunts with specific syllable or morpheme patterns
- Practice writing the alphabet or a handwriting curriculum (<http://www.hwtears.com/educators/classroomextras>)

Dysgraphia Test Instructions Start Here

What Are The Procedures For Assessing Students With Dysgraphia?

Materials needed for each classroom:

- Pencils without an eraser
- KISD Assessment Forms (*Appendix A* for 1st and 2nd grades, *Appendix B* for 3rd through 12th grades)
- A timer or stopwatch with a second hand
- One red pen or highlighter
- For Sentence Copying: The sentence to be copied needs to be printed or typed before testing and hidden from view. It will need to be revealed upon start of test. (Suggestion: could be done on SMART board or other boards).
- *KISD Classroom Handwriting Data Form* or *KISD Individual Handwriting Data Form* (*Appendix C*)

Introduction:

This pre-screening is given by each classroom teacher at the end of the year to the entire group to determine students' writing skills. The students will complete five subtests. The results will be used to make decisions about the students' writing needs. This simple process should take less than fifteen minutes to complete.

- Writing the Full Alphabet
- Sentence Copying
- Dictation Sentence
- Spelling
- Copying Shapes

1. Writing the Full Alphabet

- Hand out *KISD Student Handwriting Form* to each student
- Ask each student to write the alphabet and continue to write the alphabet until you say '*stop*'. Do not give instructions concerning upper or lower-case letters
- Time the students for one minute and then instruct them to stop
- The teacher will need to mark each student's last letter written with red pen or highlighter

2. Sentence Copying

- Clearly print or type the following sentence, which could be written on the board before testing and hidden from view. It will need to be revealed upon start of test. (Suggestion: could be done on SMART board)
- Sentence: The quick brown fox jumped over the lazy dogs
- Ask students to copy the sentence, and continue to copy the sentence, on the *KISD Student Handwriting Form* until you say 'stop'
- Observe the students writing the sentence for one full minute. If a student completes the sentence before the time is up, have the student repeat the sentence until instructed to stop
- The teacher will need to mark each student's last letter written with red pen or highlighter

3. Dictation Sentence

- Tell the students they will write a sentence that you will dictate on the *KISD Student Handwriting Form*.
- Remind the students that they need to use their best handwriting. Do not provide a visual model of the sentence. Do not stretch or over articulate words so that the word is phonetically disassembled. The students will write as much of the sentence as they can remember. Tell students that they will not be penalized for omissions or misspellings
- Read one of the sentences listed below. Have the students repeat the sentence orally three times
 - 1st grade: We will go on the bus to the zoo.
 - 2nd grade: I will eat all three hot dogs for lunch.
 - 3rd grade : I have eight books about jungle animals in my classroom.
 - 4th grade: I found an orange pencil to write a letter to my aunt.
 - 5th through 12th grade: Today I will go to the museum to see the Egyptian exhibit. We will study the mummies.
- Begin timing once the students begin to write the first letter of the first word. (Use your best judgment for estimating the start.) Instruct the students to continue re-writing the sentence until one minute is up.

- The teacher will need to mark each student's last letter written with red pen or highlighter

4. Spelling

- Tell the students to spell the following words on the *KISD Student Handwriting Form*
- Tell the students that you will say the spelling word, use it in a sentence, and say it again. Then the students will write the word on their form
- Grades 1 through 2
 - 1) Up. He climbed up the hill. Up.
 - 2) Can. She can ride her bike. Can.
 - 3) He. He had a birthday. He.
 - 4) Five. She has five new pencils. Five.
 - 5) Make. We will make pancakes. Make.
- Grades 3 through 4
 - 1) Little. The little girl was laughing. Little.
 - 2) House. We live in a blue house. House.
 - 3) Water. The dog drank some water. Water.
 - 4) Fresh. I ate fresh fruit. Fresh.
 - 5) Saturday. I go to the park on Saturday. Saturday.
- Grades 5 through 12
 - 1) Dollar. My mother gave me a dollar. Dollar.
 - 2) Wednesday. On Wednesday we go to music class. Wednesday.
 - 3) Copied. I copied my assignment from the board. Copied.
 - 4) Appreciate. I appreciate the gift. Appreciate.
 - 5) Hospital. My brother is in the hospital for surgery. Hospital.

5. Copying Shapes

- Tell the students to copy the shapes on the back of the *KISD Student Handwriting Form*
- Remind the students that they need to do their best on copying the shapes. Also remind them to copy the shapes on the right side of the page

How do Teachers Score The Assessment?

Directions: Once test is completed, compile data on to your *KISD Classroom Handwriting Data* form. (Once completed, give *KISD Classroom Handwriting Data Form* and *KISD Student Handwriting Form* to the Reading Specialist on your campus.)

1. Writing the Full Alphabet: Indicate on the *KISD Classroom Handwriting Data* form the number of letters written in one minute. Do not count or penalize the student for omitted or incorrect letters. Divide the letters written per minute by 5 to obtain a gross word per minute rate (WPM).
Example: A b c d e f k l mo qr st v = 15 letters per minute or 3 WPM.
2. Sentence Copying: Indicate on your *KISD Classroom Handwriting Data Form* the number of letters written in one minute. Do not count or penalize the student for omitted or incorrect letters. Divide the letters written per minute by 5 to obtain a gross word per minute rate (WPM).
Example: The quick brown fox = 16 letters per minute or 3.2 WPM.
3. Dictation Sentence: Indicate on your *KISD Classroom Handwriting Data Form* the number of letters written in one minute. Do not count spaces or penalize the students for omitted or incorrect letters. Divide the letters written per minute by 5 to obtain a gross word per minute rate (WPM).
Example: I hav ate boks abot jugel = 20 letters per minute or 4 WPM.
4. Spelling: Indicate on your *KISD Classroom Handwriting Data Form* the number of words spelled correctly. Example: 1/5 for one word spelled correctly or 4/5 for four words spelled correctly.
5. Copying Shapes: Indicate on your *KISD Classroom Handwriting Data* form the number of items below that the student accomplishes. Answer "yes" or "no" to each of the following criteria:
 - 3 out of 5 shapes are copied correctly. The shapes should not have "ears" at the corners

- 3 out of 5 shapes are not reversed
- 3 out of 5 shapes are drawn within the space provided
- 3 out of 5 shapes do not have changes or scratch outs
- 3 out of 5 shapes are completed

Example: If you can answer "yes" to 4 out of 5 criteria, the score will be = 4/5.

How Do Teachers Analyze The Students' Handwriting Results?

Directions - Each subtest needs to meet the following criteria:

Grade 1: Subtest 1 through 3 = 5 WPM each

Subtest 4 and 5 = 3 out of 5 each

Grade 2: Subtest 1 through 3 = 6 WPM each

Subtest 4 and 5 = 3 out of 5 each

Grade 3: Subtest 1 through 3 = 7 WPM each

Subtest 4 and 5 = 3 out of 5 each

Grade 4: Subtest 1 through 3 = 9 WPM each

Subtest 4 and 5 = 3 out of 5 each

If the student does not meet the criteria of 3 out of the 5 subtests in their grade level, further data should be collected to submit to the committee of knowledgeable persons (SAT). The following tests or screenings are suggested:

1. *Jordan Test for Dysgraphia*. (2000), by PRO-ED, Inc.
2. *Building Blocks Questionnaire*. Adapted from: Mather, N. & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management*. Baltimore, MD: Paul H. Brookes.
3. *Dysgraphia Screening Checklist*. (2000). The Source for Learning Disabilities. East Moline, IL: LinguiSystems, Inc.
4. *Adapting Pencils to Computers Checklists*. (See References)

Special Note: This screening can be utilized by any grade level to assess dysgraphia concerns that occur throughout the year. Assessment results could be analyzed by campus counselor, reading specialists, and a team or committee of knowledgeable persons (SAT).

References and Resources

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Dysgraphia Instruction for Reading Specialist

Students who have been identified as having characteristics of dysgraphia, will be served with supplemental handwriting and spelling instruction. Instruction provided will come from the Handwriting/Spelling Component of the *Herman Method Set A* (peach-colored pages of the instruction manual). The lessons should be completed in order. The Reading Specialist teacher will move at the student's pace (as quickly as possible or as slowly as needed). A *Skill Mastery* assessment is administered at the end of each level. The results will determine whether or not the student is ready to move forward or needs more instruction. The reading component of the *Herman Method*, *Basic Language Skills*, *Reading Recovery*, *Slingerland*, and *Lexia* may be used for supplemental instruction when skills are not mastered. Dysgraphia instruction should be scheduled for 20-30 minutes per day. The instruction group must be limited to three students or fewer as per direction of the *Herman Method*.

If the dysgraphia assessment determines the student has a weakness in copying skills, a 10-minute copying component can be integrated into the instruction time. The Story Cards from the *Herman Method* can be used. The Reading Specialist teacher can allow the student to choose which story he will copy. Story Cards 1-9 are recommended. Copying a story may take the student several days to complete. The Reading Specialist teacher will determine what type of pencil and writing paper best suits the student's needs (i.e. regular-ruled paper, lined-paper from the *Herman Method* kit, raised-line paper, etc.)

Upon completion of the *Herman Method Set A*, instruction can continue as needed using *Set B*. Once *Set B* is completed, the student has been given the skills needed for his academic success.

Appendix A

1st and 2nd Grade *KISD Student Handwriting Form*

Student's Name: _____ Date: _____

Writing the Full Alphabet:

Handwriting practice lines for writing the full alphabet. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such rows provided.

Sentence Copying:

Handwriting practice lines for sentence copying. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such rows provided.

Student's Name: _____ Date: _____

Dictation Sentence:

Spelling:

1) _____

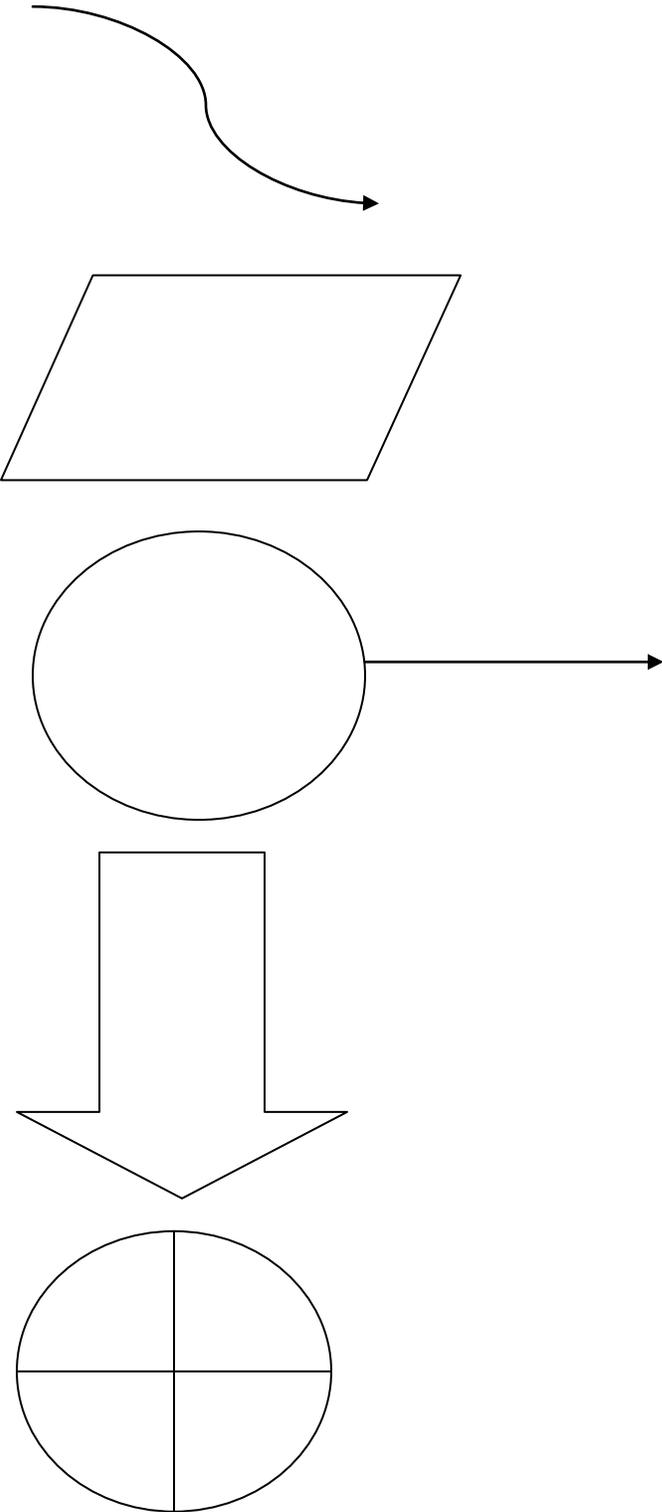
2) _____

3) _____

4) _____

5) _____

Copying Shapes



Appendix B

3rd through 12th Grade *KISD Student Handwriting Form*

Student's Name: _____ Date: _____

Writing the Full Alphabet:

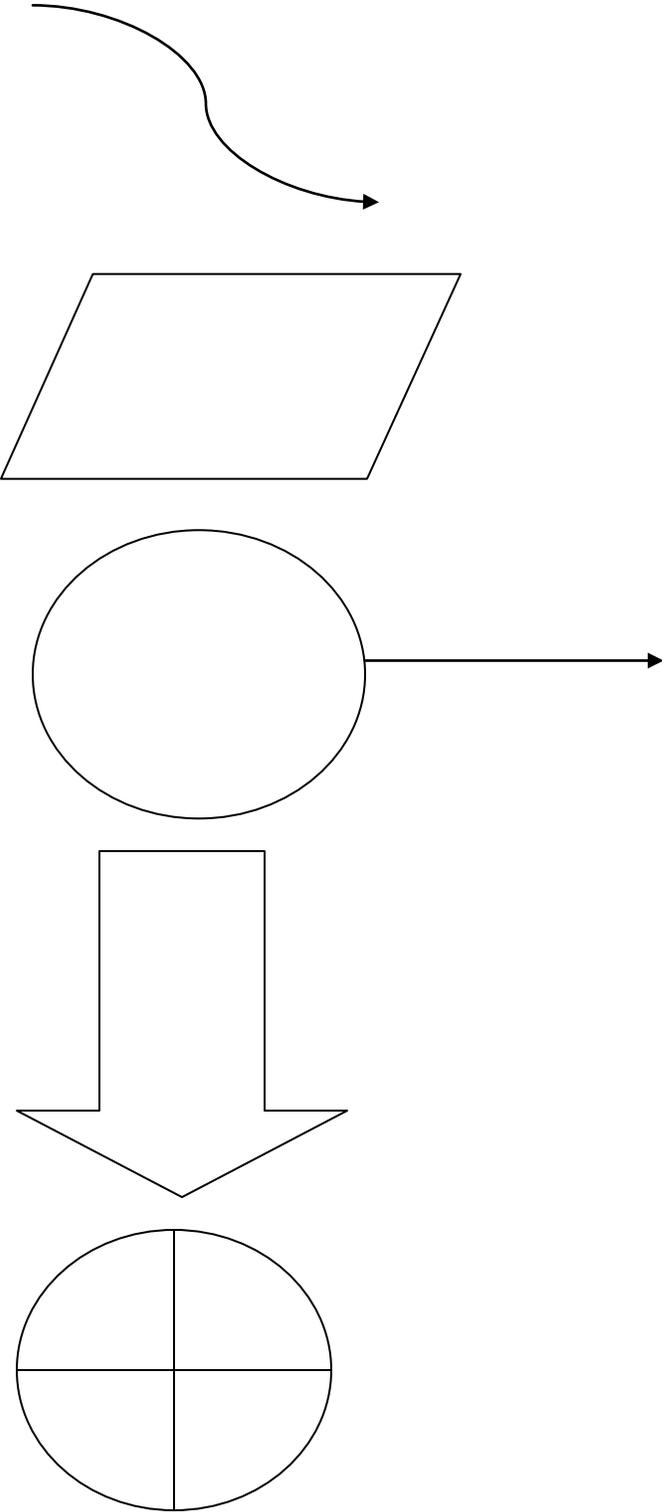
Sentence Copying:

Dictation Sentence:

Spelling:

- 1)
- 2)
- 3)
- 4)
- 5)

Copying Shapes



KISD Individual Handwriting Data Form

Student's Name: _____ Date: _____

Birthday: _____ School: _____

Subtests	Results	Reading Specialist Analysis
Alphabet WPM		
Sentence Copying WPM		
Dictation WPM		
No. of Words Spelled Correctly		
Copying Shapes Criteria		