

STRATEGIES FOR DYSGRAPHIA

- * Allow Student to have access to a word processor for written work or allow her extra time to complete written assignments.
- * Accept Student's written assignments without grading her spelling.
- * Use a spelling program that focuses on the patterns and rules to help her decode and spell multi-syllable words more accurately and confidently. Utilize books such as *Explode the Code*, *SpellBound*, *The Spell of Words*, and *How To Spell*, particularly using the Teacher Resources, to teach the rules and patterns, and then apply them in dictation phrases and sentences.
- * Provide Student with a Word Box from which to choose terms on worksheets and tests as an accommodation for her weak retrieval skills.
- * Allow "wait time" before expecting verbal responses and allow time to verbalize her thoughts before expecting written responses. Even after an initial answer is given, quietly extend the wait time to see if she adds further thoughts and information. Consider saying, "Susie, here's your question. I'll get back to you in a minute."
- * Question Wheel techniques: Use the 5 WH questions (Who? What? When? Where? Why? How?) written on a wheel with a spinner (or just as a list on a prompt card) to have Student generate a summary sentence to get the gist of content material she has read and boost comprehension. Writing sentences that attempt to answer at least three or four WH questions within one sentence could improve her writing skills, to add phrases and clauses, becoming more descriptive.
- * Consider using ideas from [Social Media as a Tool for Peer Collaboration with Elementary Students](#), which describes the writing process in a classroom within a forum called [KidBlog](#)
- * Allow Student to have access to a computer word processor for written work and tests/exams or allow her extra time to complete written assignments. Utilize Assistive Technology, such as: Alpha Smart, Computers (grammar check, spell check, self correcting software), Franklin Spelling Ace, Voice Recognition Software, and/or Recorder Devices.
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- * Allow Student to have access to Dragon Dictation – speech to text on iPod touch or computer. Students can independently complete written assignments in the same length of time as their peers and do that writing along side them. Writing should not be a barrier for learning for getting schoolwork done on time.

- * Directly teach Student basic writing mechanics with practice in a variety of situations, such as writing sentences, paragraphs, essays, etc.
- * Utilize computers to assist in the writing process. Teach Student how to utilize spelling and grammatical 'checks' on the computer.
- * Utilize prewriting activities such as brainstorming, jotting down ideas and details, organizing information, mapping, outlining, etc.
- * Continue practicing typing and keyboarding skills using a typing tutor program, such as Typing Pal, Jr for the computer to develop better writing fluency.
- * Allow, encourage, and provide opportunities for Student to do as much of his work on the computer or word processor as possible, particularly for all writing assignments.
- * Provide Student with a challenging curriculum appropriate to his academic achievement levels and tailored toward his specific areas of interest but moderate the demands for writing assignments, allowing him extra time and the option of completing his work using the computer with the spell-check and grammar check functions guiding him to errors that need correction.
- * Encourage Student to proofread all his work to catch and self-correct small errors needing attention to detail.
- * Check out the articles and information available on these websites and other related resources on Dysgraphia: <http://www.ldonline.org/article/12770/>
http://www.ldanatl.org/aboutld/parents/ld_basics/dysgraphia.asp
<http://www.ncld.org/types-learning-disabilities/dysgraphia/what-is-dysgraphia>
<http://www.ldinfo.com/dysgraphia.htm>
<http://www.resourceroom.net/readspell/dysgraphia.asp>
<http://www.ninds.nih.gov/disorders/dysgraphia/dysgraphia.htm>
<http://learningdisabilities.about.com/od/learningdisabilitybasics/p/dysgraphia.htm>
<http://www.wrightslaw.com/info/read.dysgraphia.facts.htm>
<http://www.handwriting-solutions.com/dysgraphia.asp>
www.youtube.com/watch?v=sL4k_DoTjho
- * Text Writing – Have the student write about a text they read.
 - ◆ Respond to a text in writing
 - ◆ Write summaries about a text
 - ◆ Write notes about a text
 - ◆ Answer questions about a text in writing
 - ◆ Create and answer questions about a text

A great book that might help is "The Dominance Factor" by Carla Hannaford.
<http://www.amazon.com/Dominance-Factor-The-Dominant-Learning/dp/0915556405>