

Handwriting Disability

Instruction

1. Remediation in letter form, automaticity, and fluency.
2. Multi sensory techniques that encourage them to verbalize the motor sequences of the form of letters (for example, b is big stick down, circle away from my body).
3. Students should also use large air writing to develop a more efficient motor memory for the sequence of steps necessary in making each letter. This is because air writing causes the students to use many more muscles than the use when writing with a pencil.
4. Use graphic organizers and concept maps to organize ideas into paragraphs.

Accommodations

1. Allow the student to take extra time on tests.
2. Provide worksheets, rather than requiring children to copy down problems from the board.
3. Remove neatness as a grading criterion.
4. Reduce the length of written assignments. In math or science classes, reduce the number of problems required.
5. Provide the student with the “teacher’s copy” of the notes. If this isn't possible, teachers can allow another student to buddy up and share notes.
6. Allow students to substitute “key words” for full sentences, whenever possible. This cuts unnecessary time struggling with handwriting, while still providing the student with an opportunity to answer the question correctly.
7. Create oral alternatives in writing assignments.
8. Allow for some spelling errors. When possible, teachers should permit the use of a dictionary or spellchecking device.
9. Use pencil grips, erasable pens, and paper with raised lines (hi-write paper), all of which help students with dysgraphia work on hand writing skills. Graph paper, which provides visual guidance for spacing letters and numbers, is also useful. For big projects, students can use a Ghostline poster board, which is lined with a light grid.
10. Allow students to use computers with word processing software, whenever possible.