



Dysgraphia

1. To compensate for writing weaknesses, the child should try to plan out their written statement first. This may mean scribbling key words on scrap paper or in the margin, then writing out their full sentences. To write and plan at the same time will be difficult for this youngster. In a classroom setting, they should be allowed more time for longer written assignment. At home, the child can compensate for his writing inefficiencies by typing or dictating into a tape recorder.
2. Individuals weak in written language, or dysgraphia, will benefit from the use of a computer and spell-check. At times alternatives to writing can be utilized, such as oral responses. Spelling tests and written assignments should be shortened. Words that are frequently used should be taught to the point of confidence. These students should also learn to proofread extensively. Furthermore, extended time for all writing tests is recommended.
3. When the child writes they will be incapable of thinking and writing out at the same time. They must use a bridge between his thoughts and written expression. To this end they can spend a few minutes mentally preparing their essay, making a brief outline on paper, or using key words to denote their thoughts. A “sloppy copy” can then be created where the child merely gets their thoughts on paper. In a final step they can edit the grammar and punctuation. Making writing into a multistep process will minimize the aforementioned processing deficits.