

DYSGRAPHIA PROFILE

Name _____

Date of Birth _____

ID _____

School _____

Grade _____

Date _____

The Texas Education Code (TEC) §38.003 includes Dysgraphia as a Related Disorder:

- 1) Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- 2) Related disorders include disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Texas Education Agency defines Dysgraphia in The Dyslexia Handbook (2018) the following way:

Dysgraphia is defined as a language based, neurological, written language 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). 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.

Berninger, 2015; TEA, The Dyslexia Handbook, 2018

International Dyslexia Association Definition (2020)

Dysgraphia is a specific learning disability that affects how easily children acquire written language and how well they use written language to express their thoughts. 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. Impaired handwriting can interfere with learning to spell words in writing. Occasionally, but not very often, children have just spelling problems and not handwriting or reading problems.

Authors' note: Dysgraphia affects letter formation, word/sentence dictation, and writing fluency. In turn, these deficits cause difficulties with spelling and written expression. According to research, the major cognitive correlates of dysgraphia include weaknesses in orthographic awareness and graphomotor function. Other cognitive and linguistic possible contributing factors include phonological awareness, memory, rapid automatized naming, and processing speed. Other abilities, such as general intelligence, reasoning, oral language, reading, mathematics, and knowledge, that do not require writing, are often unimpaired. In other words, the writing and spelling difficulties are often unexpected in relation to the student's other abilities.

Section I: Summary

A. Primary and Secondary Spelling and Writing Difficulties

Check the areas of concern.

Primary Writing Difficulties		Secondary Spelling and Writing Difficulties	
<input type="checkbox"/> Letter formation <input type="checkbox"/> Handwriting <input type="checkbox"/> Size <input type="checkbox"/> Spacing <input type="checkbox"/> Legibility <input type="checkbox"/> Dictation <input type="checkbox"/> Timed <input type="checkbox"/> Untimed <input type="checkbox"/> Writing Fluency <input type="checkbox"/> Accuracy <input type="checkbox"/> Fluency		<input type="checkbox"/> Spelling <input type="checkbox"/> in isolation <input type="checkbox"/> in context <input type="checkbox"/> Spelling letter sounds <input type="checkbox"/> Written expression	
B. Cognitive and Linguistic Abilities: Possible Contributing Factors Check the areas that are possible contributing factors.			
<input type="checkbox"/> Orthographic awareness ¹ <input type="checkbox"/> Graphomotor Function ²	<input type="checkbox"/> Phonological awareness ³ <input type="checkbox"/> Blending <input type="checkbox"/> Segmentation	<input type="checkbox"/> Memory <input type="checkbox"/> Working memory <input type="checkbox"/> Associative memory	<input type="checkbox"/> Rapid automatized naming <input type="checkbox"/> Processing speed
C. Ability to Learn When Writing is Not Required Check the areas that are significantly higher than the individual's spelling and writing skills.			
Cognitive Abilities <input type="checkbox"/> General intelligence <input type="checkbox"/> Reasoning	Oral Language <input type="checkbox"/> Oral expression <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Vocabulary ³	Reading <input type="checkbox"/> Basic Reading <input type="checkbox"/> Reading Comprehension	Mathematics <input type="checkbox"/> Calculation <input type="checkbox"/> Problem solving
		Knowledge <input type="checkbox"/> General knowledge <input type="checkbox"/> Academic knowledge	

Committee Consideration

- | | |
|---|---|
| <input type="checkbox"/> Data demonstrate characteristics of dysgraphia.
<input type="checkbox"/> Data do not demonstrate characteristics of dysgraphia. | <input type="checkbox"/> Data demonstrate characteristics of dysgraphia; however, these characteristics would not be consistent with TEA guidelines for the identification of dysgraphia. |
|---|---|

Evaluator(s) _____

Date: _____

Section II: Scores

Area Tested		Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS 111> PR 76>
Primary Writing Difficulties	Letter Formation	Informal		Letter Formation Case: Lower ____/26 Upper ____/26 <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
	Dictation Skills			Word Dictation Timed			
				Word Dictation Untimed			
				Sentence Dictation Timed			
				Sentence Dictation Untimed			
		Informal		Dictation Timed			
				Dictation Untimed			
	Writing Fluency			Writing Fluency			
				Writing Accuracy <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
				Writing Rate <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
		Informal		Copying Text <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
		Informal		Writing Fluency <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
Secondary Spelling and Writing Difficulties	Spelling			Spelling in Isolation			
				Spelling of Sounds			
		Informal		Spelling Letter Sounds: Consonants ____ Vowels ____ <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
				Spelling in Context <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
	Written Expression			Written Expression			
		Informal		Writing Samples <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced			
Primary and Secondary Writing and Spelling Difficulties/Comments							

Area Tested		Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS 111> PR 76>	
Cognitive and Linguistic Abilities: Possible Contributing Factors	Orthographic Awareness ¹			Reading nonsense words				
				Spelling nonsense words				
	Graphomotor Function ²	Informal		Motor planning and execution <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced				
				Kinesthetic feedback (Knowledge of position and movement of the writing hand) <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced				
				Motor memory <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced				
	Phonological Awareness ³			Blending				
				Segmenting				
	Memory			Working Memory				
				Associative Memory				
	Rapid Automatized Naming			Rapid Automatized Naming (RAN)				
	Processing Speed			Processing Speed				
	Cognitive and Linguistic Abilities: Possible Contributing Factors/Comments							

Area Tested		Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS 111> PR 76>
Ability to Learn When Writing is Not Required	General Intelligence			General Intelligence			
	Reasoning			Reasoning			
	Oral Language			Oral Expression			
				Listening Comprehension			
				Vocabulary			
	Reading			Basic Reading			
				Reading Comprehension			
	Mathematics			Math Calculation			
				Math Problem Solving			
	Knowledge			General Knowledge			
				Academic Knowledge			

Determination of Characteristics of Dysgraphia for Committee Consideration/Additional Comments

1. A weakness in orthographic awareness is a significant contributing factor to dysgraphia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person's recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of exception word reading and spelling. Students with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound, rather than the way they look.
2. Graphomotor Function is hand movements used for writing. It requires motor planning and execution, kinesthetic feedback (Knowledge of position and movement of the writing hand), and motor memory, which is needed to be well coordinated with the retrieval of the letter forms from memory in order for handwriting to be automatic and legible.
3. If the student exhibits spelling difficulties and currently has average phonological/phonemic awareness, review the student's history to determine if there is evidence of previous interventions with phonological/phonemic awareness. Prior effective instruction in phonological/phonemic awareness may remediate these skills in isolation. Ongoing phonological awareness deficits can also be exhibited in word reading and/or spelling.

ACKNOWLEDGEMENTS

I would like to thank Tammy Stephens-Pisecco, Sarah Holman, and Virginia Gonzalez for their helpful review and comments on the initial draft of this document.