

SPECIFIC LEARNING DISABILITY: UNDERSTANDING DYSGRAPHIA

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Specific Learning Disability (SLD) denotes a category of neurological disorders that impair a student's capacity to develop, handle, or apply academic abilities like reading, writing, or math, a notion commonly acknowledged in special education texts (Kirk, 2016). A significant yet frequently overlooked type of SLD is dysgraphia, which mainly impacts writing skills, such as handwriting, spelling, and written communication. Dysgraphia is unrelated to intelligence; numerous people with dysgraphia possess average or higher intelligence yet struggle to shape letters, arrange their thoughts on paper, and create written work that is coherent and organized (Berninger & Wolf, 2016). These challenges are associated with variations in brain functions related to fine motor skills, orthographic coding (letter shaping and spelling), and the production of written language (Feder & Majnemer, 2017). Despite dysgraphia causing difficulties in writing, individuals might exhibit strengths in verbal expression, creativity, and oral reasoning.

Typical indicators of dysgraphia consist of unreadable handwriting, irregular letter spacing, repeated spelling mistakes, challenges with proper pencil grip, and issues with structuring thoughts in writing. Students might also write at a slow pace and feel tired or frustrated while doing writing assignments. Timely recognition is crucial, as ongoing challenges with writing can influence academic achievement in various subjects (American Psychiatric Association, 2013). Educators and guardians might observe that a student steers clear of writing activities, finds it hard to transcribe from the board, or encounters challenges in finishing written tasks within specified timeframes.

Medical and educational experts, including psychologists, occupational therapists, and developmental specialists, carry out thorough evaluations with standardized instruments to diagnose dysgraphia. These assessments might consist of evaluations of fine motor abilities, handwriting evaluations, cognitive processing assessments, tests of spelling and writing fluency, and measures of executive function. Typical tools consist of the Wechsler Intelligence Scale for Children (WISC-V), the Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI), and multiple standardized writing achievement assessments like the Woodcock-Johnson IV Tests of Achievement (2014). These tools assist in pinpointing particular areas of challenge and inform suitable intervention strategies.

Educational institutions are essential in aiding students with dysgraphia through accommodations that minimize obstacles to written communication. Inclusive education principles highlighted by the Department of Education (DepEd, 2021) state that students with disabilities should receive fair access to education through suitable support and modifications in the classroom. Accommodations might involve permitting the use of laptops or tablets for writing assignments, granting additional time for written tasks, minimizing copying demands, and enabling oral presentations as substitutes for written submissions when suitable. Educators can also offer structured note-taking, visual aids, and incremental writing guidance. Occupational therapy techniques and multisensory writing methods are frequently suggested to enhance fine motor and writing abilities (Feder & Majnemer, 2017). Establishing a nurturing and accepting classroom atmosphere minimizes writing anxiety and fosters student engagement. Cooperation among educators, parents, and specialists guarantees continuous assistance and enhancement of skills.

In summary, dysgraphia is a controllable learning disability based on variances in brain and motor functions related to writing, not due to a deficiency in intelligence or determination. Through timely recognition, accurate evaluation, and suitable educational

support, students with dysgraphia can cultivate strong communication abilities and achieve academic success. Highlighting the challenges and strengths of learners with dysgraphia is crucial for fostering confidence and enhancing success, as noted in contemporary special education research.

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