

Dysgraphia Policy Throughout the United States

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INTRODUCTION

- Dysgraphia is a neurodevelopmental disorder that involves difficulties with writing. It is an unexpected disability that occurs in the absence of adequate instruction.
- Recent research indicates that around 7-15% of children have dysgraphia.
- Despite the prevalence rate, there is minimal research for dysgraphia.
- Research that has been conducted shows that the most prevalent characteristics of dysgraphia are difficulty with handwriting (e.g., letter formation, spacing, legibility, slow and/or labored writing).
- However, there is no research on K-12 dysgraphia legislation and policy across the United States as they relate to the dysgraphia definition, the presence or absence of screening, and any intervention requirements.

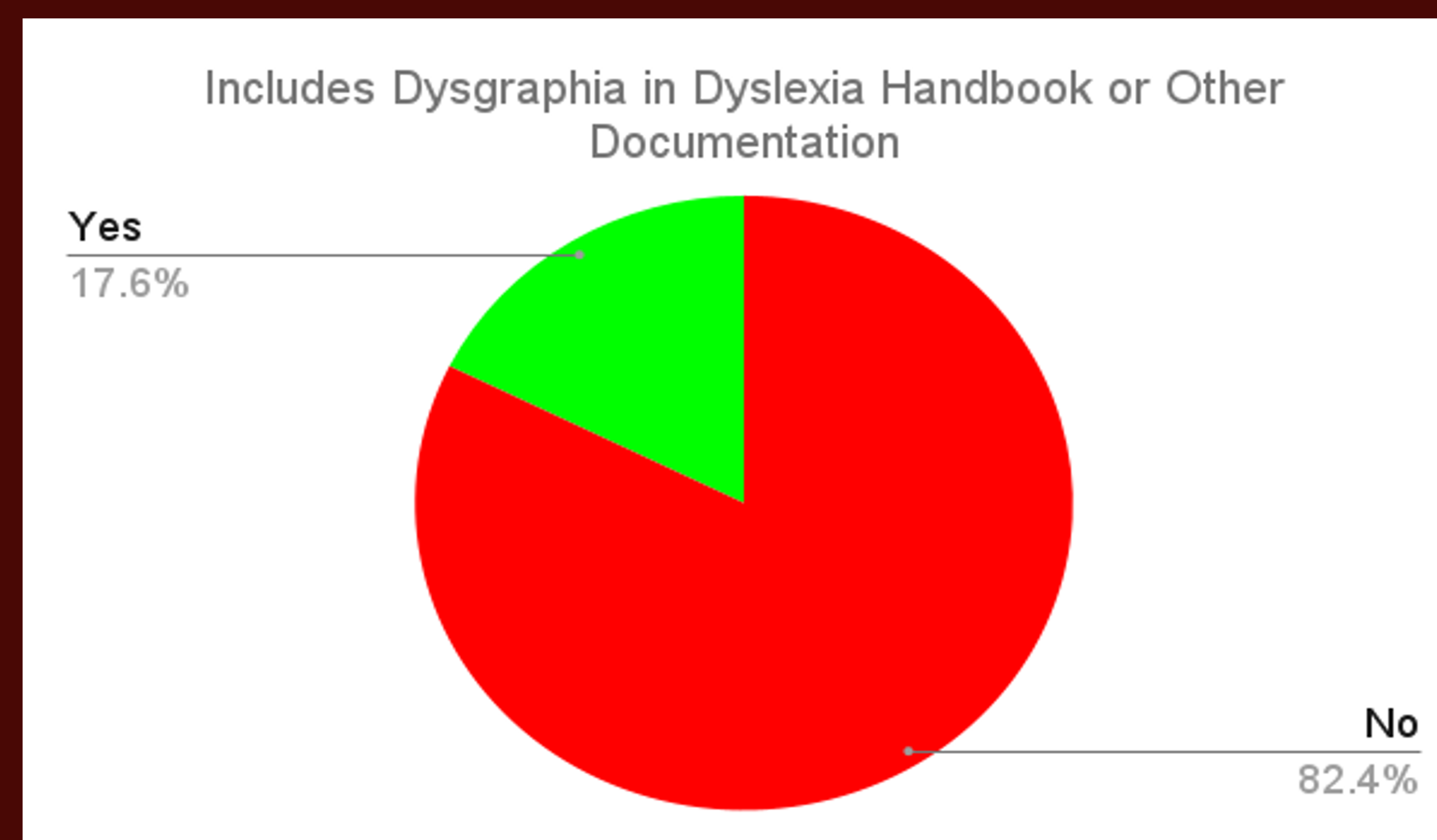
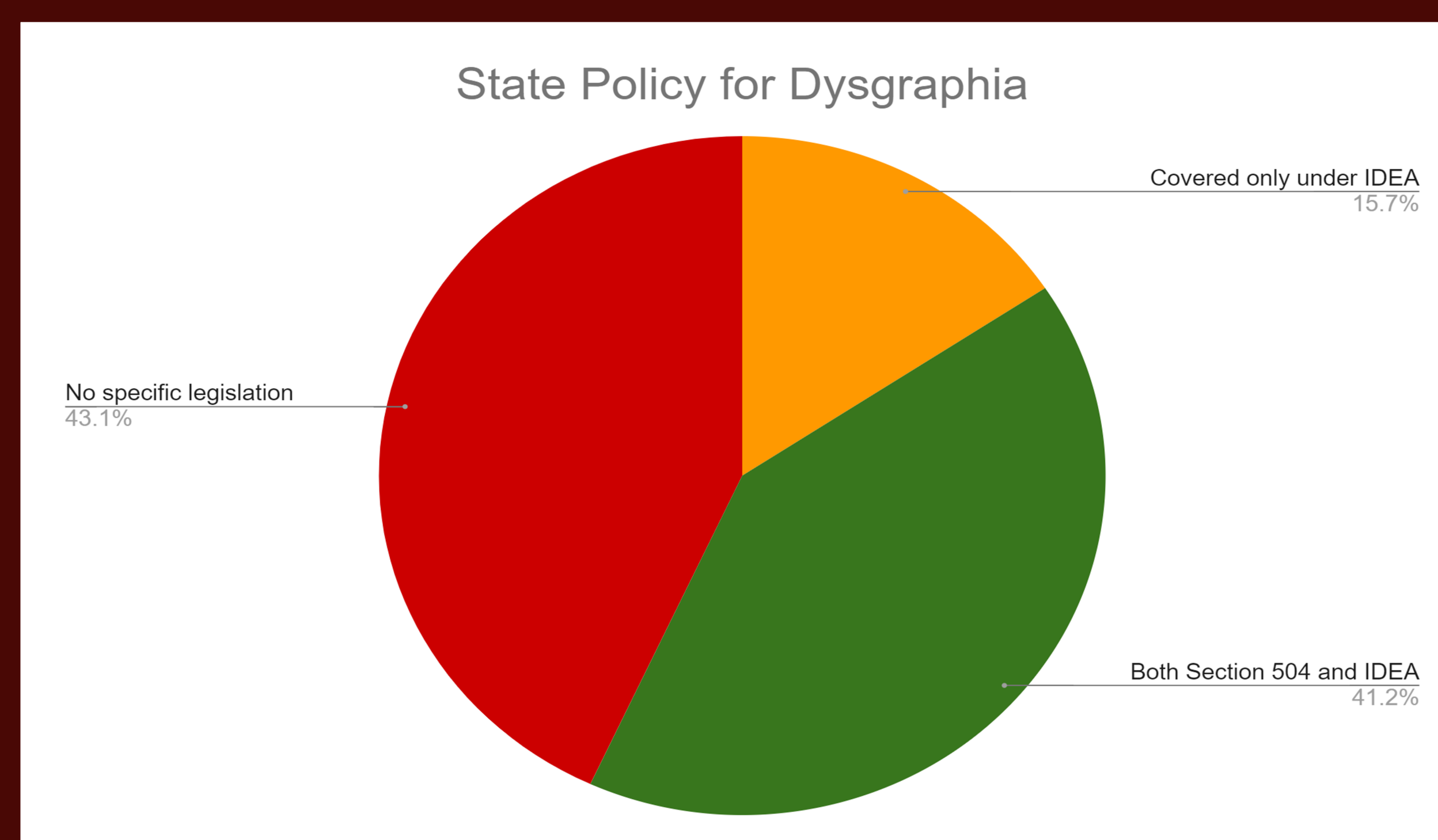
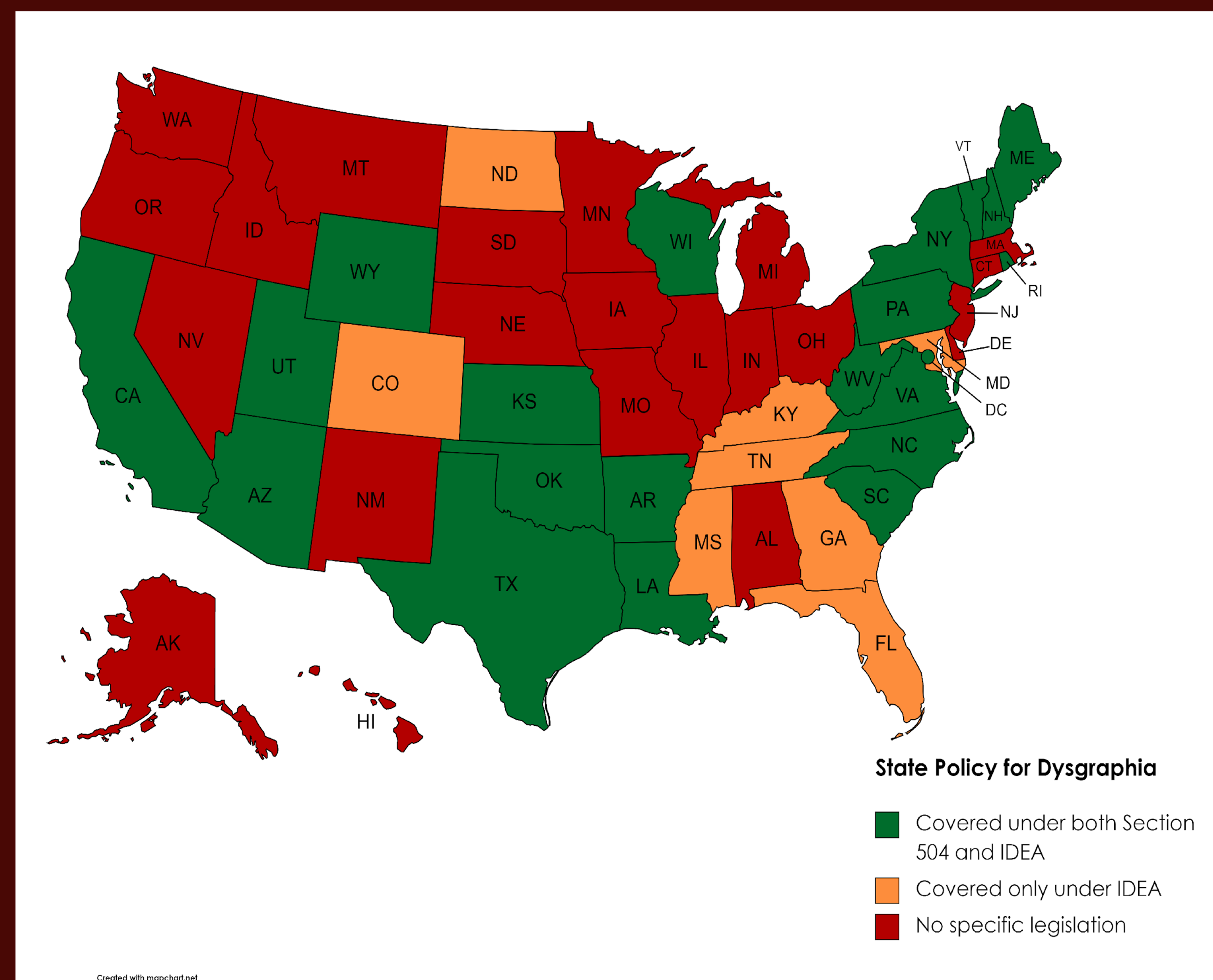
THE PRESENT STUDY:

- The goal of this study was to provide a finer-grained description of the dysgraphia legislation and policy across the United States (U.S.).

METHOD

- Information for these data was collected in the Fall of 2022 through interviews, surveys sent to state education administrators, and searching state dyslexia handbooks and legislation.
- This information is based on statewide policy. Some school districts may have different policies than the state policy.

RESULTS



DISCUSSION

- Results showed that the lack of research on dysgraphia is one contributing factor in the inconsistency of dysgraphia identification.
- Some inconsistencies across the U.S. states include:
 - Wyoming does not have exclusionary criteria in their specific learning disability (SLD) definition for motor/orthopedic impairment (47 states have motor impairment, 3 states have orthopedic impairment).
 - West Virginia specifically defines both dyslexia and dyscalculia, but not dysgraphia.
 - Florida specifically states dysgraphia in their SLD definition.
- In contrast to dysgraphia, all states include dyslexia in their definition.
- If the U.S. creates federal legislation, there will be more cohesiveness across states in the identification of dysgraphia.
- Future research is needed in creating consistency in the identification of dysgraphia.
- More focused research will support teachers and parents in identifying early signs of dysgraphia in their students, therefore increasing their ability to advocate for student needs.

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