



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 QUESTIONS:

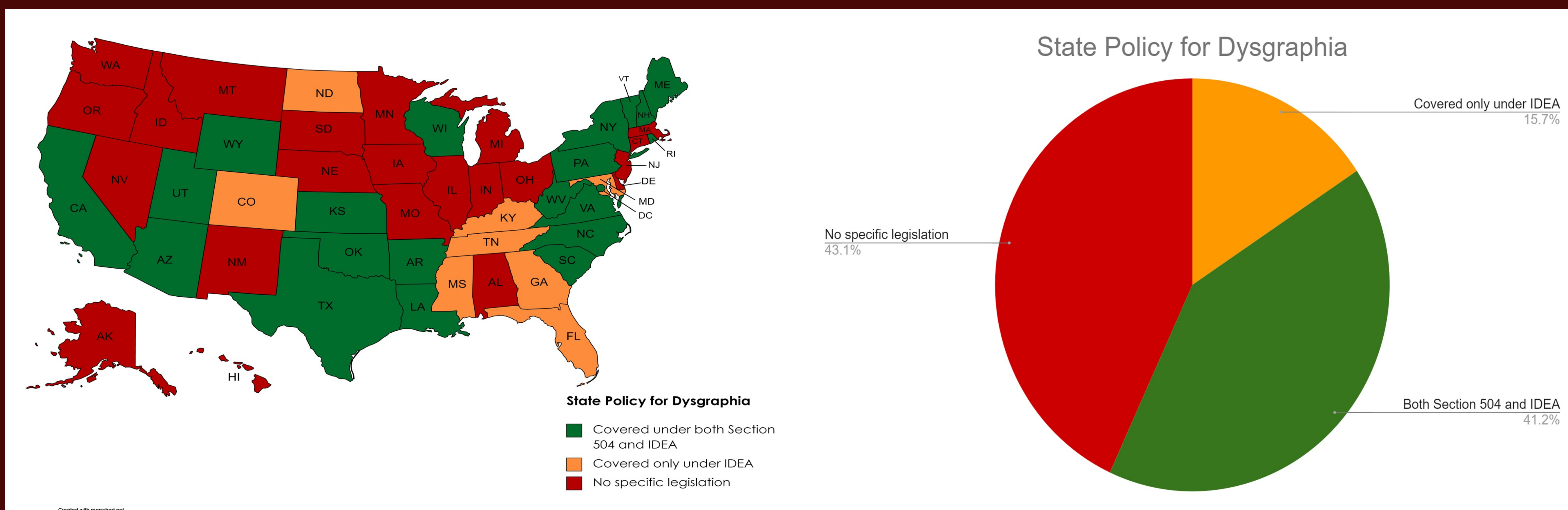
- RQ1: How is dysgraphia identified across the United States (U.S.)? What can schools do to identify dysgraphia accurately, with validity and reliability?
- RQ2: How can we remediate dysgraphia?
- RQ3: What are the current policy and procedures concerning dysgraphia across the U.S.?

METHOD

- RQ1: A systematic search was used to review literature that included identification procedures of dysgraphia.
- RQ2: Studies that included handwriting and fine-motor interventions were reviewed for efficacy on handwriting, spelling, and writing outcomes for students with dysgraphia.
- RQ3: Information for legislation data was collected in Fall of 2022 through interviews, surveys sent to state education administrators, and searching state dyslexia handbooks and legislation.

RESULTS

- RQ1: Due to the lack of research, there is a significant variation in how dysgraphia is identified across the U.S. While some states and school districts utilize an IQ-achievement discrepancy framework to identify dysgraphia, others rely on unexpected underachievement using achievement data (e.g., curriculum-based measures).
- RQ2: There is a lack of quasi-experimental and experimental design interventions in early elementary school grades that would study conditions under which we would see meaningful, beneficial effects on handwriting, spelling, and writing outcomes for students with dysgraphia.
- RQ3: Similarly to dysgraphia identification, due to the lack of research, there is significant variation on current dysgraphia policies across the U.S. While some states and school districts categorize dysgraphia as a Specific Learning Disability in written expression under IDEA (orange color), others consider dysgraphia to fall under the Section 504 umbrella and IDEA (green color). However, in some states there is no specific legislation on dysgraphia (red color).



DISCUSSION

- Our findings suggest that future research has a huge task on itself to investigate dysgraphia as a learning disability.
- Specifically, the next steps are:
 - (a) to identify valid and reliable screening and assessment tools in order to establish consistency in dysgraphia identification across the U.S. states
 - (b) design and implement high-quality quasi-experimental and experimental design interventions in early elementary school grades addressing outcomes in which students with dysgraphia struggle most (e.g., writing and spelling)
 - (c) establish consistency in current legislation and policy for dysgraphia across the U.S.

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