

Dysgraphia and Dyscalculia: Characteristics and Relevant Interventions

If a child has ...	An appropriate intervention would be ...
<ul style="list-style-type: none"> • Difficulty with fine motor tasks such as writing, cutting, and using scissors • An awkward pencil grasp • A tired hand when writing • Letters written above or below the line • Difficulty keeping numbers lined up in math • Inconsistent spaces between words • An inability to finish the writing assignment • A tendency to skip proofreading process • Poor spelling • A discrepancy between written language and oral language • Memory problems related to math facts • Poor problem solving 	<ul style="list-style-type: none"> • Teach fine motor skills • Use a pencil grip • Use a pencil frame • Use raised line paper • Use graph paper or notebook paper turned sideways • Teach explicit handwriting program (Handwriting without Tears), air writing • Allow more time or shorten the assignment • Provide a checklist (COPS) • Word walls, personal dictionaries, verbalize letters while spelling • Use talk-to-type software such as Dragon Naturally Speaking; encourage student to use a memo recorder • Allow calculator use, even on tests; create notecards with sequence of steps modified; teach mnemonics • Model and teach specific steps; student should restate steps while doing problem; teach "key words" for operations

PROOFREADING CHECKLIST ...

C	Capitalize the first word and proper nouns
O	Overall appearance: spacing, legibility, indentions, neatness, complete sentences
P	Punctuation
S	Spelling (use Franklin Speller)

