LEARNING TO WRITE IS EQUIVOLAT TO LEARNING TO READ AND CALCULATE. WHILE EVERY CHILD TRIES TO WRITE A LETTER, WORD AND PHRASES, SOME OF OUR LEARNERS, STRUGGLE TO WRITE CORRECTLY AND LEGIBLY. IN THIS CASE, WE MIGHT CONSIDER THAT OUR LEARNER MUST BE SUFFERING FROM DYSGRAPHIA? ACCORDING TO ADI-JAPHA ET AL. (2007), DYSGRAPHIA IS A COMPONENT OF WRITING DISORDERS, REFERRING SPECIFICALLY TO SPELLING, AND ILLEGIBLE HANDWRITING.

THE UNDERLYING CAUSE OF SUCH WRITING DISORDER IS ALWAYS ASSOCIATED WITH WHAT THE BRAIN HAS PERCEIVED. THERE IS A GROWING EVIDENCE OF CONNECTION BETWEEN HANDWRITING AND LITERACY. THUS, MOTOR SKILLS AND COGNITIVE SKILLS ARE INTERDEPENDENT AS THEY BOTH NEED TO BE DEVELOPED RATIONALLY. JAMES & ENGELHARDT, 2012 EMPHASIZED THAT HANDWRITING IS IMPORTANT FOR THE EARLY RECRUITMENT IN LETTER PROCESSING OF BRAIN REGIONS KNOWN TO UNDERLIE SUCCESSFUL READING. FURTHERMORE, PEGADO, NAKAMURA, & HANNAGAN, (2014) STATED THAT A TIGHT FUNCTIONAL LINK BETWEEN THE VISUAL AND MOTOR SYSTEMS FOR READING AND WRITING IS ESTABLISHED BY A LITERACY TRAINING.

WITH REFERENCE TO WWW.LDONLINE.ORG, SIGNS OF A WRITTEN LANGUAGE LEARNING DISABILITY REVOLVE AROUND THE ACT OF WRITING. THEY INCLUDE THE PROBLEMS SUCH NEATNESS AND CONSISTENCY OF WRITING, ACCURATELY COPYING LETTERS AND WORDS, SPELLING CONSISTENCY, WRITING ORGANIZATION AND COHERENCE. UNDERSTANDING EACH PROBLEM WILL HELP THE TEACHER TO RESPOND TO WHAT THE LEARNER NEEDS.

THERE ARE ONLY FEW STUDIES ABOUT THE VARIABLE CAUSES OF DYSGRAPHIA. IN THE STUDY CONDUCTED BY DOHLA ET. AL (2018), LEARNERS WITH DEVELOPMENTAL DYSGRAPHIA SHOWED THAT besides phonological processing abilities, auditory skills and visual magnocellular
functions, spelling ability is affected too. This study analyzes that these dysgraphic children was divided in two distinct clusters, one with auditory deficits and the other is the visual magnocellular functions.

The continuous search for answers to better understand children experiencing dysgraphia provides educators opportunities to create their own strategies to cope with them. Helping learners with these difficulties is also a way of helping them to survive.

References:


http://www.ldonline.org/article/5890