

DYSGRAPHIA CHECKLIST FOR SCHOOL-AGED CHILDREN

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DYSGRAPHIA CHECKLIST FOR SCHOOL-AGED CHILDREN

Purpose: Dysgraphia is a learning disability affecting writing skills. It can manifest itself in a number of deficit areas including handwriting, written composition, writing mechanics as well as spelling. This dysgraphia checklist was created to assist parents and professionals in the decision-making process of identifying the students' specific written language deficits who may require further assessment/treatment services to improve their written abilities.

Directions: This form can be provided to both caregiver/s and classroom teachers to be filled out in order to ensure that the deficit areas are consistent and apparent to all individuals dealing with the child on daily basis. **It is very important to understand that research on the subject indicates that dysgraphia rarely occurs in isolation and is very frequently comorbid with a number of disabilities including language impairment, reading difficulties, etc.**¹. As such, if a student is evidencing manifestations of dysgraphia it is highly important to rule out that other difficulties in various areas of language and literacy are not further contributing to the maintenance of this disability. This can be accomplished via the administration of additional checklists pertaining to the areas of language and literacy which can be found [HERE](#).

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PURPOSE: To determine primary areas of literacy-based weaknesses to be targeted for assessment

I. STUDENT INFORMATION:

Date: _____ Student's Name: _____ Sex: ___M ___F Student's Age: _____ DOB _____
 Referred by: _____ Educational Classification: _____
 Language(s) spoken/understood by student (please list): _____
 Current Language Diagnoses: _____
 Current Medical/Neuropsychological Diagnoses: _____
 Previous Therapies/Tutoring: ___No ___Yes If Yes, what type (e.g., SLP, OT, reading, etc.), when, & how for long?

II. AT RISK FAMILY HISTORY (place \checkmark next to applicable areas)

If answered 'Yes' to any of the below, please specify details (family member/s and diagnoses)

- ___ Family history of speech-language delay
 ___ Family history of learning deficits (e.g., reading problems, dyslexia, etc.)
 ___ Family history of special education placements
 ___ Family history of psychiatric impairments (e.g., ASD, ADHD, anxiety, depression, etc.)
 ___ Family history of drug and/or alcohol abuse
 ___ Family history of intellectual disability
 ___ Other noteworthy family history
 ___ Unknown family history

¹ Nicolson RI, Fawcett AJ (January 2011). "Dyslexia, dysgraphia, procedural learning and the cerebellum". Cortex. 47 (1): 117-27

- III. AT RISK DEVELOPMENTAL HISTORY** (place \checkmark next to applicable areas as pertaining to child)
- Child is internationally adopted
- Child is domestically adopted
- Intellectual disability
- Early Intervention (EI) service provision
- Preschool Disabled Program services provision
- Late language development²**
- Language delay/disorder** (child may or may not be classified in school setting)
- Language comprehension and expression difficulties**
- Speech impairment (mispronunciation of several or numerous sounds)
- Gross and fine motor delays (e.g., clumsiness, lack of coordination, inability to tie shoelaces, poor handwriting)
- Early onset difficulties recognizing letters and numbers
- Requires/d extensive time to learn to recognize/write letters in own name
- Displays organizational difficulties (observed socially and or academically)
- IV. BEHAVIORAL MANIFESTATIONS** (place \checkmark next to applicable areas)
- Easily frustrates during writing tasks
- Low self-esteem
- Low motivation (especially during written tasks)
- Lacks confidence during learning tasks
- Poor/negative self-image
- Frequent somatic complaints (physical complaints such as stomachache, headache, fatigue, etc.)
- Aggression
- Anxiety
- Frequently distracted and unfocused
- Other
- V. LEARNING DEFICITS** (place a \checkmark next to areas of difficulty and/or an * next to most impaired areas)
- A. Spelling**
- Omits letters when spelling words
- Adds extra letters when spelling words
- Switches order of letters in words
- Misspells high frequency words
- Does not represent every sound in words by letters (e.g., cas for cash)
- Does not know allowable rules for combing letters (e.g., krisp for crisp)
- Uses phonetic spellings of non-phonetic words (e.g., leder for letter)
- Poor spelling of words with unstressed syllables
- Different spelling of words on repeated attempts

² Please note that if there's a reported **history of past/present language difficulties** it is **strongly recommended** that caregivers and teachers fill out the **[Speech Language Assessment Checklist for School-Aged Children](#)** to determine the need for **supplemental language testing**.

B. Writing Conventions

- ___ Difficulty using correct capitalization (e.g., names of people, geographical locations, organizations, etc.)
- ___ Difficulty using correct punctuation (e.g., periods, commas, apostrophes, quotes, etc.)
- ___ Frequent noun verb disagreement
- ___ Difficulty identifying parts of speech in sentences (e.g., identify adverbs, adjectives, prepositions, etc.)
- ___ Excessive presence of grammatical errors
- ___ Uses short, simple sentences not commensurate with grade level (no compound/complex sentences)
- ___ Lacks variety of sentence types (e.g., descriptive, interrogative, exclamatory, etc.)
- ___ Unable to recognize sentence parts in written compositions (e.g., clauses, subjects and predicates, etc.)
- ___ Overuses lengthy, run-on sentences
- ___ Writing lacks appropriate conjunctive ties (e.g., *but, nor, so, yet*, etc.)
- ___ Writing lacks appropriate temporal markers denoting passage of time (e.g., *firstly, finally, next, after that*, etc.)
- ___ Writing is verbose and redundant (not succinct, overly repetitive)
- ___ Difficulty separating work into paragraphs
- ___ Does not use pre-writing effectively
- ___ Does not use the drafting process when creating written work
- ___ Inability to proofread and edit written work
- ___ Displays poor visual-spatial perception (e.g., starts in odd places on the page, uses erratic spacing)
- ___ Dislikes/avoids writing
- ___ Other: _____

C. Writing Composition

- ___ Difficulty organizing and adequately expressing thoughts in writing
- ___ Weak overall composition development
- ___ Abrupt/weak composition beginning
- ___ Abrupt/weak composition ending
- ___ Lacks specific references to details/events/people throughout composition
- ___ Poor event sequencing (composition is confusing and difficult to follow)
- ___ Poorly developed plot (for fictional narratives)
- ___ Poorly developed character perspectives (e.g., lack display of emotions, intent, etc.)
- ___ Plodding/stumbling story action
- ___ Usage of limited vocabulary during writing tasks
- ___ Unable to coherently and cohesively state and support opinion/claim during persuasive/argument writing tasks
- ___ Unable to logically group and support related information during informative/explanatory writing tasks

D. Handwriting

- ___ Poor/Immature pencil grip
- ___ Slow and laborious writing effort (takes excessive time to write)
- ___ Letter confusion and letter reversals
- ___ Inconsistent/erroneous use of upper and lower case letters
- ___ Letters face wrong direction

- ___ Irregularly shaped letters
- ___ Difficulty adhering to margins
- ___ Poor spacing between letters, words, and sentences.
- ___ Immature handwriting (older children/teens)
- ___ Extended time needed to copy words off the board

Please write a descriptive summary of the child's **most significant** present difficulties:

ADDITIONAL INFORMATION

Does the child have any medical concerns: _____ If so, please list: _____

Are the literacy difficulties affecting the child on daily basis? ___ Yes ___ No

If so, how? _____

Do you suspect the child may have other delays? _____

If so, in what area(s)? (Please circle below)

Intellectual/Cognitive	Language	Motor	Activities of Daily Living
Social/Emotional	Sensory	Behavioral	Other (specify)_____

Select Tests of Spelling and Writing for School-Aged Children

Tests of Spelling

- Test of Written Spelling-5 (TWS-5) Ages 6-18
- Spelling Performance Evaluation for Language and Literacy (SPELL-2³) Grades: 2-Adult

Tests of Writing

- Test of Early Written Language-3 (TEWL-3) Ages 4-11
- Test of Written Language-Fourth Edition (TOWL-4) Ages 9-17

³ Prescriptive rather than standardized test

New Smart Speech Therapy Resources and Resource Bundles

- **Best Practices in Bilingual Literacy Assessments and Interventions**
- **Comprehensive Literacy Checklist For School-Aged Children**
- **Dynamic Assessment of Bilingual and Multicultural Learners in Speech Language Pathology**
- **Differential Assessment and Treatment of Processing Disorders in Speech Language Pathology**
- **Practical Strategies for Monolingual SLPs Assessing and Treating Bilingual Children**
- **The Checklists Bundle**
- **General Assessment and Treatment Start Up Bundle**
- **Multicultural Assessment Bundle**
- **Narrative Assessment and Treatment Bundle**
- **Social Pragmatic Assessment and Treatment Bundle**
- **Psychiatric Disorders Bundle**
- **Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle**

Other Helpful Smart Speech Therapy Resources

- **Assessment Checklist for Preschool Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-preschool-child/>
- **Assessment Checklist for School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-school-aged-child/>
- **Differential Diagnosis of ADHD in Speech Language Pathology**
 - <http://www.smartspeechtherapy.com/shop/differential-diagnosis-of-adhd-in-speech-language-pathology/>
- **Behavior Management Strategies for Speech Language Pathologists**
 - <http://www.smartspeechtherapy.com/shop/behavior-management-strategies-for-speech-language-pathologists>
- **Narrative Assessment of Preschool and School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/narrative-assessments-of-preschool-and-school-aged-children/>
- **Creating Functional Therapy Plan**
 - <http://www.smartspeechtherapy.com/shop/creating-a-functional-therapy-plan-therapy-goals-soap-note-documentation/>
- **The Role of Frontal Lobe in Speech and Language Functions**
 - <http://www.smartspeechtherapy.com/shop/the-role-of-frontal-lobe-in-speech-and-language-functions/>
- **Executive Function Impairments and At Risk Pediatric Populations**
 - <http://www.smartspeechtherapy.com/shop/executive-function-impairments-in-at-risk-pediatric-populations/>
- **Assessing Social Pragmatic Skills of School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/assessing-social-pragmatic-skills-of-school-aged-children/>
- **Treatment of Social Pragmatic Deficits in School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/treatment-of-social-pragmatic-deficits-in-school-aged-children/>
- **Fetal Alcohol Spectrum Disorder An Overview of Deficits**
 - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorder-an-overview-of-deficits/>
- **Speech Language Assessment and Treatment of Children with Alcohol Related Disorders**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-and-treatment-of-children-with-alcohol-related-disorders/>