

# Dysgraphia Interventions by Type

This guide offers a comprehensive list of interventions for dysgraphia, organized by subtype: dyslexic, motor, spatial, phonological, lexical, and voicing substitution. It integrates evidence-based strategies from research (e.g., International Dyslexia Association, LearningSuccess.ai) with targeted exercises from the Brain Bloom System (visual memory, visual discrimination, visual closure, auditory discrimination, auditory closure, auditory memory, fine motor, gross motor, proprioception) and the Attentive Ear's advanced auditory processing program, tailored to each subtype's challenges.

## 1 Dyslexic (Linguistic) Dysgraphia

**Core Challenge:** Poor phonemic spelling, illegible spontaneous writing, difficulty with language formulation; copied work and fine motor skills typically intact.

- **Structured Literacy Programs:** Use programs like Orton-Gillingham or Wilson Reading System, emphasizing phonemic awareness and systematic spelling rules. Practice spelling through multisensory techniques, such as tracing letters while saying sounds aloud.
- **Graphomotor Exercises:** Start with basic shapes (loops, circles) to build confidence, progressing to letter formation, focusing on spelling accuracy.
- **Dictation and Speech-to-Text:** Use speech-to-text tools to bypass handwriting, allowing focus on content creation and spelling practice via verbal input.
- **Copying Practice:** Provide templates for tracing or copying to reinforce correct spelling patterns without generating content.
- **Phonemic Awareness Training:** Engage in segmenting words into sounds or blending sounds, using manipulatives (e.g., letter tiles).
- **Writing Models with Ductus:** Provide models showing stroke order and direction (e.g., arrows) to support accurate letter formation.
- **Assistive Technology:** Use word prediction software (e.g., Co:Writer) to suggest phonetically similar words, reducing spelling errors.
- **Brain Bloom System:** Implement 15-minute daily exercises targeting auditory discrimination, auditory closure, and auditory memory to enhance phonemic awareness and spelling accuracy. Example: Play sound segmentation games (e.g., identifying phonemes in “cat” as /k/-/æ/-/t/).
- **Attentive Ear:** Use advanced auditory processing exercises to strengthen sound discrimination for phonemic spelling. Example: Practice distinguishing similar phonemes (e.g., /p/ vs. /b/) to improve sound-to-letter mapping.

- **5-Minute Reading System:** Apply 5-minute phonics drills combining phonetic and image-based word recognition to improve spelling of regular words. Example: Match images to words (e.g., “dog” with a dog picture) while verbalizing sounds.

## 2 Motor (Peripheral) Dysgraphia

**Core Challenge:** Deficient fine motor skills, illegible handwriting, physical pain; oral spelling typically normal.

- **Hand and Finger Strengthening:** Use resistance bands, therapy putty, or a slit tennis ball to build wrist stability and finger dexterity. Activities: Squeezing Play-Doh, pinching objects, pulling TheraBand.
- **Graphomotor Exercises:** Practice basic shapes to reduce writing aversion, advancing to letters, emphasizing motor control.
- **Adaptive Tools:** Experiment with pencil grips, vertical surfaces (e.g., easels), or slanted boards to improve posture. Use adaptive paper (e.g., wide rule, graph) for sizing and alignment.
- **Motor Imagery Training:** Visualize smooth writing movements to enhance motor planning, improving MABC-2 scores.
- **Kinesthetic Learning:** Form letters with the body (e.g., “S” on the floor) or trace on textured surfaces to build motor memory.
- **Occupational Therapy:** Work with a therapist for fine motor exercises (e.g., bead stringing, cutting).
- **Biofeedback Devices:** Use wearables to monitor muscle tension and adjust grip/pressure, reducing pain.
- **Typing as an Alternative:** Introduce ergonomic keyboards to reduce motor demands, leveraging normal oral spelling.
- **Brain Bloom System:** Incorporate 15-minute fine motor, gross motor, and proprioception exercises to enhance handwriting fluency. Example: Practice finger-tapping sequences or animal walks (e.g., bear crawl) to improve dexterity and coordination.
- **5-Minute Reading System:** Adapt phonics exercises to typing tasks to minimize handwriting demands. Example: Type simple words (e.g., “cat,” “dog”) in 5-minute sessions to build confidence without fatigue.

## 3 Spatial Dysgraphia

**Core Challenge:** Impaired spatial organization, abnormal spacing, difficulty with baseline placement; oral spelling and finger tapping typically normal.

- **Visual Processing Interventions:** Practice visual discrimination (e.g., finding letters in mixed fonts) and scanning (e.g., tracking with a colored ruler). Activities: Circling vowels or underlining consonants.
- **Adaptive Paper:** Use graph paper or raised-line paper (created with puffy paint) for tactile feedback. Experiment with highlighted or bolded baselines.
- **Multisensory Activities:** Write in sand, foam, or shaving cream to practice spacing. Use large sidewalk chalk on vertical surfaces for whole-arm movement.
- **Visual-Spatial Training:** Engage in mazes, dot-to-dot puzzles, or block-building to enhance spatial perception.
- **Graphic Organizers:** Use pre-formatted templates to structure content spatially, reducing organizational demands.
- **Digital Tools:** Program tablets for real-time spacing feedback (e.g., color changes for alignment), though clinically rare.
- **Environmental Adjustments:** Adjust desk space or use flexible seating (e.g., standing desks) to optimize spatial orientation.
- **Brain Bloom System:** Include 15-minute visual memory, visual discrimination, and visual closure exercises to improve spatial organization and letter alignment. Example: Play games matching shapes to spatial patterns (e.g., aligning letters on a grid).

## 4 Phonological Dysgraphia

**Core Challenge:** Difficulty spelling unknown, non-words, or phonetically irregular words due to poor sound-to-letter mapping.

- **Phonological Awareness Training:** Practice segmenting and blending sounds using Elkonin boxes or sound cards.
- **Structured Literacy:** Use Barton Reading & Spelling to teach irregular word patterns systematically (e.g., “yacht”).
- **Multisensory Spelling:** Trace irregular words on textured surfaces while verbalizing sounds to reinforce memory.
- **Speech-to-Text:** Use dictation tools, editing output to practice irregular word recognition.
- **Word Games:** Play Boggle or Words With Friends to expose children to irregular spellings engagingly.
- **Auditory Feedback Tools:** Use software like NaturalReader to reinforce

sound-letter connections.

- **Repetition with Irregular Words:** Create flashcards for high-frequency irregular words, practicing through writing and verbal repetition.
- **Brain Bloom System:** Use 15-minute auditory discrimination, auditory closure, and auditory memory exercises to improve phoneme processing. Example: Play “sound switch” games (e.g., changing /p/ to /b/ in “pat” to “bat”).
- **Attentive Ear:** Apply advanced auditory processing exercises to enhance sound discrimination for irregular spellings. Example: Practice identifying subtle phoneme differences in irregular words (e.g., /æ/ vs. /ε/).
- **5-Minute Reading System:** Apply 5-minute phonics drills to irregular words with image-based cues. Example: Pair “said” with an image and practice rapid recognition.

## 5 Lexical Dysgraphia

**Core Challenge:** Misspellings of irregular words due to over-reliance on sound-to-letter patterns; common in less phonetic languages like English.

- **Visual Memory Training:** Practice “look-say-cover-write-check” to visualize irregular words.
- **Structured Literacy:** Use Lindamood-Bell to strengthen orthographic mapping for irregular spellings.
- **Multisensory Techniques:** Write irregular words in Play-Doh or sand to enhance visual/tactile memory.
- **Word Prediction Software:** Use Ghotit to suggest correct irregular spellings, reinforcing visual recognition.
- **Spelling Lists:** Curate lists of common irregular words (e.g., “said,” “island”) for targeted practice.
- **Dictation Practice:** Dictate sentences with irregular words to reduce spelling errors via verbal processing.
- **Mnemonic Devices:** Create memory aids (e.g., “said = Sally Ate Ice Daily”) to support recall.
- **Brain Bloom System:** Incorporate 15-minute visual memory and visual closure exercises to improve recall of irregular word forms. Example: Practice rapid word recall games (e.g., flashing “island” and writing it).
- **Attentive Ear:** Use auditory memory exercises to support recognition of irregular word sounds. Example: Practice recalling irregular word pronunciations after auditory prompts.

- **5-Minute Reading System:** Use 5-minute sessions for irregular word recognition with phonetic and image-based cues. Example: Match “island” to a beach picture to reinforce visual memory.

## 6 Voicing Substitution Dysgraphia

**Core Challenge:** Specific voicing errors (e.g., “coat” for “goat”) during writing, not due to auditory or speech issues.

- **Targeted Spelling Practice:** Focus on voiced/unvoiced pairs (e.g., /k/ vs. /g/) through repetitive writing, correcting errors immediately.
- **Auditory Discrimination:** Practice distinguishing voiced vs. unvoiced sounds with minimal pair drills (e.g., “bat” vs. “pat”).
- **Multisensory Reinforcement:** Trace voiced/unvoiced pairs on sandpaper while verbalizing sounds to strengthen associations.
- **Speech-to-Text with Feedback:** Use dictation tools, reviewing output to correct voicing errors in real-time.
- **Phoneme-Specific Training:** Use software like Articulation Station for phoneme pairs, transitioning to writing tasks.
- **Visual Cues:** Provide charts highlighting voiced/unvoiced pairs (e.g., P/B, K/G) during writing.
- **Cognitive Strategies:** Teach self-monitoring by pausing to verify voiced/unvoiced sounds.
- **Brain Bloom System:** Include 15-minute auditory discrimination and auditory closure exercises to target voicing-specific phoneme processing. Example: Play games identifying voiced vs. unvoiced sounds (e.g., /g/ vs. /k/) before writing letters.
- **Attentive Ear:** Apply advanced auditory processing exercises to enhance voicing discrimination. Example: Practice distinguishing /g/ from /k/ in minimal pairs with increasing complexity.
- **5-Minute Reading System:** Adapt 5-minute phonics drills to voiced/unvoiced pairs with image-based cues. Example: Match “goat” vs. “coat” to images in rapid sessions.

## 7 General Interventions Applicable Across Types

- **Early Intervention:** Begin before age 5 to maximize effectiveness and prevent frustration.
- **Collaborative Approach:** Involve parents, teachers, and therapists for con-

sistency across settings.

- **Goal Attainment Scaling (GAS):** Set SMART goals (e.g., legible writing for short tasks) to track progress.
- **Teacher Education:** Advocate for accommodations, sharing diagnostic reports to counter misconceptions.
- **Brain Bloom System:** Use holistic 15-minute daily training for cognitive micro-skills (visual memory, auditory processing, motor skills) across all subtypes. Example: Practice cross-modal tasks (e.g., listening to a word, visualizing it, then writing it).
- **Attentive Ear:** Incorporate advanced auditory processing exercises to support spelling and language processing across subtypes. Example: Practice auditory sequencing tasks to enhance overall phonological skills.
- **Mindfulness and Emotional Support:** Use stress-reduction techniques like deep breathing to reduce writing anxiety.

### Additional Resources

- **Free Emotional Intelligence Course** <https://learningsuccess.ai/course/documentary-overly-emotional-child/>
- **Free Growth Mindset Course for Parents** <https://learningsuccess.ai/course/growth-mindset/>
- **Brain Bloom System:** <https://learningsuccess.ai/brain-bloom/>
- **Attentive Ear:** <https://learningsuccess.ai/attentive-ear/>
- **5-Minute Reading Fix:** <https://learningsuccess.ai/course/5-minute-reading-fix/>
- **All Access Membership:** <https://learningsuccess.ai/membership/all-access/>

### Schools

How Would you perform if your teachers were able to fully focus on teaching academics?

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