

# **In What Ways can a Student with Dysgraphia Improve Comprehension and Achievement in Math Class by Improving His Handwriting?**

Oral Presentation

**ABSTRACT:** The purpose of this research project was to determine whether a sixth grade student could accelerate his achievement in math class by improving his handwriting. The focus of the study was a young man with diagnosed Attention Deficit Hyperactivity Disorder (ADHD), which is characterized by inattentiveness, hyperactivity, and impulsivity. This student also experienced difficulty with cursive writing. Handwriting problems are very common in people with ADHD. In some instances, this inability to write legibly is considered Dysgraphia, a learning disability that affects writing, which requires a complex set of motor and information processing skills. Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor penmanship, and articulating thoughts on paper. During the course of this research, several interventions were attempted to assist this student with improvement of his handwriting. Three interventions were attempted with low technology tools such as pencil grips, graphic organizers, and a slant board. A pencil grip assisted with the problem of poor pencil grasp. Graphic organizers were visual instructional tools utilized to structure information. A slant board assisted the student with positioning of hand, wrist, and arm and encouraged better posture. The student was resistant to the accommodations, and there was no conclusive evidence that the interventions were effective in this case. However, research suggests that if improvements were made in his handwriting, he would also improve his academic achievement across the curriculum.