

# DIAGNOSIS AND SUPPORT OF DYSGRAPHIA AND DYSORPHOGRAPHY IN CHILDREN

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Abstract:	Keywords:
This article contains information about dysgraphia and dysmorphography in children, that is, written speech defects, causes of origin, studies, and diagnostics.	Dysgraphia, dysorphography, speech therapist, speech, oral speech, written speech, mental process, hearing, vision, articulatory apparatus, hand motility.

## Introduction

In the realm of childhood learning and development, the intricate interplay between cognitive processes, motor skills, and linguistic abilities plays a pivotal role in shaping a child's academic journey. Dysgraphia and dysorthography, two closely intertwined challenges, present formidable hurdles for young learners as they navigate the intricacies of written language. As we delve into this scientific exploration, we embark on a journey to understand the nuanced diagnosis and comprehensive support mechanisms required to empower children facing these linguistic and motor skill difficulties.

Dysgraphia, characterized by difficulties in the mechanical aspects of writing, such as forming letters, spacing, and organizing written information, poses a significant obstacle to a child's academic progress. Dysorthography, on the other hand, focuses on challenges related to spelling and the ability to apply orthographic rules accurately. The coexistence of these conditions often compounds the complexity of interventions and necessitates a multidimensional approach that addresses both motoric and linguistic facets.

This endeavors to unravel the intricacies of dysgraphia and dysorthography, shedding light on the diagnostic methodologies that enable early identification and intervention. The importance of timely recognition cannot be overstated, as it lays the foundation for tailored strategies aimed at mitigating the impact of these challenges on a child's academic performance and psychosocial well-being.

As we explore the latest research findings and evidence-based practices, we aim to provide a comprehensive overview of the various tools and assessments available for accurate diagnosis.

Furthermore, this article delves into the evolving landscape of intervention strategies, encompassing educational approaches, assistive technologies, and therapeutic interventions that collectively contribute to fostering a supportive environment for children with dysgraphia and dysorthography.

By synthesizing current research, clinical insights, and educational perspectives, this article aspires to serve as a valuable resource for educators, clinicians, and researchers alike. As we navigate the uncharted waters of diagnosis and support for dysgraphia and dysorthography in children, our collective understanding and commitment to empowering young minds will undoubtedly pave the way for more inclusive and effective educational practices.

Dysgraphia and dysgraphia are writing and spelling disorders in children that can affect academic achievement and self-esteem. In this article, we will look at these disorders, learn about their main characteristics, diagnostic methods, and most importantly, how to support children with dysgraphia and dysorthography.

Dysgraphia: definition and symptoms

Dysgraphia is a disorder characterized by difficulty forming letters and writing words. Children with dysgraphia may have difficulty with handwriting, the spatial distribution of words on the page, and writing in general.

Symptoms of dysgraphia may include:

Difficulty holding a pen or pencil.

Incorrect and unclear writing.

Difficulties with spelling and punctuation.

Dysorthography: definition and characteristics

Dysorthography focuses on spelling and spelling difficulties. This disorder causes children to repeatedly misspell words despite their verbal understanding of spelling rules.

Features of dysmorphography may include:

Frequent spelling mistakes.

Difficulty remembering the spelling rules of words.

Difficulty learning new words.

Diagnostics

Diagnosis of dysgraphia and dysmorphography is usually carried out by specialists in the field of education and psychology, i.e. psychologist, defectologist or speech therapist. An important step is to take a thorough test that includes an assessment of writing, reading and spelling skills. Diagnosis helps determine the severity of the disorder and create an individualized treatment plan. They may perform tests, observations, and evaluations to determine the presence or absence of these disorders and their impact on a child's academic performance.

Supporting children with dysgraphia and dysorthography includes different strategies and approaches. It is important to provide regular exercises to develop fine motor skills, exercise the hands and hold the pencil correctly. The use of various technological tools, such as computers or tablets, can help children improve their written communication skills.

To improve the spelling of dyslexic children, it is important to teach them spelling rules and strategies, use visual and associative approaches, and use a dictionary or spelling software to

help them.

In addition, understanding and support of children by parents and teachers is important

Support and therapy:

1. Personalized approach

Every child is unique, so it is important to develop a personal approach to support him. Teachers and parents can work with professionals to create a plan that meets the child's unique needs.

2. Assistive technologies

The use of technology such as computers, speech recognition software, and e-readers can greatly facilitate learning and academic tasks for children with dysgraphia and dysorthography.

3. Specialized exercises and games

Special exercises and games can be included in individual lessons or in the learning process to improve hand motor skills, develop correct handwriting and teach spelling skills.

Dysgraphia and dysmorphography are difficulties that many children face in the educational process. It is important to recognize that with the right support and early intervention, children can successfully overcome these challenges and develop writing and spelling skills. The cooperation of teachers, parents and professionals plays an important role in creating a favorable environment for the development of children with dysgraphia and dysorthography.

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