



# DYSGRAPHIA RESEARCH PRIORITIES

- 1** Developing effective professional training on dysgraphia for anyone who develops programs or works with learners
- 2** Developing effective ways to screen for and diagnose dysgraphia as early as possible
- 3** Integrating dysgraphia screening, accommodations, and interventions within the multi-tiered system of supports used by most schools equitably and without stigma (i.e., “othering”)
- 4** Comparing the effectiveness of different accommodations and interventions, used alone or in combination, and developing new ones to best support learners with different types of dysgraphia and/or co-existing neurodevelopmental disorders

- 5 Understanding any associations between dysgraphia and other cognitive functioning (e.g., attention, memory, processing speed, executive function)
- 6 Developing metrics and measures to evaluate dysgraphia accommodations and interventions
- 7 Understanding how frequently dysgraphia co-occurs with other neurodevelopmental disorders
- 8 Identifying effective strategies for families and guardians to support children with dysgraphia
- 9 Understanding what dysgraphia is, what it is not, and describing any subtypes of dysgraphia (e.g., language-based dysgraphia, non-language-based)
- 10 Understanding the impact of dysgraphia on mental health (e.g., anxiety, depression) and developing effective strategies to build resiliency and minimize negative impacts
- 11 Developing resources for pediatric care providers to diagnose earlier, educate parents about dysgraphia, and refer for appropriate services
- 12 Understanding the areas of the brain and brain functions involved in dysgraphia