



Dysgraphia: its forms

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Dysgraphia -

is a partial derangement of the writing process which is evident in persistent, repeated errors caused by the lack of formation of higher mental functions involved in the writing process.

According to the researches of L. Paramonova:

53% of second-grade pupils have *dysgraphia*.

Its individual forms are presented as follows:

- acoustic and articulatory-acoustic dysgraphia — 10.7%;
- dysgraphia on the basis of the lack of formation of language analysis and synthesis — 42.1%;
- agramatic dysgraphia — 5.6%;
- optical dysgraphia — 1.3%.



Characteristic of forms of dysgraphia

The classification of dysgraphia, which is based on the lack of formality of certain operations of the writing process is the most reasonable (developed by the staff of the department of speech therapy of the LSPI named after A.I. Herzen).

The following forms of dysgraphia are distinguished:

- **articulatory-acoustic dysgraphia,**
- **dysgraphia based on derangements of phoneme recognition (acoustic dysgraphia),**
- **dysgraphia based on derangements of language analysis and synthesis,**
- **agrammatic dysgraphia,**
- **optical dysgraphia.**

Articulatory-acoustic dysgraphia

Distinguished by **M. E. Khvattsev**.

- *The mechanism* of this form of dysgraphia involves *an incorrect pronunciation of speech sounds*, which reflects on writing: a child writes the words as he pronounces them.

Symptoms: mixes, replacements, omissions of letters that correspond to mixes, replacements, lack of sounds in oral speech.

Dysgraphia based on derangements of phoneme recognition (acoustic dysgraphia)

The mechanism of this form of dysgraphia is associated with *inaccuracy of auditory differentiation of sounds*, while the pronunciation of sounds is normal.

Symptoms: replacement and mixing of letters that denotes phonetically close sounds, *derangement of the designation of the softness of consonants in writing* (whistling-hissing, voiced-deaf etc.)

Dysgraphia based on derangements of language analysis and synthesis

The mechanism of this form of dysgraphia is a *derangement of the following forms of language analysis and synthesis*: analysis of sentences in words, syllabic and phonemic analysis and synthesis.

Symptoms: joint writing of words in a sentence, especially prepositions; separate writing of words, especially prefixes and root; distortion of the sound-letter structure of the word (omission of consonants when they are combined, omission of vowels, permutation of letters, addition of letters, omissions, additions, permutation of syllables).

Agrammatic dysgraphia

The mechanism of this form of dysgraphia is *the lack of formation of the lexical and grammatical structure of speech.*

Symptoms: morphological agramatism (distortion of the word-formation function: inappropriate use of suffixes, prefixes, word forms), *syntactic agramatism* (lack of marking the boundaries of sentences: capital letters and dots; distortion of the connection of words in the sentence: coordination and control - distortion of word changes by categories of number, gender, case, time, difficulty of using prepositions: replacements, omissions).



Optical dysgraphia

The mechanism of this form of dysgraphia is associated with the lack of formation of visual-spatial functions: visual gnosis, visual mnesis, visual analysis and synthesis, spatial representations.

Symptoms: distorted reproduction of letters in writing (incorrect reproduction of the spatial relationship of letter elements, incomplete description of letter elements, extra letter elements, mirror spelling of letters)



Literature:

1. Lalaeva, R.I., Venediktova, L.V. Diagnosis and correction of reading and writing disorders in primary school children / R.I. Lalaeva, L.V. Venediktova. — St. Petersburg: Soyuz, 2001.
2. Speech Therapy / Ed. L.S. Volkova. — M.: VLADOS, 2007. — 703 p.