

Writing is different for this student.

He has a dysgraphia diagnosis. This page explains what that means in a classroom, what it is not, and the adjustments that make the biggest difference. It takes two minutes to read.

WHAT DYSGRAPHIA IS

A specific learning difference affecting written expression. Letter formation, spacing, spelling and organizing thoughts onto a page each take disproportionate effort. It is unrelated to intelligence, effort, or how much he cares.

WHAT YOU MAY SEE

- A blank page long after everyone else has started
- Writing that doesn't match how well he speaks about the same topic
- Very short answers to questions he can discuss at length
- Avoidance, distraction or refusal when writing is announced
- Fatigue or frustration disproportionate to the task

WHAT IT IS NOT

- Laziness or low effort
- Not caring about the work
- A behavior problem to be managed
- Something that improves with more handwriting practice
- Something he can push through if encouraged enough

ADJUSTMENTS THAT HELP MOST

- **Let him type** — or use speech-to-text — for anything longer than a sentence or two.
- **Scribe for him** when the point of the task is the thinking, not the handwriting.
- **Reduce the quantity**, not the difficulty. Five good sentences instead of a page.
- **Don't grade handwriting** unless handwriting is what's being assessed.
- **Give notes and worksheets** rather than asking him to copy from the board.
- **Allow extra time**, and allow answers spoken aloud where that's practical.
- **Let him show knowledge another way** — verbally, by diagram, by recording.

One thing that makes it worse

Pressure. "Just try" or "get something on paper" adds a demand on top of a task that is already hard, and the refusal grows rather than shrinks. Removing the handwriting requirement reliably gets more work out of him than insisting on it does. If he looks like he is refusing rather than struggling, please assume both are true at once — from the outside they are identical.

Written by a parent, not a clinician. This is a plain-English summary to support a conversation — not a formal assessment, and not a substitute for the recommendations of your school's specialists or the student's IEP or 504 team. Please agree specific accommodations through the usual process.

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