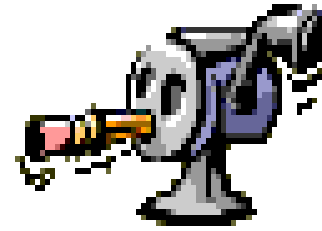


# SMART KIDS WHO HATE TO WRITE



## Introduction

- \* Children with Dysgraphia
  - \* The brain model for understanding how students learn
- 
- \* How bright children can have processing problems
  - \* How a processing glitch can make a child appear "lazy" or uncooperative

## **Visual/Motor Processing (the child's ability to "think and write at the same time")**

### **\*DIAGNOSIS** -Learn to check for signs of "stress" in a child's writing system

- ~ Mixed dominance (eye and hand on opposite sides of body)
- ~ Frequent or occasional reversals in letters or numbers (after age 7)
- ~ A right handed child who makes his "o's" clockwise, like a left hander
- ~ Makes many letters from bottom to top (vertical reversals)
- ~ Copying takes a long time and is very labor intensive
- ~ Does all math problems mentally to avoid writing them down
- ~ Writing looks sloppy and child is often considered lazy

- ~ In math, lining up numbers in multiplication or division is difficult
- ~ Mixes capital and small letters in writing

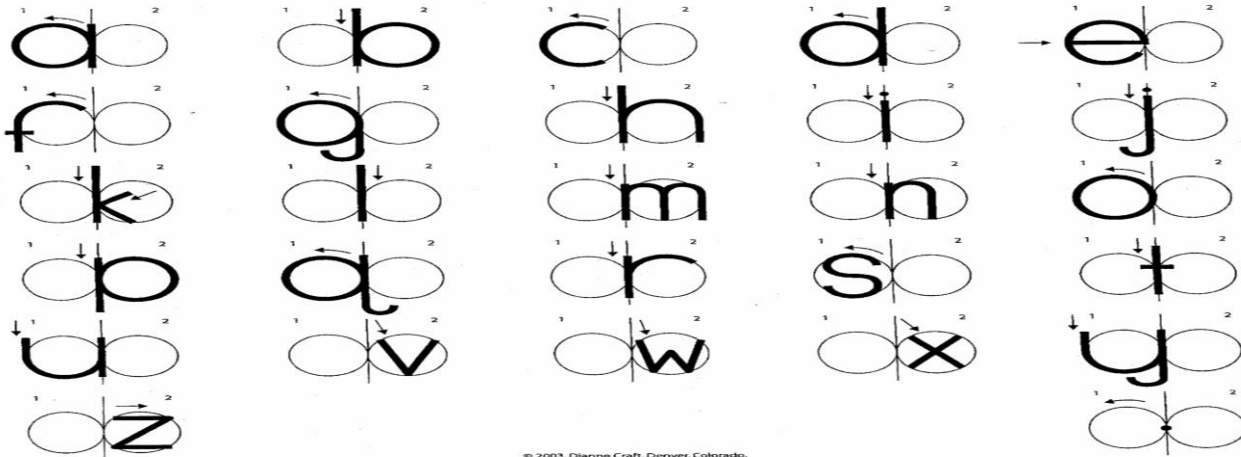
### **\*CORRECTION**

- ~ Establish the midline of the body as a "bridge" instead of "barrier"
- ~ Use the "writing eight" exercise to reduce the stress in a child's writing system
- ~ This exercise helps a child "internalize" directionality
- ~ Improves eye/hand coordination for sports
- ~ The exercise, done daily, begins to show improvements in handwriting ease in 3 months

*This very effective daily writing exercise, and other helpful learning exercises are available in the Brain Integration Therapy Manual.*

Dianne offers private consultation for homeschool families in Denver. As an educator and nutritionist, she can give help to families in unique ways. She also has many products and teaching tools on her website to make learning so much easier for your struggling learner at home! More info: [www.diannecraft.org](http://www.diannecraft.org)

HSLDA's new website: "Homeschooling the Struggling Learner". has the four learning gates, their characteristics, and more importantly, and



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### DAILY WRITING "EIGHT" EXERCISE TIPS

1. **MONITOR!!!** (This often involves "hovering" over the student, until they can easily stay lined up in the middle, without going too fast around the track)
2. **TOO FAST? WON'T WORK!** (the brain will not connect)
3. Paper should be shoulder width; the bigger the motion, the better the brain patterns.
4. Go three times around the "track" (the right brain's job); do the letter just once. (the left brain's job)
5. Stay on track as much as possible, with about 1/2 inch allowance on each side of the circle track.
6. Put "hand on hand" if it's hard, or child is going too fast or wildly. Saying, "Don't go too fast", is less effective than hands on.
7. Place non writing hand in middle.
8. Tape down paper onto a portable tray, or board so it can be used each day for one week.
9. Use jumbo crayon on large paper for all ages. Does not work well when done on a white board.
10. Make letters directly on the eight and as large as the eight.
11. Make sure stem of letter is on the middle bar.
12. Always make letters "top to bottom".
13. Begin track by going towards side 1 (counterclockwise)
14. Make sure body stays lined up in middle
15. Letters that go on side 1, make the circle first.
16. Letters that go on side 2, make the stem first.
17. Place a "dot" or parking place in the middle of the bar in the eight
18. **Crucial:** Do monitored exercise 4 days/week for minimum of 6 months.
19. **Do entire alphabet each day**, after placement of letters has been learned.
20. **In a group situation:** each child stops (after 3 traces around track) on the parking place and waits until the rest of the group is ready to go. All students say the letter before they make it.

21. Remember that the paper should look “messy” when done. Use the same paper for one whole week, then make another “eight” on large paper for the next week.
22. Watch reversals disappear, and writing fluency increase dramatically after a few months!
23. To view this writing exercise, view the DVD, “Understanding and Helping the Struggling Learner”, from [www.diannecraft.org](http://www.diannecraft.org)