
Professional Certificate in Assessing Students with Dysgraphia

Screening and Referral

AAMR - American Association on Mental Retardation, now known as American Association on Intellectual and Developmental Disabilities, is a term related to Screening and Referral in the course Professional Certificate in Assessing Students with Dysgraphia, which involves assessing students with intellectual and developmental disabilities. Academic Accommodation refers to the process of providing accommodations to students with dysgraphia to help them access the curriculum and participate in academic activities. Related terms include assistive technology and modified assignments. Academic Support is a term that refers to the provision of support services to students with dysgraphia, such as tutoring, mentoring, and academic counseling. Achievement Test is a type of test used to measure a student's academic achievement in a particular subject area, such as reading, writing, or mathematics. Adaptive Technology is a term that refers to the use of technology to help students with dysgraphia, such as text-to-speech software or speech-to-text software. Assessment Accommodation is a term that refers to the process of providing accommodations to students with dysgraphia during assessments, such as providing extra time or using a reader. Assistive Technology is a term that refers to the use of technology to help students with dysgraphia, such as speech-to-text software or text-to-speech software. Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that affects attention, hyperactivity, and impulsivity, and is often comorbid with dysgraphia. Augmentative and Alternative Communication (AAC) is a term that refers to the use of methods other than speech to communicate, such as picture communication symbols or electronic devices. Behavioral Observation is a term that refers to the process of observing a student's behavior to identify potential signs of dysgraphia, such as avoiding writing tasks or displaying frustration. Cognitive Assessment is a term that refers to the process of assessing a student's cognitive abilities, such as memory, attention, and processing speed. Cognitive-Behavioral Therapy (CBT) is a type of therapy that focuses on changing negative thought patterns and behaviors associated with dysgraphia. Comorbidity is a term that refers to the co-occurrence of two or more disorders, such as dysgraphia and ADHD. Developmental Coordination Disorder (DCD) is a neurodevelopmental disorder that affects motor skills and coordination, and is often comorbid with dysgraphia. Diagnostic Assessment is a term that refers to the process of assessing a student to determine whether they have dysgraphia, using a combination of tests and observations. Dyscalculia is a learning disorder that affects math skills and is often comorbid with dysgraphia, and can involve difficulties with numbers and math concepts. Dysgraphia is a learning disorder that affects writing skills, and can involve difficulties with handwriting, spelling, and composition. Dyslexia is a learning disorder that affects reading skills, and is often comorbid with dysgraphia, and can involve difficulties with decoding and fluency. Dyspraxia is a neurodevelopmental disorder that affects motor skills and coordination, and is often comorbid with dysgraphia, and can involve difficulties with planning and executing movements. Early Intervention is a term that refers to the provision of support services to students with dysgraphia as early as possible, to help prevent long-term difficulties. Educational Placement is a term that refers to the process of determining the most appropriate educational setting for a student with dysgraphia, such as a special education classroom. Emotional Support is a term that refers to the provision of support services to students with dysgraphia, such as counseling or therapy, to help them

manage emotional difficulties. Environmental Accommodation is a term that refers to the process of making changes to the learning environment to help students with dysgraphia, such as providing a quiet workspace or using adaptive furniture. Executive Function is a term that refers to the cognitive skills that help students plan, organize, and execute tasks, and is often affected in students with dysgraphia. Executive Function Deficit is a term that refers to difficulties with executive function skills, such as planning, organization, and self-regulation. Functional Behavioral Assessment (FBA) is a term that refers to the process of assessing a student's behavior to identify the underlying causes of their behavior. Graphomotor Skills are a term that refers to the motor skills involved in writing, such as handwriting and drawing. Handwriting is a term that refers to the physical act of writing, and can be affected in students with dysgraphia, involving difficulties with letter formation and legibility. IEP - Individualized Education Program is a term that refers to a plan that outlines the educational goals and objectives for a student with dysgraphia, and is developed by a team of educators and parents. Inclusive Education is a term that refers to the practice of educating students with dysgraphia in a general education classroom, with support services as needed. Intervention is a term that refers to the provision of support services to students with dysgraphia, such as tutoring or therapy, to help them overcome difficulties. Keyboarding is a term that refers to the use of a keyboard to type, and can be an alternative to handwriting for students with dysgraphia. Learning Disability is a term that refers to a disorder that affects academic skills, such as reading, writing, or math. Learning Style is a term that refers to the way a student learns best, such as visually, auditorily, or kinesthetically. Legibility is a term that refers to the clarity and readability of handwriting, and can be affected in students with dysgraphia. Motor Skills are a term that refers to the physical skills involved in movement and coordination, and can be affected in students with dysgraphia, involving difficulties with gross motor skills and fine motor skills. Multidisciplinary Team is a term that refers to a team of professionals from different disciplines, such as education, psychology, and occupational therapy, who work together to support students with dysgraphia. Neuropsychological Assessment is a term that refers to the process of assessing a student's cognitive and neurological functioning, to identify potential underlying causes of dysgraphia. Occupational Therapy is a term that refers to the provision of support services to students with dysgraphia, to help them develop fine motor skills and hand function. Orthographic Awareness is a term that refers to the ability to recognize and manipulate letters and words, and is often affected in students with dysgraphia. Orthography is a term that refers to the study of the relationship between sound and symbol in language, and is often affected in students with dysgraphia. Parent-Teacher Conference is a term that refers to a meeting between a teacher and a parent to discuss a student's progress and concerns. Phonological Awareness is a term that refers to the ability to recognize and manipulate sounds in language, and is often affected in students with dysgraphia. Prereferral Intervention is a term that refers to the provision of support services to students with dysgraphia, before they are referred for a comprehensive evaluation. Psychological Assessment is a term that refers to the process of assessing a student's cognitive and emotional functioning, to identify potential underlying causes of dysgraphia. Referral is a term that refers to the process of referring a student for a comprehensive evaluation, to determine whether they have dysgraphia. Response to Intervention (RTI) is a term that refers to the provision of support services to students with dysgraphia, based on their response to interventions. Screening is a term that refers to the process of identifying students who may be at risk for dysgraphia, using a combination of tests and observations. Section 504 is a term that refers to a federal law that provides protection for students with disabilities, including dysgraphia, and ensures that they have access to a free and appropriate public education. Self-Advocacy is a term that refers to the ability of

students with dysgraphia to advocate for themselves, and to communicate their needs and concerns to others. Self-Regulation is a term that refers to the ability of students with dysgraphia to regulate their own behavior and emotions. Sensory Integration is a term that refers to the ability to integrate and process sensory information from the environment, and can be affected in students with dysgraphia. Special Education is a term that refers to the provision of educational services to students with disabilities, including dysgraphia, and can involve adaptations to the curriculum and instruction. Speech-Language Pathology is a term that refers to the provision of support services to students with dysgraphia, to help them develop communication skills and language abilities. Standardized Test is a term that refers to a test that is administered and scored in a standardized way, and is often used to assess students with dysgraphia. Student Support Team is a term that refers to a team of professionals who work together to support students with dysgraphia, and can include teachers, counselors, and related service providers. Teacher Accommodation is a term that refers to the process of making changes to instruction and assessment to help students with dysgraphia, such as providing extra time or using a reader. Technology Integration is a term that refers to the use of technology to support students with dysgraphia, such as text-to-speech software or speech-to-text software. Universal Design for Learning (UDL) is a term that refers to the practice of designing instruction to meet the needs of all students, including those with dysgraphia, and can involve adaptations to the curriculum and instruction. Visual-Motor Skills are a term that refers to the skills involved in coordinating visual and motor abilities, and can be affected in students with dysgraphia. Writing Sample is a term that refers to a sample of a student's writing, and can be used to assess their handwriting and composition skills. Writing Workshop is a term that refers to an instructional approach that focuses on teaching writing skills, and can be adapted to meet the needs of students with dysgraphia.