

APPENDIX I
REQUEST LETTER TO THE PRINCIPAL

Research Scholar,
Special Education
Avinashilingam University
Coimbatore 2014

Dear Principals,

I am doing Research at Avinashilingam University, Coimbatore "**Impact of Intervention Strategies in Overcoming Dysgraphia Among 4th & 5th Class Children at Primary Level in Telangana State**". This is to see if the various instructional strategies for children with dysgraphia benefit and improve them to do better in their academic performance. In this regard I need certain personal information regarding the students. Kindly write your responses to the following queries. I assure you that your responses will be kept confidential and they will be used only for my research purpose only.

Expecting your valuable co-operation.

Yours faithfully
Akella Indira
Research Scholar

APPENDIX II
REQUEST LETTER TO THE PARENT

Research Scholar,
Special Education
Avinashilingam University
Coimbatore 2014

Dear Parents,

I am doing Research at Avinashilingam University, Coimbatore on "**Impact of Intervention Strategies in Overcoming Dysgraphia Among 4th & 5th Class Children at Primary Level in Telangana State**". This is to see if the various instructional strategies for children with dysgraphia benefit and improve them to do better in their academic performance. In this regard I need certain personal information regarding the students. Kindly write your responses to the following queries. I assure you that your responses will be kept confidential and they will be used only for my research purpose only.

Expecting your valuable co-operation.

Yours faithfully
Akella Indira
Research Scholar

APPENDIX III

THE PERSONAL DATA SHEET

Name of the Student : Sex :
Class : Age :
Name of the school : Place :
Locality : Rural / Urban
Address :
Type of school : Govt/Private/ Aided
Attended Preprimary school (Nursery, LKG/UKG) : Yes/No
Details of the Family :

Relationship with the student	Name	Educational Qualification	Occupation	Income per annum
Father				
Mother				

No of siblings :
Any one in family with :
Learning Disabilities
Type of family : Joint/Nuclear

APPENDIX IV

PROFORMA OF SCHOLASTIC BACKWARDNESS

Name of the School _____ Place: _____

Name: _____ Gender : Boy/Girl
Class: _____ Name of the Place: _____ Age: _____
School: _____
Address: _____ Ph: _____
Father's name _____ Ph: _____
Address _____
Occupation _____
Education _____
Mother's Name _____ Ph: _____
Occupation _____
Education _____
Type of family: Nuclear Single Parent Joint

History

Prenatal
Birth history
Developmental
Medical history
Medication
Examinations :
medical /
psychological

Performances

	School	Teachers	Parents	Siblings	Peer group	community
Academic						
Non-academic						
Behavioural						
Attitude						

Assessment

Performance of the Child for the Last Three Years

S.No	Years	Progress Reports	Scholastic records	Written works	Remarks
1	2012-2013				
2	2013- 2014				
3	2014-2015				

APPENDIX V

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED DEPARTMENT OF SPECIAL EDUCATION Secunderabad

Screening Checklist on Learning Disabilities for Primary School Students - English

Name of the Student : Date :
Age/Sex : Class/Grade :
Name of the Class teacher :

Please tick only those items which are appropriate

- Visually confuses or is slow to read letters or words, which appear similar as ram-ran, far- for.
- Reverses or inverts letters such as p-q, m-w, u-n
- Transposes letters in words such as was-saw, stop-spot
- Art and drawings - immature and lack details
- Prefers auditory activities such as class discussion, or more verbal activities
- Does not do well in activities which require reading instructions
- Confuses identification of right/left on pencil /paper assignments, and/or when moving
- about the room or a building
- Has difficulty learning order of days of the week, or seasons of the year
- Has inability to read graphs, maps, globes or floor plans
- Has difficulty judging distances
- Has difficulty spacing letters and/or words appropriately
- Omits / substitutes letters in words - dres/dress, foto / photo

Indicators of difficulties in auditory processing

- Has difficulty understanding spoken directions
- Does not form phrases and/or sentences correctly in spoken language
- Speech not as clear as should be for age level
- Quiet, not talkative
- Has difficulty "finding" words for speech; substitutes words like "thing" for nouns
- Has difficulty or slowness in organizing thoughts for expression Uses phrases or single words rather than sentences.
- Has difficulty discriminating consonant sounds; hears-mat for bat, tab for tap.
- Has difficulty discriminating and learning short vowel sounds If given a word, has difficulty sounding it out, as in rat is r-a-t
- Has difficulty relating printed letters to there sounds
- Cannot separate sounds which make up blends, as "fl" has sounds of f and l...
- Spells and reads sight words more correctly than phonetic words
- Has difficulty sequencing syllables or letters in speaking and/or reading and oral spelling -
- iskool for school; ctapillar for caterpillar
- Written spelling slightly superior to oral spelling
- Prefers visual activities (art, sports)
- Has difficulty learning syllabication
- Silent reading is better than oral reading
- Comprehension of reading is below reading ability

Indicators of kinesthetic or motor difficulties

- Poor coordination
- Poor balance
- Does poorly on any pencil/paper task or will not attempt these

- Has inarticulate or mumbled speech
- Cannot remember how to write letters although can remember what they look like
- Poor pencil grip
- Behaviours that the student exhibits more often than others in the class
- Upset by changes in routine
- Easily excitable, overreacts
- Behaviour unpredictable from one hour to the next
- Seems more immature than majority of classmates
- Considerable evidence of non cooperative behaviour
- Relates poorly to other students
- Appears generally unhappy
- Easily frustrated in social situations
- Impulsive behaviour, poor self-control
- Day dreams, sometimes seems in another world, withdraws
- Does not seem to be able to perceive thoughts and feelings of others
- Aggressive, irritable then remorseful
- Aggressive, not remorseful, remains angry
- Does not seem to profit from previous experience; repeats same inappropriate behaviour
- Is often unaware that his/her behaviour is annoying to others
- Erratic (some days alert, other days not)
- Seldom completes assignments in the allotted time
- Requires more individual teacher's time than can be offered
- Does not follow directions independently
- Easily upset or frustrated by academic activities
- Unable to sit still, inattentive
- Sluggish, complains of being tired

Name & address of the school with contact phone number :

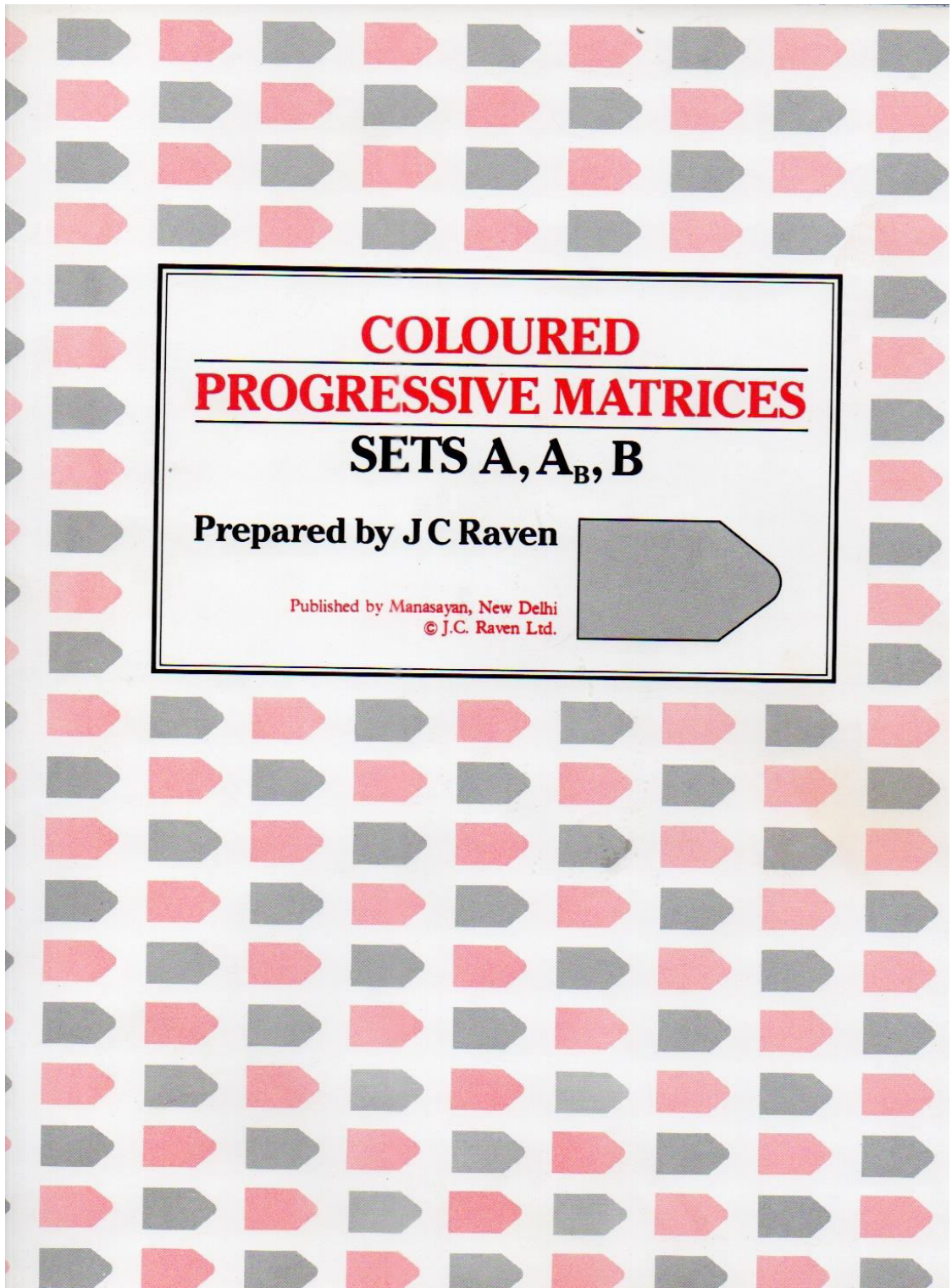
Problems faced by teachers while teaching English

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

Remarks of the teacher

Signature of the Teacher

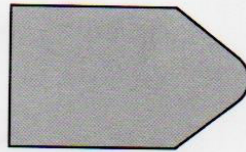
APPENDIX VI
RAVEN'S INTELLIGENCE TEST



COLOURED
PROGRESSIVE MATRICES
SETS A, A_B, B

Prepared by J C Raven

Published by Manasayan, New Delhi
© J.C. Raven Ltd.



Coloured Progressive Matrices

Sets A, Ab, B

Name _____

Ref. No. _____

Place _____

Date _____

Age _____

Birthday _____

Test begun _____

Test ended _____

A			Ab			B		
1			1			1		
2			2			2		
3			3			3		
4			4			4		
5			5			5		
6			6			6		
7			7			7		
8			8			8		
9			9			9		
10			10			10		
11			11			11		
12			12			12		

NOTES :—

TOTAL	GRADE

APPENDIX VIII

BEHAVIOUR OBSERVATION SCHEDULE

Name of the School : Place:
Name of the child : Class: Sex:

No	Observation Task	BI	AI
1.	Frustration, angry to cope up with the disability		
2.	Feels stressed, fatigued, anxious and depressed		
3.	Difficulty getting along with teachers, parents and community		
4.	Difficulty in maintaining social status		
5.	Not able to adjust to the school environment so frequently absents from school or drop out		
6.	Difficulty following instructions		
7.	Low Self esteem		
8.	Low self confidence		
9.	Inability to cope up with disability and shy to show and expose ability		
10.	Due to difficulties in learning avoids tasks, loses books, forgets home work		
11.	Weak cognitive and learning abilities and cannot keep up with the curriculum		
12.	Disruptive behaviour		
13.	Difficulty in handling bullying		
14.	Difficulty getting along with peer group		
15.	Lack of Parental awareness		
16.	Lack of awareness of Learning Disabilities in teachers, school & community		

BI: Before Intervention, AI: After Intervention (*Please tick right (1 mark) or X if they do not have it (0 marks)

APPENDIX IX

DYSGRAPHIA CHECK LIST

I. FINE MOTOR PROBLEMS - FMP

1. Avoids, dislikes, or is reluctant to engage in tasks that require Sustained mental effort such as homework / organizing work
2. Awkward and clumsy, dropping, spilling/ knocking things over
3. Awkward body position.
4. Creates art work that is immature for age
5. Cries to write
6. Difficulty in applying skills form one situation to another
7. Difficulty in modulating voice (i.e. Too soft/ high)
8. Difficulty in staying on topic
9. Difficulty in sustaining attention in work tasks /play activities
10. Difficulty in using small objects like scissors
11. Dislike of near work such as writing
12. Dislikes and avoids writing and drawing tasks early delays in learning to speak
13. Does not follow instructions and fails to finish schoolwork, or duties in the workplace
14. Easily distracted by outside influences
15. Fidgets, restless, frowns, lip biting.
16. Forget daily/ routine activities
17. High pitched agitated voice to avoid writing
18. Holds pencil awkwardly, resulting in poor handwriting
19. Loses place while writing
20. Loses things consistently that are necessary for tasks/activities (i.e.,toys, pencils, books)
21. Moves from place to avoid writing
22. Not recognising the same work in the next sentence
23. Pain when writing, in arm or shoulder
24. Poor ability to colour or write within the lines'
25. Poor muscle tone
26. Poor sense of direction
27. Takes long time to copy even from notes
28. Tight awkward pencil grip
29. Trouble in games/ activities that demand eye-hand coordination
30. Trouble in naming people or objects
31. Trouble with buttons, hooks, snaps. Zippers and tie shoes
32. Visual-motor problems.

II. HAND WRITING PROBLEMS - HWP

33. Capital & small letters
34. Continuous erasings
35. Copies inaccurately (confuses similar-looking letters /numbers)
36. Delays in learning to copy and write
37. Difficulty in remembering shapes of letter and numerals
38. Difficulty organising thoughts on paper
39. Dislikes and avoids writing and copying
40. Frequently reverses letters, numbers and symbols
41. Illegible hand writing
42. Inaccurate copying
43. Irregular font size
44. Irregular shapes of letters in a sentence
45. Mirror image letters & numerals
46. Mixing print & cursive letters
47. Omission/ substitution of initial/middle/ last letters
48. Orally good but while writing makes mistakes
49. Poor presentation skills
50. Reversals or omissions in letters/ in spellings
51. Runs letters/ words together
52. Slow or laboured copying or writing from board
53. Staying 'on the line'.
54. Unfinished letters or omitted words in sentences
55. Uses uneven spacing between letters and words
56. Writing is messy and incomplete/ many cross outs and erasures

III. SPELLING DIFFICULTIES - SP

57. Difficulty with words that have two pronunciation, lead, wind, read etc.
58. Excessive errors in words
59. Difficulty with silent words. Like psychology
60. Difficulty with illogical pronunciation like knife, wright
61. Difficulty with same ending sound but different spellings, sion, tion, cian etc.
62. Trouble noticing, remembering and recalling the features of language that letters represent.
63. Difficulty in the ability to analyze and remember the individual sounds in the words
64. Difficulty to analyze meaningful parts of longer words (morphemes).
65. Difficulty with silent words
66. Difficulty with illogical pronunciation
67. Difficulty with same ending sound but different spellings
68. Inserts invented words into conversation
69. Difficulty in re-telling what has just been said

70. Uses vague, imprecise language and has a limited vocabulary
71. Slow and halting speech , use of fillers (i.e. Uh, um, and, so)
72. Reverses letter order in words (i.e. Saw/was)
73. Poor memory for printed words
74. Weak comprehension of ideas and themes
75. Significant trouble in learning to read
76. Trouble in naming letters
77. Difficulty in associating letter and sounds, understanding the
78. Difference between sounds in words / blending into words
79. Guesses words rather than using word analysis skills
80. Read slowly with laboured effort.
81. Substitutes or leaves out words while reading
82. Poor retention of new vocabulary
83. Dislikes and avoids reading or reads reluctantly
84. Spells poorly and inconsistently (i.e., even when the same word appears)
85. Difficulty in rhyming
86. Limited interest in book or stories
87. Difficulty in understanding instructions or directions
88. Trouble in understanding idioms, proverbs, humour
89. Difficulty with pragmatic skills (i.e. Understands the relationship
90. Between speaker and listener, makes inferences based on a speaker's verbal and non-verbal cues)
91. Using letter by letter to decode words
92. Inability to adjust rate
93. Inappropriate purpose of reading
94. Ineffective in word recognition
95. Inappropriate use of context clues
96. Insufficient sight vocabulary
97. Unnecessary vocalization
98. Mispronounces words frequently
99. Confuses words with similar sounds
100. Insert malapropisms (slips of the tongue)

IV. WRITTEN EXPRESSION PROBLEMS - WEP

101. Poor grammar or misuses words in conversation
102. Insufficient sentence sense
103. Lack of ability in recognize meaning
104. Breaking words/ sentence in to many parts
105. Lack of paragraph organization sense
106. Cannot use correct sentence structure
107. Large gap between written ideas and understanding demonstrated through speech
108. Cannot write a sentence with proper punctuation& capitalisation

109. Frequently needs verbal cues
110. Lack of sequential process
111. Syntax errors are prominent in the written expression
112. Low vocabulary skills in written skills
113. Lose track of main points of the concept being written
114. Great discrepancy between oral and written skills
115. Inconsistent and erratic written work.
116. Subject - predicate, verb- tense errors are serious problems with lds in dysgraphia.
117. Inadequacies in using maps, graphs, tables
118. Inability to use reading and writing materials
119. Lack of efficiency in using basic reference materials
120. Inability to sufficiently organize material in usable order
121. Lack of ability to select the needed reading / writing materials
122. Inability to arrange the materials according to needs
123. Inappropriate application of comprehension abilities
124. Insufficient concept development
125. Insufficient ability in study material.
126. Dislikes and avoids writing and copying
127. Difficulty in proofreading and self-correction work
128. Difficulty preparing outlines and organizing written work
129. Fails to develop ideas in writing / work is incomplete / too brief
130. Expresses written ideas in a disorganized way

V. ATTITUDE

131. Careless mistakes in schoolwork, work, or other activities
132. Difficulty getting along with peer group
133. Difficulty in dealing with group pressure, embarrassment and
134. Difficulty in 'joining in' and maintaining positive social status in a peer group.
135. Difficulty maintain the community relations
136. Difficulty to be in tune with teacher
137. Difficulty to follow the rules of the school
138. Difficulty to get along with parents
139. Difficulty with self-control when frustrated
140. Frustration when could not compete like normal peer
141. Frustration with oneself when not able to cope up with the disability
142. Not detect or respond appropriately to teasing
143. Not pick up on other people's mood/feelings (i.e., may say the Wrong thing at the wrong time)
144. Trouble in knowing how to share/express feelings
145. Difficulty handling unexpected challenges

APPENDIX X

DIAGNOSTIC TEST FOR WRITING DIFFICULTIES (DTWD) FOR 4th & 5th CLASS CHILDREN


Name of the Student :
 Age :
 Gender : M/F
 Class : Date :
 Address :
 Name of the School :
 Locality : Rural/ Urban Address
 Place :
 Type : Govt/Private

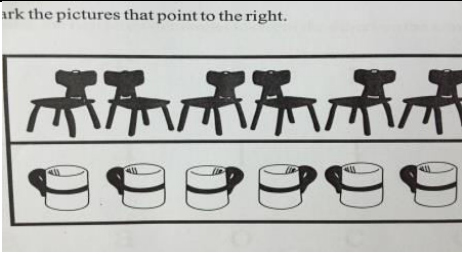


INSTRUCTIONS

There is a question paper on five areas of writing difficulties in this booklet.

- I. The test in Fine motor skills is in 12 sub skills on a rating scale to be marked by the teacher as instructed. (In the pre test and post tests).
- II. The test on Hand writing skills has a question paper with 20 marks.
- III. The test on Spelling Skills has a question paper that carries 35 marks
- IV. The test on Written Expression skills (Grammar) has a question paper for 20 marks.
- V. The test on Written Expression skills (Comprehension) has a question for 25 marks.
 1. Read each questions carefully and do as directed.
 2. Mark your response to each item in the space given for them or on a separate on a paper
 3. Mark your responses using pencil or pencil.
 4. Try to answer all the questions.
 5. The time allotted to answer the question paper is 3 hrs.

1. Diagnostic Test on Fine Motor Difficulties (DTFD)

S.No	Sub Skills	Activities	Pre test	Post Test
1.	Fine motor Coordination	Glue pulses on the outline given as shown in the picture. 		
2.	Motor Memory & Recall	Ask the children to move round in circle dancing. Once the beat changes they should change their right to left hand tapping of other's right hand. Each circle new gyration will be added		
3.	Spacial & Directional Awareness	Mark the pictures that point out right		

S.No	Sub Skills	Activities	Pre test	Post Test
		<p>ark the pictures that point to the right.</p> 		
4.	Muscle coordination	Plait a rope and knot it.		
5.	Dexterity of hand and fingers	<p>Cut paper with scissors and glue on a paper</p> 		
6.	In hand manipulation and bilateral skills	Pleat long cloth and unscrew a nut with a screw driver		
7.	Tactile Awareness	feely bag with shapes & animals, Blindfolded feel it and recognise what it is inside and name them.		
8.	Kinaesthetic awareness	Remove the cap of a pen holding the pen in the same hand		
9.	Hand to eye coordination	Pass the thread in the eye of the needle		
10.	Auditory Motor Coordination	Music & dance in circles pay attention to the beat and reverse the direction when the beat changes. Identify different sounds made at the same time in the back ground		
11.	Visual motor Coordination	Show ten objects from a basket show them one by one and keep them back. Ask the children to name as many as they can remember		
12.	Drawing skills	 <p>Draw the picture changing the colours</p>		

II. Diagnostic Test for Hand Writing Difficulties (DTHWD)

(20 marks)

A. The Passage is written on the board to copy on this paper

13x1=13m

One of the most famous monuments in the world is the Statue of Liberty. It was presented to the U.S.A by the people of France. The great statue which was designed by Auguste Batholdi, took 10 years to complete. The actual figure was made of copper supported by a metal frame work which had been specially constructed by Eiffel. Before it could be transported to the U.S.A, a site had to be found for it and a pedestal had to be built. The site chosen was an island at the entries of the New York Harbour. By 1884, a statue which was 151 feet tall had been erected in Paris. By the end of October, 1886, the statue was officially presented as the symbol of liberty for the millions of people who have passed through New York Harbour to make their homes in America.

Sub skills in Hand Writing Skills


No	Hand Writing Difficulties	Pre Test	Post test
1.	Overall legibility of hand writing		
2.	Capital letters and small letter mixing		
3.	Writing in line and over margins		
4.	Letter size and font		
5.	Omission and addition of letters/words		
6.	Frequent Erasals and wipe offs		
7.	Reverse letters and numbers		
8.	Add or omit space between letters and words		
9.	Flow of writing moving to all directions		
10.	Improper pencil grip		
11.	Holding paper in position and bilateral coordination skills		
12.	Slow and laborious writing		
13.	Problems with copying from board or notes		


B. Write the missing letters in the boxes in capital letters

8 marks

Write the letters in correct order

Write the alphabets in cursive lower case in the circles given below


START 

 a ○ ○ d ○ ○

○ h ○ ○ ○ ○

m ○ ○ ○ ○ ○

○ t ○ ○ ○ ○

○ y ○ 

FINISH

○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○

○ ○

C. Write the following words in lowercase manuscript and cursive hand writing 1m existence:
 _____ division: _____

D. Write the following sentence in lowercase manuscript and cursive hand writing
 BIG MONKEY ADVISED HIM TO PEEL THE BANANA BEFORE EATING.
 Manuscript : _____
 Cursive : _____

III. Diagnostic Test for Spelling Difficulties

(35 marks)

Answer all the questions

(Total 35 marks)

1. Dictation Test:

5 marks

The teachers have to give the words given on the scoring sheet as dictation.

(Mission, station, prevalence, beginning, ability department, carriage, possible, example, barely)

2. Identify the digraphs and circle them

8x½ =4m

Shut - shout

Chop- shop

3.Phase - chase

Bunch bench

3. Auditory Discrimination Test. Tick the correct answer from the bracket

5x1= 5m

i. She gave _____ (birth/berth) to a baby girl.

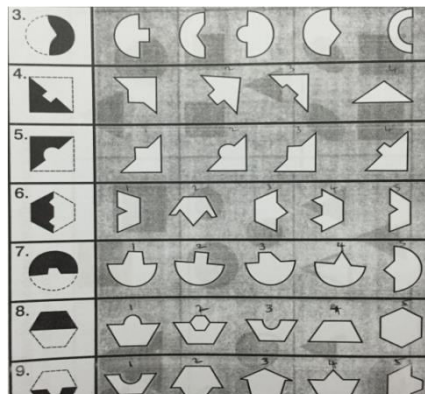
ii. Love of money is the _____ (route/root) of all evil.

iii. Our cricket _____ (teem/team) won the match.

iv. I don't _____ (know/no) where I have left my purse.

v. After finishing _____ (their/there) home work, the children went to play.

4. Visual Discrimination Test: Circle the similar one from the right side: 6x1=6m



5. Under line what is silent in the following words

10x½=5 m

- | | |
|------------|--------------|
| 1. Knife | 2. Whole |
| 3. Knack | 4. Knead |
| 5. Doubt | 6. Knowledge |
| 7. Wrap | 8. Eight |
| 9. Whistle | 10. Walk |

6. Decode the words and syllabicate

10 x ½=5 m

- | | |
|---------------|-----------------|
| 1. Excitement | 2. Independence |
| 3. Department | 4. Beautiful |
| 5. Successful | 6. Enjoyment |
| 7. Retirement | 8. Careful |
| 9. Innocence | 10. Surely |

Let the children read aloud the story and write the answers to the questions

In the middle of the jungle there stood a big Peepal tree. A pair of sparrows lived on one of its branches. They had built a strong and comfortable nest and had two beautiful nestlings. They roamed the whole day in the jungle, collecting food to feed their young ones in the evening. One day a huge elephant came to take rest under that big tree. He was hungry. So he tore off the branch on which the sparrows had built their nest. The branch fell on to the ground and the young ones of the birds were killed.

When the sparrows returned home in the evening, they found their young ones dead. They saw a big elephant lying under the tree and taking rest. Everything became crystal clear now. The elephant was the cause of the death of their loved young ones. The mother sparrow was grief-stricken. She began wailing over the loss of her nestlings. Seeing her weeping bitterly, a woodpecker, who lived in a nearby tree, came to her to know the reason of her sorrow. The sparrows narrated the whole story. The wood pecker planned with the help of a honey bee to teach a lesson to the elephant.

1. Who built a nest on a peepal tree?
2. Who came hungry to the peepal tree?
3. How did the elephant kill the young ones?
4. Who was grief stricken? Why?
5. What did the wood pecker plan?

IV. Diagnostic Test for Written Expression Skills (Grammar) 20 marks

The written expression skills question paper is divided into two.

- a. Grammar mechanics for 20 marks Section -I
- b. Writing skills. For 25 marks. Section - II

Section - I (Grammar Mechanics)**(20 Marks)****Mark Capitalization & Punctuation and sentence end marks wherever necessary****5x1 =5m**

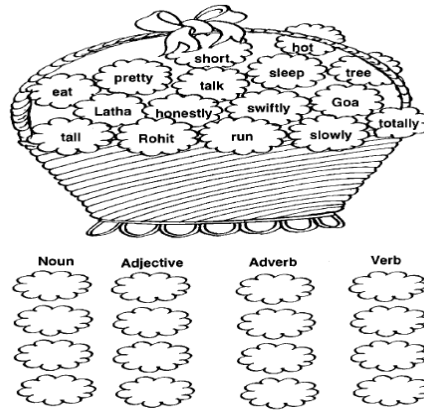
1. Sheetal got holidays to her school she went to karimnagar to her grandparents town
2. What day is it today it's Sunday
3. We went to zoo yesterday the train ride was very jolly
4. Rahul wanted to watch cricket on TV so ravi turned over to read news paper
5. Last year we went to Delhi in august it was very warm.

II. Sort the words given below name the parts of speech and make a sentence:6x½ =3m

Kamal, vegetables buy, to, went, to market,

III. Place verb-noun-adjective and adverbs words in their respective baskets 8x½=4 m

This basket has flowers of nouns, verbs, adverbs and adjectives. Separate them.



IV. Use proper prepositions & conjunctions to join the sentences

5x¹/₂= 2¹/₂m

1. I am _____ tired ____ to get up.
2. Walk fast _____ bus stop _____ you will miss the bus.
3. I worked hard _____ I passed the test.

V. Fill up the blanks with correct Degrees of comparison

5x¹/₂=2¹/₂m

1. Antarctica is the _____ continent(cold)
2. Taj Mahal is the _____ monument(beautiful)
3. Howrah Bridge is _____ than London bridge(small)
4. Mercury is the _____ planet to Sun(near)
5. Rama is not as _____ as Gokul(tall).

VI. Identify the sentences and fill in the blanks with suitable words 3x1= 3m

1. She is tall. I am short.
2. _____ it is raining, I want to go out.
3. The school is closed _____ of Holi.

Diagnostic Test in Written Expression Skills (Comprehension) (25 Marks)

A. Develop hints choosing the appropriate word from brackets 8x¹/₂=4m

On my way to school I saw a dog ____ (is/being) hit by a car that sped away _____ (past/fast).I _____ (am/was) _____ (close/closed) to tears to see the _____ (plight/flight) of the dog.I _____ (took/hook) the dog to a doctor. He _____ (seemed/seamed) to be a kind person _____ (tied/tight) a bandage to the dog.

B. Logical arrangement of Sentences

5x1=5m

Make the children edit an illogical sentence so that it makes better sense and write the answer in the next column.

1.	Illogical Sentence	Logical sentence
2.	The washer man stitched the clothes	
3.	The teacher cooked food	
4.	The boy blinked his nose	
5.	The postman brought milk	
6.	The driver ploughed the	

C. Integrate the sentences choosing right word given in the brackets to make a complete sentence **5x1=5m**

1. Small Rabbit didn't like the banana. He didn't peel it before eating (so/but)
2. He liked her. He married her (so/ but)
3. Peacock advised Rabbit to jump on the snake. Rabbit tried it on the honey comb and got stung by the honey bees (hence/but)
4. Bear advised him to suck gently. By that time small Rabbit left the place by saying that he would do that the next time (but/ though)
5. We know that father Rabbit was more strict than mother Rabbit. He wanted him to be independent (because/ as)

D. Writing Comprehension 4m

Read the passage and answer the questions

Long, long ago, there lived three friends in a jungle. They were-a deer, a crow and a mouse. They used to share their meals together. One day, a turtle came to them and said, "I also want to join your company and become your friend. I'm all alone. "No sooner had they talked a hunter appeared on the scene.....

Now complete the story.....

Answer the questions below.

- a. Who are the three friends?
- b. Who ran away after seeing the hunter?
- c. Who is left behind for the hunter to catch?
- d. What your opinion made the hunter sad or happy?

E. Visual / Picture comprehension

The student writes a letter to his friend in response to a stimulus picture. Points are earned for satisfying specific arbitrary requirements like (who, what, how, where, how many, which, when)



4m

F. Contextual clues: Take the clues and answer the questions given in the table

6x½=3m

Long, long ago, on an island in the sea, lived a family of seven sisters. The oldest girl ruled the household, and her sisters obeyed her commands. Flora, the youngest sister, was sent to the forest each day, to gather wood for the kitchen fire. Near the edge of the forest was a cave under some rocks. A stream of water fell over the rocks into a basin in the cave. This was a delightfully cool spot, and Flora often rested here on her way home after gathering wood in the forest. She would lie on the mossy bank of the stream, for hours, and dream. One morning as Flora ran along the grassy path that led to the cave, she saw a little fish in the stream. Its scales flashed out all the colours of the rainbow. "I am going to keep the fish for a pet," said the girl to herself. "I will call him Rainbow."

Word	Part of speech	What do you think it means?	What are your contextual clues?
Household			
Stream			
Mossy			
Delightfully			
Flashed			
Rainbow			

APPENDIX XI

DIAGNOSTIC TEST FOR WRITING DIFFICULTIES (DTWD) FOR 4th & 5th CLASS CHILDREN

Score Key for the test items

1 Diagnostic test for Fine Motor Skills is for 12 items carry 1 mark for yes and 0 for not showing the skill.

2. Diagnostic test for Hand Writing Skills

20 Marks

The test has 13 test items. The children should copy a passage and the teachers carefully observe all the 13 test items. Based on the copied script, the different aspects asked in the test the teacher will carefully award 1 for right answer and 0 for wrong answer for the 12 items. The 13th item is about alphabet formation, words & sentences has 8 marks

A. 1 to 12 test items carry

1 mark each

B. 13 test item has 8 marks

1. Small letters

2 ½ m

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

2. Cursive small letters

2 ½ m

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

3. Existence,

existence

4. Division

division

1m

5. Big monkey advised him to peel the banana before eating

1 m

Big monkey advised him to peel the banana before eating

. 1m

III Diagnostic Test for Spelling Skills

35 Marks

1. Dictation - 10 words

10x½ = 5m

2. Identify the digraphs and circle them

8x½ = 4m

1. sh- sh

2. ch- sh

3. ph - ch

4. ch- ch

3 .Auditory Discrimination 5M

1. birth

2. root

3. team

4. know

5. their

5. Under line silent words-5M

1. k

2. w

3. k

4. k

5. b

6. k

7. w

8. g

9. t

10. l

4 . Visual discrimination 6M

3. 4th picture

4. 2nd Picture

5. 2nd Picture

6. 4th Picture

7. 2nd Picture

8. 4th picture

9. 5th picture

6. syllabicate 5M

1. Em+power+ment 2 in+depend+ent

3. de+part+ment 4. En+list+ed

5. en+rich+ment 6. Re+cruit+ment

7. mis+understand 8. Un+happy+ness

9. en+joy+ment 10. en+counter+ed

Reading Fluency Answers

5 Marks

1. A pair of sparrows built a nest on the peepal tree.

2. A huge Elephant came hungry to the peepal tree.

3. He tore the branches and killed the young ones.

4. The sparrows were grief stricken when they saw the young one dead.

5. The wood pecker planned with the help of a honey bee.

IV. Diagnostic test for Written Expression Skills (Grammar)**20m**

1. Sheetal got holidays to her school. She went to Karimnagar to her grandparent's town.
2. What day is it today? It's Sunday.
3. We went to zoo yesterday. The train ride was very jolly.
4. Rahul wanted to watch cricket on TV. So Ravi turned over to read news paper.
5. Last year we went to Delhi in august. It was very warm.

II. Sort the words given below name the parts of speech and make a sentence:**6x½ = 3m**

Kamal, vegetables buy, to , went, to market

Kamal	went	To	market	to buy	vegetables
subject	Verb	preposition	noun	infinitive	noun

III. Place verb- noun- adjective and adverbs words in their respective baskets**8x½=4m**

Noun	adjective	adverb	verb
Latha	Short	Swiftly	Eat
Rohit	Tall	Totally	Run
Goa	Hot	Honestly	Talk
Tree	Pretty	slowly	sleep

IV. Use proper prepositions & conjunctions to join the sentences 5x½= 2½m

1. I am too tired to get up.
2. Walk fast to bus stop or you will miss the bus.
3. I worked hard so I passed the test.

V. Fill up the blanks with correct Degrees of comparison**5x½=2½m**

1. Antarctica is the coldest continent (cold)
2. Taj Mahal is the most beautiful monument (beautiful)
3. Howrah Bridge is smaller than London bridge (small)
4. Mercury is the nearest planet to Sun (near)
5. Rama is not as tall as Gokul (tall).

VI. Identify the sentences and fill in the blanks with suitable words 3x1= 3m

1. She is tall but I am short.
2. Even though it is raining, I want to go out.
3. The school is closed on account of Holi.

IV B . Diagnostic Test in Written Expression Skills (Comprehension) (25 Marks)**A. Develop hints choosing the appropriate word from brackets 8x½=4 m**

On my way to school I saw a dog being (is/being) hit by a car that sped away fast (past/fast). I was (am/was) close (close/closed) to tears to see the plight (plight/flight) of the dog. I took (took/hook) the dog to a doctor. He seemed (seemed/seamed) to be a kind person tied (tied/tight) a bandage to the dog.

B. Logical arrangement of Sentences**5x1=5m**

Make the children edit an illogical sentence so that it makes better sense and write the answer in the next column.

Illogical Sentence	Logical sentence
The washer man stitched the clothes	Washed the clothes
The teacher cooked food	Teacher taught lessons
The boy blinked his nose	The boy blinked his eyes
The postman brought milk	The post man brought letters
The farmer wove the field	The farmer ploughed the field

C. Integrate the sentences choosing right word given in the brackets to make a complete sentence 5x1=5m

6. Small Rabbit didn't like the banana so He didn't peel it before eating (so/but)
7. He liked her so He married her (so/ but)
8. Peacock advised Rabbit to jump on the snake but Rabbit tried it on the honey comb and got stung by the honey bees (hence/but)

9. Bear advised him to suck gently **but** By that time small Rabbit left the place by saying that he would do that the next time (but/ though)
10. We know that father Rabbit was more strict than mother Rabbit. **because** He wanted him to be independent (because/ even though)

D. Writing Comprehension

4m

Read the passage and answer the questions

- e. Who are the three friends? - A deer, a crow, a mouse
- f. Who ran away after seeing the hunter? - All three of them ran away
- g. Who is left behind for the hunter to catch? - the tortoise
- h. What your opinion made the hunter sad or happy? - he is happy he at least got a tortoise, sad that he could not catch a deer.

E. Visual / Picture comprehension

4m

The student writes a letter to his friend in response to a stimulus picture. Points are earned for satisfying specific arbitrary requirements like (who, what, how, where, how many, which, when)

Who- The entire family, what- celebrating

When - On Deevali day where- in their house

How many - five people- which one- the flowerpot with crackers.



F.Contextual clues: Take the clues and answer the questions given in the table

6x½=3m

Word	Part	What do you	What are your contextual clues?
Household	Noun	The belongings	The affairs
Stream	Noun	A river	A water fall
Mossy	Adverb	With moss	Slippery
Delightfully	Adverb	Happily	Very much pleasant
Flashed	Verb	Reminded	Shined
Rainbow	Noun	Colourful bow in	Like the colours

APPENDIX XII

INSTRUCTIONAL STRATEGIES

I. Instructional Strategies

The instructional strategies are wholesome and holistic in attending the writing problems of a child in its totality like activities to develop Fine motor skills, Hand writing skills, spelling skills, written expression skills (Grammar, Comprehension) and behavioural skills.

Activities to Develop Fine Motor Skills

Fine motor efficiency is very essential for learning, as poor balance and coordination, poor body rhythm and eye-hand coordination obviously interfere with learning. Intervention strategies for fine motor skills are divided into twelve areas. Strategies are planned and administered on all the twelve aspects of fine motor problems

A. Motor Memory

Motor memory is the ability to store and recall the muscle movements for performing different tasks and sets of movements.

a. Movement /Action Songs & Games: Here the Children are asked to move round the circle dancing. Once the beat changes they should change their right to left hand tapping of other's right hand. They need to remember many gyrations whenever the beat changes.

b. Big to small games: Draw a big round ring of the shape or letter the children want to learn. As the size of the ring keep reducing into a spiral inside the Children who could place themselves inside the spiral when the music stops win till the spiral ends at paper pencil size shape of the letter.

c. Activities to develop directionality and body movements

a. Directional Games & Activities: The Children are taught to develop understanding and language of directional instructions - turn left/right, straight on, backwards, forwards, up, down etc... Simple map work or 'Treasure Hunts' (give verbal instructions, one at a time to start with, increase as their skill level improves).

b. Climbing & Crawling Activities: to develop body movement awareness as well as supporting directional language. Use small and large objects to create an obstacle course to climb over, crawl under, between, next to, on the left of or right of, behind, in front, on top, underneath, below or opposite etc.

B. Activities for Muscle Coordination/ Dexterity of Hand And Fingers

When a child has problem with muscle integration and dexterity of hand and finger three types of activities are done to build hand and finger dexterity eyes and muscles.

a. Activities for strengthening fingers and hand and muscles

- Using scissors, and cutting, and sewing and weaving
- Finger painting, gluing etc.
- Playing with clay to build hand strength
- Using tweezers or tongs to pick up small items to help build hand strength
- Squeezing soft balls with fingers.
- Stringing beads (wooden or plastic)
- Build with small building blocks
- Forming letters, shapes, and designs in salt/sand trays.
- Writing on vertical and horizontal spaces using a variety of materials. Some creative paintings, pot making, kite making and flying, greetings, spray painting, paper folding and models activities are taken up which helped the Children gain progress over some writing disabilities.
- Using a finger-thumb flick, the nail of the index or middle finger pressed against the thumb pad, start by flicking the marble across the

table/floor. Then try to use the other fingers to flick the marble, not forgetting to try with the other hand as well.



C. Activities for Strengthening memory and concentration and Hand Eye Coordination

Activities: To improve memory and concentration and hand eye coordination the following eye track exercises are done where:

- The child holds both hand stretched in front to the maximum extent on to the sides and without moving head moves eyes from one end of left hand to the other end of right hand for five times. Bring the hands down to the side. Rub hands together and close the eyes with those warm hands.
- These eye exercises help not only in improving the eye sight, it increase the concentration solves in attention and distraction problems. It improves the eye muscles and coordination of the eye with hand.

With the help of a yoga instructor few yoga exercises for hands, fingers, wrist are done as given below.

- Swing and swirl the wrist
- Knuckles are bent and opened slowly
- keep fingers hold a heavy imaginary object and pull it near to him / her, make fingers into a fist and open with force.
- Wave closely kept fingers up and down etc.

D. Activities to Develop Fine-motor Coordination

Children with dysgraphia are unable to collect information through their senses and respond to them in the right way. They are often clumsy and have difficulty with fine motor coordination skills. Giving them a chance to practice these skills in a fun and exciting way will help improve their writing and letter formation.

- a. Playing with small fridge magnets. The child can arrange them in a line, circle or any other shape.
- b. Making shapes with matchsticks
- c. Making a tower with coins.
- d. On a piece of paper, draw small circles. The child is asked to place one stone inside each circle.
- e. Pouring liquids into small containers
- f. Pickup sticks game (You can do it with spaghetti). Hold a bundle of spaghetti upright and drop it. The spaghetti will fall over each other. The game is to pick up one piece at a time without disturbing the position of any other pieces.

- g. Picking up small pieces of coloured paper and gluing them for a craft activity.
- h. Gluing pulses, or sequins on to the outline of a simple shape or picture.
- i. Sorting small coloured Lego pieces according to their colours.
- j. Pasting stickers or shapes on a paper where the outline is already drawn.
- k. Simple sewing- Use a large needle and draw a line on the cloth to follow.
- l. Arranging seeds, beads or small Lego pieces in a straight line.
- m. Mix rice and pulses. Ask your child to pick out the pulses.
- n. Transferring rice from one container to another
- o. Doing a sequence of actions to a beat- ex. clap twice, and slap your thigh twice

E. Activities to Develop in Hand Manipulation Skills

These are skills that help us manipulate objects. It is a higher level of fine motor skills. Children with Dyslexia and dysgraphia often have deficits in this area. The activities given below will help develop object manipulation skills.

Activities: The following activities are practiced by the Children to develop in hand manipulation skills

- a. Lacing shoes
- b. Turning a pencil within the hand 360 degrees
- c. Learning to pleat a long strip of cloth
- d. Take 2 small balls of 2 different colours of play dough. Ask the child to mix them till it makes a new colour and you can't see the old ones.
- e. Using a screwdriver to unscrew a nut (play or real).
- f. Screwing and unscrewing small nuts and bolts (play or real)
- g. Folding small square pieces of paper twice to make smaller squares.
- h. Making balls out of play dough

F. Activities to Develop Kinesthetic Awareness

The multi sensory approach is very important concept to teach Children with learning disabilities specially with writing problems where the hands and fingers are involved.

Activities: The following activities help the child to feel and learn through touch "Walk" fingers up and down the pencil

- a. Involving children in hand-to-eye coordination activities such as softball, tennis, ping-pong and other bi-lateral coordination activities.
- b. Rub hands on the carpet in circles (or, if wearing clothing with some mild texture, rub hands on thighs, close to knees)
- c. Use the thumb of the dominant hand to click the top of a ballpoint pen while holding it in that hand. Repeat using the index finger.

G. Activities to develop Tactile Discrimination

Activities: Feely Bag Games

A cloth bag, selection of toys and pictures, or second set of toys will be used.

Before starting the game the teacher should let the child feel the objects she is going to use and talk to them about them. Put one set of the toys (e.g. shapes) in the bag and place the other set on the table for the child to look at. Before the teacher starts she should make sure that child knows the basic properties of the toys they will be looking for. The child should use both hands to manipulate the toy.

Activity2: Handbag Hunt Level One

In this activity the child puts her/his hands in (both hands if possible, but if not, then use the dominant hand), picks up an object, feels it, identifies it and pulls it out to check only AFTER identifying it. If correct, your child gets to "keep" it, if wrong, you get to "keep" it. The winner is the one with the most animals/shapes at the end. Another way to do it is ask the child to find a specific object. This is usually harder as it involves your child identifying and discarding possibilities before deciding on the one that feels right.

Note: This activity can be extended to items of groceries, different textured fabrics etc.

H. Fine Motor - Auditory Coordination Skills (Through music)

Auditory coordination skills are very important for any child as listening plays a very important role in learning.

Activities: Generally children love any activity where music and dance is involved. Movement and gesturing and few dance classes are planned to coordinate auditory coordination that have tunes suddenly change needing careful listening to reverse the steps when the beat changes to go clock wise and anti clock wise when accelerated pace and beat demands it. This session children liked very much.

Listening for sounds. Have the children close their eyes and become auditorily sensitive to environmental sounds about them. Sounds like cars, airplanes, animals, outside sounds, sounds in the next room etc., can be attended to and identified, Recorded sounds. Sounds can be placed on tape or records and the child is asked to identify them. Planes, trains, animals, and typewriters are some of the sounds that may be recorded, Teacher-made sounds, food sounds. Ask the child to listen for the kind of food that is being eaten, cut, or sliced: celery, apples, carrots, shaking sounds. Place small hard items such as stones, beans, chalk, salt, sand, or rice into small containers or jars with covers. Have the child identify the contents through shaking and listening, Auditory Attending, Discrimination of Sounds between sounds like ear ot far, loud or soft , high and low, Find the sound from a hidden object, follow the sound, Blindman's bluff (One child in the group says something like an animal sound, sentence, questions, or phrase. The blindfolded child tries to guess who it is), Auditory figure-background. To help a child attend to a foreground sound against simultaneous irrelevant environment noises, have him listen for pertinent auditory stimuli against a background of music.

I. Activities to Develop Visual-Motor Coordination

Coordinating what the children see with either the past or immediate past is very difficult for children with dysgraphia. The intervention strategies for visual motor difficulties should be administered when we see a child with the following difficulties.

Recall Games & Activities- to develop awareness of features to help put them into memory for recall. Objects or pictures are used for this, talk through the important features of an object or picture with your child, if possible let them touch or use their finger to move from one feature to another. Then cover the object/picture and ask them to recall all the features they can remember. Show the object/picture again and talk through their recollections and discuss how they might be able to remember more things another time; for instance focus on the position of things next to one another or colour.

Picture or Word Card Games - The cards are placed face down and you turn a card over, look at it, then place it back face down again, in the same spot and try to find its matching pair by turning another card. If you do not find the matching pair it is someone else's go. The idea is to remember where the cards are, so you can make a matching pair, the winner is the one with the most pairs of cards.

Completion Games & Activities - to develop awareness of features to help put them into memory for recall. Show them a completed simple picture, shape or pattern, cover it and give them an incomplete version of the same picture, shape or pattern to complete. Then compare with the original and talk through any differences. Make the activity appropriate to their ability, too simple they will be insulted, too hard and they will feel frustrated.

J. Drawing skills

Based on the research techniques on drawing skills, activities are made for Children where they are provided with a drawing instructions for 36 weeks.

First session, enhancing the accuracy: drawing various shapes of border boxes by small shapes such as square, triangle, circle, plus and cross signs, and small flowers.

Second session, enhancing the accuracy and enhancing visual and auditory perception: shapes such as small squares or circles and triangle. Then Drawing teacher trained the Children to draw familiar and simple shapes such as people, houses, trees and balloon in the border box.

Third session, Learning and conducting of order, enhancing accuracy and visual and auditory perception: Children learnt to draw the border box around paper with consecutive triangles and circles. They also drew inside the cadre two similar trees and a different tree, and two consecutive short and long mountains.

Fourth session, enhancing visual memory: a cadre was prepared with trained shapes such as small flowers or small squares or other shapes. Whales and fish were drawn on the class board by using a few curved lines on wave. The Children were asked to look at the drawn shapes. Then painted shapes were erased from the class board and the Children were asked to remember what they had seen and draw it.

Fifth session, enhancing auditory memory and enhancing accuracy: two simple, short and attractive stories were narrated and the Children were asked to listen and then, to draw one of the two stories that they had heard.

Sixth session, assessment and enhancing perception and accuracy of Children: First, an image that represents the desert and drought, with which

full of thorns and rocks and snakes were introduced and described for Children, then they were asked if the drought ends and it rains, how will this change and what Things will be replaced by the desert and drought. The child drew new situation according to description.

Seventh to tenth sessions, enhancing accuracy, enhancing visual and auditory perception and enhancing visual and auditory memory: in four sessions drawing by words and numbers were taught to facilitate the Children' drawing. This task was very interesting and attractive for the Children.

II. Hand Writing Intervention Strategies

The hand writing intervention is done for finger dexterity, motor memory, recall, visual coordination are done under fine motor difficulties.

A. Proper Posture and Sitting Position

To be able to write for significant periods of time a comfortable sitting position is important for the child as it allows the arm and hands to move freely, helping to improve handwriting. Being comfortable when sitting at a desk increases both the quality and quantity of the handwriting work the child can produce. To help children with difficulties in proper posture and sitting for Children with Dysgraphia the management of the schools are requested to make sure the sitting chairs benches will to ensure proper height and posture. Provide a slanted writing surface (use a 4 in. binder as a slant board).

Here the best sitting position is shown in below, for both right and left handed writers. This is the procedure followed in all the schools to rectify wrong sitting postures.

To make Children get used to sit for some time meditations technique is used with great success where children after a five minute meditation with a mellowed music before starting the class made Children stay put in their seats for at least 25mts without moving.

B. Pencil Grip- Hand to Eye Coordination

One of the pressing problems of Children with hand writing difficulties of dysgraphia is poor pencil grip. This often makes their handwriting illegible and impossible to read. A common complaint of the Children was that their hand gets tired when writing. This was noticed to be due to a variety of factors, such as, inappropriate grip, tight pencil grip or inefficient tripod hold or sitting writing posture. In few cases, ergonomically efficient grippers are supplied to enhance their efficiency of pencil grasp.

Correcting a poor pencil grip will take time, constant encouragement, praise and patience. The long term aim is to correct the grip so that your child can use any writing tool effectively and with confidence, without tiring quickly. [Coordination](#), [finger and hand strength](#) are important key strengths in being able to hold a pencil correctly for periods of time, so games and activities that help to develop the muscle, hand and finger dexterity areas given for fingers, hand and eye exercises given above will help in the proper pencil grip also.

Moulded [pencil grip aids](#) are useful for some children, improving handwriting and building confidence. However an issue with them is that once removed the child reverts back to the original poor grip because the underlining factors of the poor grip position have not been addressed. So use the grips to build self-esteem while building up the key strengths areas that

may have caused the poor grip to develop in the first place. The long term aim should be to correct the grip so that the child can use any writing tool effectively without the need for some form of grip aid.(teachhandwriting.co.uk)

Activity 1: Keeping the little finger and the ring finger gently curled in Placed a cotton wool ball in the palm of the hand and having the child hold it in place with the little and ring finger). Then focused on the thumb position and index finger, finally the middle finger (a special padded sticker placed on the shaft of the pencil that rests on the middle finger helped.

Activity 2: Placed colour markers on the shaft of the pencil to show where to place the thumb and index finger when a tripod grip is used. For left handed writers these should be placed further up the shaft than for a right handed writer.

Activity 3: Printing with stamp ink. Paint, printing ink /pads, print pens, odd objects to print with such as cotton reels, sticks and pencil ends, leaves, small toys such as lego or we could make our own print stamps with vegetables, printing stamps and different types of paper which are already there in all these schools.

A set of 100 Stamps of various animals, vegetables, fruits etc and 5 different colour inks are provided to all the schools to make this activity happen. An interesting activity which Children liked immensely is cut vegetables into various ways dip their cut edges into the ink and print.

C. Paper Position and Bilateral Coordination Skills

To provide increased opportunities for activities that require one-handed manipulation (MATN, 2001) (painting, erasing, and sky-writing) establishes hand dominance. Use an enlarged copy or one with wider margins and/or triple-spaces lines. 5. Color code where to stop and start on paper or use colored paper (MATN, 2001). 6. Experiment with different types of lined papers (raised lines, colored lines, extra space between lines, graph paper).

Use writing instruments that are easier to handle or grasp (primary - larger pencils; intermediate - mechanical pencils; weighted pencils).

Stabilize paper to prevent writing surface from moving using tape, clipboards, sticky notes, and glue sticks.

Bilateral skills refer to the use of both hands together in a coordinated way. Although writing is a single hand activity, the development of bilateral skills plays an important role in cognitive development and hand use. The activities below are some examples of bilateral activities.

Activity: Plaiting rope, or even dolls hair. Take a twine or rope and knot it several times. Ask the child to open all the knots. Learning to make a bow. Transferring water from one bucket to another using only hands to hold the water in cutting along a line with a pair of scissors Beading beads of different sizes (you can also try pasta).

D. Activities for Spatial Awareness

Spatial awareness is the ability to be aware of the space around you and your position in that space. While writing deficit in this regard makes children

Activity 1: Make Patterns - to help develop placement relationships and language to support the memory of the pattern. The teacher is to talk through the process of making the same pattern as shown on a card or already produced. For instance the child has to identify the pattern from the choice given to the object in the first column.

Observation Activities - to help develop understanding and awareness of where and how close or far apart objects or features are in relation to one another. When drawing for instance a person, take time to look at what a person really looks like and what appears next - head, neck, shoulder trunk of body etc.

Jigsaws & Model Making - To help develop placement relationships and language the teacher should talk through and explain how to begin the puzzle and what to look for, ask them to explain to them their method and how they are going to begin. Start with jigsaws that are suitable in size and complexity for the child.

Hand Writing Instruction is done under the following headings using Drill and Practice methods.

- a. The curvatures of letters with slanting and semi circular patterns and fundamental six strokes are practiced for one week.
- b. Dotted lines for alphabets are practiced for one week.
- c. Alphabets in both manuscript and cursive small and capital letters are taught for 2 weeks on four lined papers.
- d. Taught words connecting two letters and then three based on similarity of writing them.
- e. A list of words are picked out of their English Text books. The children are given practice in three lettered words for one week, the words will increase from easy to complex words by the end of 4 weeks in both cursive and manuscript.
- f. The children are made to practice self correction process where they write the words and check their scripts for mistakes. They repeat the process till they write the word without mistake.
- g. The children are given practice in sentence writing in manuscript and cursive script. For 4 weeks.
- h. The sentence writing is initially from a hand out. Later it is on the board or OHP.
- i. Activities like stamping their thumb print between words or a sticker are conducted for handling exaggerated space between the words or prevent continuous writing.
- j. The reversal of numbers and letters are handled one by one each letter and number by giving activities like the alphabet frequently reversed is stuck on the desk or a flash card who write reversals and the children are prompted to check for reversals in their scripts before submission to teacher. One practice that helped them tremendously is whenever they write the reversal letter or number they should change the colour of it to the colour as it is in the flash card. This made them look at the

right one written on the flash card and they copy till they mastered to overcome reversals.

- k. Teacher keen observation and patient prompting to write within the middle two lines of the four lined papers helped them come out of writing in different shapes and sizes.
- l. Verbal prompting continuously by the teacher on capitalization punctuation while writing helped them to a great extent even though they will tend to revert back to non doing frequently. Like start the proper names with capital letter, put a full stop, put a comma like this.
- m. The children are taught to write paragraphs in both manuscript and cursive for 6 weeks. This is the time children with repeated practice of writing, self correcting, peer correcting and verbal promptings of the teacher many showed great improvement in hand writing skills.

2nd instruction:-7th to 11th week training- practice in words (manuscript & cursive whatever the Children feel comfortable to write).

To join the letters to form words only the top to “e” and top joiners need to be taught for continuous cursive, as the nature of the font style means that the lead-in and exit strokes needed to join the majority of letter combinations have already been taught. To join letters all one has to do is write the letters closer together, without lifting their pencil off the paper. The bottom, bottom to “c” shape and “e” bottom joiner animations demonstrate this. The top joiners tend to be the ones that children find most confusing and difficult to remember.

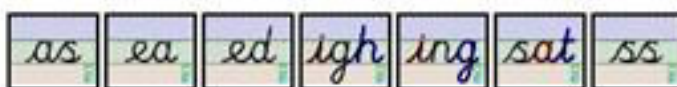
The intervention has been designed to help children with writing difficulties to develop these individual joining strokes without confusion. This way of writing reduced the problems of reversing the letters as they hardly lift pencil off the paper.

The Children practised some of the words given below for 4 weeks to become proficient in joining letters to form words. This proficiency gave lot of confidence to Children. Two words on each alphabet is given for practice to these Children. The join table below for a continuous cursive font style shows the joins required to connect all the handwriting letter combinations of the alphabet.

Continuous Cursive Bottom Letter Joins



Continuous Cursive Bottom to “c” Shaped Letter Joins



12th to 16th week training- is to give practice in sentence writing

The Children by now could write words very well both in manuscript and cursive hand writing. For 4 weeks hand writing practice is given in writing sentences joining words. Care is taken to teach Children while teaching sentences on the capitalisation and punctuation of sentences.

Every sentence starts with a capital letter. There should always be a capital letter after a full stop, question mark or exclamation mark. For example: Nick went to the shop. He came back with a bag of fruit. Did he go? He did. He went! A capital letter should always be used for the word 'I' and for names of people, places and things (eg days, months, films, TV shows, song titles, etc). For example: Gita, Hyderabad, France, Sunday, November etc.

Initials need capital letters. For example: TS (Telangana State, RBI, Reserve bank of India, etc) some examples are given below.

1. Ganesh has been in the gym for six hours.
2. Aman has been in bed since ten 'o' clock.
3. She has been in the park for an hour.
4. Sumit has been talking on the phone for twenty minutes.
5. He has been at the batting crease for a week.

16th to 24th week training

Teachers are advised to give practice in paragraph writing. Select a paragraph from the 4th & 5th class English text books. Make Children practice at least 10 paragraphs. Four paragraphs are given below. Let the Children write the paragraph with utmost care. Initially time factor should not be introduced. As they complete their 5th paragraph speed and time should be noted. After careful observation of each child's writing scripts necessary changes should be done in the time given. By the time they reach their 24th week the child have picked sufficient speed in time at par with their normal peer.

The Paragraph writing

There were two cats who were always together. One day they went to a house to steal something to eat. They found only a slice of bread. Both the cats fought for the slice. They were unable to come to a decision who should have it. So they went to a monkey and asked him to solve their problem. From 24th week till the end of intervention programme the Children are given training in comprehension skills.

By the end of nine months of intervention there is an amazing transformation in the hand writing skills of these children. It is drill and repetition and constant practice, teacher on spot correction, children introspective self correction, peer help and multimedia, multi sensory approach made the intervention strategies for hand writing difficulties help these children overcome their writing difficulties.

III. Spelling Skills Intervention Activities for 4th & 5th Classes

Instructions to Teachers:-

Spellings are the forming of words through letters. The ability to spell is very important because the proficiency to read and write has competency in correct spellings as the basis. Children move through different strategies of learning spellings to master them.

To spell, the child must be able to read the word, apply phonics, visualise the word and then to write the word. Spelling difficulties may arise from problems in visual memory, auditory memory and visual discrimination or

motor skills. A teacher's observation of the reading or spelling mistakes is a better guide to know the spelling difficulties of Children. Ability to pronounce the words, Read and write without mistakes, difference in oral and written spellings are good indicators to a teacher in the class room.

The intervention strategies to overcome spelling difficulties of Children with Dysgraphia are enumerated below.

A. Activities to Develop Basic Spellings and Vocabulary - (Drill and Practice)

- Make Children say the words loudly out with proper intonation and stress on syllables making pronunciation easy.
- Make Children pick the list of words given as vocabulary and separate words alphabetically.
- Ask them to arrange the separated words according to size.
- Ask them to separate words ending with ed, ing, age, tion, sion, ance, ence, ble etc and make a list of those words and make them say orally each word identifying spellings with focus on how it is ending. Teacher should ask them randomly the spelling of a word with different ending each time.
- Ask them to spell words morphologically, adding letter to letter and syllabifying for proper pronunciation.
- Have the child spell out each word out loud whilst looking at it, look away, spell it out aloud several times again before writing it down i.e. using visualisation and simultaneous oral spelling
- Have the child break the spelling list down into manageable sections of only three to five words.
- Write a spelling word on a strip of paper, cut the letters out and make Children rearrange the letters to re-create the word spelling with letters.
- Provide them some words using which they need to say a story.
- Give the child a big word and they should make as many words as possible
- Ask them to say loudly the spelling of each word. Spelling programs often encourage Children to write each spelling word five times or 20 times. (Regina Richards, 1999) For many Children, the kinesthetic process of writing reinforces what is to be learned.
- Dictation is a very good practice where in the Children learn every day few words from the list of words selected from their text books for both the classes.

B. Activities to Equip the Child with More Vocabulary with Grade Level Words from their English Text book

Research, both past and present, overwhelmingly supports the list form for initial presentation of words at all levels. The words should come from authoritative sources that have considered frequency of use, difficulty for grade levels, geographical distribution, and permanency of words. In addition to giving Children a word list from authoritative sources, some of the words

should come from materials Children are studying currently. Research continues to make the point that spelling should not be taught in isolation from other language arts, particularly in relation to writing.

Activity: teacher will give dictation of 10 words from the list. Children exchange their papers with their colleagues so they correct the answers among themselves or self correct when the teacher gives them the correct spellings, go back and work on fixing misspelled words from their answer papers by writing each misspelled word 5 times will be a great reinforce to learn spellings. Misspelled words from child writing should therefore be included in word lists for future study. Writing words several times. Doing this activity without the benefit of immediate feedback and self-correction after each writing of the word encourages incorrect spelling.

Correctly spelled words will be made easily accessible by keeping a list of most-commonly misspelled words or having Children create a personal dictionary for reference having Children regularly re-practising and using challenging words brainstorming with Children before they write, in order to generate and provide correct spelling of pertinent words. make them practice rhyming words like wood - hood -could,b. root - boot -loot, c. fruit - recruit brute, d. man - fan pan, e. storm - form worm, f. rain - pain cane etc.

C. Auditory skills - Develop Auditory Discrimination/ Memory

The auditory skills are very important for the proper learning of spellings. The auditory discrimination activities given for fine motor problems will be highly useful for learning spellings also. Some activities typically for improving memory for spellings given below are used by the teachers to develop spellings.

a. Awareness of Phonemes or Letter Sounds

For success at the beginning stages of reading the child must perceive the individual phoneme sounds of the language, and he must learn to discriminate each language sound that represents a letter shape from other sounds. Such abilities are essential for decoding written language

Activity:

In this game all Children make a circle and one child starts the game with letter ' a' on anything that begins with the names of fruits, vegetables, or their own names The second person repeats what the first person says and adds something that begins with the letter "b" like banana. The next person repeats what the second person has said, and adds something that begins with the letter "c." The game continues until no one can remember all of the previous items. The alphabet provides a memory clue. When the children can remember all 26 words, vary the game by removing the alphabetical order, using various categories of words or any nouns.

For Children who are auditory learners with mismatch of thinking and writing speed a no of exercises on syllabication, identifying root words and word building games are practised .A practice work sheet given to Children to work out on it with guidance from the teacher.

b. Five Words in a Story

While Children are writing, teacher should call out a word wall word and they have to immediately use it in their story. This goes on at two minute

intervals for ten minutes. At the end, Children share their stories. Give them a piece of flash cards or papers with word on one paper and ending on another paper ask them to join the right papers. Encourage them to say the difference in the meaning of words.

D. Activities to Develop Visualization and Visual Coordination

It is a recognized fact that Children correcting their own misspellings is one of the most important factors in learning to spell. Results are particularly good when the missed words on a pretest are studied in a systematic manner that has the child: a. pronounce the word, b. say the word, c. visualize the word and spell it in his mind, d. write the word and check the spelling for accuracy.

Best results occur when Children study missed words immediately after a test and when they continually compare latest test results with earlier tests (Allred 1984). The Children are given practice in identifying what is the difference between the two objects and also the differences. Some activities are planned to teach the complete comprehension of the words.

Activity: Introduce a new word as a "scrambled" word. Give clues about meaning and spelling and the Children figure it out together. In the picture given above there a word hidden in the word given and in the picture of the lady. Give Children scrambled sentences and illogical sentences to make them unscrambled and logical sentences. This fun, simple activity teaches kids about sentence structure and rules of grammar. Kids also add adjectives to the sentences as they rewrite them, helping them improve their vocabulary and manner of writing. Additionally, this removes confusion about words in them understand how to use words properly in sentences. Pick out the words in the puzzle and an opposite of the word shown etc.

E. Activities to Segregate and Identify Root Words (Syllabification)

The teacher will syllabicate each word separating the root word, makes the children trace each word as syllabicated by the teacher. The Children repeat orally as the teacher carefully phonetically syllabicate each word. The Children will form into groups and practice the words assigned by the teacher from the units from their text books which are not too long or too difficult to be finished in one period. Here the peer tutoring helps a lot to understand and learn spellings. Some rules while syllabication a word are as follows: A one syllable word is never divided. Where there are prefixes and suffixes break the word at the base.

a. Activities to identify root words to syllabify

Activity 1: Write a spelling word on a strip of paper, cut the letters out and make Children rearrange the letters to re-create the word spelling with letters. Prompt orally every word spelling syllabication and pronunciation and make Children repeat after the teacher will bring oral proficiency will eventually help them to memorise and learn.

Activity 2: Another method used to teach spellings is memory basket where the teacher shows the pictures of the words. The Children need to recognise and match the spelling of the word from a basket full of cards with alphabets. The faster one gets the correct spelling will be the winner.

G. Teach Word Study

A word study program is a cohesive approach that addresses word recognition, vocabulary, and phonics as well as spelling (Zutell, 1992). The teachers encourage Children to compare and contrast features in words. One common method for doing so is by having Children sort words. When sorting, Children use their word knowledge to separate examples that go together from those that don't. In addition to sorting, Children may hunt for words in their reading and writing that fit the pattern being studied, may construct a word wall illustrating examples of the different patterns studied, may keep a word study notebook to record the known patterns and their new understandings about words, or may play games and activities to apply their word knowledge (Bear et al., 2000).

Word wall: is a fantastic tool to use for vocabulary activities and instruction, and we know that a deep understanding of key vocabulary terms is essential to comprehending text. Words should be posted where they are accessible and visible to all Children. Subject specific terms are used to create the word wall.

H. Activities to Teach Phonetics

Phonetics form a very vital part of any spelling intervention strategies. The phonetic rules from NIMH resource book is used for the present study with great success.

Activity 1: A kinaesthetic oral method based on (Fernald and Keller 's kinesthetic-oral method) which features word-tracing and repetition with careful accent on oral syllabication is taken up.

Here the Children are given words on flash cards & asked to trace the word written on the flash card given to them in the way each card has to be matched to the correct segment of the word on a different flash card. Assessing Children's writing should not be limited to teachers. It is also helpful to have Children assess their own writing progress. This may be especially powerful if Children assess their writing performance in relation to a self- or teacher-identified writing goal (Graham & Perin, 2007a; Rogers & Graham, 2008).

Error Correction by the Teachers in Spellings

Error correction is a very important aspect of teaching spellings for children with writing disabilities. The teacher has to make an effort to analyse the mistakes of children to make a further teaching plan and modifications. After the intervention starts some children may catch up with a particular starting and ending faster but stumbles on other endings of a word. A careful examination of the mistakes done in dictation by the teacher helps to concentrate and rectify those conceptual errors. An error analysis chart (Narayan, 2003) is explained to all the teachers in the work shop. A time to time dictation and analysis of the class wise words given from the text books of the children will help the Children tremendously.

More than just teaching identify and correction of errors on one to one base with Children helped tremendously to overcome spelling difficulties of Children. Some simple instructions are repeated every time they write words or sentences.

- Prompt the children to start writing from the left side maintaining the line.

- Prompt the children to check for Capitalization of all proper nouns and beginning of sentences
- Prompt children to make sure of font size
- Prompt children to make sure of no spacing in between words / leave a gap in between words to prevent them writing running letters without gap.
- Ask Children to correct the paper by themselves and say how many mistakes are same as yesterday, day before locate them, Make them realise the mistake, get the correct spelling and make correction by themselves.

VIII. Reading Comprehension Development Skills

Reading is a fundamental necessity to learn spellings. Some activities are given below to develop reading comprehension of Children.

Activity: This is an excellent reading intervention strategies for Children. It gets rid of extraneous words and information that will impair their understanding of a text. Take a 150-200 word passage and have the Children read it silently or with a classmate.

- Make the Children underline 10 words that they feel are important to the selection.
- Write the 10 words of each on the board. Children write a summary sentence using as many of the words as possible. This can be done in small groups.
- Each group shares its sentence with the class.

IV. Written Expression Skills Activities

The latest instructional approach in writing as a result of the National Writing Project and a number of researchers calls for a revolutionary approach to writing that concentrates on correct spelling as a final step prior to sharing writing with others. The stages of writing include prewriting, writing, revising, editing, and publishing. Some spelling is involved in most of these stages. However, the writer focuses efforts to improve spelling at the editing stage. A good rule of thumb is that Children should spend at least one hour or more each day in the process of writing-planning, revising, authoring, or publishing text. This includes writing projects that go beyond a single paragraph or day-to-day projects that may take classroom environment weeks or even months to complete (Graham, 2008).

General Instructions to teachers:-

- Allow Children use of print or cursive writing, whichever is the most comfortable for them.
- The teachers should encourage written expression through visual strategies mind maps, diagrams, posters, charts etc.
- Make reasonable adjustments to allow for difficulties with speed and process of writing
- Breaking down written assignments into small steps
- Create a list of key words to support the text

- Provide clear feedback on quality of work, remember to praise strengths and to support weaknesses.

A. Instructional Strategies for Grammar Mechanics

Before the child gets on with writing stages the sentence, grammar mechanics and rules are planned. The 4th and 5th class grammar as given by the SCERT, Telangana state is taken into consideration to check the prior knowledge and the grammar is taught as per their grade level prescribed grammar books.

B. Instructional Strategies to Develop the Written Expression Skills

Teachers are reinforced with all the features stressed by Graham, Harris and Larsen (2001) who identified the features of exemplary writing instruction:

- A literate where Children' written work is prominently displayed, the room is packed with writing and reading material and word lists adorn the walls.
- Daily writing with Children on a wide range of writing tasks for multiple audiences, including writing at home.
- Extensive efforts to make writing motivating by setting an exciting mood, creating a risk free environment, allowing Children to select their own writing topics or modify teacher assignments, developing assigned topics compatible with Children' interests, reinforcing Children' accomplishments, specifying the goal for each lesson, and promoting an 'I can' attitude.
- Regular teacher/child conferences concerning the writing topic the child is currently working on, including the establishment of goals or criteria to guide the child's writing and revising efforts.
- A predictable writing routine where Children are encouraged to think, reflect and revise.
- Overt teacher modelling of the process of writing as well as positive attitudes towards writing.
- Cooperative arrangements where Children help each other plan, draft, edit or publish their written work.
- Group or individual sharing where Children present work in progress or work completed to their peer(s) for feedback.
- Instruction covering a broad range of skills, knowledge and strategies, including phonological awareness, handwriting and spelling, writing conventions, sentence level skills, text structure, the functions of writing, and planning and revising.
- Follow-up instruction to ensure mastery of targeted writing skills, knowledge, and strategies.
- Integration of writing activities across the curriculum and the use of reading to support writing development.

- Frequent opportunities for Children to self-regulate their behaviour during writing, including working independently, arranging their own space, and seeking help from others.
- Teacher and student assessment of writing progress, strengths, and needs.
- Periodic conferences with parents and frequent communications with home about the writing program and Children' progress as writers.

I. The Prewriting or Reflective Period

Initially Children need guided practice where the teacher will write the story with clues given in a box to fill in the blanks as given below.

(go, make, attend, arrives, ends, begins, visit, tells, leaves)

Kiran is a policeman. His day.....early. Hefor work at 7 a.m. He.....at the police station at 8 a.m. At 9 a.m. he and the other officers.....a meeting. Their chief.....then about their duties for the day. Kiran and his partners Firdous..... a certain part of the city each day.They.....sure that the streets are safe for the public. Then they.....to busy shopping centres to look for people who move about in a suspicious manner. Kiran's day usually.....at 8 p.m.

II. Writing Stage

Writing stage can be divided into a. Modelled writing b. Guided Writing c. Independent writing.

a. Modelled writing

In Modelled writing the teacher writes a story on the board or prepares a chart with pictures and story in front of the Children when they observe the ideas of the teacher the teacher explicitly speaking out while writing like "Here it should be in capital letter", like this verbally prompting Children on what they should observe and keep in their mind. The teacher should never assume that she/he is carrying the attention of the Children while they are writing on the board. Continuously speaking out what he/she is writing on the board and observe and refocus them on to the task on hand is a very valuable task of the teacher. The teacher should check continuously interacting with Children; sometimes involve them to expand ideas.

Story: It was morning time. The caravan again started its journey. It started to go across the desert. It went miles upon miles. The men and camels went on day after day. Men were tired. Camels were tired. They were going under the blazing sun light. Sometimes men could not walk. They took rest in the shade of camels. They even took rest in the shades of rocks.

Activity to Children:

- Now ask the Children to pick out 10 points that they like in the story.
- Ask them to say a story.
- Involve Children to decide what is good out of the stories narrated by the Children.
- Encourage them to write on the board their story.

It will be a very helpful activity where the inhibition or shyness about exposing the ideas of children is removed. It will encourage them to get a

chance to show to everyone at the same time modelling helps them to imitate and learn.

Shared writing Activity in groups

- The Children are made into groups.
- Each group should discuss plan sequentially their story by thinking aloud their ideas.
- each group is asked narrate their story each one of the group
- Will say the sentences of their story and the teacher writes on the board or a chart.
- Best story will be awarded.
- Roleplay of their story with their group members
- The Children of one group gives idea which the other group have to develop and narrate. If Children find it difficult to come out with topics the teacher can give them some based on their local preferences.

Here lot of discussions, Brain storming sessions, Question and answers will raise the interest and participation of all the Children to a very great levels. Those who could not fare well in constructing a good plot or theme can be encouraged to make some for the next day.

The teacher should look for the following things in a writing work of a child. The Children should always get a feed back on where they should improve by next class. Show a picture and ask them to narrate it.

Give them clues and prompt	Part of speech	What do you think it means?	What are your contextual
Sisters			
commands			
stream			
mossy			
delightfully			
Herself			
scales			
Flashed			
Rainbow			

b. Guided Writing

The teacher should guide the Children all the way through writing. As the problem of a child with dysgraphia is to organize the ideas properly. This aspect can be corrected only with more and more practice.

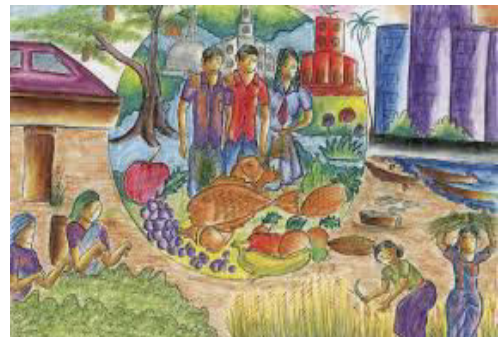
- Step 1- Ask the child to give you some piece of information, like what she did over the weekend. You may need to ask some children several questions to get the needed details for the writing assignment (e.g., where did you go over the weekend? who did you go with? what did you do there? how did you feel when you were there?)
- Step 2- After the teacher gets the details from the child, she will tell her to write down what she did over the weekend. Ask her to say her first sentence out loud, using the details she just gave. Children learning to

write or struggling with writing, should verbalize their thoughts out loud before putting them on paper. If the child leaves out important details or words when verbalizing the first sentence, like she went on a boat ride in the Hussainsagar lake , encourage her to talk about what happened first, in her first sentence e.g., I went to the tankbund with my family this weekend). The teacher should make her practice saying the first sentence aloud and writing it down. If other children are in the group the teacher can have them say their sentences aloud to each other so they can all hear what a first sentence should sound like.

- Step 3 - When the child starts writing the first sentence down on the board, teacher should verbally prompt about capitalization and punctuation rules such as “Should you start with a capital letter?” “What should go at the end of your sentence?”. Teacher should observe and help the child sound out the words if she is having trouble with spellings.
- Step 4 - After the child completes the first sentence, make her/him complete all the same steps for the second sentence by asking what the child think what the next sentence would be. The teacher would have her say it out loud by encouraging the child to connect the second sentence to the first by adding more detail. For example, “We ate dinner in the boat and I had a great time!” The child should follow the same steps for the second sentence as they did for the first working on capitalization, spelling, and punctuation by first asking the child what to do, and then repeatedly telling her what to do.
- As the sentences get framed the teacher keeps supplying words where the Children fail to do it and writes those words in a different colour pen/or chalk so Children know what to learn as vocabulary for the next class.

While writing stories the student will always follow the following steps

- The theme of the story as title
- The main character
- The supporting characters of the story
- The twists and turns if any to the story
- The narrative description of the main paragraph
- The conclusion, ending of the story
- Never to forget to mention the moral of the story



Once the Children come back with their write ups the teacher will expand the ideas.

Activity:

The teacher encourages Children to write a story with hints for the teacher to develop as story.

- As they develop hints teacher provides feedback, and ideas prompting them to include the above points.
- They can work in groups or independently.
- They discuss before writing the story among themselves.
- The leader of the group should check for the steps before presenting their group's story.
- Teacher will look for the understanding of the Children of the language and keeps prompting for capitalizations, punctuations, grammar.
- As they write on the board their story the teacher should also observe any change in the other skills also like fine motor skills, holding pen, mixing letters, legibility of the hand writing and re plan and repeat the training in those areas till the Children show improvement.

c. Independent Writing

This is where the Children effectively utilize written language for their own purposes or as assigned by the teacher. These writing pieces can be anything, from creative stories and reports to writing journals or letters to friends and family.

Have Children sequence the events in a story and have Children write 3 or 4 different endings and discuss which one is best and why.

The teachers are instructed to:

- Have the Children count the number of words in their sentences, and write the first word in each sentence to see if there is a variety of sentence beginnings.
- Model a piece of writing that has sentences with unnecessary fillers, repetitive words, irrelevant words, replace repetitive use of words again and again like "And, then, so, because, after, that", Teach connecting words such as "however", "therefore" , Provide models of what writing projects should look like.
- Provide checklists to prompt the use of targeted writing traits
- Use highlighters or colored pencils to focus on specific conventions (e.g., parts of speech, punctuation, and capitalization).
- The Teachers will make structures to organise thinking:
- Encourage the child to talk through a subject or idea, to extend vocabulary and clarify concepts.
- Teach Children to "brainstorm" ideas - writing them down so that they can be grouped and arranged in order afterwards.
- Help them to put ideas in to order using structures such as time, sequence, stages of a process, order of importance etc.
- Provide structured forms for building stories or writing an account of events, using illustrations (See example)
- Match writings to their intended audiences (e.g., letter to a friend, business letter)
- Have Children write an event from different perspectives e.g., (a marriage from the perspective of a child, an adult, a family)

II. The Editing and Drafting Stage

The teachers are trained to make sure to establish a rubric (scoring method) to define what the assignment should include. For instance, if the original assignment is a three-page description of one aspect of the Freedom Struggle (Before Indian National Congress, the birth of Indian National Congress, Gandhi Era, etc.) you may want the written assignment to include the following:

- A general description that aspect (with at least two details)
- Four important people and their accomplishments
- Four important events - when, where, who and what Three good things and three bad things about the Freedom Struggle era.

V. Behaviour Problems Due to Social and Emotional Difficulties

The Children who have attitudinal and behavioural problems due to the writing difficulties are given three types of intervention strategies.

A. Stress buster time, B yoga, C. Reward and praise for good model behaviour

A. Stress Buster Time

Every day before the class starts warm up exercises are given to Children as stimuli to raise their excitement and enthusiasm in the activities of the class room

- Children can perform any of these for about 10 seconds
- Before writing or in the middle of writing.
- Shake hands fast, but not violently.
- Rub hands together and focus on the feeling of warmth.
- If the teacher observes the enthusiasm levels are slowly reducing then he/she can initiate Stand sit stand sit type activity to make them stimulated.

B. Yoga Activities to Handle Stress and Fatigue in Children

Yoga is a known ground for children in India where the child may be accompanying father or grandfather for an early morning routine yoga practicing to nearby parks where some yogacharya or the other will be making people do guided yogasanas.

Yoga for health, concentration and attention and distraction problems researcher introduced yoga after taking clue from two research papers¹. The effect of yoga exercise intervention on health related fitness in school-age asthematic children by Hu Li Ze Zhi 2009.²A Comparative study of the effect of three specific integrated yoga Modules on Manual Dexterity in school Children, By Avinash. M, Sanjay.K, Nagaratna. R showed great improvement in the fine motor skills and manual dexterity of Children in the age group of 9-12.

Teaching yoga asanas to children is a wonderful way to encourage them to a healthy lifestyle. You can start adding few postures in daily games and teach them while playing and during playtime. Anything taught playfully remains in any child's mind forever. Researchers believe the effects of yoga asanas are great in children. They find that these children have better

grades in their exams and they are able to manage their stress and confidence level well.

Yogasanas

All the schools have a yoga teacher who is asked to take up these asanas for 15mts a day in the first period of the day with strict instruction to go with simple steps and carefully observe individually every child and allow them to do only as much as they can do. The following asanas help the children to develop confidence, health, reduce stress, fatigue and tiredness solve attention and distraction problems.

- **Dhanurasana (Archer posture)** - This is good for developing confidence and focus in children.
- **Mountain posture** - This helps stretch the entire body and is good for expanding energy level.

Tree posture, Tadasana, Sukhasana, Sethu bandhasana, Savasana, Bhujangasana, Ardha sarvangasana Virbhadrasana etc..



C. Daily Good Behaviour Chart

In daily routine a 'model good behaviour' was exercised through peer role play, which was monitored (through observation by teacher) and was incorporated (imitated) in their routine behaviour as a mode of social-skills training and social problem solving exercises. For example "how to take permission", "how to say good morning and good bye", "how to say sorry on your mistakes by accepting them", "how to pay gratitude by saying thank you", etc. These exercises aimed at solving problems related to interpersonal communication, problematic relations, and poor initiative taking and motivation issues.

D. Praise Scheme

On each successful accomplishment of continued good behavior, etiquette and initiative, the behavior is explicitly brought out to the notice of all by the teacher with a shower of praises, claps and verbal cues like 'well done', 'keep it up' to improve their self-esteem and self-confidence.

Reward scheme: The reward for the best behavior used to be few things like monitor for one day in the classroom, corridors, and staircases, lunch time and school leaving time. This really made few of the trouble making Children turning to be very sincere and obliging rules and disciplined children.

Conclusion

The sessions were conducted in a separate session for children with writing difficulties based on individual as well as small group activities. The intervention program brought lot of awareness in teachers and students who explicitly felt the vibrancy of enriched classroom dynamics through ample opportunities for interaction in a small group where a less competitive atmosphere and more friendly and patient teachers creating a great caring classroom atmosphere. Many effective classroom management practices like leadership training, giving self worth feeling and confidence building reinforcement, group discussion, guided practice, activity scheduling, home assignments, brain storming, and self regulator practices like self observation, self correction or self instruction, writing readiness exercises, air writing, grip or grasp training, posture training, writing to dictation, copying geometric shapes, written text from board, tracing, cutting, pasting, poster preparation and displays, drawing activities that inherently promote all the multisensory techniques to overcome disabilities. Using fine arts like singing, role play dance, sports, yoga and karate to tackle disabilities in children where they learn blissfully unaware of the source of their learning from something as beautiful and as close to their heart as dance. The student's written works are regularly displayed to of the dismay of other normal children. The classroom walls are filled with word lists and projects, graphic organizers and drawings. Further, home assignments on writing are done happily by the children who relished every minute of their extra tutoring. Community awareness campaigns were arranged 4 times in 9 months explaining about what it is to have learning disability and what support is needed for these kids from community. A parent-teacher meeting held periodically to discuss the writing difficulties experienced by the children used to bring unusual turn out of beaming parents who are happy and grateful for the extra tutoring to cross that extra mile.

Activities of Students

