

Experts Series:

Assessing and Addressing Handwriting Challenges (Including “Dysgraphia”)



with Peggy Morris, OTD, OTR/L, BCP, Patti Sharp, OTD, OTR/L, BCP, Lara Collins Barros OTD, OTR/L, and Adiaha Spinks-Franklin, MD, MPH, FAAP

November 20, 2026, 8:30 am–3:30 pm ET

Online via Zoom + 1-year access to on-demand version

Elevate your therapy practice!

Full \$279 Early Bird \$239 Early Bird Group \$199

Early bird savings end October 23, 2026

Are your assessment tools for handwriting helping you determine the true needs of the child? Do your handwriting interventions work? Apply EBP Experts Series is here to help! Four (4) speakers will cover the multifaceted aspects of handwriting



from assessment to evidence-informed interventions.

Peggy will start the day with a 4-Step Top-down process for assessing handwriting.

You will learn the utility of various tools, including which tests

are helpful for your decision-making and which ones to avoid. Intervention strategies start in the 2nd seminar, where Patti will discuss 5 strategies that are supported by various research to work!. She will utilize video case studies to model how to identify barriers to writing legibly, focus on what matters the most, and use active learning strategies to empower your client. Lara will then provide you with the 4 Steps to Decision-Making and Implementing AT for written expression. You'll learn to assess AT needs, instruct the student on AT use, embed AT into the classroom, and monitor its successful use. In the 4th session, Dr. Spinks-Franklin will unpack the complex nature of SLD in Written Expression (formerly called *dysgraphia*). Learn the warning signs and examine how deficits in executive function, language skills, and handwriting all play a role in writing challenges. With this enhanced understanding, you'll be able to advocate for a team approach with concrete executive functions and language interventions, in addition to handwriting remediation. Leave the course with multiple tools and strategies that you can effectively use the very next day!

Audience: OTs, OTAs, and Educators

Educational Level: Intermediate

Registration:

For more info and registration

[Click here!](#)

Or contact Carlo at

carlo@applyebp.com

646-269-9039

Your Mentors:

Peggy Morris, OTD, OTR/L, BCP is an OT with 30+ years of peds experience in early intervention, private practice & out-patient, but most of her experience & passion is in school-based practice. She coordinates the post-professional MS and OTD programs & school-based certificate program at Tufts University.

Patti Sharp, OTD, OTR/L, BCP is a certified CO-OP Instructor, and OT at Cincinnati Children's Hospital Medical Center (CCHMC). She co-leads the Developmental Coordination Disorder Community of Practice at CCHMC. She is an adjunct instructor at the University of Cincinnati.

Lara Collins Barros, OTD, OTR/L has been a school-based OT for over 25 years. She discovered the CO-OP Approach while completing her OTD at NYU and has never looked back. She had the privilege to develop “A Guide for Implementation: Using the Principles of CO-OP to Frame a Top-Down Approach with School-Aged Children” with the mentorship of Dr. Helene Polatajko of ICAN CO-OP.

Adiaha Spinks-Franklin, MD, MPH, FAAP is a board certified Developmental-Behavioral Pediatrician. She has more than 20 years' experience in caring for children and adolescents with developmental disabilities and behavior disorders, and in training pediatric health care professionals in the US and abroad. She holds leadership positions in many national pediatric professional organizations. She identifies as Wonder Woman.

Disclosures: Peggy, Patti, Lara, and Adiaha receive speaking fees from Apply EBP, LLC. They have no relevant nonfinancial relationships to disclose.

Experts Series: Assessing and Addressing Handwriting Challenges | November 20, 2026 | Online via Zoom

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Agenda

This course is from 8:30 am – 3:30 pm Eastern Time. (Note that you may be in a different time zone. Please contact Carlo at carlo@applyebp.com if you have any questions or need assistance).

8:30 am – 10:00 am: Seminar 1: Assessing Handwriting: Testing Tools and Clinical Reasoning to Determine Need for OT Services | Peggy Morris, OTD, OTR/L, BCP

Are the tools you are using to assess handwriting helping you determine the true needs of the student, and whether they would benefit from OT services?

To do so effectively, Peggy will start this seminar by presenting the latest evidence on the multiple variables that influence handwriting speed and legibility. She will share with you the 4-Step Top-Down Process for assessing handwriting. You will learn about various assessment tools, from screening to self-proficiency questionnaires, and testing tools. She will discuss which tools are most helpful in your decision-making. Peggy will then utilize a case study with 3 different scenarios to discuss the decision-making of the handwriting needs of students, and ways the OT practitioner can support their specific needs.

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 3 variables influencing handwriting.
2. Select 2 assessment tools to investigate variables influencing the handwriting of a student in a given case study.
3. Determine the appropriateness of OT services to support handwriting based on the assessment results of a given case study.

10:00 am – 10:15 am: Break

10:15 am – 11:45 am: Seminar 2: Remediating Handwriting: Strategies that Work! | Patti Sharp, OTD, OTR/L, BCP

Do your interventions for remediating handwriting work? Are your clients' handwriting improvements in the "therapy room" not carried into real-life handwriting tasks in the classroom or at home?

It is time to re-think handwriting remediation interventions! In this seminar, Patti will provide you with evidence-informed strategies to support your pediatric clients. She will review common diagnoses of clients with handwriting problems. You will hear about the latest evidence on what handwriting interventions work and do not work. Based on this evidence, Patti will provide you with 5 Strategies that you can easily incorporate into your current therapeutic sessions. You will learn to identify the barriers to writing legibly, focus on what matters the most, and use active learning strategies that empower your pediatric client. She will demonstrate these strategies via videos and case studies of clients with various handwriting difficulties. Leave the course with evidence-based handwriting strategies that you can utilize the very next day!

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 2 diagnoses that are frequently associated with functional handwriting problems for children
2. Determine 3 features of effective handwriting intervention that are supported by evidence
3. Apply 3 strategies to remediate handwriting difficulties in the school, home, or community environment on a given case study

11:45 am – 12:15 pm: Lunch (on your own)

12:15 pm – 1:45 pm: Seminar 3: Assistive Technology for Written Expression: 4 Steps to Decision-making and Implementation | Lara Collins Barros, OTD, OTR/L

Do you need a structured approach for determining a student's need for assistive technology (AT) and implementing its use in the classroom?

In this seminar, Lara provides you with the 4 Steps to Decision-making and Implementing AT for written expression. You will learn various considerations for assessing a student's need for AT. She will describe concrete strategies for instructing a student on the use of AT, embedding the AT into the classroom, and monitoring their use, to ensure that the student is successful and to prevent abandonment of the AT. Lara will also present and demonstrate various AT examples for written expression, such as Speech to Text, Word Prediction and Spell Check programs. She will provide you with options from pre-installed AT features to those that require a fee, so you may select the right AT that fits your budget. Leave the course with an organized

approach to deciding and implementing the use of AT for written expression that you can use the very next day!

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 3 available options for assistive technology (AT) for written expression
2. Determine 3 considerations for assessing a student's need for assistive technology (AT) for written expression
3. Select 3 strategies for effective student instruction and implementation of AT for written expression

1:45 pm – 2:00 pm: Break

2:00 pm – 3:30 pm: Seminar 4: Why Calling Dysgraphia “SLD in Written Expression” Matters! Addressing the Complexities of Writing Challenges | Adiaha Spinks-Franklin, MD, MPH, FAAP

Do you frequently get called in to support students with dysgraphia? Are your efforts to improve their handwriting not meeting academic expectations? Writing is complex—it extends far beyond the motor act of handwriting. As such, Dr. Spinks-Franklin, a distinguished Developmental-Behavioral Pediatrician, will start this course by highlighting the practical implications of using the more accurate term Specific Learning Disorder (SLD) in Written Expression (as defined in the DSM-V), instead of “dysgraphia.” Dr. Spinks-Franklin will unpack the multifaceted nature of SLD in Written Expression, examining how deficits in executive function (e.g., organization, planning, working memory), language skills (e.g., grammar, spelling, punctuation), and handwriting (e.g., legibility, speed) all play a role in a student's writing challenges. With this enhanced understanding, you will be able to advocate for a team approach in supporting students with these difficulties. She will discuss a variety of evidence-informed interventions that your team can collaborate on and implement, including concrete executive functions strategies to support writing, language interventions, and assistive technology, in addition to handwriting remediation. She will also share a case study to demonstrate how a coordinated team approach can lead to improved school participation and academic improvement for a student with SLD in Written Expression. Leave the course equipped with a concrete understanding of SLD in Written Expression, and how you and your school team can effectively support student success!

Learning Objectives: At the completion of this course, the learner will be able to

1. Identify 3 features of Specific Learning Disorder (SLD) in Written Expression
 2. Determine 3 domains of executive functions that are often impacted in Specific Learning Disorder (SLD) in Written Expression
 3. Apply 3 evidence-informed strategies to promote successful school participation of a student with SLD in Written Expression in a given case scenario
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CEUs for OTs and OTAs

6 hours of continuing education training are awarded to learners who complete this course

- Apply EBP, LLC is an AOTA-approved provider of CEUs. Each seminar counts for 0.15 AOTA CEUs for each, for a total of 0.6 AOTA CEUs.

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Assessing Handwriting	Remediating Handwriting
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AT for Written Expression	Call "Dysgraphia" SLD in Written Expression

Cancellation policy: Registrants may cancel up to 14 days prior to the course for a refund minus a \$75 administration fee. There is no cancellation less than 14 days prior to the course; you can find a substitute or use your registration to attend a future Apply EBP course. There is no cancellation or substitution after you have received any course material; you can use your registration to attend a future presentation of the same course. Email applyebp@gmail.com to request to cancel. Apply EBP reserves the right to cancel a course up to 14 days prior to the course due to insufficient registration, with a full refund to registrants. Please do not arrange non-refundable travel arrangements until 13 days prior to the course, as Apply EBP is not responsible for such expenses.

On-demand access: You will receive access instructions for the on-demand versions on the day of the course. These on-demand versions are pre-recorded to ensure superior quality for a smooth learning experience. Pre-recordings deliver clear content free from distractions or technical issues common in live sessions. Please note that as a result, the pre-recorded and live versions may differ slightly. *For those attending the live course, your privacy is a priority. Feel confident in participating, knowing that no recordings will be made.*

Accommodation: Contact carlo@applyebp.com for any requests for accommodation.