

## Methods of Addressing Writing Learning Difficulties

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### Abstract

Learning difficulties are among the most significant issues faced by school-aged children that cannot be explained by the presence of intellectual, sensory, or emotional disabilities. Children who exhibit learning difficulties do not show any unusual physical symptoms; they are normal children in terms of intellectual ability and do not suffer from any hearing, visual, physical, health, or emotional disturbances, nor from unusual family circumstances. Despite this, they are unable to learn the basic skills necessary for learning and school subjects such as attention, listening, speaking, reading, arithmetic, or writing. Writing, in particular, is one of the most crucial indicators of learning. Writing is a vital skill that children must acquire to achieve academic success. However, some children face difficulties in learning to write, which negatively affects their academic performance and self-confidence. This research paper aims to identify writing learning difficulties, their causes, diagnostic methods, and to explore the therapeutic methods and strategies available to reduce these difficulties.

**Keywords:** Writing Learning Difficulty, Learning Difficulties, Writing, Methods, Care

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### Problem Statement:

Despite researchers' interest in learning difficulties in general and writing difficulties in particular, and the existence of in-depth studies in this field, the diagnosis and handling of these difficulties have not yet reached a clear level. This is due to the lack of precise identification of the areas of these difficulties and the definitive description of their causes and reasons. Dr. Fathi El-Zayat states that "writing difficulty" is a major problem faced by learners in all societies, especially as they move to higher grades during primary, middle, or secondary school stages. Writing learning difficulties are among the most prevalent learning difficulties in the school environment. Although this prevalence decreases as students' progress in the educational ladder, a percentage of them continue to suffer from these difficulties throughout their lives due to certain disorders that prevent them from acquiring skills naturally like their peers, making them unable to comprehend the symbols that constitute the written language.

Writing is also one of the most important academic skills that serve all school subjects. Most exams in all subjects are taken in written language form, starting from writing basic life requirements like the learner's name and identity, to all other forms of expression, which are

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relied upon at more complex levels of the learner's academic and practical life (Osama Al-Bataineh, 2005, p. 154). It is known that writing difficulty constitutes one of the fundamental axes of learning difficulties, if not the most important and essential one. There is consensus on the importance of addressing writing difficulties through analysis, diagnosis, and treatment. Teachers must recognize these academic disorders and diagnose them, as any educational or school failure is always associated with failure in reading and writing. Therefore, it is necessary to address, teach, and find appropriate strategies to impart these skills to the student. What are these strategies that work to reduce writing learning difficulties?

**Research Objectives:** This research paper aims to:

1. Identify the nature, causes, and manifestations of writing difficulties.
2. Identify the diagnostic methods of writing learning difficulties.
3. Identify the therapeutic methods and strategies for writing learning difficulties.

**Research Importance:** The importance of this study lies in:

1. Highlighting writing difficulty as a fundamental driver in the learning process.
2. Increasing the prevalence of learning difficulties in general and writing learning difficulty in particular among students compared to other mental and sensory disorders.
3. The importance of diagnosing and treating this difficulty in the primary education stage, considering it a critical stage where the student acquires the skills that enable him to gain knowledge.
4. Helping to understand the problem of teaching students with writing learning difficulties, their characteristics, and raising awareness to recognize diagnostic methods and attempt to develop educational and guidance programs, which contribute to mitigating its severity as a disorder affecting the educational process.

**First: Definition of Learning Difficulties** Before discussing writing learning difficulties, it is necessary to understand the general nature of learning difficulties. The beginnings of recognizing learning difficulties were contributed by neurologists who studied language loss in adults with brain injuries, followed by neuropsychologists and then ophthalmologists who focused on children's inability to develop language, reading, or spelling.

The first attempt to define learning difficulties was in 1963 when Kirk proposed the following definition: "Learning difficulty refers to a condition where the individual shows one or more problems in the following aspects: the ability to use or understand language, the ability to listen, think, speak, read, write, or perform arithmetic operations" (Tayseer Mufleh Kawafha, 2005, p. 25). This excludes children with learning difficulties due to sensory deprivation, mental retardation, or cultural deprivation.

In 1968, the National Advisory Committee on Handicapped Children, under the U.S. Office of Education, provided a definition based on Kirk's definition, adopted by the American Disabilities Act in 1975 and its subsequent amendments in 1990, stating: "Specific learning difficulties refer to a disorder in one or more of the basic psychological processes necessary for

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understanding or using spoken or written language. This manifests in impairments in listening, thinking, speaking, reading, writing, spelling, or mathematical operations. This term includes conditions such as brain injury, perceptual disorders, brain dysfunction, dyslexia, and aphasia. This does not include children who have learning difficulties that can be attributed to mental retardation, low socio-cultural level, or visual, auditory, or motor disabilities."

This definition was criticized by many specialists for using terms that are difficult to describe operationally, such as psychological processes, perceptual disorders, and brain dysfunction, and for neglecting to specify the degree of severity or delay. After this definition, there were several others, including the National American Committee's definition of learning difficulties: "Learning difficulties are a heterogeneous group of disorders that manifest in significant difficulties in acquiring and using listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are assumed to result from a dysfunction in the central nervous system and may appear alongside other conditions such as mental retardation, sensory deficits, emotional and social disturbances, or in conjunction with problems of self-regulation, perception, social interaction, or environmental influences, but are not the direct result of these conditions or influences" (Fathi El-Zayat, 1998, p. 9).

Samuel Kirk (1962) defines learning difficulties as "a concept referring to delays, disorders, or underdevelopment in one or more processes of speech, language, reading, writing, spelling, and basic arithmetic operations, resulting from a brain dysfunction, emotional disorder, or behavioral problems. This excludes children with learning problems due to sensory, visual, auditory, or motor disabilities, mental retardation, emotional disturbances, or cultural or economic deprivation" (Jamal Al-Khatib, 2004, p. 22).

Some have argued that reading and language problems are the core of learning difficulties, while others emphasize attention as the foundation. Still, others consider psychological disorders like memory and perception as the basis. The U.S. federal government in 1977 identified three types of problems:

1. Linguistic problems: manifested in verbal expression based on listening.
2. Reading and writing problems: written expression and reading skills.
3. Mathematical problems: performing arithmetic operations and mathematical reasoning (Fathi El-Zayat, 1998, p. 11).

All definitions revolve around the assumption that individuals with learning difficulties usually have an average or above-average intelligence level, have suitable learning opportunities, and come from a good family environment. Yet, they face difficulties in acquiring academic skills (Jamal Al-Khatib, 2009, p. 10).

## **Second: Definition of Writing Difficulties**

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Before understanding the concept of writing learning difficulties, we must first understand the concept of writing itself.

**1. Definition of Writing:** Writing is a psychomotor activity that involves creating a visible mark on a surface according to linear standards, consisting of a set of symbols that convey a specific meaning (Imran Majda, 2022, p. 1209). Writing is a complex motor activity that requires several skills to learn, including good posture monitoring, the ability to make isolated movements of the small hand muscles, eye-hand coordination, motor planning, visual discrimination, perceptual and cognitive organization, and language processing. For many children, writing is taught before these requirements are met (Kurtz A.L., 2008, p. 95).

**2. Stages of Learning to Write:** The process of learning to write follows the developmental stages a person goes through, as outlined below (Sami Milhem, 2002, p. 308):

**a. Pre-School Stage:** This stage precedes a child's entry into school and includes three developmental phases:

- **Pre-Planning Stage:** This is the stage of scribbling on unlined paper, extending from birth to two years of age. It is characterized by the use of any tool a child's hand can grasp, producing scribbles without a specific direction or defined features, due to the child's inability to control the grip of finger muscles. These are unintentional, automatic writings by the child.
- **Automatic Planning Stage:** This is the stage of drawing with crayons on unlined paper, extending from ages 3 to 5 years. The child starts with irregular planning, and the drawings take different directions, reflecting some muscular and bodily sensations. The child then progresses to more organized traditional planning, forming vertical, horizontal, or slanted lines, indicating a tendency towards symbolic expression and communication with others.
- **Distant Imitation Stage:** This is the stage of writing with colored pencils, extending from ages 5 to 6 years. The child completes the ability to copy written models from a somewhat distant position, characterized by geometric-like lines, curved and straight lines, and circles reflecting realistic thinking, which becomes part of the child's experiences.

**b. School Writing Stage:** This stage begins with the child entering school, having completed the previous stages of learning to write and reaching a level of mental, physical, and emotional maturity that allows clearer learning of writing (Sami Milhem, 2002, p. 309).

**3. Writing Difficulty:** "Dysgraphia" is a Latin term consisting of two parts: "Dys," meaning difficulty or inability, and "Graphia," meaning the act of writing. Thus, the term "Dysgraphia" means difficulty or inability to write. It is considered one of the types of academic learning difficulties (Fathi El-Zayat, 2015, p. 518). Michael Best (MYKILE BUST) was the first to use the term "dysgraphia" to refer to symbolic disorders, which in most cases result from a disorder or mismatch between the mental image of the word and the motor system (Sami Milhem, 2002, p. 331).

"Wehrhault" defines children with "writing difficulties" as those who exhibit disturbances in body posture while writing, the size of written letters, the consistency between the shape of

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letters and words, the alignment of letters (which are often inconsistent), and the speed of writing (Badia Wakli and Samah Shawader, 2018, p. 507).

Nabil Abdel Hafiz defines writing difficulty as "a level of handwriting that is extremely poor or an inability to perform the necessary movements for writing, associated with a brain function disorder" (Nabil Abdel Hafiz, 2000, p. 110).

Kariman Bdeir describes writing difficulty as "a deformation in the shape of letters or varying sizes and distances between words, with wavy lines and varying degrees of pen pressure during writing" (Kariman Bdeir, 2006, p. 164).

Harrison (1950), in his study of children with writing difficulties due to brain damage, classified writing disorders in these children into:

1. Visual perception problems (recognition of objects and images) and visual discrimination.
2. Problems in spatial-visual relationships, including disturbances in position perception in space and assembling parts into a whole.
3. Visual-motor processing disorders, which is the ability to process spatial relationships.
4. Visual-motor coordination disorders, such as drawing or reproducing known objects (Badia Wakli and Samah Shawader, 2018, p. 508).

### **Third: Causes of Writing Difficulties**

The exact and true cause of writing learning difficulties is not yet known. These difficulties are among the most prominent and serious problems faced by students, especially in their early educational stages. This issue can be attributed to several factors, which may be related to dyslexia or the nature of the language and writing system used. Some of these causes include:

1. **Dyslexia:** Dyslexia can lead to difficulties in writing, as the child faces challenges in recognizing letters and words, which affects their ability to write correctly. Their struggles with reading result in poor spelling, impacting their self-use of writing methods (Samar Ragab Hafez Farag, et al., 2021, p. 28).
2. **Learner-Related Factors:** These factors include the learner's level of intelligence, mental abilities, and the effectiveness of cognitive processes (attention, perception, memory) and the efficiency of their information processing system.
3. **Visual and Auditory Problems:** Vision deficiency can lead to the inability to visually distinguish between letters, shapes, and numbers, which in turn affects the ability to write. Additionally, there is a significant difficulty in recalling those letters and words. Similarly, auditory deficiency has a clear impact on writing difficulty due to hearing loss, especially concerning similar letters. Therefore, this reason has a primarily negative impact on writing difficulties among students, as hearing and vision are essential senses in the writing process. Any defect in them naturally leads to an obstacle in the ability to write correctly.
4. **Inadequate Learning Environment:** Not providing a supportive and appropriate educational environment can lead to difficulties in acquiring writing skills. Numerous

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factors such as heredity and environment intervene in learning to write. Heredity can be a cause of weak writing skills; if parents suffer from it, it inevitably affects the children. The environment also plays a fundamental role in the process of learning to write. A cultural and rich environment provides the appropriate atmosphere for the child. On the other hand, a deprived and poor environment that does not provide suitable conditions will inevitably yield negative results (Abdelaziz El-Sartawi, 2007, p. 230).

The family environment significantly reflects on a child's academic performance. The lack of parental follow-up leads to gaps in failure in all aspects of life. Academic failure is a direct result of family instability and poor treatment, which negatively affects the child's motivation to learn writing and other academic skills. Therefore, providing a supportive family environment and good treatment for the child can enhance their motivation to learn and help them overcome writing difficulties.

5. **Teacher and Teaching Nature:** The teacher is the fundamental basis in education. They can either make the student love school or, conversely, dislike it. Therefore, the teacher should treat students with patience, kindness, and gentleness. "Lint" (1997) states that some teacher behaviors during the teaching process are responsible for writing difficulties, including not directly supervising the child's acquisition of writing skills and not providing feedback to correct mistakes (Imran Majda, 2022, p. 1211).

A successful teacher should contribute to the diagnosis and good identification of learning difficulties among their students, thanks to their continuous and accurate observations of the student in various situations and tests, their experience with students, comparing the student's chronological age with their mental abilities, and determining the appropriate educational methods for the student's academic level (Ahmed Al-Zaher Qahtan, 2012, p. 251).

6. **Motor Perception Problems:** There must be coordination between hand and finger movements and between the eyes and hand movement. This allows the student to control the pen and draw letters correctly. Any weakness in this coordination causes significant difficulty in learning to write. This disorder may result from a brain defect. Some students can pronounce and observe letters correctly but face significant problems in writing them or vice versa.

This reflects on the student's behavior, causing significant difficulties. If this issue is discovered and treated in time, it can reduce writing difficulties since the brain is responsible for interpreting any movement and sense. Any defect in the brain necessarily leads to defects in other organs.

7. **Psychological Factors:** There are psychological and emotional factors behind writing difficulties in children. Their severe fear of writing difficulties, through making various spelling mistakes and writing words incorrectly, makes the student frustrated and depressed. Punishment and ridicule from others will certainly cause them to fail, leading to partial withdrawal from the school year (Osama Al-Bataineh, 2005, p. 156).

Thus, psychological factors have a significant impact on writing difficulties. When a student is optimistic and has the courage to face others, they can easily overcome these difficulties. They

may write comfortably and have enough confidence in what they write. Therefore, psychological state is a crucial factor in academic and social success.

#### **Fourth: Manifestations and Symptoms of Writing Difficulties**

Writing learning difficulties may manifest in the distortion of letter shapes, varying sizes and distances between words, wavy writing lines, and different pressure levels on the pen during writing. Some symptoms of writing difficulties among primary school students include:

- Reversing the writing of letters.
- Neglecting or incorrectly placing dots on letters.
- Adding unnecessary letters or words to sentences.
- Difficulty maintaining writing on the same line of the paper.
- Very slow writing speed, distorted letter shapes, and misalignment.
- Unclean paper and excessive use of the eraser during writing.
- Very short written responses.
- Incorrect hand, arm, and body positioning towards the paper while writing.
- Uneven spacing between letters and words.
- Incorrect copying from the board and turning the head while copying.
- Very large or very small letter sizes or inconsistent letter sizes.
- Lack of fluency in writing.
- Incorrect pen grip.
- Difficulty extracting ideas from a text.
- Keeping eyes too close to the paper while writing.
- Taking an excessively long time to complete written tasks.
- Holding the pen too close to its tip.
- Alignment problems with letters.
- Having an average or above-average intelligence level (Mohammed Hula, 2009, p. 39).

Common symptoms of writing difficulties include poor handwriting, although not everyone with poor handwriting suffers from this disorder. Some of the most common indicators include:

- Reversing letters and numbers so they appear as they do in a mirror (e.g., writing the letter "ح" as "ع" and the number "3" in reverse).
- Writing syllables, words, and sentences completely in reverse from left to right.
- Mixing directions, such as starting to write words from the left instead of the right.

- Incorrectly arranging the letters of words and syllables when writing (e.g., writing "ربيع" as "عير" or "دار" as "راد").
- Mixing up similar letters (e.g., writing "باب" as "تاب").
- Omitting letters from a word or words from a sentence while writing.
- Adding unnecessary letters to a word or unnecessary words to a sentence while writing.
- Substituting one letter for another (e.g., writing "غ" as "ع" or "ب" as "ن").
- Difficulty maintaining writing on the same line of the paper.
- Generally poor handwriting that is difficult to read (Duaa Awad, Nermin Aouni, 2020, p. 638).

### **Fifth: Diagnosis of Writing Difficulty**

**1. Diagnostic Criteria for Writing Difficulty:** When diagnosing a student with writing difficulties, several criteria should be considered and confirmed:

- Age:** The child should be at least 6 years old, as physical and motor maturity is typically reached at this age.
- Mental Abilities:** The child should not have any deficiencies in mental abilities.
- Neurological Disorders:** The child should not suffer from any neurological disorders that affect motor functions.

Typically, teachers begin the evaluation and diagnosis of handwriting difficulties when they notice that children cannot write clearly and legibly compared to their peers of the same chronological age.

**2. Comprehensive Examinations for Diagnosing Writing Difficulties:** Nabil Hafiz (2006) notes that diagnosing writing difficulties does not only involve academic aspects but also includes psychological, physical, and environmental factors. Evaluating writing difficulties requires several comprehensive examinations, including:

- Medical Examinations:** To ensure there are no health problems affecting the ability to write.
- Psychological Examinations:** To assess the child's psychological state and its impact on their learning ability.
- Social Examinations:** To understand the family and social environment in which the child lives and its impact on their learning.
- Educational Examinations:** To determine the child's academic level and assess their writing skills (Samar Ragab Hafez Farag, et al., 2021, p. 32).

**3. Diagnosis:** Diagnosing writing difficulties requires a comprehensive view that considers psychological, medical, and social factors that may affect the child's ability to write correctly and legibly. Methods used for diagnosing writing difficulties include:

- Simple Methods for Diagnosing the Writing Process:** This involves observing the steps the student takes and the methods they use while writing. Diagnosis can be conducted by examining the writing process, observing how the student holds the pen, and how they write the alphabet. The preferred hand for writing is also part of the diagnosis. Denton (2001)

suggests the following steps for initial diagnosis to distinguish right-handed from left-handed students and identify the preferred hand:

- The body's position relative to the paper.
- The way the pen is held.
- Evaluating lines in writing.
- Forming letters (shape, size).
- Line alignment.
- Spaces between letters.
- The quality of handwriting.

In addition to the above points, writing difficulty can be diagnosed by observing writing errors, such as:

**i. Spelling Disorders:** Diagnosed based on:

- The number of letters omitted by the student.
- The number of letters substituted by the student.
- The number of extra letters written by the student in activities like copying, dictation, and written expression.

**ii. Punctuation Use Disorders:** Diagnosed based on:

- The number of punctuation marks omitted by the student.
- The number of punctuation marks substituted by the student.
- The number of punctuation marks placed incorrectly during copying, dictation, and written expression.

Generally, evaluating a child's writing requires a comprehensive study of their developmental history, including physical health, sensory and motor abilities, neuropsychological aspects, and family upbringing.

**b. Methods for Diagnosing Handwriting Skills:** Students facing handwriting difficulties often show a lack of desire to write due to poor handwriting, which affects their academic results. Diagnosing handwriting difficulties involves observing the student's daily work and writing habits. Some manifestations of handwriting difficulties include:

- Incorrect pen grip or arm movements.
- Poor visual perception of spacing.
- Fast or small handwriting to hide poor handwriting skills.
- Weak fine motor skills in the fingers, leading to poor pen control or reversed letter writing.

To overcome these problems, students can be trained to select topics to write about that match their abilities and interests. Teachers can encourage students by publishing their work on a school board, which motivates them to write and improves their expression (Ibrahim Suleiman Al-Masry, 2011, p. 198).

**4. Measuring Motor and Neurological Coordination:** In this type of evaluation, children are given pencils without erasers and a paper with incorrectly written words. They are asked to cross out the incorrect words and write the corrections above or below without using an eraser. Additionally, children may be asked to write printed letters in cursive as quickly as possible. This type of test is known as dictation stimuli.

Another type of test, non-dictation stimuli, involves children copying increasingly complex geometric shapes, considering accuracy and speed according to specific criteria without focusing on time (Mahmoud Awad Allah, et al., 2006, p. 150).

**5. Assessing Writing Errors:** This involves asking the child to perform the following tasks:

- Accurately copying short sentences to check for omissions or incorrect letter writing.
- Providing writing samples of letters and words forming sentences around a specific topic.
- Writing samples of similar letters.
- Writing numbers sequentially or non-sequentially.
- Drawing geometric shapes.

**6. Identifying Writing Skills:** This includes ten skills:

1. Positioning the body, hand, head, arms, and paper during writing.
2. Pen grip technique.
3. Writing or forming letters.
4. Maintaining a straight or slanted writing path.
5. Handwriting quality.
6. Spacing between letters and margins (appropriate or not).
7. Completing letters or leaving them incomplete.
8. Crossing in letter and shape writing.
9. Planning coordinated writing to clearly highlight meanings and sequence of ideas, especially in terms of margins and paragraph writing (Asmaa Khawaja, 2019, p. 79).

Writing difficulties are usually diagnosed by a licensed psychologist specializing in learning disorders, and sometimes involve a team of specialists, including occupational therapists, special education teachers, and educational psychologists. The team may use various tools to diagnose writing difficulties, including:

- School reports.

- Psycho-educational measures.
- Review of medical history and child development details.
- Review of family medical history.
- Writing task assessments.

Writing difficulty tests typically include a writing section, such as copying sentences or answering brief written questions, and a fine motor component testing individual responses and movement speed. The specialist seeks to understand the quality of writing, how well the student organizes and conveys ideas, and the writing process itself, including whether writing is painful for the student (Sami Milhem, 2002, p. 341).

### **Sixth: Methods and Strategies for Mitigating Writing Difficulties**

Several methods and strategies can be employed to address and mitigate writing difficulties. Here are some key strategies:

**A. Strategies for Teaching and Addressing Handwriting Difficulties:** Strategies for teaching and addressing handwriting difficulties aim to improve students' handwriting performance:

- **Chalkboard Activities:** Training children to use chalkboard activities before the teacher starts lessons related to writing.
- **Providing Materials:** Offering materials for practicing fine motor skills for writing.
- **Supervising Writing Posture:** Ensuring the child's posture and readiness for writing are comfortable, considering the size and position of the chair and writing table, and their appropriateness for the child's age and physical development.
- **Correct Pen Grip:** Training the child on the proper way to hold a pen while writing.
- **Paper Position:** Ensuring the paper or notebook is not tilted and that the bottom edge is parallel to the edge of the desk or writing table facing the child's seating position.
- **Using Templates and Plastic Letters:** Utilizing templates and plastic letters that include letters, numbers, some words, and geometric shapes. The child can trace these letters and numbers with a finger, pen, or chalk, with the template fixed on the paper or chalkboard to prevent movement while the child writes the letter.
- **Tracing Letters:** Allowing the child to trace the letters.
- **Lined Paper:** Beginning handwriting training with large or widely spaced lined paper, helping the child to fit the letters within these lines while following the rules of writing letters and numbers.
- **Teaching Letters by Difficulty:** Teaching the writing of letters based on their difficulty level.
- **Using Verbal Cues:** Employing spoken verbal cues.

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- **Using Words and Sentences:** Using words and sentences in practice (Badia Wakli and Samah Shawader, 2018, p. 315).

**B. Strategies for Teaching and Addressing Spelling Difficulties:** Strategies for teaching and addressing spelling difficulties include:

- **Auditory Perception and Memory for Pronunciation:** Engaging in practical tasks for auditory perception of letter pronunciation, supporting knowledge of sounds, and analyzing word structures. Developing skills through application on generalizations related to letter sounds.
- **Visual Perception and Memory for Letters:** Helping the child strengthen visual perception and memory for letters. Supporting the visual image of the word to retain it by focusing on educational materials that capture the child's attention.
- **Multi-Sensory Approach in Spelling:** Using a multi-sensory approach in teaching spelling, involving visual, auditory, kinesthetic, and tactile senses:
  - Having children look at the word and pronounce it correctly, then use it in a sentence.
  - Asking children to see or follow the word, pronounce each syllable correctly, then spell the word orally while using a finger to trace or follow the letters in the air or by touching the letters themselves.
  - Asking children to cover the word and write it, then check the accuracy of their writing and repeat the process several times.
  - Asking children to write the word correctly from memory, then review the spelling by comparing it to the original written version to ensure the accuracy of each letter (Imran Majda, 2022, p. 1223).

**C. Strategies for Teaching and Addressing Writing Expression Difficulties:** Several researchers have proposed principles for teachers to implement when teaching children written expression:

- Allowing children to choose their writing topics.
- Asking children to model the writing process, creating a model for the cognitive activities used in writing, such as ideas, background, elements, context, attention, perception, and thinking.
- Establishing a writing expression association within the classroom to support writing activities and encourage cooperation among children in practicing written expression (Sami Milhem, 2002, p. 313).

**Key Techniques in Addressing Writing Learning Difficulties:** Focus on support through modifications, additional lessons, and specific exercises to improve writing abilities:

- Using pens and stationery with special grips and larger sizes.
- Using paper with raised lines to help define margins.

- Allowing or requesting additional time for writing tasks or assignments.
- Permitting alternative ways for students to present information, such as oral or recorded responses.
- Utilizing assistive electronic technologies, such as voice-to-text programs.
- Handwriting practice sessions.

### **Conclusion**

In conclusion, writing learning difficulties are complex issues that require the concerted efforts of families, schools, and specialists to provide necessary support to students. This ensures they achieve their full potential and excel academically and professionally. Teachers play a crucial role in identifying and diagnosing these difficulties through their continuous observations and daily interactions with students. Teachers should provide immediate and constructive feedback on writing errors to ensure progress and skill development.

### **Recommendations**

Based on this research paper, the following recommendations are proposed:

- Developing training programs for teachers to handle writing difficulties.
- Encouraging partnerships between schools and parents to provide ongoing support for children.
- Raising awareness about writing difficulties and providing necessary resources to support children.

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