

Special Issue

Motor Learning of Handwriting and Developmental Dysgraphia

Message from the Guest Editors

Learning to write by hand is a complex activity which requires years of formal training before complete mastering, and which is essential for the acquisition of other skills, such as grammar. However, 5% to 10% of children have difficulties with and do not fully master handwriting. These handwriting deficits, characterized by poor quality and/or speed, are referred to as dysgraphia. Since handwriting deficits can seriously impact children's academic achievement, it is important to identify and handle them early. This Special Issue will focus on the motor aspects of handwriting learning in typically developing children, and of handwriting deficits in children with specificities and/or neurodevelopmental disorders. We invite you to contribute to this Special Issue to increase the knowledge on dysgraphia and handwriting on fundamental, educational, and clinical aspects, and to improve the management of handwriting deficits, namely in the field of diagnosis and rehabilitation. Both original research articles and reviews will be considered for publication.

Guest Editors

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Message from the Editor-in-Chief

You are invited to contribute a research article or comprehensive review for consideration and publication in *Children* (ISSN 2227-9067). *Children* is an open access journal—research articles, reviews, and other content are published online immediately after acceptance. The scientific community and the general public have unlimited free access to the content as soon as it is published. The journal focuses on sharing clinical, epidemiological, and translational science relevant to children's health. We would be pleased to welcome you as one of our authors.

Editor-in-Chief

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