

## Classroom Strategies For Improved Handwriting

<u>Behavior</u>	<u>Intervention</u>	<u>Date began</u>	<u>Successful?</u>
Poor Spacing	<input type="checkbox"/> Use a finger spacer <input type="checkbox"/> Use a popsicle stick <input type="checkbox"/> Grid Paper		<input type="checkbox"/> Yes <input type="checkbox"/> No
Poor Sizing	<input type="checkbox"/> Highlighted between plane and grass line <input type="checkbox"/> Color the plane and grass lines different colors <input type="checkbox"/> Primary paper (regular dotted paper) <input type="checkbox"/> "Handwriting Without Tears" paper <input type="checkbox"/> Wide ruled paper		<input type="checkbox"/> Yes <input type="checkbox"/> No
Poor Letter Formation	<input type="checkbox"/> Check for good posture with both feet flat on the floor and back straight <input type="checkbox"/> Use verbiage with less words <input type="checkbox"/> Daily practice in multisensory media <input type="checkbox"/> Try "Handwriting without Tears" progression of letters <input type="checkbox"/> Allow student to type assignments		<input type="checkbox"/> Yes <input type="checkbox"/> No
Heavy Pencil	<input type="checkbox"/> Avoid dry erase boards, not enough resistance or tactile input – use paper or chalk board <input type="checkbox"/> Place a soft material under paper (mouse pad/foam/shelf liner). <input type="checkbox"/> Mechanical pencil <input type="checkbox"/> Heavy work before writing assignment (pushups or animal walks to get sensory input into the hands and arms) <input type="checkbox"/> Use a slant board or vertical surface or 3-5 inch three ring binder <input type="checkbox"/> Warm up with theraputty or play Doug to give proprioceptive feedback.		<input type="checkbox"/> Yes <input type="checkbox"/> No
Light Pencil Pressure	<input type="checkbox"/> Use markers for writing task <input type="checkbox"/> Weight bearing activities warm ups <input type="checkbox"/> Use slant board <input type="checkbox"/> Short pencils or crayons <input type="checkbox"/> wrist weights		<input type="checkbox"/> Yes <input type="checkbox"/> No
Weak grip	<input type="checkbox"/> large pencil grip <input type="checkbox"/> Writing tool with indents for fingers <input type="checkbox"/> Larger crayons <input type="checkbox"/> Use materials to increase diameter of writing tool (See OT for ideas)		<input type="checkbox"/> Yes <input type="checkbox"/> No
Visual issues	<input type="checkbox"/> Slant board 20 degree optimal <input type="checkbox"/> Decrease glare with using colored paper <input type="checkbox"/> #2 pencils to allow for darker marks to be made on paper <input type="checkbox"/> Use bold colored marker <input type="checkbox"/> Use tactile or visual cues to allow student to know start and stopping points.		
Fatigue	<input type="checkbox"/> Allow student to abbreviate words <input type="checkbox"/> Shorten assignments <input type="checkbox"/> Use a pen instead of pencil (glides easier over paper) <input type="checkbox"/> Allow typing or dictation for lengthy assignments <input type="checkbox"/> Allow fill in the black and circle correct answer worksheets <input type="checkbox"/> Make sure student has good lighting and is free from surrounding distractions <input type="checkbox"/> Check posture and position of student <input type="checkbox"/> All breaks after certain number of lines/words completed <input type="checkbox"/> Offer motivators		
Holding the pencil too high	<input type="checkbox"/> Tactile cues on writing tool (ex: pencil grip, hot glue, color tape, etc) <input type="checkbox"/> Weighted writing tools (can glue washers or nuts to pencil, tap batteries to end of pencil, etc) <input type="checkbox"/> Wrist weights or hand weights		
Hunt an peck or slow typing	<input type="checkbox"/> Provide daily practice (5 minutes) <input type="checkbox"/> Use typing program to teach home row placement (Dance Mat Typing, <a href="http://www.typingweb.com">www.typingweb.com</a> )		

OT should be contacted only after the above interventions have been tried in the classroom first and found not to help. If there are any questions as to how to use one of the interventions or if supplies are needed, contact the OT/COTA for help.