

# Tips & Techniques to Improve Common Handwriting Problems

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## Go To Meeting

- Audio (telephone VS speakers)
- Close out extra browsers, cell phones affect streaming
- Raise hand then clear right away
- Chat box
- Your State and Profession



The screenshot shows a meeting interface. At the top, there is a header with a green arrow pointing to it, containing the text "NAMES - ALPHABETICALLY" and a dropdown arrow. Below this is a list of names, with "Colleen Lai (Organizer, Prese..." visible. A toolbar contains buttons for "Mute All", "Unmute All", "All", and "Invite Others". Below the toolbar is an "Audio" section with radio buttons for "Telephone" (selected) and "Mic & Speakers", and an "Edit" button. The audio section displays the following information: "Dial: +1 (215) 383-1020", "Access Code: 714-636-996", and "Audio PIN: 34". A red banner below this text reads "If you're already on the call, press #34# now." with a link "Problem dialing in?". Below the audio section are expandable sections for "Materials (0)", "Polls (0/0) and Tests (0/0)", and "Chat". The "Chat" section is expanded, showing a text input field with the placeholder "[Type message here]" and a "Send" button. A yellow arrow points to the chat box. At the bottom, there is a dropdown menu set to "All - Entire Audience" and a "Send" button.

# WELCOME!



EMAIL:

[listenWRITE@gmail.com](mailto:listenWRITE@gmail.com)

- [www.summit-education.com](http://www.summit-education.com)

- On Demand Webinar (6hr)

1. MultiSensory Handwriting Skills
2. LIVE COMING SOON: Increase Attention and Motivation Using Technology and MultiSensory Tools

- [www.sensationalbrain.com](http://www.sensationalbrain.com)

- Online Webinars (1 hr ea)

1. Visual Perception and It's Impact On Learning
2. Developing Good Handwriting
3. Tips and Techniques to Improve Common Handwriting Problems

**Handwriting**

Thumb  
mobility and  
webspace

Wrist Extension

Bilateral  
Coordination

Posture and  
Trunk/UE Stability

Primitive Reflexes

Vision

Attention/Behavior/Motivation

# Automaticity

- Research suggests: When students are able to automatically use handwriting to record thoughts, they free up other cognitive abilities allowing them to produce more complex compositions (Berninger, 2006).
- **WE WANT ...**
  - **Children to Think and Write at the SAME TIME**
  - **Increase efficiency**
  - **Increase Automaticity**
- **HANDWRITING MUST BE TAUGHT!!!!!!**

# Handwriting Expectations

<http://www.handwritingstandards.com>

**Preschool:** Children can print several capitals and numbers, and write recognizable names.

**Kindergarten:** Children can print most letters and numbers, and a simple three-word sentence. Name is in title case.

**1<sup>st</sup>:** Children can print all letters, numbers, and a simple four-word sentence. Name is in title case.

**2<sup>nd</sup>:** Children are proficient in all printing skills.

**3<sup>rd</sup>:** Students can write all cursive letters, some words, and their names in cursive. They can use cursive for their names and some schoolwork.

**4<sup>th</sup>:** Proficient in cursive

# Kim's Handwriting Game Plan

- Teach handwriting Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>
- If not proficient by end of 2<sup>nd</sup>, early 3<sup>rd</sup> try teaching cursive as a compensation technique. WHY?
  - Learning something new is easier than fixing bad habits
  - Eliminates spacing issues between words
  - Eliminates reversals
- If cursive was taught and there is limited progress, teach touch typing
- If touch typing is unsuccessful, teach 2 finger typing
- If typing is unsuccessful use speech recognition software

# Handwriting Screenings

FREE Screenings:

<http://www.hwtears.com/gss/prek-assessment>

<http://www.hwtears.com/screener>  
(must register)

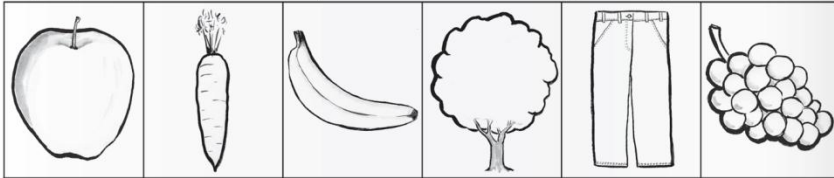


# Check Readiness

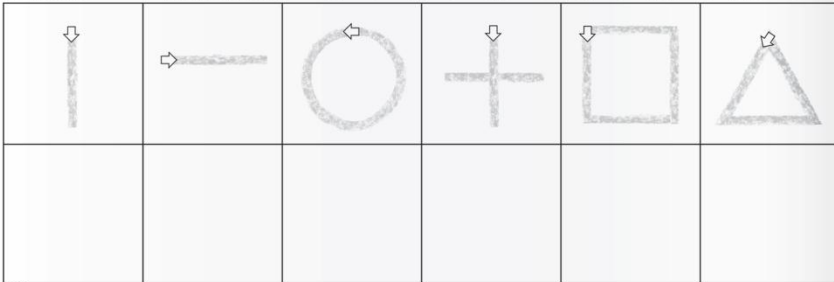
## CHECK READINESS (See Pre-K Teacher's Guide)

Name \_\_\_\_\_ Date \_\_\_\_\_

1. **Name 6 Pictures** Ask, "What is this?" Apple \_\_\_\_\_ Carrot \_\_\_\_\_ Banana \_\_\_\_\_ Tree \_\_\_\_\_ Jeans/pants \_\_\_\_\_ Grapes \_\_\_\_\_  
 2. **Name 6 Colors** Ask, "What color is this crayon?" Red \_\_\_\_\_ Orange \_\_\_\_\_ Yellow \_\_\_\_\_ Green \_\_\_\_\_ Blue \_\_\_\_\_ Purple \_\_\_\_\_  
 3. **Color 2 Pictures** Child uses "fill in" coloring: Yes \_\_\_\_\_ Somewhat \_\_\_\_\_ Not yet \_\_\_\_\_  
Attempts to stay in lines: Yes \_\_\_\_\_ Somewhat \_\_\_\_\_ Not yet \_\_\_\_\_  
 4. **Crayon Grip** Standard \_\_\_\_\_ Alternate \_\_\_\_\_ Palm \_\_\_\_\_ **Hand preference** L \_\_\_\_\_ R \_\_\_\_\_ ? \_\_\_\_\_ **Holds paper while coloring** Yes \_\_\_\_\_ Sometimes \_\_\_\_\_ No \_\_\_\_\_



5. **Name and Trace Shapes** Ask, "What is this?" line \_\_\_\_\_ line \_\_\_\_\_ circle \_\_\_\_\_ cross \_\_\_\_\_ square \_\_\_\_\_ triangle \_\_\_\_\_  
 6. **Copy Shapes** Tell child, "Copy this here." line \_\_\_\_\_ line \_\_\_\_\_ circle \_\_\_\_\_ cross \_\_\_\_\_ square \_\_\_\_\_ triangle \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

7. **Draw a Person** Use a blank page. Name and date the page. Say, "Draw a picture of you or someone else. Draw the whole person."  
 Head \_\_\_\_\_ Eyes \_\_\_\_\_ Nose \_\_\_\_\_ Mouth \_\_\_\_\_ Ears or hair \_\_\_\_\_ Body \_\_\_\_\_ Arms \_\_\_\_\_ Hands \_\_\_\_\_ Legs \_\_\_\_\_ Feet \_\_\_\_\_  
 Extras? \_\_\_\_\_

8. **Name 10 Letters** Ask, "What letter is this?" E \_\_\_\_\_ O \_\_\_\_\_ A \_\_\_\_\_ T \_\_\_\_\_ N \_\_\_\_\_ S \_\_\_\_\_ H \_\_\_\_\_ I \_\_\_\_\_ L \_\_\_\_\_ R \_\_\_\_\_

E O A T N S H I L R

9. **Name 9 numbers** Ask, "What number is this?" 3 \_\_\_\_\_ 5 \_\_\_\_\_ 1 \_\_\_\_\_ 4 \_\_\_\_\_ 8 \_\_\_\_\_ 2 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 9 \_\_\_\_\_

3 5 1 4 8 2 6 7 9

10. **Try to Write Name**—Say, "Write your name here. Use capital letters." Put a dot where child begins each letter.



- Name 6 Pictures

- Name 6 Colors

- Color 2 Pictures

- 9 • Crayon Grip

- Name and Trace Shapes

- Copy Shapes

- Draw a Person

- Name 10 Letters

- Name 9 Numbers

- Try to Write Name

**\*FREE\***

# Screener of Handwriting Proficiency

<http://www.hwtears.com/screener>

- **1**  
**Administer**

Administer the Screener to your whole class, grades K-4

- **2**  
**Score**

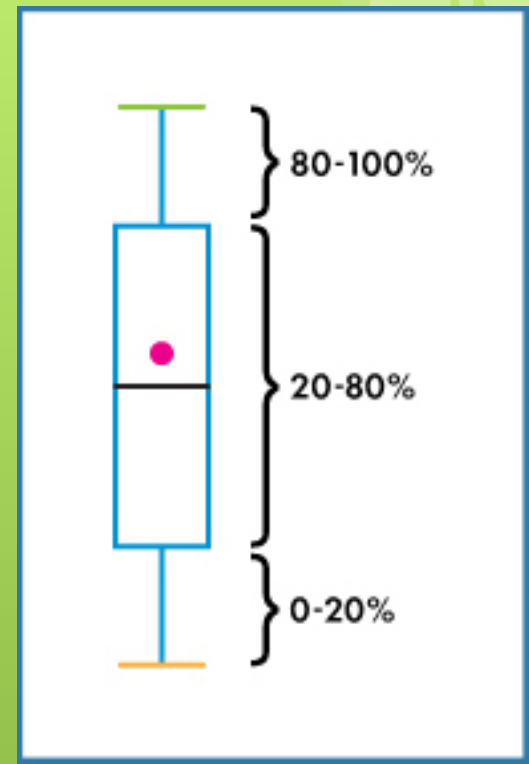
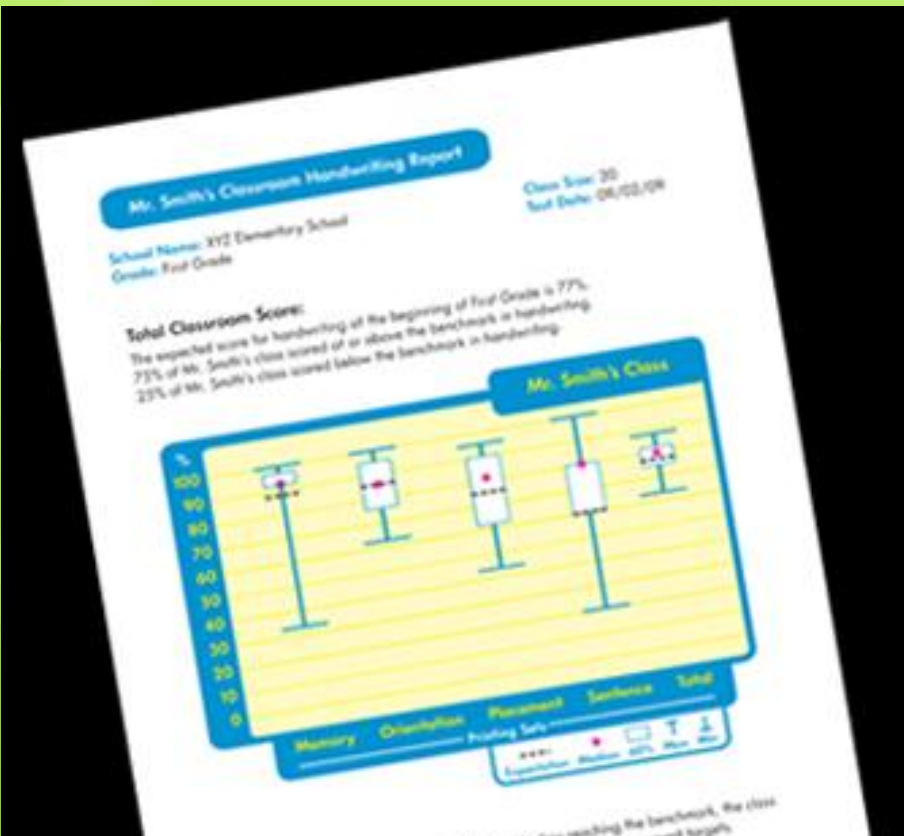
Score each student online in minutes

- **3**  
**Report**

Generate individual and whole class reports instantly

- **4**  
**Remediate**

Implement instruction and remediation plans



1

**ADMINISTER**

Administer the Screener to your whole class, grades K-4



2

**SCORE**

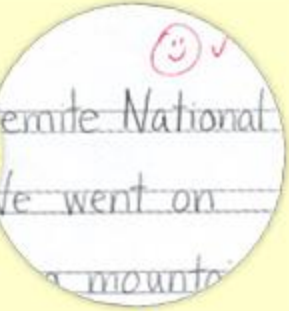
Score each student online in minutes



3

**REPORT**

Generate individual and whole class reports instantly



4

**REMEDiate**

Implement instruction and remediation plans

# Pay attention to....

## ● Other Concerns:

- Formation
- Size
- Neatness
- Speed
- Posture
- Pencil Grip
- Helper Hand
- Other (cognitive, physical, language, attention)

## ● Sentence Skills:

- no starting capital
- Mixed capitals/lowercase
- Letters t o o f a r a p a r t
- Wordsruntogether
- No period

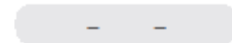
# Kindergarten Screener



# 1<sup>st</sup> grade Screener



# 2<sup>nd</sup> Grade Screener



A B \_ \_ E \_ G H I J \_ \_ M

\_ \_ P Q \_ \_ \_ U V \_ \_ Y \_

l \_ \_ \_ \_ \_ \_ \_

\_ \_ c d \_ f \_ \_ \_ k l \_

n o \_ \_ r s t \_ \_ w x \_ z



# PRINTING CONCERNS CHECKLIST

Place a check mark for each concern noted. Refer to the key below or scoring packets for identifying information and guidance.

	Last Name	First Name	Formation	Size	Neatness	Speed	Posture	Pencil Grip	Helper Hand	Other
1										
2										
3										
4										
29										
30										
31										
32										
33										
34										
35										

**Formation** - Starts at the bottom or writes out of order

**Size** - Writes too large for grade

**Neatness** - Demonstrates poor quality of written work

**Speed** - Is slow to complete tasks compared to peers

**Posture** - Sits slumped, feet unsupported

**Pencil Grip** - Has awkward grip

**Helper Hand** - Does not use hand to hold paper

**Other** - Exhibits cognitive, physical, language, or attention issues



Name \_\_\_\_\_

Date - -

Write the cursive letters below the printed letters.

*c e l f y j k r s b v m z q*

Write the cursive words below the printed words.

*it up do ha go ax*

*or we of on by*

Write the cursive letters below the printed letters.

*A Y N H K T F I J D L G S E*

# CURSIVE CONCERNS CHECKLIST

Place a check mark for each concern noted. Refer to the key below or the scoring packets for identifying information and guidance.

	Last Name	First Name	Formation	Placement	Style	Size	Fluency/Speed	Posture	Pencil Grip	Helper Hand	Other
1											
2											
3											
4											
5											
29											
30											
31											
32											
33											
34											
35											

**Formation** - Starts or ends letters incorrectly; goes the wrong direction

**Placement** - Does not stay on the line; floats letters

**Style** - Mixes vertical and slanted styles

**Size** - Writes too large for grade or varies size

**Fluency/Speed** - Hesitates or writes slower than peers

**Posture** - Sits slumped, feet unsupported

**Pencil Grip** - Has awkward grip

**Helper Hand** - Does not use hand to hold paper

**Other** - Exhibits cognitive, physical, language, or attention issues

# ONLINE SCORING ADMINISTRATION

▶ [Set Up New Teacher/Classroom](#) ▶ [Edit Teacher Records](#) ▶ [Transfer Students from Previous Year](#)

## STUDENT DATA

GROUP STUDENTS BY:  Grade  Teacher Name

SORT STUDENT TABLES BY: Last Name IN Descending

SHOW TEST OF SCHOOL YEAR 2012-2013 TEST PERIOD Beginning

Submit

The current test period is: BEGINNING (2012-2013). To view archived test data, select a previous test period from the menu. You will only be able to Add/Delete student tests and Update student information while viewing the current test period.

### Kindergarten: 1 Student(s)

CLASS REPORT FOR KINDERGARTEN

Name (First, Last)	Teacher Name	Gender	DOB	School Name	HW Curriculum	IEP	Test	Test Result					Add/Del
							Type	M%	O%	P%	S%	Tot%	Test
bob f	Wiggins, Eric	M	08/14/2006	MACARTHUR SCHOOL	Not Received Any	No	Beginning	87	100	86		91	del test

N/A = insufficient information

[Add/Update/Delete Students In this Class \[KINDERGARTEN\]](#)

### First Grade: 14 Student(s)

CLASS REPORT FOR FIRST GRADE

Name (First, Last)	Teacher Name	Gender	DOB	School Name	HW Curriculum	IEP	Test	Test Result					Add/Del
							Type	M%	O%	P%	S%	Tot%	Test
eric w	Wiggins, Kim	M	09/23/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Zaner-Bloser	Yes	Beginning	92	90	91	80	88	del test
jon w	Wiggins, Kim	M	06/16/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	Yes	Beginning	92	84	95	80	88	del test

# Class Update - First Grade

## First Grade: 14 Student(s)

	Name (First, Last)*		Gender*	DOB			Handwriting Curriculum *	IEP	Teacher Name (Last, First)*	Del
1.	kim	w	F	Aug	17	2006	Not Received Any	Yes	Wiggins, Kim	<input type="checkbox"/>
2.	jane	b	F	Aug	14	2006	Incl in Lang Arts	No	Wiggins, Kim	<input type="checkbox"/>
3.	Luke	R	M	Nov	13	2006	Incl in Lang Arts	No	Wiggins, Kim	<input type="checkbox"/>
4.	bob	a	M	Aug	17	2006	Not Received Any	No	Wiggins, Kim	<input type="checkbox"/>
5.	g	g	M	Jul	16	2006	Not Received Any	No	Wiggins, Kim	<input type="checkbox"/>
6.	ann	b	F	Jun	15	2006	Not Received Any	No	Wiggins, Kim	<input type="checkbox"/>
7.	fred	k	M	Apr	14	2006	Not Received Any	No	Wiggins, Kim	<input type="checkbox"/>
8.	kristi	r	F	Jun	12	2006	Not Received Any	No	Wiggins, Kim	<input type="checkbox"/>
9.	taylor	p	F	Apr	22	2006	HWTears	Yes	Wiggins, Kim	<input type="checkbox"/>
10.	eric	w	M	Sep	23	2006	Zaner-Bloser	Yes	Wiggins, Kim	<input type="checkbox"/>
	Name (First, Last)*		Gender*	DOB			Handwriting Curriculum *	IEP	Teacher Name (Last, First)*	Del
11.	jon	w	M	Jun	16	2006	Not Received Any	Yes	Wiggins, Kim	<input type="checkbox"/>
12.	maria	m	F	Apr	15	2006	HWTears	No	Wiggins, Kim	<input type="checkbox"/>
13.	jaelynn	w	F	Oct	12	2006	Not Received Any	Yes	Wiggins, Kim	<input type="checkbox"/>
14.	maryjean	p	F	Nov	12	2006	Not Received Any	Yes	Wiggins, Kim	<input type="checkbox"/>

## New Students

	Name (First, Last)*		Gender*	DOB			Handwriting Curriculum *	IEP	Teacher (Last, First Name)*
1.			Gender	Mon		Year	Curriculum		Select Teacher
2.			Gender	Mon		Year	Curriculum		Select Teacher
3.			Gender	Mon		Year	Curriculum		Select Teacher
4.			Gender	Mon		Year	Curriculum		Select Teacher
5.			Gender	Mon		Year	Curriculum		Select Teacher
6.			Gender	Mon		Year	Curriculum		Select Teacher

Student Test

Name: peter

Grade: First Grade

School Name: BENJAMIN FRANKLIN ELEMENTARY SCHOOL

Date of Birth: 01/23/2006

ENTER DATE SCREENER WAS ADMINISTERED:   
 BEGINNING TEST ADMINISTRATION DATE: 08/01/2012 - 11/30/2012

**First Grade Scoresheet**

Refer to the First Grade Scoring Packet for scoring rules and examples.

1. Score Memory first. Click on letter/number to mark Memory errors.

MEMORY	O	F	W	B	S	K	N	R	<input type="text"/>	
	2	3	4	5	6	7	8	9	<input type="text"/>	
	e	n	a	d	h	g	y	p	<input type="text"/>	<input type="text"/>

2. Click on letter/number to mark Orientation errors. Memory errors will be grayed out and are not scored in Orientation.

ORIENTATION	<input type="text"/>	F	<input type="text"/>	B	S	K	N	R	<input type="text"/>	
	2	3	4	5	6	7	<input type="text"/>	9	<input type="text"/>	
	e	n	a	d	h	g	y	p	<input type="text"/>	<input type="text"/>

3. Click on letter/number to mark Placement errors. Memory errors will be grayed out and are not scored in Placement.

PLACEMENT	<u>O</u>	<u>F</u>	<u>W</u>	<u>B</u>	<u>S</u>	<u>K</u>	<u>N</u>	<u>R</u>	<input type="text"/>	
	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<input type="text"/>	
	<u>e</u>	<u>n</u>	<u>a</u>	<u>d</u>	<u>h</u>	<u>g</u>	<u>y</u>	<u>p</u>	<input type="text"/>	<input type="text"/>

4. Click box to right of error statement to mark Sentence errors.

SENTENCE	no starting capital	<input type="text"/>
	Mixed capitals/lowercase	<input type="text"/>
	Letters too far apart	<input type="text"/>
	Wordsruntogether	<input type="text"/>
	No period (may use !)	<input type="text"/>

TOTAL ERRORS

5. Click to mark stage of development in name-writing.

NAME All Capitals  Transitioning Mix  Title Case

6. Select concerns observed in the Screener or in class.

CONCERNS

Formation  Size  Neatness  Speed

Posture  Pencil Grip  Helper Hand  Other

Name: peter

Grade: First Grade

School Name: BENJAMIN FRANKLIN ELEMENTARY SCHOOL

Date of Birth: 01/23/2006

ENTER DATE SCREENER WAS ADMINISTERED: 09/09/2012  
 BEGINNING TEST ADMINISTRATION DATE: 08/01/2012 - 11/30/2012

### First Grade Scoresheet

Refer to the First Grade Scoring Packet for scoring rules and examples.

1. Score Memory first. Click on letter/number to mark Memory errors.

MEMORY	O	F	W	B	S	K	N	R	1
2	3	4	5	6	7	8	9	2	
e	n	a	d	h	g	y	p		3

2. Click on letter/number to mark Orientation errors. Memory errors will be grayed out and are not scored in Orientation.

ORIENTATION		F		B	S	K	N	R	
2	3	4	5	6	7		9		
e	n	a	d	h	g	y	p	1	1

3. Click on letter/number to mark Placement errors. Memory errors will be grayed out and are not scored in Placement.

PLACEMENT	O	F	W	B	S	K	N	R	
2	3	4	5	6	7	8	9	1	
e	n	a	d	h	g	y	p		1

4. Click box to right of error statement to mark Sentence errors.

SENTENCE	no starting capital	<input type="checkbox"/>	
	Mixed capitals/lowercase	<input type="checkbox"/>	
	Letters too far apart	<input checked="" type="checkbox"/>	
	Wordsruntogether	<input type="checkbox"/>	
	No period (may use !)	<input checked="" type="checkbox"/>	2

TOTAL ERRORS 7

5. Click to mark stage of development in name-writing.

NAME All Capitals  Transitioning Mix  Title Case

6. Select concerns observed in the Screener or in class.

CONCERNS

Formation \_\_\_ Size \_\_\_ Neatness \_\_\_ Speed

Posture \_\_\_ Pencil Grip \_\_\_ Helper Hand \_\_\_ Other \_\_\_

Submit

	Name			Curriculum										
	Wiggins, Kim	M	09/23/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Zaner-Bloser	Yes	Beginning	92	90	91	80	88	d	
	Wiggins, Kim	M	06/16/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	Yes	Beginning	92	84	95	80	88	d	
w	Wiggins, Kim	F	10/12/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	Yes	Beginning	96	100	100	100	99	d	
	Wiggins, Kim	F	08/17/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	Yes	Beginning	87	78	67	60	73	d	
	Wiggins, Kim	F	06/12/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	No	Beginning	92	79	91	60	81	d	
	Wiggins, Kim	M	11/13/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Incl in Lang Arts	No	Beginning	87	83	67	60	74	d	
	Wiggins, Kim	F	04/22/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	HWTears	Yes	Beginning	87	100	100	60	87	d	
an p	Wiggins, Kim	F	11/12/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	Yes	Beginning	87	89	90	60	82	d	
	Wiggins, Kim	F	04/15/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	HWTears	No	Beginning	100	95	71	80	87	d	
	Wiggins, Kim	M	01/23/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	No	Beginning	87	95	95	60	84	d	

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### Kindergarten: 1 Student(s)


[CLASS REPORT FOR KINDERGARTEN](#)  





Name (First, Last)	Teacher Name	Gender	DOB	School Name	HW Curriculum	IEP	Test	Test Result					Add/Del
							Type	M%	O%	P%	S%	Tot%	Test
bob f  	Wiggins, Eric	M	08/14/2006	MACARTHUR SCHOOL	Not Received Any	No	Beginning	87	100	86		91	del test

N/A = insufficient information

[Add/Update/Delete Students In this Class \[KINDERGARTEN\]](#)

### First Grade: 14 Student(s)

[CLASS REPORT FOR FIRST GRADE](#)  

Name (First, Last)	Teacher Name	Gender	DOB	School Name	HW Curriculum	IEP	Test	Test Result					Add/Del
							Type	M%	O%	P%	S%	Tot%	Test
eric w  	Wiggins, Kim	M	09/23/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Zaner-Bloser	Yes	Beginning	92	90	91	80	88	del test
jon w  	Wiggins, Kim	M	06/16/2006	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	Not Received Any	Yes	Beginning	92	84	95	80	88	del test





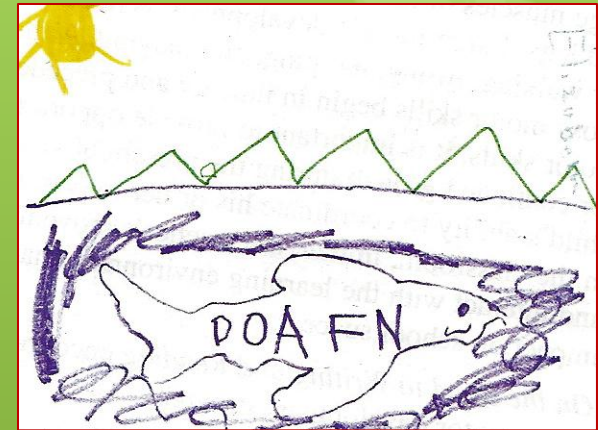
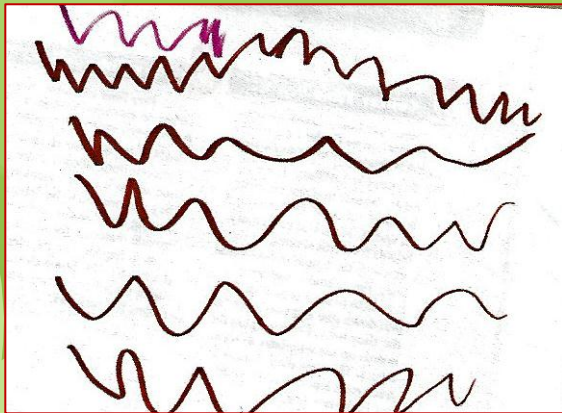
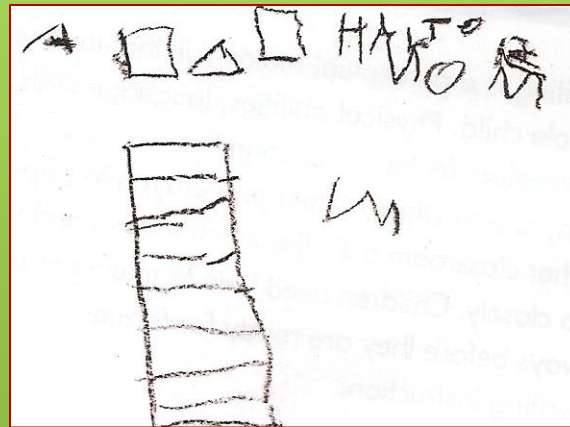
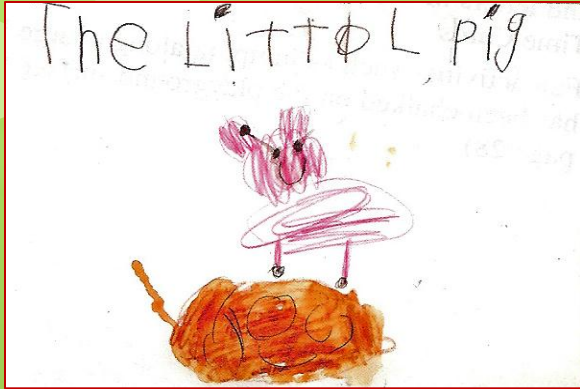
# PRINTING SKILLS

Take out your handwriting samples!!!

# Components of PRINTING

1. Memory
2. Reversals
3. Placement on the line
4. Size
5. Starting Position
6. Letter formation
7. Spacing
8. Speed

# What is the Developmental Order?

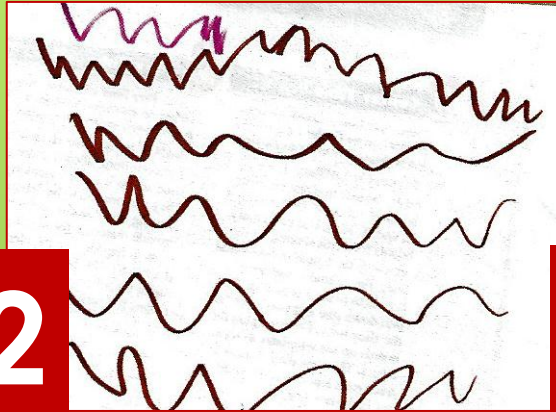


# Developmental Order



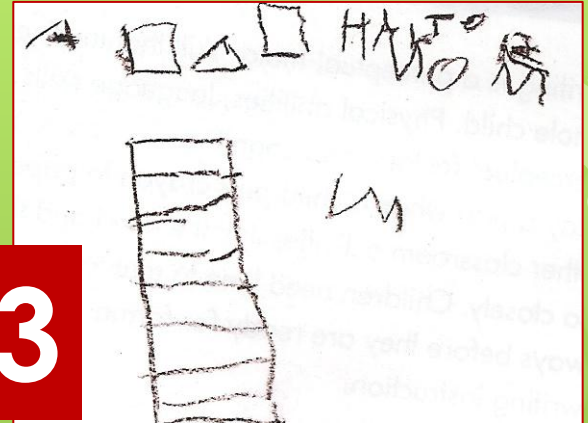
1

Random Scribbling



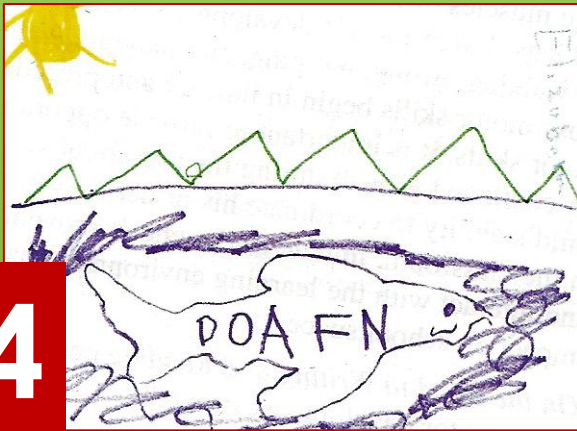
2

Controlled Scribbling



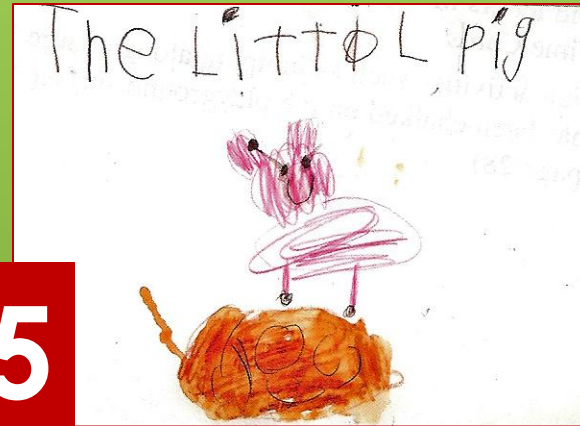
3

Mock Writing



4

Writing Letters



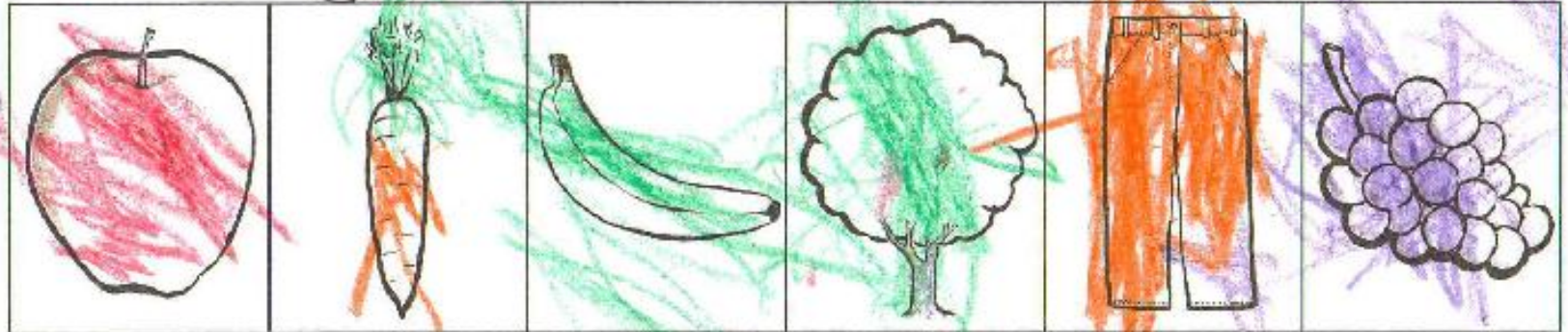
5

Writing Words

E.M. 4yrs old

**BEFORE CHECK READINESS** (See Readiness & Writing Pre-K Teacher's Guide)

1. Name 6 Pictures Ask, "What is this?" Apple \_\_\_\_\_ Carrot \_\_\_\_\_ Banana \_\_\_\_\_ Tree \_\_\_\_\_ Jeans/pants \_\_\_\_\_ Grapes \_\_\_\_\_  
 2. Name 6 Colors Ask, "What color is this crayon?" Red  Orange  Yellow  Green  Blue  Purple   
 3. Color 2 Pictures Child uses "fill in" coloring: Yes \_\_\_\_\_ Somewhat \_\_\_\_\_ Not yet \_\_\_\_\_  
 Attempts to stay in lines: Yes \_\_\_\_\_ Somewhat  Not yet \_\_\_\_\_  
 4. Crayon Grip Standard  Alternate  Palm \_\_\_\_\_ Hand preference L \_\_\_\_\_ R  ? \_\_\_\_\_ Holds paper while coloring Yes  Sometimes \_\_\_\_\_ No \_\_\_\_\_



5. Name and Trace Shapes Ask, "What is this?" line \_\_\_\_\_ line \_\_\_\_\_ circle \_\_\_\_\_ cross \_\_\_\_\_ square \_\_\_\_\_ triangle \_\_\_\_\_  
 6. Copy Shapes Tell child, "Copy this here." line \_\_\_\_\_ line \_\_\_\_\_ circle \_\_\_\_\_ cross \_\_\_\_\_ square \_\_\_\_\_ triangle \_\_\_\_\_



E O A I N S H I L R

9. Name 10 numbers Ask, "What number is this?"

3 \_\_\_\_\_ 5 \_\_\_\_\_ 1 \_\_\_\_\_ 4 \_\_\_\_\_ 8 \_\_\_\_\_ 2 \_\_\_\_\_ 10 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 9 \_\_\_\_\_

3 5 1 4 8 2 10 6 7 9

10. Try to Write Name—Say, "Write your name here. Use capital letters." Put a dot where child begins each letter.



H E A T N



































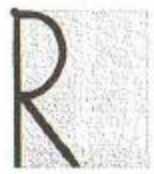

















E.M. 4yrs old BEFORE

E.M. 4yrs old  
AFTER 6 sessions

*crossover grip, tremor remains.*

*8/9/12*

# CAPITAL LETTERS FOR ME

  VC	  VC	  VC	  VC	  VC	  VC	  VC	  VC	  VC
  VC	  VC	  VC	  VC	  VC	  VC	  VC	  VC	  VC
  VC	  VC	  VC	  VC	  VC	  VC	  VC	  VC	

# #1 Memory

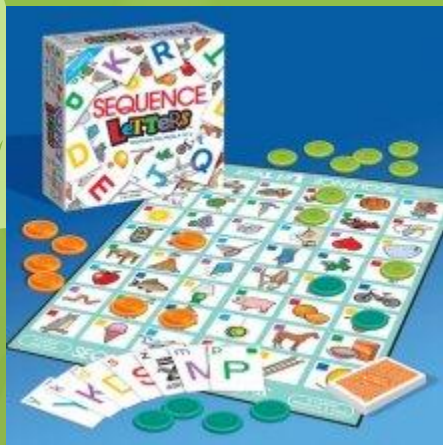
- Name letters and numbers quickly from a random list and visualize a letter/number quickly without seeing it
- Play visual memory games
- Build letters
- Draw letters (not on paper)
- Start with letters of name
- Teach capitals first



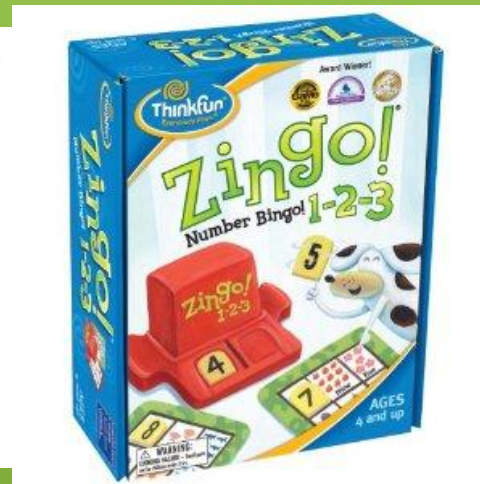
# #1 Memory/Visualization

- ❑ Difference between upper and lowercase (Scrabble Alphabet Scoop Game, Sequence Letters, Zingo #s)
- ❑ Name, recall, and match letters
- ❑ Alphabet Computer Games (Starfall, PBS Kids, etc.)

(<http://www.playkidsgames.com/alphabetGames.htm>)



erly M. Wiggins, OTR/L



LittleFamilyFun.com

# LETTER READINESS SKILLS

- ❖ Build letters out of
  - ❖ Wikki Stix/Bendaroos
  - ❖ Popsicle Sticks
  - ❖ Play Doh or Theraputty
  - ❖ Stroke Pieces/Wood Pieces
  - ❖ Cooked spaghetti
  - ❖ Pinch Jello/Kool Aid sugar on a letters
  - ❖ Use tweezers to glue cereal to letters
  - ❖ Make letters out of bodies!
  - ❖ Letter Scavenger Hunts



## ● 25 Letter Alphabet Activities

<http://www.notimeforflashcards.com/2012/05/25-alphabet-activities-for-kids.html>



# LETTER READINESS SKILLS

- Use Multi-Sensory Techniques:

- ❖ Make letters with various mediums

- ❖ Paint

- ❖ Shaving Cream

- ❖ Pudding

- ❖ Chalkboards

- ❖ Finger in flour, powder, dry Kool Aid, Jello Mix

- ❖ Clay in a container and draw with a dowel

- ❖ Draw with chalk on rug samples

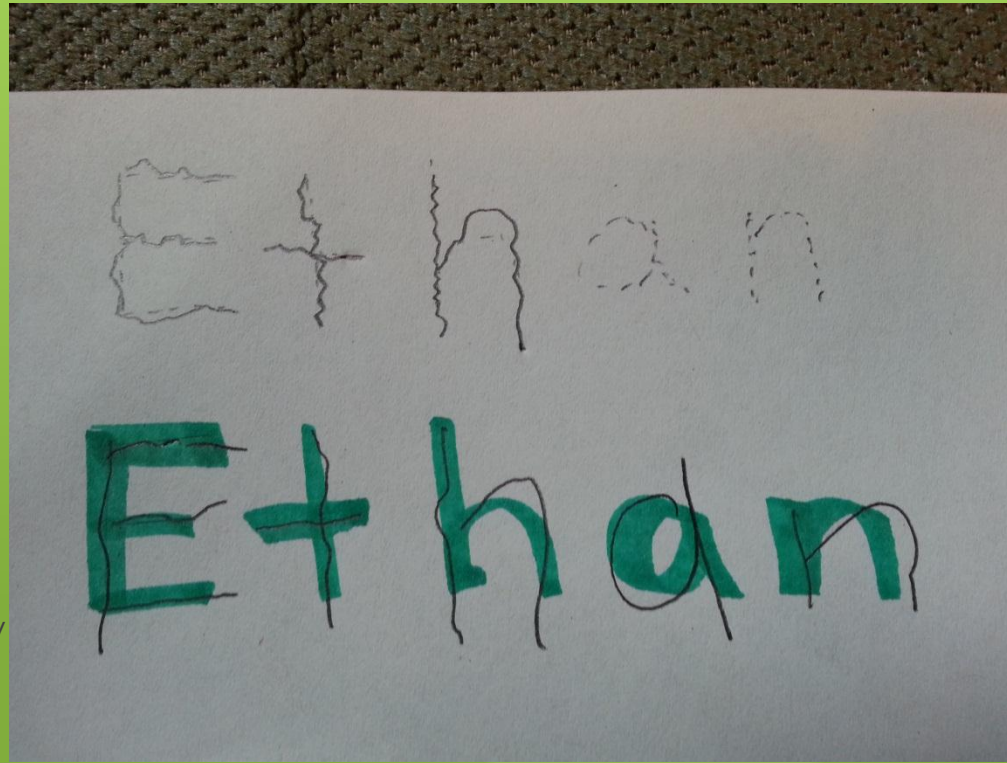
- ❖ <sup>36</sup>Sing/Dance with music



Movement with Handwriting on Trampoline

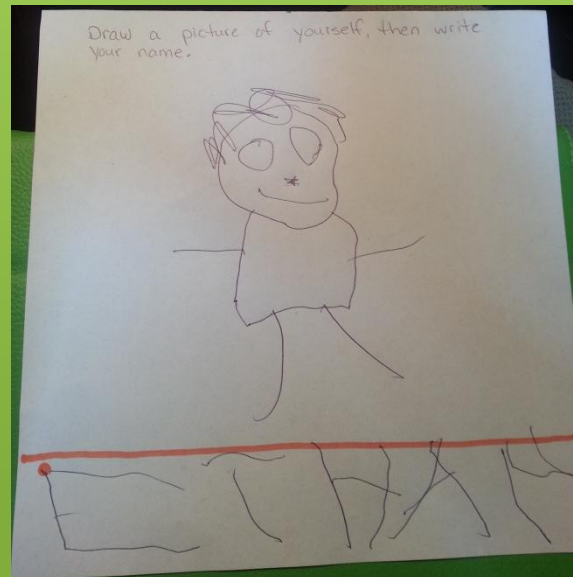
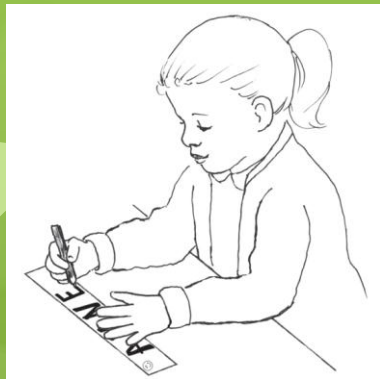
# Help Me Write My Name

- Use Capitals
- Teach letters step-by-step
  - (use the same language)
- Avoid using dot to dot letters – Use a highlighter!



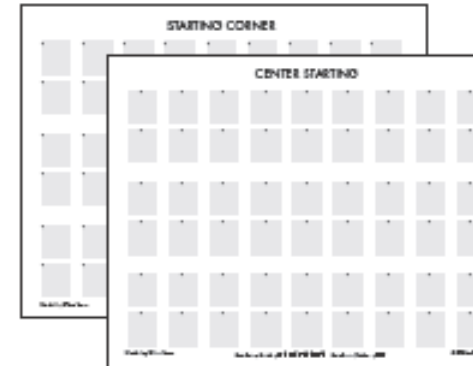
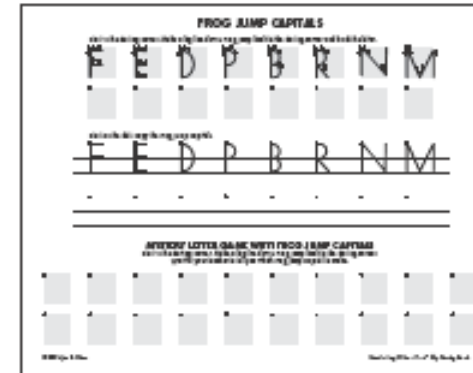
# Help Me Write My Name

- Start all letters at the top
- Write on paper strips and gradually decrease the size
- Put a line on the bottom of the paper and write under it



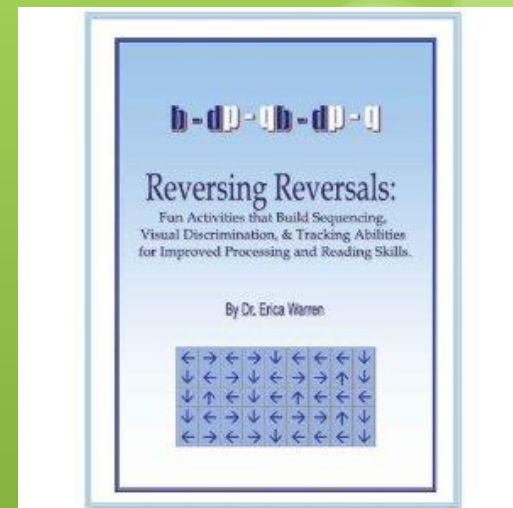
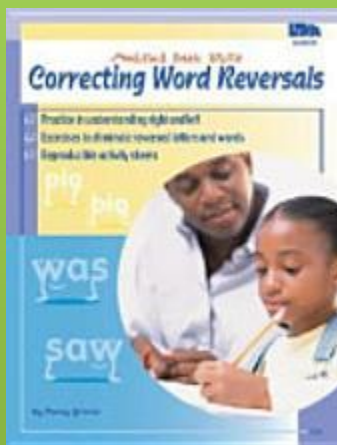
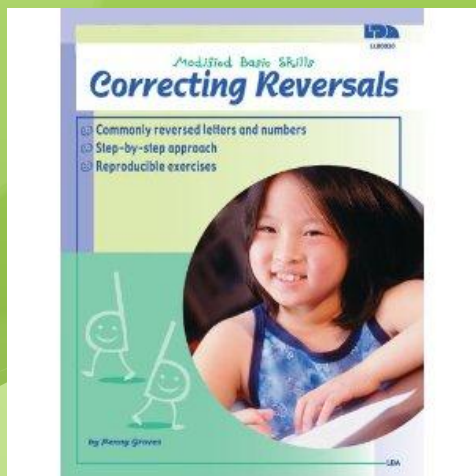
## #2 Reversals

- Print all letters and numbers without reversals
- Repeat Readiness skills!!!
  - Wet Dry Try
  - Gross motor movements/Sky Writing
- When building letters, build on piece of paper that fits the pieces
- Mystery Letter Game

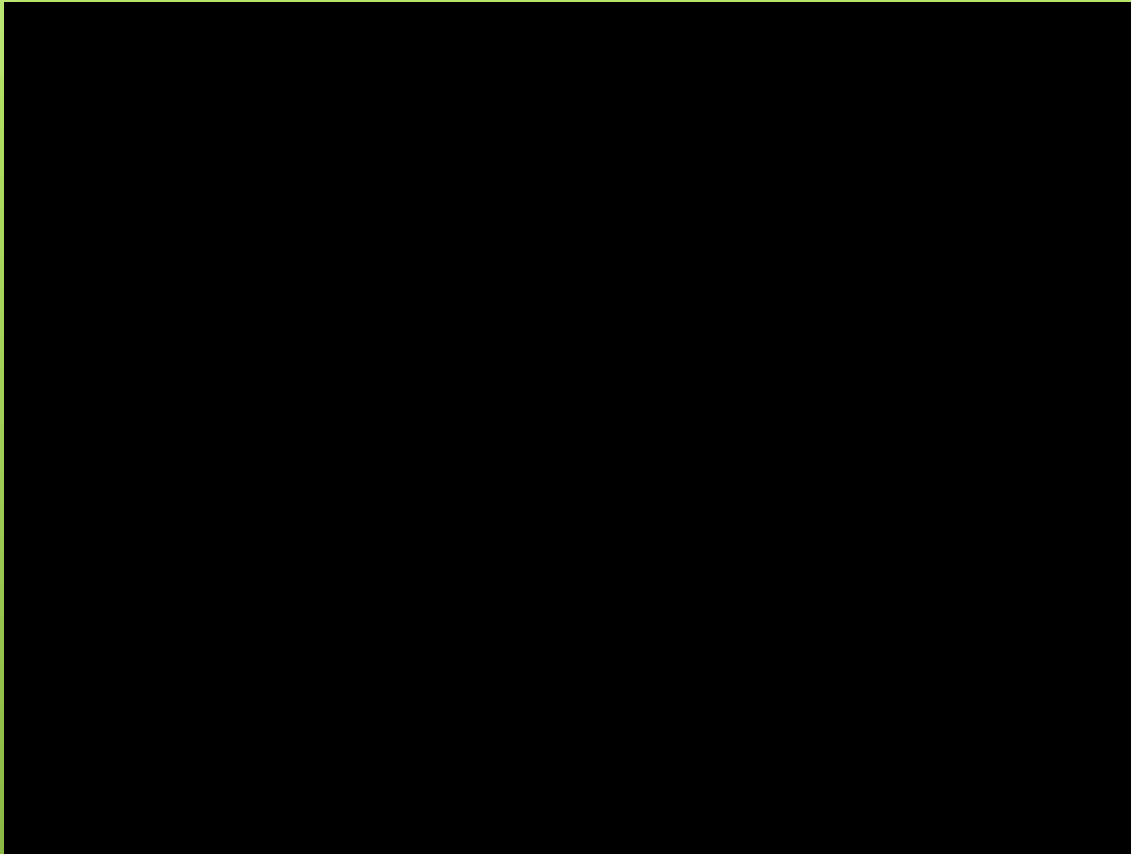


# #2 Reversals Practice Practice Practice

- ❑ Correcting Reversals by Penny Groves book (\$6.99)
- ❑ Correcting Word Reversals
- ❑ Reversing Reversals by Dr. Erica Warren (15.99)







- LetterReflex App – same company as Dexteria \$2.99

# #2 Reversals

- Compensation Techniques



h → b  
c → d

6/14/0

☺ 1 2 3 4 5 6 7 8 9 0

☺ 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

☺


☺


6/14/12

 COWS

 cat dog

 I like you

 thumbprint

 five six

- 1. ~~Memory~~
- 2. ~~Reversals~~
- 3. Placement
- 4. Size
- 5. Start
- 6. Formation
- 7. Spacing
- 8. Speed

GP after

helping hand 50%  
good paper position

®hd.  
Tripod grip

8/19/10

☺ 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

☺ 1 2 3 4 5 6 7 8 9

☺ I love Kim


☺

☺


GP after 6 weeks


 Cows


 COWS

 cat dog

 cat dog


 I like you

 I like you

 thumbprint

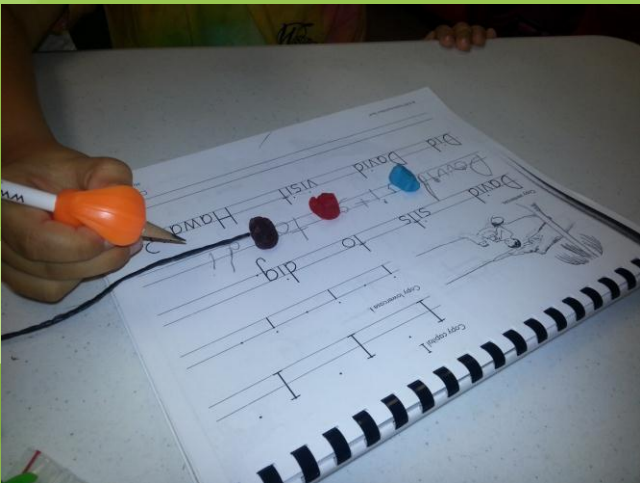
 thumbprint

 five jks g

 five jks g

# #3 Placement

- Follow lines and place letters and numbers correctly on the baseline
- Rulers/Index Cards
- Wikki Stix
- Tracing Wheel/Plastic Pizza cutters on foam



presented by Kimberly M. Wiggins, OTR/L



# Darkened/Raised Line Paper

- Raised line paper (Stage Write or Mead)
- Low-vision writing paper with bold lines. Free at [www.printablepaper.net](http://www.printablepaper.net)
- writing guides \$3.50 <http://shop.lighthouse.org> or [www.maxiaids.com](http://www.maxiaids.com)



A grid of six handwriting practice sheets labeled Stage 1 through Stage 6, showing various writing exercises and a product cover for 'Learn to Letter'. Stage 1 shows 'abcdefg high high' on a line. Stage 2 shows 'abcdefg abcdefg'. Stage 3 shows 'high high high high'. Stage 4 shows 'high high abcdefg'. Stage 5 shows 'abcdefg high high abcdefg'. Stage 6 shows 'hippopotamus'. The bottom right shows the cover of 'Learn to Letter' by Mead Writing Fundamentals, featuring a cartoon character and text: 'Learn to Letter with Raised Ruling', 'Building Blocks for Writing Success', 'Ages appropriate line width for raised pencil control', 'Dotted lines for more accurate letter placement', 'Developed and Tested by Handwriting Experts', 'Conforms to Dyslexia and Handwriting Experts', '40 Sheets', '11 1/2" x 17 1/2"'. The background of the grid is green with a butterfly silhouette.



# Tall letters

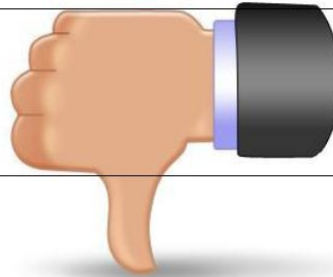
b, d, f, h, k, l, t



© Kimberly M. Wiggins, [www.listenwriteshinebright.com](http://www.listenwriteshinebright.com)

# Low Letters

g, j, p, q, y



© Kimberly M. Wiggins, [www.listenwriteshinebright.com](http://www.listenwriteshinebright.com)

# Small Letters

l, c, e, i, m, n, o, r, s, u,  
v, w, x, z

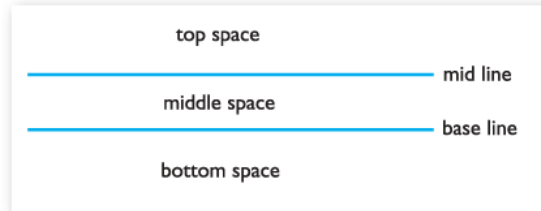


© Kimberly M. Wiggins, [www.listenwriteshinebright.com](http://www.listenwriteshinebright.com)

☐ Imitation of tall, low, small letter placement

# Why Double Lines Work

- Visually, double lines are simple. They indicate the middle space.



What if people are resistant to this paper?

- No starting spot?
- Looks different
- Hard to find

- These most frequently used letters

e a o n s

and more than half of all lowercase letters fit in the middle space.

a c e i m n o r s u v w x z

- It is easy to see and place the tall letters in the top and middle space.

b d f h k l t A B C D ...

- Five letters use the middle space and descend to the bottom space.

g j p q y

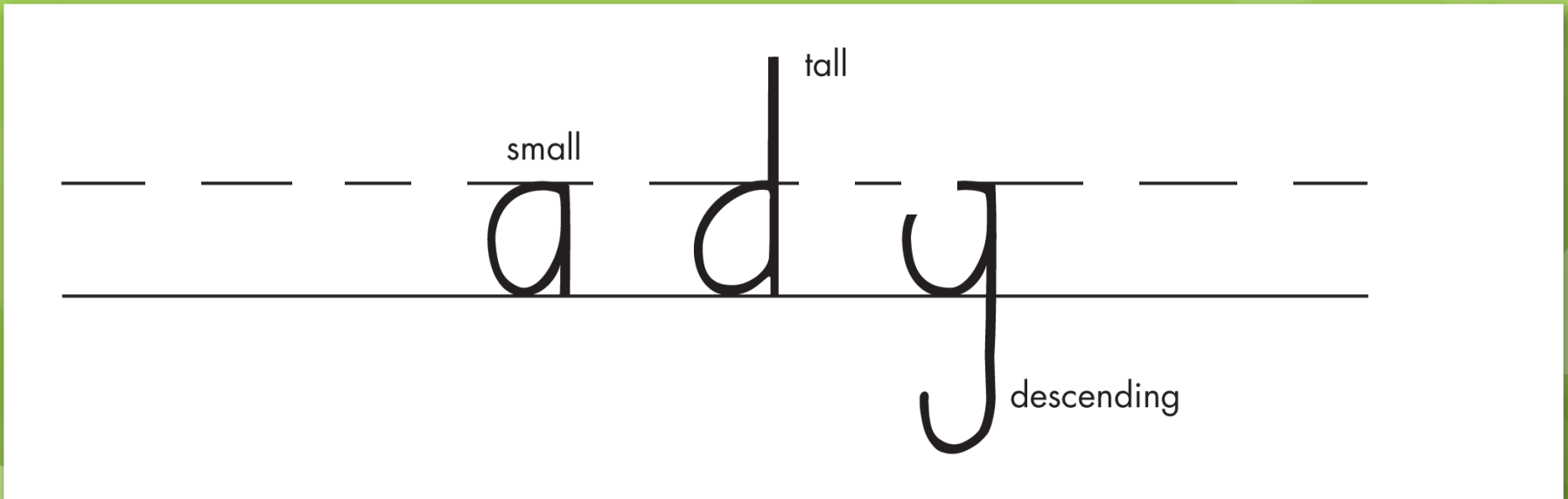
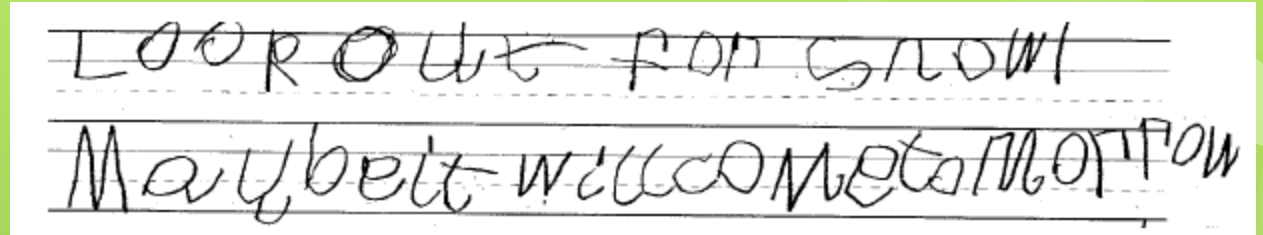
14  
letters

7  
letters

5  
letters

# HWT Double Lines

Take a look at space...



## Why Double Lines?

Because double lines help children develop an innate sense of letter size and placement. Double lines make all lines easy!



## Guidelines for Writing

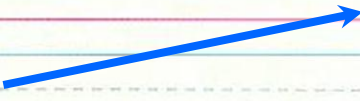
**headline**



**mid-line**



**baseline**



## #4 Size

- Write an appropriate size for grade level.  
Make letters a consistent size
- ❑ Strips of Paper – gradually decrease
- ❑ Wikki stix to form a border for lines
- ❑ Use landscape rather than portrait worksheets
- ❑ Use paper that promotes age appropriate letter size
  - ❑ Use ZBFontsOnline or the A+Worksheet Maker
- ❑ Avoid poorly designed worksheets

This is the size of  
Kindergarten letters.  
Measure it and know  
what is expected per  
grade level.



Add Page Menu

Kindergarten ▼

Blank Page  
(with guidelines)

Blank Page  
(no guidelines)

Spelling

Story

Vocabulary

© Zaner-Bloser, Inc. All rights reserved.



## A+ Worksheet Maker **Lite**

Insert Spanish

Teaching Tips

Home

Kindergarten

**Grade 1**

Grade 2

Grade 3

Grade 4+

Our Wet-Dry-Try App for Capital Letters & Numbers is now available for iPad.

[Learn more...](#)

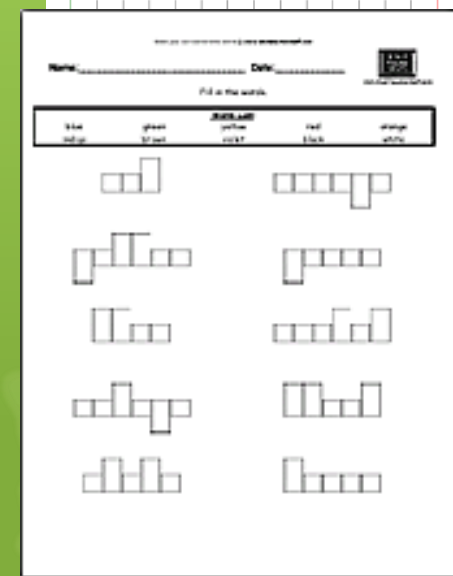


Name: \_\_\_\_\_

This is the size of 2nd grade double

lined paper. Print it and measure the

size of the double lines



# Paper with Boundaries

1. Block Paper from HWT
2. Graph paper from [www.do2learn.com](http://www.do2learn.com) (go to Academics, mathematics, printable math grids)
3. Stop and Go Paper: <http://www.printablepaper.net/>
4. Word Shapes Worksheet <http://www.atozteacherstuff.com/>



# More FREE 3-lined paper!

- Tracing Handwriting Worksheets(Available for ZB or D'N)

- [www.handwritingworksheets.com](http://www.handwritingworksheets.com)

- Letter practice:

- <http://www.superteacherworksheets.com/paper.html>

- Trace and copy books (Available for ZB or D'N)

- <http://www.writingwizard.longcountdown.com/workbooks/writingworkbooks.html>

# More 3 lined paper

- Spelling City (Available for ZB, D'N, or cursive)

<http://www.spellingcity.com/handwriting-practice.html>

- Alphabet Printing Activities (worksheets, games, crafts)

<http://www.first-school.ws/preschool/printable-activities/index.htm>

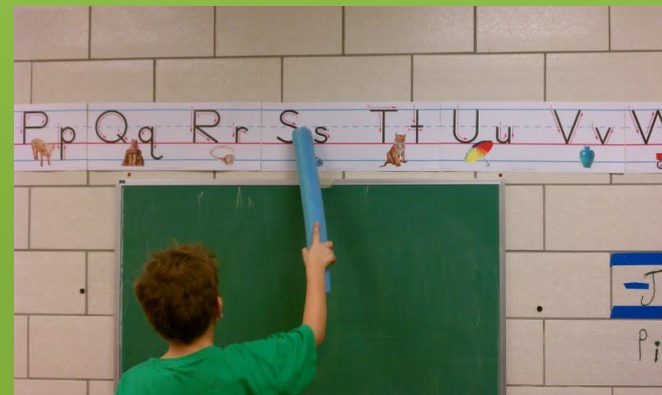
- **ABC Teach (word shapes, crosswords, word search, etc.)**

● [http://www.abcteach.com/abctools\\_home.php](http://www.abcteach.com/abctools_home.php)

# #5 Start

## Why do you start your letters at the top?

- Start all letters and numbers at the top (except d, f, and e)
  - ❑ Demonstrate and Imitate correct habits
  - ❑ Teach the TOP!
  - ❑ Use cues (smiley faces, dots, etc.)
  - ❑ Write on Vertical Surfaces
  - ❑ Sky Writing ZB Music
  - ❑ Where Do You Start Your Letters? HWT Music
    - ❑ <http://www.youtube.com/watch?v=um096Twf3IQ>



# #6 Formation

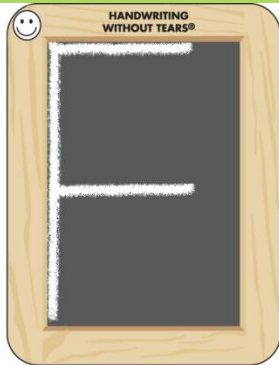
- Make letter parts in correct order and direction and make them the same way each time.

- ❑ Readiness Activities
- ❑ Tic Tac Toe
- ❑ Gross Motor movements/Music
- ❑ Smart Board Activities
- ❑ HWT gray block paper has specific dots for specific letters (left and center dots)
- ❑ Use Readiness activities in multi sensory medium
- ❑ Color Changeable markers to practice tracing
  - ❑ REMEMBER: NO DOTS

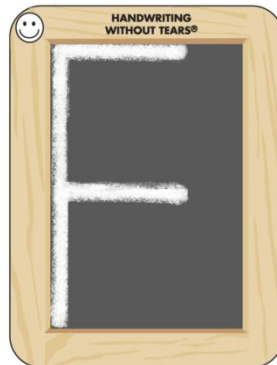
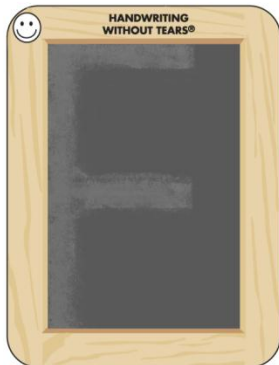
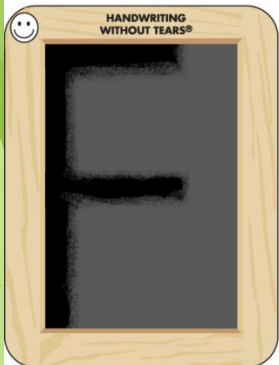


# Wet-Dry-Try

Teacher's Part  
Demonstrate correct letter formation.



Student's Part



WET

DRY

TRY

61

presented by Kimberly M. Wiggins, OTR/L





# DW before

☺ A B C D E F G H I J K L M N O P Q

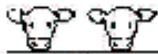
☺ R S T U V W X Y Z



☺ 1 2 3 4 5 6 7 8 9 10

☺ \_\_\_\_\_


☺ \_\_\_\_\_


# DW before

 COW'S

  Cat dog

 like you

 thumbprint

 five j x z q

- ~~1. Memory~~
- ~~2. Reversals~~
- ~~3. Placement~~
4. Size
- ~~5. Start~~
- ~~6. Formation~~
7. Spacing
8. Speed



DW after


8/11/10  
(9 sessions)

COWS

cat dog

I like you

thumbprint

five points  j x z q


1 2 3 4 5 6 7 8 9

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~~

 COW'S

 Cat dog

 like you

 thumbprint

★ five j x z q

# # 7 Spacing

- Understand the concept of “word vs. space”

- TEACH spacing

- Use worksheets that model generous spacing (landscape format)

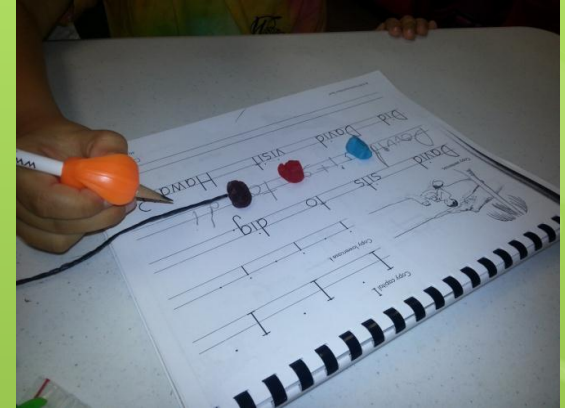
- Sick Sentence Clinic

(I see a dog.                    I    see    a    dog.)

# # 7 Spacing

● Understand the concept of "word vs. space"

OT  is  the  best!



□ Sentence Spacing with pennies/M&Ms/googly eyes/raisins/chocolate chips

□ Blow



I



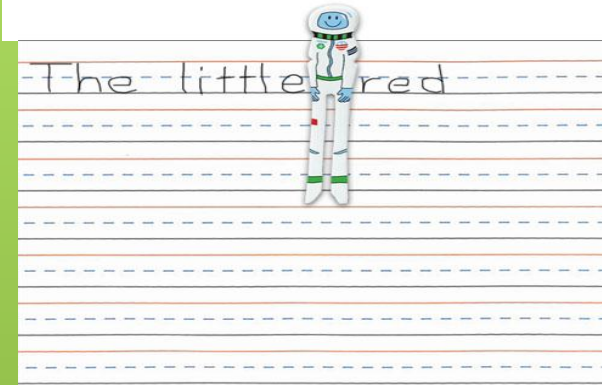
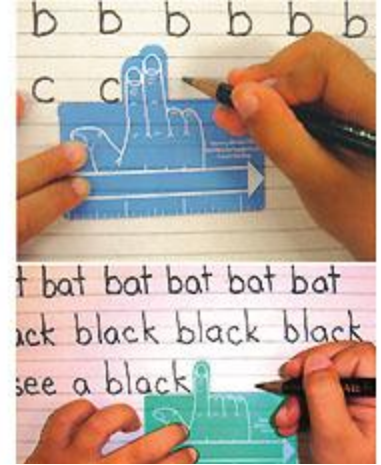
L O V E



O T.

## # 7 Spacing

- ❑ Finger spacers (set of 20 for \$14) therapro
- ❑ Spaceman or make your own! Really Good Stuff
- ❑ Bookworm Word Spacers (24 for \$10) oriental trading
- ❑ Fake press-on nails on popsicle sticks



# # 7 SPACING

- ❑ When reading a sentence at the board
  - ✓ Clap for the word
  - ✓ Jump for the space
- Kids stand at the front holding words, yarn between them



# #8 Speed based on norms from Test of Handwriting Skills (THS-R)

These scores represent normal development and are expected to increase with age.

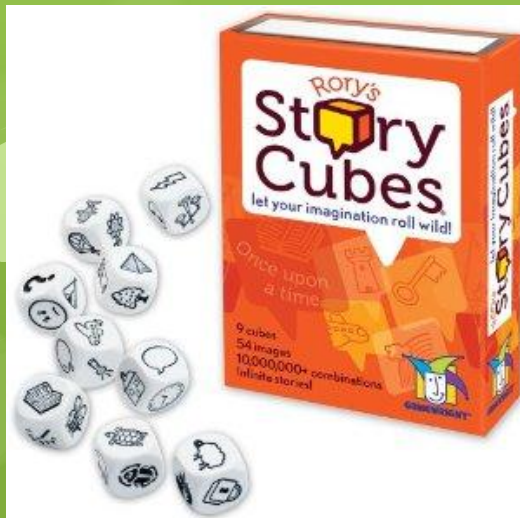
<i>Interpretation:</i>	<b>LETTERS / 20 SEC</b>			
	<i>Test Further</i>	<i>Watch</i>	<i>No Concerns</i>	
<i>Performance:</i>	16th %ile (-1sd) and below	Between 16th and 50th %ile	Median 50th %ile	Above the median (51st to 100th %ile)
AGE 6	0-10	11-15	16	17-52
AGE 7	0-13	14-18	19	20-52
AGE 8	0-14	15-20	21	22-52
AGE 9	0-15	16-21	22	23-52
AGE 10	0-16	17-22	23	24-52
AGE 11-12	0-25	26-36	37	38-52
AGE 13-18	0-35	36-47	48	49-52

## #8 Speed

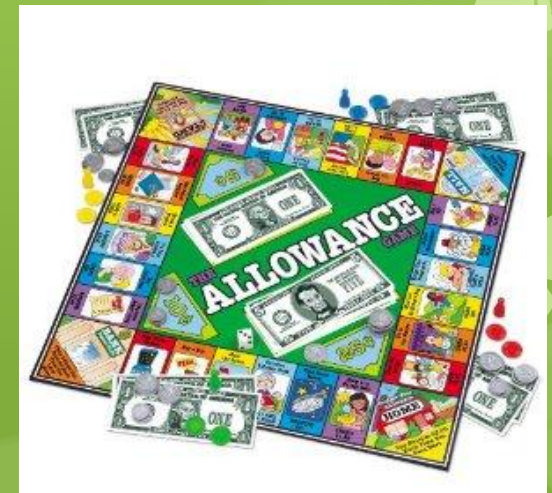
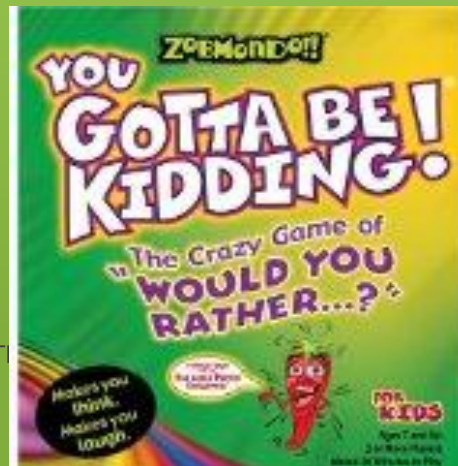
- Games
- Callirobics
- Cursive

# Need More Resources?

- ❑ See Games for Writing book
- ❑ [www.yourtherapysource.com](http://www.yourtherapysource.com) Provides CHEAP books with activities/exercises and up to date research articles
- ❑ Enchanted Learning \$20 yearly subscription



ggins, OT



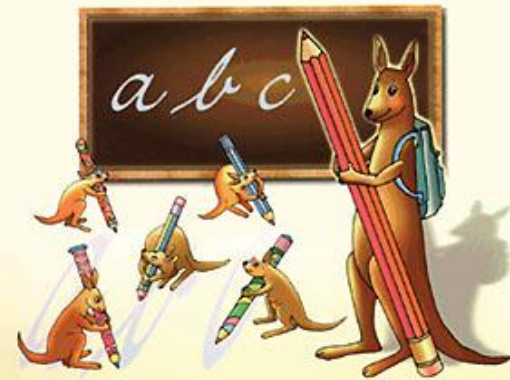


# Let's Do It Write by Gail Kushner, OT

- Copying From the Board (\$19.95)
- Writing Readiness (14.95)

**LET'S DO IT - WRITE!**

Copying from the Board



GAIL KUSHNER

**LET'S DO IT - WRITE!**

Writing Readiness



# Callirobics

<http://www.callirobics.com/>

## ○ (CALLIgraphy and aeROBICS)

○ Handwriting exercises: repetitive simple writing patterns to music.

○ The music is relaxing and adds rhythm to the exercises.

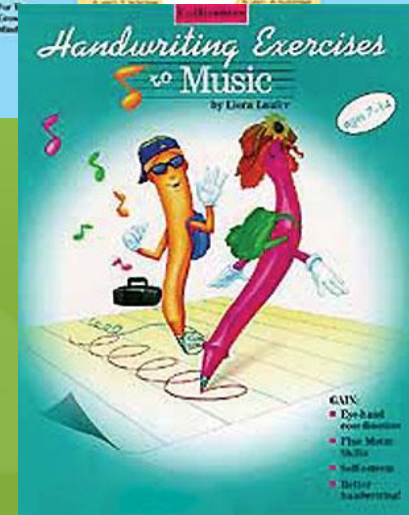
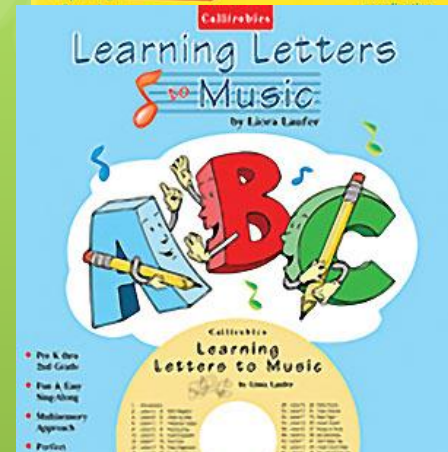
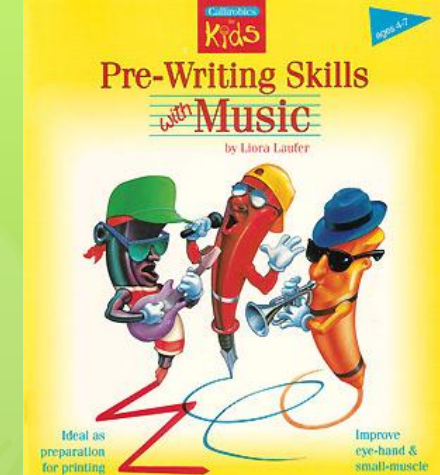
○ Provides auditory association

○ Exercises are 2 minutes per day

○ Approximately \$30 per level

○ Beginners to adults

<http://www.peggystaff.com/blog/ot-corner-callirobics-for-kids-writing-skills-with-music-9863>



# Top 5 Reasons to Learn Cursive?

1. It can be used to overcome print problems and gives students a fresh start to writing
2. Cursive can be faster to write than print (especially for SATs)
3. Cursive gives writing a mature appearance and makes a good adult impression
4. Cursive eliminates space confusion: letters in a word are joined – words are not
5. Recommended for people with dyslexia!

# Good Solution

37 cows jump over the sky

16 cows jump over the sky.

23 ships flew over the moon.

15 Ships flew over the moon.

# Poor Solution

46

Cow jump over the  
sky

26

COWS jump over the moon.

73

Ships flew over the  
moon

15

SHIPS flew over the moon

# Cursive

Compare to D'Nealian<sup>®</sup>-style

DN

•• ABCDEFGH IJKLMNOPQRS TUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

Compare to Handwriting w/o Tears<sup>®</sup>-style

HW1

•• ABCDEFGH IJKLMNOPQRS TUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

Compare to Zaner-Bloser<sup>®</sup> Simplified-style

ZB

•• ABCDEFGH IJKLMNOPQRS TUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

# HWT Cursive Letter Style

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  
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

- Less Loops
  - Stays neat with speed
- Removed the SLANT:
  - Less intimidating to learn
  - Easier to write
  - Easier to read
  - Leads to faster fluency
  - Allows for personalization

# References

- <http://www.hwtears.com/gss/prek-assessment>
- <http://www.hwtears.com/screener>
- Laufer, Liora. Callirobics Handwriting Exercises to Music. Charlottesville, VA: Callirobics, 2009. [http://www.callirobics.com/about.html].
- Ramin-Hutchison, S., Domer, M. Handwriting problem solutions: Solutions for kids with written output disorders, 4<sup>th</sup> Edition. (2011).
- Warren, E. Reversing Reversals: Fun Activities that Build Sequencing, Visual Discrimination and Tracking Ability, (2008). Erica Warren Publications.



# References

- ❑ <http://www.playkidsgames.com/alphabetGames.htm>
- ❑ Correcting Reversals by Penny Groves book (\$6.99)
- ❑ Correcting Word Reversals
- ❑ Reversing Reversals by Dr. Erica Warren (15.99)
- ❑ <http://shop.lighthouse.org> or [www.maxiaids.com](http://www.maxiaids.com)
- ❑ [www.do2learn.com](http://www.do2learn.com)
- ❑ <http://www.atozteacherstuff.com/>
- ❑ 25 Letter Alphabet Activities  
<http://www.notimeforflashcards.com/2012/05/25-alphabet-activities-for-kids.html>

# *THANK YOU!!!!*

## *Certificates 2 weeks*

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