

General Penmanship

- Continue to encourage the child to self-check and self-correct handwriting mistakes.
- Continue to encourage the child to utilize her ability to write legibly by prompting her when work is not legible.
- Continue to provide feedback on handwriting skills throughout the day.
- Assist with spelling when spelling is not the objective.
- When re-tracing of letters is observed, demonstrate and discuss with the child how to form letters without re-tracing and why re-tracing makes his work more difficult to read.

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- Consider a multisensory approach to writing (i.e. using Wikki Stix, writing in sand/rice, etc.).
- Continue to work on activities that work on directionality top, bottom, and middle, left and right; these will help him with pre-handwriting skills and pre-reading skills.
- During activities designed to improve handwriting, allow extra time, encourage checking and correction of written work and stress legibility. If the focus is on content, praise him for this aspect of writing.
- Encourage the child to regularly write his/her assignments into his/her agenda on a daily basis to foster his/her independence and his/her being an active participant within his/her education.

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- The child should continue to be encouraged to complete written assignments with legible handwriting throughout his/her school day.
- Instruction on handwriting skills to develop efficient writing skills.
- Opportunities to practice handwriting with multiple mediums (shaving cream, sand, with textures underneath the paper, and on vertical surfaces) to increase understanding and memory of formation, sequence, and identification for letters and words.
- Continue to monitor success of written language, accommodating as needed with strategies such as adapted paper, note taker paper, teacher notes, keyboarding, and other helpful tools.

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- Use tongs, scissors, trigger squeeze bottles, connecting toys, play dough and tools, and other activities to prepare the hand for writing.
- Prompt and demonstrate for the child how to form letters correctly and where to start each letter.
- Integrate 5-10 minutes of daily practice on handwriting skills and provide feedback to the child during this practice and following practice. Daily handwriting skill practice should not be focused on spelling, grammar, or content, but rather the mechanics of handwriting (i.e. spacing, placement on the line, sizing of letters).
- Provide the child with an explanation of handwriting legibility expectations prior to written assignments, such as “Write your words on the line, space between words, and write neat.”

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- Encourage the child's success with writing and visual motor tasks through the incorporation of a wide variety of multi-sensory learning experiences to introduce and reinforce concepts as a replacement to lengthy rote or drill practice sessions which require him/her to sit in a classroom chair at a table for extended periods of time. These multi-sensory learning experiences should consistently incorporate the child's moving within the classroom as well as utilize various mediums during tasks, not only paper and pencil activities. By providing them with these types of learning experiences, they will be afforded the opportunity to simultaneously activate many sensory pathways in his/her brain and increase his/her integration of his/her learning experiences.

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- Consider grading the child's responses separately for content and mechanics, perhaps providing feedback first on content and then redirect him/her to check for mechanics for a second grade.
- Practice in hand manipulation by moving a penny or other small object from palm to fingertips and fingertips to palm and using the Flip Crayons to practice moving the pencil in one hand for erasing.
- Handwriting warm-ups are fun and important to precede writing.
- Model and encourage handwriting warm-ups before writing and briefly when the hand becomes tired.