

WALDEN GREEN

CLASSROOM STRATEGIES & INTERVENTIONS FOR STUDENTS HAVING DIFFICULTY WITH: WRITING & CLASSROOM TOOL USE

IF YOU SEE:	TRY THIS:
<p>LETTER REVERSALS (developmentally appropriate in 7-8 y.o.)</p>	<ul style="list-style-type: none"> ● Teaching letters in groups. EXAMPLE: c,d,g,o,q are the "magic 'c' " ● letters to teach together; t,l,f,h,b are the "firepole" letters to teach together ● use different colors to visualize differences in strokes ● trace letters using color-changing markers ● for RIGHT-handers with number reversals, use left hand as anchor on paper to show correct direction of numbers video
<p>POOR LETTER FORMATION</p>	<ul style="list-style-type: none"> ● use adapted paper (raised line, only dotted middle and baselined, drop spaced) or graph paper underlays ● Handwriting Without Tears materials/strategies, see Handwriting Without Tears Letter Formation Language ● tape letter formation models to desktop ● practice accurate multisensory formation: in the air with a "magic wand"; with finger against a ziplock bag filled with colored glue or hair gel; with playdoh snakes; with wikki stix; with foil rolls; on chalkboard; on magna-doodle; on dry erase board, in cookie sheet covered with thin layer of sand, shaving cream ● trace over letter models with tracing paper
<p>POOR SPACING</p>	<ul style="list-style-type: none"> ● use graph paper--one letter or space per box ● spacer paper ● use popsicle stick spacers (can decorate) ● use non-writing hand index finger as spacer ● highlight spaces in between words of text student is copying ● highlight margins to increase visual impact of where writing begins and ends
<p>ERASES OFTEN OR PRESSES TOO HARD</p>	<ul style="list-style-type: none"> ● try variety of pens, mechanical pencils, fine point pens with no erasers ● encourage structured error repair (EXAMPLE: do not fix mistake until entire sentence is complete) ● put something soft or textured under paper, like thin sheet of styrofoam, sandpaper, padded notebook, carpet square ● allow for spelling errors ● write on tracing paper or carbon paper ● tape paper to wall and have student stand to write in vertical plane ● have student hold small ball in writing hand while writing with ring and pinky fingers
<p>OFTEN DOES NOT PRESS HARD ENOUGH</p>	<ul style="list-style-type: none"> ● put sandpaper under writing paper ● have student write with a squiggle pen ● have student write with markers ● try a #1 pencil (has softer lead)
<p>AWKWARD GRASP ON WRITING UTENSIL</p>	<ul style="list-style-type: none"> ● try a very short pencil ● try a variety of pencil grips, pencil girths, and grasp styles ● write on slantboard ● use rubberband on wrist and hook on end of pencil to pull down into webspace

<p>SLOW, LABORED, OR MESSY WRITING</p>	<ul style="list-style-type: none"> ●increase time allowed for completion of work ●reduce amount of work ●space work sessions with short breaks ●set time limits for specific writing tasks ●allow use of either manuscript or cursive ●set mutually agreed upon expectations for neatness ●accept key word responses vs. complete sentences ●reduce amount of copying from board/pages; provide written version of content ●allow student to type or give answers orally ●use appropriate height chair and desk; if chair is too high, place prop under feet ●use dycem or non-skid material under elbows
<p>CHOPPY, MESSY SCISSOR USE</p>	<ul style="list-style-type: none"> ●remind student to hold scissors in "thumb-up" position all the time--the scissors do not change direction, the paper being turned by the non-cutting hand is what turns ●encourage student to cut as slowly as possible ●pretend scissors are alligators and they only like to "eat" the line ●use child-size Fiskar scissors
<p>COLORING OUTSIDE THE LINES AND/OR NOT COLORING IN COMPLETELY</p>	<ul style="list-style-type: none"> ●make the outline thicker and/or darker ●encourage child to use finger vs. arm movements to move the crayon ●encourage child to "make all the white disappear" ●encourage child to watch crayon as it moves
<p>SLOPPY FOLDS OR INCOMPLETE CREASES WHEN FOLDING PAPER</p>	<ul style="list-style-type: none"> ●ensure that child understands what it means to match corners or edges ●put dots on corners/places that need to meet, and tell them to "make the dots kiss" ●have child use side of pencil to smash the crease