

FINE MOTOR SKILLS

PROBLEM CHECKLIST

NAME OF STUDENT _____ DATE _____

OBSERVED BEHAVIOR	UNDERLYING PROBLEM	ASSESSMENT TECHNIQUE	NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> Slouching <input type="checkbox"/> Lying on desk while writing and shifting body position frequently while writing (Appendix B) 	<p>Poor postural control, i.e. poor control of the muscles that maintain an upright posture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observe sitting posture throughout the day. <input type="checkbox"/> Check desk and chair height for proper fit (see Appendix B for an example). <input type="checkbox"/> Check with the school - based contact person for assistance. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Poor Pencil grasp (Appendix B) <input type="checkbox"/> Poor endurance for writing <p>Difficulties with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Controlling writing implements <input type="checkbox"/> Forming letters <input type="checkbox"/> Writing on the line <input type="checkbox"/> Performing a task such as circling or underlining specified words <input type="checkbox"/> Using a mouse to operate a computer 	<p>Weakness in or lack of coordination of arm or hand muscles</p> <p>Poor fine motor <i>and/or</i> poor eye-hand coordination</p> <p>No hand dominance established</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check to determine whether the student has difficulty with other activities requiring the management of small materials, e.g. opening containers, using snaps, cutting. <input type="checkbox"/> Be certain that the student has been instructed carefully in letter formation, rather than reliance on "copying" from a wall chart. <input type="checkbox"/> Check to determine that the student has mastered letter formation skills in contrast to reliance on "copying." <input type="checkbox"/> Observe the student using mouse-driven software after providing instruction and practice in proper mouse manipulation. <input type="checkbox"/> For students who use a keyboard, ascertain whether the student has received formal training in keyboarding/typing. <input type="checkbox"/> Maintain a portfolio of the student's handwritten work, including samples from different writing tasks. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Poor keyboarding ability 	<p>For a student who relies on keyboarding for written communication, the inability, physically, to access all of the keyboard and function keys with accuracy and speed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observe the student's typing speed and accuracy as he/she types a work sample; then compare this result informally with that of typical peers. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Low productivity 	<p>Writing speed that is too slow to keep pace with language formation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instruct the student to write and type a familiar phrase and compare the speed and accuracy achieved in each situation. 	

FINE MOTOR SKILLS

CHANGE STRATEGIES CHECKLIST

Use the following to select, implement, and follow up change strategies that address the underlying problem(s) identified. The superscript numbers refer to information contained in the Resources list (p.28).

NAME OF STUDENT _____ DATE _____

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptance
Poor postural control	Environmental Modifications <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with desk and chair size (see Appendix B). <input type="checkbox"/> Use specialized furniture to hold position. (<i>Consult the school-based contact person for assistance or a referral to a physical or occupational therapist.</i>) <input type="checkbox"/> Provide a slanted writing surface: easel, 4-inch binder, slant board.¹ 				
No hand dominance established	Instructional Modifications <ul style="list-style-type: none"> <input type="checkbox"/> Provide increased opportunities for activities that require one-handed manipulation (e.g. painting, erasing board, spraying plants with water) to help promote hand dominance. 				
Weakness in, or lack of coordination of, arm or hand muscles Poor fine motor coordination <i>and/or</i> Poor eye-hand coordination	Instructional Modifications <ul style="list-style-type: none"> <input type="checkbox"/> Increase the number of opportunities to practice letter formation with a variety of media. Task Modifications <ul style="list-style-type: none"> <input type="checkbox"/> Adapt tests to reduce the amount of writing: use fill-in blanks, multiple choice, true/false. <input type="checkbox"/> Allow the student to highlight words or phrases in text rather than to copy. <input type="checkbox"/> Allow students to highlight or mark answers rather than underline or circle them. <input type="checkbox"/> Modify worksheets, e.g. use an enlarged copy of a paper or one with triple-space lines, and/or wider margins. <input type="checkbox"/> Consider using handwriting guides or templates that provide tactile feedback to facilitate staying within a defined writing space. <input type="checkbox"/> Color code where to start and stop on paper or use color-coded paper. <input type="checkbox"/> Use writing implements that are easier to grasp. <input type="checkbox"/> Substitute <i>Specialized Materials</i> (see list below)-grippers, papers, writing tools, or alternate methods such as stamping. <input type="checkbox"/> Use graph paper for writing math problems, allowing one block for each number. <input type="checkbox"/> Provide chalkboard practice in writing. <input type="checkbox"/> Provide additional instruction in letter formation. <input type="checkbox"/> Consider another handwriting curriculum (e.g., books such as <i>Handwriting Without Tears</i>¹² or <i>Loops and Other Groups</i>³) to teach mechanics. 				

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptance
Weakness in, or lack of coordination of, arm or hand muscles Poor fine motor coordination <i>and/or</i> Poor fine motor eye-hand coordination	<input type="checkbox"/> Use multimodality instruction for teaching letter formation; also tracing, “talk through,” “walk through,” writing in air, dot to dot techniques. <input type="checkbox"/> Teach finger-spacing techniques to aid in letter and word formation.				
Writing speed that too slow to keep pace with language formation	Task Modifications <input type="checkbox"/> Modify assignments by providing additional time, or by shortening the length of the assignment. <input type="checkbox"/> Allow the student to use either the manuscript or cursive, depending on which is most productive. <input type="checkbox"/> Allow dictation and/or oral reporting to demonstrate mastery of content. <input type="checkbox"/> Provide copies of the teacher’s notes and/or a note-taking partner.				

Specialized Materials

The determination of which types of specialized materials are appropriate is dependent on the degree of muscle control and the compensatory skills developed by the student. For example, if a student uses a static pencil grip with little wrist movement, a specialized pencil gripper may be helpful and a narrow width paper may be best. If the student has difficulty holding the paper down with one hand while writing with the other, the paper may need to be taped to the desk to provide stability. It is recommended that the classroom teacher consult an occupational therapist to assist with the determination of which specialized materials would be most beneficial for a student.

Writing Implements that may be easier to handle or grip:

- Pencils or crayons of different diameters⁴
- Markers, pens, or grease pencils⁴
- Pencils with softer lead⁴

Grippers that enlarge or change the shape of standard writing tools or implements:

- Stetro, triangular, or pear-shaped gripper⁴⁻⁶
- Rubber tubing used as a wrap for the writing implement^{5,6}
- Foam tubing used as a wrap for the writing implement^{5,6}

Papers that provide prompts or visual cues to guide handwriting

- Different colors of paper⁴
- Colored lined paper or dark lined paper⁴
- Raised lined paper⁸
- Acetate sheets used with transparent markers (instead of paper)⁴

Paper stabilizers that prevent the writing surface from moving and that position the paper at the appropriate writing angle:

- Tape⁴
- Clipboard⁴
- Nonslip rug matting (available from hardware stores)
- Post-It glue stick⁴
- Dycem^{TM5}

Alternatives to erasing by hand:

- Correction tape⁴
- Correction fluid in pen form⁴
- Electric eraser⁴

Stamping as an alternative to handwriting:

- Rubber stamp with student’s name⁴
- Number and/or letter stamps⁴
- Handwriting guides or templates to promote staying within the designated writing space^{4,7}

Assistive technology/high-technology solutions:

- A word processor⁸

Consult the school-based contact person for assistance with the following items:

- A chair with arm rests to support the forearms and increase the student’s control for writing
- Use of Control Panel features in the system software to adjust keyboard and mouse functions
- A word processor with an adapted keyboard or with an alternate method of control¹⁰
- Specialized software, such as word prediction program¹¹
- Use of short-cut techniques to reduce the amount of typing required, such as macro commands to abbreviate frequently used words and file template for each writing task.

VISUAL SKILLS

PROBLEM CHECKLIST

Visual acuity and perception are at the root of many poor handwriting and keyboarding problems as evidenced by:

- Handwriting that is illegible (Appendix A)
- Difficulty with copy work or with retaining letter locations (on a keyboard)
- Errors in letter formation and spacing (Appendix A)
- Slow production of written work, whether produced by hand or typed

Use the following checklist to analyze vision problems that relate writing performance:

NAME OF STUDENT _____ **DATE** _____

OBSERVED BEHAVIOR	UNDERLYING PROBLEM	ASSESSMENT TECHNIQUE	NOTES
<p>Difficulties with self-monitoring of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling <input type="checkbox"/> Word and line spacing <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Near-or far-point copying <input type="checkbox"/> Efficiently locating keys on a keyboard <p>Difficulties with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orientation to place on a computer screen <input type="checkbox"/> Effective use of a mouse or arrow keys for cursor <input type="checkbox"/> Consistency in the size and form of letters 	<p>Visual acuity <i>and/or</i> Visual perception</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check to be certain that the student has had an eye examination for visual acuity. <input type="checkbox"/> Check for documentation of visual or perceptual difficulties <input type="checkbox"/> Consult the school-based contact person for assistance in discriminating between problems with visual acuity and visual perception <input type="checkbox"/> Note the length of time it takes the student to understand, respond to, or cognitively process visual materials. <input type="checkbox"/> Note whether the student scans materials in a sequential or random pattern. <input type="checkbox"/> Observe how the student copies information. <input type="checkbox"/> Maintain a portfolio of the student's handwritten work, including samples of near-and far-point copying. <input type="checkbox"/> Check that the student can locate keys on the keyboard <input type="checkbox"/> Check the speed of typing to determine whether slowness relates to searching for the location of keys. 	

VISUAL SKILLS

CHANGE STRATEGIES CHECKLIST

Use the following to select, implement, and follow up change strategies that address the underlying problem(s) identified. The superscript numbers refer to information contained in the Resources list (p. 28).

NAME OF STUDENT _____ DATE _____

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptance
Visual acuity	<p>Environmental Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use direct lighting (seat student away from windows to avoid glare; seat with back to window to allow for natural lighting; reduce amount of fluorescent lighting and increase natural lighting) <p>Task Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce glare by using black print on cream-colored paper, rather than black on white; also provide visual cues that have high contrast without glare by using the black on cream combination. <p>Instructional Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Place a piece of window screen¹² under the paper to provide tactile feedback while writing, thus enabling the student to “feel” the letters produced. <input type="checkbox"/> Provide handwriting and/or signature guides to promote staying within a defined writing space. 				
Visual perception	<p>Environmental Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minimize visual distractions (such as bright pictures or objects) around material to be copied or directions that are posted. 				
Both visual acuity <i>And</i> Visual perception	<p>Environmental Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seat the student close to the blackboard or teacher. <input type="checkbox"/> Keep the chalkboard clean to provide higher contrast. <input type="checkbox"/> To increase readability of the chalkboard, use different colors of chalk, put boxes around information to call attention to it, and draw lines and arrows to emphasize specific information. <p>Task Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enlarge worksheets to reduce problems with near- or far-point copying; use larger, bolder type and exaggerated spacing between letters, words, and graphics. <input type="checkbox"/> Permit dictation and/or oral reporting to demonstrate mastery of content. <input type="checkbox"/> Eliminate copy work as much as possible. <input type="checkbox"/> Provide a clear copy of the teacher’s notes or have a note-taking partner. 				

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptance
	<ul style="list-style-type: none"> <input type="checkbox"/> Reduce the amount of written work, stressing quality rather than quantity. <input type="checkbox"/> Use every other line or provide a writing space of a different color or shade¹³ to help the student stay within the lines. <input type="checkbox"/> Provide high-contrast tools such as markers, felt-tipped pens, soft lead pencils, or fine felt-tipped pens¹³ for ease in reading own writing. <input type="checkbox"/> Use Groovy Letters⁸, raised line paper¹⁴, sandpaper letters, or stencils as guides for letter formation. 				

Assistive technology/high-technology solutions:

Consult the school-based contact person for assistance with the following items.

- Use of a tape recorder or video cassette recorder for oral reporting, as appropriate.
- Use of Control Panel features in the system software or font commands in word processors to increase the size and readability of the type.
- Use of a keyboard with enlarged key labels, different textures for different rows or function keys, or an angled keyboard.
- Use of a word processor¹⁵ providing auditory feedback, i.e., that can speak what is written as the student types it.
- Use of specialized software and hardware for screen enlargement, reading the screen, and converting the screen to a Braille display for students with visual impairments.

ORGANIZATION AND ATTENTION SKILLS

PROBLEM CHECKLIST

Organization and attention issues are at the root of many poor writing and thinking problems as evidenced by:

- Inability to keep papers and assignments organized and neat, including difficulty locating materials.
- Difficulty staying on task and completing tasks within the timelines that peers can manage.
- Difficulty making transitions from one task or activity to another.

Use the following checklist to analyze organization and attention problems that relate to written task performance.

NAME OF STUDENT _____ **DATE** _____

OBSERVED BEHAVIOR	UNDERLYING PROBLEM	ASSESSMENT TECHNIQUE	NOTES
Difficulties organizing: <input type="checkbox"/> Personal space <input type="checkbox"/> Personal activities <input type="checkbox"/> Books and papers <input type="checkbox"/> Ideas for writing <input type="checkbox"/> Work on paper <i>and/or</i> <input type="checkbox"/> Hands in incomplete work	Poor organization skills	<input type="checkbox"/> Check the top and inside of the student's desk and the student's ability to locate papers and materials; to keep materials together (rather than dropping them on the floor); and to do tasks in the proper sequence. <input type="checkbox"/> Check the ability to use classroom organization strategies. <input type="checkbox"/> Check the ability to work on paper in a top-to-bottom sequence and a left-to-right sequence; to leave appropriate margins; to align math problems properly and space them so they can be understood; and to use unlined paper. <input type="checkbox"/> Monitor whether homework goes back and forth between home and school. <input type="checkbox"/> Check for completeness and neatness of the student's work. <input type="checkbox"/> Maintain a portfolio of the student's handwritten work, including samples that reflect a variety of organizational strategies.	
<input type="checkbox"/> Difficulty staying with a task to completion <input type="checkbox"/> Completes assignments quickly but does them incorrectly <input type="checkbox"/> Easily distracted	Short attention span	<input type="checkbox"/> Check the student's ability to stay in one place for a specified period. <input type="checkbox"/> Check for distraction by sounds and sights. <input type="checkbox"/> Check the accuracy of the student's work.	

ORGANIZATION AND ATTENTION SKILLS

CHANGE STRATEGIES CHECKLIST

Use the following to select, implement, and follow up change strategies that address the underlying problem(s) identified. The superscript numbers refer to information contained in the Resources list (p. 28.).

NAME OF STUDENT _____ DATE _____

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptan
Poor organization skills	<p>Environmental Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide or allow a limited number of materials to be with the student at a time (such as texts are kept in classrooms so that the student does not have to store or carry additional texts, student has one pencil and one notebook at a time). <input type="checkbox"/> Give student extra space for materials (such as an extra desk, storage bin, or shelf). <p>Task Modifications</p> <p><u>Modifications for Organizing Information</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use graphic organizers or outlining techniques to help the student organize thoughts and information. <input type="checkbox"/> Provide both written and oral directions for the same activity. <input type="checkbox"/> Provide a written or pictorial representation of directions and/or assignments. <input type="checkbox"/> Provide a tape recording of directions and/or assignments. <input type="checkbox"/> Provide an assignment calendar book that is organized by subject. <input type="checkbox"/> Develop a personal assignment contract or checklist. <input type="checkbox"/> Provide a homework hotline that students can call for a review of the day's assignment. <input type="checkbox"/> Use a reward system to reinforce the use of organization strategies. <p><u>Modifications for Organizing Work Space</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow the student to write on every other line. <input type="checkbox"/> Use visual cues such as highlighting the left margin, drawing light lines on the left and right side of the paper as guides to prevent running off the page, and for marking the top, bottom and middle lines of the page. <input type="checkbox"/> Provide lines for answers on worksheets and allow plenty of space for answers. <input type="checkbox"/> Provide labels to designate specific areas for various items.¹³ <input type="checkbox"/> Color code and label specific folders and notebooks for various subjects and activities. <input type="checkbox"/> Have the student repeat directions orally. Dedicate time throughout the day for organizing the student's desk and materials, and for checking book bag/folders for homework and assignments. 				

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptan.
Poor organization skills (continued)	<p>Instructional Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hold desk inspections frequently and reward students with organized desks. <input type="checkbox"/> Have students examine all of the items in notebooks and folders frequently to remove unneeded items. <input type="checkbox"/> Teach the student to question any directions that are unclear. <input type="checkbox"/> Give each student a list of materials needed for each activity and have them check items on the list before starting a new activity. <input type="checkbox"/> Teach the student organizational strategies and provide periodic reminders; have the student make a daily "to do" list and teach how to prioritize assignments. <input type="checkbox"/> Encourage parents to follow through with organization strategies at home. <input type="checkbox"/> Develop short, clear objectives. <input type="checkbox"/> Record progress and provide tangible feedback or reinforcement. <input type="checkbox"/> Make sure that tasks assigned are geared to the student's level of readiness. <input type="checkbox"/> Allow the student to draw a line through errors instead of erasing them. <input type="checkbox"/> Assign a peer to check that the student has the proper materials for the activity. <p>Assistive Technology Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create and use computer-based templates for files as a structure for different writing tasks. 				
Short attention span	<p>Environmental Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Redesign instructional areas to minimize distraction (e.g., use study carrels or furniture dividers.) <p>Task Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minimize number of assignments provided at one time, provide long assignments broken into chunks <input type="checkbox"/> Break long assignments into checks. <input type="checkbox"/> Provide frequent breaks. <input type="checkbox"/> Seat the student close to the teacher to minimize distractions. <input type="checkbox"/> To decrease distraction, use headphones for listening independently to assignments recorded on tape. <input type="checkbox"/> Use heavyweight paper that does not tear easily when erased.¹³ <p>Instructional Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish routines and post them. <input type="checkbox"/> Provide small-group instruction. <input type="checkbox"/> Provide specific time limitations for assignments. <input type="checkbox"/> Provide information and instruction that fit the 				

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptan.
	<p>student's strengths in using visual, auditory, or tactile skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modify tests to decrease the amount of information printed on one page. <input type="checkbox"/> Provide continual praises and encouragement for effort as well as for success. <input type="checkbox"/> Provide real-life experiences and hands-on projects that hold the student's attention and are highly motivating. <input type="checkbox"/> Provide short, dynamic periods of work. <input type="checkbox"/> Alternate short periods of listening with short periods of activity. <input type="checkbox"/> Maintain eye contact with the student. <p>Assistive Technology Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create and use computer-based templates for files as a structure for different writing tasks. 				

WRITTEN EXPRESSION AND/OR MECHANICS SKILLS

PROBLEM CHECKLIST

Poor Development of written expression and mechanics skills is at the root of many poor writing and thinking problems as evidenced by:

- Good ideas presented orally that cannot be converted into written language.
- Difficulties caused by a limited vocabulary, redundant word use, and/or use of overly simplistic sentence structure.
- Difficulties with syntax and/or paragraph construction.
- Demonstration of inconsistent use of capitalization and punctuation.

Use the following checklist to analyze organization and attention problems that relate writing performance.

NAME OF STUDENT _____ DATE _____

OBSERVED BEHAVIOR	UNDERLYING PROBLEM	ASSESSMENT TECHNIQUE	NOTES
<p>Difficulty with missing and/or inappropriate use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Grammar <input type="checkbox"/> Syntax <input type="checkbox"/> Difficulty with expressing ideas in writing 	<p>Poor written expression skills</p> <p style="text-align: center;"><i>and/or</i></p> <p>Poor mechanics skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain unedited writing samples and analyze mechanical errors. <input type="checkbox"/> Ask the student to relate ideas verbally and compare them to the student's written responses. <input type="checkbox"/> Consult the school-based contact person for assistance. 	

WRITTEN EXPRESSION AND/OR MECHANICS SKILLS

CHANGE STRATEGIES CHECKLIST

Use the following to select, implement, and follow up change strategies that address the underlying problem(s) identified. The superscript numbers refer to information contained in the Resources list (p. 28).

NAME OF STUDENT _____ DATE _____

UNDERLYING PROBLEM	CHANGE STRATEGIES	FOLLOW UP			
		Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptance
Poor written expression skills	<p>Task Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide extra time for writing copying, and completing tasks. <input type="checkbox"/> Allow the student to begin assignments early. <input type="checkbox"/> Allow the student to complete homework during school tutorial period or “down” times. <input type="checkbox"/> Provide a thesaurus to facilitate choosing words. <p>Instructional Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use content outlining, graphic organizers or representations, or semantic webbing strategies to help the student organize ideas. <input type="checkbox"/> Brainstorm descriptive words or details about a subject before beginning a writing assignment. <input type="checkbox"/> Provide daily opportunities for writing to increase the time spent practicing. <input type="checkbox"/> Use a specific routine or sequence of tasks to structure the writing process. <p>Assistive Technology Modifications</p> <p>Consult the school-based contact for assistance with the following</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word processor with grammar-checking feature. <input type="checkbox"/> Outline/graphic organizer software to help the student organize thoughts for a writing assignment. <input type="checkbox"/> Software that provides voice feedback to enable the student to hear what has been written on the computer. <input type="checkbox"/> Word prediction software to help the student develop an expressive language vocabulary. 				
Poor mechanics skills	<p>Task Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow the style of handwriting that is most effective for the student (either manuscript or cursive) to facilitate writing. <input type="checkbox"/> Allow the student to use a word processor with grammar-checking capability. <i>(Consult the school based contact for assistance.)</i> <p>Instructional Modifications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and post the rules of punctuation and capitalization and reinforce them through practice. <input type="checkbox"/> Provide a checklist to guide the editing process. 				

UNDERLYING PROBLEM		CHANGE STRATEGIES		FOLLOW UP			
				Increased Quantity	Improved Quality	Curriculum Fit	Student Acceptance
Poor mechanics skills	<ul style="list-style-type: none"> □ Teach the student a specific strategy for proofing and editing papers (such as the COPS Error Monitoring or Visual Spelling Mnemonic Clue (Appendix D). □ Use personalized notebooks as a model for written language rules, e.g. "Period Rules," "Comma Rules." □ Provide leisure (nonstressful) opportunities for writing, e.g., creating a shopping list (see also Role of Motivation and Behavior, p. 8). 						
Poor written expression <i>and</i> Poor mechanics skills	Instructional Modifications <ul style="list-style-type: none"> □ Use many verbal, pictorial, and written cues to help enrich the student's knowledge of word use and word order. □ Use a specific routine or sequence of tasks to structure the writing process. □ Use a visual model of expected projects or models for written language rules. □ Use color-coding strategies (colored highlighters, colored pencils, or colored papers) to indicate, for instance, parts of speech, syntax, beginning and ending of phrases and/or sentences. □ Use peer or cross-age tutors and/or editors. □ Hold a one-on-one writing conference with the student to focus (a) on specific aspects of the student's written expression/mechanics skills and (b) on preparing the student for revising his/her own work. 						

APPENDIX A

COMMON PROBLEMS OF LEGIBILITY

	<i>Common Problems of Legibility</i>
<i>height</i>	<i>now twilight lets her</i>
<i>size</i>	<i>now twilight lets her</i>
<i>alignment</i>	<i>Now twilight lets her curtain</i>
<i>direction</i>	<i>Many of you</i>
<i>slant</i>	<i>Many of you have seen.</i>
<i>spacing</i>	<i>Many of you or Many of you</i>
<i>closures</i>	<i>Many of you</i>
<i>tremors</i>	<i>Many of you</i>

Height: The height of the letters is irregular relative to the guidelines.

Size: The size of the letters spills over or does not meet boundary lines.

Alignment: Letters do not sit evenly on the bottom line.

Direction: Formation of the letters shows changes in direction that are not standard.

Slant: The slant changes direction.

Spacing: The use of spaces between words or within words is inconsistent.

Closures: Letters that are formed by closures typically are left open.

Tremors: Letters wavy squiggles in line formation.

APPENDIX B

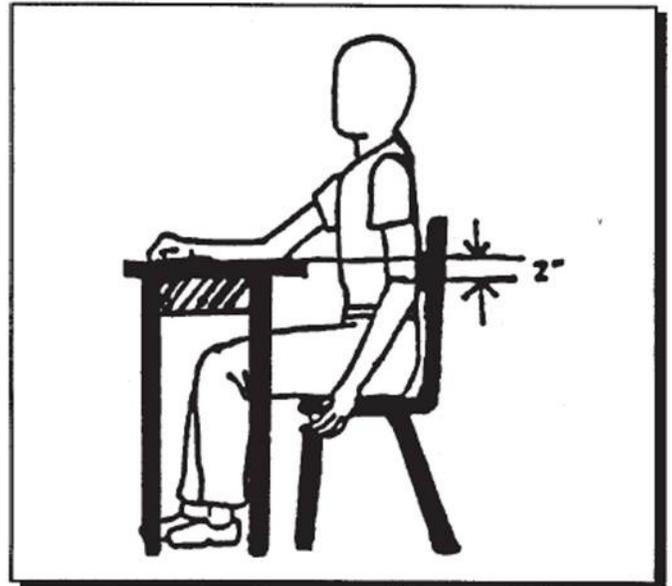
FACTORS AFFECTING FINE MOTOR CONTROL FOR HANDWRITING¹

CORRECT POSTURE FOR HANDWRITING

The student should face the chalkboard and the following other conditions should be met (see diagram):

- Knees and hips bent at a 90-degree angle.
- Hips resting against the back of the chair.
- The chair positioned 1" to 2" from the edge of the desktop.
- The desktop positioned 1" to 2" higher than the student's elbow.
- Surface slanted to encourage upright posture.

Using the nondominant hand, the student holds the paper down on the desk and sits still.

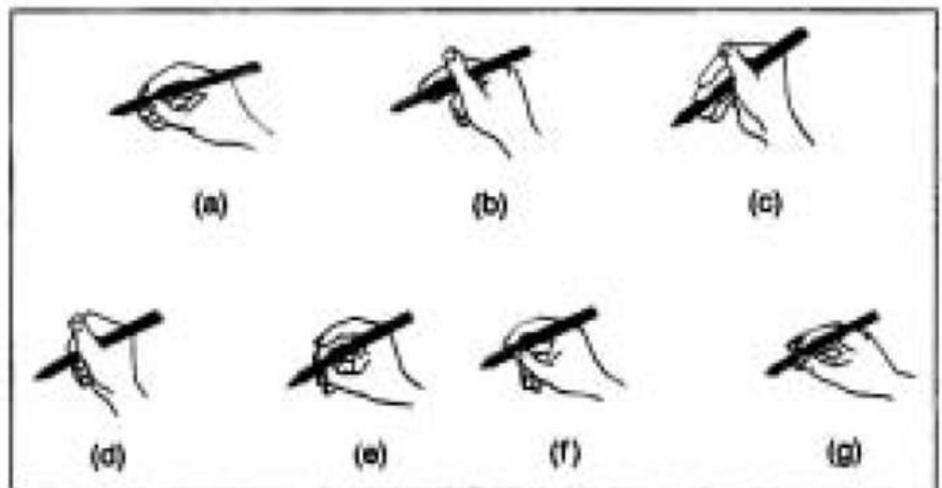


From Loops and Other Groups³

Functional Pencil Grips

The following are considered functional methods of holding a pencil, listed in order of observed frequency:

- (a) Dynamic tripod
- (b) Lateral tripod
- (c) Transpalmar interdigital
- (d) Cross-thumb
- (e) Dynamic bipod (index finger omitted)
- (f) Dynamic bipod (third digit omitted)
- (g) Static tripod



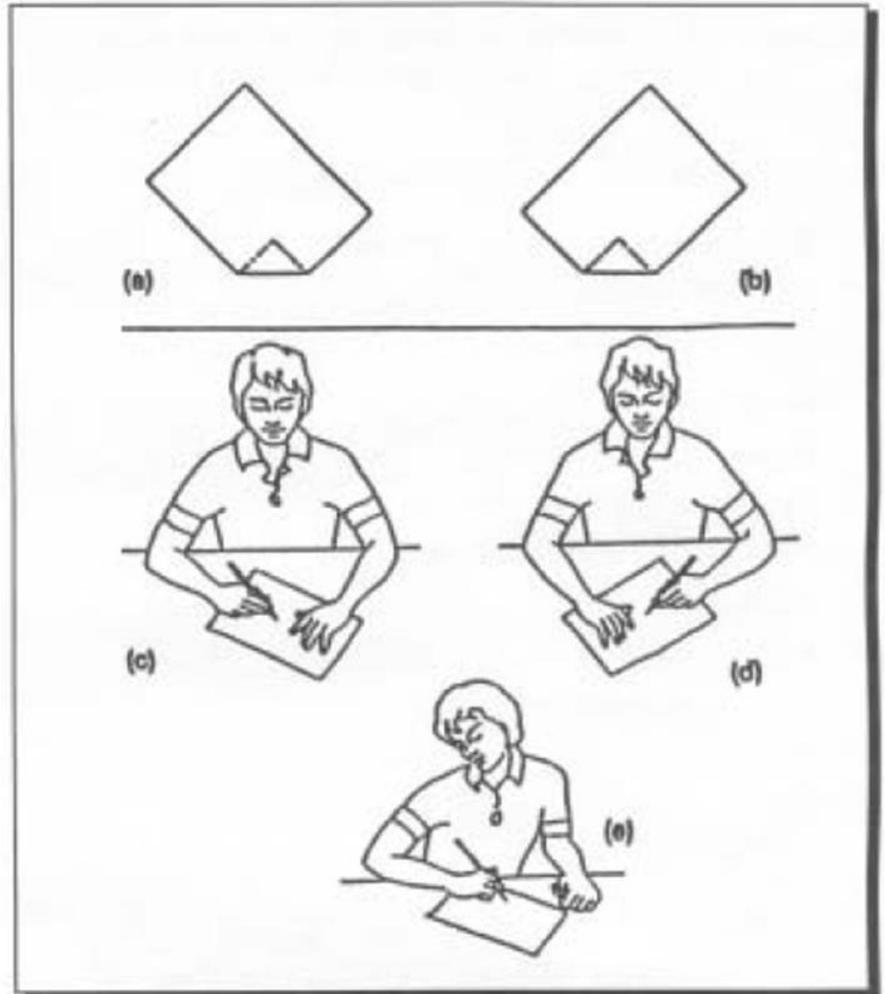
By Kerstin P. Bergman, "Incidence of Atypical Grasps Among Dysfunctional Adults, AJOT August 1990

APPENDIX B (CONTINUED)

FACTORS AFFECTING FINE MOTOR CONTROL FOR HANDWRITING

PROPER POSITIONING OF THE PAPER FOR HANDWRITING

- (a) Proper positioning of the paper for a right-handed student
- (b) Proper positioning of the paper for a left-handed student
- (c) Correct positioning for a right-handed student
- (d) Correct positioning for a left-handed student
- (e) Incorrect positioning



From *Writing Skills for the Adolescent* by Diana Henbury King