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Four Rivers
 Special Education District

Student: _____ School/Teacher: _____ Grade: ____ Data Date Range: _____

Directions: Choose at least one intervention in the area of difficulty. Implement a minimum of 3 times per week for 4 weeks. Put a “+” if the trial made a positive impact in the classroom. Put a “-” if there was no change in the classroom.

Email OTTherapy@frsed.org for any further questions.

Strategies for PRE-WRITING	1	2	3	4	5	6	7	8	9	10	11	12
Check pencil grip												
Providing visual cues such as dots/arrows to remind kids where to start their pencil and which direction the line should go												
Writing Wizard app for iPad and Android that pairs tracing activities with FUN, visually interesting animations and sounds. Can use Stylus instead of finger.												
Use multi-sensory approach. Shaving cream, finger painting, writing in sand, etc.												
Practice writing large, oversized strokes as opposed to small. Can be done through air writing, smart board writing or whole page writing												
Providing 5-10 minutes daily of structured practice.												
Work on visual memory. Practice through activities like Memory or letter searches/hunts												

Children should be able to copy all pre-writing strokes (horizontal line, vertical line, circle, +, square, diagonal line, X, and triangle) before expecting them to write letters. For most children, this should happen by 5 years old but some typically developing children may not have these skills until they are 6. Asking a child to write letters before they are developmentally ready can often lead to poor habits that are very difficult to change once they are a learned motor pattern, which may lead to handwriting challenges in the future.