

## GENERAL TEACHING PRINCIPLES for HANDWRITING

1. Larger to Smaller
  - work on board/easel/paper taped on wall (shoulder movement)
  - eight → ten inch letters on unlined paper (forearm movement)
  - wide → narrow lines (hand movement.)



2. Group according to developmental sequence and basics of letter formation.



Imitate then copy

- Student watches letter being formed and replicates immediately. Progress to replicating a preformed example. Eventually no example will be required.

Imitate



Copy



4. Motor learning/motor memory
  - With daily practice, producing letters will become automatic as motor memory improves.
  - Use whole to part learning. Demonstrate whole task first, then practice steps individually. Once steps are mastered, practice whole task.
  - Do not break tasks into numerous steps – too many steps require too much thinking.
  - Once a motor memory is established, conscious thought is no longer required and speed and efficiency are gained.

5. Consistency

- Letters must be formed the same way each time in order to reinforce correct and efficient letter production.



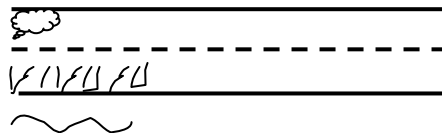
6. Short, frequent sessions
- 10 to 20 minutes daily have maximum effect to facilitate motor learning, maintain attention, avoid fatigue.



7. Multisensory approach
- Utilizing all senses in the learning process is the most effective method. It provides multiple sensory cues and addresses needs of all teaching the fact that children who may have strengths in different sensory areas.

Multisensory teaching methods include:

- a. Visual – students need to be able to see and process visual information; i.e. where to start, sizing, letter placement. If necessary, put extra visual cues on writing paper.



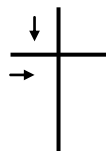
- b. Kinesthetic – feedback from large joints and muscles regarding how the letter strokes are formed in space. i.e. writing letters in the air gives greater muscle feedback. Wrist weights or weighted writing materials increase feedback.



- c. Tactile = feedback from the skin receptors provides extra information on temperature, pressure, texture. Write letters using different media (sand, sandpaper, shaving cream). Guess letters traced on back or palm with a partner.



- d. Auditory –Whisper the verbal cues re direction of movement for each letter. Practice to music for more fluency.



“down – lift – over”

SKY  
LAND  
SEA

} Paper has dashed midline.

