# EJ Therapy-Occupational Therapy

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

| IF YOU SEE: | TRY THIS: |
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| LETTER REVERSALS | ●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<br>●Provide an alphabet strip on the desk<br>●use different colors to visualize differences in strokes<br>●for right-handers with number reversals, use left hand as anchor on paper to show how numbers like 3 and 5 go around index and/or middle finger |
| POOR LETTER FORMATION | ●use adapted paper (raised line, only dotted middle and baseline, drop spaced) or graph paper underlays<br>●use Handwriting Without Tears materials/strategies with verbal cues for letter formation<br>●tape letter formation models to desktop<br>●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<br>●trace over letters using chalk or other sensory tool or with rainbow writing |
| POOR SPACING | ●use graph paper--one letter or space per box<br>●use popsicle stick spacers/spaceman (can decorate)<br>●use non-writing hand index finger as spacer<br>●highlight spaces in between words of text student is copying<br>●highlight margins to increase visual impact of where writing begins and ends |
| ERASES OFTEN OR PRESSES TOO HARD | ●try variety of pens, mechanical pencils, fine point pens with no erasers<br>●encourage structured error repair (EXAMPLE: do not fix mistake until entire sentence is complete)<br>●put something soft or textured under paper, like thin sheet of styrofoam, sandpaper, padded notebook, carpet square<br>●allow for spelling errors |
| | ●put sandpaper under writing paper |

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| OFTEN DOES NOT PRESS HARD ENOUGH | ●have student write with a squiggle pen<br>●have student write with markers<br>●try a #1 pencil (has softer lead) |
| AWKWARD GRASP ON WRITING UTENSIL | ●try a very short pencil<br>●try a variety of pencil grips, pencil girths, and grasp styles<br>●write on slantboard<br>●use rubberband on wrist and hook on end of pencil to pull down into webspace |
| SLOW, LABORED, OR MESSY WRITING | ●increase time allowed for completion of work<br>●reduce amount of work-while requiring improved legibility<br>●space work sessions with short breaks<br>●set time limits for specific writing tasks<br>●set mutually agreed upon expectations for neatness<br>●accept key word responses vs. complete sentences<br>●reduce amount of copying from board; provide written version of board content<br>●allow student to type or give answers orally<br>●use appropriate height chair and desk; if chair is too high, place prop under feet<br>● voice to text on goggle chrome or iPad to allow student to get ideas down. |
| CHOPPY, MESSY SCISSOR USE | ●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<br>●encourage student to cut as slowly as possible (can put rubberband around scissors to provide greater resistance.<br>●pretend scissors are alligators and they only like to "eat" the line<br>● create lead-in lines to help students know where to start cutting |
| COLORING OUTSIDE THE LINES AND/OR NOT COLORING IN COMPLETELY | ●make the outline thicker and/or darker<br>●encourage child to use finger vs. arm movements to move the crayon<br>●encourage child to “make all the white disappear”<br>●encourage child to watch crayon as it moves |
| DIFFICULTY WITH ORGANIZATION/LEGIBILITY OF MATH PROBLEMS | ●use grasp paper or lines paper turned sideways to help students line up math problems<br>●use highlighted to line up columns<br>●provide number models on desk if student has difficulty correctly forming numbers |
| POOR ORIENTATION TO THE LINE | ●Highlight or darken the baseline<br>●use Wikki sticks or dried glue to provide tactile cue for the baseline<br>●have students identify tall/short letters or provide a alphabet strip with letters the same color that should be the same size |