

EFFECTIVE HANDWRITING CURRICULUM FOR “WRITE-ON”: A SUMMER
CAMP FOR SCHOOL-AGED CHILDREN

A Thesis submitted to the faculty at Stanbridge University in partial fulfillment of the
requirements for the degree of Master of Science in Occupational Therapy

by

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Certification of Approval

I certify that I have read Effective Handwriting Curriculum for “Write-On”:

A Summer Camp for School-Aged Children by Dietrich, Hennessy, Kasmajian, and Lopez, and in my opinion, this work meets the criteria for approving a thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in Occupational Therapy at Stanbridge University.

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Abstract

About 10 to 30 percent of children have difficulties with handwriting (Hoy, Egan, & Feder, 2011). There are many underlying factors that can affect a child's ability to write legibly. Often, when children experience difficulties with handwriting, they are referred to occupational therapy services. There are several effective interventions occupational therapists can utilize to work on handwriting skills, some of which include visual motor and perceptual skills, fine motor skills, and postural movement strategies (Taras, Brennan, Gilbert, & Reed, 2011). However, there are children who slip through the cracks, which results in children who continue to struggle throughout their academics. The purpose of this project was to develop a handwriting curriculum for a 5-day summer clinic focused on handwriting readiness. We partnered with Center for Developing Kids (CDK), an outpatient pediatrics clinic in Pasadena, to develop and implement this project. The main goal of this project was to revamp CDK's 15-year-old summer-clinic handwriting program, *Write-On*, to ensure it aligned with the most recent evidence supporting handwriting readiness. We conducted a needs assessment with the owners of CDK and then compiled virtual files of handwriting and fine motor worksheets, arts and crafts projects, and sensorimotor activities, in order to create a 5-day schedule for both the pre-writing (4-5 years old) and beginning writing (6-8 years old) groups. The licensed occupational therapists at CDK will implement the 5-day handwriting readiness program. A questionnaire was sent to OTs at CDK, in order to receive professional feedback on the program. Feedback from the questionnaires indicated potential barriers for child participation in the summer program and suggestions for formatting adjustments to the schedule, all of which were taken into consideration and appropriate modifications were

made. Further outcomes of this project would include expansion of it into an ongoing after-school program.

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Effective Handwriting Curriculum for “Write-On”: Summer Camp for School-Aged
Children

Through the use of handwriting, children are able to express their thoughts and knowledge, as well as communicate with others (Weintraub, Yinon, Hirsch, & Parush, 2009). Handwriting skills are needed for success, both in and out of the classroom. Inadequate handwriting performance can lead to occupational deprivation and isolation (Schwellnus et al., 2012). About 10 to 30 percent of children experience handwriting difficulties (Hoy, Egan, & Feder, 2011). These difficulties often affect a student’s academic performance negatively (Weintraub et al., 2009). Not only do problems with handwriting require children to take more time to complete assignments, but handwriting struggles can lead to further difficulties as they progress in school (Hoy et al., 2011).

According to Weintraub et al (2009), handwriting requires the interaction between both higher- and lower-level functions. Higher-level functions such as cognition and perception are thought to be dependent on the development of lower-level functions, such as sensorimotor skills (Weintraub et al., 2009). To acquire handwriting skills, one must learn the visual and motor representation of each letter (Bara & Gentaz, 2011). When a child first learns to write, movements are slow and guided by feedback from both visual and kinesthetic systems (Bara & Gentaz, 2011). As skills progress, writing becomes more automatic (Bara & Gentaz, 2011).

When children experience difficulties in handwriting, they will often be referred to occupational therapy (Weintraub et al., 2009). Occupational therapists (OTs) offer a variety of services to improve handwriting. Since handwriting is a complex process requiring perceptual, motor, cognitive, sensory, and linguistic skills, there are various

effective interventions OTs can implement. OTs typically provide interventions that either focus on remediating the causes of handwriting dysfunction or practice the act of handwriting (Hoy et al., 2011). Typical occupational therapy (OT) interventions to facilitate handwriting improvement are fine-motor, visual motor, visual perceptual, postural, and movement strategies (Taras, Brennan, Gilbert, & Reed, 2011). Studies have found that children who receive therapy have significantly more legible handwriting in comparison to those who do not, regardless of the duration, frequency, and treatment approach (Taras et al., 2011).

Due to the limitations in the funding structures, some children may fall through the cracks, meaning they do not qualify for school-based OT services but they could benefit from a handwriting readiness intervention. OT in a school-based setting is not a standalone service and children with handwriting difficulties may not qualify for services, which leads to continued difficulties in handwriting. Dysfunction in handwriting may also not be considered medically necessary to be covered or funded by insurance. When handwriting dysfunction is experienced there are adverse effects on the occupation of academics for these children. The purpose of this project is to create a 5-day summer clinic that can help with handwriting readiness.

Literature Review

In the literature review we will be discussing three overarching factors that will be contributing to our project. These factors include handwriting dysfunction, handwriting interventions, and effective screening tools. The first section covers handwriting dysfunction and the skills necessary to be successful in handwriting. The second section addresses the various interventions that can promote the development of handwriting

skills through multisensory and task-oriented approaches. The final section describes effective screening tools in the assessment of handwriting remediation.

Handwriting Dysfunction

In this section, we will be discussing the components of handwriting and the difficulties that can be experienced when these components are not at an optimal level. Components of handwriting include, legibility, letter formation, and letter spacing (Volman, van Schendel, & Jongmans, 2006). Aspects that can impact these components of handwriting include: fine motor control and motor coordination, visual perceptual skills, and cognitive abilities. Children experiencing handwriting difficulties without the occurrence of developmental disorders are considered to have dysgraphia (Clough, Malone, & Robertson, 2013). Dysgraphia is a learning disability that affects the various components of handwriting.

Fine motor control and the aspects contributing to it, such as strength and dexterity, are responsible for the types of grasp a child displays when writing. There are four grasp patterns that are considered mature and appropriate for functional writing (Schwellnus et al., 2012). The four mature grasp patterns include the dynamic tripod, dynamic quadrupod, lateral tripod, and lateral quadrupod (Schwellnus et al., 2012). An immature grasp is correlated with handwriting dysfunction. In a study by Prunty & Barnett (2017), poorer manual dexterity was significantly correlated with poorer letter formation and overall legibility. Better manual dexterity was associated with better legibility, letter formation, and less pausing during writing tasks (Prunty & Barnett, 2017). Postural stability, a form of motor coordination, was also considered as a contributing factor in handwriting dysfunction (Flatters et al., 2014).

Another factor leading to handwriting dysfunction includes visual perceptual skills and other sensory components. Visual perception includes multiple interacting abilities which have adverse effects on a child's handwriting (Chanu, Vig, & Saini, 2018). The interacting abilities include visual discrimination, visual closure, visual motor integration, position in space, and visual analysis (Chanu et al., 2018). Visual perceptual skills impact hand-eye coordination, letter spacing, and letter formation. Other sensory components include the consideration of visual-motor integration, in-hand manipulation skills, and sensory processing disorders. Visual-motor integration refers to the ability to look at a form and copy it accurately (Denton, Cope, & Moser, 2006).

Cognitive abilities, such as attention and planning, play a role in handwriting dysfunction. A study by Volman et al. (2006) indicated that children with poor handwriting were also less proficient in their cognitive planning. It is also thought that working memory capacity impacts the copying abilities associated with handwriting (Volman et al., 2006). However, it remains unclear as to how cognitive function directly impacts the quality and speed of handwriting (Volman et al., 2006).

Handwriting Interventions

In this section we consider various interventions effective in handwriting remediation. Such interventions include multisensory and task-oriented approaches. There are a wide array of effective interventions for the remediation of handwriting. In an article by Benning et al. (2018), the researchers used the First Strokes Handwriting curriculum (McClesky, 2005) as the foundation of a five-day handwriting camp. The curriculum recommended children learn letter formation through large motor repetition (drawing in the air, tracing on a wall with movement from shoulder), medium motor

repetition (creating letters with pipe cleaners or playdough), and then small motor repetition (erasable markers, or paper/pencil workbook practice) (McClesky, 2005; Benning et al., 2018). Sensory pathways are incorporated through the use of gross motor and fine motor play (McClesky, 2005; Benning et al., 2018). In addition, tactile, vestibular and proprioception senses are used by the child through each activity (Kaiser, Albaret, & Doudin, 2009; McClesky, 2005; Srivastava, 2016; Benning et al., 2018).

In an article by Chanu et al. (2018), when OT interventions incorporated visuo-motor and in-hand manipulation skills, children with fine motor deficits demonstrated improvement in handwriting performance. A multisensory approach incorporating visual, tactile, auditory, and olfactory input enhances the quality of motor efficiency, which in turn further helps legibility of written letters (Chanu et al., 2018). According to Chanu et al., (2018), activities such as finger trail in sand or on a chalkboard, paper folding, or stringing beads are examples of a multisensory approach that can be incorporated into a handwriting intervention. The idea behind a multisensory approach is one that improves motor output through the integration of various sensory stimuli (Zwicker & Hadwin, 2009).

In a study by Weintraub et al. (2009), the effects of both a task-oriented approach as well as a sensorimotor approach combined with a task-oriented approach were assessed for their effectiveness in the remediation of handwriting. Results indicated that both intervention groups were higher in overall legibility after the completion of the study (Weintraub et al., 2009). However, during the four-month follow-up, the task-oriented group was significantly better at spatial organization compared to the sensorimotor group (Weintraub et al., 2009). This indicated interventions including

higher-level functions were most effective. Another conclusion drawn from this study is the effectiveness of the inclusion of parents during the intervention process. By actively involving parents in the sessions, the researchers were able to provide parent education as well as allow a higher chance of carryover into the home setting, which reinforced the newly acquired skill (Weintraub et al., 2009).

Effective Screening Tools

Screening tools vary among handwriting research studies and programs. The Test of Handwriting Skills (THS; Milone, 2007) is a standardized assessment tool that was used in two recent studies and found to be effective. The first study used the THS-Revised (THS-R; Milone, 2007), and found significant results when used as a test-retest outcome measure with at risk kindergartners (Eckberg-Zylstra & Pfeiffer, 2016). Another study used subtests of the THS: Bus (comprehensive letter recall) and Horse (visual perceptual letter formation) subtests (Milone, 2007) and found significantly effective results in children between the ages 5-9 years old when comparing pre and post-results of a 5-day handwriting camp (Benning et al., 2018). The ease of administration within large groups in a short time was noted as a reason for use (Benning et al., 2018).

The Evaluation Tool of Children's Handwriting-Manuscript (Amundson, 1995) can be used as a pre- and posttest for lowercase legibility and speed with moderate test-retest reliability (Case-Smith, Weaver, & Holland 2014).

Statement of Purpose

The purpose of the current project was to develop an evidence-based handwriting curriculum that could be implemented in a 5-day summer clinic. The curriculum of the 5-day clinic includes readiness skills for handwriting. The creation of this program works

towards filling the gap between insurance coverage and school funding for handwriting interventions.

Ethical and Legal Considerations

There are not many major ethical or legal considerations for this project, due to it being a camp that these individuals voluntarily sign up for. Parents or guardians will fill out appropriate emergency contact forms, consent for photography forms, and waivers before their child/children begin the Write-On program. Other safeguards in place to ensure the safety of the children are padded mats throughout the gym as well as supervision from OTs and volunteers. The worksheets and materials included in the camps curriculum were provided from freely available websites that provide materials and ideas for activities, therefore copyright infringements were avoided. As a result, these worksheets and materials are free to be used or downloaded by anyone and do not have copyright protection. This project can fill an ethical need for those children that slip through the cracks in their own school or home programs. Handwriting interventions may not be available to certain children depending on their qualification for services, so this provides an outlet to practice skill-appropriate handwriting tasks.

Theoretical Framework

The Model of Human Occupation (MOHO) is a framework that emphasizes the relationship between the mind-body connection and an individual's motivations and occupations (Kielhofner, 2002). The main focus of MOHO is how a person's own volitions and environment affects their motivations, patterns of behavior, and occupational performance (Kielhofner, 2002). MOHO helps us understand how individual experiences lead to better or worse intervention outcomes relating to how

motivated the client is to perform a particular intervention program. Additionally, MOHO is one of the most well-researched frameworks and occupation-focused theories in the United States since its development, with over 390 peer-reviewed studies on the topic as of 2012 (Bowyer, Minor, Reiss, & Pinon, 2012). This breadth of available research can help therapists identify successful intervention strategies that have been developed within the framework of MOHO theory, many of which have been adapted to pediatric populations with good results (Bowyer et al., 2012). Our project built on the groundwork laid over the past 30 years by the already established conclusions of these studies.

Within the MOHO framework, one research study done by occupational therapists focused on the clients' interests and motivations to get the most active participation from the clients in occupations of school tasks and academic achievement (Benning et al., 2018). By using this model, we can develop a program that places the unique motivators for each individual client at the center of their own unique intervention plan, and ensure that the client is as motivated as possible to effectively perform the intervention tasks. This way, we can make sure that the children we will be working with can see a deeper purpose for engaging in what may seem to them like a confusing and unnecessary handwriting program, and help them find a strong, intrinsic motivation to perform the intervention to the best of their ability.

In order to achieve successful outcomes related to motivating children to participate in the intervention plan, we can focus on identifying the specific aspects of school-related occupations that interest the children, and building interventions around these specific activities. Bowyer et al. (2012) explains that "MOHO focuses on the concepts of volition (personal causation, values, and interests); habituation (roles and

routines); and performance skills (physical and mental) as well as the impact of the environment (social and physical) on children and youth” (p 3). This helps guide therapists in finding the ideal treatment strategies to make sure that all of the necessary personal and environmental factors are being considered during the development of an intervention plan. Benning et al. (2018) expressed, students “developed the fine motor activities that focused on client-centered interests and motivations to develop active engagement in the camp sessions” (p. 392), which led to an increase in active participation in school tasks as a result of improved handwriting outcomes

These several studies help to establish a pattern of intervention planning under the MOHO framework that can lead to effective and reliable intervention outcomes in pediatric, and all other, populations. In our own case, we used the well-established research of MOHO to develop the most effective handwriting program possible, and made sure that the activities we developed and selected were interesting and relevant to the children in the program. This will ensure that the participants willingly and completely adhere to the intervention plan, which will lead to desirable outcomes that can translate into improved performance in school-related occupations throughout childhood.

Methodology

Clinic Description and Target Population

The Center for Developing Kids (CDK) is a pediatric clinic located in Pasadena, California. CDK offers occupational, physical, and speech therapy to children from birth to mid-teens. Currently, CDK offers a week-long handwriting clinic in the summer called, *Write-On Handwriting Clinic*. The current curriculum is about 15-years old and needs to be made current with the most recent evidence. We partnered with CDK in

developing and implementing this project. The clinic has ceiling hooks for a variety of swings, boards, and tires. The floor is padded with mats, and they have a ball pit within the center. The center is equipped with the materials to create obstacle courses with the use of padded ramps, blocks, heavy bags and open spaces. It also has various tables for fine motor interventions.

The ideal population for this program are children that have slipped through the cracks. Therefore, the target population of this summer clinic is pre-kindergarten through fourth grade. The children will be split into groups depending on their age and ability. The two groups are the pre-writers' group (ages 4-5) and the beginning writers' group (ages 6-8). The summer clinic is open to the community and the current patients of CDK.

Project Design

The goal of this project was to design a handwriting readiness curriculum that can be implemented in a week-long summer clinic. The price to attend the clinic will be \$275 for early registration and \$330 for regular registration, which was decided on by the directors of CDK. In order for a child to participate in the summer clinic, their parents or guardians must pay a registration fee and sign a release form. The curriculum was designed based on current research and includes newly-developed materials and activities, as well as materials pulled from the previous curriculum if it meets evidence-based standards. The curriculum will incorporate sensorimotor activities, fine motor play, and worksheet activities that are appropriate to the child's writing level. The curriculum should be accomplished within a two-hour time period over the course of five days. Breaks are included in between the activities. The program will be implemented by OTs at CDK.

Folders with activities for fine motor activities, sensorimotor activities, and visual motor activities were collected and narrowed down to be implemented within the daily schedules. These activities include gross motor, sensorimotor, tactile, visual motor, and proprioception activities that can improve functional movements and translate into handwriting improvement. The collection of worksheets vary, some are from Pinterest, or other freely available materials and websites, as well as some were developed by the OT students.

Project Development

An interview with the owners of CDK provided insight into the needs for this summer clinic and what they wish to get out of the program. The following questions were presented to the owners of CDK:

1. What are your goals for this program?
2. Would you like for this program to be able to be expanded upon, in order to offer an on-going handwriting program?
3. How are you currently advertising for the program?

Based on the answers to these questions as well as current research, we determined the activities to include in the program.

The curriculum and activities included in the summer clinic are supported by evidence presented in our literature review. We collected and created worksheets spanning fine motor skills, visual motor skills, visual perceptual skills, and some specifically targeting handwriting. We also collected a variety of arts-and-craft ideas, sensorimotor activities, as well as gross motor obstacle courses. The activities were then assessed and split into three categories: easy, medium, and hard. The easy activities

correlate with the pre-writers' group and the hard activities correlate with the beginning writers' group. The medium activities are for the children in the pre-writers' group that need a bit more of a challenge and the children in the beginning writers' group that are not quite ready for harder activities, in order to grade activities up or down as needed to provide the just-right challenge to each child.

There are two determining factors when placing a child into either group. The first factor is the age of the child. Typically, children aged 4 to 5 are in the pre-writers' group, and children aged 6 to 8 are in the beginning writers' group. The other factor is a picture of the child's typical handwriting that is sent or emailed in by a parent or guardian prior to the start of the summer clinic. This picture is then assessed by the OTs to determine the baseline of the child and the appropriate group for that specific child to ensure that they receive the just-right challenge over the 5-day clinic.

After breaking these activities and worksheets into easy, medium, and hard categories, they were then split into day categories to ensure each day of the camp had a wide variety of material. Each day of the week was assigned a broad theme to allow for diversity between the days as well as span the multiple interests' children may have. The daily group schedules for the week was then determined and can be found in Appendix A and B. The daily schedule is a general outline of the activities and flow of the camp. We wanted to allow for flexibility in the daily schedule to gauge for the child's overall volition and participation, as well as the clinical expertise of the licensed OTs. A binder with all of the daily worksheets and activities descriptions/pictures has been compiled to guide this process.

Due to the short nature of this summer clinic, it is not feasible to incorporate a screening tool. However, if this program is to be expanded into an afterschool program a screening tool would be applicable. The research provided in the literature review will help guide the future development of a screening tool appropriate for a camp of this nature.

Project Implementation

Due to COVID-19 the implementation of this project in August of 2020, could potentially be postponed. In the event the summer camp is postponed, we sent the projected schedule and program activities, as well as a questionnaire to OTs at CDK for professional review. The questionnaire included the following questions:

1. Do you think you have access to enough resources at your site to implement this program?
2. What activities and/or worksheets do you feel the kids would be or would not be interested in?
3. What are barriers that would limit participation in this program?
4. Based on your clinical expertise, if you could add anything to the program what would you add?
5. Based on your clinical expertise, if you could change anything about the program what would you change?

Project Evaluation

Four of the OTs at CDK forwarded their responses to the 5-question questionnaire, three of which have been able to experience the previous curriculum and one who is a newer OT at CDK who has yet to participate in the summer camp. Of the

four questionnaires received, there were a few common themes. For the initial question regarding the resources available at CDK, all four therapists agreed the clinic is equipped with the adequate resources for implementation of the summer camp. Based on the therapists' review of the activities, all agreed the children would prefer the gross and sensorimotor activities compared to the rote worksheets. The OTs indicated various barriers that may limit participation in the program, some of which included socioeconomic status of the families, regulation/attentional challenges of the child, and community knowledge of the program. The OTs made several suggestions for additions to the summer program. Suggestions included the creation of informational handouts on the foundational skills of handwriting, activities for the parents to implement in the home, and finger strengthening exercises. Therapists also made recommendations for changes to improve the implementation of the program. Recommendations included formatting changes to the schedule delineating the materials and handouts for the day, as well as organizing the worksheet activities into a binder for easier access.

Possible Limitations of the Project

Possible limitations of this project include registration of children into the clinic, cost, and overall time requirement. Due to the fact that participation in this summer camp is determined upon registration, this could limit the number of children able to participate in this camp if they miss the registration deadline. Another limitation is the overall cost of the summer clinic. Though the clinic is administered by licensed occupational therapists, making it skilled, some families may not be able to afford the current registration fees. The final limitation of this study is the time requirement. The summer clinic takes place

over a 5-day period in the summer, for approximately 2-hours, which may be difficult for working parents to get their child there.

Conclusion

The current thesis project fills the need for children that have the potential to slip through the cracks in the current funding system. For instance, about 10 to 30 percent of children experience handwriting difficulties but not all of them receive OT services from their school district and/or private clinic (Hoy et al., 2011). Children experience handwriting difficulties due to a variety of reasons, such as poor fine motor, visual motor, and cognition skills. Difficulties in handwriting lead to deficits in academic performance, which affects a child's meaningful occupation of being a student. Current evidence supports a multimodal approach to handwriting remediation as being the most effective. Approaches include sensory play, fine and gross motor activities, and visual motor and perceptual tasks. Another important aspect of this curriculum is the emphasis on identifying the motivating factors of each child to ensure optimal engagement in the program activities (Bowyer et al., 2012). The purpose of the present project is to provide children that may not qualify for services, with a handwriting readiness camp to help them be ready to go back to school. This project is relevant to the OT profession based on its focus on handwriting remediation. OTs offer a skill set equipped to assess and intervene in the underlying factors leading to handwriting dysfunction. Several studies suggest that children who receive OT services have significantly more legible handwriting in comparison to those who do not, despite the duration, frequency, and treatment approach (Taras et al., 2011). The intended outcome of the current thesis project was to provide the Center for Developing Kids with an evidence-based

curriculum that can be utilized for their 5-day handwriting summer camp. Future outcomes of this project would be the expansion of it into an ongoing after-school program to meet the needs of children struggling with handwriting throughout the year.

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Appendix A

Daily Schedule for Pre-Writers

**Write-On Summer Camp**

Group 1: Pre-Writers

Monday

Arrival and Warm -Up Activity - 1:15-1:30	Down on the farm, “We are the Dinosaurs” song
Arts & Crafts - 1:30- 1:55	Popsicle stick crocodile
Sensorimotor Activity - 1:55-2:20	Animal Walk on tape, Smash the dinosaurs
Writing Worksheets - 2:00 – 2:50	Monday Worksheet Packet: (Hi, My Name Is, connect lowercase letters, connect the dots, mazes, tracing circles, tracing letters (upper case and lowercase))

Tuesday

Arrival and Warm -Up Activity - 1:15-1:30	Underwater yoga, “Down by the Sea” song
Arts & Crafts - 1:30- 1:55	Cartoon crab, Styrofoam cup crab
Sensorimotor Activity - 1:55-2:20	Ocean soap foam
Writing Worksheets - 2:00 – 2:50	Tuesday Worksheet Packet: (Draw the fish scales, connect the numbers, tracing ocean words, matching sea creatures, find the odd one out, tracing curved lines)

Wednesday

Arrival and Warm -Up Activity - 1:15-1:30	Superhero Hop
Arts & Crafts - 1:30- 1:55	Make your own shield
Sensorimotor Activity - 1:55-2:20	Tic-tac-toe toss, Ring toss, Bean bag toss stations

Writing Worksheets - 2:00 – 2:50	Wednesday Worksheet Packet: (Tracing lowercase letters, practicing big and small A, caterpillar path tracing (curved lines), tracing lines and simple shapes, tracing simple words)
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Thursday

Arrival and Warm -Up Activity - 1:15-1:30	Puddle jumping
Arts & Crafts - 1:30- 1:55	Popsicle stick tent, Cloud-watching binoculars
Sensorimotor Activity - 1:55-2:20	Themed sensory bins
Writing Worksheets - 2:00 – 2:50	Thursday Worksheet Packet: (Connect the dots snail, connect the numbers flower, tracing bubbles, tracing rain drops, campfire maze, tracing words (flower, grow, petal, bloom), the road home maze, tracing letters on the train)

Friday

Arrival and Warm -Up Activity - 1:15-1:30	“Fruit Salad” Song (Wiggles)
Arts & Crafts - 1:30- 1:55	Popsicle stick popsicles, Pom Pom Pineapples, Cupcake paper plate, bubble wrap printed fruit
Sensorimotor Activity - 1:55-2:20	Guess the food in the bag by touch
Writing Worksheets - 2:00 – 2:50	Friday Worksheet Packet: (Matching food objects, tracing numbers and number words, tracing days of the week, tracing food words (carrot, celery, pepper, lemon, orange), uppercase alphabet in color)

Appendix B

Daily Schedule for Beginning Writers



Write-On Summer Camp
Group 2: Beginning Writers

Monday

Time:	Activity:
Arrival and Warm-Ups - 1:15-1:30	Rabbit Hole, Walk like a ____
Arts and Crafts - 1:30-1:55	Finger snakes
Sensorimotor Activity - 1:55-2:20	Paint in a bag writing activity (a zip lock bag full of choice paint color, use a q-tip to write your name/favorite word), Write your name in clay (in a Tupperware full of clay/playdough, use a pencil to carve your name), Playdough sensory letters, Transportation themed sensory bin *choose one or two of the activities*
Writing Activities - 2:20-2:50	Monday Worksheet packet: (Animal word search, elephant maze, kitty drawing and sentence writing, find my baby worksheet, tracing animal paths, firecracker tracing, Who am I worksheet, animal sentence practice)

Tuesday

Time:	Activity:
Arrival and Warm-Ups - 1:15-1:30	Octopus Tag
Arts and Crafts - 1:30-1:55	Ocean in an egg carton, Paper bowl Jellyfish, Foil fish

Sensorimotor Activity - 1:55-2:20	Color ball game (each child has a color word written on an index card taped to front of shirt & they sit in a circle facing each other. The leader calls out a color and throws the ball to the person with that color, and so on) Helps with motor planning, word recognition, and gross motor throwing & dynamic sitting balance.
Writing Activities 2:20-2:50	Tuesday Worksheet packet: (Draw the scales on the fish, spot the difference, crab sentence practice, bucket of sand maze, shark maze, sea animal word search, writing and drawing about a shark, fill in the missing letter sea animals)

Wednesday

Time:	Activity:
Arrival and Warm-Ups - 1:15-1:30	Jump to each letter
Arts and Crafts - 1:30-1:55	Craft stick airplane, superhero push pin art
Sensorimotor Activity - 1:55-2:20	Shaving cream trapeze/shaving cream painting
Writing Activities - 2:20-2:50	Wednesday Worksheet packet: (Superhero mazes, If I was a superhero, tracing the lines, Superhero word search, superhero match, designing a superhero, matching game, find the missing letter, superhero sentence practice)

Thursday

Time:	Activity:
Arrival and Warm-Ups - 1:15-1:30	Simon Says—but with dance moves
Arts and Crafts - 1:30-1:55	Paper cup flower, Tissue paper sunflower, colored salt jar
Sensorimotor Activity - 1:55-2:20	Bubble wrap painting

Writing Activities - 2:20-2:50	Thursday Worksheet packet: (Butterfly trace, watering can tracing the lines, spot the difference with bugs, spelling words practice, insect matching worksheet, help the bee find her way numbers, mail truck maze, space word search, practicing Gs, picnic sentence practice)
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Friday

Time:	Activity:
Arrival and Warm-Ups - 1:15-1:30	"Apple picking" activity
Arts and Crafts - 1:30-1:55	Decorate your own donut (paper plate),
Sensorimotor Activity - 1:55-2:20	Food guessing game? (what is in the bag/ bowl/ box)
Writing Activities - 2:20-2:50	Friday Worksheet packet: (Ice cream maze, word combos, favorite food drawing and writing, food crossword, apple maze, tracing pathways to fruits, writing sentences about cakes, tracing food/meal words)