



# Printing Like a Pro!

## An Occupational Therapist's Guide to Documenting an Individualized Plan with Targeted Intervention

### **Occupational Therapists please note:**

- The Monthly Practice Charts (School/Home) and Legibility Component Checklists (School/Home) found at:

[http://www.childdevelopment.ca/School-Age\\_Therapy\\_Practice\\_Resources.aspx](http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx)

aim to provide a means of documenting an individualized plan for your student, utilizing targeted intervention. The **Printing Like a Pro!** program is designed to be used in a consultative manner. The practice charts and checklists will help to provide structure and added support, to guide the school and/or home team, especially for those students with significant handwriting challenges. Additionally, student progress can be better monitored.

### **Monthly Practice Charts (School/Home):**

- The monthly practice charts can be provided to the student's school team/caregivers as:
  - A reminder of regular scheduled practice
  - A method for documenting frequency and intensity of practice.
- The Occupational Therapist can recommend a set amount of time to practice (e.g., 3-4 months) before a scheduled follow up visit will occur.
- During the subsequent Occupational Therapy follow up visit, these completed monthly charts should be reviewed. Review might lead to adjusting frequency/intensity and which group or components of legibility are to be addressed next.

### **Legibility component checklist (School/Home):**

- The legibility component checklist can be completed after an Occupational Therapy assessment of the student's handwriting/printing skills and revised during subsequent follow up visits. It is recommended that an assessment tool be utilized to help define which legibility components should be targeted for individualized intervention over a prescribed time (e.g., 3-4 months).

Appropriate assessments include:

- Minnesota Handwriting Assessment (MHA)
  - McMaster Handwriting Assessment Protocol:  
<https://www.canchild.ca/en/resources/46-the-mcmaster-handwriting-assessment-protocol-2nd-edition>
  - Evaluation Tool of Children's Handwriting (ETCH)
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- The Occupational therapist (along with the student's team) will need to prioritize which legibility components to spend extra time practicing. It is best if only 1-2 components of legibility be the focus during extra practice (improving letter formation should always be the first priority). Alternately, one component per letter can be the focus of practice while working through each page of the program.
  - The legibility component checklist should be photocopied and given to the school team and/or caregivers. The school team or caregivers will need to refer to the checklist regarding which letters and components the student needs to practice while working through each page of the **Printing Like a Pro!** program.
  - The student should also be encouraged to consistently use “key strategies for neat printing” as outlined in the **Printing Like a Pro!** guidelines and worksheets.
  - Progress can be monitored with informal review of written work to determine the focus of the next phase of intervention or if further intervention is required.
  - It is recommended that handwriting/printing progress (change over time) be formally measured (e.g., every 6 months) using measures such as the MHA.

### **References:**

- Amundson, S.J. (1995). *Evaluation Tool of Children's Handwriting*. Homer, AK: OTKids.
- Pollock, N., Lockhart, J., Blowes, B., Semple, K., Webster M., Farhat, L., ...Brunetti, S. (2011). *The McMaster Handwriting Assessment Protocol - 2nd edition*. Retrieved December 7, 2011 from:  
<http://www.canchild.ca/en/measures/handwritingassessment.asp>
- Reisman, J. (1999). *Minnesota Handwriting Assessment*. San Antonio, TX: Psychological Corporation.