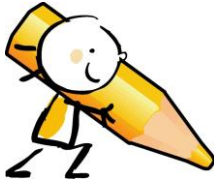


Printing Like a Pro!



A Cognitive Approach to Teaching Students How to Print their Name



Supplemental Name-Writing Practice

- The goal of Printing Like a Pro! personalized name worksheets is for students to learn and remember the correct way to form and neatly print each letter in their name, using correct capitalization.
- With practice, using cognitive strategies, printing of their name will become automatic, efficient, and neat.
- Printing Like a Pro! personalized name worksheets are appropriate for all students in the primary grades. They were however developed specifically for students with motor learning challenges. They can be used one-on-one or in group work.
- Structured teaching and practice, ideally daily, will help the student learn how to independently write their name.
- Regular practice should be done as a *separate structured activity* (supplemental practice) using a Printing Like a Pro! personalized name-writing worksheet. These are available from:

http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx

Teaching Strategies

Cognitive teaching strategies include:

- modeling
- imitation
- numbered arrow cues
- bubble and letter box cues
- self-talk and
- self-evaluation

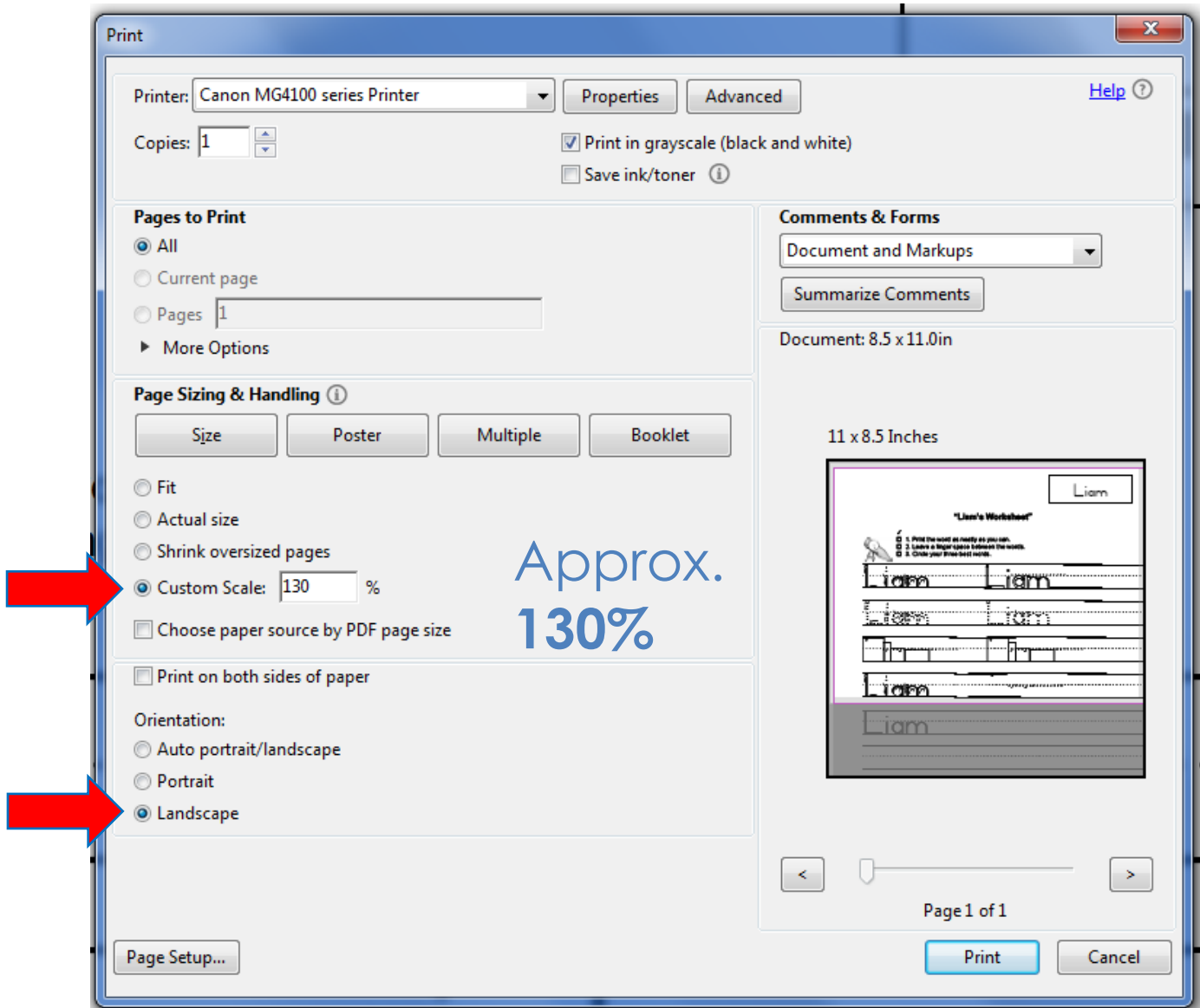
Additionally, using a variety of writing tools can be used.

Teaching Strategies:

- **Model:** With initial teaching, show the student a few times how to form each letter using a chalkboard, white board, or by tracing over each letter using the Printing Like a Pro! “visual cue cards”. These are available from: http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx
- **Numbered arrows:** Include numbered arrows that show correct letter formation, as this provides a good visual cue.
- **Self-Talk:**
 - Encourage repetitive talking out loud of directions of proper letter formation, i.e., self-talk of direction of movement (e.g., “L = Down and across”).
 - Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
 - Using the same self-talk phrase (mnemonic) each time is important for best learning. (For examples, please see sample self-talk directions attached.)
- **Self-Evaluation:**
 - It is important for the student(s) to look at their work to see how closely their letter formation matches the target letters.
 - Self-evaluation can also be in the form of circling their best-formed letters. Discuss with the student(s) why they chose these letters. Give specific feedback on the student's letter formation and choice of best-formed letters.
- **Practice:** Use a wide variety of writing tools
 - Pencil
 - Pencil crayons
 - Felt pens
 - Wipe off non-permanent thin tip markers if the worksheets are laminated.
- **Daily practice opportunities** for the student(s) to print their name functionally in the classroom (i.e., at the top of a worksheet or on the back of artwork) will assist in generalization of learning.

Tips for Students who are Struggling:

- To make it easier, print the worksheet in a larger size of font. To do this, follow directions below:
 - Select "Custom Scale" and then increase to approximately 130%
 - Select "Landscape" orientation

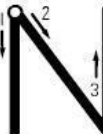












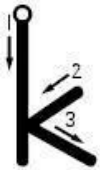

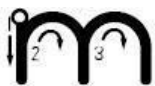






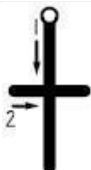






- If a student requires added supports, **colour code** the start and stop dots (green and red) and highlight arrows with yellow highlighter to show proper direction of movement.

- As repeated practice will be necessary for students with handwriting challenges, it is recommended that the worksheets be reused by either **laminating** the personalized worksheet or using a page protector with overhead markers (water soluble and non-permanent; a damp paper towel is required for erasing). Overhead markers do not “bleed” and have a true feel of “pencil drag” when used. Thinner tips require more accuracy and are recommended for best accuracy in name worksheet practice. Pencil grips, if needed, can be used with the thin tip overhead markers.
- To **track a student’s progress**, at the end of each week, work can be scanned and saved digitally before it is erased.
- If the student continues to struggle, despite regular practice as outlined above, an alternative method to use of the personalized name worksheets is to use the **Printing Like a Pro! individual letter worksheets to make a custom worksheet practice set**.
 - Include each letter of the child’s name in a worksheet set, one letter per page, with use of a capital letter for the first letter of the child’s name.
 - On the bottom line of each worksheet, print the child’s name aside from the letter they are practicing, e.g., for the name Lilly; if practicing “L” then only “illy” is written on the last line. On the following “i” page, only “lly is written, and so on.
 - This sets up the student for success as they only must print the letters that they have been practicing.
 - This custom worksheet set may need to be practiced many times for best learning.

Printing Like a Pro! "Self-Talk" Directions for Letters

The following are self-talk directions the student can say aloud while printing:

						
Slide back • • slide down • across the middle	Down • little curve close • little curve close	Around • leave open	Down • big curve • close	Down • across the top • middle • bottom	Down • across the top • across the middle	Around • open • straight back
						
Down • down • across the middle	Down • across the top • across the bottom	Down • curve back • across the top	Down • • slide back • slide forward	Down • across the bottom	Down • • slide down • slide up • down	Down • • slide down • straight up
						
Around • close	Down • little curve • close	Around • close • slide down	Down • • curve close • slide down	Curve back • curve forward	Down • • across the top	Down • curve up
						
Slide down • slide up	Slide down • up • down • up	Slide down • • slide back	Short slide down • • short slide back • straight down	Across the top • slide back • across the bottom		

						
Around • close • down	Down • up • curve close	Around • leave open	Around • close • up • down	Forward • around	Around • down • across	Around • close • dig • curve
						
Down • up • curve	Down • dot	Down • dig • curve • dot	Down • slide back • slide forward	Down	Down • up • curve • curve	Down • up • curve
						
Around •	Down • dig • up • curve • close	Around • close • dig • slide up	Down • up • curve	Curve	Down •	Down •
						
Slide down • up	Slide down • up • down • up	Slide down • • slide back	Slide down • • slide back • dig	Forward • slide back • forward		

References:

- BC Ministry of Education Performance Standards
http://www.bced.gov.bc.ca/perf_stands/writing.htm
- Berninger, V.W., Vaughan, K.B., Abbott, R.D., Abbott, S. P., Woodruff Rogan, L., Brooks, A., Reed, E., & Graham, S. (1997). Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition. *Journal of Educational Psychology, 89*, 652-666.
- Denton, P., Cope, S., & Moser, C. (2006). The effects of sensorimotor-based intervention versus therapeutic practice on improving handwriting performance in 6-11 year-old children. *American Journal of Occupational Therapy, 60*, 16-27.
- Graham, S. (2009). Want to improve children's writing? Don't neglect their handwriting. *American Educator, 20-27/40*
- Graham, S. Harris, K. & Fink, B. (2000). Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers. *Journal of Educational Psychology, 92*, 620 –633.
- Graham, S., & Weintraub, N. (1996). A review of handwriting research: Progress and prospects from 1980 to 1994. *Educational Psychology Review, 8*, 7-87.
- Mackay, N., McCluskey, A., & Mayes, R. (2010). The Log Handwriting Program improved children's writing legibility: A pretest-posttest study. *American Journal of Occupational Therapy, 64*, 30-36.
- Montgomery, I., & Zwicker, J.G. (2011). Applying current research evidence into practice: Development of a handwriting intervention program. *Dyspraxia Foundation Professional Journal, 10*, 12-20.
- Weintraub, N., Yinon M., Bar-Effrat Hirsch I., & Parush S. (2009). Effectiveness of sensorimotor and task-oriented handwriting intervention in elementary school-aged students with handwriting difficulties. *OTJR: Occupation, Participation, and Health, 29*, 125-134.
- Zwicker, J.G. (2011). Cognitive versus multisensory approaches for handwriting: Current state of the evidence. *Dyspraxia Foundation Professional Journal, 10*, 3-11.
- Zwicker, J.G., & Hadwin, A. (2009). Cognitive versus multisensory approaches to handwriting intervention: A randomized control trial. *OTJR: Occupation, Participation, and Health, 29*, 40-48.
- Zwicker, J.G., & Harris, S.R. (2009). A reflection of motor learning theory in pediatric occupational therapy practice. *Canadian Journal of Occupational Therapy, 76*, 29-37.
- Zwicker, J.G., & Montgomery, I. (2012). Application of motor learning principles to handwriting instruction and intervention, *Handwriting Today, 11*, 9-19.