

OT PRE-REFERRAL FORM: INTERVENTION STRATEGIES



PROBLEMS WITH PRE-WRITING / BASIC STROKES: (Pre-K and K)

Developmental sequence of learning to write begins with: 1) tracing, 2) imitating demonstration, 3) copying from a sample
 Understanding concepts of directionality (e.g. up, down, around, top, bottom, left, right, across) is critical for the development of both writing AND reading skills
 Other foundational components include utilization of a functional grasp and the use of the non-dominant (or "helper") hand to stabilize paper (remember that writing is a bilateral activity!)

	<p>Difficulty with concepts of directionality:</p> <p><i>Right/Left:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> had student wear a bracelet or band on his/her left wrist to identify the LEFT side <input type="checkbox"/> placed a vertical strip of tape on the floor and play a game using the concept of stepping left or right of the line. <input type="checkbox"/> highlighted the left and right margins of lined paper with green and red respectively (green for GO and red for STOP) <input type="checkbox"/> had student perform large motor movement activities from left to right e.g.: making rainbows or drawing lazy eight's using dry erase markers on a board or sidewalk chalk on the ground <input type="checkbox"/> engaged student in games that include directional concept such as "Simon Says" and "Hokey Pokey" <input type="checkbox"/> continue to use terminology that is consistent with a handwriting program (e.g. Handwriting Without Tears: "bump the line," "dive/slide down," "magic "c" <input type="checkbox"/> offered cross word puzzles or Scrabble for kids <input type="checkbox"/> had student complete vertical and horizontal mazes going top-to-bottom and left -to-right <input type="checkbox"/> had the child follow along with a finger while a story was read them <p><i>Diagonal lines:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> used boxes to make X's emphasizing corner-to-corner concept <input type="checkbox"/> had student draw alternating plus signs and x's <input type="checkbox"/> played tic tac toe <input type="checkbox"/> utilized graph paper <input type="checkbox"/> reinforced formation of diagonal lines from the top-down rather than from the bottom-up <input type="checkbox"/> practiced Dot-to-dot connection drawings <p><i>Up/Down:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> used color codes to identify top/bottom of each line (analogies such as touching the sky and ground can be used for prompts or reminders) <input type="checkbox"/> engaged student in jumping and or hopping up and down using songs that teach directionality
	<p>Difficulty Forming basic strokes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> had the student fill in missing parts of pictures and letters <input type="checkbox"/> practiced dot-to-dot pictures and letters <input type="checkbox"/> practiced with index finger to write in the air <input type="checkbox"/> wrote with a stick in the mud, in the sand with a finger/hand, water <input type="checkbox"/> used secret code markers to uncover lines/letters
<p>Comments:</p>	