

OT PRE-REFERRAL FORM: INTERVENTION STRATEGIES

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PROBLEMS WITH LETTER FORMATION : (K-1)

Letter recognition is essential to the child's ability to *write* letters. Without letter recognition, children will draw letters (make shapes) which have NO meaning or relevance to them. Consequently, proper and consistent letter formation is unlikely to occur. Be sure to provide age appropriate paper. Lines should be widely spaced for K level letter formation. Conventionally lined paper should be reserved for use with the upper elementary grades.

	<p>Difficulty with letter formation: Had student practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> air drawing with fingers in a tripod grasp <input type="checkbox"/> large total arm movements of writing letters in the air with eyes open and then with eyes closed <input type="checkbox"/> drawing letters in dry mediums such as sand, flour, sugar, or rice on a flat surface (cookie sheet or baking pan) <input type="checkbox"/> printing with index finger on carpet squares <input type="checkbox"/> printing over tactile surfaces such as sand paper or window screening material with crayon, chalk, or pencil <input type="checkbox"/> printing letters in mediums such as shaving cream and sealed zip-lock freezer bags full of colored hair gel <input type="checkbox"/> printing on a vertical surface to reinforce wrist extension and the concept of up and down <input type="checkbox"/> making letters using language consist with a handwriting program and having student verbalize direction of movement for letter production <input type="checkbox"/> making letters using a vibrating pen (available at Wal-Mart) <input type="checkbox"/> Referred to interventions listed in Pre-Referral Intervention Manual (PRIM) section 70 page 147
	<p>Letter reversals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Illustrate difference between "b" & "d" by using fist hands and thumbs up position so right hand is d and left hand is "b". <input type="checkbox"/> If they know how to print an upper case "B" lower case "b" should fit inside of upper case "B" and that "d" starts with an "a" <input type="checkbox"/> Keep a "cheat sheet" of commonly reversed letters on the child's desk using the same color for all letter that begin on left (b, h, p) and another color for the right (d, q, z). <input type="checkbox"/> Referred to interventions listed in Pre-Referral Intervention Manual (PRIM) section 63 page 134
	<p>Far point copying (Copying for the board/ overhead/ easel):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Put a copy of overhead on student's desk <input type="checkbox"/> Provide NCR forms for another student to take notes as a back up in case notes are illegible or incomplete <input type="checkbox"/> Put student at front of class <input type="checkbox"/> Keep whiteboard clear of clutter, write information to be copied in large print and in dark color <input type="checkbox"/> Eyes checked if child seems to be squinting <input type="checkbox"/> Use different colors for chunks of words or change in when going to the next line down. <input type="checkbox"/> Referred to interventions listed in Pre-Referral Intervention Manual (PRIM) section 60 page 129
<p>Comments:</p> 	