



HANDWRITING ACCOMMODATION TIPS FOR TEACHERS

GENERAL CLASSROOM ACCOMADATIONS

Teachers should be aware that class room procedures can also influence the effectiveness of handwriting instruction or remediation. Here are some guide lines to increase success:

- Communicate the importance of handwriting.
- Teach handwriting directly in a highly structured lesson of no longer than 15 minutes.
- Use clear, consistent language to describe the formation of the strokes.
- Insist on good posture. (The child should sit upright, with the lower back against the back of the seat and elbows slightly off of the edge of the desk.)
- Check to see that the student's feet and desk rest firmly on the floor.
- Make sure that the paper is positioned at 20-35 degrees to the left for right-handers and 30-35 degrees to the right for left-handers. (Put tape on the desk to help the student align the paper.)
- Display models of good writing.
- Emphasize a preference for high quality work instead of large quantity ties of sloppy writing.
- Set criteria for acceptable work, and teach the children to evaluate their own writing.
- Return unacceptable work to the student for self-rating.
- Provide immediate feedback when possible (Milone & Waslyk, 1981; Hofmeister, 1973).

OTHER BASIC ACCOMMODATIONS

In addition, teachers can make some basic accommodations in the classroom to compensate for inadequacies in handwriting. Here are several suggestions that may improve the performance and attitudes of students with handwriting difficulties (Levine, 1987):

- Although being understanding of the student's problem, encourage accountability and self-choice.
- Modify requirements based on how quickly a student's penmanship begins to deteriorate.
- Set realistic goals for the amount of time a student needs to complete an assignment.
- Make accommodations to prevent difficulties with handwriting from interfering with performance in all academic areas (e.g., using short-answer or circled responses).
- Break writing tasks into simple components to be completed in steps.
- Provide positive feedback for effort by giving two grades to evaluate content and legibility.
- Give the student a copy of criteria to
- Conduct self-evaluations.