



Grande Prairie Public School Division



Teaching Printing At Home

November 2020

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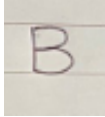
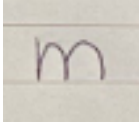
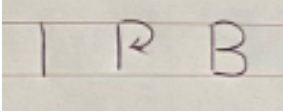
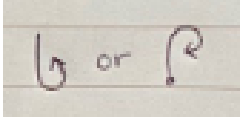
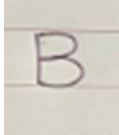
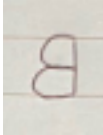
GPPSD Multidisciplinary Team
Peace Collaborative Services



According to a survey by Handwriting Without Tears 54% of parents are most concerned about teaching printing and writing during distance learning or learn from home.

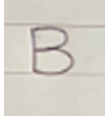
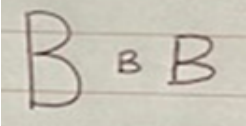
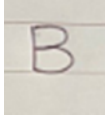
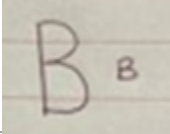
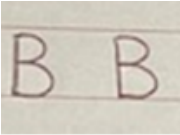
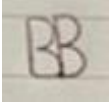
(Learning Without Tears, Virtual Handwriting Lessons Made Easy Webinar, Sept 2020)

The First Key Printing Skills

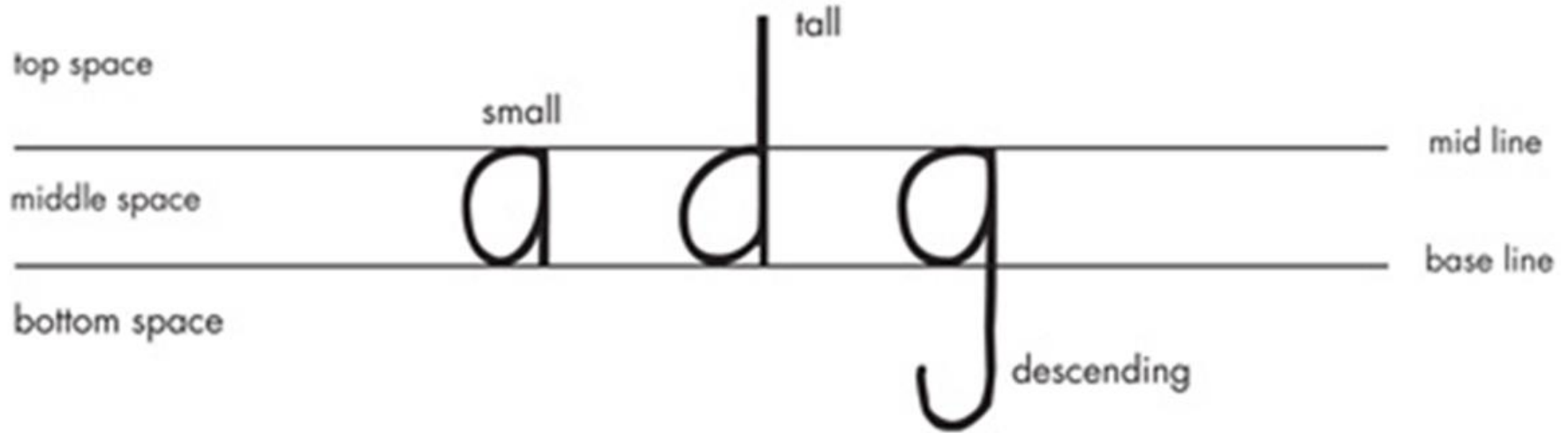
Skill	Description	✓	✗
Memory	Remember and print dictated letter		
Start	Where to begin printing	Top	Bottom
Sequence	Direction and order of strokes		
Orientation	Direction of the letter		

Also called primary printing skills. They are the main focus for teaching letter formation in Kindergarten & Gr. 1. The chart has examples the letter 'B'.

The Next Key Printing Skills

Skill	Description	✓	✗
Alignment	Placement of letters on the line.		
Size	Size of letters compared to other letters		
Spacing	Distance between letters and words		

Also called secondary printing skills. These skills are important for legible printing and become more in Grade 2 and beyond. For younger students with good letter formation skills, these skills will become more important earlier. This chart provides examples for printing the letter 'B'.



Lower Case Letter Alignment

Best Practices for Teaching Printing

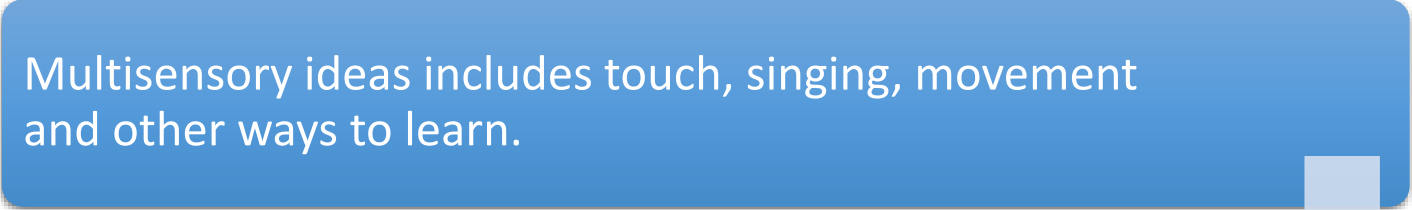
Multi- Sensory Strategies for Effective Printing Instruction

- Multisensory strategies provides increased feedback (Zwiker & Harris, 2009)
- Multisensory strategies are more effective for younger children (Hoy et al, 2007)
- There are lots of ways to practice printing without a pencil.
- When using multi-sensory strategies it is important to continue to re-enforce the letter sound, name and formation patterns (e.g., start at top)



Multi-Sensory Printing Ideas


Multisensory ideas includes touch, singing, movement and other ways to learn.



There are lots of multisensory ideas available on line.



Start by using the everyday materials you have at home (e.g., pudding, rice, shaving cream, etc.)



More Multi Sensory Strategies

Handwriting Without Tears has lots of ideas!

Some are Free! Check out the “Quick Reference Chart” for free resources.

REMEMBER! Different materials and supplies may be used.

Motor Learning Strategies for Effective Printing Instruction

- Effective printing instruction uses motor-learning principles (Denton et al, 2007; Hoy et. al, 2011).
- Printing is a motor skill like shooting a basketball. Direct, systematic practice is most effective for learning motor skills
- Repetitive practice helps printing to become automatic. When printing is automatic a writer can print a letter without having to think about what the letter looks like or how to make the letter. This lets the writer think instead about ideas, purpose, word choice, formulating sentences and organization of writing.

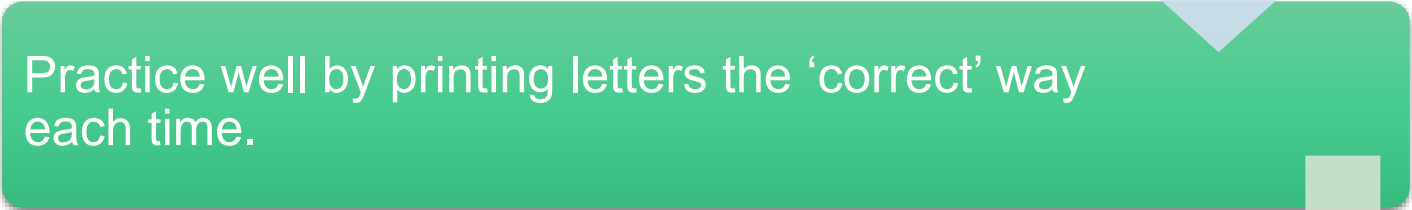


Effective Printing Practice

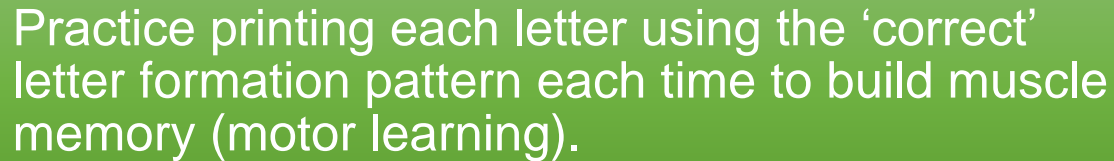
Students learn to print well when printing is practiced well.



Practice well by printing letters the 'correct' way each time.




Practice printing each letter using the 'correct' letter formation pattern each time to build muscle memory (motor learning).




Effective Printing Practice

Letter formation refers to the starting place, the direction of strokes and the order that lines are made in order to print a letter.



Using consistent letter formation builds automaticity – printing letter by habit rather than thinking about how to print the letter.




To build automatic letter printing we must practice printing (making) the letter using the same, correct letter formation every time.


- Start printing in the same place (at the top).
- Form the letter using the same sequence or order to strokes.
- Form the letter in the same direction (left and right).

Tip for Effective Printing Practice

To help build the motor patterns for forming letters use motor learning principles.




Use continuous letter formation to print letters - keep the pencil on the paper as much as possible (Pontello, 1999 cited by Roberts et al., 2014).



Teach letters with similar letter formation patterns in a sequence (e.g., c, o, a, etc.) or grouped together.

Effective Printing Practice Tip

Practicing printing using the 'incorrect' letter formation pattern builds inefficient muscle memory (motor learning).



Unlearning incorrect muscle memories is very hard.



Provide immediate feedback on letter formation patterns during printing practice . This is easier when printing instruction occurs in small groups or individually.



1. Direct Instruction



2. Guided Practice



3. Independent Practice

Phases of Handwriting Instruction

Direct Instruction



What

Adult (or video) demonstrates how to write a letter, word or sentence.

Teacher monitors to provide immediate feedback.

Student is imitating the motor model.

How

Say the letter name and sound. Repeat.

Use the “My Turn and Your Turn” Structure.

Next Step

Guided Practice



What

Student practices printing using a visual model (e.g., the letter icons or pictures on the worksheet).

Student is copying the visual model.

How

Practice for 5 minutes, 1-2 activities at a time.

Provide during and following practice

Teach

Monitor printing quality. Teach the student to 'self-evaluate' their own printing.

Independent Practice



What

Student practices writing on their own.

Student does not need a model to imitate or copy because they have a visual memory of what the letter looks like, motor memory of how to make the letter and an auditory memory of the letter sound.

How

Build independent writing stamina. Work towards 10-15 minutes of writing daily.

Next Step

Continue to build writing skills for becoming a 'good' writer (i.e., sentence structure, grammar, types of writing, editing, etc.).



1. Direct Instruction



2. Guided Practice



3. Independent Practice

Tips for Each Phase of Instruction

Direct Instruction



What To Do

Adult (or video) demonstrates to how to write a letter, word or sentence.

Adult watches printing to provide immediate, specific feedback.

Getting Ready

Get materials ready: pencil, paper, eraser.

Use a table and chair that provides support.

Try to eliminate distractions (e.g., background noise and activity).

What to Watch For

Letter formation chart shows how the letter should be made.

Watch to see that child is making the letter the same way after they watch you (imitate).

Posture Checks

At the start.... check posture.

A light blue downward-pointing arrow indicating the flow from the first step to the second.

Also check paper position and pencil grasp.

A light green downward-pointing arrow indicating the flow from the second step to the third.

Pause and check in during practice.

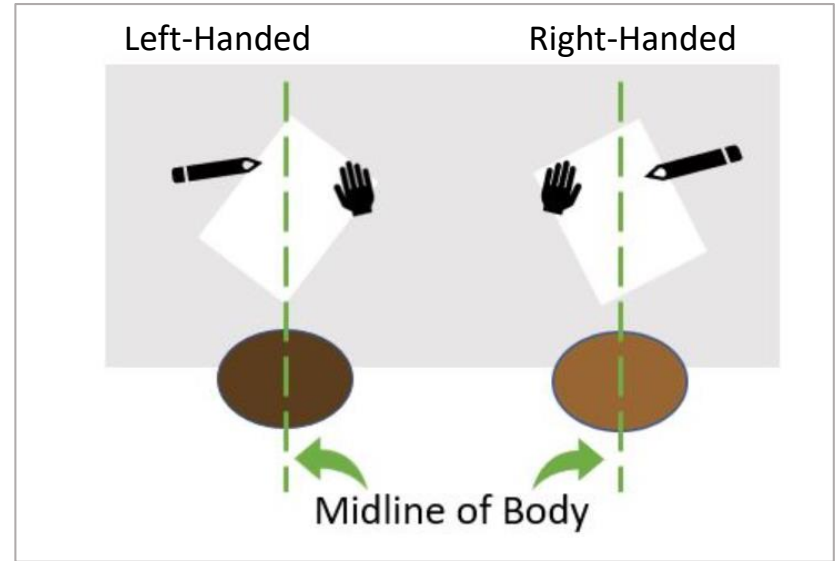
Positioning for Printing

Desk and Sitting Posture

- Arms rest comfortably on table
- Feet flat on floor
- Hips, knees and ankles at 90°
- Back of chair supports trunk



Paper Position



A 'good pencil grasp' ...



- Comfortably holds a pencil tight enough to not drop it.
- Loose enough to move fingers to control the pencil.
- There is more than one functional pencil grasp.
- Takes a lot of practice to become comfortable.




Direct Instruction Structure

Adult: “Let’s print letter _____. Letter _____ says (sound).”



Adult: “My turn, watch me.”

Adult demonstrates by accurately printing the letter and saying matching verbal cues.



Adult: “Your turn, show me.”


Child attempts letter while saying the same verbal cues. Adult watches student imitate (copy you).

Provide Praise

Acknowledge they are working hard.




Praise the effort (trying) not just the product!



Provide praise for staying on task.

Providing Feedback

Immediate feedback is most effective.



Watching the printing lets the adult see how the letter was made not just what it looks like.



Give specific feedback on letter formation.

“You started at the top!”


“Good keeping your pencil on the paper!”

Providing Feedback

Specific feedback is most effective.



Ask yourself “Does the letter printed look like the practice letter?”



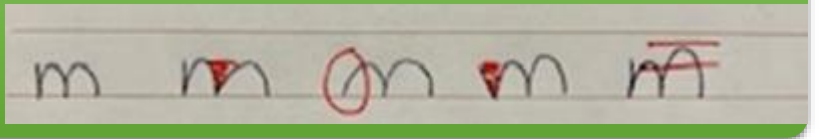
Give feedback on how the letter sits on the line (alignment) and size.

Providing Feedback

Specific feedback is most effective.

Use pointing and visuals to help explain.

Draw to show feedback.



Guided Practice

Letter formation worksheet

Trace the letter:

h h h h h h

Write in the missing letter:

__ orse 

__ ippo 

__ ummingbird 

What To Do

Student practices printing a worksheet with the visual model.

Practice for 5 minutes, 1-2 activities at a time.

Teach the student to 'self-evaluate' their own printing.

Getting Ready

Get materials ready: pencil, paper, eraser.

Use a table and chair that provides support.

Try to eliminate distractions (e.g., background noise and activity).

What to Watch For

Does the letter look like the target letter?


Is something missing or different?

Is your child using consistent, correct letter formation patterns?

Is your child tell you about their work (self-evaluate)?

Guided Practice Structure

The child is ready for guided practice when they can imitate (copy) an adult making the letter.




Have child complete practice worksheet.
The adult may watch if they are able.



When child 'hands in' worksheet then provide feedback and teach/practice self-evaluation.

Teaching Self-Evaluation

Have your child look at the letter(s) printed. “Show me your best letter ____.”



Tell you child specifically why it is good.

“I agree! It looks like a ____.”


“Yup. That is good! I like how...”




Ask your child to make another one “just like it” so you can double check letter formation.

Teaching Self-Evaluation

Have your child look at the letter(s) printed. “Show me your best letter ____.”




If you think a different letter is better then...
“I like this one. I like how ...”




Ask your child to make another one “just like it”
so you can double check letter formation.

Teaching Self-Evaluation

Have your child look at the letter(s) printed. “Show me your best letter ____.”



If you think the letter needs more practice then say...
“It was a really good try. I think it looks more like a ____
than a letter ____.”
“Next time try this... (and show).”



Ask your child to “Try again