

<i>Modality</i>	<i>Skills/ Classroom Tasks</i>	
<ul style="list-style-type: none"> ▪ Visual-Kinesthetic Integration ▪ Short-Term Auditory Memory 	<ul style="list-style-type: none"> ▪ Tracking ▪ Spatial Organization ▪ Attention/Focus ▪ Short-Term Auditory Memory ▪ Working Memory ▪ Counting 	<ul style="list-style-type: none"> ▪ Handwriting— Letter/Digit Formation ▪ Keyboarding ▪ Copying ▪ Tracing ▪ Written Expression

DEBRIEFING QUESTIONS

The discussion should focus on handwriting skills and the importance of legibility. Lack of automaticity with letter formation and/or keyboarding often frustrates individuals with dyslexia and interferes with their written expression.

1. “How did it feel to be unable to write neatly and quickly?”
2. “What did you do to compensate for this problem?”
3. “How did it feel when some people in your group were able to do this?”
4. “Do you know anyone who has this motor difficulty?”

These activities require you to use your non-dominant hand to perform paper/pencil tasks. It simulates a problem with writing caused by lack of automaticity in letter formation. Handwriting is not functional until letter formation has become automatic. Evidence of these problems might include slow and laborious writing, frequent self-corrections, write-overs, and false starts.

PROCEDURE

1. All five tasks on the activity sheet must be completed within 8 minutes.
2. Give one activity sheet to each participant. Paper should be face down.
3. Pass out pencils.
4. Begin with the script below.
5. At the **BEGINNING** of each section, read the instructions exactly as they are written on the activity sheet.
6. At the **END** of each section, say "Stop, turn your paper over." Then read the instructions for the next activity. **READ ONLY THE WORDS ON THE SHEET.**
7. Go over the skills needed for these tasks.
8. Go over the debriefing questions.

SUGGESTED SCRIPT

STATION LEADER: *"Raise the hand you use to write. You will **NOT** be writing with that hand today. Today you will be writing with your **other** hand—your **non-dominant** hand. (Mark non-dominant hand of each participant with pen.) I will read the instructions. Then you may turn over your paper and begin to work. **STOP** when I tell you to do so."*

GENERAL COMMENTS/SUGGESTIONS:

If participants turn the paper over before the "GO" signal, admonish them and ask: *"Did I tell you to turn your paper over?! No, I did **NOT** tell you to turn your paper over yet. Ready? Now turn your paper over and begin."*

To those paying attention and following directions, offer praise:

*"Look at Sam. He's a **good** listener!"*

*"I like the way Sue is **following** directions."*

If someone shifts to the dominant hand, remind the group: *"We are using our **non-dominant** hand today. If you try hard enough, you can do it."*

"Correct your pencil grip and you will write better "

SPECIFIC INSTRUCTIONS FOR ACTIVITIES:

#1-DESIGNS Read the instructions on the activity sheet aloud:

*"**COPY THE DESIGNS AS NEATLY AND AS QUICKLY AS YOU CAN.**"*

Say, *"I will tell you when to stop."*

After most are finished, say, *"**Stop, turn your paper over.**"*

SUGGESTED SCRIPT (continued)

#2-SHAPES Read the instructions on the activity sheet aloud:

“PUT A DOT IN AS MANY OF THE SQUARES AS YOU CAN IN FIVE SECONDS. Go!”

After five seconds, say, ***“Stop, turn your paper over.”***

The trick is to put dots ONLY in the squares. **Do not** emphasize this beforehand. Many participants will put dots in every shape as fast as they can. To **those** students, say: ***“Remember, I told you to put dots in the squares. Tim, it looks like you weren’t paying attention.”***

#3-ALPHABET Read the instructions on the activity sheet aloud:

“PLEASE WRITE THE LOWER CASE MANUSCRIPT ALPHABET ON THE LINES. THEN WRITE THE CURSIVE ALPHABET.”

Say, ***“Begin! I will tell you when to stop.”***

After most are finished, say, ***“Stop, turn your paper over.”***

SUGGESTED COMMENTS

As they are working, you might say some or all of the following:

“We want neat work and legible letters.”

“Write that letter again.”

“We need to write faster if we want to go out for recess.”

#4-TRACING Read the instructions on the activity sheet aloud:

“TRACE THIS DESIGN AS YOU COUNT FROM 975 TO 1,032 OUT LOUD.”

Say, ***“Begin! I will tell you when to stop.”***

After most are finished, say, ***“Stop, turn your paper over.”***

SUGGESTED COMMENTS

As they are working, you might say some or all of the following:

“I can’t hear you counting.”

“Keep counting and tracing.”

“Go back over that part. You skipped a number (or a section).”

#5-MANUSCRIBBLE

First, say, ***“This is the final task and should be the best sample of your writing because you’ve had so much practice.”***

Then read the instructions on the activity sheet aloud:

“BELOW IS A NAME WRITTEN IN MANUSCRIBBLE. TRACE IT UNTIL YOU CAN WRITE IT FROM MEMORY. WHEN READY, TURN YOUR PAPER OVER AND WRITE IT ON THE BACK.”

SUGGESTED COMMENTS

As they are working, you might say some or all of the following:

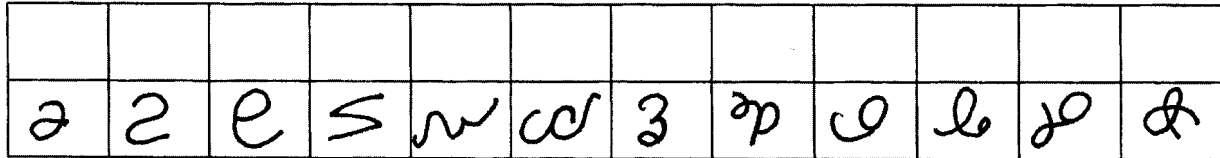
“I can’t read your writing. Go back and practice three more times.”

“You need to stay after school for extra help.”

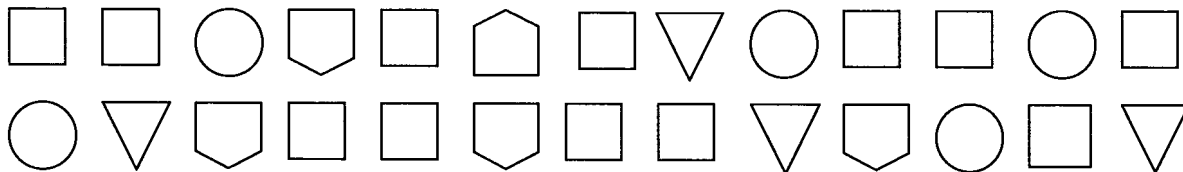
“Good, your MANUSCRIBBLE is the BEST in the class.”

**ALL TASKS ARE TO BE COMPLETED WITH YOUR
NON-DOMINANT HAND**

1. Copy the designs as neatly and as quickly as you can.

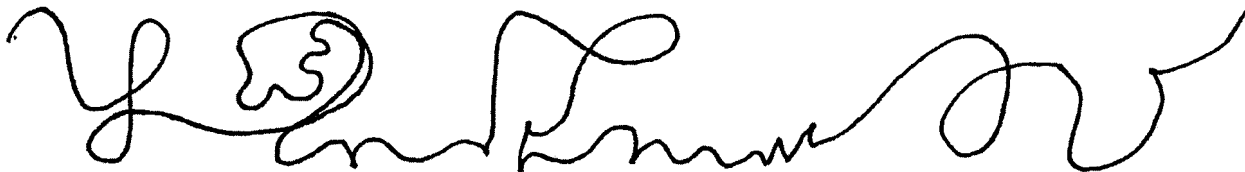


2. Put a dot in as many of the squares as you can in five seconds. Go!



3. Write the manuscript alphabet—lower case. Then write the cursive alphabet.

4. Trace this design as you count from 975 to 1,032 out loud.



5. Below is a name written in MANUSCRIBBLE. Trace it until you can write it from memory. When ready, turn your paper over and write it on the back.

