

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

SPELLING/WRITING: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

Frequently fails to form letters correctly	✓
Frequently has sloppy writing, illegible	
Frequently fails to punctuate correctly	
Frequently has spelling problems—omits, adds, or substitutes letters	
Frequently demonstrates letter reversals	
Frequently has trouble copying (close-up/distant)	
Frequently fails to capitalize correctly	
Frequently fails to write within a given space	
Frequently grips pencil, crayons, or scissors awkwardly	
Frequently shows difficulty with fine motor skills (e.g., nuts and bolts, screwdrivers, puzzle pieces, buttoning, zipping, tying)	
Frequently shows inconsistencies in printing upper and lower case, printing, and cursive	
Frequently does not complete written assignments	
Frequently has inconsistent spaces between words and letters	
Frequently is unsure of right or left handedness	
Tires quickly while writing	
Says words out loud while writing	
Has difficulty organizing thoughts on paper	
Exhibits large gap between written ideas and understanding demonstrated through speech	
Exhibits poor use of punctuation	
Engages in slow, tedious, incomplete note-taking	
Has poor handwriting, poorly shaped letters, and irregular spacing	
Often does not use complete sentences when speaking or writing	
Is clumsy, uncoordinated, poor at ball or team sports; prone to motion sickness	
May use either hand for fine motor tasks; confusion with right/left dominance	
Has difficulty writing thoughts orderly and clearly	

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SPELLING/WRITING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

SPELLING	Tried/ Duration	Effective Y/N	Remarks
Provide technology such as word processors, AlphaSmart*, electronic spell-checkers*			
Assist students to create a personal spelling dictionary			
Use on-line websites i.e., spellingcity.com/*			
Teach students to spell with sign language or body motions			
Display word walls			
Teach phonics skills through a repetitious, multi-sensory, hands-on approach (i.e., Orton-Gillingham*)			

WRITING/PROCESSING

Offer different options for communicating ideas, such as PowerPoint presentations, models, speeches, mime, murals, rap, video productions, creative movement			
Provide a copy of class notes on No Carbon Required (NCR) paper			
Allow extra time for writing assignments			
Explicitly teach different types of writing			
Allow students to dictate written assignments and tests			
Give students a checklist for editing work—spelling neatness, grammar, syntax, clear progression of ideas, etc.			
Have students proofread work after a delay—it's easier to see mistakes after a break			
Have student complete task in small steps			
Encourage practice through low-stress opportunities for writing such as letters, diary, making household list, or keeping track of sports teams			
Group students together to write round-robin story			
Encourage students to include the wording of the question in their sentence answer (complete sentence responses)			

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Use graphic organizers			
+Alter written assignments			
+Allow student to create illustrations in lieu of writing			
+Grade written assignments according to content, rather than spelling and mechanics			
+Use cut and paste to create research projects			

FINE MOTOR/HANDWRITING

Provide a rubber stamp with student's name			
Provide paper with raised lines* as a sensory guide to stay within the lines			
Try different pens and pencils to find one that's most comfortable			
Practice writing letters and numbers in the air			
Encourage proper grip, posture, and paper positioning for writing			
Use pencil grips			
Use multi-sensory techniques for learning letters, shapes, and numbers (e.g., speaking through motor sequence)			
Allow use of print or cursive			
Use large graph paper for math calculations to keep columns and rows			
Teach or reinforce penmanship using resources (i.e., www.downhillpublishing.com *)			

*See reach.adventisteducation.org/resources

+Modification