

Improving Handwriting Without Teaching Handwriting:
Helping the Child Who May Not Qualify for School Services
22nd Symposium on Intervention for Persons with Special Needs
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HANDOUTS (34 pages)

1. List of Handouts and Schedule (1 page)
2. Outline (6)
3. Task Sheet for 1st Small Group Activity (1)
4. Physical Therapy Components (2)
5. Visual-Perceptual-Motor Activities Collection (selected charts for this workshop):
Ball Skills, Clock Game, Eye-foot Coordination, Mirror Rotations, Rocker Board (11)
6. Examples of Treatment Principles (1)
7. Simulated Problems, Behavior Characteristics, and Teaching Strategies(6)
 - A. Memory
 - C. Right to Left Progression
 - D. Coordination and Discrimination
 - G. Visual Learners
 - H. Auditory Learners
 - I. Tactile/kinesthetic Learners
8. Maintenance Program (1)
9. Task Sheet for 2nd Small Group Activity (1)
10. "The Occupational Therapist as a School Consultant for Perceptual-Motor Programming" (4)

SCHEDULE

- 8:30 AM Introduction
8:45 Presentation of the Case Study
10:00 Break
10:30 1st Small Group Activity: What Would You Do?
11:00 The Performance-Based Assessment/Intervention Model
 PT and OT Home Programs: Evaluation and Treatment

12:00 Lunch

1:00 PM Visual-Perceptual-Motor Problems and Implications for Learning
1:45 OT and PT Home Treatment Programs (continued)
2:30 Break
3:00 OT and PT Re-evaluations, Handwriting Results, Family Reports, and Updates
3:45 2nd Small Group Activity: Adaptation and Application of the Model
4:15 Summary, Questions, Discussion, Resources
4:30 End

OUTLINE AND REFERENCES

8:30 AM I. Introduction: On Overhead before start...

Concern: What is your biggest concern when you receive a request to review a student for 'handwriting' difficulties in the school setting?

- A. The problem of the child who may not qualify for services
- B. Our approach to the problem
 - 1. Case study: Design and results
 - 2. Visual-perceptual-motor dysfunction: Implications for learning and handwriting
 - 3. Assessment/intervention model: Therapeutic and maintenance activities
- C. Plan for the day (Handout #1)
 - 1. Your concerns
 - 2. Schedule and content

8:45am II. Presentation of the Case Study

- A. Chronology
 - 1. 8/97: Psychological evaluation & referral to m
 - 2. 10/97: Optometric evaluation & referral to m
 - 3. 11/97: Initial OT consultation with family & referral to m
 - 4. 12/97: OT & PT evaluations
 - 5. 1/98-5/98: OT & PT home programs
 - 6. 6/98: OT & PT re-evaluations
 - 7. 6/98-12/98: OT & PT maintenance program
 - 8. 8/98: Optometric re-evaluation
 - 9. 9/98: Psychological re-evaluation
 - 10. 12/98: OT & PT re-evaluations after maintenance program
- B. Initial OT consultation
 - 1. Reason for referrals
 - a. poor handwriting
 - b. learning problems
 - c. difficulty in sports
 - d. general disorganization at home and school
 - e. poor grades
 - 2. Preliminary information and observations
 - a. The Sensory Profile (Dunn & Westman, 1997)
 - b. significant instability of the shoulder girdle
 - c. asymmetrical alignment of the spine
 - d. need for PT evaluation
 - 3. General plan
 - a. visual-perceptual-motor program (Erhardt, 2001)
 - b. options for service delivery (methods, duration, and frequency)

c. definitions of roles

d. general goal

e. research study

C. Psychology evaluation and re-evaluation

1. WISC-III

2. VMI

3. Diagnoses

a. generalized anxiety disorder

b. learning disorder

c. neurological issues: visual-motor coordination and visual perception problems

D. Optometry evaluation and re-evaluation

1. VMI

2. Accommodative amplitude (focussing)

10:30 III. 1st Small Group Activity: What Would You Do? (Handout #3)

You have just received this exact referral, with all of the above issues.

1. How would you begin to tackle the assessment of this student?
(Ie as specific test or measure? Observation of what? Theories?)

2. What questions would you like to ask the parents?

3. What questions would you like to ask the student?

4. What 'one thing' would you start with and why??

10:45 Ask for results(Answers to be written on easel so pages taped to wall)

11:00 IV. The Performance-Based Assessment/Intervention Model: OT and PT Home Programs

A. Handwriting samples timeline

1. 11/30/97-12/23/97: 4x month for 1 month plus 1/14/98 (Phase A - before treatment)

2. 1/28/98-5/28/98: 2x month for 5 months (Phase B - during treatment)

3. 6/25/98-11/20/98: 1x month for 6 months (Phase C - maintenance) B.

Examples of OT evaluation: Purdue Perceptual-Motor Survey (Roach & Kephart, 1966)

1. Balance and posture: Walking board (forward and backward)

2. Perceptual-motor match: Chalkboard circles and rhythmic writing)
3. Handwriting postures

11:15 C. Examples of PT Evaluation (Handout #4) (Sahrmann, 2001; Kendall, et al, 1993; Cusick & Stuber, 1992) 7 minutes

11:30 D. Examples of PT Treatment (Handout #4) (Sahrmann, 2001; Meade, 1998; Ginn, et al, 1997; Janda, 1977) only 7.5 minutes out of 15 minutes

E. Examples of OT Treatment

1. Rocker board (Handout #5) 10 minute video

2. Orientation to treatment principles (Handout #6)

1:00 pm V. Visual-Perceptual-Motor Problems and Implications for Learning (Handout #7)

A. Styles, differences, and disabilities

B. Adult learners (Hayes, 1975; Reavis, 1993)

C. Simulation labs

1. Gross motor 5-10 minutes

2. Fine motor

3. Oculomotor

1:45pm VI. The Performance-Based Assessment/Intervention Model (continued)

A. Examples of treatment principles (Handout #6)

B. Examples of OT program (Handout #5)

1. Chalkboard clock game

2. Ball skills

3. Mirror rotations

4. Aerobics

5. Eye-foot coordination

2:00 C. Examples of PT program (Handout #4) last half of treatment video

D. Examples of maintenance program (Handout #8)

1. Letter writing
2. Playground activities– 3 minutes

3:00 VII. What Happened?

A. OT re-evaluations

1. Walking board

2. Chalkboard circles and rhythmic writing

3:15 B. PT re-evaluations-- 3 minutes and overhead of results

C. Handwriting study results (Reisman, 1993; Reisman, 1999)

D. Family reports and updates

3:45 2nd Small Group Activity: Adaptation and Application of the Model (Handout # 9)

1. What pieces of this model will be most useful to you in your setting?
2. Pick two specific strategies you could adapt to your environment.
3. How would you engage the teacher/aid/parent to follow through on one idea?

4:00 Group results

4:15 IX. Summary, Questions, Discussion, Resources (Handout #10)

I will end with a response