



CLASSROOM STRATEGIES

POOR PENCIL GRASP

- Use small broken crayons or mini-markers to color and draw
- Use mini-golf size pencils
- Place small sticker or dot on pencil for correct finger placement
- Work on a vertical surface such as chalkboard, slant board or dry erase board.
- Try using a triangular or thick pencils for printing tasks.
- Practice pinching activities to build finger strength e.g. tweezers, clothespins, play dough.

LETTER FORMATION

- Trace dotted lines to form letters
- Use dots to indicate where letter begin (at the top)
- Form letters in boxes to aide size and formation
- Highlight top and bottom line to aide formation
- Highlight bottom line to aide line awareness
- Place alphabet strip on desk as visual cue

WRITTEN WORK

- Have student write on a soft surface such as foam or corkboard to relieve pressure when writing.
- Use mechanical pencil to help student control writing pressure.
- For student who writes too lightly try a large pencil
- Wrap a rubber band around the pencil where student grips, to reduce slipping when writing.
- Practice rubbing a crayon darkly over a picture for student to develop the “feel” of pressure.
- Highlight bottom line to develop line awareness
- Use finger, penny or paper clip to aide spacing between words.
- Teach student to say “space” after each word as verbal cue.
- Decrease size of writing space to help student decrease letter size

SCISSOR SKILLS

- Encourage student to position scissors with thumb up to cut.
- Practice snipping and cutting heavier weight paper e.g. index cards, junk mail flyers, paint chip cards.
- Snip edge of paper to make “grass”
- Highlight and thicken lines for cutting tasks
- Use hand over hand assistance to teach student to use two hands to hold and turn paper when cutting.
- Use heavier grade paper for cutting activities.

FUNCTIONAL MOBILITY

- Have students transition at beginning or end of class on stairs
- Practice walking on a line on the floor or have class walk holding onto a rope.
- Mark doorways, stairs, and changes in surface with brightly colored tape.
- Be sure feet are on floor when sitting in classroom chair. Lower seat height or use a footstool if needed.
- Encourage students to make space for an invisible friend in front and behind them in line.
- Use a back pillow or a seat cushion to promote good posture.
- Provide bag/backpack to carry multiple materials.
- Encourage “buddy Partnering” for playground and recess activities.
- Play games like Simon Says and the mirror game to practice imitating movements.

SENSORY PROCESSING

- Seated push-ups
- Wall push-ups
- Whole class stretch breaks or movement activity
- Stacking books
- Carry backpack weighted with books
- Take message to office
- Permit student to stand during some tasks
- Velcro strip under desk top
- Visual schedule
- Pair verbal directions with visual cues
- Place student at front or end of line during transitions
- Prior warning of changes in schedule
- Prior warning of loud signs e.g. fire bell