

Use of Printing Like a Pro! & Fine Motor Adaptations in the Primary Classroom



Part Two of Two

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Level II


Level II

- ▶ After learning how to generally form and print each lower-case letter, students' skills are becoming refined and movements become more consistent, and errors begin to decrease (Poole, 1991)
- ▶ To further facilitate handwriting development, a second set (Level II) of classroom friendly worksheets was developed.

Level II

Letter Group Review, Word & Sentence Worksheets

Review, Word & Sentence Worksheets

- ▶ Ideally, use once a student can form most individual letters using correct letter formation
 - ▶ Late Grade 1 or early Grade 2 or later as needed
 - ▶ Provide additional practice within letter groupings (review worksheets) to further focus on consistency in letter formation as well all components of legibility
- 

Practice - Random

- ▶ *Random* practice is felt to be most effective for students in the later stages of refining an already learned skill (Baker, 1999)
- ▶ Therefore, random order of practice of individual letters was incorporated into the letter and word review worksheets (38 worksheets in this set)


Practice – Word & Sentence Worksheets

- ▶ Additionally, after each letter group review practice, students can begin to combine all skills learned in practice of handwriting words (as per letter groupings) and then sentences for best carryover (Graham et al., 2000; Graham, 2009)
- ▶ Handwriting word & sentence practice reinforces letter formation and generalization (Graham et al., 2000; Graham, 2009; Montgomery & Zwicker, 2011)


Words used in worksheets:

- ▶ The majority words utilized in the worksheets are:
 - Sitton's High –Frequency Writing Words list
 - DOLCH word lists
 - Common words in the English language list

Word and Sentence Worksheets

- ▶ The words were selected with extensive consultation with experienced educators
 - ▶ High frequency and “sight” words were chosen to reinforce early reading skills (Dolch “Pre-Primer” and “Primer” words)
 - ▶ Initial words and sentences are short, simple, and very easy to read and write
 - ▶ The words were grouped in “word families” whenever possible
- 

Word and Sentence Worksheets

- ▶ Over the course of the worksheets, the words and sentences become more challenging to read and write
 - ▶ Font is then decreased (until size of a standard “scribbler”) and sentences become progressively longer and more challenging to read and write
 - ▶ Interlines gradually fade away
- 

> 75 % of the top Dolch Words used – many more than once

All 220 Dolch words by grade in frequency order

Pre-Primer		Primer		First Grade		Second Grade		Third Grade	
the	one	he	now	of	take	would	write	if	full
to	my	was	no	his	every	very	always	long	done
and	me	that	came	had	old	your	made	about	light
a	big	she	ride	him	by	its	gave	got	pick
I	come	on	into	her	after	around	us	six	hurt
you	blue	they	good	some	think	don't	buy	never	cut
it	red	but	want	as	let	right	those	seven	kind
in	where	at	too	then	going	green	use	eight	fall
said	jump	with	pretty	could	walk	their	fast	today	carry
for	away	all	four	when	again	call	pull	myself	small
up	here	there	saw	were	may	sleep	both	much	own
look	help	out	well	them	stop	five	sit	keep	show
is	make	be	ran	ask	fly	wash	which	try	hot
go	yellow	have	brown	an	round	or	read	start	far
we	two	am	eat	over	give	before	why	ten	draw
little	play	do	who	just	once	been	found	bring	clean
down	run	did	new	from	open	off	because	drink	grow
can	find	what	must	any	has	cold	best	only	together
see	three	so	black	how	live	tell	upon	better	shall
not	funny	get	white	know	thank	work	these	hold	laugh
		like	soon	put		first	sing	warm	
		this	our			does	wish		
		will	ate			goes	many		
		yes	say						
		went	under						
		are	please						



Fading of explicit visual cues

- ▶ In Level II worksheets, *less guidance* is provided, and the student is allowed to make errors to increase independence (Poole, 1991)
- ▶ Therefore guidance and explicit visual cues are gradually faded (i.e., numbered arrows, dotted interline)
- ▶ Additionally, reliance on self-talk (speech bubble) is faded to self-thought (thought bubble) and to no instructional cueing for letter formation

Self-Correction

- ▶ The student is requested to not only circle their best formed letters (*self-evaluation*)

but also

- ▶ Requested to “redo” a poorly written letter or word to match the target letter,
- ▶ Therefore utilizing both *error-detection and self-correction*

Review and Word Practice Worksheets

- ▶ These worksheets have been designed in 3 phases of practice:
 - Phase 1 - Non-random letter review: Review practice of all letters within a group in the same order as before
 - Phase 2 – Random letter review: Random review practice of all letters within a group
 - Phase 3 – Word and sentence practice

http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx

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Enlarged Level I/Kindergarten Worksheets: Lower Case Enlarged Level I /K (2019) (PDF) New!

Level I Worksheets: Lower Case Level I (2017) (PDF)

Level II Worksheets: Letter Review, Word and Sentence Practice Worksheets 2017 (PDF)

Skill Boosting Worksheets

1. Upper Case Enlarged Level I/K 2019 (PDF) New
2. Upper Case Level I (PDF)
3. Functional Words Addressing a Card or Writing a Note 2017 (PDF)
4. Functional Words Letter to Santa 2017 (PDF)
5. Numbers 0 to 9 2017 (PDF)
6. Numbers 10 to 19 2017 (PDF)
7. Numbers Multiples of 10 to 100 2017 (PDF)
8. Days of the Week - Abbreviated 2017 (PDF)
9. Days of the Week - Not Abbreviated 2017 (PDF)
10. Months of the Year - Abbreviated 2017 (PDF)
11. Months of the Year - Not Abbreviated 2017 (PDF)
12. Lined Paper 2017 (PDF)

French Worksheets

1. Lower Case Level I (2019) (PDF)
2. Upper Case Level I (2019) (PDF) (Coming soon)
3. FRENCH High Frequency Words (PDF)
4. FRENCH Numbers zero to twenty (PDF)
5. FRENCH Numbers Multiples of 10 to 100 (PDF)

Instructions for How to Print Alphabet Strips (PDF)

1. Alphabet and Name Strip Upper and Lower Case PRINT LEGAL SIZE (PDF)
2. Alphabet and Name Strip Lower Case Upper Case and Numbers 1 to 20 PRINT LEGAL SIZE (PDF)
3. Printing Like A Pro Alphabet and Name Strip Lower Case Only PRINT LEGAL SIZE (PDF)

CDR Website Poll

Did you find this website useful?

 Yes

 No

Vote! Results

Total number of votes : 1289

Sunny Hill Health Centre for Children
Therapy Department



LEVEL II

**Letter Group Review,
Word and Sentence Practice
Worksheets**



Printing Like a Pro!

By Ivonne Montgomery, OT and Jill Zwicker, PhD, OT (C)

Sunny Hill Health Centre for Children, 2017

Created Using: Educational Fontware, 2012

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Worksheets and other supporting materials can be found at:

http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx

**Letter Review and
Word Practice
Worksheets -
Downers**

l, i, t, f



Group 1

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By Ivonne Montgomery, MRSc, OT and Jill Zwicker, PhD, OT (C)

Sunny Hill Health Centre for Children, 2017

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Key Strategies for Neat Printing - Downers



My strategies for neat printing
of Downers:



- Slow down
- Print letters from top to bottom
- Print letters on the line (no floaters)
- Print tall letters tall (l, t, f)
- Print small letters small (i)

How did I do?



My strategies for neat printing
of Downers:



- Slow down
- Print letters from top to bottom
- Print letters on the line (no floaters)
- Print tall letters tall (l, t, f)
- Print small letters small (i)

How did I do?



Letter Review

All the letters below are "Downers"

Width of lines is narrower

Down

- ✓ 1. Print the letter as neatly as you can.
- 2. Remember to silently say how to form the letter.
- 3. Circle your three best letters.



Handwriting practice lines for the letter 'd'. The first line shows a dotted 'd' for tracing. The second and third lines are blank for independent practice. Two large blue ovals are drawn across the second and third lines, indicating a narrow width.

Down and dot

- ✓ 1. Print the letter as neatly as you can.
- 2. Remember to silently say how to form the letter.
- 3. Circle your three best letters.



Handwriting practice lines for the letter 'i'. The first line shows a dotted 'i' for tracing. The second and third lines are blank for independent practice.

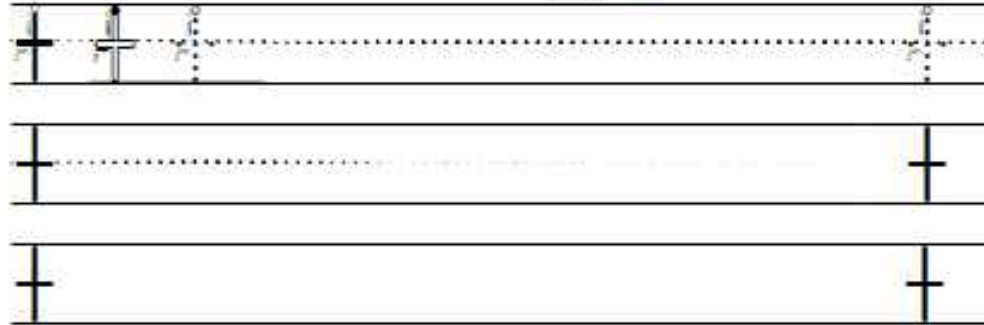
Blocked practice of same letter

Blocked practice of same letter

- ✓
- 1. Print the letter as neatly as you can.
 - 2. Remember to silently say how to form the letter.
 - 3. Circle your three best letters.



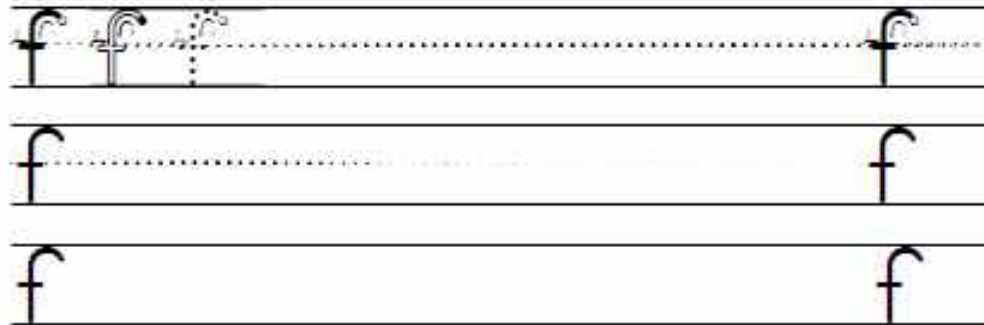
Down and
cross



- ✓
- 1. Print the letter as neatly as you can.
 - 2. Remember to silently say how to form the letter.
 - 3. Circle your three best letters.



Around,
down and
cross



Blocked
practice of
same letter

Blocked
practice of
same letter

Random Letter Review

No more self-talk

All the letters below are "Downers"



1. Print the letters as neatly as you can.
2. Circle your three best letters on this page.
3. Erase and redo three letters on this page to better match the example letters.

Handwriting practice lines for the letter 'i'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The letter 'i' is printed at the beginning and end of each row. There are eight rows in total, each containing two 'i' characters for tracing and practice.

Random
practice of
letters



- 1. Print the letters as neatly as you can.
- 2. Circle your three best letters on this page.
- 3. Erase and redo three letters on this page to better match the example letter(s).

Handwriting practice lines for the letter 'f'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row shows a solid 'f' on the left and a 'f' on the right that is circled in blue. The following seven rows show a dashed 'f' on the left and a blank space on the right, also circled in blue, for practice.



Random
practice of
letters



- 1. Print the letters as neatly as you can.
- 2. Circle your three best letters on this page.
- 3. Erase and redo three letters on this page to better match the example letter(s).

t	t
i	i
l	l
f	f
i	i
t	t
l	l
f	f



Random
practice of
letters

Word Practice

All the words below use
"Downer Letters"



- 1. Print the words as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.
- 4. Erase and redo one word to better match the example.

if

it

lit

fit

**Letter Review and
Word Practice
Worksheets -
Rounders**

c, o, e, a, d



Group 2

Printing Like a Pro!

By Ivonne Montgomery, MRSc, OT and Jill Zwicker, PhD, OT (C)

Sunny Hill Health Centre for Children, 2017

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Key Strategies for Neat Printing - Rounders



My strategies for neat printing
of Rounders:



- Slow down
- Print letters from top to bottom
- Print letters on the line (no floaters)
- Print tall letters tall (d)
- Print small letters small (c, o, a, e)

How did I do?



My strategies for neat printing
of Rounders:



- Slow down
- Print letters from top to bottom
- Print letters on the line (no floaters)
- Print tall letters tall (d)
- Print small letters small (c, o, a, e)

How did I do?



Word Practice

All the words below use
"Rounder Letters"



- 1. Print the words as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.
- 4. Erase and redo one word to better match the example.

of

let

to

do



- ✓
- 1. Print the words as neatly as you can.
 - 2. Leave a finger space between the words.
 - 3. Circle your three best words.
 - 4. Erase and redo one word to better match the example.

at

cat

fed

led





Sight Word Sentences



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Key Strategies for Neat Printing of Sentences



My strategies for neat printing:



- Slow down
- Print letters from top to bottom
- Print letters on the line (no floaters)
- Print tall letters tall (b, d, f, h, k, l, t)
- Print small letters small (a, c, e, i, m, n, o, r, s, u, v, w, x, z)
- Print "digger" letters digging down below baseline (g, j, p, q, y)
- Leave a finger space between words
- Use correct capitalization and punctuation

How did I do?



My strategies for neat printing:



- Slow down
- Print letters from top to bottom
- Print letters on the line (no floaters)
- Print tall letters tall (b, d, f, h, k, l, t)
- Print small letters small (a, c, e, i, m, n, o, r, s, u, v, w, x, z)
- Print "digger" letters digging down below baseline (g, j, p, q, y)
- Leave a finger space between words
- Use correct capitalization and punctuation

How did I do?



Sight Word Sentences



- 1. Print the sentences as neatly as you can.
- 2. Use correct capitalization and punctuation.
- 3. Leave a finger space between the words.
- 4. Circle your neatest sentence.
- 5. Describe why it is your neatest sentence.



I see a red ball.

We run and play.

He likes to jump.

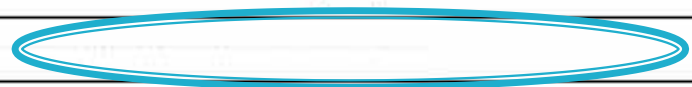
I ran to the park.



- 1. Print the sentences as neatly as you can.
- 2. Use correct capitalization and punctuation.
- 3. Leave a finger space between the words.
- 4. Circle your neatest sentence.
- 5. Describe why it is your neatest sentence.



She said I can help you.



They have four bunnies.

The white cat jumps up.

Yes, I will be there soon.



- 1. Print the sentences as neatly as you can.
- 2. Use correct capitalization and punctuation.
- 3. Leave a finger space between the words.
- 4. Circle your neatest sentence.
- 5. Describe why it is your neatest sentence.



I like to run fast.



He put on his coat.

Do you live near by?

Every day I eat lunch.

It is very nice outside.



1. Print the sentences as neatly as you can.
2. Use correct capitalization and punctuation.
3. Leave a finger space between the words.
4. Circle your neatest sentence.
5. Describe why it is your neatest sentence.



I would like some more.

He is going over the hill.

The drink was very cold.

The clouds are far away.

What can I bring for you?



- 1. Print the sentences as neatly as you can.
- 2. Use correct capitalization and punctuation.
- 3. Leave a finger space between the words.
- 4. Circle your neatest sentence.
- 5. Describe why it is your neatest sentence.



You should go before me.

He could not open the jar.

She went around the tree.

The bird will eat the worm.

I think I will walk to school.

Sunny Hill Health Centre for Children
Therapy Department



Upper Case Letter Worksheets

A Cognitive Approach to
Teaching Printing to
Primary School Aged Children



Printing Like a Pro!

By Ivonne Montgomery, MRSc, OT and Jill Zwicker, PhD, OT (C)

Sunny Hill Health Centre for Children, 2017

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Developmental Groupings - UPPER CASE letters

Downers

(Group 1)

L T I H F E

Rounders

(Group 2)

C O Q G

Curvers (special)

(Group 3)

S U J

Curvers

(Group 4)

P B R D

Sliders (long)

(Group 5)

V W X A N M Z

Sliders (short)

(Group 6)

Y K

easiest



most difficult

Level III

Skill Boosting

Automatic Handwriting

- ▶ Automatic, legible handwriting allows fluent writing and enables more advanced composition (Berninger et al, 1997)
- ▶ Handwriting needs to be at an autonomous level so that a student is free to concentrate on spelling, and to focus on higher-level thought, written expression, and content (Sheffield, 1996)



Automatic Handwriting

- ▶ The skill requires little, if any, cognitive processing, so it is less susceptible to interference (Poole, 1991)
- ▶ Not cognitively fatiguing
- ▶ Very little working memory required
- ▶ Once letter formation and legibility components have become automatic, the student can print while either processing auditory directions or cognitively composing
- ▶ Functional practice should be focused on increasing *speed* without sacrificing accuracy

Automatic Handwriting

- ▶ At this stage, learning is transferred through writing practice in the classroom:
 - Continue to remind students to self-evaluate & self-monitor their work:
 - Use “strategies for neat printing”
 - Especially correct sizing and alignment
 - As well:
 - Teach and remind students to skip a line/double space

Automatic Handwriting

- ▶ Additionally, *Printing Like a Pro!*
 - “Skill boosting” worksheets can be used (i.e., Number worksheets, Functional Words);
 - Gradually progressing to narrower width paper (all available from the website)
- ▶ These were all developed to focus on classroom friendly activities to further increase legibility and specially to increase speed
- ▶ Increase in speed can only come with time and practice

Numbers

0 - 9



Single Digit Numbers

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Key Strategies for Neat Printing of Numbers and Number Words



My strategies for neat printing:



- Slow down
- Print numbers and letters from top to bottom
- Print numbers and letters on the line (no floaters)
- Print all numbers tall (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)
- Print tall letters tall (b, d, f, h, k, l, t)
- Print small letters small (a, c, e, i, m, n, o, r, s, u, v, w, x, z)
- Print "digger" letters digging down below baseline (g, j, p, q, y)
- Leave a finger space between words

How did I do?



My strategies for neat printing:



- Slow down
- Print numbers and letters from top to bottom
- Print numbers and letters on the line (no floaters)
- Print all numbers tall (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)
- Print tall letters tall (b, d, f, h, k, l, t)
- Print small letters small (a, c, e, i, m, n, o, r, s, u, v, w, x, z)
- Print "digger" letters digging down below baseline (g, j, p, q, y)
- Leave a finger space between words

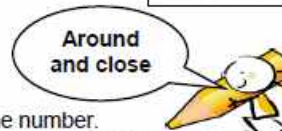
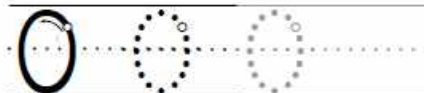
How did I do?



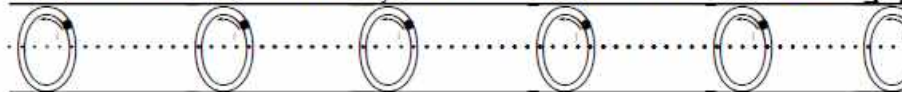
Start just below the top line

Numbers

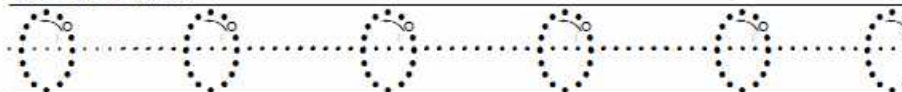
0
Zero



Print inside the lines. Remember to say out loud how to form the number.



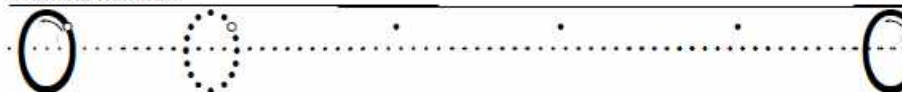
Trace the number.



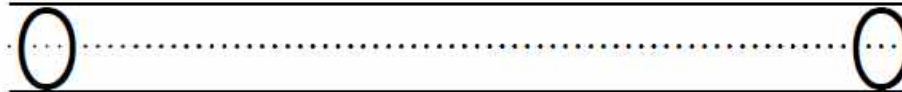
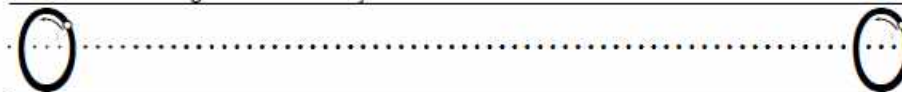
Print inside the boxes.



Print the number.



Print the number again. Then circle your 3 best and neatest numbers.



Words

zero

0

zero

Print inside the lines.

zero zero zero

Trace the word.

zero zero zero

Print inside the boxes.

zero

z	e	r	o		z	e	r	o
---	---	---	---	--	---	---	---	---

Print the word.

zero zero

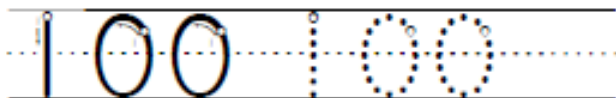
Print the word again. Then circle your 3 best and neatest words.

zero

zero

Numbers

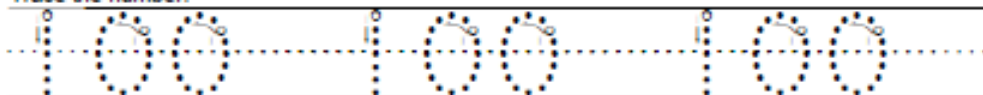
100
one hundred



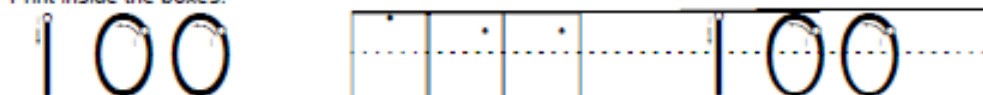
Print inside the lines.



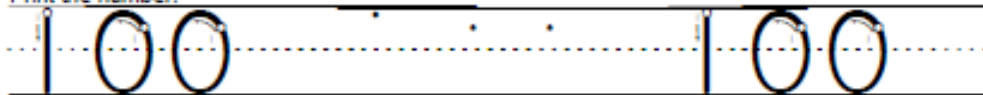
Trace the number.



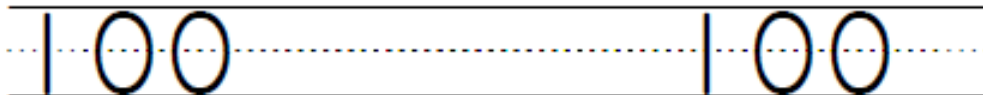
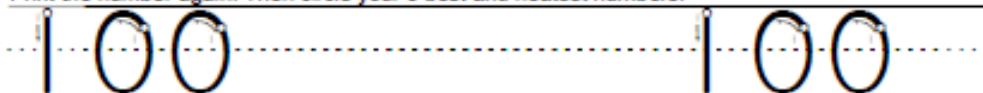
Print inside the boxes.



Print the number.



Print the number again. Then circle your 3 best and neatest numbers.



Words

one hundred
100

hundred

Print inside the lines.

hundred hundred

Trace the word.

hundred hundred

Print inside the boxes.

hundred

h	u	n	d	r	e	d
---	---	---	---	---	---	---

Print the word.

hundred

Print the word again. Then circle your 3 best and neatest words.

hundred

hundred

Functional Words



Months of the Year Abbreviated

Printing Like a Pro!

Developed by Ivonne Montgomery, OT
Edited by Jill Zwicker, PhD, OT (C)
Sunny Hill Health Centre for Children, 2014
Created Using: Educational Fontware, 2012
May be reproduced for instructional purposes.

Sept

Functional Words: Months of the Year



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Sept Sept Sept Sept

Sept Sept Sept Sept

Sept Sept Sept Sept

Sept Sept Sept Sept

Sept

Sept

Functional Words



Addressing a Card/ Writing a Note

Printing Like a Pro!

Developed by Ivonne Montgomery, OT
Edited by Jill Zwicker, PhD, OT (C)
Sunny Hill Health Centre for Children, 2013
Created Using: Educational Fontware, 2012
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To

Functional Words: Addressing a Card/Writing a Note



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Handwriting practice row 1: A set of three horizontal lines (top, middle-dotted, bottom). It contains three instances of the word "To". Each letter has numbered arrows indicating stroke order: 'T' is stroke 1 (vertical down) and stroke 2 (horizontal top); 'o' is stroke 1 (counter-clockwise circle).

Handwriting practice row 2: A set of three horizontal lines. It contains three instances of the word "To" where the letters are formed by a dotted line pattern for tracing.

Handwriting practice row 3: A set of three horizontal lines. It starts with a dotted "To" for tracing, followed by two empty boxes for independent writing. Each box contains a small dot on the top line to indicate the starting point for the letter 'T'.

Handwriting practice row 4: A set of three horizontal lines. It starts with a solid "To" for tracing, followed by two empty boxes for independent writing. Each box contains a small dot on the top line to indicate the starting point for the letter 'T'.

Handwriting practice row 5: A set of three horizontal lines. It starts with a solid "To" for tracing, followed by two empty boxes for independent writing. Each box contains a small dot on the top line to indicate the starting point for the letter 'T'.

Handwriting practice row 6: A set of three horizontal lines. It starts with a solid "To" for tracing, followed by two empty boxes for independent writing. Each box contains a small dot on the top line to indicate the starting point for the letter 'T'.

Lined Paper



**Half Page with Interline,
Full Page with Interline, Full
Page with Fading Interline,
and Full Page without
Interline**

Printing Like a Pro!

Developed by Ivonne Montgomery, OT
Edited by Jill Zwicker, PhD, OT (C)
Sunny Hill Health Centre for Children, 2013
Created Using: Educational Fontware, 2012
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Learn to Write
Your Name

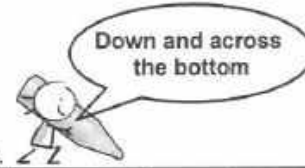
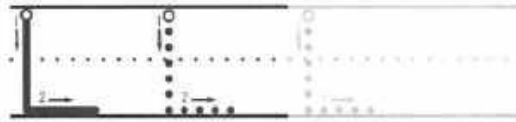
Sunny Hill Health Centre for Children
Therapy Department



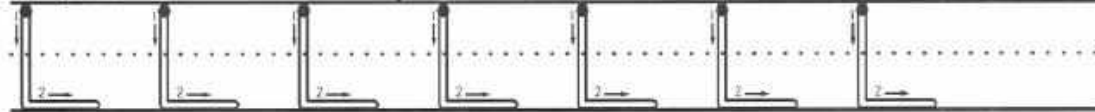
Printing Like a Pro!
**A Cognitive Approach
to
Teaching Students
How to Print their Name**



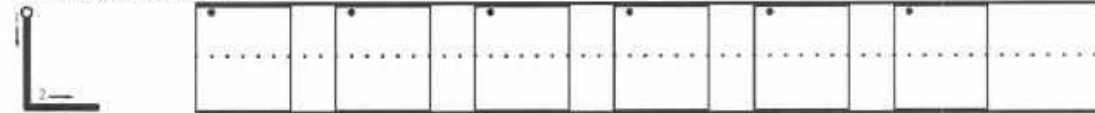
This letter is a "Downer"
Start at the top line.



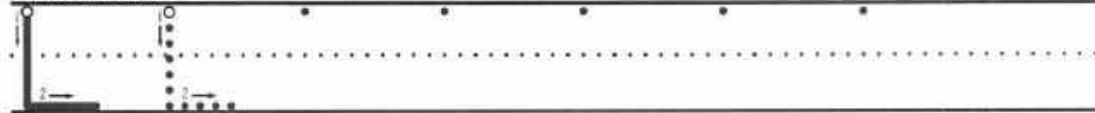
Print inside the lines. Remember to say out loud how to form the letter.



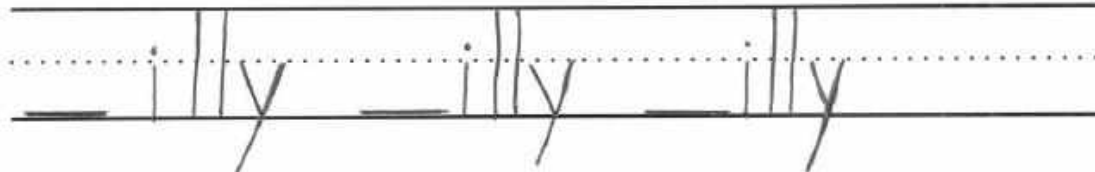
Print inside the boxes.



Print the letter.



Print the letter again. Then circle your 3 best and neatest letters.

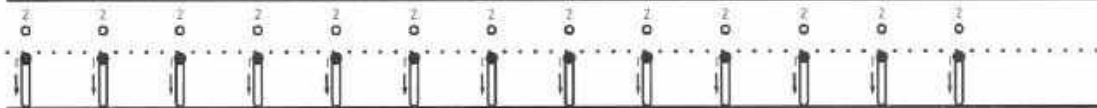


This letter is a "Downer"
Start at the interline

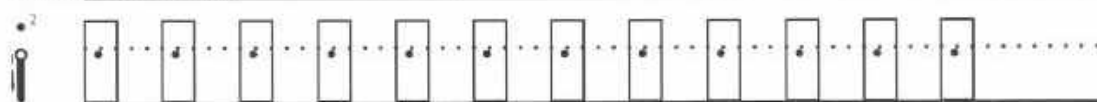
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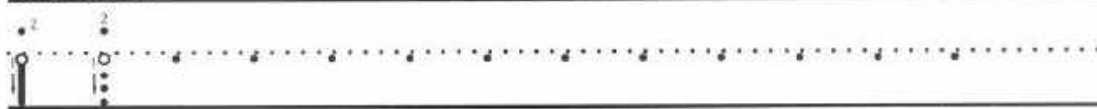
Print inside the lines. Remember to say out loud how to form the letter.



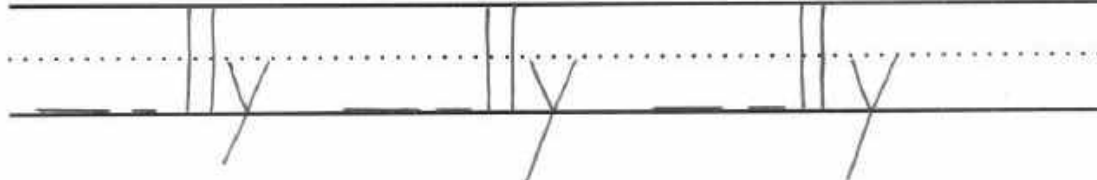
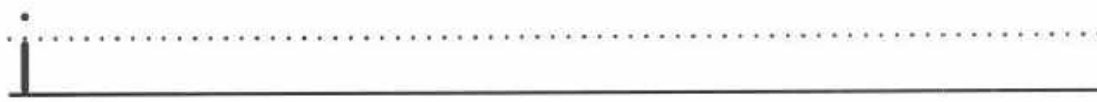
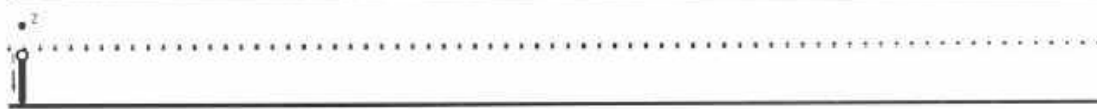
Print inside the boxes.



Print the letter.



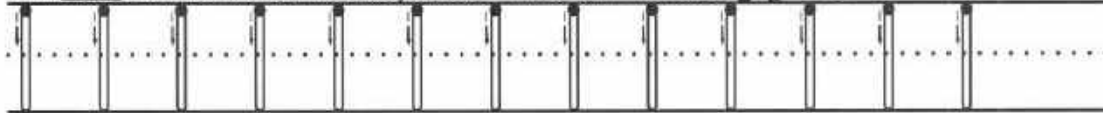
Print the letter again. Then circle your 3 best and neatest letters.



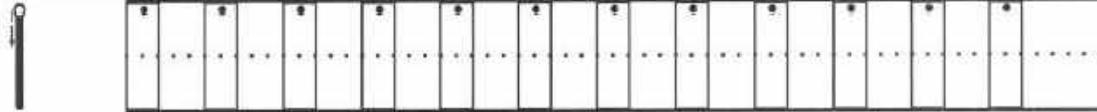
This letter is a "Downer"
Start at the top line



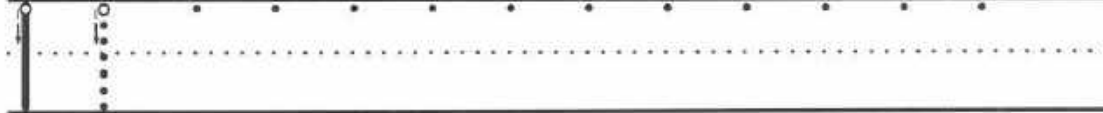
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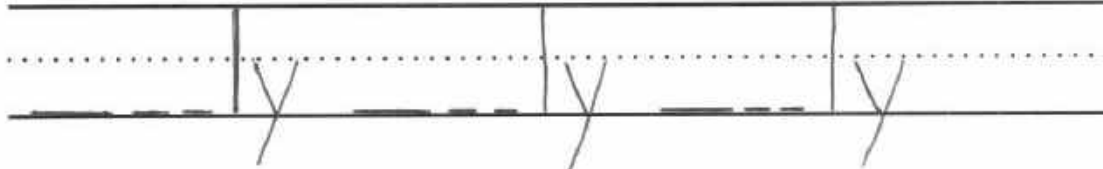
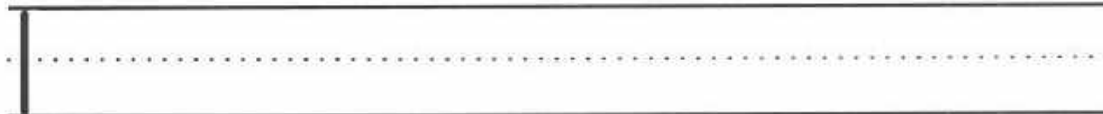
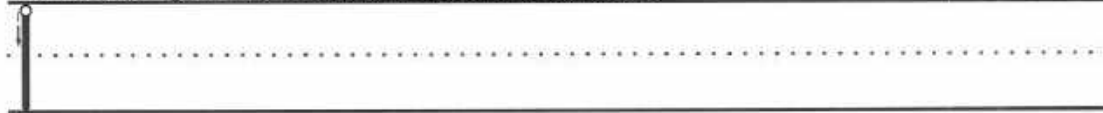
Print inside the boxes.



Print the letter.



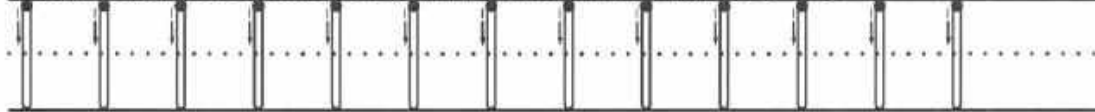
Print the letter again. Then circle your 3 best and neatest letters.



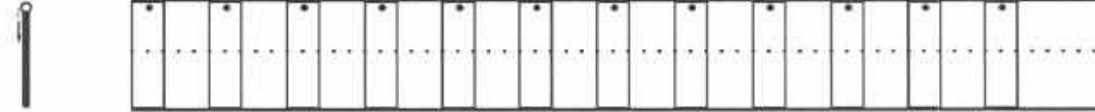
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Start at the top line



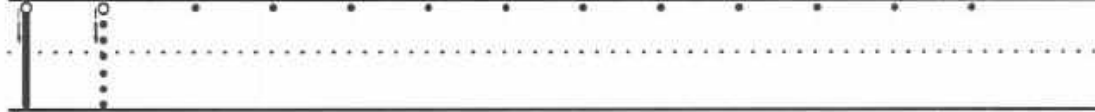
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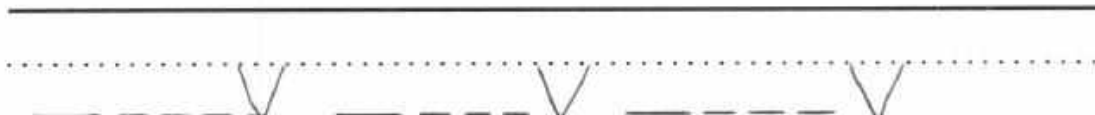
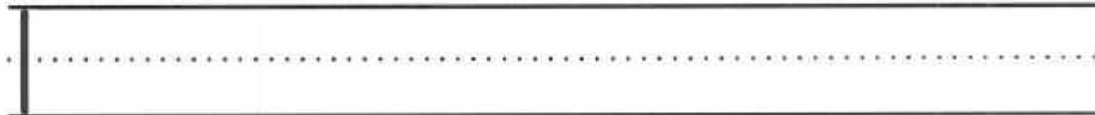
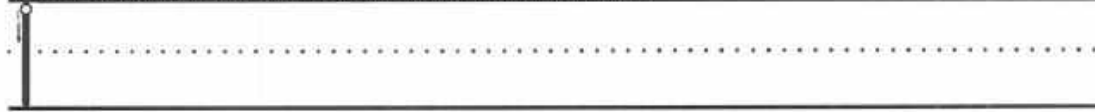
Print inside the boxes.



Print the letter.



Print the letter again. Then circle your 3 best and neatest letters.

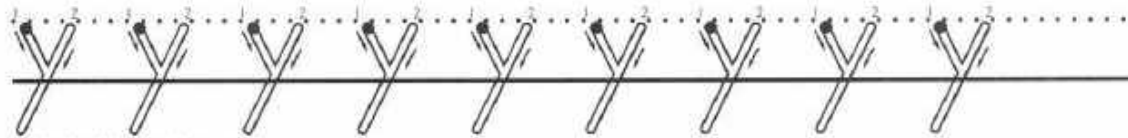


This letter is a "Slider"
Start at the interline

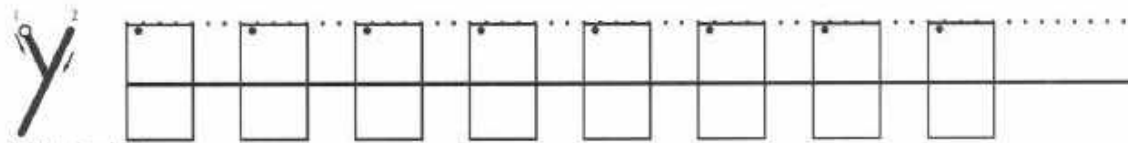
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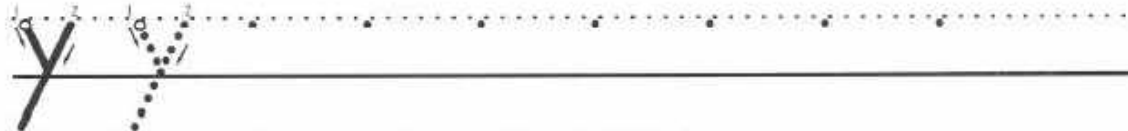
Print inside the lines. Remember to say out loud how to form the letter.



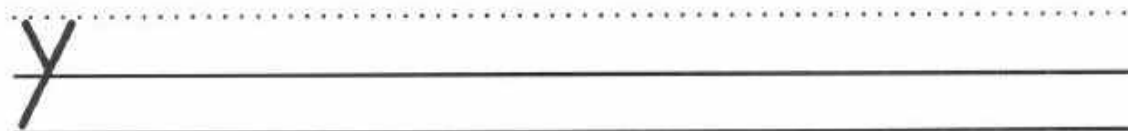
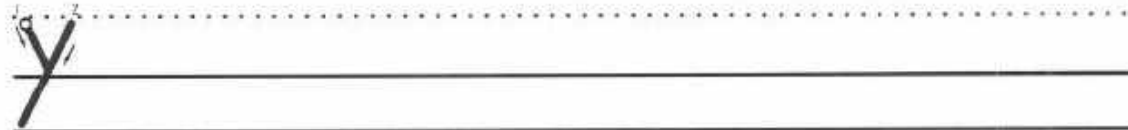
Print inside the boxes.



Print the letter.



Print the letter again. Then circle your 3 best and neatest letters.





- Home
- Literature Resources
- Learning Opportunities
- Family Resources
- B.C Resources
- Discussion Forums
- Education & Development
- Health Conditions
- General Healthcare
- Rehab. Technology
- Research Sites
- Best Practice
- Seating and Mobility
- Sports & Fitness
- Professional Resources

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Printing Like a Pro!

Classroom Resources	Home Resources	Occupational Therapist Resources	Work Sheets																
Personalized Name Pages		Publications and Presentations	Contact Me																
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z														

Teaching Students How to Print Their Name – Instructions for Use

If you do not see the name(s) you are looking for, please click [Name Sheet Request](#) to request your name(s).

- Aaron
- Abagael
- Abbigayle
- Abigail
- Aceson
- Adam
- Adele
- Addison
- Addy
- Addyson
- Adrian
- Adrienne
- Adwita
- Aiden
- Aieshley
- Aila
- Aimee
- Airah
- Alaina
- Alden
- Alex

CDR Website Poll

Did you find this website useful?

Yes

No

Vote! [Results](#)



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H

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- Aifa
- Aimee
- Airah
- Alaina
- Alden
- Alex

CDR Website Poll

Did you find this website useful?

Yes

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Vote!

Results

Printing Like a Pro!



A Cognitive Approach to Teaching Students How to Print their Name



Supplemental Name-Writing Practice

- The goal of Printing Like a Pro! personalized name worksheets is for students to learn and remember the correct way to form and neatly print each letter in their name, using correct capitalization.
- With practice, using cognitive strategies, printing of their name will become automatic, efficient, and neat.
- Printing Like a Pro! personalized name worksheets are appropriate for all students in the primary grades. They were however developed specifically for students with motor learning challenges. They can be used one-on-one or in group work.
- Structured teaching and practice, ideally daily, will help the student learn how to independently write their name.
- Regular practice should be done as a *separate structured activity* (supplemental practice) using a Printing Like a Pro! personalized name-writing worksheet. These are available from:

http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx

Teaching Strategies

Cognitive teaching strategies include:

- modeling
- imitation
- numbered arrow cues
- bubble and letter box cues
- self-talk and
- self-evaluation

Additionally, using a variety of writing tools can be used.



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- Seating and Mobility
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Printing Like a Pro!

Classroom Resources	Home Resources	Occupational Therapist Resources	Work Sheets																	
Customizable Initials	Personalized Name Pages	Publications and Presentations	Contact Me																	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
U	V	W	X	Y	Z															

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CDR Website Poll

Did you find this website useful?

Yes

No

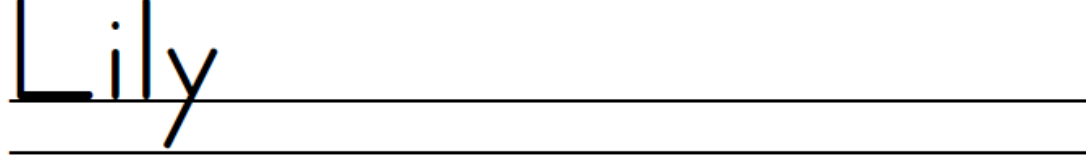
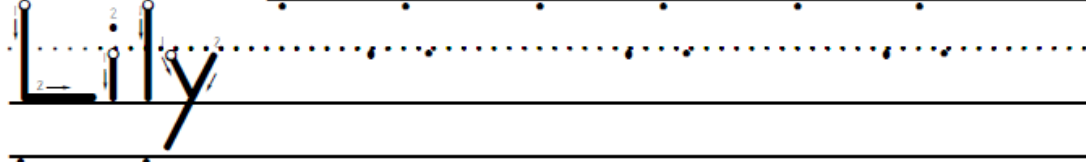
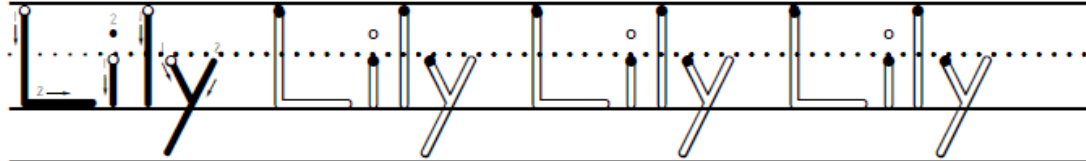
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Lily

"Lily's Worksheet"



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.





Printer: Canon MG4100 series Printer

Properties

Advanced

[Help](#) ?

Copies: 1

Print in grayscale (black and white)

Save ink/toner ⓘ

Pages to Print

All

Current page

Pages: 3

▶ More Options

Comments & Forms

Document and Markups

Summarize Comments

Document: 8.5 x 11.0in

Page Sizing & Handling ⓘ

Size Poster Multiple Booklet

Fit

Actual size

Shrink oversized pages

Custom Scale: 130 %

Choose paper source by PDF page size

Print on both sides of paper

Orientation:

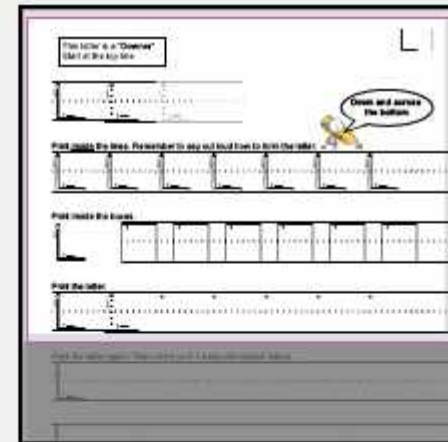
Auto portrait/landscape

Portrait

Landscape

↑ 130%

11 x 8.5 Inches



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Page 1 of 1 (3)

Page Setup...

Print

Cancel



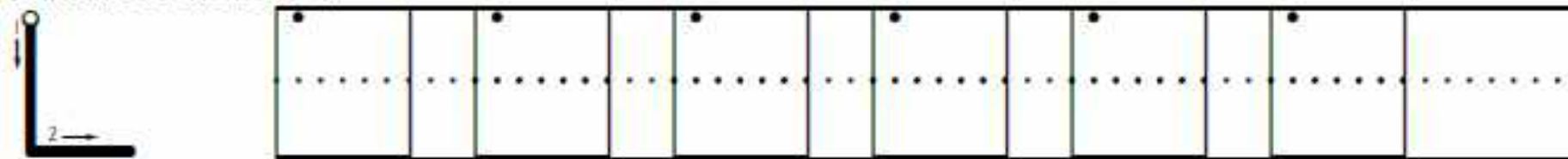
This letter is a "Downer"
Start at the top line



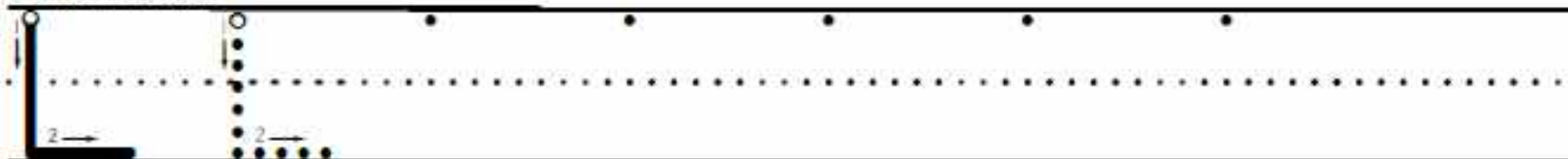
Print inside the lines. Remember to say out loud how to form the letter.



Print inside the boxes.

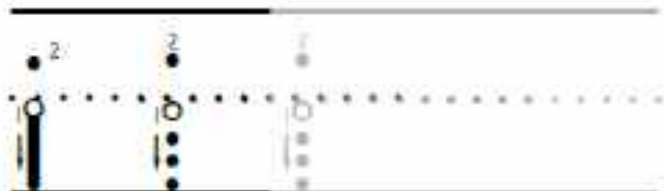


Print the letter.



This letter is a "Downer"
Start at the interline

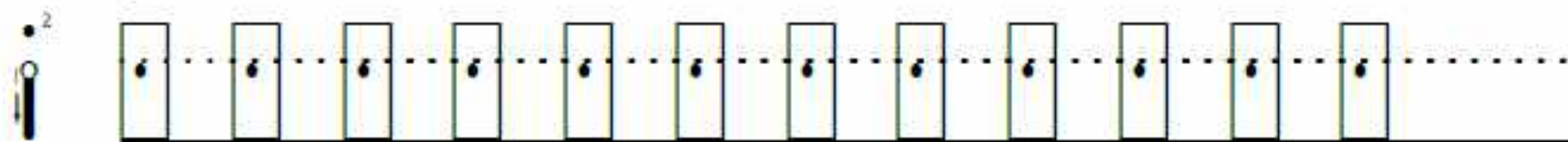
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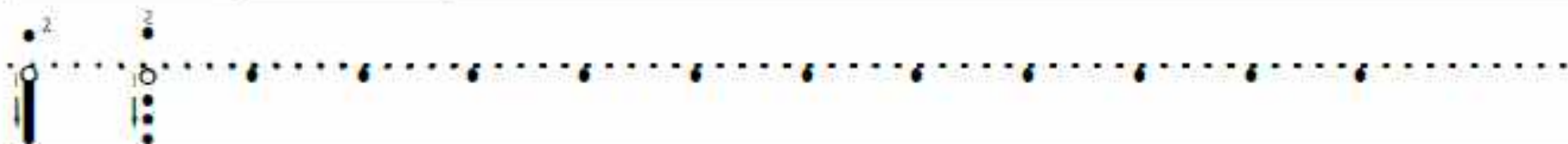
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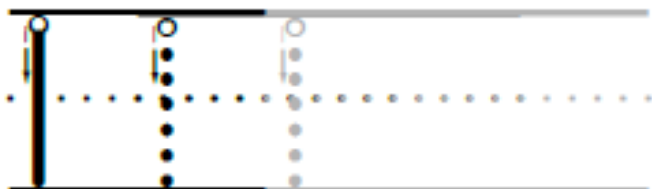
Print inside the boxes.



Print the letter.



This letter is a "Downer"
Start at the top line



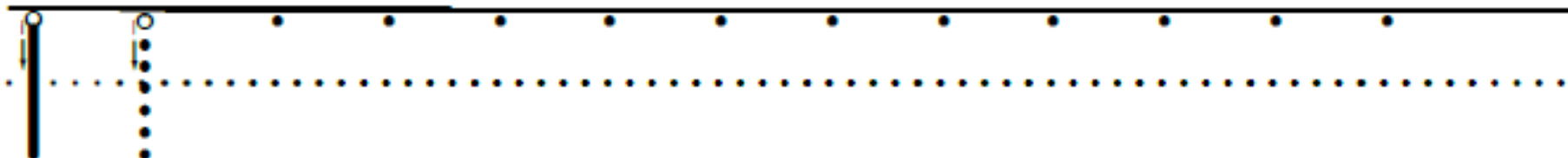
Print inside the lines. Remember to say out loud how to form the letter.



Print inside the boxes.



Print the letter.



This letter is a "Slider"

Start at the interline

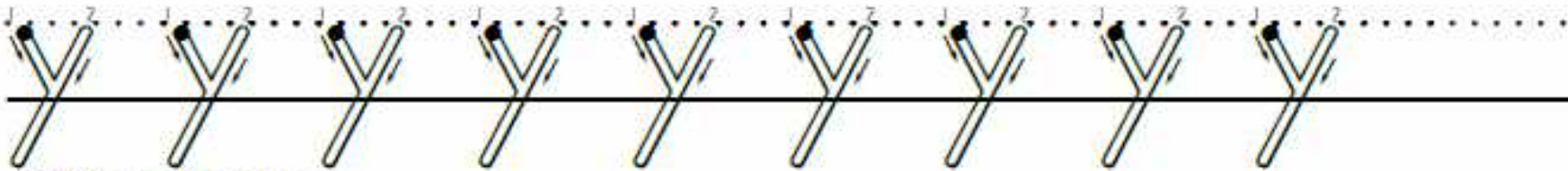
y Y



Slide down, lift,
slide back and
dig



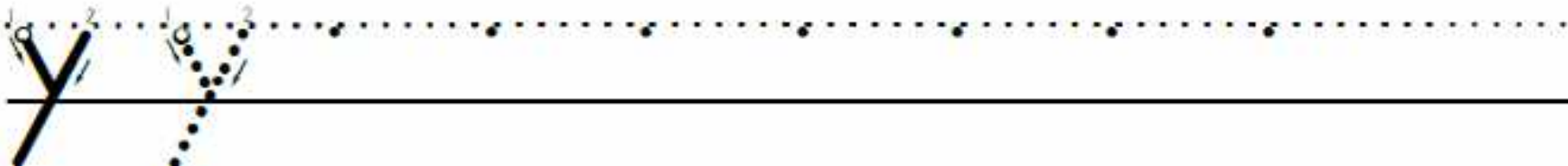
Print inside the lines. Remember to say out loud how to form the letter.



Print inside the boxes.



Print the letter.



Lily

"Lily's Worksheet"



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Handwriting practice lines for the word "Lily". The first row shows the word "Lily" written in a solid font with numbered arrows indicating stroke order: 1 for the vertical line of 'L', 2 for the horizontal base, 3 for the vertical stem of 'l', 4 for the stem of 'y', and 5 for the two diagonal strokes of the tail. The second row shows the word "Lily" in a dotted font for tracing, with the same stroke order arrows. The third row consists of three sets of handwriting lines (top, middle dashed, bottom) with the word "Lily" written in a solid font in the first set, and empty space for independent practice in the second and third sets.

Learn to Write
Your Initials



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B.C Resources

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Seating and Mobility

Sports & Fitness

Professional Resources

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Printing Like a Pro!

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Home Resources

Occupational Therapist Resources

Work Sheets

[Customizable Initials](#)

Personalized Name Pages

Publications and Presentations

Contact Me

Teaching Students How to Print the Initials of their Name – Instructions for Use (PDF)

A
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Z

CDR Website Poll

Did you find this website useful?

 Yes

 No

 Results

Total number of votes : 1289



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Y
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CDR Website Poll

Did you find this website useful?

- Yes
- No

Vote! Results

Total number of votes : 1289

Printing Like a Pro!



A Cognitive Approach to Teaching Students How to Print the Initials of their Name



- The goal of the Printing Like a Pro! customizable initial writing worksheet sets is for students to learn and remember the correct way to form and neatly print their initials, using correct capitalization.
- With practice, using cognitive strategies, printing of their initials will overtime become automatic, efficient, and neat.
- Printing Like a Pro! customizable initial writing worksheets were developed specifically for students with motor learning challenges who are not yet able to print their entire names. Therefore, printing their initials can be taught and learned as an adaptation to printing their name.
- Individual structured teaching and practice, ideally daily, will help the student learn how to independently write their initials.
- These are available from:

http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx



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Teaching Students How to Print the Initials of their Name – Instructions for Use (PDF)

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No

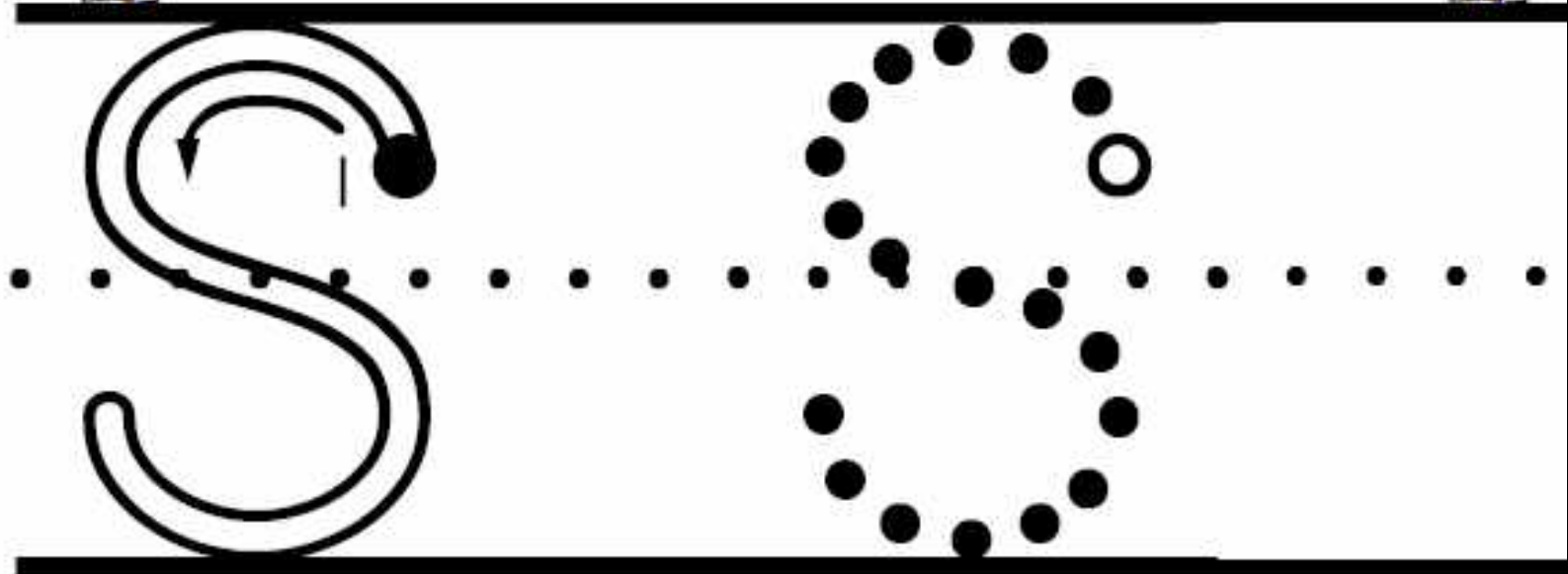
Vote! Results

Total number of votes : 1289*

8 page customizable worksheet set

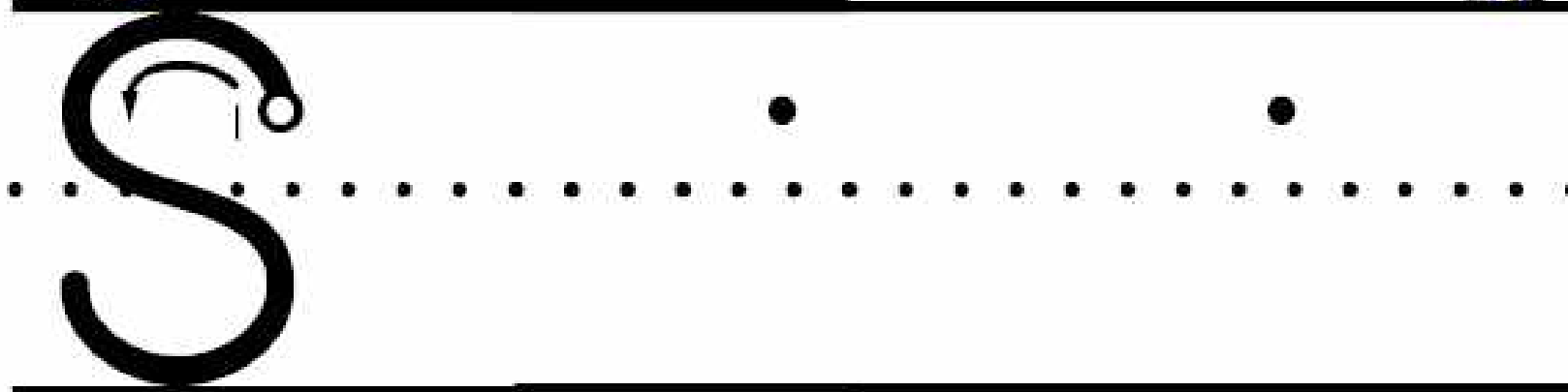


Print slowly and remember to say out loud how to form the letter.



S is for S _____

Print slowly and remember to say out loud how to form the letter.



S is for S



Handwriting practice row 1. It features a solid top line, a dashed middle line, and a solid bottom line. On the left, a large uppercase letter 'S' is formed by a series of black dots, with a small circle at the top right indicating the starting point. To the right of this 'S' are three sets of dots, each consisting of a single dot on the top line and a single dot on the middle line, intended for independent letter practice.

Handwriting practice row 2. It features a solid top line, a dashed middle line, and a solid bottom line. On the left, a large uppercase letter 'S' is formed by a series of black dots, with a small circle at the top right indicating the starting point. To the right of this 'S' are three sets of dots, each consisting of a single dot on the top line and a single dot on the middle line, intended for independent letter practice.



Print slowly and then circle your best and neatest letter.

S is for S



S

• • • • • • • •



S



.....

Print slowly and then circle your best and neatest letter.



S is for S

Summary

- ▶ Task specific practice – active letter formation NOT tracing
- ▶ Graded approach
- ▶ Cognitive supports (esp. self-monitoring and self-evaluation) that gradually fade
- ▶ Focus on lower case letters
- ▶ Kindergarten: Lowercase Worksheets (Enlarged Level I)
- ▶ Grade 1: Lowercase Worksheets (Level I)
- ▶ Grade 1/2: Lowercase Review, Words & Sentences plus Skill Boosting Sheets (Level II)
- ▶ Intensity very important (2- 3 times per week; aim for 75 – 100 minutes per week)
- ▶ Legibility before speed

Other Printing Programs

- ▶ There are other programs available
- ▶ Add this resource to the mix
- ▶ Provides for consumer choice



Printing Like a Pro!

**Standard Lesson Plan for One on One
or
Small or Large Groups**



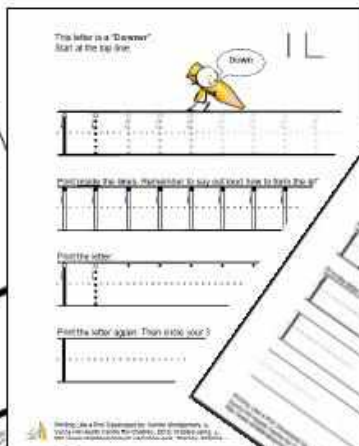
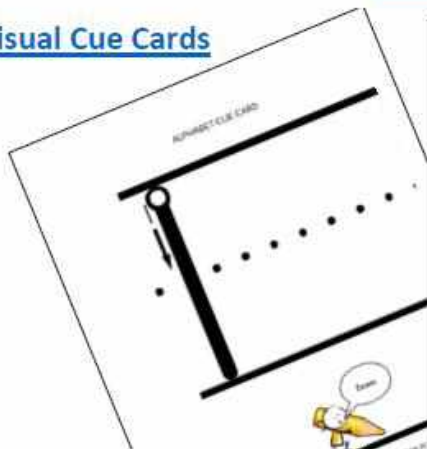


Printing Like a Pro!
Teaching Toolkit Essentials

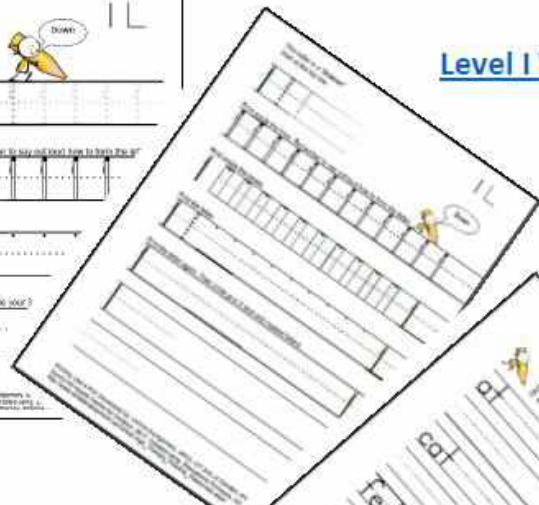


Enlarged Level I Worksheets (Kindi)

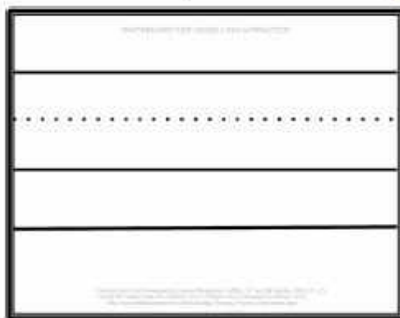
Visual Cue Cards



Level I Worksheets



Level II Worksheets



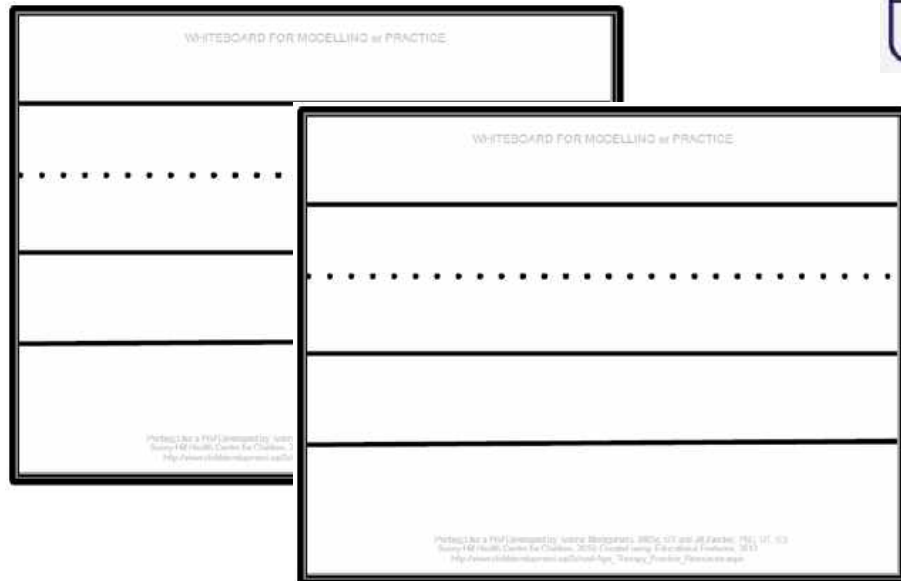
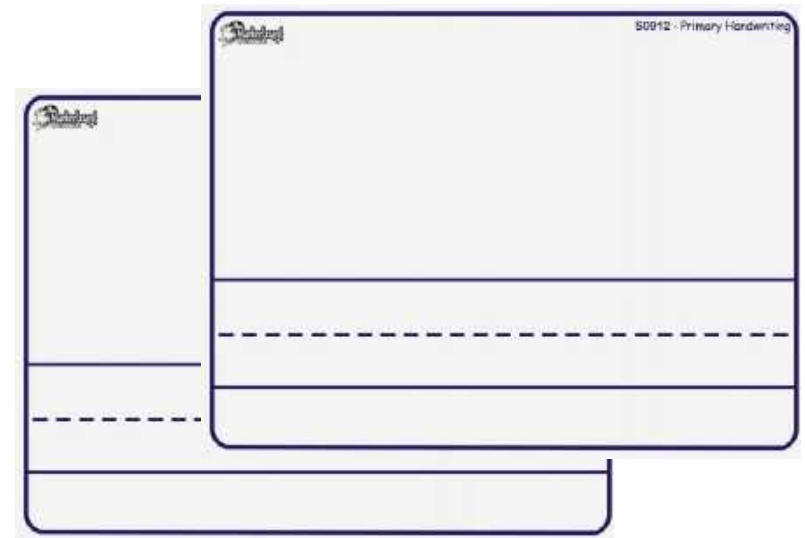
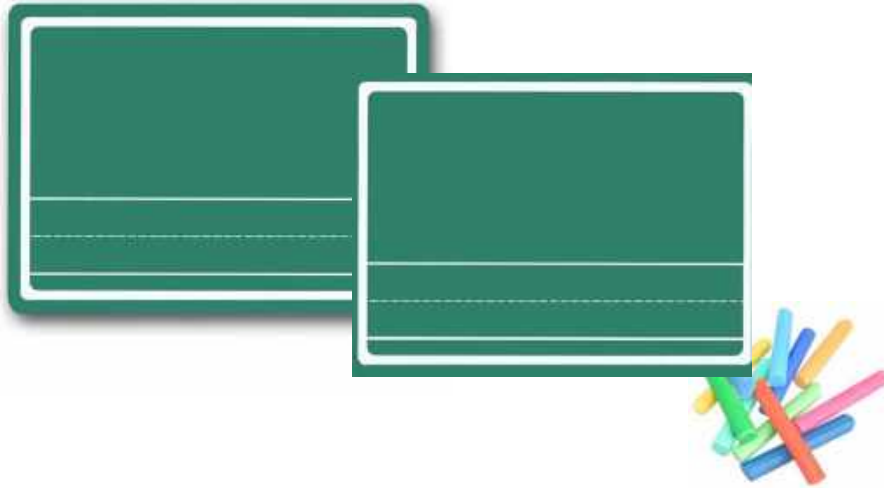
White Board Substitutes



1) Preparation

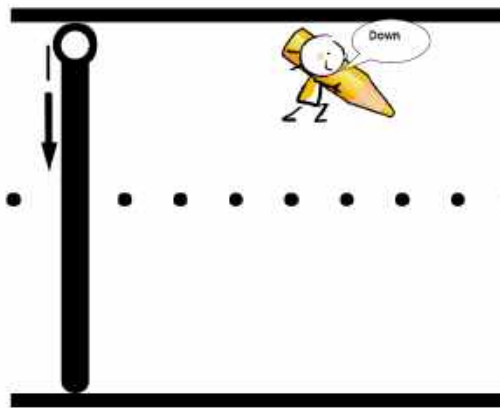
Materials:

2 sets; one for you to model with and one for each student

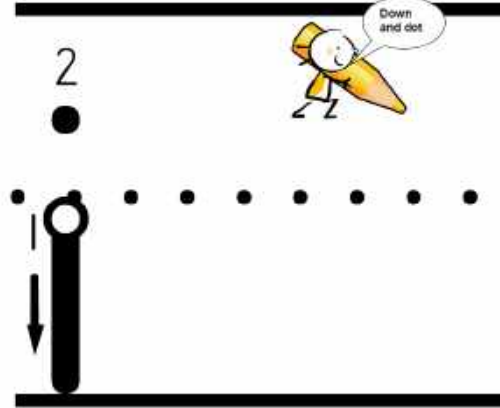


Alphabet Cue Card(s) for modeling

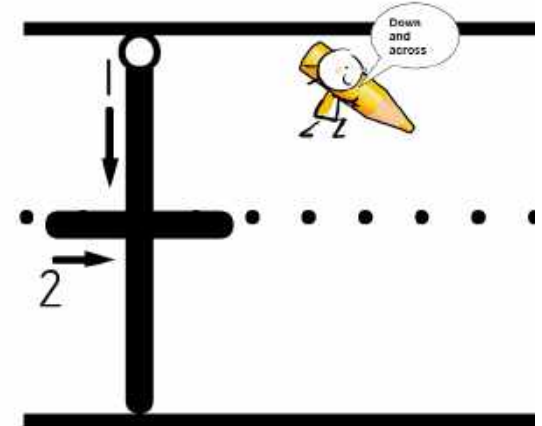
ALPHABET CUE CARD



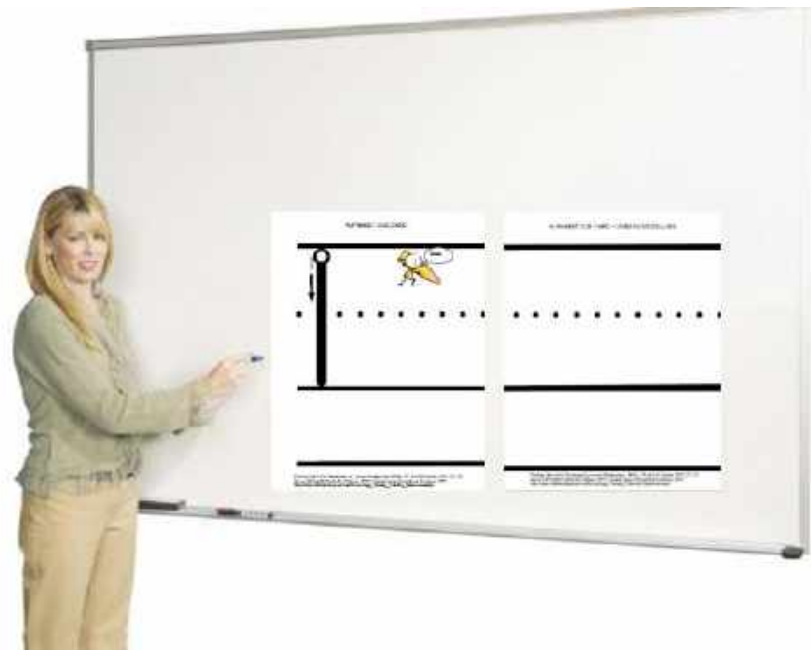
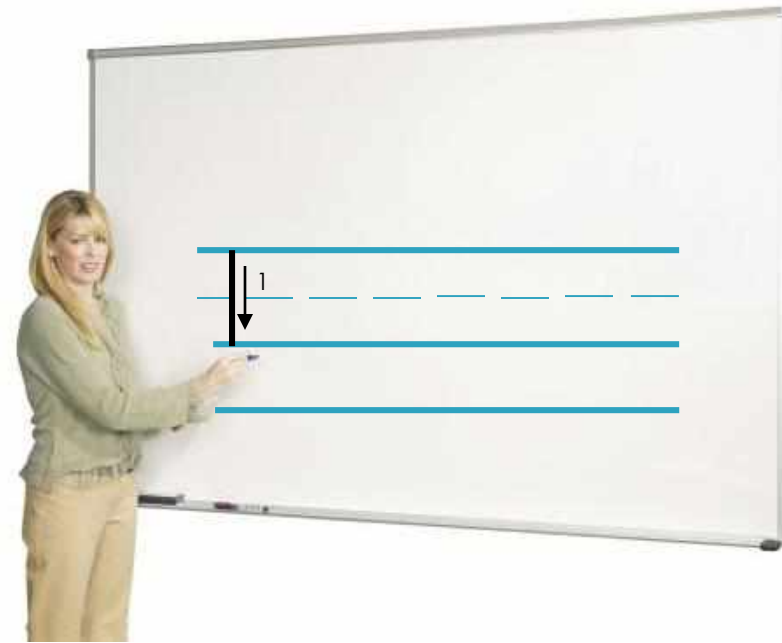
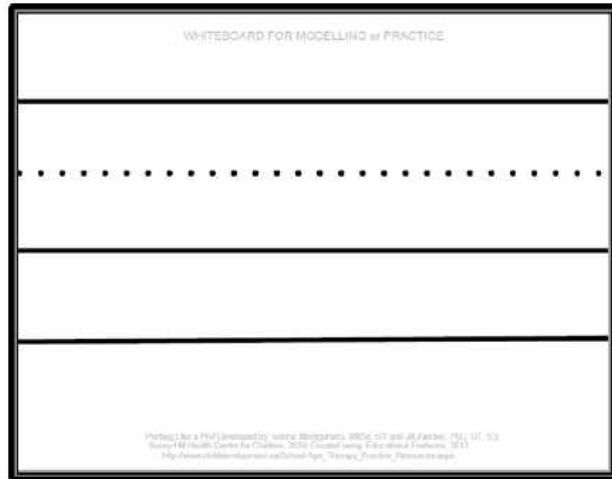
ALPHABET CUE CARD



ALPHABET CUE CARD



Prepare Interlined Lines:



Prepare/print worksheets:



This letter is a "Downer"
Start at the top line

+ T

Down and across

Print inside the lines. Remember to say out loud how to form the letter.

Print inside the boxes.

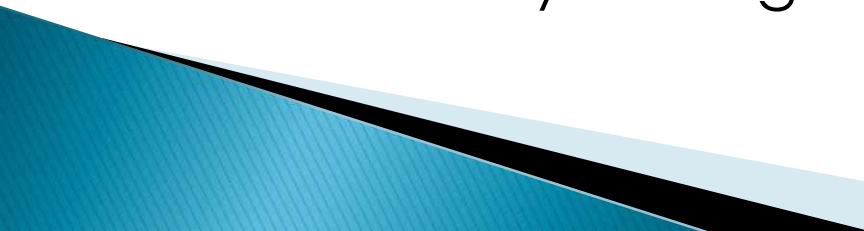
Print the letter.

Print the letter again. Then circle your 3 best and neatest letters.

Printing Like a Pro! Developed by: Ivonne Montgomery, MRSc, OT and Jill Zwicker, PhD, OT, (C)
Sunny Hill Health Centre for Children, 2017; Created using: Educational Fontware, 2012
http://www.childdevelopment.ca/School-Age_Therapy_Practice_Resources.aspx

2) Introduction

Discussion:

- ▶ Write target letter on the whiteboard or board clearly or use cue card
 - ▶ Discuss what “group” the letter is in
 - ▶ Label and talk about the lines and spaces on the board
 - ▶ Discuss size/height (“tall” or “small”), alignment, and form
 - ▶ Discuss “key strategies for neat printing” – start a list
- 

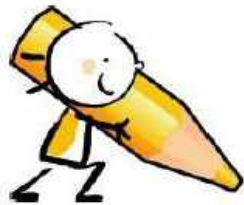
Key Strategies for Neat Printing

- ▶ Example:
- ▶ Lower case Downers - “l”
 - Should I print fast or slow ?
 - Is it a “tall” letter or “small” letter?
 - Where do I start ? (top or bottom)
 - Where does the letter sit ? (on the line or floats)
- ▶ Key Strategies for Neat Printing the letter “l”:
 - Print slowly
 - Print tall letters tall
 - Start at the top
 - Letters sit on the line

Key Strategies for Neat Printing

- ▶ Example:
- ▶ Lower case Downers – “i”
 - Is it a tall letter or small letter?
 - Where do I start ? (top or bottom)
 - Where does the letter sit ? (on the line or floats)
- ▶ Key Strategies for Neat Printing – “i”
 - Print small letters small
 - Start at the top
 - Letters sit on the line

Key Strategies for Neat Printing



My strategies for neat printing:

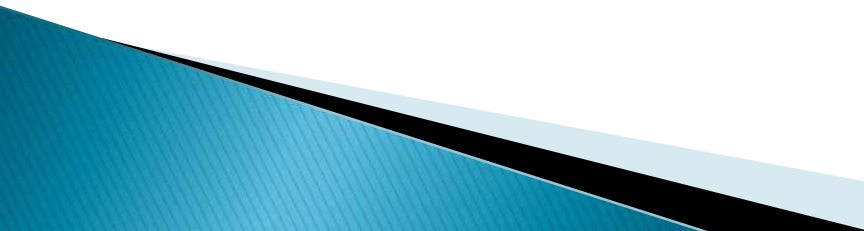


- Slow down
- Print letters from top to bottom
- Print letters on the line (no floaters)
- Print tall letters tall (b, d, f, h, k, l, t)
- Print small letters small (a, c, e, i, m, n, o, r, s, u, v, w, x, z)
- Print "digger" letters digging down below lower line (g, j, p, q, y)
- Leave a finger space between words
- Use correct capitalization and punctuation
- Skip a line (double space work)

How did I do?



Modeling:

- ▶ Self-talk (script)
 - Students repeat (check for understanding)
 - ▶ Model letter with script (can use cue card)
 - ▶ Slowly write the letter several more times
 - Include letters with obvious errors in form
 - Ensure to model circling the best one
 - ▶ Discussion including key strategies
- 

3) Activities

3) Activities:

- ▶ Writing Warm-ups:
 - Write on your knee or a partner's back
 - Mini white boards or chalk boards
- ▶ Finger and Pencil Warm-ups:



FINE MOTOR



IN-HAND MANIPULATION

Pencil Aerobics

This resource has been developed by a team of occupational therapists at Sunny Hill Health Centre for Children. The information and activity ideas included in this handout were compiled based on current research and expert clinical opinion.

Definition: In-hand manipulation allows us to move or reposition a pencil for writing using just one hand, such as when repositioning a pencil to write after using a pencil top eraser.

To develop these skills, it is best to practice regularly. If you are not sure which exercises to use or how often they should be done, please talk to your occupational therapist.

These activities should be done with the dominant hand. Encourage your child to do these activities without using their other hand, body or table to help.


Pencil Fun!

Pencil Shift and Rotation:

- ☐ **Pencil Pick Up!** Grasp pencil with thumb, index and middle fingers and practice "walking fingers" (shifting) all the way up and down the pencil. Go slowly at first and then more quickly.
- ☐ **Race with the Eraser!** Using a pencil with an eraser on the end, encourage the child to use one hand to turn the pencil back and forth from tip to eraser. Have the child spot mistakes in a word or pattern and race to erase and then fix each one.



Worksheets:

- ▶ Ensure cue cards are visible
 - ▶ Review expectations and remind re key strategies for that letter
 - ▶ Repeat self-talk and encourage student(s) to use self-talk
- 


4) Assessment

4) Assessment:

- ▶ Monitor printing – encourage self-monitoring
- ▶ Intervene when necessary
- ▶ Take note of letter formation

- ▶ When students are finished:
 - circle their best 3 letters
 - raise their hand for a sticker or stamp or happy face

4) Assessment:


- ▶ Before receiving a sticker/stamp, each student should verbalize their reasoning (use of key strategies)
 - ▶ Teacher/EA/parent puts a sticker/stamp next to the one they think is best out of student's chosen three with explanation of reasoning
- 

5) Closure

5) Closure:


- ▶ Clean up
- ▶ Discussion:
 - what was done well?
 - What was difficult? What was easy?
 - What could we focus on next time?
- ▶ Compliment the group on things they did well!

Letter Strips on Desks

 Name: _____

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

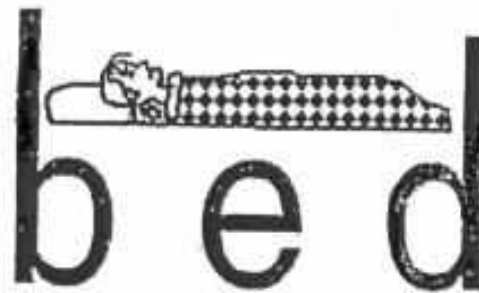
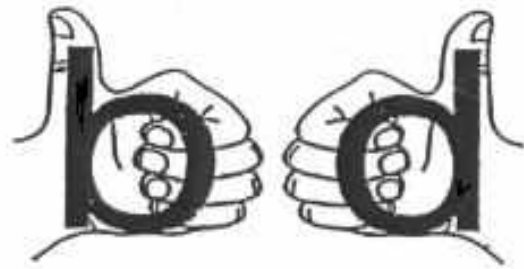
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

 Name: _____

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Resources for Letter Reversals and Teaching Directionality

For Desk Top:



Application of Printing Like a Pro!

Whole classrooms

Small Printing Groups

One on One



Applied Learning



Scenario 1:

- 1) Kindergarten student with Williams Syndrome
 - Weak fine motor and visual-motor integration skills
 - Can draw vertical and horizontal lines and a circle
 - All marks on the page are large
 - Can identify a few letters including the letters in the initials of his name
 - Has in class Education Assistant (EA) support
- ▶ Concern: Not yet able to print his name:

Terrance O'Callaghan



Scenario 1 - Intervention Plan:

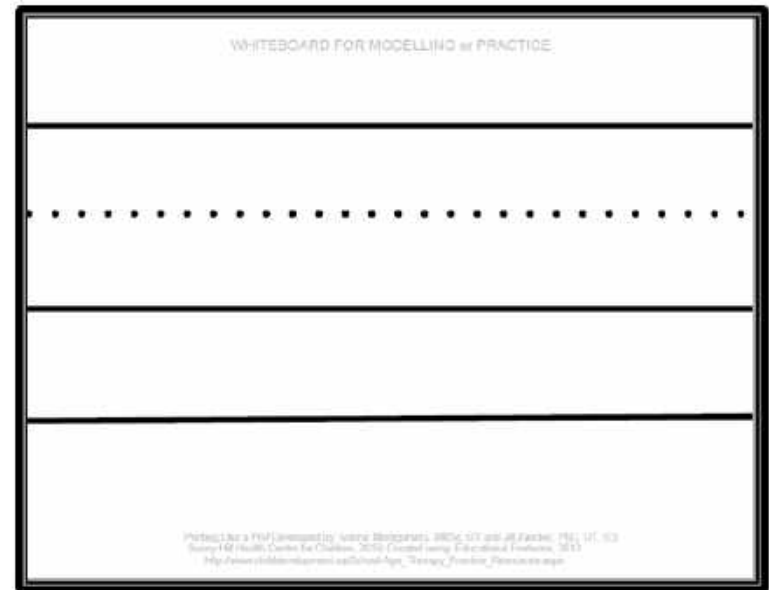
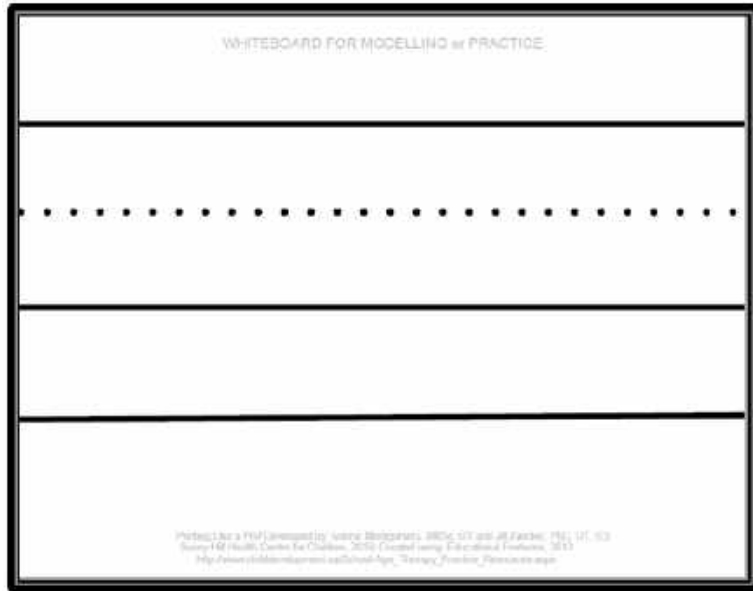
IEP Goal: Writing name - Terrance O'Callaghan

Individual Intervention:

- ▶ Work on just initials (T & O) to start, using a chalk board and white board and then the individual letter sheets (T & O), enlarged at first
- ▶ Later can increase challenge by no longer using enlarged sheets
- ▶ Can also use letter stamps or a name stamp
- ▶ Eventually can work on all letters in first name using the individual letter sheets, then lastly a custom name sheet



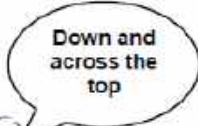
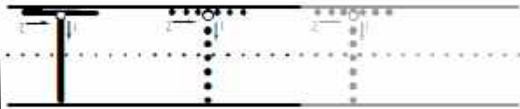
Materials



130%

This letter is a "Downer"
Start at the top line

T +



Print inside the lines. Remember to say out loud how to form the letter.



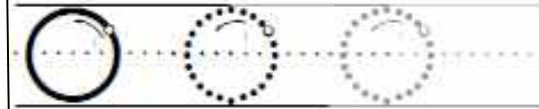
Print inside the boxes.



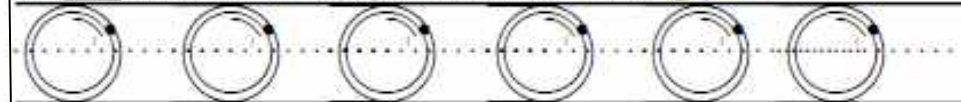
130%

This letter is a "Rounder"
Start just below the top line

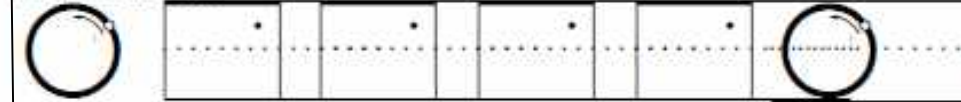
O o



Print inside the lines. Remember to say out loud how to form the letter.



Print inside the boxes.



This letter is a "Downer"
Start at the top line

T +

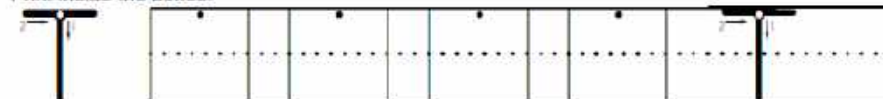


Down and
across the
top

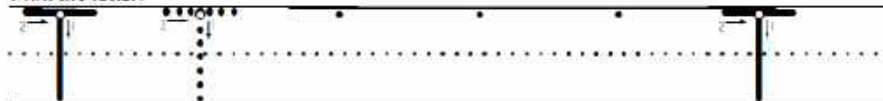
Print inside the lines. Remember to say out loud how to form the letter.



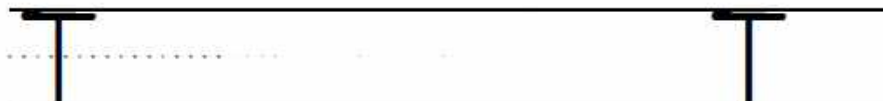
Print inside the boxes.



Print the letter.

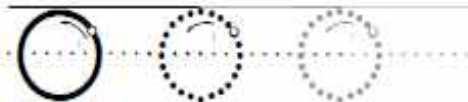


Print the letter again. Then circle your 3 best and neatest letters



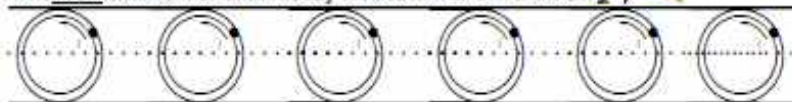
This letter is a "Rounder"
Start just below the top line

O O

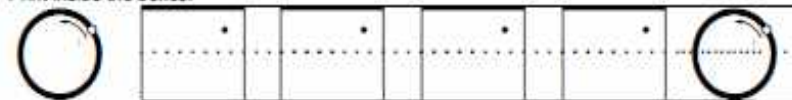


Around
and
close

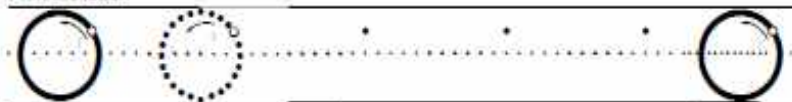
Print inside the lines. Remember to say out loud how to form the letter.



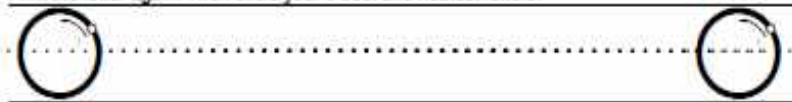
Print inside the boxes.



Print the letter.



Print the letter again. Then circle your 3 best and neatest letters.



Terrance

Handwriting practice sheets for the name "Terrance". The sheets are arranged in a fan shape, showing multiple pages of practice. Each page includes:

- Tracing lines for the letters T, e, r, R, a, n, c, and E.
- Instructional boxes and speech bubbles with directions like "Down, up, over and stop", "Forward and around", "Down, up, over and stop", "Around, over and back", "Down, up, over", "Forward and around", and "Forward and around".
- Small cartoon bee characters.
- Copyright information: "Copyright © 2012 by Linda Ward Beech, Scholastic Teaching Resources".



130%

Terrance

"Terrance's Worksheet"



- ✓
 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Terrance Terrance

Terrance Terrance

Terrance Terrance

Terrance

"Terrance's Worksheet"



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Terrance Terrance


Terrance Terrance

Terrance Terrance

Terrance

Terrance

Scenario 2:

- ▶ Grade 1 student who has Autism is very bright and able to read well. By the spring he has learned to print but it is very laborious.
 - ▶ Sample – next slide.
 - ▶ Additionally, he can not yet print numbers independently aside from 0,1, & 2 . He requires help from the EA during most pencil tasks and worksheets.
-
- **Concern:** Printing legibility challenges
 - **Goal:** Independent and legible printing and number writing
- 

Scenario 2:

the brown jumped lazy

fox quick dogs over

the brown jumped lazy

2:14

fox quick dogs over

Scenario 2 - Intervention Plan:

Grade 1 student who has Autism and is bright but laborious printing.

- **Goal:** Independent and legible printing and number writing
- ▶ Level II worksheets as well as numbers 3-9, done one on one with EA, 3-4 times per week, in class.
- ▶ Use cue cards (laminated for ease of re-use in demonstrations)
- ▶ During practice & in all class writing, focus on “Key Strategies for Neat Printing” especially:
 - Sizing, spacing between words and “diggers”
 - Use checklist at desk

Scenario 3:

Several Grade 2 students in two classrooms

- ▶ Very poor printing and fine motor skills – see next slide
- ▶ Anxiety with writing
- ▶ EAs work with the students (usually the EA writes in highlighter and the students trace over the highlighted letters and words)
- ▶ Literacy skills are also decreased

- ▶ Concern: Printing legibility challenges
- ▶ IEP Goal: Legible independent printing

Examples of Writing Samples

the brown jumped
out of the
dog's mouth

the miss is letters

dog's mouth

I wish I had
100 owls because
they would eat
all the rats!
Too bad! I wish I had
a + e I would be
so I B O S I would be I
so I B A O S I would be I


Scenario 3 - Intervention Plan:

Two Grade 2 students with very poor printing

- **Goal:** Legible independent printing
- ▶ EA: Small group work
- ▶ Level I individual letter worksheets followed by Level II set (letter review, words and sentences) done 2-3 times a week
- ▶ EA Support: In the classroom scribe each word on whiteboard and have students copy (not trace); use interlined paper (wider if needed); focus on quality not quantity
- ▶ Focus on transferring “Key Strategies for Neat Printing” esp. double spacing (highlight lines on which to write) into classroom writing



Scenario 4:

- ▶ Student in grade 5 with an acquired brain injury. Minimal writing.
 - ▶ Literacy skills are also very limited.
 - ▶ Can print his first name with fair legibility although prints very slowly and laboriously.
 - ▶ Enjoys classroom based tasks and wants to participate with classmates.
-
- **Concern:** Not yet able to print/sign his full name.
 - **Goal:** Writing name – Eric Siry
- 

Scenario 4 - Intervention Plan:

Grade 5 student with an acquired brain injury and minimal writing.

- **Goal:** Full signature (first and last name)
“Eric Siry”
- ▶ Practice first name to increase speed.
- ▶ One on one work with EA with a focus on individual letters of his last name and then custom name sheet for last name (enlarged 130% at first)
- ▶ Functional words set (writing a card/note)

Eric

“Eric’s Worksheet”



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Eric Eric

Eric Eric

Eric Eric

Eric

Eric

Practice Individual Letters of his Last Name – Siry

S

This letter is a "Curver"
Start just below the top line

This letter is a "Downer"
Start at the midline

Curve back and curve forward

Down and dot

Print inside the lines. Remember to say out loud how to form the letter.

Print inside the boxes

Print the letter

Print the letter again. Then trace your 3 best and neatest letters.

Trace your 3 best and neatest letters.

R

This letter is a "Curver"
Start at the midline

Down, up, curve and stop

Print inside the lines. Remember to say out loud how to form the letter.

Print inside the boxes

Print the letter

Trace your 3 best and neatest letters.

Y

Step down, step back and dig

Print inside the lines. Remember to say out loud how to form the letter.

Print inside the boxes

Print the letter

Trace your 3 best and neatest letters.

MPSE, OT and Jill Zwicker, PhD, OT, (C)
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Created using: Educational Fortware, 2012
raooco_Therapy_Practice_Resources.aspx

130%

Siry

“Eric Siry’s Worksheet”



- ✓
 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Siry Siry Siry

Siry Siry Siry

Blank handwriting practice lines with a dotted midline and a solid bottom line.

Blank handwriting practice lines with a dotted midline and a solid bottom line.

Siry

“Eric Siry’s Worksheet”



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Siry Siry Siry

Siry Siry Siry

Siry Siry Siry

Siry

Siry

Functional Words



Addressing a Card/ Writing a Note

Printing Like a Pro!

Developed by Ivonne Montgomery, OT
Edited by Jill Zwicker, PhD, OT (C)
Sunny Hill Health Centre for Children, 2013
Created Using: Educational Fontware, 2012
May be reproduced for instructional purposes.

To

Functional Words: Addressing a Card/Writing a Note



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Handwriting practice lines for the word "To". Each line consists of a solid top line, a dashed middle line, and a solid bottom line.

- Row 1: Three instances of the word "To" with numbered arrows (1 for the vertical stroke, 2 for the top bar) and a small circle around the letter 'o'.
- Row 2: Three instances of the word "To" where the letters are formed by a dotted line.
- Row 3: One instance of "To" with dotted lines, followed by two boxes for writing. Each box contains a single dot on the top line.
- Row 4: One instance of "To" with numbered arrows and a circle around the 'o', followed by two boxes for writing. Each box contains a single dot on the top line.
- Row 5: One instance of "To" with numbered arrows and a circle around the 'o', followed by a large empty space for writing.
- Row 6: One instance of "To" with numbered arrows and a circle around the 'o', followed by a large empty space for writing.

Thank you

Functional Words: Addressing a Card/Writing a Note



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Thank Thank

Thank Thank

Thank

Thank

Thank

Blank handwriting lines for independent practice.

you

Functional Words: Addressing a Card/Writing a Note



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

you you you you

you you you you

you [] [] [] []

you

you

the

Functional Words: Addressing a Card/Writing a Note



- ✓ 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

the the the the

the the the the

the [] [] [] []

the

the

.....

gift

Functional Words: Addressing a Card/Writing a Note



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

gift gift gift gift

gift gift gift gift

gift

gift

gift

Love

Functional Words: Addressing a Card/Writing a Note



- 1. Print the word as neatly as you can.
- 2. Leave a finger space between the words.
- 3. Circle your three best words.

Love Love Love

Love Love Love

Love Love Love

Love Love Love

Love Love Love

Love Love Love

Scenario 5:

- ▶ Student in grade 1 with very faint writing. Left handed and flexes (hooks) left wrist when writing. Attentional challenges are noted. Desk and chair are too tall.
 - **Concern:** Positioning at desk
 - **Goal:** Functional supportive classroom positioning for best learning

Scenario 5 - Intervention Plan:

Grade 1 student with very faint writing, poor positioning and desk and chair are too tall.

- **Goal:** Functional supportive classroom positioning for best learning
- ▶ Trial slant board (place paper to the right)
- ▶ Remind and cue to rest wrist on slant board
- ▶ Use only one sheet of paper at a time
- ▶ Provide softer lead pencils
- ▶ Adjust desk height
- ▶ Trial a bouncy band as a foot rest and
- ▶ to provide proprioceptive input



For questions please email:

imontgomery@cw.bc.ca



References

- ▶ Amundson, S. J., & Weil, M. (2001). Prewriting and handwriting skills. In J. Case-Smith, A. S. Allen, & P. Nuse Pratt (Eds.), *Occupational therapy for children* (pp. 545–566). St Louis, MO: C. V. Mosby.
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- ▶ Baker, S., Gersten, R., & Graham, S. (2003). Teaching expressive writing to children with learning disabilities: Research-based applications and examples. *Journal of Learning Disabilities*, 36, 109-123.
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