

PRINTING SKILL DEVELOPMENT DECISION CHART (Part 2)



The Printing Skill Development Decision Chart was prepared to help teachers assess the required level of support and to provide links to appropriate support resources

TIPS

HOW TO USE THIS CHART

1. Locate the developmental challenges the student(s) exhibit and follow appropriate recommendations.
2. When implementing strategies, remember the flow chart decision making tools are dynamic, not static.
3. Ensure students follow the prescribed frequency of practice (20 minutes, 2 or 3 times a week over one term).
4. Document the strategies you implement, including the level(s) and frequency, before consulting with an occupational therapist.

CONCERN/BEHAVIOUR

Student has difficulty with printing, with their printing potentially being illegible and slow, or reversed and in large letters. The student may also avoid printing or may refuse to print.



SCREENING PROCESS

1. Administer prerequisites for [printing checklist](#)
2. Use screening results to apply basic adaptations from [Prerequisites for Printing Success](#) [handout](#)
3. Identify the **developmental writing stage** for student's skill level
4. Implement strategies suggested under each developmental stage at the three levels of intervention (classroom level, small group level, individual level)

DEVELOPMENTAL PROGRESSION OF WRITING SKILLS:

(The strategies below can be implemented at all levels - classroom, small group, individual)

SCRIBBLING STAGE

- Scribbling and colouring
- Student unable to independently reproduce all basic shapes in screening checklist

- 🕒 Frequent practice of scribbling/colouring. At least 20 minutes, 2 or 3 times a week over one term

RESOURCES

- 🔗 Scribble stages

PRE-PRINTING SHAPES / EMERGENT DRAWING

- Emergent drawing and pre-printing
- Student able to copy and/or independently print all basic or some basic shapes in screening checklist

- 🕒 Targeted skill practice. At least 20 minutes, 2 or 3 times a week over one term

RESOURCES

- 🔗 Emergent Drawing [handout](#)
- 🔗 Handwriting Without Tears Program
- 🔗 Pre-Printing Stages [handout](#)
- ➔ Therapy Street Kids [handout](#)
- 🔗 Handwriting General Tips

LETTER/NUMBER FORMATION

- Students show the difficulty with letter and number formation issues such as:

- ✍ letter legibility and sizing
- ✍ messy printing
- ✍ slow speed when printing
- ✍ difficulty with spacing

- 🕒 Targeted skill practice. At least 20 minutes, 2 or 3 times a week over one term.

RESOURCES

- 🔗 Letter Reversals
- 🔗 Pencil Grasp [handout](#)
- 🔗 Printing Like a Pro Program
- 🔗 Key Strategies for Neat Printing
- 🔗 School Age Therapy online resources
- ➔ Obtain *Letter School App* to help with letter and number formation

STUDENT HAS ONGOING DIFFICULTY



- Student continues to demonstrate difficulty with printing
- Strategies at all developmental and implementation levels have been used
- The student has had enough time/frequency for practice

- Follow School Based Team process for occupational therapy referral

🔗 **Fill out form** provided to consult with occupational therapist

- If student is going into grade 3, the primary goal is to begin keyboarding training with a smaller focus on printing practice. Only teach letter and number formation small amounts of time; focus on keyboarding.