



## **Poor handwriting skills impact note-taking, assignment completion, and test scores**

Children's handwriting competence also affects other aspects of classroom success. Multiple studies have found that it affects how long it takes children to complete written assignments and their ability to take notes during lectures.

This is even more serious for students who have learning disabilities. One 1998 study found, on the



## Explicit, multisensory instruction provides the best results

B.A. Furner's three-year study of developing handwriting in children found that emphasizing multi-sensory stimulation, including the verbalization of procedures, was an effective means of instruction.

In contrast, programs that stress copying or tracing as the primary means of instruction are not designed to build these perceptual abilities. Instead, it's better to guide the children to observe the formation of the letter or procedure under study. The child must build a mental image of the letter or feature of writing skill involved (such as spacing or size), as well as how it is formed. This cannot be inferred from a still model presented in a copybook, worksheet, or chart.

Other research-based recommendations for teaching handwriting include:

- Provide many guided exposures to the stimulus to build perception. Teachers should guide the children to watch the formation of a letter several times, focusing on different aspects of the formulation process.
- Use methods of instruction that require a mental response, such as talking, from each child concerning the formational process, not just motor responses.
- Use multi-sensory stimulation. People seem to perceive best through varying modes, but all people of s.

## References

Berninger, V.W., Vaughan, K.B., Abbott, R.D., Abbott, S.P.,







