Spring 2018

Occupational Therapy Led Handwriting Programs in General Education

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Occupational Therapy Led Handwriting Programs in General Education
Angela Hamel MOTS, Collin Skilling MOTS & Mary Anderson OTD, OTR/L, CLT

PIO: Does integrating occupational therapy led handwriting programs into a classroom’s curriculum improve overall handwriting in all children?

Inclusion Criteria:
- Private and public schools
- Articles published in the U.S. and internationally
- Interventions with Pre-K through third grade
- Interventions based in an integrated classroom setting
- Interventions run by OTs or teachers (with OT consulting)

Recommendations:
- Embed OT handwriting programs in the classroom
- Increase time/focus on handwriting techniques
- Utilize OT/teacher collaboration more consistently
- Further research

Clinical Bottom Line:
Evidence suggests that collaboratively implemented handwriting programs can be successfully integrated into a classroom’s curriculum. This leads to improved curricular outcomes regardless of ability, less need for direct services, and improvement in overall academic performance.

Significance:
OT’s have an opportunity to advocate and collaborate with administrators to increase implementation of handwriting programs.

Levels of Evidence:
- Level I- 1 Article
- Level II- 6 Articles
- Level III- 2 Articles
- Level IV- 1 Article

Themes
- #1 Reason for referrals in public schools
- Needs to be taught in the general curriculum
- Multisensory techniques improves retention
- Improves other areas of academic performance

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