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The Handwriting Clinic™
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Quote for Speaking Engagement—GENERAL QUOTE FOR ALL INSERVICE INQUIRIES. WE CAN WORK OUT A SPECIFIC QUOTE FOR YOUR NEEDS.

Date: OPEN (August/September/January/May/Summer months best. Weekends, Mondays or Tuesdays best days. Unavailable Fridays.

Presenter: Jan McCleskey, MA, OTR

Inservice:

First Strokes Multi-sensory Fine Motor and Handwriting Workshops
Or, inservice tailored to your facilities needs.

Speakers fee: Varies with each inservice (some require more set up, some are LONGER inservices, etc. If I bring labs, there is a small charge, and... this is always their favorite part. See workshop outlines for prices. . Will need 16 tables in a separate room with enough space to walk around the tables, if I bring labs. I would highly suggest bringing the labs – this is their favorite part of the workshop

Travel: Airfare plus car rental or taxi

Shipping: One to four lab boxes per workshop - shipped ground roundtrip

Hotel: Close to inservice site. If I need to bring labs, I need 2 hours to set up before the workshop (it is a 20 minute takedown though). If you provide helpers, we can usually get the labs set up in about 45 minutes to an hour.

Copying Cost for handouts/materials –

1. Total pages for handouts (several) usually run approximately 60 pages.
2. I have a CD that has massive handouts and resources. I would suggest buying a CD at \$1.50 per person.
3. Can purchase a mini grasp kit for \$3.50 per person (tongs, tweezers, blocks, marbles, top, reproducible wksheet for tracing)

I will get Discount School Supply to send prizes, catalogs for inservice if possible. They send free paint for prizes.

I can gear an inservice to your needs. Please see accompanying outlines of several outlines of recent workshops: Workshops can be geared towards teachers, or primarily for OT's, or general for both. I also included an outline for a 2 day workshop in case you wanted to sponsor a two day workshop. Some districts do one day with teachers and another day with OT's. Workshops can be adapted to spend more time talking about students in different populations—the general inservice touches on ALL populations, but sometimes a facility might want more information on general handwriting students, beginning learners, preschoolers, students with learning disabilities or students with more special challenges such as autism or Down's syndrome. Again– the general inservice covers all populations - but if your facility has a specific population or age level of students, the workshop would need to be adapted. The general inservice includes information for preschool - older students (it is never too late to help students—even teens or adults!) In general, if the group is OTs I would suggest the Day 1 First Strokes Inservice, followed by a Day 2 Experiential Lab Day (optional). If the group is a group of mostly teachers, I would divide it out by age group - it is a full day workshop for preschool through 1st grade, and an afternoon inservice (same day) for the 2nd grade and above teachers (OT staff would enjoy these workshops as well).

Audiovisual Needs:

Mic (wireless usually best)

Marker board (large) or a flip chart (lots of paper) with red/blue/black markers

Power cord

Infocus (or I can bring my own for \$50)

Room Set up—This can vary - can even use a separate room for optional lab set up. I have charts attached for general room set ups. If I bring labs, I can put them around the room, or in a separate room.

*** You will need to provide an address so that our office can ship boxes.

*** I will need to get into the workshop room ahead of time (and this varies from several hours to about an hour and 1/2, depending on lab set up, helpers, etc)

Please note: The Handwriting Clinic is an AOTA approved provider of inservices. For inservices sponsored by facilities other than our clinic, your facility is in charge of CEU's or contact hours, and we cannot give out AOTA certificates. It is your facilities responsibility to advertise and to provide continuing education credit. AOTA requires us to inform other sponsoring agencies that AOTA CEU's cannot be given by our agency, or by your agency unless your agency is an approved provider of inservices.

DAY 1: Fine Motor**Gymnastics to Multi-sensory Print**

8:00 – 3:00 5.5 contact hrs if 1 hr lunch, 2 breaks

**DAY 1: Fine Motor/Writing Success
for Children with Autism and Special
Needs**

3:15 – 5:00 1.5 contact hrs

DAY 2: ELIMINATE DYSGRAPHIA!

**Multi-sensory Cursive, Keyboarding and Quick
Remedial Print for OLDER students (2nd grade through
teens) 5 contact hrs if 1 hr lunch 2 breaks. 8 - 2:30 pm**



See next page for outline/objectives and descriptions of these workshops. This is the most comprehensive workshop yet, and has all the newest, most comprehensive information on the latest research,. New ideas for therapists who have already attended First Strokes Workshops! The Day 1 workshop emphasizes grasp development through the entire morning, with walk around labs. The Day 1 workshop will talk about multi-sensory print in the afternoon. Extra, is an hour and 1/2 to discuss strategies for students with special needs and autism. The Day 2 workshop, is for therapists and teachers that work with older children. The needs for older children, are vastly different than the younger child. Very comprehensive, FUN workshops. These workshops are the new 2009 workshops that The Handwriting Clinic will be sponsoring nationally. Even therapists with years of experience, will get NEW ideas out of this workshop. Beginning therapists will be able to understand the workshop well enough to immediately implement strategies. For teachers, it is recommended that preschool—K teachers attend session I of Day 1, and teachers from 2nd grade and older, attend the 2nd day. Special education teachers, or teachers who have students with special needs, may enjoy the afternoon session on fine motor and writing success for children with autism and special needs. Occupational therapists/COTA's should attend both days. All participants will receive a resource CD with handouts of slides of the entire presentation, resource list, and over 500 pages of resources, handouts, and adapted curriculum. Of course, you do not have to print all these pages but the CD will be files and files of resources! There will be many printables of activities that can be printed and used for therapy, inservices, etc.

COST:**DAY 1: Fine Motor Gymnastics to Multi-sensory Print - \$1350 5.5 contact hours**

8 - 3 with an hour lunch and two 15 minute breaks

OPTIONAL: Facility will receive a Pencil Gymnastics Kit for free, but it is recommended that a kit be purchased for \$22.00 per attendee or department (reduced price).

DAY 1: Fine Motor and Writing Success for Children with Autism and Special Needs - \$150

1.5 contact hours 3:15 - 5:00

DAY 2: Eliminate Dysgraphia (Multi-sensory Cursive, Keyboarding and Quick

Remedial Print for OLDER students (2nd grade through teens) - \$1200 5 contact hours

8 - 2:30 with an hour lunch and two 15 min breaks.

OPTIONAL: Facility will receive a One Hour to Legibility Kit for free, but it is recommended that a kit be purchased for \$30.00 per attendee or department (reduced price).

Additional costs: (not optional)

\$1.50 per CD per participant - this CD contains all resources for Day 1 and Day 2 workshops, and is a vital part of the inservice.

DAY 1: Fine Motor Gymnastics to Multi-sensory Print

8:00 – 3:00 5.5 contact hrs if 1 hr lunch, 2 breaks

Introduction and Fabulous Lab Demonstration!

Fine motor development from age 3 – 6

RECEIVE: PENCIL GYMNASTICS KIT FOR FACILITY. Additional kits can be purchased for \$24.00 per person

MAKE AND TAKE: Balloon Exercisers for Grasp, Homemade Shaving Cream Air Putty for grasp exercises

A simple method to teach grasp/Overview of Pencil Gym Kit

Special challenges for fine motor development

Multi-sensory grasp and fine motor labs for classroom centers or clinic

Lab demonstrations of activities that even the most fine motor resistant child will love!

Fizzing Foam Muffins!

Shaving Cream Putty

Video: Fine motor delays vs typical development.

Group Lab: Dollar stores, donated supplies, and a little creativity – how to create an impressive inventory of fine motor activities.

Grasp and the Child, Is it important? Research.

The Pencil Grip Junk Closet, which grips REALLY work?!!

Common problems in the hand, SOLUTIONS and protocols!

Learning to Write in School: Too much, too soon, too hard?

What works and what does not work! Empowering teachers!

Power point slides of highly visual, fun large/medium/small motor labs

SMALL GROUP LAB: Theme lab - look at how a theme can be generalized to fine motor labs

Multi-sensory Print Handwriting Lab

Large/Gross Motor Lab

Medium Motor Demonstration Lab

Visual Cueing and “Facilitated Handwriting” using Zany Writing Topics

LAB: Letter reversals

Sensorimotor Gym Activities for Kinesthetic Handwriting

WALK-AROUND EXPLORATION LABS - tongs labs, scissors labs,

MAKE AND TAKE: Numbers Curriculum **ACTIVITY:** Number Rhymes

LAB: Assessment for Pre-K - 1st grade **Receive First Strokes Assessment and Clinical/Classroom Screening Forms/Goals & Objectives Forms**

SMALL GROUP DISCUSSION: Classroom/Treatment Planning

POST EVALS/FABULOUS PRIZES

DAY 1: Fine Motor/Writing Success for Children with Autism and Special Needs 3:15 – 5:00 1.5 contact hrs

Pre-requisite - participants must have attended earlier session

Handwriting curriculum and adapting paper for visual motor delays

Hyperlexia - challenges and strategies for handwriting

Attention span and motivation

Ideas for students with autism or special education needs

Adapting curriculum - Integrating OT Objectives into the regular ed IEP

Fine Motor in a Box - problem solve consultative ideas for a preschool/sp ed classroom

Adapting Curriculum - CD has adaptive curriculum to print and put in binder so that students can participate in handwriting in the classroom.

Setting up fine motor and writing labs in a classroom with a schedule card

Retrain the brain/lightbox activities

Trace, trace copy - sequencing of letters through practice:

Facilitated language turns into facilitated handwriting

Home activities

How to make outline font - to create handwriting activities, books

CD: Outlined letters for classroom units

Group Discussion:

1. Treatment/Lesson plan a lab set up for letter “d”, which will incorporate multi-sensory writing

2. Treatment/lesson plan a lab for a theme for writing/fine motor

Prize giveaway.

Workshop CD has over 500 printable pages. It includes handouts for you to train your facility and staff, adapted curriculum for students with special needs, screening tools, resource handouts of all the labs, assistive technology resources, zany writing topic recipes, and much more information than could be printed on a handout.

DAY 2: ELIMINATE DYSGRAPHIA!

Multi-sensory Cursive, Keyboarding and Quick Remedial Print for OLDER students (2nd grade through teens) 5 contact hrs if 1 hr lunch 2 breaks. 8 - 2:30 pm

Introduction

Audience Handwriting Samples (print, cursive, worksheet, LD simulation)

Fine Motor Skills in the Older Child

Research on grasp, therapeutic activities, and eye hand coordination activities

Problems with Legibility in Schools

Dysgraphia

What is dysgraphia? What types of dysgraphia are there? Is “dysgraphia” a descriptive diagnosis? Why is “dysgraphia” a term that is overused?

Dyslexia, Disorder of Written Expression, Gifted Children - How is handwriting affected?

Vision Related Learning Differences

Case samples of grade levels

One Hour to Legibility in Print FACILITY WILL RECEIVE: * One Hour to Legibility Program (\$35 value) (CD includes assessment for older students) Can purchase for wholesale price of \$30 per person.

Handwriting Errors in Print due to “a need for speed”

LAB: Assessment for 2nd graders and above

Remedial Strategies for therapeutic intervention

Notebook paper legibility and CR paper to teach sizing

Fill in the blank worksheet legibility

Math legibility - visual motor techniques

Zany Writing LAB - Shaving Cream Monsters

Alien Eyeball Demonstration

First Strokes Cursive LAB: Handwriting Errors, Grouping by First Stroke, Sizing, Speed Cursive, Why kids go back to printing!. Visual memory of cursive - quick techniques for the classroom.

First Strokes Keyboarding Program:

Handwriting vs. Keyboarding

Assistive Technology - when is it important? Receive assistive technology resource handout

Software versus Multi-sensory Keyboarding Instruction

Multi-sensory Keyboarding Instruction

On Keyboard Activities

Off Keyboard Activities

Learning Objectives

DAY 1:

- Review selected research on grasp development and intervention and discuss reasons and strategies to change or “tweak” grasps when needed.
- Practice assessment for fine motor/handwriting skills for preschool through older students
- Recognize remedial intervention techniques for letter formation, letter reversals, number reversals, kinesthetic handwriting.
- Practice CREATIVE therapeutic techniques for large, medium and small motor learning of letter formation in print and cursive through walk-around labs that can be integrated into classroom or clinical settings.
- Identify activities for grasp and writing labs within a classroom or clinical setting and receive a resource list of activities.
- Identify incorrect grasp patterns and learn intervention for specific grasp pattern errors.
- Recognize the typical progression of handwriting in school and how to adapt ANY handwriting program to be more successful for students that struggle.
- Observe intervention techniques for remedial handwriting for number reversals.

DAY 1/Special Needs Section

- Discuss techniques for improving integration of handwriting from therapeutic intervention into generalization of skills into classroom, and apply to IEP development.
- Do small group treatment planning for grasp/fine motor skills and handwriting within special populations.

DAY 2: Eliminate Dysgraphia

- Practice therapeutic strategies to teach the One Hour to Legibility Program and Cursive programs through group labs and demonstration.
- Practice assessment techniques.
- Identify and practice remediation techniques for visual memory, visual cueing, and visual motor integration of handwriting within labs.
- Discuss case studies and intervention at different grade levels, and how to integrate skills into a classroom or clinic setting.
- Recognize assistive technology options for students with poor handwriting.
- Practice resources for creating zany writing ideas for generalization of handwriting into words, sentences and paragraphs with good sizing, spacing and form.
- Identify strategies for working with students with vision related learning differences through a power point presentation and written handout.
- Recognize on and off activities for multi-sensory keyboarding.

NEW! First Strokes® Multi-sensory Handwriting Workshop — a Handwriting, Visual and Fine Motor Day - with 50 lab stations!

This workshop is the inservice that we do 90 percent of the time when we sponsor our workshops for ONE day only. It accommodates large audiences well. For groups of 85 or less, I can bring the 50 lab stations. For groups of 85 or more, this workshop would need to forego labs and mostly be lecture—although we do some out of seat activities. If I do not do labs, I spend a little more time on keyboarding, autism, and adapting curriculum for students with autism. I cover this in the workshop anyway, but we do some more in dept problem solving, doing group discussion and case studies without the labs. Without labs, this workshop would accommodate as many guests as you would like to bring in - no limit, as long as the screen is large enough to see. \$1200 with out labs, \$1300 with walk around labs. This workshop is appropriate for teachers and therapists, and therapists with general caseloads ranging from preschool through older students.. Therapists with severely challenged students to students with mild to severe learning disabilities or fine and visual motor delays, would benefit from the structure of covering ALL these topics. **Optional: \$3.00 per person - receive mini grasp kit with tweezer tongs and manipulatives. Optional \$22 per person, get a reduced price on our Pencil Gymnastics Kit:**

This workshop goes over handwriting techniques that can be used within ANY handwriting program, and goes over techniques for therapeutic, multi-sensory intervention. This workshop talks about integrating handwriting techniques within a classroom to empower teachers to help all students, including the students who struggle. Many OT's take this workshop to go back to their facilities and train or consult with teachers—and training handouts are provided! The workshop talks about children with poor fine motor and visual motor skills, and discusses in depth, students that would normally be on an OT's caseload. It talks about students with dyslexia, dysgraphia and learning disabilities. Techniques for students with cognitive challenges, autism and other diagnoses will be integrated into the workshop, with a special section at the end of the workshop, on specific techniques for these populations, using adaptive and integrated techniques within an IEP.

7:30 - 8:00	Registration
8:00 start time!	Introduction and Fabulous Lab Demonstration!
8:15 - 8:45	Learning to Write in School - too fast, too soon, too hard - problems with students who have poor fine and visual motor skills, dyslexia or dysgraphia
8:45 - 9:45	Empowering teachers to Integrate Handwriting Within the Classroom with NO TIME but still helping kids that struggle! A toolkit of FUN, high interest activities for large motor, medium motor, and small motor learning techniques to help students with fine motor and visual motor delays. Receive training handouts for YOU to teach staff ways to better integrate ANY handwriting program within the classroom, clinic or therapeutic setting.
9:45 - 10:00	BREAK
10:00 - 10:05	Motor Lab Overview - Participants will participate in motor lab activities for handwriting
	RECEIVE: * Handout of Multi-sensory Gym Activities
10:05 - 10:30	Overview of First Strokes Print Programs using lab demonstrations of cool large, medium and small motor techniques
	Case studies
10:30 - 11:15	Remedial Strategies for therapeutic intervention: RECEIVE: * Hand out for YOU to teach an inservice on Remedial Strategies and Errors within YOUR program. RECEIVE: * Handout on Multi-sensory Handwriting
11:15 - 11:30	First Strokes NEW Cursive Program overview (all inclusive - has remedial techniques integrated within program!)
11:30 - 12:30	LUNCH - on your own
12:30 - 12:45	LAB DEMONSTATION: Therapeutic “facilitated writing” using Exploding Playdough and Other Zany Writing Topics
12:45 - 1:00	GRASP LAB: “Group activity for How to Teach Grasps on a Pencil” OPTIONAL: FOR \$3.00 per person RECEIVE MINI GRASP KIT WITH TWEEZERS/manipulatives
1:00 - 1:45	GRASP DEVELOPMENT: INTEGRATION STRATEGIES FOR THE PPRESCHOOL - K CLASSROOM Research Studies - Should we change funky grasps? CREATIVE Intervention Strategies that even seasoned therapists will love, Prevalence of Grasp Errors, Problem Solving
1:45 - 1:55	Break
1:55 - 2:20	Grasp Continued
2:20 - 3:20	<u>WALK-AROUND MULTI-SENSORY WRITING AND GRASP LABS!! (50 lab stations!)</u> Explore the COOLEST multi-sensory teaching strategies for grasp development and letter formation. RECEIVE: Handout on all labs, Resource List Handout (to develop your own fine motor and multi-sensory handwriting “bin”)
3:10 - 3:15	Lab Breakdown/Break
3:15 - 3:35	Assistive Technology versus Handwriting - an integrated approach for students with learning disabilities, dyslexia. Multi-sensory Keyboarding - How to teach keyboarding multi-sensory RECEIVE: Multi-sensory Keyboarding and Assistive Technology Resource List
3:35 - 3:55	Adapting curriculum for low cognitive students or autism - a creative way to make your own handwriting curriculum
3:55 - 4:00	Post evaluation, group questions, prize give-away, wrap up

Course Objectives: The goal of this workshop is for the attendee to have a resource of information to be able to inservice staff at their own facility!

- Recognize the typical progression of handwriting in school and how to adapt ANY handwriting program to be more successful for students that struggle
- Observe intervention techniques for remedial handwriting for number reversals, letter reversals, worksheet legibility, math legibility, kinesthetic learning and recognition of handwriting errors for students with poor visual motor skills
- Identify strategies for working with students with vision related learning differences through a power point presentation and written handout
- Identify activities for grasp and writing labs within a classroom or clinical setting and receive a resource list of activities
- Practice CREATIVE therapeutic techniques for large, medium and small motor learning of letter formation in print and cursive through walk-around labs that can be integrated into classroom or clinical settings
- Recognize remedial intervention techniques for letter formation, letter reversals, number reversals, kinesthetic handwriting
- Observe recipes for creating zany writing ideas for generalization of handwriting into words, sentences and paragraphs, for preschoolers through grade school (FUN things to keep even the most reluctant child wanting to come back for MORE handwriting lessons!)
- Observe fine motor activities for grasp development for preschoolers, students with autism, students with Down's syndrome, and children with developmental delays
- Review selected research on grasp development and intervention and discuss reasons and strategies to change or “tweak” grasps when needed. Problem solve solutions.
- Observe how to modify handwriting curriculum for students with developmental delays, autism, and other diagnosis
- Discuss assistive technology options for students with poor handwriting and receive resources for multi-sensory keyboarding. Discuss when keyboarding is necessary versus handwriting.

FIRST STROKES MULTI-SENSORY WORKSHOP:

Multi-sensory Solutions for Handwriting, Keyboarding and Assistive Technology for Students with Learning Disabilities

This is a very hands on workshop with integrated labs where the workshop. Participants do several multi-sensory labs. Maximum attendee group is 40 - 45 (with a 2500 to 3000 square foot room, 30 - 40 with 2200 - 2500 sq. ft). \$1300 for this workshop

This workshop is primarily for teachers and therapist who work with students with learning disabilities. It does touch on developmental skills in the preschool year, but mostly discusses Kindergarten through older elementary - solutions for students with learning disabilities and dyslexia. This workshop is appropriate for OT's, teachers (K - older elementary), assistive technology specialists, special education teachers and parents.

8:00 - 8:15	Handwriting Samples and Introduction
8:15 - 8:45	Learning to Write in School - too fast, too soon, too hard - problems with students who have poor fine and visual motor skills, dyslexia or dysgraphia
8:45 - 9:45	<u>MULTI-SENSORY PRINT EXPERIENTIAL LAB</u> A. Case Studies B. Motor Lab - audience participation C. Strokes Lab - audience participation D. Medium Motor Lab - Individual Letters - audience participation E. Zany Writing <u>LAB</u> - MakeShaving Cream Monsters (and apply facilitated handwriting techniques, large motor techniques, and small motor techniques) F. Zany Writing Topics – Demonstration G.. Sensorimotor Gym Activities for Handwriting RECEIVE: * Handout of Multi-sensory Gym Activities RECEIVE: * Handout of Multi-sensory Handwriting Resources and Zany Writing Recipes
9: 45 - 10:00	BREAK
10:00 - 10:30	Empowering teachers to Integrate Handwriting Within the Classroom with NO TIME but still helping kids that struggle! A toolkit of FUN, high interest activities for large motor, medium motor, and small motor learning techniques to help students with fine motor and visual motor delays. RECEIVE: *Training handouts for YOU to teach staff ways to better integrate ANY handwriting program within the classroom, clinic or therapeutic setting.
10:30 - 11:15	Remedial Strategies for therapeutic intervention: spacing, integrating handwriting errors with teaching of letter formation, speed, vision related learning differences, Numbers, speed handwriting and pacing RECEIVE: * Hand out for YOU to teach an inservice on Remedial Strategies and Errors within YOUR program. <u>HANDWRITING LAB: Speed and handwriting errors - participants will recognize common patterns in their handwriting and grade handwriting samples for handwriting errors.</u>
11:15 - 11:30	One Hour to Legibility Program - PRINT
11:30 - 12:30	Lunch
12:30 - 1:30	<u>CURSIVE LAB:</u> Large, medium motor techniques, over view of handwriting errors, overview of visual memory and speed.
1:30 - 2:30	<u>GRASP LAB:</u> How to hold a pencil, research on changing grasps, problem solving grasps, power point
2:00 - 2:15	BREAK
2:30 - 3:10	Assistive Technology for Learning Disabilities A. Dysgraphia/Dyslexia/Disorder of Written Expression - definition and treatment suggestions B. Neo/Co-Writer and Dana/Write OutLoud to Go Demonstration
3:10 - 3:30	Multi-sensory Keyboarding - The NEW First Strokes Multi-sensory Keyboarding Program (designed for students with Learning Disabilities (to be published August/September 2007) RECEIVE: * Hand out on Keyboarding and Assistive Technology Resources
3:30 - 3:45	Wrap up/Group discussion/Prizes

Course Objectives

- Recognize the typical progression of handwriting in school and how to adapt ANY handwriting program to be more successful for students that struggle
- Practice therapeutic strategies to teach the First Strokes Print and Cursive programs through group labs and demonstration. Experience multi-sensory handwriting teaching techniques.
- Identify and practice remediation techniques for visual memory, visual cueing, and visual motor integration of handwriting within labs
- Discuss multi-sensory handwriting activities for a gym - sensorimotor activities for left right discrimination, laterality, and visual memory of letters and numbers formation.
- Review the First Strokes Multi-sensory Keyboarding Program
- Recognize techniques for improving integration of handwriting from therapeutic intervention into generalization of skills into classroom.
- Discuss intervention for handwriting, number reversal curriculum, grasp/fine motor skills, vision related learning differencesDiscuss assistive technology options for students with poor handwriting and receive resources for multi-sensory keyboarding. Discuss when keyboarding is necessary versus handwriting.

FIRST STROKES PRESCHOOL TEACHER WORKSHOP: Multi-sensory Solutions for Pre-Handwriting and Fine Motor Development

This is a very hands on workshop with integrated labs where the workshop participants do several multi-sensory labs. Maximum attendees is 40 - 45 (with a 2500 to 3000 square foot room). \$1100 for this workshop out of state, \$1300 with labs (6 - 6.5 hr wkshop), \$600 local, \$425 at clinic (4 hours). This workshop is for preschool TEACHERS. It is an introductory course.

Outline of the day

AM: GRASP AND FINE MOTOR DEVELOPMENT

1. Progression from manipulation skills to grasp – Pencil Gym Kit

Make and Take – Sand Balloon animals

MARBLE LAB

1. Grip worksheets
2. Tracing crosses
3. Manipulatives - participants will practice fine motor skill activities in a manipulatives lab
 - Tongs Lab
 - Scissors Lab
 - Coloring Lab
4. Tracing pages - kinesthetic tracing to metronome or music practice
5. Make and Take! Sandpaper animals to teach wrist stabilization.
6. Power Point – Multi-sensory Grasp Power Point - training on grasp,
 - Includes training handouts and material for participants do their own inservices
 - Includes handouts for students, on how to hold a pencil.
7. Preschool Video of Fine Motor Development in a Neuro-typical Child and a Child with Hypotonia/Fine Motor Delays
8. Video of a First Grade Classroom doing a writing/drawing assignment- participants problem solve grasps (mature versus non-manipulative)
9. Special Populations: Normal versus Atypical Fine Motor Development from ages 3 - 6 and common problems with children with cerebral palsy, autism, hypotonia, or Down's syndrome.
10. Group Activity—DESIGN YOUR OWN FINE MOTOR BIN - Workshop participants will use a theoretical \$30 budget to design a fine motor program for their students using manipulatives already within the classroom, donations from parents, and \$30 max on new materials.

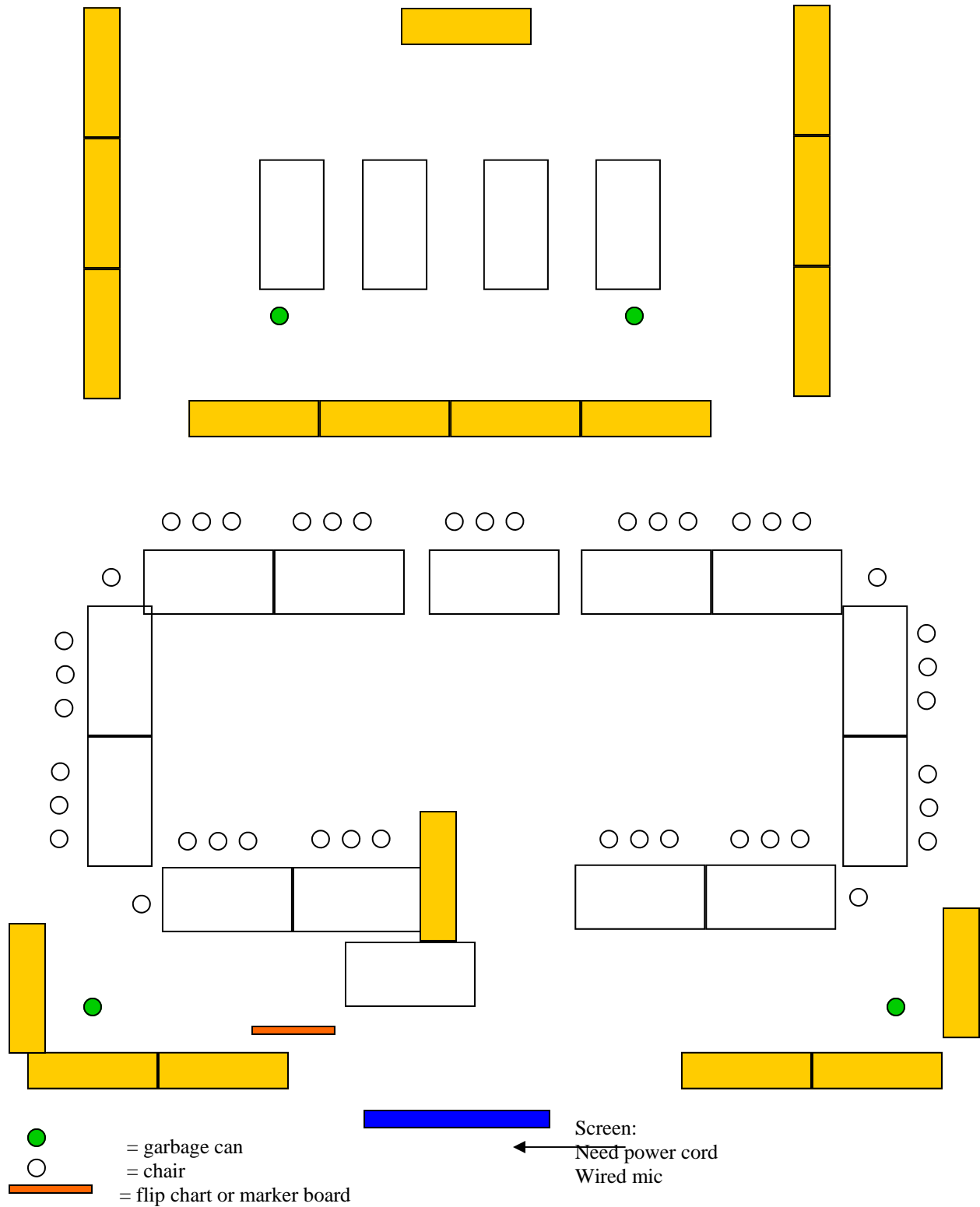
PM: PREWRITING AND WRITING SKILLS: A MULTISENSORY APPROACH

1. First Strokes Lab – Teaching Print in a simplified way!

Setup: Dixie cup with q-tips, plastic cups with koolaid paint or colorations paint, newsprint, pink and blue highlighters

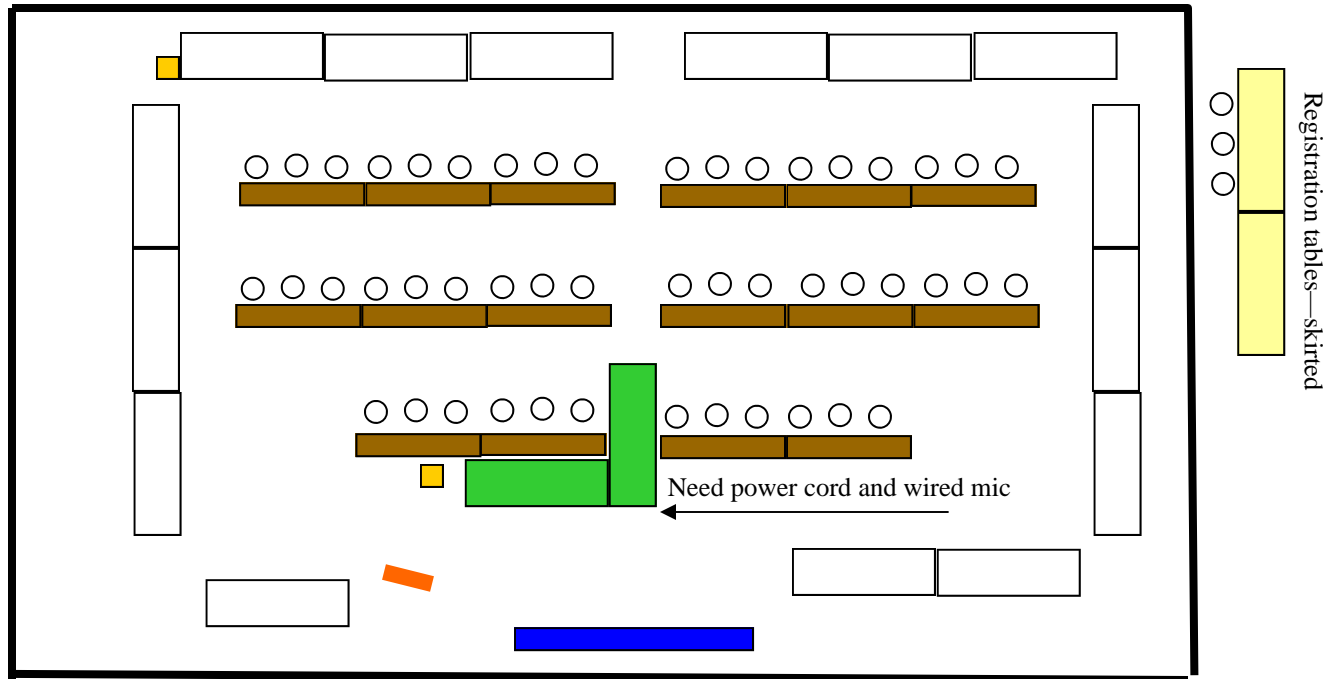
1. teach strokes – make giant size strokes on newsprint. Partner holds up. Teach strokes.
2. strokes LM, MM, SM
3. individual letters in groups
4. LAB – make Left/Right discrimination posters
5. Zany Writing Topics—Make a Puff Paint Creature for writing generalization
 - Power point/demonstration of zany, cool 5 minute craft projects. Students can make these projects and then write about The project using the “letter of the day”. Ex. Green jello alien for letter “a”.
6. Group Activity - DESIGN YOUR OWN MULTI - MULTISENSORY HANDWRITING BIN -Workshop participants will use a theoretical \$30 budget to make handwriting instruction more multi-sensory
 - *Participants will get handout of resource activities
7. Special Populations
8. Group Discussion and Wrap Up

POSSIBLE ROOM SET UP FOR DAY 2 INSERVICE, OR EXPERIENTIAL INSERVICES.
 THIS SET UP CAN BE ADAPTED FOR SMALLER GROUPS



Note: no chairs needed at back of room

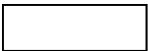
POSSIBLE SET UP FOR CLASSROOM STYLE, WHEN BRINGING LAB STATIONS. LAB STATIONS COULD BE SET UP IN A DIFFERENT ROOM. THERE ARE MANY VARIATIONS IN DESIGNING THIS SET UP - ALL LAB TABLES COULD BE POSITIONED AT BACK OF ROOM IF THE WORKSHOP ROOM IS LONG AND NARROW. I CAN SEND A DETAILED SET UP UPON REQUEST AND DESCRIPTION OF THE ROOM.



Green = skirted 6 ft. tables for presenter



Brown = classroom set up tables - can set up a water station somewhere in room, and then not put water jugs on table - so can set classroom tables as close together and towards the front as possible, with a center aisle



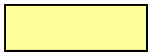
White = lab tables—not skirted, and you can just cover in table cloths of equal length - Dark cloth great, white cloth ok, no chairs. Tables need to be away from walls 30 inches minimum



Orange = trashcan—lined
I can bring my own projector



= flip chart



= registration tables (skirted)



= screen