

SESSION 1

Component/Time	Description	OT/teacher responsibility
Preparation/ 2 min	Students are organized into small groups according to their assigned groups. Teachers use a visual to help students recall group assignments.	OT and teacher help children organize into groups.
Handwriting instruction to whole class/ 15 minutes	OT leads this whole class instruction. The OT demonstrates correct letter formation for the whole class and the other teachers model the correct letter formation at their stations using an individual dry erase board. Verbal cues for the letters are used during instruction. Students practice the letters on individual dry erase boards. Teachers model the letters as needed and encourage the use of verbal cues to develop self-cueing skills. Teachers monitor student practice and provide specific feedback and error correction as needed. The students self-evaluate their letters picking the best one. Students trade boards with a peer and select the best one and describe why it is the best one.	Occupational therapist (OT) leads, Teaching staff provides additional small group modeling, monitoring and feedback.
Station Rotations/ (30 minutes total--10 minutes for each of 3 stations) Focused small group work	Student small groups rotate to stations. There are 3 stations, each with a specific focus and activity. Students spend 9 minutes at each activity, with 1 minute allotted for cleanup and transition. 1. Motor learning (coordination, motor planning, kinesthetic awareness) 2. Visual motor integration (writing mechanics, spatial organization) 3. Cognitive strategies (memory, self appraisal, fun applications)	OT and each teacher are assigned to a station. Assigned adult is responsible for leading the activity at that station and monitoring students' performance for development of needed supports or accommodations.