

<p>Description of Sessions <i>This section is a brief summary of what occurred the previous week in both sessions</i></p> <p>Letters Learned:</p> <p>Activities in Small Groups: (session 1 and session 2)</p> <ul style="list-style-type: none">a. Dexterity/M.P./K.S.-b. V.M./Spatial-c. Cognitive Strategies-d. Handwriting Application-
<p>Problems Noted with Session Implementation: <i>Note any problems that occurred with the actual planned activities. Were they too messy, too lengthy, too difficult, too easy. This is helpful when planning future sessions to avoid the same pitfalls and to adjust activities to be more successful.</i></p>
<p>Observed Problems with Student Performance: (note difficulty with letter formation, performing small group activities, behavior, etc).</p> <p><i>Note specific students and what difficulties were observed.</i></p> <p><i>Example:</i></p> <p><i>Johnny was not able to control the golf tee with his skilled fingers and had to use his whole hand.</i></p> <p><i>Mary continues to make all of the letters starting at the bottom.</i></p> <p><i>Billy is over lapping his letters.</i></p>
<p>Successes Noted with Session Implementation</p> <p><i>Note specific things about the session that were a success.</i></p> <p><i>Example: Students really enjoyed treasure hunt. Activity was easy to set-up and cleanup. 1 minute warning timer helped with smoother transitions.</i></p>
<p>Positive Student Responses (be specific to student) <i>Note specific student successes or positive responses to interventions or accommodations.</i></p> <p><i>Example:</i></p> <p><i>Joey's alignment improved with highlighted baseline.</i></p> <p><i>Dynamic seating helped Mary stay engaged in small group activity</i></p> <p><i>Jimmy is demonstrated correct stroke sequence with letters a, d and g.</i></p> <p><i>Hank's pencil pressure is lighter.</i></p>
<p>Writing Sample Data: Students with Problems (below 85% legibility) <i>After evaluating 2-minute copying samples from the previous week, list students who demonstrated letter legibility below 85% in this section. These are the students who may need additional supports. Also note specific legibility problems noted in the samples.</i></p>
<p>Writing Sample Data: Students with acceptable performance (above 85% legibility) <i>After evaluating 2-minute copying sample from previous week, list students who demonstrated letter legibility 85% or better in this section.</i></p>
<p>Focus for next sessions based on student observations and handwriting sample data <i>Note general areas of focus indicated for upcoming sessions.</i></p> <p><i>Example:</i></p> <p><i>Need to emphasize sizing for tall letters and alignment of letter g.</i></p> <p><i>Observe pencil grasps and provide pencil grips when necessary.</i></p> <p><i>Reteach letters a, d and g due to multiple persistent formation errors.</i></p>