Student Name: _____   Date: _____

Referring Teacher: _____

"Bad Handwriting" Questionnaire

You are receiving this questionnaire because you have expressed a concern regarding a student's "handwriting" skills. Handwriting involves many components, including fine motor, visual motor, visual perceptual, academic and language skills. This questionnaire will help the Occupational Therapist determine whether or not the problem is "motor" in nature. Once completed, please return to the Occupational Therapist.

Part 1: Concerns: Please check "yes" or "no" for the following questions. Feel free to add comments.

	YES	NO	Comments/Explanations
1. Does the child hold the pencil correctly?	☐	☐	
2. Can the child perform other "fine motor tasks" (i.e. coloring in the lines, tracing on a line, cutting on a line, etc.)?	☐	☐	
3. Can the child recognize and name all the letters of the alphabet on a visual model, such as an alphabet chart?	☐	☐	
4. Does the child know how to form the letter (i.e. can the child make the letter so that it is recognizable to the reader – **DO NOT** take into account size or placement on a writing line)?	☐	☐	
5. Does the child understand the purpose of a writing line, and does he/she attempt to use it (i.e. attempting to write on the line, instead of in the margins or empty spaces)?	☐	☐	
6. Can the child verbalize the placement of letters on a writing line (i.e. what letters touch the top, what letters touch the middle, what letters fall under)?	☐	☐	
7. Can the child verbally identify where one word ends and another begins on a visual model?	☐	☐	
8. Can the child read from a visual model without assistance?	☐	☐	
9. Can the child copy letters from a visual model legibly?	☐	☐	
10. Does the child have a good understanding of sound-symbol relationship?	☐	☐	
11. Is the child struggling with spelling?	☐	☐	
12. Can the child organize their thoughts orally to form a sentence before attempting to print?	☐	☐	
13. Other Concerns:			

Part 2: Interventions In Place: Please check off any strategies you have used with this specific child. Please comment on how long you have/had this strategy in place and how it has or has not helped the child.

Which of the following intervention strategies have you used with this child to work on improving their handwriting?	
☐ Fine motor strengthening activities, such as using tweezers, clothespins or hole punchers; manipulating playdoh, putty or Wikki Sticks; cutting activities; Fine Motor Olympic exercises	
☐ Use of an inclined writing surface, such as a 5-inch binder; a slant board or vertical surface (taping worksheets to wall/blackboard)	
☐ Use of pencil grips or grasping techniques, such as using 2-inch pencils or golf pencils	
☐ *Grades K &1 only :* "Letter Memory Games" such as Alphabet Bingo, Alphabet Memory/Match, etc.	
☐ *Grades K, 1 & 2 only:* "Building" letters out of tactile mediums, such as HWT construction pieces, playdoh, Wikki Sticks, etc.	
☐ Letter formation visual aide available (i.e. alphabet line on desk, alphabet chart on wall, etc.)	
☐ Use of three lined paper	
☐ Use of three lined paper with large spaces between each line	
☐ Use of three lined paper with highlighted lines (i.e. top, middle and bottom lines highlighted different colors)	
☐ Copying from near point model	
☐ Copying from far point model	
☐ Scribing for assignments that focus on academic concepts and/or allowing "sloppy" copies	
☐ Providing extended time for printing tasks	
☐ Breaking up printing assignments into smaller components	
☐ Using a word processing device (computer) for long print assignments.	
Other Strategies:	

☆ **Please include at least TWO copies of the student's most recent printing samples (with dates). Please make sure that the samples include BOTH of the following:**

1. **A sample where the student was PRINTING FROM MEMORY (printing own thoughts without adult assistance for thought organization, sentence structure, spelling, punctuation, etc.)**
2. **A sample where the student COPIED from a VISUAL MODEL (meaning the academic concepts were eliminated).**