

Hi-Write Journal Paper Guide

Part of the Hi-Write Product Series, written by Lori Dillon, OTR/L



Introduction

Children with handwriting difficulties often produce written work with poor orientation on and within the writing lines and decreased size differentiation between uppercase and lowercase letters. This can detract from the overall quality of their written work output. Often difficulties with handwriting legibility are due, in part, to visual-motor delays or learning difficulties. These students often respond well to assistance in the form of visual cues to guide their written work placement. This adapted paper with a highlighted lower-line space is extremely helpful when desiring visual cues to guide orientation of written work. The highlighted lower-line space offers a clear visual cue for lowercase letter placement and helps with size differentiation between uppercase and lowercase letters.

The paper comes in four sizes:

- **Beginner 1:** (largest spacing): Best for beginning writers or children with vision issues, decreased fine-motor control, or decreased accuracy, who need larger lines to master formation and orientation. (Item# 089664)
- **Beginner 2:** Same as above with a slightly smaller writing space as children begin to show emerging skills in orientation of written work. (Item# 089665)
- **Intermediate 1:** Best for children who have the basic foundational skills in handwriting, are doing well with beginner paper, and are now ready for a smaller writing space but still need the visual cue. (Item# 089667)
- **Intermediate 2:** (narrowest spacing): More age-appropriate for students in the middle grades who still require the visual cue but want writing paper as close in presentation to that of their peers as possible. (Item# 089668)

Product Use

Hi-Write Journal paper is conveniently designed for use during journal writing with adequate space above the writing lines for a drawing. As a precursor to writing, beginning writers can be asked to draw pictures and then describe what is in their drawings. The instructor can write out the words for the child, and as the child is able, he or she can practice writing letters or words at the bottom of the page, copying sentences written from their dictation, or self-constructing sentences to reflect their own thoughts and ideas related to their drawing, depending on his or her level of written language.

Objectives

The goal of this journal paper is to offer students a simple visual cue for placement of written work on and within the writing lines. As well, this journal paper with adequate space for drawings is for beginning writers to develop written language skills and showcase imagination in a developmentally appropriate manner. Consistent use of this paper and the highlighted lower-line space should improve overall fine-motor control, legibility, and quality of written work output.

Activities

1. For beginning writers, read a story and then have children draw a picture of their favorite part of the story. Writers who are at a prewriting level could dictate a sentence to the instructor who could then print the child's sentence on the Hi-Write lines.
2. Have children draw pictures of their families and then write sentences to describe them.
3. Have a daily journal topic that encourages creativity and imagination. Let children come up with unique responses and draw pictures to correspond with their answers. Such topics could be:
 - If I could go anywhere in the world, I would go...
 - If I could change one thing about myself it would be...
 - If I won a million dollars I would...
 - When I am sad I like to...
 - My favorite thing to do on a rainy day is...
4. Watch a movie and have children draw a pictures of their favorite characters and write why they liked them.
5. Have children draw pictures of their houses and then write about who lives in them.

Modifications

This paper may be used on a slantboard for improved visual orientation for the child and to assist with proper wrist positioning for a more functional pencil grasp. As well, this paper is ideally coupled with a multisensory approach to teaching handwriting. A multisensory approach might include the following:

- Tracing shapes, letters, and numbers in shaving cream, chocolate pudding, finger paint, or sand.
- Writing shapes, letters, and numbers on the sidewalk using chalk and then spraying with water from a spray bottle to erase.
- Tracing shapes, letters, and numbers on paper placed over sandpaper.
- Crumpling up tissue paper into small balls and gluing onto an outline of a shape, letter, or number.
- Tracing shapes, letters, and numbers with scented crayons or markers (smell is most closely linked to memory).
- Forming shapes, letters, and numbers out of theraputty, play-doh, or clay.
- Tracing shapes, letters, and numbers with a flashlight on a large sheet of vertically mounted paper.
- Walk, jump, hop, or crawl on a masking tape line that demonstrates the formation of shapes, letters, and numbers.
- Drive a toy car on a large model of a shape, letter, or number on the floor.

This multisensory approach helps children learn and master the correct formation of shapes, letters, and numbers in a fun manner. Hi-Write paper compliments this multisensory approach to handwriting.



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