The Effect of HWT on 4 year-olds’ Handwriting Ability in a Montessori classroom.

By Shelley B. Valdez
Identify the Problem

Observe
Collect and Analyze your Data

Act to implement your Plan

Reflect and Share

Devise a Plan
Parental Consent Letter

St. Catherine University
NOTE: Data identifying subject will be made available to me, my Head of School, my advisor and the instructor for Catherine University.
The purpose of this research is to determine the effects of the addition of a program by Handwriting without Tears called, "Transition to Kindergarten" in a block everyday on the development of the handwriting skills of four-year-old students in a private Montessori early childhood classroom, which consists of a mixture of three to five year olds.
Literature Review on Handwriting
It is normal classroom practice for our students to practice writing their name and copying a sentence onto a line one day a week while in the language area.
Daily handwriting instruction was modeled to my group of six students and individually within the following skill-sets:

- Imitation (Demonstration)
  Copying a Sentence
- Independent Writing (Journal Artifact Collection)
- Name Writing
Anecdotal data was collected by self-generated Presentation Log/Reflection Journal.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Minutes of Instruction</th>
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<tbody>
<tr>
<td>Monday Attendance:</td>
<td>Name of Lesson:</td>
</tr>
<tr>
<td>Reflection:</td>
<td></td>
</tr>
</tbody>
</table>
An artifact sample of CVC written work.
Every Tuesday of my action research project I collected written work demonstrating CVC knowledge for the purpose of handwriting analysis.
# PRINTING CONCERNS CHECKLIST

Place a check mark for each concern noted. Refer to the key below or scoring packets for identifying information and guidance.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Formation</th>
<th>Size</th>
<th>Neatness</th>
<th>Speed</th>
<th>Posture</th>
<th>Pencil Grip</th>
<th>Helper Hand</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
The First Duty of an Educator

is to stir up life, but leave it free to develop.

The Discovery of the Child
“The instruction of the teacher consists then merely in a hint, a touch--enough to give a start to the child. The rest develops of itself.”

Montessori’s Own Handbook, p. 24
“write your name” and “copy a full sentence to a line”.
## Data Collection
Use Journal entries of each student as work samples or artifacts ask thing the weekly assessment question, “ability to write a name” and “copies a full sentence onto a line.”

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCEEDS: 10%</th>
<th>MEETS: 7.5%</th>
<th>APPROACHES: 5%</th>
<th>DOES NOT MEET: 2.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Writing:</td>
<td>20%</td>
<td>15%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Copy Sentence:</td>
<td>20%</td>
<td>15%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Handwriting appears excellent with no reversals of letters.</td>
<td>Handwriting is modeled fair and maybe a few reversals.</td>
<td>Handwriting is weak and letters are reversed.</td>
<td>Pre-writing phase of scribbling is offered as handwriting knowledge.</td>
<td></td>
</tr>
</tbody>
</table>
“thumbs-up” = “Yes”

“thumb-sideways” = “in between”

“thumbs-down” = “No.”
I formed my letters correctly.

Thumb's Up: YES
Sideways Thumb: IN BETWEEN
Thumb's Down: NO
I wrote my letters on the line.
Thumb's Up: YES
Sideways Thumb: IN BETWEEN
Thumb's Down: NO
My name writing looks neat!

Thumb's Up: YES
Sideways Thumb: IN BETWEEN
Thumb's Down: NO
My fifth data collection tool is by using the Handwriting Without Tears workbook/ work/ writing!
My students were engaged in regular classroom activities using the new writing curriculum.
Direct benefit:

My students were given the opportunity to increase their handwriting skills through the use of my handwriting intervention. This potentially increased the possibility that they will be successful on the Metropolitan Readiness Test (MRT), which they need to pass for acceptance into our Kindergarten classrooms at Unity School!
The benefits of increased handwriting proficiency are minimal risks to students involved in this study.
All of my data will be destroyed by December 31, 2017.
Learning the Montessori Way: Writing

St. Catherine University
Welcome to my classroom.

It's a great place to be!