



“Write Size Writing System”

Instructions

Includes the following:

Write Size Template

Black Grid Box Insert

1 Clear Sheet Insert for dry marker use

1 sheet Grid Box paper

1 sheet Vertically and Horizontally lined paper

1 sheet Horizontally lined paper

1 sheet Graph paper

The **“Write Size Writing System”** (*patent pending*) is a systematic method for helping individuals with difficulties with fine motor control, sensory or perceptual processing, visual impairments or those with autism, to improve writing size, legibility, spacing awareness and keeping letters on the baseline. It may also be beneficial to those affected by a stroke or other neurological conditions that impair fine motor control needed for writing. It was designed by an occupational therapist with many years of experience, currently working in the public school system.

The **“Write Size Writing System”** was designed to provide specific structured boundaries, preventing the writer from writing larger than the prescribed space allows. As the writer gains motor control, less structure is provided. As writing is practiced using the **“Write Size Writing System”**, specified boundaries provide motor feedback, so the writer begins to “feel” and “see” where the written letters begin and end. The writer cannot write larger than the structured space allows.

Directions For Use

Step 1

Items needed:

Write Size Template

Black Grid Box Insert

Clear Sheet Insert

White or Bright Colored paper

Dry Erase (thin tip) marker

This step is introduced to the writer that has difficulty with spacing, keeping letters on the baseline or sizing of letters. The writer at this level is primarily writing in uppercase letters. Lowercase letters are introduced later, when improved motor control and lowercase letter awareness is achieved. The Clear Sheet Insert can be placed under the Black Grid Box Insert, inside of the Write Size Template. The writer can practice correct letter formation by tracing the alphabet, their name, numbers etc., using a dry erase marker, over the Clear Sheet Insert, within the confines of the Write Size Template with the Grid Box Insert. The Clear Sheet Insert is placed over a sheet of paper with the pre-written information to be traced, such as the alphabet, a student’s name or numbers, etc. At this level, the Clear Sheet Insert could also be removed and a sheet of white paper could be inserted under the Grid Box Insert. Colored paper might also be tried under the Grid Box Insert. Some individuals with autism or learning difficulties may demonstrate improved visual attention to bright pink, yellow, light green, light blue or red paper. As the writer begins to demonstrate control within the confines of the grid boxes, the Grid Box Insert can be removed.

Over

Step 2

Items needed:

Write Size Template

Grid Box paper

The Grid Box paper can be inserted and used with or without the clear plastic sheet. The writer should remain at this level until control is achieved in keeping the letters within the confines of the boxed area and placement of the letters on the baseline.

Step 3

Items needed:

Write Size Template

Vertically and Horizontally lined paper

When the writer demonstrates control within the confines of the Grid Box paper, it can be removed and the Vertically and Horizontally lined paper should be inserted into the Write Size Template and used to practice writing.

Step 4

Items needed:

Write Size Template

Horizontally lined paper

As control is achieved, the Vertically and Horizontally lined paper can be removed and the Horizontally lined paper should be inserted. This paper as well as the Vertically and Horizontally lined paper, provides a top line, mid-space, baseline and a lower space for hang down letters. When control is obtained using the Horizontally lined paper, the Write Size Template may be discontinued and the enclosed Graph Paper may be used for writing. Graph paper or the Horizontally Lined paper may be used out of the template when the writer has demonstrated adequate control in keeping their written work within the specific confines of the designated space on the paper, while it was in the template.

The **“Write Size Writing System”** is meant to be used according to each writer’s specific level. It is recommended that control first be achieved at each of the earlier, more structured levels, prior to advancing to the less structured levels. The **“Write Size Writing System”** is more beneficial when it is used consistently because it provides a motor feedback to the writer. The more consistently it is used at each level until motor control is achieved, the more the motor control is reinforced. It may also be helpful to highlight the baseline on the various papers to improve baseline awareness. This strategy may lend additional structure to help some writers visually attend to the baseline for correct letter placement. Note: Not every individual with fine motor difficulties will improve writing capabilities by using a writing system such as this.

A **“Wide Rule Write Size Writing System” (patent pending)**, is also being developed and will be available soon. This system will be intended for writers who continue to require structured control for writing. It will be especially beneficial for those with low vision difficulties or students in junior high and high school who would like to use wide rule paper, but lack motor control to do so.

Instructions for copying additional paper:

When the paper is placed into the auto feed on a copier, the margins may not line up because the paper enters the copier slightly off center. The paper copies best when placed directly on the glass top of the copier. After printing the first copy, make sure that it aligns properly in the template. Once you have checked for accurate copying of the first page of each paper placed on the glass top of the copier, then proceed to make multiple copies.

*Please visit the **Green Bean Products** website at www.greenbeanproducts.com
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