

THE DIFFERENTIAL EFFECTS OF USING *HANDWRITING WITHOUT TEARS*® AND MAT MAN MATERIALS TO TEACH SEVEN PRESCHOOLERS PREWRITING SKILLS USING THE DRAW A PERSON WITH SIXTEEN SPECIFIC BODY PARTS

Carol Morris*
Gonzaga University
USA
ckreimer@gonzaga.edu

T. F. McLaughlin
Gonzaga University
USA
mclaughlin@gonzaga.edu

K. Mark Derby
Gonzaga University
USA
derby@gonzaga.edu

Michelle McKensie
Spokane Public Schools
USA
MichelleM@Spokaneschools.org

ABSTRACT

The purpose of this study was to utilize Handwriting without Tears Mat Man curriculum to introduce beginning basic line formations that will eventually lead to skills needed in handwriting. Thirteen preschool students served as participants. An ABAB single case research design was employed. The overall outcomes indicated large changes in the ability of our participants to draw body parts during Handwriting without Tears' Mat Man curriculum materials. The procedures were easy to implement and monitor by the classroom staff.

Keywords: handwriting, pre-academic, Handwriting without Tears, mat man curriculum, integrated preschool, Early Childhood Education Assistance Program (ECEAP) general and special education students

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