

## USING TRACING AND MODELING WITH A *HANDWRITING WITHOUT TEARS*® WORKSHEET TO INCREASE HANDWRITING LEGIBILITY FOR TWO PRESCHOOL STUDENTS WITH DEVELOPMENTAL DELAYS: A BRIEF REPORT

**Jennifer Thompson\***  
Gonzaga University  
USA

[jthompson2@zagmail.gonzaga.edu](mailto:jthompson2@zagmail.gonzaga.edu)

**T. F. McLaughlin**  
Gonzaga University  
USA

[mclaughlin@gonzaga.edu](mailto:mclaughlin@gonzaga.edu)

**K Mark Derby**  
Gonzaga University  
USA

[derby@gonzaga.edu](mailto:derby@gonzaga.edu)

**Diane Conley**  
Riverside School District  
USA  
[conleyda@riversidesd.org](mailto:conleyda@riversidesd.org)

### ABSTRACT

*The purpose of this study was to increase the legibility of letter writing using tracing and copying procedures derived from the Handwriting Without Tears® (Olsen, 1998) program. Two preschool students with developmental delays served as participants. Both participants were enrolled in an integrated preschool and expected to continue on to kindergarten in the Fall. To promote success in kindergarten the letters in each participants name were chosen as the target letters. Both participants showed low rates of legible handwriting during Baseline. Using the tracing and copying procedure from the Handwriting without Tears® program produced improved handwriting legibility. Overall, both participants showed an increase in their ability to write the letters in their name legibly. The Handwriting Without Tears® program and its effects were discussed.*

Key words: Handwriting without Tears®, handwriting, preschoolers, developmental delays, replication, classroom research

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