

Effectiveness of a 10-Week Tier-1 Response to Intervention Program in Improving Fine Motor and Visual–Motor Skills in General Education Kindergarten Students

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OBJECTIVE. This study examined the efficacy of a 10-wk Tier 1 Response to Intervention (RtI) program developed in collaboration with classroom teachers to improve the fine motor and visual–motor skills of general education kindergarten students.

METHOD. We recruited 113 students in six elementary schools. Two general education kindergarten classrooms at each school participated in the study. Classrooms were randomly assigned to the intervention and control groups. Fine motor skills, pencil grip, and visual–motor integration were measured at the beginning of the school year and after the 10-wk intervention.

RESULTS. The intervention group demonstrated a statistically significant increase in fine motor and visual–motor skills, whereas the control group demonstrated a slight decline in both areas. Neither group demonstrated a change in pencil grip.

CONCLUSION. This study provides preliminary evidence that a Tier 1 RtI program can improve fine motor and visual–motor skills in kindergarten students.

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