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ARTICLES

Effectiveness of a Co-Taught Handwriting Program For First Grade Students

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ABSTRACT

Our study examined the effects of Write Start, a classroom-embedded handwriting/writing program on handwriting and writing fluency for first grade students, co-taught by occupational therapists and teachers. Two first grade classrooms received the Write Start and two received standard handwriting instruction. This co-taught program included specific feedback during handwriting practice, small group activities, student self-evaluation, and peer supports. The students were evaluated on handwriting legibility, fluency, and written expression at baseline, immediately after the program, and 6 months later. When performance was compared between the two groups, the students in the Write Start program improved significantly more in legibility ($d = .57$) and fluency ($d = .75$) than students who received standard instruction. Gains in handwriting speed ($d = .18$), average legibility ($d = .26$), and written expression ($d = .25$) did not differ significantly between the two groups. A co-taught, inclusive handwriting/writing program can promote first grade students' achievement of lower case legibility and writing fluency.