Effectiveness of the Size Matters Handwriting Program

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The Size Matters Handwriting Program

8 Key Concepts:
1. Writing Letter Line Names
2. Letter Line Names
3. Starting Points
4. Touch Points
5. Super C
6. Stars and Dice Game
7. Letter Sizes
8. Spaghetti and Meatballs

For each letter the students:
• Identify size and structure of the letter
• Identify which letters are correct and why others are not according to Letter Size Rules
• Trace and make the letters
• Play the dice game to achieve Star Worthy letters

Data Analysis

• Chi-squared and independent samples t-tests examined if there were significant differences between groups in demographic and outcome measures prior to intervention.
• Within-group differences over time were assessed with paired t-tests. Independent samples t-tests compared the groups on the changes between post- and pre-intervention scores on the measures.
• Analyses were done separately for each grade level.

Results

• At pre-intervention, there were no significant differences between control and experimental groups in demographics or on the any of the measures for kindergarten and 2nd graders.
• The control group had statistically significant better pre-intervention scores on MHA Size for 1st graders.
• Kindergarteners in both groups had significant improvements over time on the THS-R. These improvements were significantly greater in the intervention group.
• First graders in the intervention group had significant increases on all scales of the MHA and THS-R except the MHA Spacing scale and MHA Rate scale. There was actually a significant decrease at the post-intervention on the MHA Rate scale. First graders had significantly greater over-time increases on all sub-tests of both measures except the rate subtest of the MHA when compared to the control group.
• Second graders in the intervention group had significant increases on all sub-tests on the THS-R and MHA with the exception of the MHA Rate and Spacing scales for which there was no change over time. Those in the control group did not report over-time increases on any of the sub-tests and scales of the THS-R or MHA.
• Moderate to large effect sizes were found in all grades.

Discussion

• The results from the study indicate that the SMHP serves as an effective intervention for kindergarten, 1st, and 2nd grade students.
• The students improved in size, legibility, form, alignment, and spacing of their handwriting.
• OT’s have a role in directing handwriting curriculum in school based settings.
• By emphasizing the importance of letter size, this program works to improving students’ handwriting.

Limitations

• Lack of complete randomization
• No longitudinal study following these students, so it is unknown whether the students’ gains will be sustained.

Future Research

• A longitudinal study to determine if the benefits of the SMHP are sustained
• A longitudinal study could also examine whether the students’ rate increases with time
• Effectiveness study with children who have special learning needs or disabilities.

References

