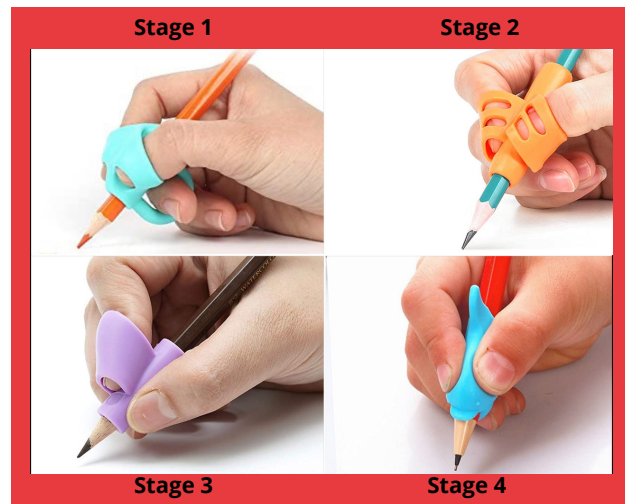


# WRITE-RIGHT HANDWRITING PROTOCOL SCREENER

The Write-Right screener is utilized to give insight on if a student would benefit from the use of the Wright-Right Handwriting protocol. The Wright-Right Handwriting protocol was developed to improve proper pencil grasp and overall hand writing. It is a researched evidence-based tool that combines what is developmentally appropriate as well as what a child's academic expectations are through school. The Write-Right Protocol is broken into four developmental stages.

Each stage better the students grasp, increases legibility, eliminates their hands from getting tired during writing activities by avoiding maladaptive pencil grasps, and increases overall performance confidence.



## **Instructions: PK3 - 1st Grade**

Observe the child for potential deficits when performing writing tasks. Have the child trace the dotted shapes. After tracing, in the blank square, have the child independently draw the shape. Note any additional concerns. For developmental reference, the numbers that are below each set of figures, on the left, are the approximate ages that the child typically masters producing that particular form/shape.

## **Instructions: 2nd Grade and Above**

Observe the student's handwriting. For children that are actively participating in writing activities on a consistent basis, have the child copy and print the following sentences. Record the *total* time it takes for the child to complete *all three* sentences. This time (in seconds) will later be used to attain the child's letters per minute speed. Each of the sentences that the child will be copying contains every letter of the alphabet. This gives the evaluator three samples of each letter to assess.

Child's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Age (years-months): \_\_\_\_\_ - \_\_\_\_\_

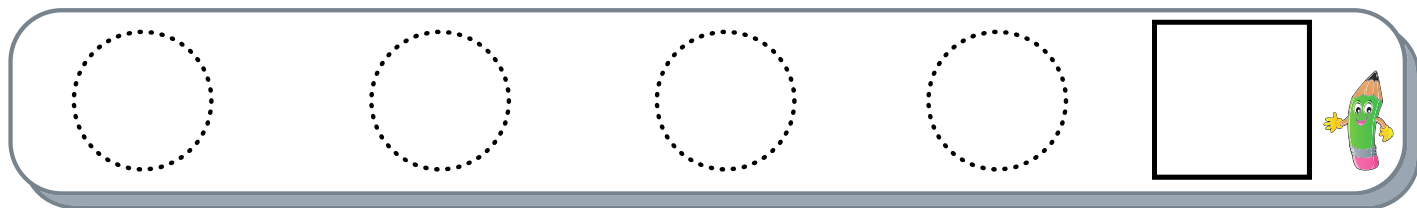
Examiner's Name: \_\_\_\_\_

Examiner's Relationship to Child: \_\_\_\_\_

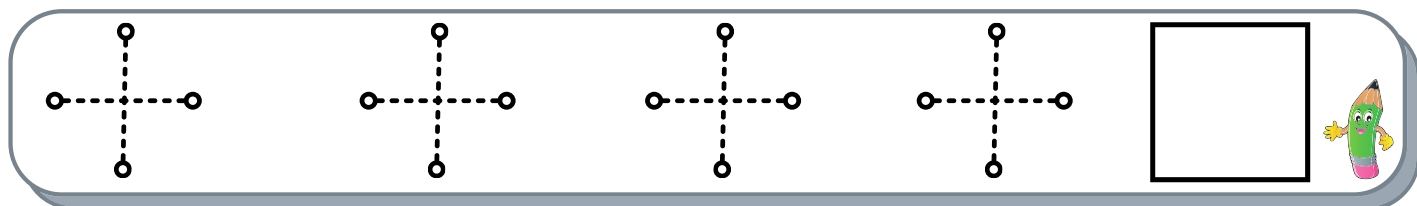
# WRITE-RIGHT SCREENER (PK3 - 1ST)



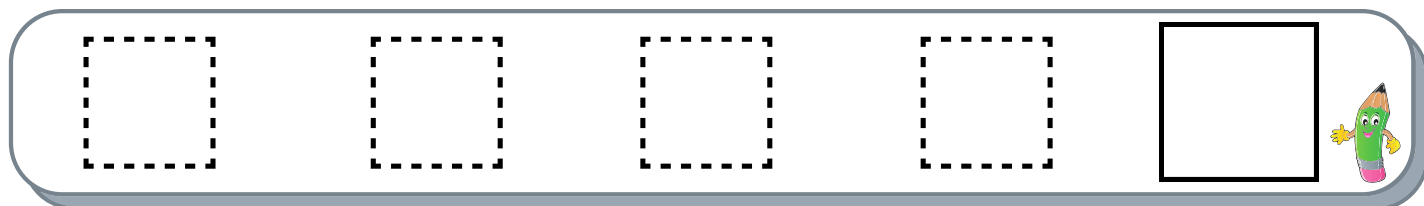
2.0-3.0



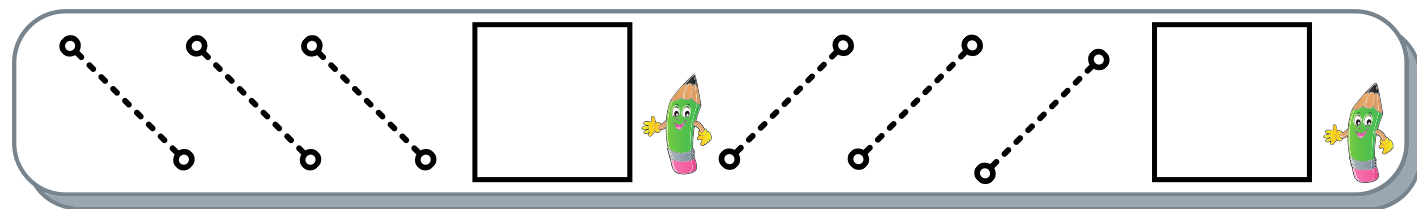
2.5-3.0



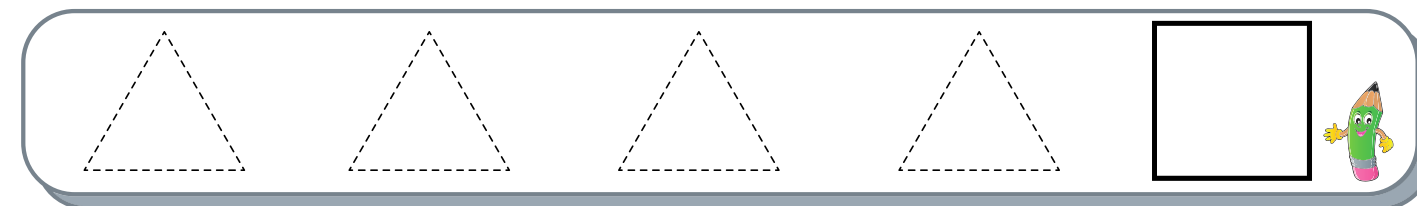
3.0-4.0



3.5-4.0



4.0-4.5



5.0-6.0



# WRITE-RIGHT SCREENER

(2nd and above)



The five boxing wizards jump quickly.

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The jay, pig, fox, zebra and my wolves quack!

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Pack my red box with five dozen quality jugs.

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# WRITE-RIGHT SCREENER SCORING/ANALYSIS

Identify the child's natural grasp pattern. Circle the grasp pattern below that most closely resembles the child's grasp pattern. Some patterns may be a combination of two patterns. In this case, please select the both grasp patterns.



**1** Thumb and index finger holding pencil, with index finger overlapping the thumb.



**2** Pencil held by tips of fingers, thumb on one side, middle and index fingers on the other.



**3** Thumb wraps around pencil with index and middle fingers pressing pencil to ring finger.



**4** Pencil is held between the index and middle fingers, pressing pencil to the thumb.



**5** Index, middle and ring finger tips hold one side of the pencil, the thumb holds the other.



**6** Thumb on one side, index and middle fingers on the other, all pressing the pencil to ring finger.



**7** Index finger holds pencil to middle finger with the thumb overlapping the index finger.



**8** The thumb holds the pencil along the first joints of the rest of the fingers.



**9** The pencil is grasped in the first and held up against the thumb.

## Select Additional Handwriting Concerns Observed

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Missing Letters        | <input type="checkbox"/> Missing words     | <input type="checkbox"/> Letter reversals     | <input type="checkbox"/> Regrips pencil    |
| <input type="checkbox"/> Letters close together | <input type="checkbox"/> Letters are large | <input type="checkbox"/> Writing not on lines | <input type="checkbox"/> Refuses to write  |
| <input type="checkbox"/> Rushes writing         | <input type="checkbox"/> Hand gets tired   | <input type="checkbox"/> Poor sitting posture | <input type="checkbox"/> Easily distracted |

## Determine Handwriting Speed (letters per minute)

$$(100 \div \boxed{\phantom{00}} \text{ seconds required to complete writing sentences}) \times 60 = \underline{\hspace{2cm}} \text{ letters per minute}$$

Select the determined writing speed from the calculations above.

Grade Equivalent	Below Average	Average	Above Average
2 <sup>nd</sup>	0 ----- 29	30 ----- 40	41 ----- 67
3 <sup>rd</sup>	0 ----- 39	40 ----- 42	43 ----- 67
4 <sup>th</sup>	0 ----- 45	46 ----- 50	51 ----- 67
5 <sup>th</sup>	0 ----- 50	51 ----- 60	61 ----- 74
6 <sup>th</sup>	0 ----- 54	55 ----- 67	67 ----- 80

# WRITE-RIGHT SCREENER (2ND – 3RD)

Utilizing the data collected through grasp determination and additional concerns noted, the below grasps are recommended.

## Stage One



The Stage One grip is recommended if the child displayed any of the following grasp patterns from page one;

3, 4, 5, 7, 8, 9

## Stage Two



The Stage Two grip is recommended if the child displayed any of the following grasp patterns from page one;

1, 6

## Stage Three



The Stage Three grip is recommended if the child displayed any of the following grasp patterns from page one;

2

## Stage Four



The Stage Four grip is not recommended as an initial grip to begin the Write-Right protocol. This grip is only to be utilized after the preceeding grips have been mastered .

As the child increases and betters their handwriting , as noted through handwriting samples and a decrease in other noted deficits (i.e. not writing on lines, writing refusals, etc.) they should be moved forward to the next Write-Right grip. For instance, if there is improvement when utilizing the stage one grip, they should then move to stage two, so on and so forth. This should continue until stage 4.