

# SIZE MATTERS

HANDWRITING PROGRAM

*Effective. Efficient. Affordable. Fun.*



## BEFORE/AFTER PICTURES From 1<sup>st</sup> Research Study



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## MISSION STATEMENT

Real OT Solutions provides personal and authentic support to therapists, teachers and parents seeking to use our educational and therapy products, programs and services.

Our professional staff listens and learns about the unique needs of your children, schools and practices to match you with the appropriate materials, information and training.

Respectful of your budget, considerate of your time and inclusive of all settings, we continually update our approach to reflect emerging trends, legal mandates and best practices.

Guided by the research and evidence, we empower all consumers, whether urban, suburban, and rural school districts, or charter, private, cyber, or homeschools, with tools to build optimum performance, participation, and function.

Through professional, patient and persistent collaboration, we strive to ensure that all consumers experience success.

## VISION STATEMENT

We envision that Real OT Solutions will be a global Go-To Resource for insuring access, participation and competence in the pursuit of purposeful occupations among providers and consumers of all ages.

Dr. Beverly Moskowitz is a nationally recognized speaker with 48+ years of experience as an Occupational Therapist. As a school therapist, she serviced more than fifteen school districts, visiting over 60 different schools. Author of multiple publications, she strives to teach other therapists how to implement AOTA best practices, time-saving strategies and progressive IDEA ideals while *'keeping the fun going.'*

A creative entrepreneur, determined researcher and tireless professional, she is also the author of The Size Matters Handwriting Program. Currently used in every state and 5 continents, its concept-driven approach to teaching and remediating handwriting has been proven effective at a .001 level of significance in the largest research study ever done on handwriting. In a 2018 comparison of Effect Sizes among nine handwriting programs, SMHP was concluded to be best for legibility.

In 2010, Bev launched Real OT Solutions, Inc. Its mission, as both a product and education business, is to provide therapists, teachers, parents and kids, with **Effective, Efficient, Affordable and Fun** solutions to school needs. In 2015, she was recognized for her professional contributions and inducted as a Fellow into the American Occupational Therapy Association.



## UNIQUE VALUE PROPOSITION

Real OT Solutions creates printing, cutting and drawing tools to build fine-motor and cognitive skills that promote function and participation.

We are customer centric.

We help therapists and teachers understand and use SMHP's research-proven concepts and strategies. We are committed to listening, collaborating and identifying accommodations, right fit materials, and adaptations that are solutions that are practical, adaptable, teacher-friendly, kid-empowering, measurable and fun.

# SMHP

## BEFORE & AFTER

### 1<sup>ST</sup> The Research Study

*Because a picture is worth ten-thousand words...*

## PUBLISHED RESEARCH

Article

### Effectiveness of the Size Matters Handwriting Program

Beth Pfeiffer<sup>1</sup>, Gillian Rai<sup>2</sup>, Tammy Murray<sup>3</sup>, and Eugene Brusilovskiy<sup>1</sup>

#### Abstract

The purpose of the research was to study changes in handwriting legibility among kindergarten, first- and second-grade students in response to the Size Matters curricula-based handwriting program. A two-group pre-post-test design was implemented at two public schools with half of the classrooms assigned to receive the Size Matters program and the other continuing to receive standard instruction. All participants completed two standardized handwriting measures at pre-test and after 40 instructional sessions were completed with the classes receiving the handwriting program. Results identified significant changes in legibility in the handwriting intervention group for all three grades when compared with the standard instruction group. The results of this study support the use of a curricular-embedded handwriting program and provide the foundation for future research examining the impact of handwriting legibility on learning outcomes.

#### Keywords

handwriting, handwriting curriculum, handwriting intervention, Size Matters

Handwriting is an essential life skill. It involves a complex integration of several body systems, requires extensive training to master, and is a necessary functional task for school-aged children. It is the primary means by which students express, communicate, and record ideas (Erhardt & Meade, 2005). Past and current research on handwriting supports the notion that left unaddressed, poor handwriting affects children's academic performance, self-esteem, and success at school and in life (Kerninger et al., 2006; Engel-Yeger, Nagasaka-Yamawaki, & Kozomichi, 2009; Feder, Nijmeyer, Bourbonnais, Blayney, & Morin, 2007). Therefore, early identification and remediation of handwriting deficiencies before children reach middle and high school, when handwriting demands increase in complexity and intensity, can prevent difficulties associated with handwriting (Sto-Mare, Clark, Findlay, & Laitiner, 2004).

Few activities in school are exempt from proficient handwriting. Elementary students spend 30% to 60% of the day writing in math, reading, spelling, social studies, and science (Volman, van Schiedel, & Jongmans, 2008). Furthermore, handwriting difficulties do not resolve without intervention (Feder et al., 2007). Yet in spite of large portions of school-work requiring writing, handwriting instruction is on the decline.

The mechanics of handwriting is a focus in early grades. However, by second grade, attention shifts to the cognitive aspects of writing. Most primary schools no longer have formal handwriting programs. A 2007 survey of first- to third-grade teachers, 12% reported adequate preparation to teach

handwriting, and only 30% felt that their students' handwriting was adequate. Twenty-five percent reported that students experienced difficulty with handwriting, and 46% indicated that their students' speed was insufficient to keep up with classroom demands (Graham et al., 2008).

Arguments for teaching handwriting include studies on brain activation. James and colleagues mapped the brains of preliteracy and school-aged children through magnetic resonance imagery (MRI) during letter-writing versus letter-recognition tasks (James, 2009; James & Gashler, 2009). In one study, two groups of pre-schoolers were shown letters, but only one group was taught how to write them. After 4 weeks, the group taught how to write letters showed a dramatic increase in neural activation in the visual association cortex. James (2009) concluded that printing practices affect interactions among sensorimotor systems, leading to functional specialization. In another study (James & Engelhardt, 2012), 5-year-olds printed, typed, or traced letters, then were shown images of these same letters while undergoing functional MRI scanning. The results showed that a previously established "reading circuit" was activated during letter

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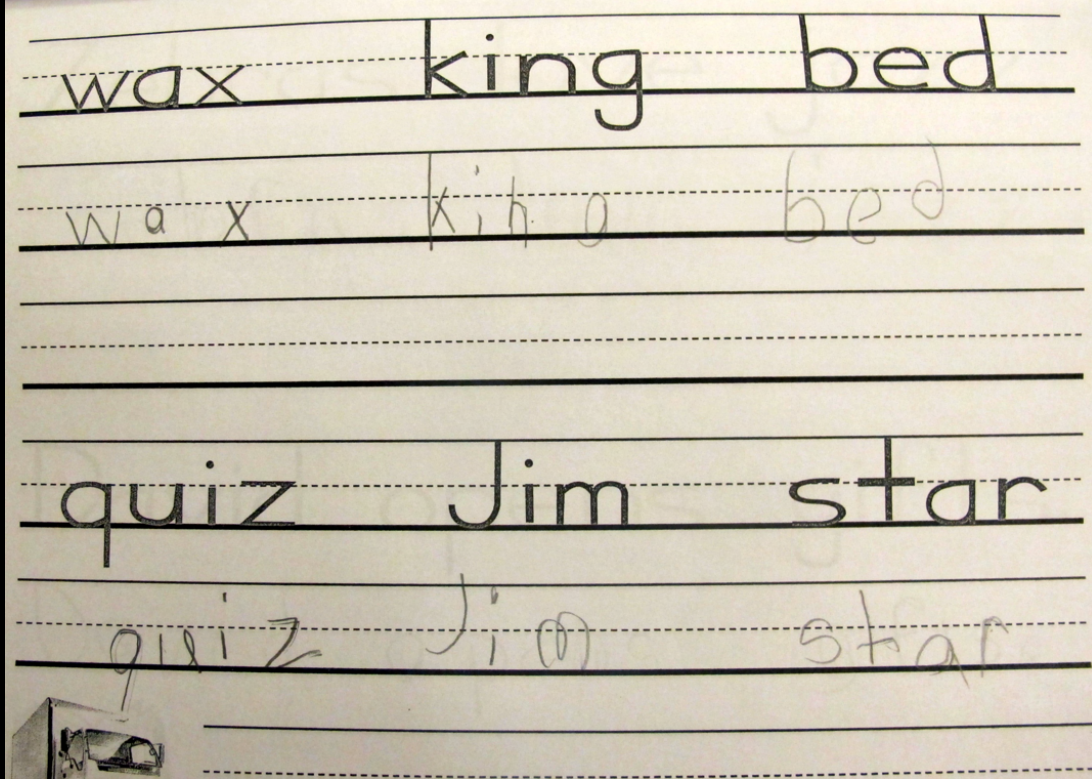
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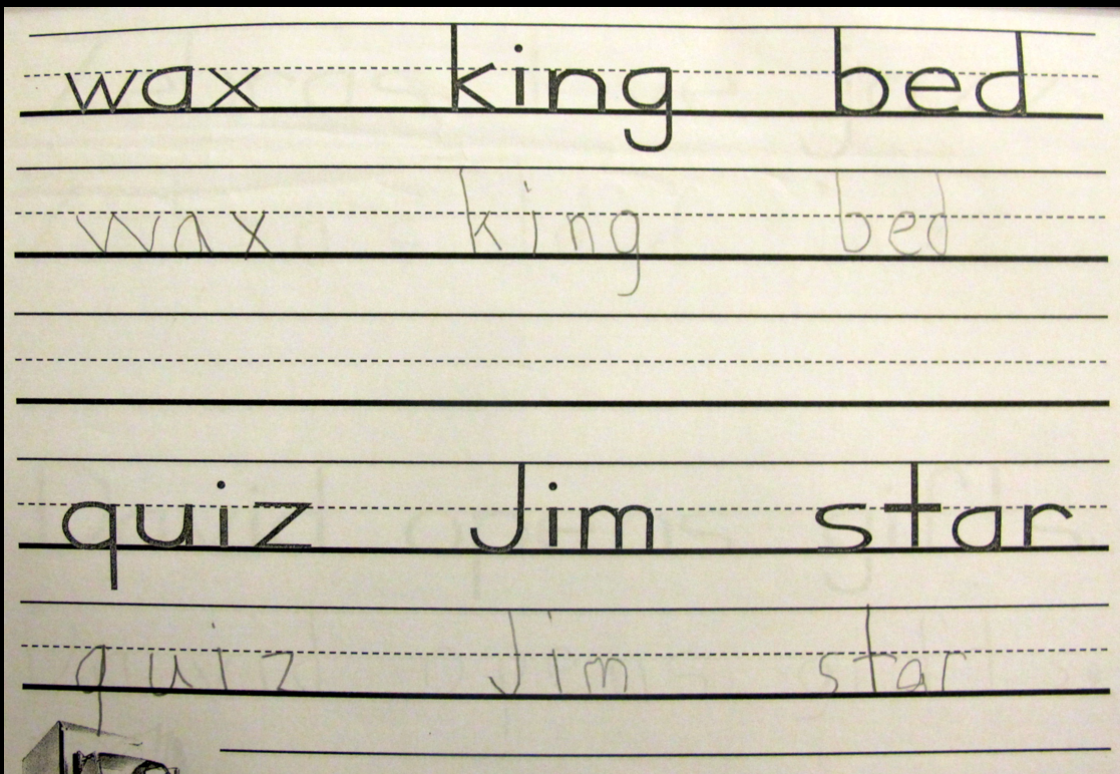
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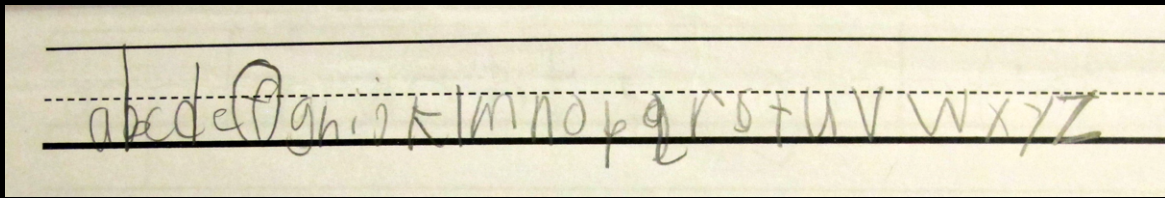
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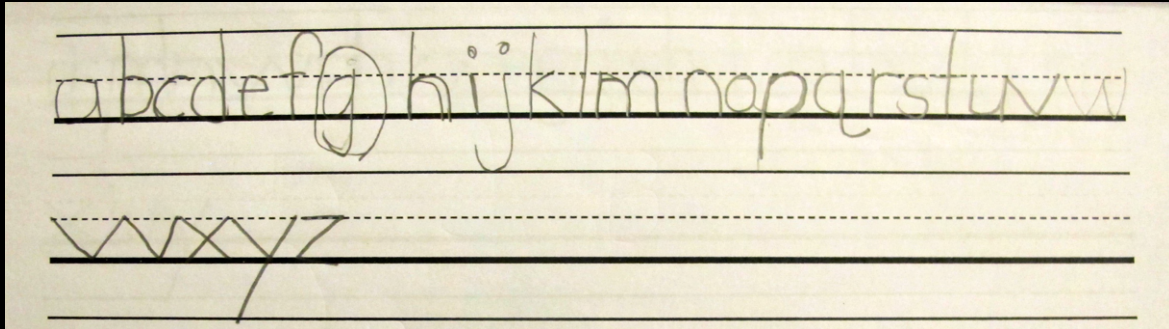
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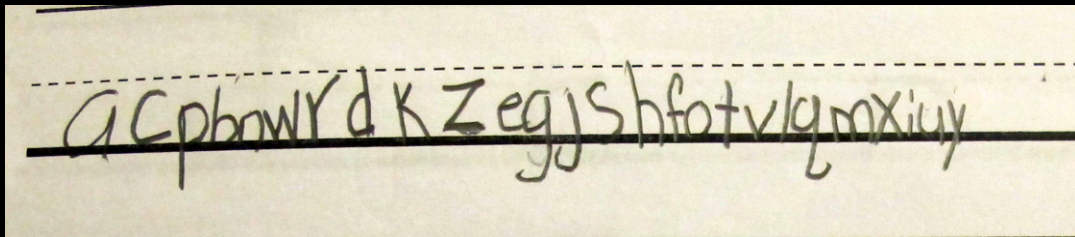
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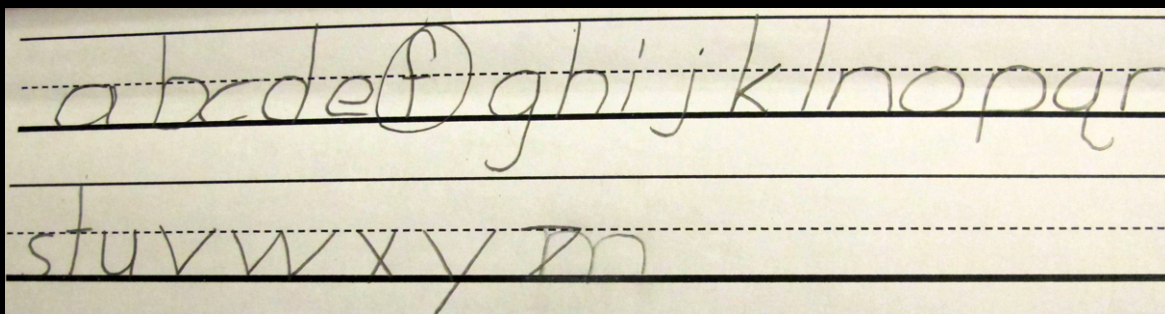
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Jaren - 1st grade Post Test - 5/16/12



Emma - 1st grade PreTest - 2/15/12



Emma - 1st grade Post Test - 5/16/12

Zebras love jazz.

Zebras love jazz.

David opens gifts.

David opens gifts.

Espyn - 1st grade Pretest - 2/15/12

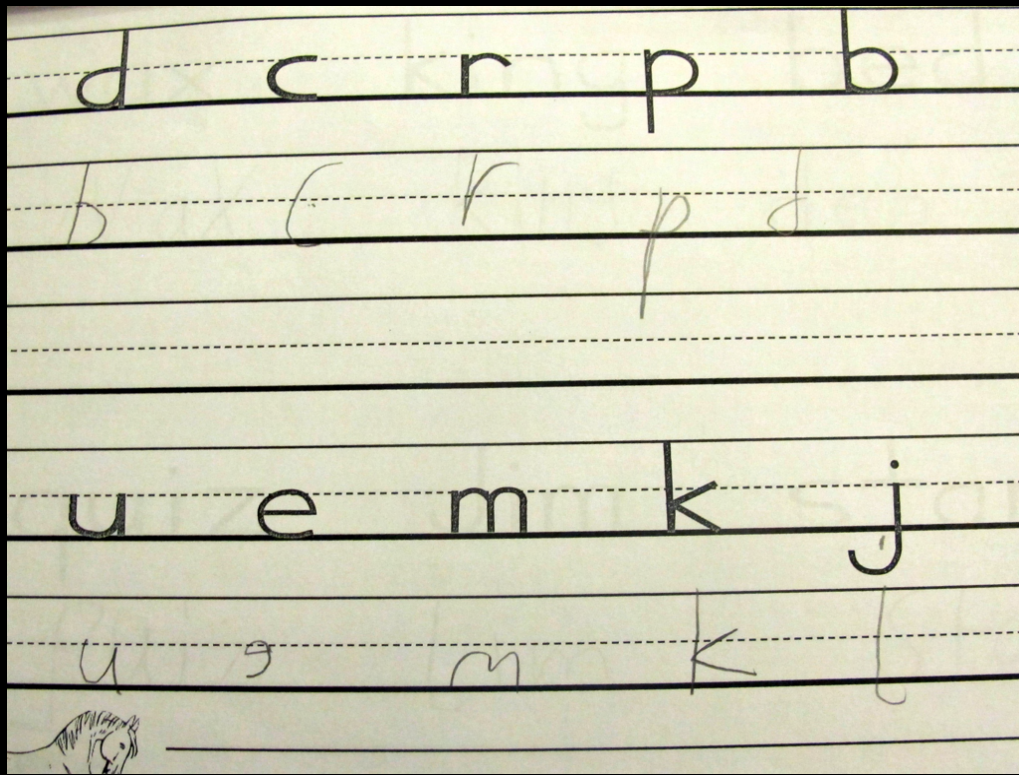
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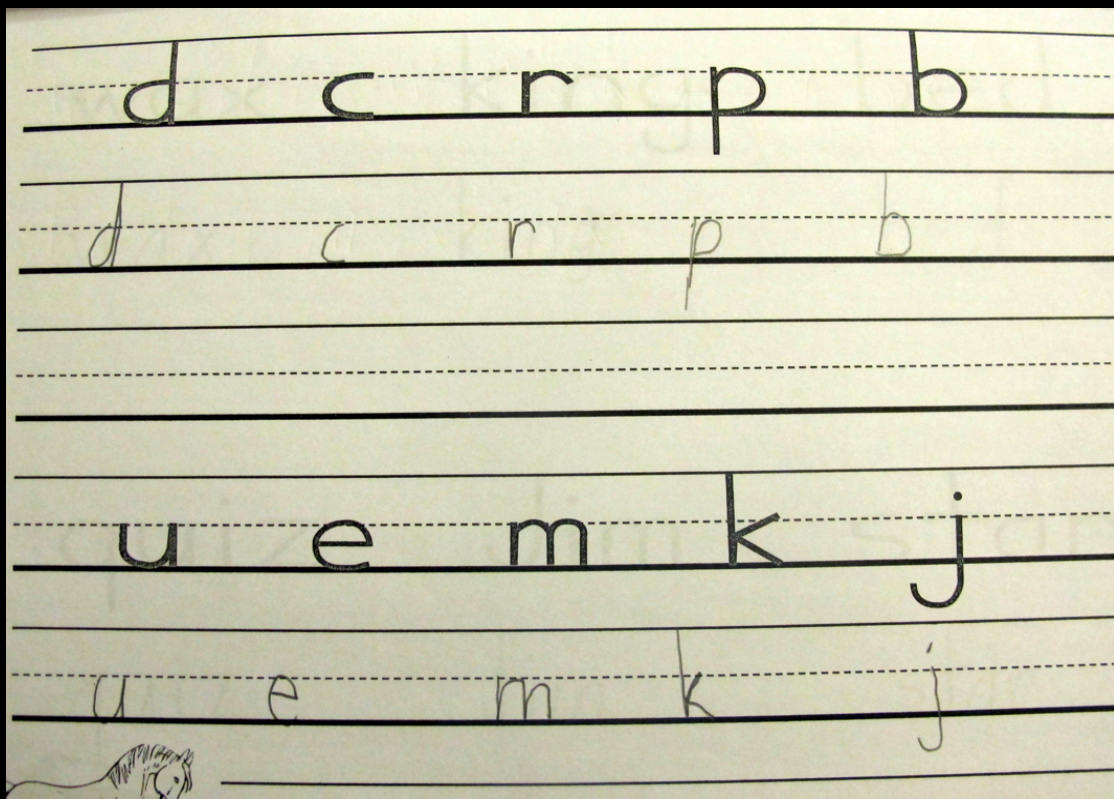
David opens gifts.

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Espyn - 1st grade Post Test - 5/16/12



Kylie - 1st grade Pretest - 2/15/12



Kylie - 1st grade Post Test - 5/16/12