



TherapyConnect

Pilot Implementation Guide for School-Based Occupational Therapy

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www.TherapyConnect.shop



Welcome

This guide provides evidence-informed handwriting intervention lesson plans designed specifically for school-based occupational therapy practitioners (OTPs) participating in the

TherapyConnect pilot. These plans aim to support student progress toward IEP goals while embedding research-supported strategies into efficient, ready-to-use activities. Each session is structured to target key elements of occupational performance such as legibility, executive functioning, self-regulation, and self-determination—using principles from self-determination theory, motor learning, and metacognitive strategy instruction. The intervention materials can be used with minimal prep time and adapted to individual student needs.

This project seeks to evaluate whether providing access to structured, evidence-based interventions through a digital platform like TherapyConnect can improve the ease, confidence, and fidelity with which OTPs deliver EBPs in school-based settings. Each lesson plan includes built-in student worksheets, optional video resources, fidelity checklists, and therapist-friendly explanations of the evidence base.

How to Use This Guide:

- Select the lesson plan that best fits your student's goal or IEP focus
- Implement using the provided instructions, materials list, and optional supports
- Document fidelity using checklists and gather worksheets for outcome monitoring
- Complete the pre/post pilot surveys to contribute to project evaluation

This pilot aims not only to improve student outcomes, but also to reduce time OTPs spend creating interventions from scratch, making EBPs more accessible and sustainable in everyday school-based practice.

IEP Integration Guidelines

The TherapyConnect lesson plans are intentionally designed to align with common IEP goal areas and support documentation of student progress. Each plan addresses foundational components of handwriting, self-regulation, and executive function while embedding self-determined learning. Below are examples of how to integrate these lessons into IEPs

Recommended IEP Goal Areas:

- Fine motor and handwriting legibility (e.g., spacing, letter formation, sizing)
- Self-regulation and attention to task
- Executive functioning (e.g., planning, self-monitoring, sequencing)
- Self-advocacy and goal setting

Sample IEP Goals

- **Sample IEP Goal 1** (Handwriting): "Given visual and verbal supports, the student will improve handwriting legibility by demonstrating consistent spacing, line adherence, and letter sizing in 80% of writing tasks across 4 consecutive therapy sessions."
- **Sample IEP Goal 2** (Executive Function): "Given a structured template, the student will plan, complete, and self-check a writing task using a four-step strategy (Pick, Think, Write, Check) in 4 out of 5 sessions, as measured by therapist observation and student worksheet."
- **Sample IEP Goal 3** (Self-Determination/Self-Monitoring): "The student will select a personal writing goal, use strategies to support their progress, and self-reflect on performance using a visual rating scale in at least 3 out of 4 sessions, with therapist support."
- These goal formats are designed to be flexible and modifiable to suit district guidelines, student strengths, and service delivery models (push-in, pull-out, group). Worksheets, self-assessments, and fidelity tools provided within the lesson plans serve as both instructional supports and data collection artifacts to track IEP goal progress.

Lesson Plan 1: "My Goal – Clear Writing" (Elementary)

- Focus: **Goal setting, handwriting legibility**
- Captain Me Tie-in: Lesson 2 "My Goal" (this is completely optional)

<https://www.selfdeterminedkids.com/captain-me-professional-edition/v/planet-earth-mejnx-gxhec-h2w7n-nrp55>

Log in id: ahn6433@gmail.com // Password: Test1112@@

- Materials: Lined paper, pencil grips, alphabet strips, "My Goal" worksheet, timer
- Activity:
 - a. Watch 5-minute Captain Me video clip ("My Goal")
 - b. Pause and ask: "What do you want to get better at?"
 - c. Student writes or draws their writing goal (e.g., "write neatly")
 - d. 10-minute guided handwriting practice (tracing + independent copy)
 - e. Self-check with checklist: Spacing, size, line alignment
 - f. Share or reflect aloud: "Did I reach my goal today?"
- **Evidence Support:** This lesson is grounded in self-determination theory (Ryan et al., 2021), which emphasizes the **motivational benefits of autonomous goal setting**. Students choose their own handwriting legibility goal, which promotes volition and task engagement. Research in pediatric OT and special education has shown that goal-oriented learning increases self-regulation and attention to task (Wehmeyer et al., 2017). The worksheet also fosters self-monitoring, a key executive function skill shown to correlate with improved handwriting performance (Feder & Majnemer, 2007).

Student-Friendly Goal Options for Handwriting Legibility:

Prompt: You can have your own goals and if you would like, these are possible goals you can do! (It's examples but make sure the goals are coming from the child)

- I want to keep good spacing between my wordsI want to make my letters clear and easy to read
- I want to work on letter formation (starting letters in the right spot)
- I want to use the right size for my letters

My Writing Goal Worksheet

Name: _____ Date: _____

1. My Goal Today:

- ☐ Good spacing ☐ Clear writing
- ☐ Letter formation ☐ Right letter size

2. I will try my best by: (Circle or draw)

- Using a finger space or spacer tool
- Starting each letter at the top
- Staying on the lines
- Checking my work when I finish

3. Let's Practice! Write this sentence on the lines below: "I can write my letters neatly."

(3 lines with midline/guide)

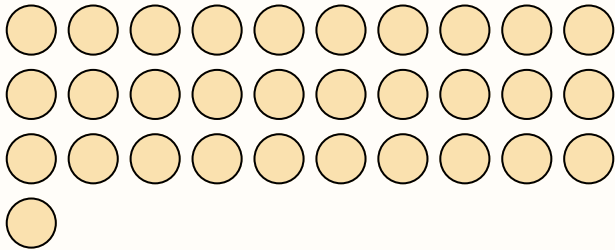
4. How did I do? (Color the face that matches how you feel!)

😊 Great! 😐 Okay 😞 Needs more practice

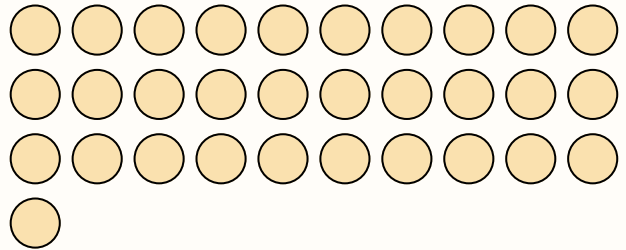
5. My favorite part was

Writing tracker

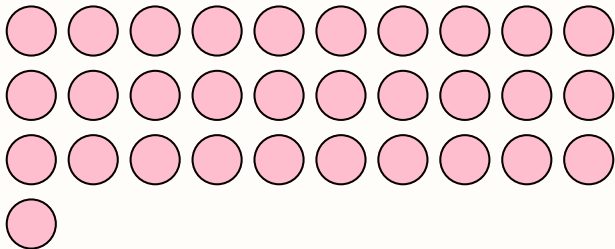
AREA Spacing



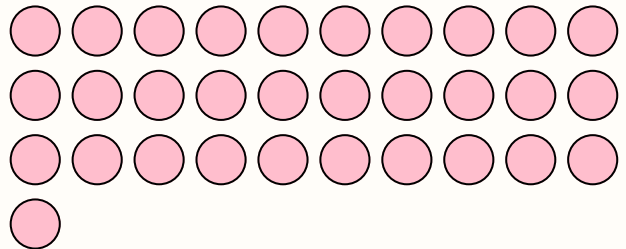
AREA Directional



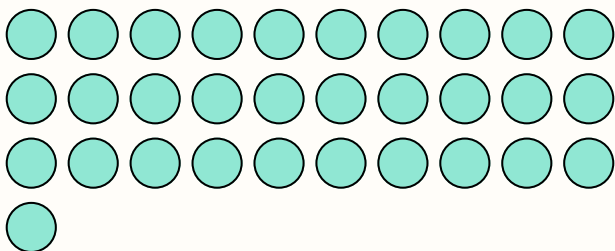
AREA _____



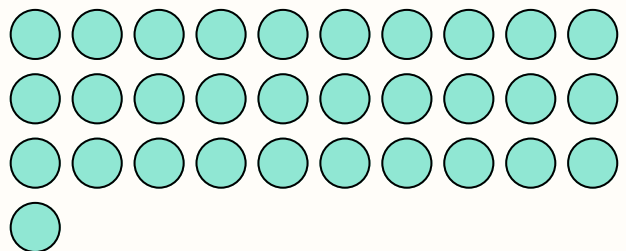
AREA _____



AREA _____



AREA _____



Name: _____

Date: _____

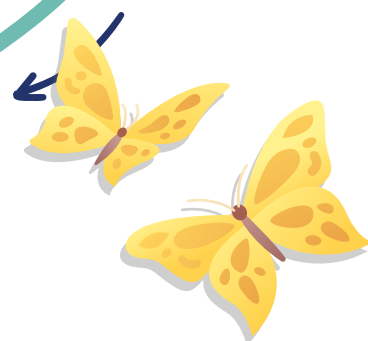


SPRING MAZE PUZZLE

Help the girl reach the tree planting area.



Start here



Name: _____

Date: _____

Vocabulary Challenge

Write five sentences using two words per sentence. All words must be used.

alternative

blame

correction

blemish

factual

conscious

conspicuous

twinkle

controlled

innate

1. _____

2. _____

3. _____

4. _____

5. _____

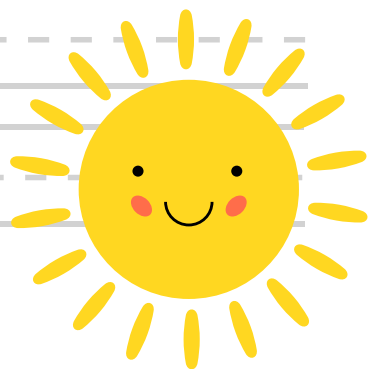
Name _____

Date _____

Handwriting Practice

Trace the following sentences and then write it one time on your own.

Spring is the time of
year when it is summer
in the sun and winter in
the shade.



Name _____

Date _____

Handwriting Practice

Trace the following sentences and then write it one time on your own.

You can do hard things!

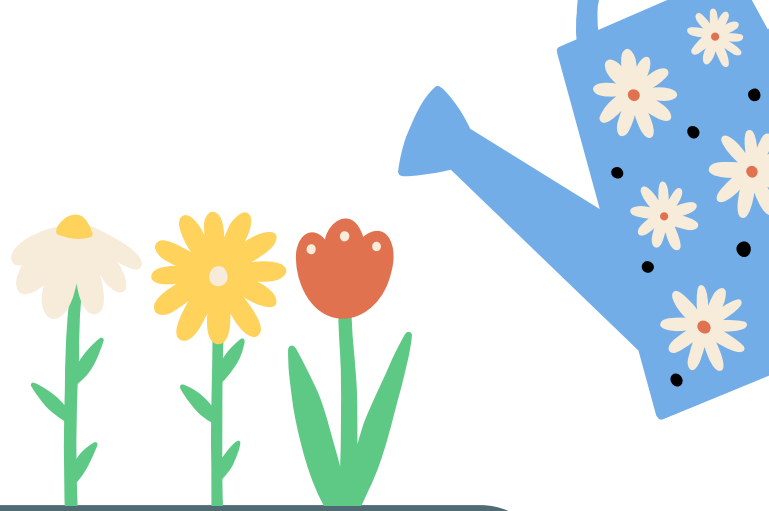
Learning has no limits.

It may not be easy, but
it will be worth it.



Spring Word Search

Can you find the words hidden
in the puzzle?



C	S	B	U	T	T	E	R	F	L	Y	D
F	N	L	P	M	H	K	O	O	T	U	P
L	A	D	Y	B	U	G	O	D	I	R	I
O	W	E	O	L	A	R	B	E	E	I	C
W	S	Y	M	O	S	F	N	X	D	C	N
E	E	P	U	S	P	R	I	N	G	K	I
R	L	B	R	S	T	T	W	U	S	O	C
S	L	D	B	O	K	I	R	A	G	S	A
R	R	P	R	M	U	E	C	A	V	U	N
G	R	O	W	U	C	T	T	O	I	N	S
D	F	C	O	N	F	O	S	L	U	N	N
E	S	R	A	I	N	B	O	W	L	Y	E

FLOWERS

SPRING

RAINBOW

BEE

BLOSSOM

SUNNY

LADYBUG

RAIN

BUTTERFLY

PICNIC

SPROUTS

GROW

Lesson Plan 2: "Planning Makes Progress" (Elementary)

Focus: Writing fluency and motor planning

Materials:

- Timer (visual or auditory)
- Pencil and eraser
- Visual cue sheet: "Pick → Think → Write → Check"
- Topic Prompt Options (optional visual support)

Activity: "My Writing Plan" worksheet (see below)

Progress measure:

These allow OTPs to track changes in:

Goal clarity

- Writing fluency (e.g., number of words/sentences)
- Legibility components (spacing, sizing, alignment)
- Self-monitoring behavior (e.g., accuracy of checklist use)

IEP Goals can tracked by:

- Counting checklist completions
- Logging correct spacing/letter formation per session
- Reviewing written reflections or therapist notes

Evidence Support: This session targets executive functioning and occupational performance by encouraging students to create and implement their own improvement plan. The task sequence (Pick --> Think --> Write --> Check) is based on task analysis and metacognitive strategy instruction, both validated in improving planning and writing fluency (Graham & Harris, 2005). Letting students self-select a broader functional goal (not limited to writing) integrates their volition, aligning with findings from Arnaud et al. (2022) and self-determination theory in promoting deeper engagement and transfer of learning.

Instructions (20–30 minutes):

- Pick (5 min)
- Student selects a writing topic from their own interest or picks from a picture bank. Example prompts: "My favorite game," "What I did this weekend," "If I had a superpower..."
- Circle or write the topic on the worksheet

Instructions (20–30 minutes):

Pick (5 min)

- Student selects a writing topic from their own interest or picks from a picture bank. Example prompts: “My favorite game,” “What I did this weekend,” “If I had a superpower...”
- Circle or write the topic on the worksheet
- Instructions (20–30 minutes):

Think (3 min)

- Set a visual timer for thinking time.
- Student imagines what they want to write and may draw a quick sketch to organize ideas.

Write (10 min)

- Student writes 3–5 sentences on lined paper
- Encourage using capital letters, spacing, and punctuation

Check (5–10 min)

- Use a peer checklist or self-check guide:
- Did I write on the lines?
- Did I use spaces?
- Did I use capital letters and punctuation?
- Did I stay on topic?

My Writing Plan Worksheet (student)

Name: _____ Date: _____

1. Pick – What is your topic?
2. Think – Draw a picture or write a few words to get ready.
3. Write – (Use lined paper)

4. Check – Let's check your work!

☐ I stayed on the lines ☐ I used finger spaces ☐ I used punctuation ☐ I finished my thoughts ☐ I read it out loud

Reflection: What was your favorite part?

5. How do you feel about your plan today?

😊 Excited 😐 Okay 😞 Not sure yet

My Writing Goal Worksheet

Name: _____ Date: _____

1. My Goal Today:

- ☐ Good spacing ☐ Clear writing
- ☐ Letter formation ☐ Right letter size

2. I will try my best by: (Circle or draw)

- Using a finger space or spacer tool
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(3 lines with midline/guide)

4. How did I do? (Color the face that matches how you feel!)

😊 Great! 😐 Okay 😞 Needs more practice

5. My favorite part was

Name _____

Date _____

Handwriting Practice

Trace the following sentences and then write it one time on your own.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for tracing and independent writing.



Name _____

Date _____

Handwriting Practice

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