
IEP Activities for the Slant Board- Assistive Device for Handwriting

Ages: 5 and up

Diagnoses: cerebral palsy with high or low tone, muscular dystrophy, and other neuro-muscular weakness

Additional materials needed: paper and pencil or visual materials

Activity Analysis #1: Skills and Performance

Components this assistive device will address:

- **Motor:** postural alignment, postural control
- **Fine Motor:** support to wrist in neutral for improved manipulation of pencil for grapho-motor skills
- **Visual:** improves visual focus, tracking

Activity IEP* Goals: **LTG**-Long Term Goal, **STO**-Short Term Objective (please note this is not an exhaustive list)

Visual Focus:

LTG: To improve ocular motor control for greater success in reading, writing, copying and grapho-motor tasks.

STO: Using a **slant board**, child will maintain visual focus on task for ___duration with _____assistance ___% of the time.

Motor:

LTG: To improve postural control to provide a stable base of support needed to facilitate better hand use for manipulation of classroom materials.

STO: Child will maintain posture during functional writing activities while sitting for ___minutes, using a **slant board**.

Fine Motor:

LTG: To improve written communication skills for greater proficiency when using writing implements.

STO: To demonstrate motor control necessary for writing tasks child's name will form upper case letters A-Z in manuscript using a **slant board** and correct letter formation, 4/5 times.

Sample goals were taken from Version 4Curriculum

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IEP GOALS
