

General Principles of “I Can Do It!”®: Research Base & Practical Application

General Principles of “I Can Do It!”	<h3>How does “I Can Do It!”® work?</h3> <p>Some of the ways the principles are put into practice</p>
<p>#4: Beliefs in the ways to achieve student success:</p> <p>Belief that “Practice does not make perfect - it makes <i>permanent</i>. Perfect practice makes perfect.” (author unknown), bad habits are very difficult to change so preventing them is important, students can learn to write well from the beginning, no specific technique works on all students so multiple methods should be combined, direct not incidental teaching, individualization, correct teacher modeling & adequate practice are needed, fluency & automaticity producing the alphabet is needed, & skills must be applied in the context they will be used (words, sentences, compositions).</p>	
P4-1	<p>“I Can Do It!”® uses a letter “font” that is simple,¹⁴⁷ readable, and allows good speed of production. This instructional “font” closely matches the provided computer fonts (Dise, Dise-Lined, Dise-123), reducing confusion for early writers.</p>
P4-2	<p>“I Can Do It!”® uses direct teaching of handwriting,¹⁴⁷ is individualized,¹⁴⁷ instruction is planned and modified based on student assessment,¹⁴⁷ there is flexible & simultaneous use of a wide variety of techniques, organized³³⁷ to facilitate memory, multiple methods of instruction^{146, 147} as there is not one isolated “best way” to develop handwriting^{37, 94} Naming/modeling/demonstration by teacher,^{37, 94, 135, 140, 141, 146, 147, 180, 210, 215,} as he verbalizes the letter names,^{37, 141} direction and sequence of strokes, noting essential attributes,¹⁴⁶ and compares & contrasts¹⁴⁷ letter to other letters to help student understand similarities and differences and to reduce the memory load. Non-tedious, interesting methods are used,¹⁴⁰ providing variety. Tracing^{146, 197} over a variety of models with numbered arrow cues^{34, 37, 141} ^{146, 147} colored dots,¹⁴⁶ gradually decreasing visual cues for sequence, direction, and number of strokes.</p> <p><i>Continued below...</i></p>

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<p>P4-3</p>	<p><i>Continued from above... “I Can Do It!”® uses...</i></p> <p>Copying ^{146, 147, 180,} on 6.5” writing paper with visual & color cues for top, middle, bottom, and reducing cues and decreasing size later as student skill develops. “Pretend writing” without visible product to enable teacher to watch to see if student is able to copy or write from memory correctly but without a product for student to see (if incorrect). Repetition of letter formation ^{146, 147} using a consistent sequence of strokes each time to aid automatization of letter formation. ³⁵ Multi-sensory practice with tactile surface, kinesthetic (“earliest, strongest, & most reliable memory channel” ³¹⁵) activities, and practice without vision are all used to reinforce memory through all senses and provide variety in activity. Rehearsal, ³³⁵ Self-verbalization ^{94, 120, 147, 180} of letter name and sequence of formation (short, simple directions) early on as a temporary aid, ^{145, 154} later only the letter name is recited in practice. Cognitive techniques and problem-solving are encouraged early on (e.g., PZ, TMB, WSF). ^{146, 256} Writing from memory, ^{37, 141, 146, 147} Self-evaluation & correction of errors, ^{8, 140, 145, 146, 147, 350} use of visual aids, close monitoring ³¹⁶ & feedback from teacher to assist ^{145, 146, 173, 186, 256} this process, encouragement, ¹⁴⁵ reinforcement & praise, ^{140, 146} dramatizing progress ¹⁴⁰ (WM, TU), Identifying their “best” letter ^{37, 141, 145} uses a CRA - type method (Concrete, Representational, Abstract) ²⁶¹ to help students understand and remember, and tying current knowledge to new concepts and vocabulary. ^{255, 335} Skills are over-learned in isolation, then used in context of “real” writing tasks to aid transfer ^{140, 147} Connection of skill to be learned to the functional purpose (e.g., legible writing enables postman to read envelope, Grandma to read letter) is presented, to increase likelihood of practical and continued use of skill by student. ²⁵⁶ Regular daily ^{147, 297} & adequate practice is provided. ^{18, 173,}</p>