

# The Effects of “Handwriting without Tears®” on the Handwriting Skills of Appropriate Size, Form, and Tool for a Four Year-Old Boy with a Developmental Delay

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The ability to write one’s own name legibly is a critical lifelong skill for academic success. The purpose of the present study was to evaluate the effects of the Handwriting Without Tears® program on teaching a four year-old how to write his first name using proper size, form, and tool. The participant was a four year-old boy in a self-contained preschool setting. A multiple baseline design across letters was employed. The overall outcomes indicated improvement through the use of Handwriting without Tears® materials. The participant enjoyed the procedure and improved his academic skills.

**Keywords:** Handwriting without Tears®, developmental delay, self-contained preschool, letters, handwriting, written communication, name