

(Example of Section IV –Expected Findings, Conclusions and . . . from a Student Proposal)

EXPECTED FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings and Conclusions

As stated previously, I expect that kindergarteners' ability to quickly formulate legible letters will increase as a result of an intervention focused on the production rate of lower case letters. If this were in fact to be proven through this study, I would first present my findings to the principal of Treasure Island School to gain the opportunity to share my findings with the teachers at the school. The findings should be shared and embraced by the staff in the attempt to alter the handwriting performance of all the subsequent students who attend Treasure Island School. A replication of the study could be conducted at other elementary school to further validate the findings of this study.

A number of limitations could influence this study's findings. Fifteen minute sessions focusing on one letter formation may not have been enough time for the kindergarteners to grasp and retain the necessary strokes. It might be possible that more time is necessary practicing strokes for young children to make gains in handwriting. Another influence could be the added practice outside of the intervention class. As an educator, I have noticed young children like to show the adults around them the new skills they have learned thus reinforcing skills outside of the realm of what this study is attempting to measure.

Recommendations

Future research in the area of handwriting is necessary and should be expanded. If money and time were of no object, a longitudinal study designed to compare students who received a specific handwriting intervention in kindergarten to those who did not as they mature through the

writing process would be beneficial. Tracking these same students's writing development on the California Writing Test administered at fourth and seventh grade may shed further credence to the theory that the ability to write effortlessly improves the overall quality of written expression.