

Development of an occupation-based assessment: the Writing Readiness Inventory Tool In Context (WRITIC) for kindergarten children

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Introduction: Handwriting is a major occupation in childhood and is essential for the child's participation in school. The transition from kindergarten to elementary school is an important period. Early school success and positive transitions tend to result in higher levels of social competence and academic achievement (1). Early evaluation of writing readiness in 5-6 year old children is of major importance to predict and prevent problems in learning to write in the first grade of elementary school. A systematic literature review on occupation-based handwriting readiness assessments in 5-6 year old children had no satisfactory results.

Objective: Development of an occupation-based quantitative assessment of writing readiness (WRITIC) in 5-6 year old children.

Method: Process of test development (2): description of the theoretical construct, design of the test items, establishment of content validity and pilot testing to test reliability and sensitivity.

Results: Theoretical construct include Taxonomic Code of Occupational Performance (TCOP), Person-Environment-Occupation (PEO) Model, Theory of task-specificity and Dynamic System Theory (DST), WRITIC consists of 41 test items within 3 domains: child, environment and occupation, content validity is established and percentage agreement varied between 94,0% and 94,7% (3), results of pilot testing (n=100) concerning reliability and sensitivity will be pre-sented.

Conclusion: The WRITIC is a quantitative measurement that evaluates the quality of occupational performance of paper and pencil activities in the context. The occupation-based assessment WRITIC is feasible, and can be assessed within 15 minutes.

Contribution to practice: With the WRITIC an occupation-based assessment of writing readiness in the school environment of the child is within reach for school-based occupational therapists.

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