

0973

Content validity, feasibility & proof principal in discriminative validity of the WRITIC (Writing Readiness Inventory Tool In Context)

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Introduction

Skilful handwriting is an important academic activity at primary school (1). Difficulties with handwriting can have far reaching negative effects on the self esteem and academic achievements (2). The Writing Readiness Inventory Tool In Context (WRITIC) is developed for children in kindergarten to evaluate handwriting readiness(3).

Objective

Establishing content validity, feasibility, and proof of principal (discriminative validity).

Methods

To investigate content validity the Delphi method was used. Three rounds for achieving consensus were performed with ten experts, with a minimum of 90 % agreement. To investigate the proof of principle for discriminative qualities and feasibility a pilot study was conducted (n=40). Based on the opinion of the teachers two groups were formed and assessed on the WRITIC; a group with well developed and a group with poor developed pre-writing skills.

Results

Content validity is established with mean 94,4 % consensus. The WRITIC is feasible in practice. First analysis regarding proof of principle shows that the WRITIC discriminates statistically significant on the paper and pencil activities ($p=0,019$). Total scores of the WRITIC show no statistical significance ($p=0,151$).

Conclusion

This study positively confirms part of the psychometric properties of the WRITIC. Further studies on discriminative validity are needed.

Contribution to practice:

The WRITIC enables an early occupation based evaluation of handwriting readiness and contributes to the prevention of negative effects of handwriting difficulties.

References

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