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Writing Readiness Inventory Tool In Context (WRITIC): normative data in regular education and initial evaluation in special education

Margo van Hartingsveldt, Liesbeth de Vries, Helga Haberfehlner
Research group Occupational Therapy - Participation and Environment, Amsterdam Centre for Innovative Health practice, Amsterdam University of Applied Sciences, Amsterdam, The Netherlands

Introduction: Practising handwriting is important for learning reading and spelling. Early evaluation of writing readiness is essential to predict and prevent handwriting difficulties and its negative influences on school occupations and self-esteem. Therefore, we developed an occupation-based measurement for kindergarten children: Writing Readiness Inventory Tool In Context (WRITIC), administered in the classroom. In former studies we established reliability, validity and predictive value.

Objectives: One cohort study was performed to collect normative values of WRITIC and another to evaluate feasibility and discriminative validity in special education.

Method: Normative values were measured in 190 boys and 184 girls (60-78 months; mean 67 months). Feasibility was evaluated in 50 boys and 13 girls from special education (63–94 months; mean 76 months). Mann-Whitney U test examined the difference between children in regular and special education and results of special education children were compared to percentile norm scores.

Results: Normative values were collected. WRITIC was feasible in special education. Mean score of children in special education was significant lower ($p=0.00$) than the mean of the norm group, 81% of the special education children scored under the 15th percentile.

Conclusion: With collected norms, WRITIC can be used as norm-referenced measurement. Feasibility of WRITIC in special education and discriminative validity between regular and special education is confirmed. This assessment contributes to the detection of kindergarten children in regular and special education who are at risk of developing handwriting difficulties. WRITIC may assist in timely intervention and contributes to preventing handwriting difficulties in later grades.