

November 2019 ArizOTA Journal Club Article Summary

Title: Assessing Handwriting Intervention Effectiveness in Elementary School Students: A Two-Group Controlled Study

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Citation: Howe, T.-H., Roston, K. L., Sheu, C.-F., & Hinojosa, J. (2013). Assessing handwriting intervention effectiveness in elementary school students: A two-group controlled study. American Journal of Occupational Therapy, 67, 19–27. <http://dx.doi.org/10.5014/ajot.2013.005470>

Purpose of study: To examine the effectiveness of two approaches (intensive handwriting practice and visual-perceptual-motor activities) used in elementary schools to improve children's handwriting.

Method

- Type of study: Nonequivalent pretest-posttest group design
 - 72 students, first and second graders in one New York City elementary school
- Assessments utilized:
 - Pre- and post-test Minnesota Handwriting Assessment (MHA) and Beery VMI
- Interventions:
 - Twice a week for 12 sessions, 40-45 minutes long
 - Visual-perceptual-motor group (visual motor worksheets, handwriting practice)
 - The Handwriting Club (intensive handwriting practice)
- Results:
 - Both groups showed significant improvement, however, the Handwriting Club showed statistically significant improvement

Limitations:

- Lack of randomization and lack of blinding to group assignment
- Small sample sizes and ceiling effect of the MHA

Implications for practice

- For Practitioners
 - Researchers in handwriting instruction continue to recommend a direct and structured approach
 - Repetition and practice are important elements for enhancing children's handwriting skills
- For Administration
 - The Handwriting Club is a model that can be replicated in school and community-based settings
 - Intensive handwriting practice supports the response to intervention (RtI) model