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CaseSmith J (2007) Effectiveness of schoolbased occupational therapy intervention on handwriting. American Journal of Occupational Therapy ;56 (1):1725
OBJECTIVE: This study investigated the effects of schoolbased occupational therapy services on students' handwriting. METHOD: Students 7 to 10 years of age with poor handwriting legibility who received direct occupational therapy services (n = 29) were compared with students who did not receive services (n = 9) on handwriting legibility and speed and associated performance components. Visualmotor, visualperception, inhand manipulation, and handwriting legibility and speed were measured at the beginning and end of the academic year. The intervention group received a mean of 16.4 sessions and 528 min of direct occupational therapy services during the school year. According to the therapists, visualmotor skills and handwriting practice were emphasized most in intervention. RESULTS: Students in the intervention group showed significant increases in inhand manipulation and position in space scores. They also improved more in handwriting legibility scores than the students in
the comparison group. Fifteen students in the intervention group demonstrated greater than 90% legibility at the end of the school year. On average, legibility increased by 14.2% in the students who received services and by 5.8% in the students who did not receive services. Speed increased slightly more in the students who did not receive services. CONCLUSION: Students who received occupational therapy services demonstrated improved letter legibility, but speed and numeral legibility did not demonstrate positive intervention effects.

CaseSmith J (2007) Effects of occupational therapy services on fine motor and functional performance in preschool children. American Journal of Occupational Therapy ;54 (4):37280 PURPOSE: This study examined how performance components and variables in intervention influenced fine motor and functional outcomes in preschool children. METHOD: In a sample of 44 preschoolaged children with fine motor delays who received occupational therapy services, eight fine motor and functional performance assessments were administered at the beginning and end of the academic year. Data on the format and intervention activities of each occupational therapy session were recorded for 8 months. RESULTS: The children received a mean of 23 sessions, in both individual

and group format. Most of the sessions (81%) used fine motor activities; 29% addressed peer interaction, and 16% addressed play skills. Visual motor outcomes were influenced by the number of intervention sessions and percent of sessions with play goals. Fine motor outcomes were most influenced by the therapists' emphasis on play and peer interaction goals; functional outcomes were influenced by number of sessions and percent of sessions that specifically addressed selfcare goals. CONCLUSION: The influence of play on therapy outcomes suggests that a focus on play in intervention activities can enhance fine motor and visual motor performance.

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STUDY DESIGN: An experimental multiple base-line single subject design consisting of 5 subjects was used. The design involved the systematic collection of repeated measurements of a behavioural response (writing) over time, usually at frequent and regular intervals. In a multiple A-B design there were two phases: baseline phase (A) prior to treatment and intervention phase B during treatment. The same measurements were gathered at regular intervals over both phases. METHOD: Sensory Motor Performance components of handwriting and ergonomic factors were assessed. A battery of OT non-standardized and standardized tools, including sub-sections of SIPT were used to assess underlying factors leading to writing difficulties. Children's Handwriting Evaluation Scale was used to assess children's handwriting performance. Standardized tests utilized had high reliability and validity ratios. The treatment intervention was over 8 treatment sessions once every two weeks. OT follow up programs which were carried out at children's homes and schools formed an important part of the intervention. Systematic monitoring programs were in place to ensure therapist's adherence to time frames and treatment programs and to determine whether or not the subjects were following the OT follow up programs. The intervention was based on sensory integration, sensory motor, cognitive and behavioural approaches. To determine the effectiveness of OT intervention, visual, statistical, and clinical data analysis were used. A substantial rate for inter-rater reliability was achieved. Graphic representations of children's quality and speed of writing were provided to display children's performance during baseline and intervention phases. RESULTS: The results of the research showed that occupational therapy intervention is effective to improve the quality of handwriting performance in children with handwriting difficulties. Support for findings, discussion on type of intervention, methodology, clinical implications, study limitations and implications for future research were discussed.

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This study investigated the effects of a sensory diet and therapeutic listening intervention program, directed by an occupational therapist and implemented by parents, on children with sensory processing disorders (SPD) and visualmotor delays. A convenience sample was used of 10 participants, ages 5 to 11 years, with SPD and visualmotor delays. In the first phase, each participant completed a 4 week sensory diet program, then an 8week therapeuticlistening and sensory diet program. The Sensory Profile was completed by the participants' parents before and after both study phases. The DrawAPerson test, Developmental Test of Visual Motor Integration (VMI), and Evaluation Tool of Children's Handwriting (ETCH) were administered before and after each phase. Over 12 weeks, the participants exhibited significant improvement on the Sensory Profile, increasing a mean of 71 points. Parents reported improvements in their children's behaviors related to sensory processing. Scores on the VMI visual and ETCH legibility scales also improved more during the therapeutic listening phase. Therapeutic listening combined with a sensory diet appears effective in improving behaviors related to sensory processing in children with SPD and visualmotor impairments.

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= .026), suggesting that handwriting performance accounts for 12% to 13% of the variance in keyboarding performance. Handwriting speed and legibility together accurately categorized 71% of students as slow or fast in keyboarding. On average, students were able to keyboard faster than handwrite. Of the 20 slowest handwriters, 75% achieved more text production with keyboarding than with handwriting. CONCLUSION: Keyboarding performance demonstrated low to moderate correlation with handwriting performance, suggesting that these forms of written expression require distinctly different skills. Most students who were slow at handwriting or had poor legibility increased the quantity and overall legibility of text they produced with a keyboard. These results suggest that keyboarding has the potential to increase and improve a student's written output.

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