



The Hebrew University of Jerusalem

Syllabus

PROJECT IN AREA OF SPECIALT Y - 99143

Last update 09-04-2013

HU Credits: 6

Degree/Cycle: 2nd degree (Master)

Responsible Department: Occupational therapy

Academic year: 3

Semester: Yearly

Teaching Languages: Hebrew

Campus:

Course/Module Coordinator: Dr Naomi Weintraub

Coordinator Email:

Coordinator Office Hours:

Teaching Staff:

Adina Maeir,
Naomi Weintraub,
Shula Parush

Course/Module description:

Course/Module aims:

1. Introduction and understanding of learning difficulties
2. Introduction and understanding of the handwriting process
3. Introduction and understanding of handwriting assessments
4. Introduction and understanding of factors associated with writing and writing outcomes
5. Introduction and understanding of characteristics of handwriting difficulties
6. Introduction and understanding of OT intervention for individuals with handwriting difficulties
7. Understanding of typing skills as a writing tool

Learning outcomes - On successful completion of this module, students should be able to:

Attendance requirements(%):

Teaching arrangement and method of instruction: Lectures, attendance, assessments, discussion

Course/Module Content:

- Introduction to learning difficulties
- Models of handwriting and written expression
- Assessment measures of handwriting
- What is dysgraphia
- Components of handwriting
- Handwriting readiness
- Top down approach to assessing handwriting difficulties
- Intervention approaches to promote handwriting

- Typing

Required Reading:

Additional Reading Material:

- Adi-Japha, E., Landau, Y. A., Frenkel, L., Teicher, M., Gross-Tsur V., & Shalev, R. (2007).
ADHD and dysgraphia: Underlying mechanisms. *Cortex*, 43, 700-709.
- Chang, S. H., & Yu, N.Y. (2010). Characterization of motor control in handwriting difficulties in children with or without developmental coordination disorder. *Developmental Medicine & Child Neurology*, 52, 244-250.
- Chu, S.(1997) Occupational therapy for children with handwriting difficulties: A framework for evaluation and treatment. *British Journal of Occupational Therapy*, 60, 514-520.
- Denton, P. L., Cope, S., & Moster, C. (2006). The effects of sensorimotor-based intervention versus therapeutic practice on improving handwriting performance in 6 - to 11-year-old children. *The American Journal of Occupational Therapy*, 60, 16-27
- Deuel, R. K. (1995). Developmental dysgraphia and motor skills disorders. *Journal of Child Neurology*, 10, 57-58.
- Feder, K. P., Brossard, R. M., & Majnemer, A. (2008). A review of handwriting performance and intervention: Does remediation work?. *Israeli Journal of Occupational Therapy*, 17, E69 - E88.
- Feder, K. P., & Majnemer, A. (2007). Handwriting development, competency and intervention. *Developmental Medicine & Child Neurology*. 49, 312-317.
- Hoy, M. M. P., Egan, M. Y., & Feder, K. P. (2011). A systematic review of interventions to improve handwriting. *Canadian Journal of Occupational Therapy*, 78, 13-25.
- Marr, D., Windsor, M. M., & Cermak, S. (2001). Handwriting readiness: Locative and visuomotor skills in the kindergarten year. *Early childhood research and practice* ,3 (1
- Rosenblum, S., Goldstand, S., & Parush, S. (2006). Relationships among biomechanical ergonomic factors, handwriting product quality, handwriting efficiency, and computerized handwriting process measures in children with and without handwriting difficulties. *The American Journal of Occupational Therapy*, 60, 28-39.
- Rosenblum, S., & Weintraub, N. (2007). Learning disabilities and occupational

therapy:

Review of research and practice as reflected in the *IJOT*. *The Israeli Journal of Occupational Therapy*, 16(3), H137-H158.

Roston, K. (2010). A frame of reference for the development of handwriting skills. In, P.J. Kramer & J. Hinojosa. (Eds.). *Frames of reference for pediatric occupational therapy*. (3rd Ed.). (pp.425-460). Philadelphia: Lippincott Williams & Wilkins

Schneck, C. M., & Amundson, S. J. (2010) Prewriting and handwriting skills. In J. Case-Smith, & J.C. O'Brien, (Eds.). *Occupational therapy for children*. (6th Ed.). (pp.555-581). Maryland Heights, Mo.: Mosby/Elsevier.

Sudsawad, P., Trombly, C. A., Henderson, A., & Tickle-Degnen, L. (2002). Testing the effect of kinesthetic training on handwriting performance in first-grade students *American Journal of Occupational Therapy*, 56, 26-33.

VAN Hartingsveldt, M.J., DE Groot, I.J., Aarts, P.B., & Nijhuis-VAN DER Sanden, M.W. (2011). Standardized tests of handwriting readiness: a systematic review of the literature. *Developmental Medicine & Child Neurology*, 53: 506-515

Weintraub, N. (1997). *Handwriting: Understanding the Process*. *The Israel Journal of Occupational Therapy*, 6, E33-E47.

Weintraub, N., Rosenblum, S., Lahav, O., Erez, N., Traub-Bar-Ilan, R., Lifshitz, N., Goffer, A.,

de la Vega, M., Tal-Saban, M., Zadikz R., & Sharon, G. (2007). *Occupational Therapy among a population with learning disabilities throughout the life span: position paper*. *The Israeli Journal of Occupational Therapy*, 16(3), H131-H136.

Weintraub, N., Yinon, M., Bar-Efrat Hirsch, I., & Parush, S. (2009). Effectiveness of sensorimotor and task-oriented handwriting intervention in elementary school-aged students with handwriting difficulties. *OTJR: Occupation, Participation and Health*, 29, 125-134.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 100 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: