

The Hebrew University of Jerusalem

Syllabus

Dysgraphia & handwriting difficulties assessment - 99727

Last update 18-09-2013

HU Credits: 1

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Occupational therapy

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus:

Course/Module Coordinator: Dr. Naomi Weintraub

Coordinator Email: naomi.weintraub@mail.huji.ac.il

Coordinator Office Hours: 9:00-15:00

Teaching Staff:

Nirit Levanon-E
Dr. Naomi Weintraub

Course/Module description:

The course focuses handwriting; what it entails as well as assessment of handwriting difficulties and intervention.

Course/Module aims:

Provide knowledge relating to written expression and handwriting models and underlying mechanisms of handwriting. An additional aim is to learn about assessment and intervention approaches and methods of handwriting difficulties.

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

1. Define learning disabilities.
2. Describe theoretical models of writing.
3. Describe measures of the handwriting process and product.
4. Describe the underlying mechanisms of handwriting difficulties.
5. Evaluate a handwritten product.
6. Select appropriate, evidence-based intervention for a case-study.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Lectures, analysis of assessments, discussions.

Course/Module Content:

1. Introduction to learning disabilities
2. Models of written expression and hand writing
3. Handwriting assessment outcomes
4. Dysgraphia
5. Factors related to handwriting
6. Writing readiness
7. Assessment of handwriting difficulties
8. Intervention approaches to improve handwriting skills

Required Reading:

אארז, נ. ופרוש, ש. (1999). אבחון איכות כתב יד (א"א כתב יד): ספר הדרכה למאבחן. האוניברסיטה העברית בירושלים - הפקולטה לרפואה, בית-הספר לריפוי בעיסוק.

וינטראוב, נ., רוזנבלום, ש., להב, א., ארז, נ., טראוב-בר-אילן, ר., ליפשיץ, נ., ושות' (2007). ריפוי בעיסוק בקרב אוכלוסייה עם ליקויי למידה לאורך מעגל החיים: נייר עמדה. כתב עת ישראלי לריפוי בעיסוק (IJOT), (3)16, 131H - 135H.

רוזנבלום, ש. ופריש, כ. (2008). דיסגרפיה - מאפיינים ודרכי הערכה - תרומת המחקר לחשיבה הקלינית. כתב עת ישראלי לריפוי בעיסוק, 17, 155H - 175H.

Denton, P. L., Cope, S., & Moser, 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

Graham, S., Struck, M., Richardson, J., & Berninger, V. (2006) Dimensions of good and poor handwriting legibility in first and second graders: Motor programs, visual-spatial arrangement, and letter formation parameter setting. *Developmental Neuropsychology*, 29, 43-60.

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.

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.

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 90 %
Assignments 0 %
Reports 10 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:

-Students must receive a grade of 70 and above in the final task to pass the course.

Details relating to the course's tasks are presented in the course site for students who are taking the course.