

Assessment Tools – ID Card

Name	Handwriting Proficiency Screening Questionnaire for Children (HPSQ-C; Rosenblum & Gafni Lachter, 2015)
Description	A self-report questionnaire for children, relating various writing skills required from them. Based on the <i>Handwriting Proficiency Screening Questionnaire-HPSQ (Rosenblum, 2008)</i> , developed to be filled by a parent/teacher.
Purpose	To evaluate the child's writing skills in order to identify writing difficulties and to refer to the appropriate treatment provider. In addition, it may help focus treatment goals in the field of writing.
Target population	Young children aged 7-14 years
Administration	The tool can be administered by licensed occupational therapists. * Beyond the final grade, an in-depth analysis of the various items is significant.
Versions	Hebrew, Arabic, English
Filling and coding duration	Filling: 5 minutes; Coding: 5 minutes
Structure	The questionnaire includes 10 items. The items examine three components of writing: 1. Readability, 2. Performance duration, and 3. Physical and emotional state while writing. The respondent is required to refer to the frequency in which the behavior mentioned in the statement appears: never (0), sometimes to never (4).
Scoring	Each item is scored between 0 - never to 4 - always. Sum up the scores obtained for each item and divide by the number of items.
Interpretation	A high average score (3-4) indicates a significant difficulty in the various writing skills.
Psychometric indices	The questionnaire was found to be valid and reliable for second to eighth grade children.
Publications	Rosenblum, S., & Gafni-Lachter, L. (2015). Handwriting proficiency screening questionnaire for children (HPSQ-C): Development, reliability, and validity. <i>American Journal of Occupational Therapy</i> , 69(3), 6903220030p1-6903220030p9.