

Assessment Tools – ID Card

Name	Handwriting Proficiency Screening Questionnaire (HPSQ; Rosenblum, 2008)
Description	A detection questionnaire for parents/teachers, containing 10 items relating various writing skills required from the child.
Purpose	To assess 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	Occupational therapists in the field of writing who work with school-aged children.
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.
Interpretation	A high score indicates a significant difficulty in the various writing skills. In Israel, a score of 14 or higher means a suspected writing difficulty.
Psychometric indices	The questionnaire was found to be valid and reliable.
Publications	<ol style="list-style-type: none"> 1. Rosenblum, S., (2008). Development, reliability, and validity of the Handwriting Proficiency Screening Questionnaire (HPSQ). <i>American Journal of Occupational Therapy</i>, 62(3), 298-307. 2. Rosenblum, S., Aloni, T., & Josman, N. (2010). Relationships between handwriting performance and organizational abilities among children with and without dysgraphia: A preliminary study. <i>Research in developmental disabilities</i>, 31(2), 502- 509. 3. Germano, G. D., Giacconi, C., & Capellini, S. A. (2016). Characterization of Brazilians students with dyslexia in Handwriting Proficiency Screening

- Questionnaire and Handwriting Scale. *Psychology Research*, 6(10), 590-597.
4. Cantero-Téllez, R., Porqueres, M. I., Piñel, I., & Orza, J. G. (2015). Cross-cultural adaptation, internal consistency and validity of the Handwriting Proficiency Screening Questionnaire (HPSQ) for Spanish primary school-age children. *Journal of Novel Physiotherapies*, 5(6), 1-5.
5. Rosenblum, S. (2013). Handwriting measures as reflectors of executive functions among adults with Developmental Coordination Disorders (DCD). *Frontiers in Psychology*, 4(357), 1-10.

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