

## Handwriting Proficiency Screening Questionnaire for Children (HPSQ-C)

### ID Card

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</i> (Rosenblum, 2008), 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, Hindi, Czech, Chinese, Spanish, French, Persian
Duration for filling out and coding	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. The final score is calculated by adding up the scores obtained for each item.
Interpretation	A high score indicates a significant difficulty in the various writing skills. The results of a study involving 230 children aged 7-14 determined that a final score of up to 15 means there seem to be no writing difficulties. A score of 16-18 indicates suspected writing difficulties. A score of 19 or higher indicates writing difficulties.
Psychometric indices	The questionnaire was found to be valid and reliable for second to eighth grade children. Two factors were found which explain the variation in the research results: 1. performance time and well-being; 2. legibility
Selected publications	<ol style="list-style-type: none"> <li>Rosenblum, S., &amp; 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.</li> <li>Wu, Z., Lin, T., &amp; Li, M. (2019). Automated detection of children at risk of chinese handwriting difficulties using handwriting process information: An exploratory study. <i>IEICE TRANSACTIONS on Information and Systems</i>, 102(1), 147-155.</li> <li>Šafárová, K., Mekyska, J., Zvončák, V., Galáž, Z., Francová, P., Čechová, B., ... &amp; Rosenblum, S. (2020) Psychometric properties of screening questionnaires for children with handwriting issues. <i>Frontiers in Psychology</i>, 10, 2937</li> <li>Romero-Ayuso, D., Guerra-Begoña, G., Marco-Miralles, L., Triviño-Juárez, J. M., Pérez-Rodríguez, S., Vidal-Ramírez, C., ... &amp; Rosenblum, S. (2024). Initial validation of the handwriting proficiency screening questionnaire (HPSQ-C) translated to Spanish. <i>Reading and Writing</i>, 1-17</li> </ol>

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