

## Handwriting Proficiency Screening Questionnaire (HPSQ) – ID Card

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, Spanish, Brazilian, Czech, Thai, Turkish, Italian, German, Persian, German, French, Chinese, Hindi, Tamil
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. 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.
Selected publications	<ol style="list-style-type: none"> <li>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.</li> <li>2. Rosenblum, S., Aloni, T., &amp; 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.</li> <li>3. Rosenblum, S. (2013). Handwriting measures as reflectors of executive functions among adults with Developmental Coordination Disorders (DCD). <i>Frontiers in Psychology</i>, 4(357), 1-10.</li> <li>4. Cantero-Télliz, R., Porqueres, M. I., Piñel, I., &amp; Orza, J. G. (2015). Cross-cultural adaptation, internal consistency and validity of the Handwriting Proficiency Screening Questionnaire (HPSQ) for Spanish primary school-age children. <i>Journal of Novel Physiotherapies</i>, 5(6), 1-5.</li> <li>5. Rosenblum, S. (2015). Relationships between handwriting features and executive control among children with developmental dysgraphia. <i>Drawing, Handwriting Processing Analysis: New Advances and Challenges</i>, 111.</li> </ol>

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12. Hui, W. Y., Brown, T., Yu, M. L., & Lyons, C. (2022). The Relationship between Parent-and Child-reported Perceptions of Children's Handwriting Quality and Skills. *Journal of Occupational Therapy, Schools, & Early Intervention, 15*(4), 455-472.
13. Hen-Herbst, L., & Rosenblum, S. (2022). Handwriting and motor-related daily performance among adolescents with dysgraphia and their impact on physical health-related quality of life. *Children, 9*(10), 1437.
14. Vico, R., Martín, J., & González, M. (2023). Functional Assessment of Handwriting Among Children: A Systematic Review of the Psychometric Properties. *The American Journal of Occupational Therapy, 77*(5), 7705205050.
15. Koul, P., & Kovala, R. K. (2023). Handwriting evaluation in school-aged children with developmental coordination disorder: A literature review. *Cureus, 15*(3).

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