Individual intervention plan
Concentrate on problematic tasks, focusing on relearning, learning or adjustment

Consultation:
- Report findings to the child, parents, teacher, care providers, including the PPT
- Diagnosis with a well-founded decision regarding starting an intervention yes or no

Education:
- Insight into handwriting learning phase and problem areas
  - How to reach desired goals, and who plays a role
  - Specific-Measurable-Acceptable-Realistic-Timely-Inspiring (SMARTI) goals
  - Task division between child, parents, teacher, other relevant persons
  - Time path that enables intensive learning and repetition
- Insight into the task demands that can be handled by the child
  - Evaluation date and criteria

Intervention:
- Overview of difficulties in handwriting tasks
  - SMARTI goals with concrete subgoals at the task level with task load and time path
  - Agreements made with parents and other relevant persons
  - Evaluation dates and criteria on the level of goals and subgoals

Diagnosis / prognosis
Profile A: motor performance problems and handwriting problems
Profile B: handwriting problems based on cognitive and/or behavioural problems
Profile C: didactic problems at school
Profile D: combination of motor, cognitive and/or behavioural and handwriting problems
Profile E: handwriting problems, motor problems and underlying pathology

Goal: establish handwriting result / handwriting dexterity
- Have the goals of the intervention been achieved?
- Do some handwriting problems still exist?
- Has the request for help been addressed?
- Have the necessary tests/task analyses been conducted?

Goal: objective the request for help
- Who has a problem?
- What is the problem?
- When and where do problems occur?
- Indications of functional / structural disabilities?
- First impression of the child’s handwriting problem?

Tools:
- Child: how I think I’m getting on questionnaire; interview parent/child
- Teacher: perhaps SIT, analysis exercise books/reports from school
- Observation during handwriting the name, address, drawing stick-figures, colouring

Goal: objective the handwriting problem
- Is there a problem?
- Analysis of handwriting results/product analysis
- Observation of handwriting movements during task execution
- Which conditions are necessary to accomplish the task?

Tools:
- Tests: BHK, SOS
- Handwriting observation list
- VAS, NRS in case of pain, fatigue

Goal: motor performance testing
- Are there any problems with performing fine-motor tasks?
- Are there any problems with performing gross-motor tasks?
- What is the influence of visual perception or visual-motor planning on the handwriting problems?
- Are any behavioural or cognitive problems observed during performance of the motor tasks?
- Are there any functional disabilities that are negatively influencing handwriting ability?

Tools:
- Parents: CVO, MABC1 or 2 check-list
- Teachers: MABC1 or 2 check-list, GMO
- MABC 1 or 2, finger succession task, translation and in-hand manipulation (KODL), classification of pen grip (Schneck & Henderson)
- Beery VMI

Task manipulations: accuracy, speed, complexity, Functional disabilities

Goal: paediatric physiotherapy (PPT) diagnosis, including answer to request for help and profiling
Overview of the findings:
- Determine whether handwriting is a problem for the child, parents or teacher
- Overview of the handwriting problems identified
- Overview of the performance problems identified
- Overview of problems in visual perception and/or integration
  - At what level is the child able to perform tasks?
  - At what level is the child unable to perform tasks?
  - Which contextual factors constrain/facilitate performance?
  - What are the child’s strengths/weaknesses (motor, behavioural, cognitive)?
- What are the advantages/limitations of the environment (school, parents)?

Based on the analysis, a conclusion is drawn regarding:
- Which of the profiles A, B, C, D or E is relevant?
- Level of mastery of the (provisional) handwriting tasks, e.g. finger dexterity, and the letter forms that have/have not been mastered
- If relevant visual perception and visuomotor integration level
- Prognosis based on an estimation of the learning ability of the child and the support available from the environment

Child, task and contextual factors that can be used within the intervention to teach the child to write
- Overview of consultation questions for other involved persons

Profile C: MABC, Beery VMI, letter formulation, colouring, +/− hand dominance
- Task manipulations: accuracy, speed, complexity, related versus non-related tasks
- Is there a motor problem?

Profile D: MABC2 check-list, GMO
- Is there a cognitive problem?

Profile E: further diagnostic tests
- Overview of the findings:
  - Goal: paediatric physiotherapy (PPT) diagnosis, including answer to request for help and profiling
- Which actions have positive/negative effects on results, task execution and child?

Tools: Task manipulations
- Letter-related versus non-letter-related (drawing, colouring, forms)
- Accuracy: error matrices, assisting/guide lines
- Speed
- Alphabet task, problematic letters
- Spelling complexity: tracing, copying, dictation, free text
- Handwriting materials, paper position, sitting posture, pen pressure, pen grip, simple/problems tasks
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