Writing Readiness Inventory Tool In Context (WRITIC)

WRITIC Scoring book

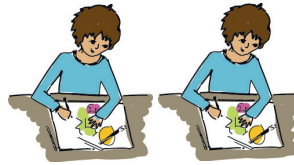|	
Name:	**Test date:**
Class:	**Birth date:**
Therapist:	**Chronological age:**

1. Child

1.1 Interest in paper-and-pencil tasks

How often do you colour or do you make a drawing outside of school either at home or somewhere else?

2 often
(every day)

1 sometimes
(one day and not the next day)

0 almost never
(less than once a week)

How much do you like to draw and to colour?

2 very much

1 a bit

0 no fun at all

How good do you think you are at drawing and colouring?
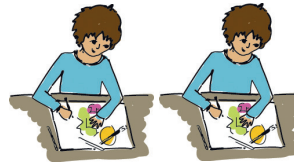
2 very good

1 okay

0 not good at all

Notes

How often do you 'write' letters, words or your name outside of school either at home or somewhere else?

2 often
(every day)

1 sometimes
(one day and not the next day)

0 almost never
(less than once a week)

How much do you like to 'write'?

2 very much

1 a bit

0 no fun at all

How good do you think you are at 'writing'?

2 very good

1 okay

0 not good at all

Total 'Interest in paper-and-pencil tasks'

Notes

1.2 Sustained attention

	2	o	**good sustained attention** *(The child looks up very little during tasks, does not look up very often during tasks and does not get easily distracted by activities in the classroom).*
	1	o	**difficulty with sustained attention** *(The child interrupts their paper-and-pencil tasks by looking up to see what is happening and is reacting to irrelevant auditory and visual stimuli. The child needs encouragement to finish the paper-and-pencil tasks).*
	0	o	**poor sustained attention** *(The child demonstrates an unacceptable delay or stops the paper-and-pencil tasks due to other irrelevant tasks and extra encouragement has no effect).*
Total			

Notes

2. Environment

2.1 Physical environment

Chair	2	o	hips, knees and ankles are bent at 90˚ when the back is against the backrest
	1	o	unclear / doubtful
	0	o o	seat height too high/low seat depth too large/small
Desk	2	o	desk is 2 - 4 cm higher than the bottom of the 90˚ curved elbow
	1	o	unclear / doubtful
	0	o	desk height too high/low
Total			

Notes

2.2 Social environment

Classroom environment	2	o	**quiet class** *(rules are clear, calm working environment, some noises, children are allowed to move freely, they are not disturbing other children)*
	1	o	**less quit class** *(rules are less clear, there are continuous sounds, children are allowed to walk around freely and disturb other children)*
	0	o	**chaotic class** *(unclear rules, there is noise causing children to be continually disturbed with the things they are doing)*
Total			

Notes

3. Paper-and-pencil tasks

Dominant hand	o left o right o varies

3.1 Performance of paper-and-pencil tasks

3.1.1 Pencil grip

Which pencil grips demonstrates the child?

Dynamic and static grips:
o three-point/ tripod grip
o lateral three point/ tripod grip
o four-point grip
o lateral four-point grip
o 'à la ronde' grip
o other

Immature grips
o palmar pronation grip
o palmar supination grip
o finger pronation grip
o brush grip
o pencil grip with stretched fingers
o other

		Arm movements	Wrist movements	Thumb and finger movements	Total
a. Varying pencil grip	always uses the same grip	2	2	2	
	unclear	1	1	1	
	uses different pencil grips	0	0	0	
b. Type of pencil grip*	dynamic grip	2	2	2	
	static grip	2	2	1	
	immature grip	0	0	0	
c. Grip force	normal grip force	2	2	2	
	occasionally too firm / loose pencil grip	1	1	1	
	too firm pencil grip or loose and unstable pencil grip	0	0	0	
d. Pencil pressure	normal pencil pressure	2	2	2	
	occasionally too much or too little pencil pressure	1	1	1	
	too much pencil pressure (dark lines)	0	0	0	
	too little pencil pressure (light lines				

Notes

3.1.2 Sitting posture

		Arm movements	Wrist movements	Thumb and finger movements	Total
a. Distance nose-desk	approximately distance wrist - elbow	2	2	2	
	distance varies	1	1	1	
	greater or smaller than the distance between the wrist & elbow	0	0	0	
b. Seating behaviour*	sits calmly	2	2	2	
	restless movements	1	1	1	
	will not stay seated	0	0	0	
c. Stability sitting posture	sits upright without support	2	2	2	
	varies	1	1	1	
	supporting upper arm,trunk or feet	0	0	0	
d. Other hand*	stabilizes the paper	2	2	2	
	stabilizes insufficiently (paper slides)	1	1	1	
	does not stabilize	0	0	0	
e. Associated movements	every few	2	2	2	
	some (< half of the time)	1	1	1	
	many (> half of the time)	0	0	0	
f. Shoulder position	relaxed (neutral) shoulder line	2	2	2	
	varies	1	1	1	
	(forcibly) held in a different position for support	0	0	0	
g. Distal vs. proximal*	mainly from thumb and finger	0	2	2	
	mainly from the wrist	0	2	0	
	mainly from elbow, shoulder and torso	2	0	0	
h. Directional preference	can smoothly change direction	2	2	2	
	varies	1	1	1	
	turns arm / paper when changing direction	0	0	0	
i. Forearm position*	slight pronation (about 45 degreesturned inwards)	2	2	2	
	varies	1	1	1	
	middle position (0 - position) or too much pronation (bottom side of the wrist on the desk)	0	0	0	
j. Wrist position*	slight dorsal flexion / extended wrist (about 30 degrees)	2		2	
	middle position (0 - position) or varying	1		1	
	palmar flexion	0		0	
k. Forearm on desk	forearm rests on desk		2	2	
	wrist is away from the desk		2	1	
	entire forearm is away from the desk		1	0	

Notes

3.2 Result paper-and-pencil tasks

Arm movements

a. Show the way*	makes fluent lines without lifting the pencil	2
	varies	1
	– draws a shaky or jerky line	0
	– cannot draw the line on paper in one go	

Wrist movements

b. Colour the drawing*	colours 'within the line' (minimal deviation outside the line), the areas are completely filled.	2
	colours 'within the lines' (minimal deviation outside the line), the areas are not fully filled.	1
	the colouring is scratchy with deviation outside the lines	0
c. Garlands* (finish the curls)	A: Tracing garlands (including crossing the lines) B: Drawing garlands (at least three) both tasks are performed accurately	2
	one task is well performed	1
	neither of the tasks are well performed	0
d. Arcades* (finish the curls)	A: Tracing arcades (including crossing the lines) B: Drawing arcades (at least three) both tasks are performed accurately	2
	one task is well performed	1
	neither of the tasks are well performed	0

Thumb and finger movements

e. Write your name*	writes name legibly (reversed letters (i.e. b, d) are al-lowed)	2
	copies name from an example	1
	cannot write or copy name	0
f. Decorate the balls*	creates coordinated spirals inside the balls	2
	draws shaky and / or jerky spirals	1
	cannot draw spirals in the balls	0
g. Copying numbers and letters*	adequately copies at least ten digits and letters	2
	writes at least six numbers and letters adequately, but NOT - reversed - rotated more than 45 ˚ degrees - when a capital letter that is copied as a lower-case letter or vice versa - with extra components (additional strokes) - with 2 or more floating parts the wrong proportion compared to other letters	1
	copies five or less numbers and letters adequately	0

* This item belongs to the subdomain Task performance

Notes