Authors: Ms Pragashnie Naidoo, Mrs A Engelbrecht, Mrs S Lewis, Mrs B Kekana

Address: Discipline of Occupational Therapy

School of Audiology, Occupational Therapy & Speech-language Pathology

Faculty of Health Sciences
University of Kwa-Zulu Natal (Westville Campus)
Private Bag X 54001
Durban, 4000

Telephone: 031 2608258 (direct) 031 2607310 (secretary)
Fax : 031 2607227
Cell: 071 605 6931

E-mail: naidoopg@ukzn.ac.za

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Occupational therapists are often faced with the late referral of children with handwriting difficulties when intervention is less effective. It is thus essential for the OT and teacher to be able to identify

these children early for maximum therapeutic intervention. The researchers attempted to investigate whether visual motor integration (VMI) can be a predictor of handwriting skills in Grade 0 children. A standardised visual perceptual test (VMI) and handwriting assessments were conducted with 53 Grade 0 children in mainstream schools in Durban, South Africa. Handwriting was analysed using adapted criteria from the Writing Rate Information Test (WRIT), developed by Steinhardt et al in South Africa. A significant correlation between the formation of letters e, f, and k and VMI was noted in the sample, whilst no significant link was found between legibility of handwriting and VMI. A relationship was found between writing the name from memory and VMI and a significant correlation was found when comparing reversals in a child's attempt at writing their name from memory and VMI score. It was concluded that visual-motor integration as determined by the Test of Visual Motor Integration can be a significant predictor of a child's ability to form letters, write his name from memory and of the presence of letter reversals in writing in the Grade 0 child.