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Please cite this publication as follows:

Patton, S. and Hutton, E. (2017) Exploring the participation of children with Down Syndrome in Handwriting Without Tears®. *Journal of Occupational Therapy, Schools, & Early Intervention*, 10 (2). pp. 171-184. ISSN 1941-1243.

Link to official URL (if available):

<http://dx.doi.org/10.1080/19411243.2017.1292485>

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**Table 1:**  
**Teacher and Parent Report of Facilitators and Barriers to engagement in HWT® activities**

<b>Facilitators</b>	
Variety of hands on materials	<p>“The variety of materials/approaches allowed much more involvement with prewriting/writing activities than would have been tolerated by <i>the child otherwise.</i>” [Teacher]</p> <p>“<i>The variety of materials helped to keep [the child] focused...as Veronica had been so indifferent to how she wrote</i>”[Teacher]</p> <p>“...even if they couldn't write they could put say the wooden pieces together ... they could play around with that to get it right- there are 3 things before they actually put the pencil on the page- she [the child] loved that- <i>the routine of doing 3 different things..</i>” [Parent]</p>
Perception of HWT® as Fun	<p>“Participant F: ...so we started the programme, he loved it and it was great fun and even though he was being taught to write- he just <i>thought it was all great fun and he took to it great...</i>” [Parent]</p> <p>“Participant B: I think too that the children too were excited by the box of stuff and having the pieces” [Teacher]</p>
Group Intervention	<p>“Participant B: I have to say now that my child enjoyed it and he enjoyed the two people in his <i>group with him.</i>” [Parent]</p> <p>“Participant F: ...in this programme it built their own confidence – <i>it's near enough so let's have a look and the smiles on their faces every week...</i>” [Parent]</p>
<b>Barriers</b>	
Fluctuation in child mood	<p>“<i>whereas if he wasn't in the humour you would say – right - you did this today in school and he would be doing it again tomorrow...</i>” [Parent]</p>
Child tiredness	<p>“<i>but some days he would come home and he was too tired to do three sets of homework even though it was only three bits</i>” [Parent]</p> <p>“...– if we did it in school the parents found it quite difficult to get him to do anything with it at home – he was very tired and his stamina <i>was very low</i>” [Teacher]</p>
Lack of time	<p>“...<i>difficult to find time at home as have young children there</i>” [Parent]</p> <p>“Many factors with our schedule especially towards the end of the school year” [Teacher]</p>

**Table 2:****Level 1: Participation in HWT® tasks during Group Intervention**

HWT® task	Constructing Mat Man		Model actions to songs		Building letter on mat		Drawing on magnetic board		Letter on slate		Drawing shapes on paper		Drawing letter on paper	
	(n=28)		(n=28)		(n=28)		(n=26)*		(n=17)**		(n=28)		(n=24)***	
Time (T)	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
	n	n	n	n	n	n	n	n	n	n	n	n	n	n
<b>Engagement</b>														
Most of time	22	24	17	23	23	24	18	21	15	15	18	24	21	19
Some of time	5	3	10	4	4	4	7	5	2	2	10	4	3	5
None of time	1	1	1	1	1	0	1	0	0	0	0	0	0	0
<b>Interest</b>														
Most of time	22	23	18	21	15	24	18	18	14	14	19	23	16	18
Some of time	5	4	10	6	12	4	8	8	3	3	9	5	8	6
None of time	1	1	0	1	1	0	0	0	0	0	0	0	0	0
<b>Stay on task</b>														
Most of time	10	20	11	17	16	21	13	14	9	9	17	20	11	10
Some of time	17	7	15	9	11	7	12	12	8	8	11	8	13	14
None of time	1	1	2	2	1	0	1	0	0	0	0	0	0	0

Note: \*, \*\*, \*\*\*, tasks which were not applicable to all children in level 1

**Table 3:****Level 2: Participation in HWT® tasks during Group Intervention**

<b>HWT® task</b>	<b>Building letter on mat</b>		<b>Drawing letters on chalkboard</b>		<b>Letters in grey block or boxes</b>		<b>Letters between Lines</b>	
<b>Level 2</b>								
<b>(N=12)</b>	<b>(n=12)</b>		<b>(n=12)</b>		<b>(n=10)*</b>		<b>(n=9)*</b>	
<b>Time (T)</b>	<b>T1</b>	<b>T2</b>	<b>T1</b>	<b>T2</b>	<b>T1</b>	<b>T2</b>	<b>T1</b>	<b>T2</b>
	<b>n</b>	<b>n</b>	<b>n</b>	<b>n</b>	<b>n</b>	<b>n</b>	<b>n</b>	<b>n</b>
<b>Engagement</b>								
Most of time	11	11	10	11	8	8	8	7
Some of time	1	1	1	1	2	2	1	1
None of time	0	0	1	0	0	0	0	0
<b>Interest</b>								
Most of time	12	11	7	8	6	6	6	6
Some of time	1	2	5	5	5	5	4	4
None of time	0	0	1	0	0	0	0	0
<b>Staying on task</b>								
Most of time	11	11	7	6	6	4	6	5
Some of time	2	2	5	7	5	7	4	4
None of time	0	0	1	0	0	0	0	0

Note: \*, \*\*, tasks which were not applicable to all children in level 2