



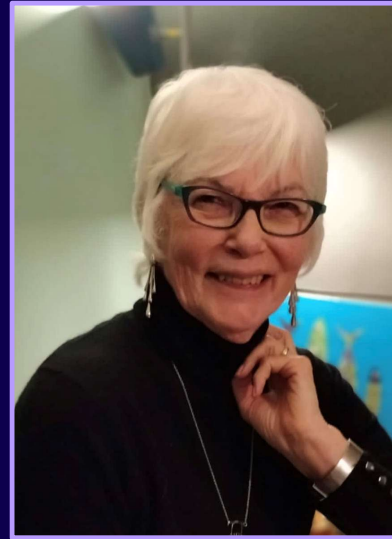
Getting the most out of the DASH-2 Free Writing task

Presented by **Anna L. Barnett & Sheila E. Henderson**
DASH-2 FORUM | May, 13

Authors



Anna L. Barnett



Sheila E. Henderson

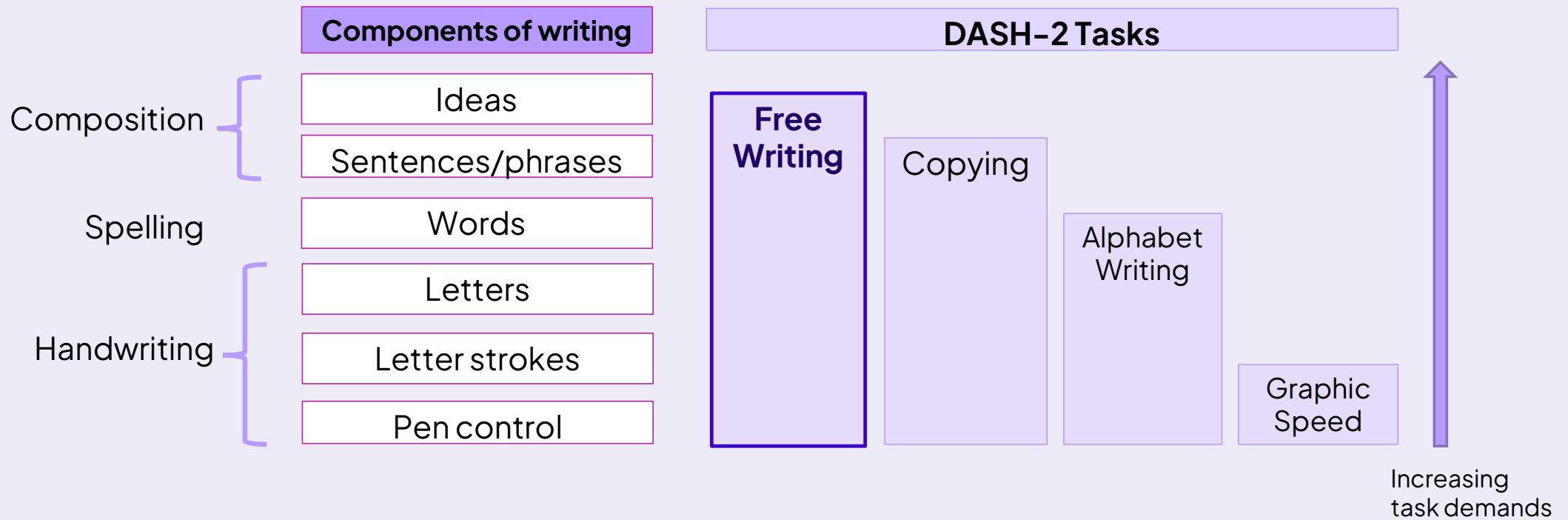


Beverly Scheib

Aims of DASH-2

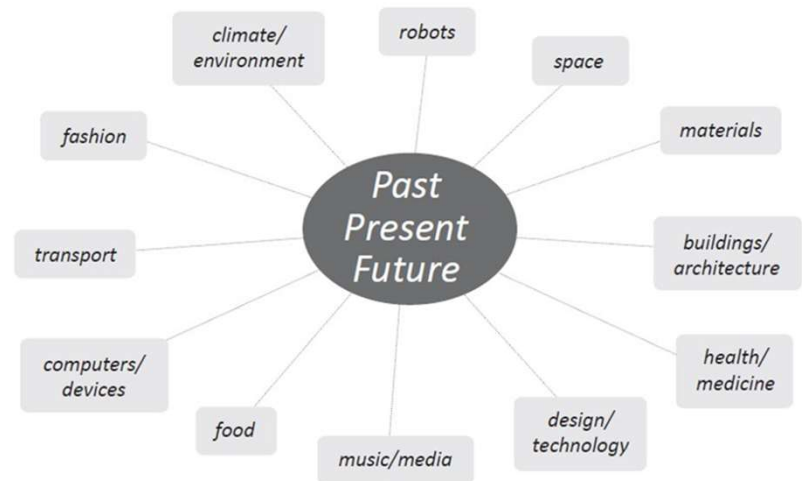
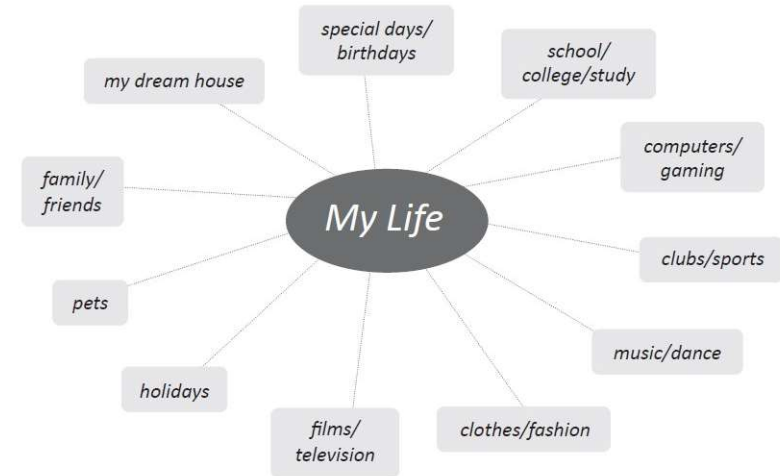
- To provide a reliable measure of the speed of handwriting, while taking account of legibility.
- To assess handwriting speed across functional tasks with different demands.
- To provide quantitative and qualitative information relevant for intervention planning.

Theoretical foundations



Free Writing

- **Task:** write about the topic in everyday writing for 10 minutes.
- **Presentation:** sub-topics can be discussed and used to help with ideas.
- Thinking and preparation time.
- When writing, mark (//) every two minutes.



Examples of Free Writing

my life I love my cat and I love
 hamsters I love going places with
 my family I really like eating sweets
 and I think chicks are really cool
 I love stim and making stuff with
 them I love my toys too I love
 art I am not amazing at things in my net
 I love drawing I love singing on
 stage and making up songs I love
 going to the beach I love
 being with my friends I love
 I

My life

my birthday is the first of december. I don't
 really like having a birthday close to christmas
 because once I get my birthday presents I don't have
 anything to get for christmas. when I'm older I hope
 I become a nurse. This has been my dream job
 ever since I was little. I always loved to
 look after my grandad when he got ill. I love getting

Past Present Future

Football is a very interesting sport and has a lot of
 skills and interests needed. Football used to only be played
 as a man's sport and had little pay. All footballs used
 to be played with a leather ball which was much
 heavier. However, now football is now based on both men
 and women, and but still has its rules on // and a

Now Space never ends
 Future with robots will be
 like sneezing and coughing.
 Present there will be
 disgusting food. // Now fashion
 is really good to me.
 Future we will transport
 anywhere I want to
 go. // Now computers are cool. //
 Now my house is a
 building. at home now I
 designed a // T-shirt. Present

Quantitative information

- Raw score for legible words
- Scaled score for legible words
- % illegible words
- Profile over 10 minutes

DASH² SECOND EDITION
Detailed Assessment of the Speed of Handwriting

Detailed Assessment of the Speed of Handwriting – Second Edition
Record Form

Name: EXAMINEE A		Gender: F		
School/College/University/Workplace: THE SCHOOL				
Location/Address: MILL ROAD, BIRMINGHAM, B2 5XV				
Class/year group: 11E		Year	Month	Day
Administered by: EXAMINER B	Date tested	2023	12	21
Hand used for writing: R/L	Date of birth	2008	3	20
Test setting: Individual group	Age	15	9	1

Core Scores

Task	Raw score	Scaled score
1. Copy Speed (CB): Words per minute* Version: A(1) / A(2) / A(3) / A(4)	27	12
2. Alphabet Writing (AW): Number of letters	83	12
3. Copy Fast (CF): Words per minute*	37	14
4. Free Writing (FW): Words per minute* Version: ML / PPS	24	11
Total Scaled Score (sum of Scaled Scores 1-4)		49
Total Standard Score		113

*Words per minute scores to a whole number; rounded down for decimals below .5; round up for decimals of .5 and above.

Confidence Interval: 95% (normal) Percentile rank: 103 to 120 81

See Table 8.2 of the DASH-2 Administration and Scoring Manual

Supplementary scores

Task	Raw score	Scaled score
Graphic Speed: Number of correct Xs	50	23
Copy Speed Difference (CF - CB):	10	15th percentile or below 50
Free Writing: % illegible words		0.83%

See Table 8.3 of the DASH-2 Administration and Scoring Manual

Scaled Score Profile

Free Writing Profile

Qualitative information

- Recorded on back page of the Record Form e.g.
- Process – 4 Ps
- Product – 7 Ss

The handwriting process and product

The 4 Ps

- | | |
|--|--|
| <input type="checkbox"/> Posture_____ | <input type="checkbox"/> Paper position_____ |
| <input type="checkbox"/> Pen grip_____ | <input type="checkbox"/> Pressure_____ |

Other observations (e.g. lack of 'flow'/fluency, discomfort/pain, fatigue, excessive visual monitoring when copying)

The 7 Ss

- | | |
|--|---|
| <input type="checkbox"/> Shape/letter formation_____ | <input type="checkbox"/> Size_____ |
| <input type="checkbox"/> Stringing together/joining_____ | <input type="checkbox"/> Spacing (words/letters)_____ |
| <input type="checkbox"/> Slant/Slope_____ | <input type="checkbox"/> Site/position on the line_____ |
| <input type="checkbox"/> Shakiness_____ | |

Overall legibility – within and across tasks

Relationship between speed and legibility (e.g. adequate speed/easy to read, adequate speed/hard to read, slow/easy to read, slow/hard to read)

Free Writing content (e.g. ideas, structure, grammar, vocabulary, spelling)

Additional measure I

- Handwriting Legibility Scale (HLS; Barnett, Rosenblum & Prunty, 2018).
- **5 criteria: Overall legibility, effort to read, layout on the page, letter formation and alterations.**
- Each given a score of 1-5.
- Summed to give total score (5-25).
- Higher score = poor legibility.
- Low, medium, high categories.

December 2017 RIDD

For the first three components, consider your overall impression of the writing:

A. Legibility - An overall impression of global legibility based on your first reading of the text.

1 – On first reading, all words are legible

5 – On first reading, only few words are legible

1 2 3 4 5

|-----|-----|-----|-----|

B. Effort - An overall impression of the amount of effort required for you to read the script the first time.

1 – On first reading, no effort is required to read the script

5 – On first reading, the script is extremely effortful to read

1 2 3 4 5

|-----|-----|-----|-----|

C. Layout on the page - An overall impression of the layout of writing on the page. Well organised handwriting is consistent, with elements appropriately positioned in relation to each other (e.g. the position of the margin, placement of letters on the baseline, spaces within and between words).

1 – Very good layout on the page.

5 – Very poor layout on the page.

1 2 3 4 5

|-----|-----|-----|-----|

Now focus on individual letters/words in more detail:

D. Letter formation - An overall impression of letter formation. Well formed letters are appropriately shaped, contain all necessary elements, neat letter closures and are consistent in size and slope.

1 – All letters very well formed

5 – Most letters very poorly formed

1 2 3 4 5

|-----|-----|-----|-----|

E. Alterations - An overall impression of the attempts made to rectify letters within words. Includes the addition of elements, re-tracing or re-writing of letters.

1 – There are no additional elements, re-tracing or over-writing of letters within words.

5 – Most words contain additional elements, re-tracing or over-writing of letters.

1 2 3 4 5

|-----|-----|-----|-----|

Sum score (quality of the written product): _____

Additional measure II

- Writing Quality Scale (WQS; Stuart & Barnett, 2023) for students in Higher Education.
- **6 criteria: content & development, structure & organization, vocabulary, sentence structure, punctuation, spelling.**
- Each given a score of 1-4.
- Summed to give total score (6-24) .
- Higher score = poor written compositional quality.
- Low, medium, high categories.

Criteria	Score
1. Content and Development	
• Ideas are fully extended and elaborated, using descriptive detail that results in a coherent text that engages the reader.	1
• Ideas are extended, and most ideas are also elaborated with the use of descriptive detail to provide a coherent text.	2
• Ideas are extended but not elaborated. The text may appear 'list-like' and lack coherence.	3
• Ideas are not extended or elaborated and/or contain only minimal descriptive detail. May contain just a list of ideas with no extension of detail and/or be incoherent.	4

Criteria	Score
3. Vocabulary	
• Precise, well-chosen words are used that are appropriate for conveying the intended meaning and show variety for retaining the reader's interest and engagement.	1
• A good choice of words is used, appropriate for conveying the intended meaning.	2
• Appropriate choice of words to convey meaning but may rely on the repeated use of a limited number of words and/or contain some inaccurate or inappropriate word choices that may impact on the intended meaning.	3
• Choice of words may be inaccurate or inappropriate for context and impact on the intended meaning.	4

Example case: getting the most out of Free Writing

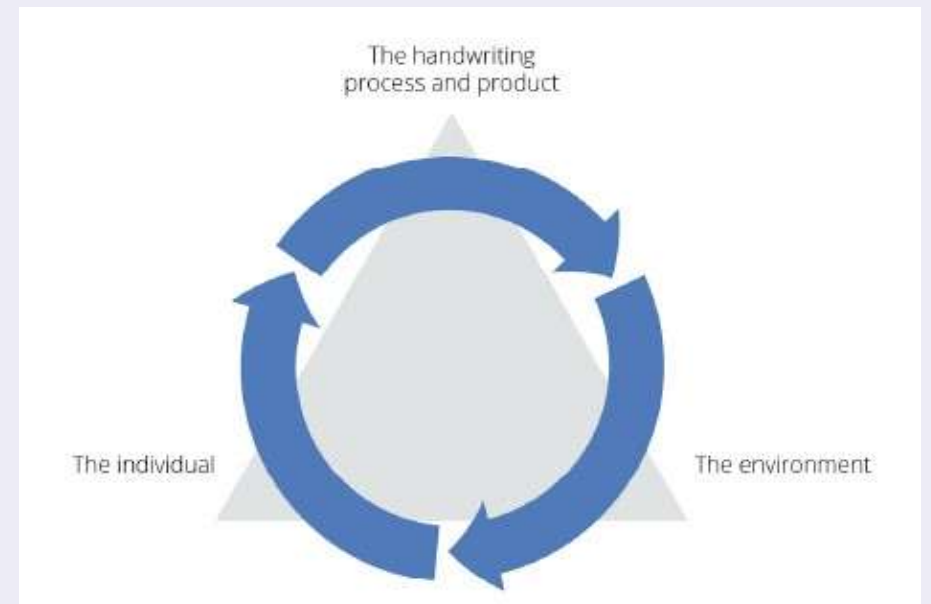
18 year old with dyslexia

- DASH-2 Total SS: 64
- Free Writing scaled score: 4, % illegible words: zero
- HLS: 16 (high), WQS: 21 (high)

This is about my life well my life is ~~always~~ busy im 18 years old (19 in less than a month) I am studying at Richmond upon Thames college, // where I am taking a Btec National Diploma in Performing Arts. I also have a strong passion for technical theatre A // and that is something i wish to study at universities or at a Drama School. I am also ~~still~~ putting on my own show in college this show will be // the Rocky horror picture show which i am to put on in June of 2009. I have also taken part in A // Cross College (people who don't just study Performing Arts) which was a production ~~manager~~ of Les Misérables which was a huge success.

Interpretation in context

- Handwriting process and product
- Background about the individual
- Background about the individual's environment



References to other assessment tools

- Barnett, A.L., Prunty, M. & Rosenblum, S. (2018). Development of the Handwriting Legibility Scale (HLS): a preliminary examination of Reliability and Validity. *Research in Developmental Disabilities*, 72, 240-247.
- Henderson, S.E., & Barnett, A.L. (2023). *Movement Assessment Battery for Children – 3rd Edition (Movement ABC-3). Test manual*. Pearson.
- Henderson, S.E., & Barnett, A.L. (2023). *Movement Assessment Battery for Children – 3rd Edition (Movement ABC-3). Checklist manual*. Pearson.
- Stuart, N.J. & Barnett, A.L. (2024). *Writing quality scale (WQS): HE version. Administration and scoring guide*. Oxford, England: Oxford Brookes University.

Thank you for listening!

Further information:

www.pearsonclinical.co.uk

www.annabarnett.co.uk

abarnett@brookes.ac.uk