Handwriting: Current Trends in Occupational Therapy

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Citation Report

#	Article	IF	Citations
1	The Development of the Tool for Optimizing Written Productivity (TOW-P). Physical and Occupational Therapy in Pediatrics, 2002, 22, 5-22.	0.8	2
2	Use of a task-oriented self-instruction method to support children in primary school with poor handwriting quality and speed. Human Movement Science, 2003, 22, 549-566.	0.6	72
3	Test of Visual Perceptual Skills--Revised: An Overview and Critique. Scandinavian Journal of Occupational Therapy, 2003, 10, 3-15.	1.1	26
4	Motor-Free Visual Perception Test â€" Revised: An Overview and Critique. British Journal of Occupational Therapy, 2003, 66, 159-167.	0.5	11
5	Visual Motor Skills in Homeless Children. Occupational Therapy in Health Care, 2003, 16, 15-28.	0.2	2
6	Assistive Technology and Handwriting Problems: What do Occupational Therapists Recommend?. Canadian Journal of Occupational Therapy, 2004, 71, 150-160.	0.8	19
7	Profile of paediatric occupational therapy practice in Australia. Australian Occupational Therapy Journal, 2005, 52, 311-325.	0.6	76
8	Discriminant validity of the Developmental Test of Visual-Motor Integration in relation to children with handwriting dysfunction. Australian Occupational Therapy Journal, 2005, 52, 109-115.	0.6	44
9	Improving handwriting without teaching handwriting: The consultative clinical reasoning process. Australian Occupational Therapy Journal, 2005, 52, 199-210.	0.6	42
10	A comparison of Canadian and Australian paediatric occupational therapists. Occupational Therapy International, 2005, 12, 137-161.	0.3	38
11	Paediatric Occupational Therapy University Programme Curricula in the United Kingdom. British Journal of Occupational Therapy, 2005, 68, 457-466.	0.5	7
12	Keyboarding for Students with Handwriting Problems. Physical and Occupational Therapy in Pediatrics, 2005, 25, 119-147.	0.8	21
13	Measurement and Prediction of Motor Proficiency in Children Using the Bayley Infant Scales and the Bruininks-Oseretsky Test. Physical and Occupational Therapy in Pediatrics, 2005, 25, 59-79.	0.8	16
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15	A review of paediatric occupational therapy university curricula in South Africa: Part one. International Journal of Therapy and Rehabilitation, 2006, 13, 103-108.	0.1	2
16	A review of paediatric occupational therapy university curricula in South Africa: Part two. International Journal of Therapy and Rehabilitation, 2006, 13, 151-158.	0.1	3
17	A Profile of Canadian Pediatric Occupational Therapy Practice. Occupational Therapy in Health Care, 2007, 21, 39-69.	0.2	25
18	Handwriting Performance on the ETCH-M of Students in a Grade One Regular Education Program. Physical and Occupational Therapy in Pediatrics, 2007, 27, 43-62.	0.8	34

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19	Therapeutic practice resulted in moderate improvement in handwriting ability for children with poor handwriting when compared with sensorimotor intervention, but not when compared with a control group. Australian Occupational Therapy Journal, 2007, 54, 239-240.	0.6	0
20	Kinaesthetic training was no more effective than handwriting practice or no treatment in improving kinaesthesis or handwriting speed and legibility in gradeâ€one students. Australian Occupational Therapy Journal, 2007, 54, 240-242.	0.6	0
21	Handwriting development, competency, and intervention. Developmental Medicine and Child Neurology, 2007, 49, 312-317.	1.1	543
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24	Use of Assessment Methods in Paediatrics: The Practice of Private Occupational Therapists. British Journal of Occupational Therapy, 2008, 71, 524-530.	0.5	3
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57	<scp>B</scp>eeryâ€<scp>B</scp>uktenica <scp>D</scp>evelopmental <scp>T</scp>est of <scp>V</scp>isualâ€<scp>M</scp>otor <scp>I</scp>ntegration (<scp>B</scp>eeryâ€<scp>VMI</scp>): lessons from exploration of cultural variations in visualâ€motor integration performance of preschoolers. Child: Care, Health and Development, 2015, 41, 213-221.	0.8	29
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