



# WORKING WITH WRITING SKILLS DURING COVID TIMES THROUGH ONLINE WRITING MADE EASY TRAINING PROGRAM: A RETROSPECTIVE ANALYSIS

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ALL AUTHORS HAVE DECLARED NO CONFLICT OF INTEREST

## Introduction

- During the COVID-19 outbreak, paediatric therapies revolved around supporting the immediate family members to influence child's development.
- Writing continued to be an essential occupation for children, in fact requiring more support considering online schooling.
- The multidimensional approach highlighted by International Classification of Functioning, Health and Disability (ICF) was applied for facilitating writing intervention.
- This was simplified for caregivers including professionals, teachers and family members in the form of a training Writing Made Easy (WME). This study aims to describe structure and impact of the WME.



PC: Sarah Mithibhorwala

## Methodology

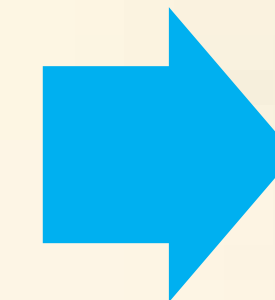
### Content Development

- Analyzing the activity of "Writing" through the ICF lens
- Emphasis on child's skills and the role of the environment



### Training Delivery

- Guided by the adult learning principles
- A visual handout addressing varied literacy levels created as take-away



### Implementation

- Five rounds conducted between April 2020 to March 2021
- Participants involved therapists, teachers and caregivers



### Data collection

Multiple choice questionnaire to assess participants' immediate reaction i.e. the relevance, satisfaction and ease of understanding the topic

## Results

### 110 participants

Therapists – 60, Teachers – 20 and Caregivers – 30

### 96.6 % immediate reaction

Relevance, satisfaction and ease of understanding the topic

### Focus on child's skills & environment

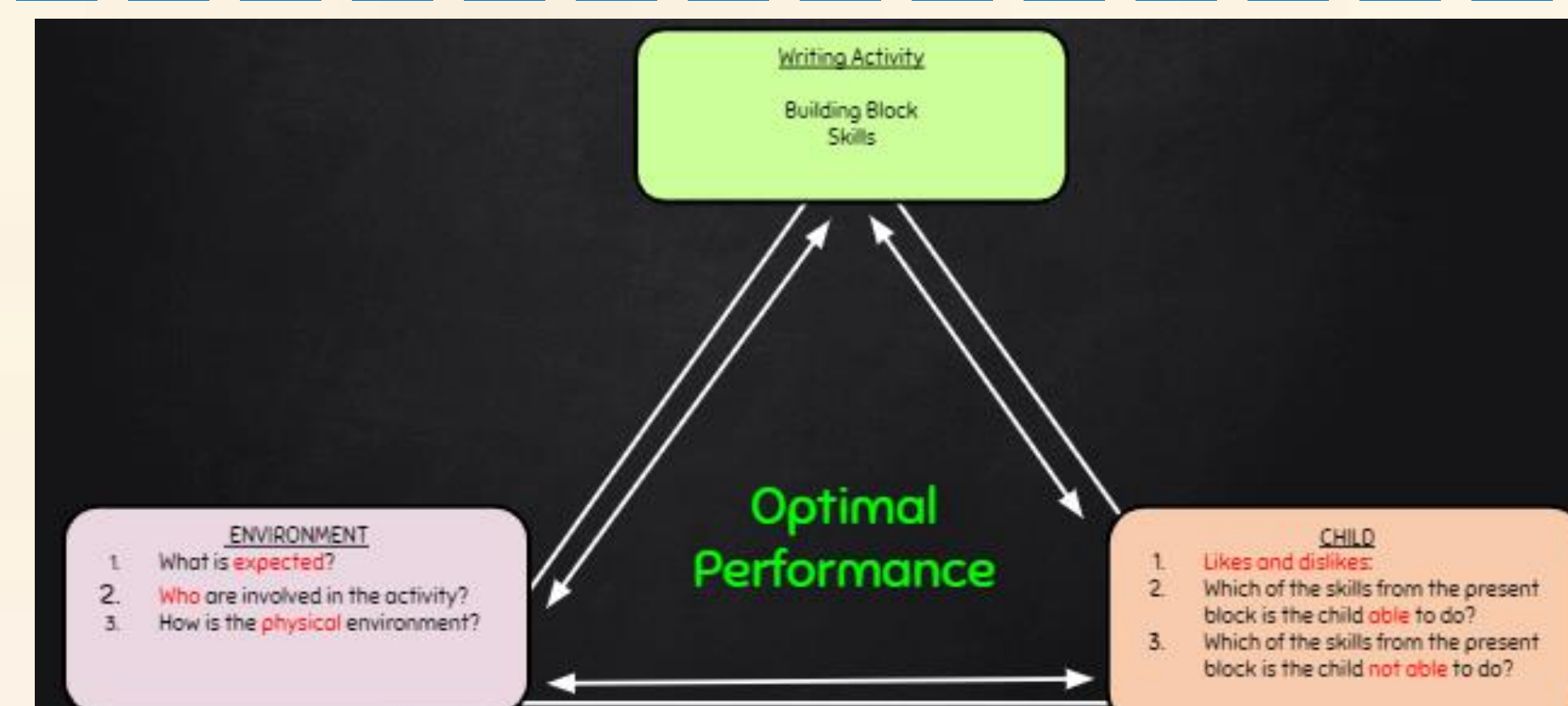
Writing is an outcome when both are targeted

### Opened possibilities

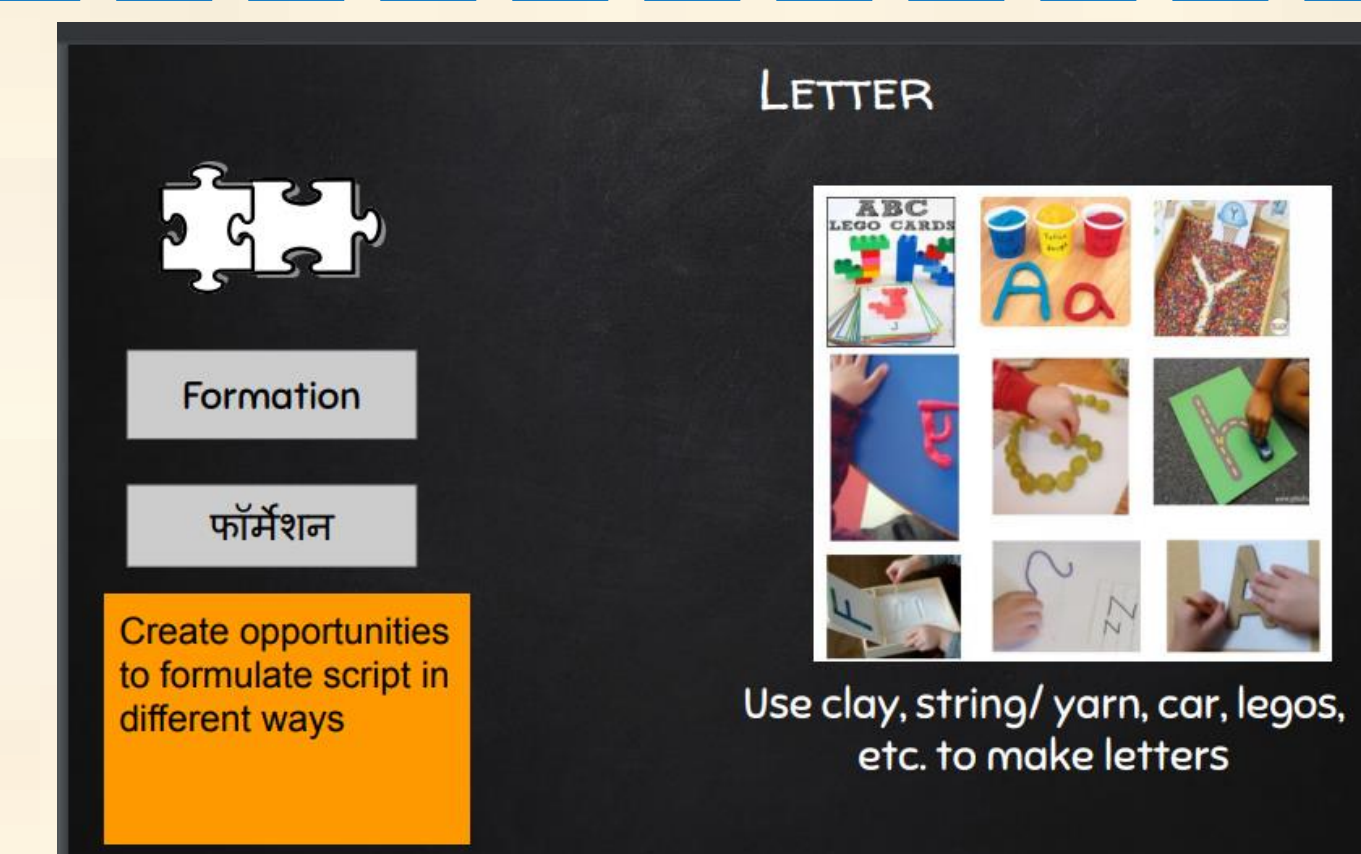
Need to leverage and advocate for child's rights  
Exploring alternate ways such as use of technology

## Conclusion

- For children to participate in life situations, thinking beyond therapy rooms is needed.
- Training programs targeting children's proximal social environment, is one such setting.
- Keeping 'participation' in the focus opens multiple possibilities and ways to reach the end goal.
- Such a training was well accepted by the participants.



Training slide - interplay between Writing Activity, Child's skills and Environment



A page from the handout

## Acknowledgements

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