

**Chwirka, B., Gurney, B., & Burtner, P. (2002) Keyboarding and visual-motor skills in elementary students: A pilot study, Occupational Therapy In Health Care, 16:2-3, 39-51**

**Quantitative or Qualitative:** Quantitative

**Purpose of Study:**

- This pilot study investigated the effect of a structured keyboarding program on children's visual-motor (eye-hand coordination) and written communication skills.

**Length of Study:**

- Eight months, 15 minutes of keyboarding instruction daily

**Number of Participants (Sample Size):**

- 66 grade 2 students
- Experimental group (n=32); Control Group (n= 34)

**Method Used:**

- Students in experimental group received daily typing instruction for eight months
- Students in the experimental group received the prescribed typing program 'All the Right Type' (Ingenuity Works, 1999).
- Students' part of a control group did not receive any instruction.
- Students in both groups were tested on the Slosson Visual-Motor Performance Test for Children and Adults before and after keyboarding instruction.

**Results:**

- The keyboarding (experimental) group showed a 15.0% increase in raw scores compared to an 8.9% increase in the non-keyboarding (control) group ( $F = 5.184, p < .05$ , effect size .67).
- A 5.4 % increase in standard scores was shown compared to a 2.3% increase in the non-keyboarding group ( $F = 4.01, p < .05$ , effect size .68).
- A significant difference in visual-motor abilities for children who received keyboarding instruction compared to children in the control group.
- The typing speed of these children approached handwriting speed. This suggests that typing can be a compensatory handwriting approach at this grade level; and it asserts that keyboarding is a reasonable skill expectation for grade 2 students and that they can achieve keyboarding proficiency.
- This article provides some clinical implications for keyboarding and it also suggestion for an optimal keyboarding program.