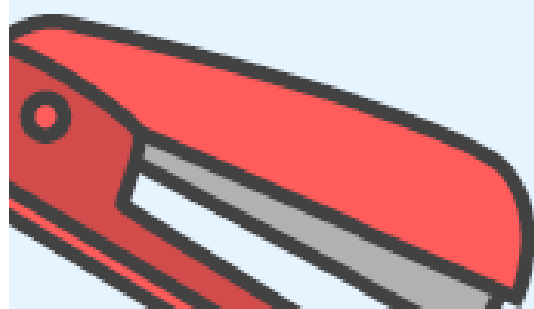




OCCUPATIONAL THERAPY
CHILDREN AND YOUNG PEOPLE

TYPING & IT

RESOURCE PACK
FOR SCHOOLS



Typing & IT

Introduction

The focus of this resource pack is to provide information and practical tools/strategies for the development of typing skills.

An evidence form can be found in Appendix 3 to help document which resources and activities have been trialled to help with skill development. If you feel you require further advice and/or assistance after using this pack, please contact the Occupational Therapy Department.



All images within this booklet have been sourced from CANVA. www.canva.com

Contents Page

To use this pack use the “What to Consider?” approach to become familiar with all the elements required for successful typing skills.

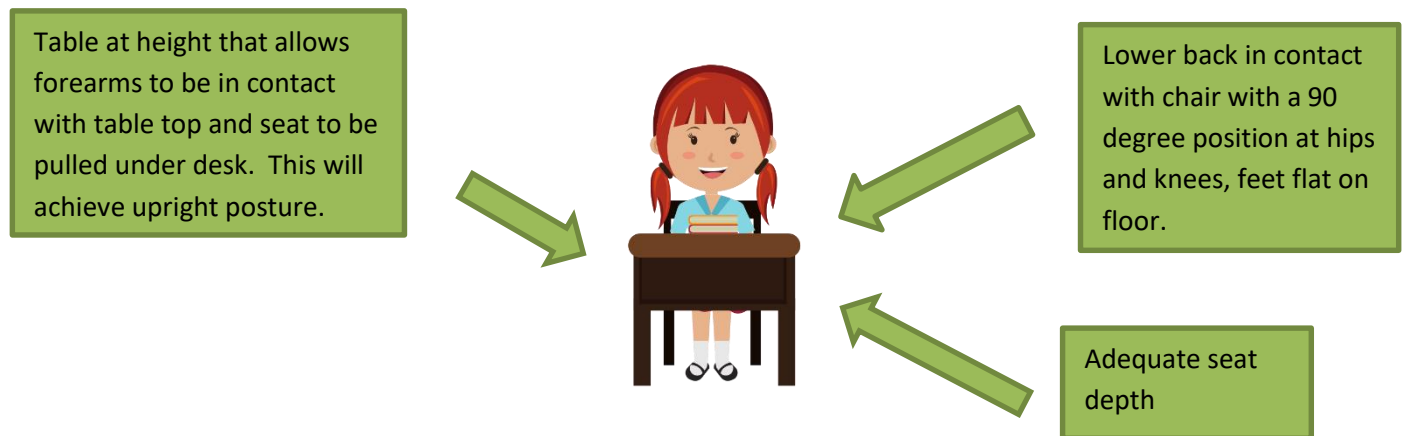


What to consider?

Posture

Ergonomics

Good sitting posture provides children with a stable base. In the first instance, the basic ergonomics of furniture should be considered to ensure effective seated posture is achieved.



- Try not to overstretch fingers when typing and try to keep a soft touch on the keys.
- Ensure forearms are fully supported by the desk- resting forearms or wrists on the edge of the desk can lead to pain and discomfort and impede free movement in your hands.

If a child has poor seated posture, this can put stress on muscles and joints and can affect the quality of the typing work they produce. When typing, try not to bend hands at wrists, ensure the forearm is supported by the table and the child is displaying suitable posture as above.

Check if Furniture is the appropriate size



Age	8-11 years	11-14 years	14-Adult
Seat Height	38cm	43cm	46cm
Desk Height	64cm	71cm	76cm

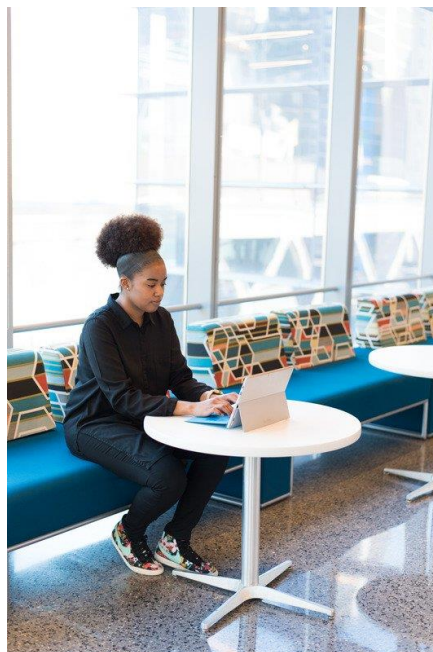
What to consider? Posture continued...

Other considerations

If the furniture is suitable, observed poor posture may mean that the child is experiencing difficulties with their core strength and stability. Core strength, alongside shoulder stability provide a stable base for controlling a child's arms, hands and ultimately pencil/typing.

The table below offers suggestions for some of the presentations you may see in the classroom relating to poor posture:

Presentation	What to try?
1. Slouched back in chair	Tilting a child's pelvis forward can improve posture at their lower and upper back. Initially we would recommend trying a rolled up towel placed at the base of the child's back (lumber curve). The posture pack or wedge cushion will also help with correcting slumped posture. Purchase information can be found within Appendix 1 of our Handwriting Resource Pack.
2. Constant movement or shifting positions	Postural Alerting Strategies and regular movement breaks – see Appendix 2. Air filled cushion (allows a child to move but limits need to move excessively). Purchase information can be found within Appendix 1 of our Handwriting Resource Pack.



What to consider? When to start typing?

For some children who really struggle with handwriting and have done for a long time, a useful skill to develop may be touch typing.

When to introduce typing practice?

It is recommended that keyboarding is introduced in the latter half of primary school, once children have had sufficient time to develop manuscript handwriting. Handwriting ability is NOT a factor in learning to keyboard; however, please bear in mind keyboarding is still a motor skill which will need to be taught.

Points to consider/Factors for success:

- Keyboarding experience- children who use computers to do homework demonstrate higher baselines and develop keyboarding skills faster.
- Age- Older students (Primary 6 and 7) progress faster than younger students (Primary 4 and 5)
- The content of handwritten text/composition is about 2 years better than the content of typed text
- There is some evidence that the physical act of handwriting helps the flow of ideas for written composition in ways which keyboarding doesn't.
- Handwriting in 8-12 year old children is generally faster than their typing.
- Handwriting and typing are 2 different skills. They both have to be taught and automated.
- It is only when children are able to type as fast as they can write, that typing forms a good replacement for handwriting.
- To help develop skills, little and often practice should be adopted, ideally daily practice. It may be helpful for typing goals to be included into a child's educational plan.



What to consider?

Typing Resources

There are many free resources available online aimed specifically at teaching children touch typing skills. Remember to monitor the child playing the games or carrying out the exercises as they may fall into bad habits of typing with single fingers or only one hand.

Typing games

- www.freetypinggames.com
- www.rapidtyping.com
- www.freeonlinetypinggames.com
- www.onlytypinggames.com

Typing programmes

- Dance Mat Typing available at www.bbc.co.uk/schools/typing
- www.doorwayonline.org.uk

Recording progress

A typing progress sheet can be found in Appendix 1. This progress sheet should be utilised in conjunction with the Doorway Online typing programme to help document typing accuracy and speed. Please find some tips below to help with practice.

- When learning to touch type it is recommended accuracy is focused on first and speed will come second to this. However it may be useful to establish a starting speed.
- Encourage use of both hands for the appropriate sides of the keyboard. Be aware children may not have appropriate hand reach to access all keys with each finger.
- It is expected a child will have to complete the chosen typing programme several times before becoming proficient.
- It is advised only one exercise is completed per practice session. Daily practice is most beneficial however a minimum of 3 times per week would be appropriate if this is not possible.



What to consider?

Speed & when to switch to IT?

How fast should typing be?

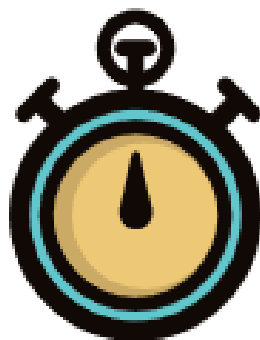
There is, in fact, no set standard for how fast children and teens should be expected to type at a particular age or grade level. Some research, however, does provide some insight into expected rates. The table below provides a rough guide of expected keyboarding rates at different age levels. Please bear in mind if a student has learning difficulties and/or disabilities these will impact on speed. It is also worthwhile remembering copying speed will be faster than composition speed. The rates below refer to copy speed.

Class Level	Recommended Keyboarding Speed (Words per minute)
Primary 5 and lower	No expectations. Focus on accuracy and technique only
Primary 6	14
Primary 7	17
1 st year	20
2 nd Year	25
Teens	35-45
Adults- in jobs with lots of keyboarding	35-50

Speed Test

A typing and writing speed test can be performed to establish baseline speed before practice. This can be done by getting a child to copy the sentence below by hand and by typing for a 10 minute period. The total number of words produced divided by 10 will provide the words per minute speed for each activity. It is suggested progress with typing speed is monitored with a speed test on a termly basis.

The quick brown fox jumps over the lazy dog.

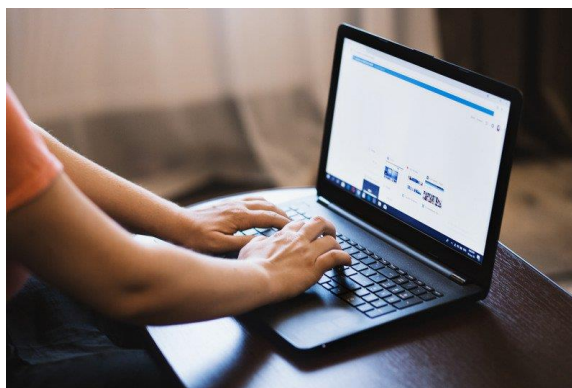


What to consider?

Speed & when to switch to IT? Continued...

Recommendations before using IT to record work

- When learning typing skills using a combination of regular touch typing practice and real life computer practice to record suitable pieces of work or homework is recommended.
- Before switching to sole use of IT to record work, keyboarding rates should be similar to handwriting rates to avoid frustration.
- It is usually recommended students are able to type around 12-14 words per minute before using an Alpha smart or similar IT device for recording work.
- Consider use of IT to record work in conjunction with continued handwriting for some subjects which are not as suitable for use of IT, such as maths.
- Consider use of other strategies to help lower amount of written work expected, such as use of prepared worksheets and notes.
- Consideration should be given to examinations. If using IT to record work during exams, pupils can simply use the computer to record answers from a standard exam paper. Alternatively digital exam papers are available from Scottish Qualifications Authority.
- In addition to using IT, consider if the student requires extra time to complete work/exams.
- Consider liaising with the learning support teacher for your school for further information/guidance on how to access IT resources within your area.



Appendix 1
Doorway Touch Typing Progress Chart

Exercise	Date	Accuracy Score	Time Taken	Comments
Exercise 1 (home keys, 1)				
Exercise 2 (home keys, 2)				
Exercise 3 (add g & h)				
Exercise 4 (add t & i)				
Exercise 5 (add e, 1)				

Exercise 6 (add e, 2)				
Exercise 7 (add m, 1)				
Exercise 8 (add m, 2)				
Exercise 9 (add u & r)				
Exercise 10 (add c)				
Exercise 11 (add w & o)				

Exercise 12 (add y & p)				
Exercise 13 (add b & n)				
Exercise 14 (add q & t-1)				
Exercise 15 (add q & t-2)				
Exercise 16 (add v)				
Exercise 17 (add z & x)				

Exercise 18 (punctuation 1)				
Exercise 19 (capitals-l)				
Exercise 20 (capitals-r)				
Exercise 21 (mixed caps)				
Exercise 22 (Commas etc.)				
Exercise 23 (apostrophes)				

Exercise 24 (acronyms)				
Exercise 25 (names-1)				
Exercise 26 (names-2)				
Exercise 27 (sentences-1)				
Exercise 28 (sentences-2)				
Exercise 29 (sentences-3)				

Exercise 30 (the year)				
Exercise 31 (punctuation, difficult chars)				
Exercise 32 (numbers 1)				
Exercise 33 (numbers 2)				
Exercise 34 (days and months)				
Exercise 35 (punctuation 3)				

Exercise 36 (speech etc.)				
Exercise 37 (jokes)				
Exercise 38 (brackets)				
Exercise 39 (wisdom, 1)				
Exercise 40 (wisdom, 2)				
Exercise 41 (wisdom, 3)				

Exercise 42 (lyrics 1)				
Exercise 43 (lyrics 2)				
Exercise 44 (lyrics 3)				
Exercise 45 (definitions)				
Exercise 46 (questions)				
Exercise 47 (quotations)				

Exercise 48 (quotations)				
Exercise 49 (quotations)				
Exercise 50 (quotations)				
Exercise 51 (quotations)				
Exercise 52 (quotations)				
Exercise 53 (quotations)				

Exercise 54 (quotations)				
Exercise 55 (quotations)				
Exercise 56 (The End and Thanks)				
Character Test				

Appendix 2

Postural Alerting Strategies

Deep pressure techniques

These help to “waken up” the system in readiness for work and stimulate the postural muscles. These activities provide feedback to the muscles and sensory system and are calming. They do not have to be completed all at the one time, but one or two before concentrated periods of work may be useful and can become part of the routine before pencil tasks.

These can improve a child’s focus and attention to task.

- **Hand presses:** get the child to press their hands together firmly and hold for 5 seconds, release and repeat
- **Shoulder press:** An adult can press down firmly on the child’s shoulders, hold, release and repeat
- **Press down on head:** the child can lift their arms above their head, bring their hands together on top of their head and press down
- **Resistance exercise:** get your child to push firmly against your hands, release and repeat
- **Wall push ups:** Arm push-up against safe part of wall 3 times.
- **Table press-ups:** do 5 press ups at the table
- **Chair presses:** At seat, you can provide gentle pressure to spine by gently pushing down on seat to lift body up to take partial weight off seat and hold for 2-3 seconds.
- **Stretches:** Entire body stretch standing reaching to the sky while up on toes or on floor to get full stretch of arms, spine and legs with toes pointed.
- **Self-hugs:** Stretch arms outward to full width stretch, then give self a big hug while pulling in toward the bellybutton afterward.



Appendix 3 Evidence Form

Please use this form and send as evidence of additional work completed with the child, prior to making a request for assistance to the Occupational Therapy Department.

Hours of Practice per week.....

Observed difficulty	Activities/Skills Practiced	Observations/progress
<p>Example</p> <p>Ongoing difficulties with handwriting, slow and difficult to read</p>	<p>Practice of suitable handwriting programme- Teodorescu programme. Practice of touch typing- BBC dance mat.</p>	<p>Little progress with written work- written work still messy and illegible. Typing speed remains slow.</p>

Contact us:

If you have any questions or concerns regarding the resource pack, please contact the Occupational Therapy Teams at Douglas Street Community Clinic, Hamilton on 01698 368705 or Coathill Hospital on 01236 707778

Further information on the topics covered in this pack and a range of other useful resources can be found on the KIDS Scotland web page. The website is a specifically designed NHS website for Children and Young People hosted by NHS Greater Glasgow and Clyde.

<http://www.nhsggc.org.uk/kids/>

In addition we regularly post activity ideas and general information on our Facebook page and Twitter account.

Please follow our Social media Pages:



NHS Lanarkshire Children and Young People, Occupational Therapy



@OccupationalTh4

If you have any queries or concerns please contact NHS Lanarkshire Occupational Therapy, Children and Young People:

South Team – Douglas Street Community Health Clinic (01698 368714/705)

North Team – Glenorchy Building, Coathill Hospital (01236) 707778

