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**NINCDS COLLABORATIVE
PERINATAL PROJECT
A User's Guide to the Project and Data**

**Volume II: Project Study Forms
and Documentation of Transfer
to Computerized Data items
in Master File**

**Part I: Psychological Exams, Four Years
and Seven Years**

December 1983

**Prepared for
the National Institute of Neurological
and Communicative Disorders and Stroke
under Contract 2311105150**

 **Battelle**
Pacific Northwest Laboratories

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**NINCDS COLLABORATIVE PERINATAL PROJECT:
A USER'S GUIDE TO THE PROJECT AND DATA**

**Volume II. Project Study Forms and Documentation
of Transfer to Computerized Data Items
in Master File**

Part I. Psychological Exams, Four Years and Seven Years

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INTRODUCTION

DOCUMENT OBJECTIVES AND READER ASSUMPTIONS

Volume II, Project Study Forms and Documentation of Transfer to Computerized Data Items in Master File, provides researchers with detailed documentation for how data were collected, coded and stored on the data base. Volume II will help investigators decide: if data were collected in a suitable way for addressing particular research questions; if revision of forms affected the collection of specific data items; if data were coded on master, variable or work files, or are available only on microfilm. The reader is assumed to be the principal investigator for a project in which data from the data base will be used.

DOCUMENT STRUCTURE

Because of its size, this volume is divided into ten separate parts, each containing material on a group of forms related by subject. Each part groups together similar study forms. Generally, a part covers a single time period. The parts do not correspond exactly to the hierarchical classification structure described in Volume I. The parts of Volume II include:

- A. Prenatal Record and Medical History
- B. Labor and Delivery
- C. Pathological Exams and Autopsies
- D. Family and Socioeconomic History
- E. Neonatal Exams and Observations
- F. Pediatric and Neurological Exams, Four Months - One Year
- G. Pediatric Neurological Exams, Seven Years
- H. Psychological Exams, Eight Months
- I. Psychological Exams, Four Years and Seven Years
- J. Speech, Language and Hearing Exams, Three Years and Eight Years (Final)

This part of Volume II contains Part I: Psychological Exams, Four Years and Seven Years and includes Forms PS-20 through PS-25, PS-26 and PS-30 through PS-38.

To allow easy access to the data as they appear on the master file, all documentation for each form or form grouping representing a card series on the master file is identified by form number appearing at the bottom of each page. Forms are arranged in what may appear to be illogical numerical order in some cases, but the arrangement presented here ties forms and their revisions together and allows an investigator to trace an item through all revision cycles. Thus, in Part A of Volume II, OB-42 follows OB-9 and OB-10 appears next to OB-44 and OB-45. (For an explanation of how the master file was organized to result in this ordering, see the next section of the Introduction.)

All material related to a form is organized as a single unit within each part of Volume II. The material included for each form is given below in the order it appears:

- Descriptive Summary of Form. Includes purpose of form, history of use, revisions and location of records stored on Master File. A table is provided for each form (except those on microfilm only) showing the number of records available for each revision.
- Data Items Referencing Form. A list of all data items in computer files originating from form. List ordered by data item identification with reference to item number on form.
- Form. Copy of last revision of form.
- Form item numbers linked to data items. A list organized by form item numbers of all computerized data items originating from the form.
- Definition of codes. Coding instructions detailing the codes assigned to each computerized data item from the form.
- Master File Card Image. Illustrates transfer of data on form to Master File card.
- Instructions for Completing Form. The instructions used by study personnel to complete the form for each case.
- Earlier Forms or Manuals. Copies of earlier versions of forms or manuals that were used during the study.

MASTER FILE ORGANIZATION AND REVISION OF FORMS

Some understanding of how the master file was organized should aid investigators who want to trace the entry of data into computerized study files. The numbering system used both on forms and cards provides information on how data may be retrieved from the master file.

Forms

The first forms used in the study were the OB forms; as a consequence, this group of forms underwent the most revision. At first glance, it appears that forms disappear from the file and reappear in strange or bewildering places. In actuality, revisions were made according to a specific method.

Two types of revision and subsequent recodes appear in the master file, both of which appear in the OB series. In the first type of revision, radical changes in the concept of a form created a need for new coding in the computer file. Form OB-9, for example, was replaced by forms OB-40 (an optional form retained by the institution), OB-42, and OB-43 in April 1962. Data for earlier patients were recorded on OB-9 and entered on cards 1309, 2309, 3309 and 4309 of the master file; after April 1962, data was recorded on OB-42 and OB-43 and were entered on cards 0342, 1343 and 2343 of the master file.

In the second type of revision, the Collaborative Perinatal Task Force considered revisions important enough to warrant the distinction of a new form number, but considered the data for both forms to be similar enough to allow combining of data from both the old and new forms on the same card series. An example of this type of revision is form OB-35, replaced by OB-57 in April 1962. Records for both OB-35 and OB-57 are entered on cards 0357, 1357, 2357, 3357, 4357, and 5357 in the master file.

In assigning numbers to forms and their revisions, designers of the study followed a plan: prenatal records, history, and summaries of the prenatal period received numbers 1 through 15; when revised, these forms were assigned numbers in the forties. Labor and hospital records appeared on the 30 series of forms. When these forms were revised, they were assigned numbers in the fifties. Some OB data in the master file were abstracted by NINCDS staff members from forms filled out at the hospital. Cards derived from this procedure were designated as coming from forms ADM-49, 50 and 51 (which were actually ABSTRACT SHEETS). Autopsy protocol and laboratory exams of the placenta were recorded on forms PATH-1, PATH-2 and PATH-3.

Forms for recording family health history and genetic information during pregnancy also received a fair amount of revision. Early records appear on forms FHH-1,2,3 and 4. With revisions in April 1963, form SE-1 replaces part of FHH-1 and FHH-3; FHH-2, FHH-4 and parts of FHH-1 and FHH-3 were replaced by

forms GEN-5 through GEN-8 in May 1961. Form FHH-9, initiated in November 1965 for collection of socioeconomic data at time the child was seven years of age, was not replaced or revised.

The PED series of forms underwent little revision. Records for newborn babies appeared in PFD-1 through PED-8; records for children up to age one and interval records were placed on PED-10 through PED-29. Seven year records were included in the series numbered PED-74 and up. Only one pediatrics form was radically revised: PED-7 was replaced by PED-8 in March 1963.

No replacements occur in the PS series, where results of psychological and speech, language and hearing tests were recorded. The PS forms are divided into distinct groups based on time of testing and subject of testing. Psychological testing occurred at 8 months, 4 years and 7 years; speech, language and hearing exams were administered at ages 3 and 8. Only the 8 month psychological examination underwent substantial revisions.

Master File Card Number and NINDB Case Number Rationale

Computer cards for each NCPP study form are numbered to reflect their origin and possible revisions. Card numbers are assigned to identify the type of data (subject), the presence of multiple cards in a series, NCPP study form and form revisions. The first five digits of each card on the master file are the card number. The study forms and card numbers are given in Figure 1.

The first fourteen columns of each master file computer card contain the master file card number and the NINDB case number. Table 1 identifies the function of each of these columns.

Column 1 identifies multiple cards in a series. It contains a zero for cards unique to a particular form (that is, no other cards are present), for example OB-3, or for cards where repetitive data are contained. Cards for OB-2 are an example of this second type; no new categories of information are included on successive cards, but previous births in excess of four must be recorded on an add-on card. For card series where data entered are unique to a card and more than one card is required to complete the series, a "1" is used to designate the first card, for example OB-5. OB-57, PATH-2 and PED-14 are exceptions to these rules.

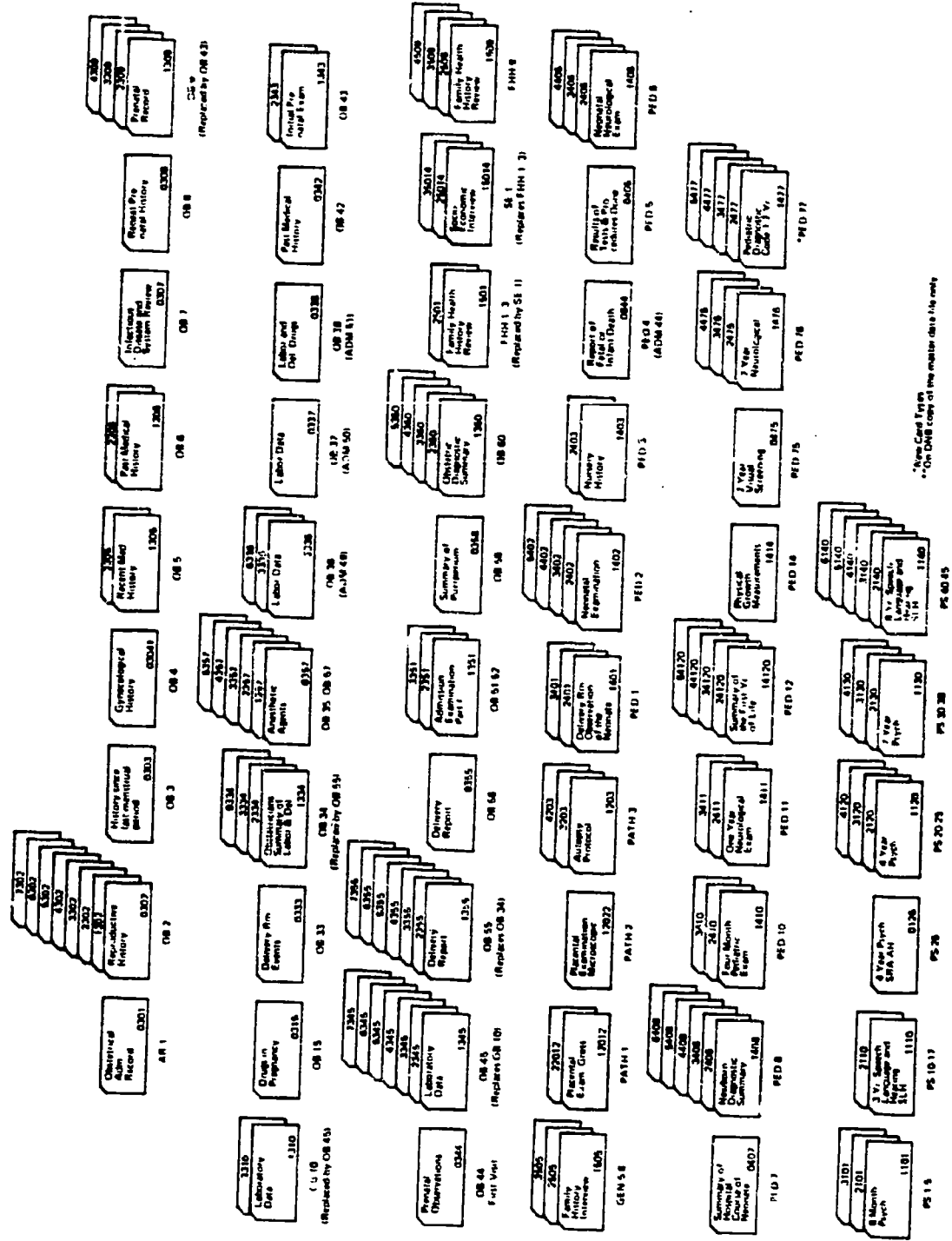


FIGURE 1. Cards on the Master Data File

TABLE 1. Derivation of Master File Card Number and NINDB Case Number.

<u>Contents</u>	<u>Columns</u>
Master File Card Number	
card identifier	1
general subject matter	2
form number	3-4
revision code	5
NINDB Case Number	
collaborating institution	6-7
type of patient selection	8
gravida identification number	9-12
order of the pregnancy	13
identifies child or gravida	14

The second digit on the card reveals the general subject matter covered by data on the card. All cards containing information pertaining to obstetrics, for example, are designated by a "3" in column 2; family histories are designated by a "5"; pathology with a "2"; pediatrics, with a "4"; and psychological testing with a "1".

Columns three and four reveal the form number. In the case of forms where old and new forms having different numbers are included together, the number of the latest form appears on the master file. This rule does not apply to data abstracted from several forms by NINCDS staff (ADM forms).

Column 5 of the card contains a revision code indicating which form or combination of forms was used in arriving at data on a particular card. A typical card will have one to three revision codes, with a zero indicating the first version of a form and "1", "2", and "3" indicating later revisions. As a rule, revision codes used on cards differ from card to card; investigators should check the definition of codes provided in Volume II to determine the meaning of revision codes used.

Each woman and child studied in the project received a unique case number (NINDB case number) composed of nine digits, recorded in columns 6 through 14 of all master file cards. The case number identified the institution, the mother and the child. The first two digits represented the collaborating institution (see Table 2). The third digit indicated the type of patient

selection. A "1" was used for patients selected for the central core study; a "6" indicated that a patient had been transferred from one institution to another, and a "7" indicated that the patient was part of a special study undertaken by the collaborating institution. The fourth through seventh digits were used to identify the gravida, while the eighth digit identified the order of the pregnancy of a given gravida in the project. The ninth digit was used to identify the gravida or child of the pregnancy; "9" indicated the gravida, "0" indicated the child of a single birth, "1" indicated the first child of a multiple birth, "2" indicated the second child of a multiple birth, etc.

TABLE 2. Collaborating Institutions and Their Code Number
(Columns six and seven of all master file cards.)

<p>05 - <u>Boston, Massachusetts</u> Harvard Medical School Boston Lying-In Hospital Children's Hospital Medical Center</p>	<p>50 - <u>Minneapolis, Minnesota</u> University of Minnesota Hospital Health Sciences Center</p>
<p>10 - <u>Buffalo, New York</u> University of Buffalo Children's Hospital</p>	<p>55 - <u>New York, New York</u> New York Medical College Metropolitan Hospital</p>
<p>15 - <u>New Orleans, Louisiana</u> Charity Hospital Tulane University School of Medicine Medical Center Louisiana State University</p>	<p>60 - <u>Portland, Oregon</u> University of Oregon Medical School</p>
<p>31 - <u>New York, New York</u> Columbia University College of Physicians & Surgeons Columbia-Presbyterian Medical Center</p>	<p>66 - <u>Philadelphia, Pennsylvania</u> University of Pennsylvania Pennsylvania Hospital The Children's Hospital of Philadelphia</p>
<p>37 - <u>Baltimore, Maryland</u> The Johns Hopkins University School of Medicine The Johns Hopkins Hospital</p>	<p>71 - <u>Providence, Rhode Island</u> Brown University Child Study Center</p>
<p>45 - <u>Richmond, Virginia</u> Virginia Commonwealth University Medical College of Virginia</p>	<p>82 - <u>Memphis, Tennessee</u> University of Tennessee College of Medicine Gailor Hospital</p>

Data Item Identification and Naming

The NCPP data base contains over 6700 different data items and blank filler locations on computer files. We have assigned each of these a unique identification and a terse, stylized name. Because names were chosen to facilitate use of this guide, they do not duplicate names used by NINDB during the active phase of the project. Users should consult appropriate documentation before using data items from the master, variable or work files (Volumes II, III and IV).

The data item identifiers consist of 11 characters. At the far left are four unique numbers that were assigned sequentially. The next character is always a period and is followed by up to six characters. For data items on the master file, these characters describe the data collection form from which a data item was derived; for data items on the variable (VAR) or work (WXX) files, these characters indicate the appropriate file. If the right side is less than six characters, periods are inserted as shown in these examples:

850..OB-34	an item from OB-34; on the master file
3650.PATH-3	an item from PATH-3; on the master file
5223....VAR	an item on the variable file
6340...W-10	an item on work file 10, Rupture of Membranes

We assigned the numbers sequentially as they appear in Volume V. For the master file, we followed the order in which the cards would be found within an NINDB case. All card columns are accounted for by one of our data item identifications. For the variable and work files, the numbers were assigned in the order that data items appear within a case.

We categorized each data item according to the person to whom the data refer, by the time of measurement and/or the time to which the item applies and by general type or subject area (Table 3). Then we assigned names to the data items using the following guidelines:

- The name and the three associated categories had to stand alone - they must describe the data item out of context.
- The first word in the data item name had to be an important or key word when all names were listed alphabetically as in Volumes VI and VII. Thus "cry, abnormal" was used rather than "abnormal cry" because a

researcher is more likely to look for this item under "C" than under "A" in an alphabetic list.

- Secondary key words were preceded with a semicolon to facilitate preparation of the permuted index. For example, "abruptio; placenta" will be found under both the "A" and "P" portion of Volume VI.
- Qualifying words are delimited by commas and will not appear as keywords in Volume VI. Thus "abruptio; placenta, degree" will not be found in the "D" section.
- If medical terminology or usage has changed since the study was conducted, modern terms may be included and will be enclosed in brackets. Thus "mongolism; [Down's syndrome]" will appear under both the "M" and "D" portions of Volume VI.
- If measurement units are associated with a data item name, they are enclosed in parentheses and placed at the end of the name as in "Birthdate (yr)."
- The categories (person, time and subject) are appended to the right of the data item name.

Definitions for each category used in naming data items are given in Table 4 at the end of this introduction. Additional information is found in Chapter 4 of Volume I.

Data item names thus assigned are terse and highly stylized; as we have already indicated, they are not the names used by NINDB during the active phase of the project. Our aim was to develop standardized names that would stand alone. These names are intended to facilitate a user's search for data items potentially useful in a research project. Before an item is used, a researcher should consult its complete description. For a data item from the master files, e.g., 850..OB-34, the data item should be traced to the appropriate study form, e.g., OB-34, located in Volume II. A variable file data item, e.g., 5223....VAR, is traced to Volume III, where it is defined and its original source given. A data item from a work file is traced to Volume IV for its description.

Some data items contained in the indexes may include the notation "DO NOT USE." These items are either inaccurate or an alternative data item is available that gives better information. Users will find more appropriate data items by consulting one of the indexes to the data items (Volumes, V, VI and VII).

Tables of Data Items: Column Headings

For each form, two sets of computer generated pages list all data items in either the master, variable or work files derived from this form. These lists enable a user to track form items to computerized data items listed in other volumes of the User's Guide and vice versa. The computer listings have the following information.

<u>Column Heading</u>	<u>Description</u>
DATA ITEM ID	A unique identifier for this data item. See Data Item Identification and Naming above for details.
ITEM ON FORM	An identifier used on the NCPP study form to identify the question or group of questions which was used to generate this data item.
CARD NUM	Identifies the master file card on which this data item is located. See Master File Card Number and NINDB Case Number Rationale above for a description of card number.
FROM	Beginning card column for this data item.
TO	Ending card column for this data item.
DATA ITEM NAME	Terse stylized name for this data item. See Data Item Identification and Naming above for details.

ASSOCIATED DOCUMENTS

By examining the tables provided for each, investigators will be able to determine which computer files contain data of interest. For data contained in the variable file, see Volume III of this guide; for data contained in work files, see Volume IV.

TABLE 3. Abbreviations for Person, Time and Subject Categories

<u>Person</u>	<u>Time</u>	<u>Subject</u>
Mother	General	Administrative
Father	Preconception	Anesthesia
Placenta	Registration	Clin. Impression
Fetus	Prenatal	Clinical Lab
Child	Admission	Current Pregnancy
M Surrogate	Intrapartum	Environ. Exposure
Family	Delivery	Events
Sibship	Post Partum	Hearing
	Neonatal	Hospitalizations
	Four month	Language
	Eight month	Linkage
	One year	Malformations
	Three year	Diag. & Cond.
	Four year	Med. History
	Seven year	Medications
	Eight year	Neurological Exam
		Observations
		Pathology
		Physical Exam
		Procedure
		Psych. Exam
		Reproductive Hist.
		Serology
		Socioecon. Info
		Speech
		Vision
		Work History
		X-ray
		Summary
		Gyn. History
		Special Studies
		Fac./Genetic Hist.
		SLH Exam

TABLE 4. Definition of Person, Time and Subject Categories

<u>PERSON</u>	<u>DEFINITION</u>
Mother	Study registrant bearing the "study pregnancy"; biologic mother of the "study child"; gravida.
Father	Biologic father of the study child or study pregnancy; in the case of socioeconomic data, this category may indicate either the "father of baby" (not necessarily husband of the mother) or the "husband" (not necessarily related biologically to the study child).
Placenta	The organ of metabolic and gaseous interchange between the fetus and mother; also included in this category are gross and microscopic pathologic data from examination of the umbilical cord.
Fetus	Conceptus; the product of conception including the embryonic stage, i.e., from conception to the moment of birth.
Child	Product of the study pregnancy from the moment of birth onward; study child.
M Surrogate	Person or persons substituting for the mother of a study child, e.g., adoptive parents, foster parents or guardian.
Family	Person or persons biologically related to the mother or father of the study child.
Sibship	Child or children having one or both of the same biologic parents as the study child; siblings; half siblings; full siblings.

**TABLE 4. Definition of Person, Time
and Subject Categories (Cont.)**

<u>TIME</u>	<u>DEFINITION</u>
General	Data with no pertinent time period or data pertaining to more than one time period.
Preconception	Data pertaining to the period prior to conception of the study pregnancy.
Registration	Data collected at the time of study mother's registration in the study.
Prenatal	Data pertaining to the period from conception of the study pregnancy to delivery of the study child.
Admission	Data collected at the time of study mother's admission to the hospital for delivery of the study child.
Intrapartum	Data pertaining to the period from admission for delivery or onset of labor to delivery of the study child.
Delivery	Data pertaining to the time period during which delivery of the study child occurred.
Post Partum	Data (pertaining to the study mother) collected during the period immediately following birth of the study child.
Neonatal	Data pertaining to the study child during the period from birth to one month of age; the majority of these data were collected prior to or at the time a study child was discharged from the hospital.
Four Month	Data collected at the time of the four month examination of the study child.
Eight Month	Data collected at the time of the eight month examination of the study child.
One Year	Data collected at the time of the one year examination of the study child.
Three Year	Data collected at the time of the three year examination of the study child.
Four Year	Data collected at the time of the four year examination of the study child.
Seven Year	Data collected at the time of the seven year examination of the study child.
Eight Year	Data collected at the time of the eight year examination of the study child.

**TABLE 4. Definition of Person, Time
and Subject Categories (Cont.)**

SUBJECT	DEFINITION
Administrative	Data pertaining to the administrative aspects of the study.
Anesthesia	Data on medications and procedures used to obtain anesthesia.
Clin. Impression	Impression of abnormality or dysfunction gained by an examiner following evaluation of clinical signs and symptoms and including a subjective component.
Clinical Lab	Data obtained from laboratory examination of clinical specimens.
Current Pregnancy	Personal data and medically relevant information pertaining to the study pregnancy for which the mother is enrolled.
Environ. Exposure	Data on exposure to occupational or other environmental entities or hazards.
Events	Data related to a specific event, occurrence or incidence.
Hearing	Data obtained from examination and testing of hearing function.
Hospitalizations	Data on specific hospital admissions or the number of hospitalizations.
Language	Data obtained from examination and testing of language function.
Linkage	Data on the genetic relationships of family members to the study mother, father or child.
Malformations	Data on the conditions in which failure of normal development has resulted in abnormal physical traits existing at the time of birth.
Diag. & Cond.	Data on specific diagnoses or conditions obtained from past medical history or examination during the study.
Med. History	Data obtained from the study participant or medical records relevant to past or current medical diagnoses or conditions.
Medications	Data on drugs or medications used.
Neurological Exam	Data obtained from observation and physical examination of the central nervous system.
Observations	Data obtained from observations not categorized elsewhere.
Pathology	Data obtained from clinical and anatomical pathological examination.
Physical Exam	Data obtained from physical examination of the study participant.
Procedure	Data relating to specific procedures performed on the study participant prior to or during the period of enrollment in the study.
Psych. Exam	Data obtained from the psychological examinations and observations.

TABLE 4. Definition of Person, Time and Subject Categories. (Cont.)

SUBJECT	DEFINITION
Reproductive Hist.	Data pertaining to the outcome of pregnancies prior to and or during the period of enrollment in the study.
Serology	Data obtained from the laboratory examination of serum by specific immunologic methods.
Socioecon. Info	Data related to the social and economic characteristics and environment of the study participant.
Speech	Data obtained from examination and observation of speech function.
Vision	Data obtained from examination of the eyes.
Work History	Data pertaining to occupation and employment prior to and during the period of enrollment in the study.
X-Ray	Data on diagnostic x rays and diagnostic or therapeutic radiological procedures.
Summary	Data presented as a summary of data collected and recorded elsewhere.
Gyn. History	Medical history specifically related to the female genital tract, reproductive physiology and endocrinology.
Special Studies	Data pertaining to participation in other special organized studies conducted during the period of enrollment in the study.
Fam/Genetic Hist.	Data on the medical histories of family members genetically related to the study child.
SLH Exam	Data obtained from the speech, language and hearing examinations not specifically or exclusively related to one of these areas.

CONTENTS

PS-20-25	Four Year Psychological Examination	II.I.1
PS-20	Stanford-Binet Intelligence Scale, Form L-M	
PS-21	Graham-Ernhart Block Sort Test	
PS-22	Motor Test	
PS-23	Behavior Profile	
PS-24	Additional Observations	
PS-25	Test Summary	
PS-26	SRA Non-Verbal Form AH	II.I.93
PS-30-38	Seven Year Psychological Examination	II.I.107
PS-30	Bender-Gestalt Test (With Koppitz Scoring)	
PS-31	Wechsler Intelligence Scales for Children	
PS-32	Auditory - Vocal Association Test	
PS-33	Goodenough-Harris Draw-A-Person Test	
PS-34	Tactile Finger Recognition Test	
PS-35	Wide Range Achievement Test	
PS-36	Behavior Profile	
PS-37	Additional Observations	
PS-38	Test Summary	

PS-20 Through PS-25 4-Year Psychological Examination

- PS-20 Stanford-Binet Intelligence Scale, Form L-M
- PS-21 Graham-Ernhart Block Sort Test
- PS-22 Motor Test
- PS-23 Behavior Profile
- PS-24 Additional Observations
- PS-25 Test Summary

The psychological examination administered at age four included assessments of intelligence, concept formation ability, motor development and behavior. The abbreviated form of the Stanford-Binet Intelligence Scale, the Graham-Ernhart Block Sort Test, three gross motor and four fine motor tests, and the Behavior Profile consisting of 10 examiner ratings were recorded on forms PS-20 through PS-23, respectively. Additional Observations (PS-24) noted the presence of physical or behavior abnormalities, and the Test Summary (PS-25) included clinical ratings of development in each area examined or observed. The forms were first used in August 1963, a pretest version having been administered prior to this date. Minor changes were made at the time of the second printing in December 1964 but the scoring and coding of the test battery were not affected. Data from PS-20 through PS-25 were recorded on four cards in the master data file (Table PS-20.1). Study children tested outside of the specified age limits for the Four Year Psychological Examination are identified by code "3" in column 5 (Field 3, Revision no.) of all cards.

**TABLE PS-20.1 Cards and Data Records by Revision
for Forms PS-20 through PS-25**

Card Name	Card Number	Rev. No.	Number Records
PS-20: Stanford-Binet Year II-IV-6	1120	0 3	39,090 <u>36</u> 39,126
PS-20: Stanford-Binet Year V-X	2120	0 3	39,084 <u>40</u> 39,124
PS-20: Graham-Ernhart, Motor Test	3120	0 3	39,076 <u>47</u> 39,123
PS-20: Behavior-Profile, Additional Observations	4120	0 3	39,072 <u>42</u> 39,114
	total for form		156,487

Data Items Referencing Form PS-20, Stanford-Binet Intelligence Scale, Form L-14

DATA ITEM ID	ITEM JW FIRM	CARD NUM	FROM IO	DATA ITEM NAME
3033..PS-20	10	1120	27	29 Age, chronological
3034..PS-20	10	1120	30	32 Stanford Binet Intelligence scales year 2, picture vocabulary
3035..PS-20	10	1120	33	33 Stanford Binet Intelligence scales year 2, word combination
3036..PS-20	11	1120	34	34 Stanford Binet Intelligence scales year 2, alternate
3037..PS-20	13	1120	35	35 Stanford Binet Intelligence scales year 2, identifying parts of body
3038..PS-20	13	1120	36	36 Stanford Binet Intelligence scales year 2, identifying parts of body
3039..PS-20	13	1120	37	37 Stanford Binet Intelligence scales year 2, picture vocabulary
3040..PS-20	13	1120	38	38 Stanford Binet Intelligence scales year 2, word combination
3041..PS-20	13	1120	39	39 Stanford Binet Intelligence scales year 2, alternate
3042..PS-20	15	1120	40	40 Stanford Binet Intelligence scales year 2-6, identifying objects by use
3043..PS-20	15	1120	41	41 Stanford Binet Intelligence scales year 2-6, naming objects
3044..PS-20	15	1120	42	42 Stanford Binet Intelligence scales year 2-6, picture vocabulary
3045..PS-20	15	1120	43	43 Stanford Binet Intelligence scales year 2-6, repeating 2 digits
3046..PS-20	15	1120	44	44 Stanford Binet Intelligence scales year 2-6, alternate
3047..PS-20	17	1120	45	45 Stanford Binet Intelligence scales year 3, picture vocabulary
3048..PS-20	17	1120	46	46 Stanford Binet Intelligence scales year 3, block building
3049..PS-20	17	1120	47	47 Stanford Binet Intelligence scales year 3, picture memories
3050..PS-20	17	1120	48	48 Stanford Binet Intelligence scales year 3, alternate
3051..PS-20	17	1120	49	49 Stanford Binet Intelligence scales year 3-6, comparison of balls
3052..PS-20	19	1120	50	50 Stanford Binet Intelligence scales year 3-6, discrimination: animal pict.
3053..PS-20	19	1120	51	51 Stanford Binet Intelligence scales year 3-6, discrimination: animal pict.
3054..PS-20	19	1120	52	52 Stanford Binet Intelligence scales year 3-6, response to pictures
3055..PS-20	19	1120	53	53 Stanford Binet Intelligence scales year 3-6, comprehension
3056..PS-20	19	1120	54	54 Stanford Binet Intelligence scales year 3-6, alternate
3057..PS-20	21	1120	55	55 Stanford Binet Intelligence scales year 4, picture vocabulary
3058..PS-20	21	1120	56	56 Stanford Binet Intelligence scales year 4, naming objects from memory
3059..PS-20	21	1120	57	57 Stanford Binet Intelligence scales year 4, opposite analogies
3060..PS-20	21	1120	58	58 Stanford Binet Intelligence scales year 4, pictorial identification
3061..PS-20	21	1120	59	59 Stanford Binet Intelligence scales year 4, alternate
3062..PS-20	22	1120	60	60 Stanford Binet Intelligence scales year 4-6, opposite analogies
3063..PS-20	22	1120	61	61 Stanford Binet Intelligence scales year 4-6, pict. similarities & differences
3064..PS-20	22	1120	62	62 Stanford Binet Intelligence scales year 4-6, three commissions
3065..PS-20	22	1120	63	63 Stanford Binet Intelligence scales year 4-6, comprehension iii
3066..PS-20	22	1120	64	64 Stanford Binet Intelligence scales year 4-6, alternate
3067.....		1120	65	65 Blank
3068..PS-20	10	2120	33	33 IQ, classification
3069..PS-20		2120	34	34 Stanford Binet Intelligence scale: adequacy of examination

Data Items Referencing Form PS-20, Stanford-Binet Intelligence Scale, Form L-M

DATA ITEM TO	ITEM 34 FOR4	CARD NUM	FROM TO	DATA ITEM NAME
3085..PS-20	24	2120	35	Stanford Binet Intelligence scale; year 5, picture completion
3086..PS-20	24	2120	36	Stanford Binet Intelligence scale; year 5, definitions
3087..PS-20	24	2120	37	Stanford Binet Intelligence scale; year 5, copying a square
3088..PS-20	24	2120	38	Stanford Binet Intelligence scale; year 5, patience rectangles
3089..PS-20	24	2120	39	Stanford Binet Intelligence scale; year 5, alternate
3090..PS-20	26	2120	40	Stanford Binet Intelligence scale; year 6, vocabulary
3091..PS-20	26	2120	41	Stanford Binet Intelligence scale; year 6, differences
3092..PS-20	26	2120	42	Stanford Binet Intelligence scale; year 6, number concepts
3093..PS-20	26	2120	43	Stanford Binet Intelligence scale; year 6, opposite analogies
3094..PS-20	26	2120	44	Stanford Binet Intelligence scale; year 6, alternate
3095..PS-20	28	2120	45	Stanford Binet Intelligence scale; year 7, similarities
3096..PS-20	28	2120	46	Stanford Binet Intelligence scale; year 7, copying a diamond
3097..PS-20	28	2120	47	Stanford Binet Intelligence scale; year 7, comprehension IV
3098..PS-20	28	2120	48	Stanford Binet Intelligence scale; year 7, repeating 5 digits
3099..PS-20	28	2120	49	Stanford Binet Intelligence scale; year 7, alternate
3100..PS-20	30	2120	50	Stanford Binet Intelligence scale; year 8, vocabulary
3101..PS-20	30	2120	51	Stanford Binet Intelligence scale; year 8, verbal absurdities
3102..PS-20	30	2120	52	Stanford Binet Intelligence scale; year 8, similarities and differences
3103..PS-20	30	2120	53	Stanford Binet Intelligence scale; year 8, comprehension IV
3104..PS-20	30	2120	54	Stanford Binet Intelligence scale; year 8, alternate
3105..PS-20	31	2120	55	Stanford Binet Intelligence scale; year 9, memory for designs
3106..PS-20	31	2120	56	Stanford Binet Intelligence scale; year 9, rhymes
3107..PS-20	31	2120	57	Stanford Binet Intelligence scale; year 9, making change
3108..PS-20	31	2120	58	Stanford Binet Intelligence scale; year 9, repeating 4 digits reversed
3109..PS-20	31	2120	59	Stanford Binet Intelligence scale; year 9, alternate
3110..PS-20	33	2120	60	Stanford Binet Intelligence scale; year 10, vocabulary
3111..PS-20	33	2120	61	Stanford Binet Intelligence scale; year 10, abstract words
3112..PS-20	33	2120	62	Stanford Binet Intelligence scale; year 10, word naming
3113..PS-20	33	2120	63	Stanford Binet Intelligence scale; year 10, repeating 6 digits
3114..PS-20	33	2120	64	Stanford Binet Intelligence scale; year 10, alternate
3115.....		2120	65	Blank
3129..PS-20	10	31-0	27	Age, chronological
3130..PS-20	10	3120	30	10, Pinneau
3131..PS-20	10	3120	33	10, classification
3132..PS-20	11	3120	34	Adequacy of entire PS-25 test battery
3180..PS-20	10	4120	27	Age, chronological
3181..PS-20	10	4120	30	10, Pinneau
3182..PS-20	10	4120	33	10, classification
3183..PS-20	11	4120	34	Adequacy of entire PS-25 test battery
5358.....VAR	10		516	10
5359.....VAR			517	10, (group code)

Data Items Referencing Form PS-20, Stanford-Binet Intelligence Scale, Form L-M

DATA ITEM TU	TITEM JW FORM	CARD NUM	FROM TO	DATA ITEM NAME
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6021.....VAR 11 1765 1265 IQ; adequacy of exam

Data Items Referencing Form PS-21, Graham-Ernhart Block Sort Test

DATA ITEM ID	TYPE CW FHM	CARD NUM	FROM	TO	DATA ITEM NAME
3133..PS-21	9	3120	35	35	Graham Ernhart block sort raw score, level 3, trial 1
3134..PS-21	9	3120	36	36	Graham Ernhart block sort raw score, level 3, trial 2
3135..PS-21	9	3120	37	37	Graham Ernhart block sort raw score, level 3, trial 3
3136..PS-21	11	3120	38	38	Graham Ernhart block sort raw score, level 2, trial 1
3137..PS-21	11	3120	39	39	Graham Ernhart block sort raw score, level 2, trial 2
3138..PS-21	11	3120	40	40	Graham Ernhart block sort raw score, level 2, trial 3
3139..PS-21	13	3120	41	42	Graham Ernhart block sort raw score, level 4, trial 1
3140..PS-21	13	3120	43	44	Graham Ernhart block sort raw score, level 4, trial 2
3141..PS-21	13	3120	45	46	Graham Ernhart block sort raw score, level 4, trial 3
3142..PS-21	14	3120	47	47	Graham Ernhart block sort raw score, summary, level 3
3143..PS-21	14	3120	48	49	Graham Ernhart block sort raw score, summary, level 2
3144..PS-21	14	3120	50	51	Graham Ernhart block sort raw score, summary, level 4
3145..PS-21	14	3120	52	53	Graham Ernhart block sort raw score, summary, level 4
5953.....VAR	14		1147	1148	Graham Ernhart block sort test; raw score, summary, total

Data Items Referencing Form PS-22, Motor Test

DATA ITEM ID	TYPE	FORM	CAHN NUM	FROM	TO	DATA ITEM NAME
3146..PS-22	9		3120	54	55	Motor test, gross, line walk, trial 1
3147..PS-22	9		3120	56	57	Motor test, gross, line walk, trial 2
3148..PS-22	9		3120	58	58	Motor test, gross, line walk, score
3149..PS-22	9		3120	59	59	Motor test, gross, hooping, right foot
3150..PS-22	9		3120	60	60	Motor test, gross, hooping, left foot
3151..PS-22	9		3120	61	61	Motor test, gross, ball catch, trial 1
3152..PS-22	9		3120	62	62	Motor test, gross, ball catch, trial 2
3153..PS-22	9		3120	63	63	Motor test, gross, ball catch, trial 3
3154..PS-22	11		3120	64	64	Motor test, fine, wallin pegboard, right hand
3155..PS-22	11		3120	65	65	Motor test, fine, wallin pegboard, left hand
3156..PS-22	11		3120	66	66	Motor test, fine, copy forms, circle
3157..PS-22	11		3120	67	67	Motor test, fine, copy forms, cross
3158..PS-22	11		3120	68	68	Motor test, fine, copy forms, square
3159..PS-22	13		3120	69	69	Motor test, fine, stringing beads
3160..PS-22	13		3120	70	70	Motor test, fine, porteus maze, maze 4
3161..PS-22	13		3120	71	71	Motor test, fine, porteus maze, maze 3
3162..PS-22	14		3120	72	72	Motor test; dominance, hand
3163..PS-22	14		3120	73	73	Motor test; dominance, leg
3164..PS-22	14		3120	74	74	Motor test; dominance, eye
3165..PS-22	15		3120	75	75	Motor test; dominance, overall summary
3166.....				76	80	Blank
5954....VAR	14			1149	1149	Motor test; dominance, hand
5955....VAR	14			1150	1150	Motor test; dominance, leg
5956....VAR	14			1151	1151	Motor test; dominance, eye
5957....VAR	15			1152	1152	Motor test; dominance, overall summary
6022....VAR	9			1266	1266	Motor test, gross, line walk, score
6023....VAR	9			1267	1267	Motor test, gross, hooping, right foot
6024....VAR	9			1268	1268	Motor test, gross, hooping, left foot
6025....VAR	9			1269	1269	Motor test, gross, ball catch, trial 1
6026....VAR	9			1270	1270	Motor test, gross, ball catch, trial 2
6027....VAR	9			1271	1271	Motor test, gross, ball catch, trial 3
6028....VAR	11			1272	1272	Motor test, fine, wallin pegboard, right hand
6029....VAR	11			1273	1273	Motor test, fine, wallin pegboard, left hand
6030....VAR	11			1274	1274	Motor test, fine, copy forms, circle
6031....VAR	11			1275	1275	Motor test, fine, copy forms, cross
6032....VAR	11			1276	1276	Motor test, fine, copy forms, square
6033....VAR	13			1277	1277	Motor test, fine, stringing beads
6034....VAR	13			1278	1278	Motor test, fine, porteus maze, maze 4

Data Items Referencing Form PS-23, Behavior Profile

DATA ITEM ID	ITEM CN	ITEM FC	CARD NUM	FROM	TO	DATA ITEM NAME
3184..PS-23	9		4120	35	35	Behavior profile, orientation to testing situation, emotional reactivity
3185..PS-23	10		4120	36	36	Behavior profile, orientation to testing situation, degree of irritability
3186..PS-23	11		4120	37	37	Behavior profile, orientation to examiner, degree of cooperation
3187..PS-23	12		4120	38	38	Behavior profile, orientation to examiner, degree of dependency
3188..PS-23	13		4120	39	39	Behavior profile, orientation to test materials, duration of attention span
3189..PS-23	14		4120	40	40	Behavior profile, orientation to test materials, goal orientation
3190..PS-23	16		4120	41	41	Behavior profile, orientation to test materials, response to directions
3191..PS-23	17		4120	42	42	Behavior profile activity, level of
3192..PS-23	18		4120	43	43	Behavior profile activity, nature of
3193..PS-23	19		4120	44	44	Behavior profile activity, nature of communication

Data Items Referencing Form PS-24, Additional Observations

DATA ITEM TD	ITEM JW FORM	CARD NUM	FROM	TO	DATA ITEM NAME
3194..PS-24	9	4120	45	45	Face observation by examiner
3195..PS-24	10	4120	46	46	Mouth observation by examiner
3196..PS-24	11	4120	47	47	Eye, right, observation by examiner
3197..PS-24	11	4120	48	48	Eye, left, observation by examiner
3198..PS-24	12	4120	49	49	Ears observation by examiner
3199..PS-24	13	4120	50	50	Movements, unusual, head and neck; observation by examiner
3200..PS-24	13	4120	51	51	Movements, unusual, arms and shoulders; observation by examiner
3201..PS-24	13	4120	52	52	Movements, unusual, hands; observation by examiner
3202..PS-24	13	4120	53	53	Movements, unusual, trunk; observation by examiner
3203..PS-24	13	4120	54	54	Movements, unusual, legs and feet; observation by examiner
3204..PS-24	13	4120	55	55	Movements, unusual, total body observation by examiner
3205..PS-24	16	4120	56	56	Behavior deviant, drop, throw, push off table observation by examiner
3206..PS-24	16	4120	57	57	Behavior deviant, excessive & persistent thumb sucking observation by examiner
3207..PS-24	16	4120	58	58	Behavior deviant, excessive & persistent nail biting observation by examiner
3208..PS-24	16	4120	59	59	Behavior deviant, unusual and meaningless hand motion observation by examiner
3209..PS-24	16	4120	60	60	Behavior deviant, meaningless smile & laughing observation by examiner
3210..PS-24	16	4120	61	61	Behavior deviant, excessive crying observation by examiner
3211..PS-24	16	4120	62	62	Behavior deviant, echolalia observation by examiner
3212..PS-24	16	4120	63	63	Behavior deviant, other observation by examiner
3213..PS-24	17	4120	64	64	Anomalies, physical, nonjoloid characteristics observation by examiner
3214..PS-24	17	4120	65	65	Anomalies, physical, very small head observation by examiner
3215..PS-24	17	4120	66	66	Anomalies, physical, very large head observation by examiner
3216..PS-24	17	4120	67	67	Anomalies, physical, asymmetry of skull observation by examiner
3217..PS-24	17	4120	68	68	Anomalies, physical, very obese observation by examiner
3218..PS-24	17	4120	69	69	Anomalies, physical, unusually small by examiner
3219..PS-24	17	4120	70	70	Anomalies, physical, skin condition by examiner
3220..PS-24	17	4120	71	71	Anomalies, other by examiner
3221..PS-24	18	4120	72	72	School enrollment, nursery
3222.....		4120	73	80	Blank

Data Items Referencing Form PS-25, Test Summary

DATA ITEM TO	ITEM CN FCRM	CARD NUM	FROM	TO	DATA ITEM NAME
3020.....		1120	1	5	Card number (sequence, form type, form number, revision number)
3021.....		1120	6	14	WINDB case number
3022..PS-25	5	1120	15	15	Sex
3023..PS-25	6	1120	16	16	Race
3024..PS-25	7	1120	17	18	Examiner for Form PS-25
3025..PS-25	9	1120	19	19	Intelligence, clinical impression
3026..PS-25	10	1120	20	20	Development, motor, fine, clinical impression
3027..PS-25	11	1120	21	21	Development, motor, gross, clinical impression
3028..PS-25	17	1120	22	22	Concept formation, clinical impression
3029..PS-25	13	1120	23	23	Behavioral, clinical impression
3030..PS-25	14	1120	24	24	Adequacy of entire 4 year psych exam
3031..PS-25	15	1120	25	25	Overall impression, normal, suspect, abnormal, unknown
3032..PS-25	15	1120	26	26	Intelligence scale administered
3068.....		2120	1	5	Card number (sequence, form type, form number, revision number)
3069.....		2120	6	14	WINDB case number
3070..PS-25	5	2120	15	15	Sex
3071..PS-25	6	2120	16	16	Race
3072..PS-25	7	2120	17	18	Examiner for Form PS-25
3073..PS-25	9	2120	19	19	Intelligence, clinical impression
3074..PS-25	10	2120	20	20	Development, fine motor, clinical impression
3075..PS-25	11	2120	21	21	Development, gross motor, clinical impression
3076..PS-25	12	2120	22	22	Concept formation
3077..PS-25	13	2120	23	23	Behavioral, clinical impression
3078..PS-25	14	2120	24	24	Adequacy of entire PS-25 test battery
3079..PS-25	15	2120	25	25	Overall impression, normal, suspect, abnormal, unknown
3080..PS-25	15	2120	26	26	Intelligence scale administered
3091..PS-20	10	2120	27	29	Age, chronological
3092..PS-20	10	2120	30	32	IO, Pinneau
3116.....		3120	1	5	Card number (sequence, form type, form number, revision number)
3117.....		3120	6	14	WINDB case number
3118..PS-25	5	3120	15	15	Sex
3119..PS-25	6	3120	16	16	Race
3120..PS-25	7	3120	17	18	Examiner for Form PS-25
3121..PS-25	9	3120	19	19	Intelligence
3122..PS-25	10	3120	20	20	Development, fine motor, clinical impression
3123..PS-25	11	3120	21	21	Development, gross motor, clinical impression
3124..PS-25	12	3120	22	22	Concept formation, clinical impression
3125..PS-25	13	3120	23	23	Behavioral, clinical impression
3126..PS-25	14	3120	24	24	Adequacy of entire PS-25 test battery
3127..PS-25	14	3120	25	25	Overall impression, normal, suspect, abnormal, unknown
3128..PS-25	15	3120	26	26	Intelligence scale administered
3167.....		4120	1	5	Card number (sequence, form type, form number, revision number)

Data Items Referencing Form PS-25, Test Summary

DATA ITEM ID	ITEM JW FORM	CARD NUM	FROM TO	DATA ITEM NAME
3168.....		4120	6	14 NINDS case number
3169..PS-25	S	4120	15	15 Sex
3170..PS-25	6	4120	16	16 Race
3171..PS-25	7	4120	17	18 Examiner for Form PS-25
3172..PS-25	9	4120	19	19 Intelligence, clinical impression
3173..PS-25	10	4120	20	20 Development, fine motor, clinical impression
3174..PS-25	11	4120	21	21 Development, gross motor, clinical impression
3175..PS-25	12	4120	22	22 Concept formation
3176..PS-25	13	4120	23	23 Behavioral
3177..PS-25	14	4120	24	24 Adequacy of entire PS-25 test battery
3178..PS-25	15	4120	25	25 Overall impression, normal, suspect, abnormal, unknown
3179..PS-25	15	4120	26	26 Intelligence scale administered
5945.....VAP	9		1137	1137 Intelligence, clinical impression
5946.....VAR	10		1138	1138 Development; motor, fine, clinical impression
5947.....VAR	11		1139	1139 Development; motor, gross, clinical impression
5948.....VAR	12		1140	1140 Concept formation, clinical impression
5949.....VAR	13		1141	1141 Behavior profile, clinical impression
5950.....VAR	14		1142	1142 Adequacy of entire 4 year psych exam
5951.....VAR	15		1143	1143 Overall impression, normal, suspect, abnormal, unknown
5952.....VAP	17		1144	1144 Age chronological

**4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE, FORM L-M**

2. NAME OF CHILD _____

3. DATE OF BIRTH			4. AGE	5. SEX		6. RACE		
MO.	DAY	YEAR		<input type="checkbox"/> 1 MALE	<input type="checkbox"/> 2 FEMALE	<input type="checkbox"/> 1 W	<input type="checkbox"/> 2 N	<input type="checkbox"/> 3 O
						<input type="checkbox"/> 4 O	<input type="checkbox"/> 5 OTHER	

7. EXAMINED BY _____			8. DATE OF EXAM		
MO.	DAY	YEAR			

1. PATIENT IDENTIFICATION

9. TEST SUMMARY

	VRS.	MOB.
II	_____	_____
III-6	_____	_____
III	_____	_____
III-6	_____	_____
IV	_____	_____
IV-6	_____	_____
V	_____	_____
VI	_____	_____
VII	_____	_____
VIII	_____	_____
IX	_____	_____
X	_____	_____
Total	_____	_____
MA Score	_____	_____

10. CA _____

MA _____

(Pinpoint) IQ _____

- 120-149, Superior 1
- 80-119, Average 2
- 70-79, Borderline 3
- 69 & below, Mentally Defective 4

11. ADEQUACY OF EXAMINATION

Adequate 1 Not Adequate 1

4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M

13. YEAR II (4 TESTS, 1½ MONTHS EACH)

1. *Three-hole form board (1+)

A1 _____ O1 _____

3. *Identifying parts of the body (4+)
(same as II-6, 2)

A1 HAIR _____ O1 MOUTH _____ C1 FEET _____ O1 EAR _____
E1 NOSE _____ F1 HANDS _____ G1 EYES _____

5. *Picture vocabulary (3+)
(same as II-6, 4; II-6, 2; IV, 1)

A1 AIRPLANE _____ B1 TELEPHONE _____
C1 HAT _____ D1 BALL _____
E1 TREE _____ F1 KEY _____
G1 HORSE _____ H1 KNIFE _____
I1 COAT _____ J1 SHIP _____
K1 UMBRELLA _____ L1 FOOT _____
M1 FLAG _____ N1 CANE _____
O1 ARM _____ P1 POCKET KNIFE _____
Q1 PITCHER _____ R1 LEAF _____

6. *Word combinations (2)

EXAMPLE _____

Alternate: Identifying objects by name (5+)

A1 DOG _____ B1 BALL _____ C1 ENGINE _____
D1 DEE _____ E1 DOLL _____ F1 SCISSORS _____

_____. credit of year II

PASS FAIL

1 2

1 2

1 2

1 2

1 2

14. PATIENT IDENTIFICATION

4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M

15. YEAR II-6 (4 TESTS, 1½ MONTHS EACH)

1. *Identifying objects by use (3+)

A) CUP _____ B) SHOE _____ C) DENNY _____

D) KNIFE _____ E) AUTOMOBILE _____ F) TOON _____

3. *Naming objects (3+)

A) CHAIR _____ B) AUTOMOBILE _____ C) BOX _____

D) KEY _____ E) FISH _____ F) FLAG _____

4. *Picture vocabulary (8+)
(same as II, 5; III, 2; IV, 1)

5. *Repeating 2 digits (1+)

A) 4-7 _____ B) 6-9 _____ C) 8-9 _____

___ A harness: Three-hole form board: rotated (2+)
(II, 1 must precede)

___ Moa. credit of year II-6

PASS FAIL

1 2

1 2

1 2

1 2

1 2

16. PATIENT IDENTIFICATION

4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M

17. YEAR III (4 TESTS, 1½ MONTHS EACH)

2. *Picture vocabulary (10+)
(same as II; II-4; 4; IV; 1)

3. *Block building: Bridge (2)

4. *Picture memory (1+)

A) _____ B) _____

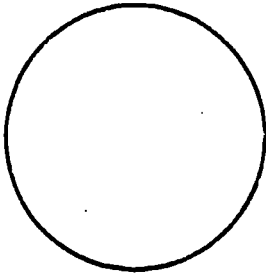
5. *Copying a circle (1+)

A) _____ B) _____ C) _____

Alternate: Repeating 3 digits (1+)

A) 6-4-1 _____ B) 3-8-2 _____ C) 9-8-7 _____

_____ (time credit at year III)



PASS FAIL

1 2

1 2

1 2

1 2

1 2

**4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M**

19. YEAR III-6 (4 TESTS, 1½ MONTHS EACH)

1. *Comparison of balls (3 of 3, or 5 or 6+)

A) _____ B) _____ C) _____
D) _____ E) _____ F) _____

3. *Discrimination of animal pictures (6+)

4. *Response to pictures (level 1, 2+)
(same as VI, A)

A) GRANDMOTHER'S STORY _____

B) BIRTHDAY PARTY _____

C) WASH DAY _____

6. *Comprehension I (1+)

A) _____ B) _____

Alternate: Comparison of sticks (3 of 3, or 5 of 6+)

A) _____ B) _____ C) _____

D) _____ E) _____ F) _____

____ Ms. credit at year III-6

PASS FAIL
1 2

1 2
1 2

1 2
1 2

4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M

21. YEAR IV (4 TESTS, 1½ MONTHS EACH)

- 1. *Picture vocabulary (16+)
(same as II, 5; II-6, 4; III, 2)
- 2. *Naming objects from memory (2+)
a) _____ b) _____ c) _____
- 3. *Opposite analogies I (2+)
(same as IV-6, 2)
A) _____ B) _____ C) _____
D) _____ E) _____

- 4. *Pictorial identification (3+)
(same as IV-6, A)
A) STEVE _____ B) UMBRELLA _____ C) COW _____
D) RABBIT _____ E) MOON _____ F) CAT _____

Alternate: Memory for sentences I (1+)
A) WE ARE GOING TO BUY SOME CANDY FOR MOTHER.
B) JACK LIKES TO FEED THE LITTLE PUPPIES IN THE BARN.
____ See credit at year IV

PASS	FAIL
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2

22. YEAR IV-6 (4 TESTS, 1½ MONTHS EACH)

- 2. *Opposite analogies I (3+)
(same as IV, 3)
- 3. *Pictorial similarities and differences I (3+)
A) _____ B) _____ C) _____
D) _____ E) _____

- 5. *Three commissions (3+)
A) _____ B) _____ C) _____

- 6. *Comprehension III (1+)
A) _____ B) _____

Alternate: Pictorial identification (4+)
(same as IV, 4)
____ See credit at year IV-6

PASS	FAIL
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2

23. PATIENT IDENTIFICATION

4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M

24. YEAR V (4 TESTS, 1 1/2 MONTHS EACH)

1. *Picture completion: Man (2 points +)

3. *Definitions (2+)

a) BALL _____

b) HAT _____

c) STOVE _____

4. *Copying a square (1+)

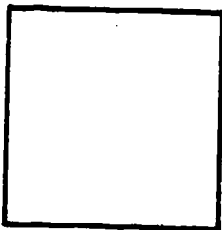
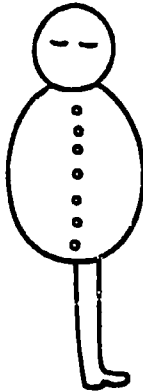
a) _____ b) _____ c) _____

6. *Patterns: Rectangles (2+)

a) _____ b) _____ c) _____

Alternate: Knot (2)

Max. credit at year V



PASS	FAIL
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 2

4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M

26. YEAR VI (4 TESTS, 3 MONTHS EACH)

1. *Vocabulary (6+)

2. *Differences (2+)

A) BIRD AND EGG _____

B) SLIPPER AND BOOT _____

C) WOOD AND GLASS _____

4. *Number concepts (4+)

A) _____ B) _____ C) _____

D) _____ E) _____

5. *Opposite analogies II (3+)

A) _____

B) _____

C) _____

D) _____

____ Alternate: Response to pictures (level II, 2+)
(same as III-6, 4)

____ Also credit as year VI

PASS FAIL

**4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M**

26. YEAR VII (4 TESTS, 3 MONTHS EACH)

2. *Similarities: Two things (2+)

- A) WOOD AND COAL _____
- B) APPLE AND PEACH _____
- C) SHIP AND AUTOMOBILE _____
- D) IRON AND SILVER _____

3. *Copying a diamond (1+)

- A) _____ B) _____ C) _____

4. *Comprehension IV (3+)
(same as VIII, 5)

- A) _____
- B) _____
- C) _____
- D) _____
- E) _____
- F) _____

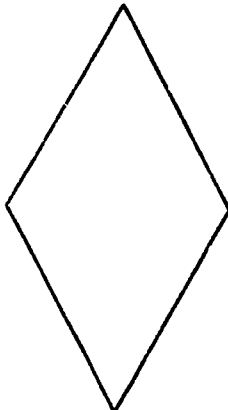
6. *Repeating 5 digits (1+)

- A) 3-1-8-8-9 _____ B) 4-8-2-7-2 _____ C) 9-8-1-8-3 _____

Alternate: Repeating 3 digits reversed (1+)

- A) 2-8-8 _____ B) 8-1-8 _____ C) 4-7-3 _____

Max. credit at year VII



PASS FAIL

1 2

1 2

1 2

1 2

1 2

**4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M**

30. YEAR VIII (4 TESTS, 3 MONTHS EACH)

1. *Vocabulary (8+)

3. *Verbal absurdities I (3+)

A) _____
B) _____
C) _____
D) _____

4. *Similarities and differences (3+)

A) BASEBALL - ORANGE _____
B) AIRPLANE - KITE _____
C) OCEAN - RIVER _____
D) PENNY - QUARTER _____

5. *Comprehension IV (4+)
(same as VII, 4)

Alternate: Problem situations I (2+)

A) _____
B) _____
C) _____

____ Mes. credit at year VIII

PASS FAIL

1 2

1 2

1 2

1 2

1 2

31. YEAR IX (4 TESTS, 3 MONTHS EACH)

3. *Memory for designs I (1+ or 2 with 1/2 credit each)
(same as XI, 1)

A) _____ B) _____

4. *Rhymes: New form (3+)

A) _____ B) _____ C) _____ D) _____

5. *Making change (2+)

A) 10-6 _____ B) 18-12 _____ C) 28-6 _____

*Repeating 4 digits reversed (1+)

A) 8-8-2-8 _____ B) 4-8-8-7 _____ C) 3-8-2-8 _____

Alternate: Rhymes: Old form (2+)
(30 sec. ea.)

A) _____
B) _____
C) _____

____ Mes. credit at year IX

PASS FAIL

1 2

1 2

1 2

1 2

1 2

**4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M**

33. YEAR X (4 TESTS, 3 MONTHS EACH)

1. *Vocabulary (11+)

3. *Abstract words I (2+)
(same as XII, 5)

A) PITY _____

B) CURIOSITY _____

C) GRIEF _____

D) SURPRISE _____

5. *Word Naming (28 words in one minute +)

6. *Repeating 4 digits (1+)

A) 4-7-3-8-5-0 _____ B) 5-2-0-4-6 _____ C) 7-2-8-3-9-6 _____

Alternate: Verbal absurdities III (2+)

A) _____

B) _____

C) _____

____ Mes. credit at year X

PASS FAIL

1 2

1 2

1 2

1 2

1 2

**4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE,
FORM L-M**

VOCABULARY

Score _____

- _____ 1. orange _____
- _____ 2. envelope _____
- _____ 3. stew _____
- _____ 4. puzzle _____
- _____ 5. rap _____
- _____ 6. gun _____
- _____ 7. rear _____
- _____ 8. eyelash _____
- _____ 9. Mars _____
- _____ 10. juggler _____
- _____ 11. search _____
- _____ 12. lecture _____
- _____ 13. skill _____
- _____ 14. brunette _____
- _____ 15. muzzle _____
- _____ 16. haste _____
- _____ 17. peculiarity _____
- _____ 18. priceless _____
- _____ 19. regard _____
- _____ 20. solars _____

4-YEAR PSYCHOLOGICAL EXAMINATION GRAHAM-ERNHART BLOCK SORT TEST

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

7. DATE OF BIRTH MO. DAY YEAR			4. AGE	5. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE 1 2	6. RACE <input type="checkbox"/> W <input type="checkbox"/> N <input type="checkbox"/> OR <input type="checkbox"/> PR <input type="checkbox"/> OTHER 4 5
----------------------------------	--	--	--------	--	---

7. EXAMINED BY

8. DATE OF EXAM MO. DAY YEAR

9. LEVEL III

1. TRIAL 1 (IBWBWB)

COMMENTS

DIAGRAM	RAW SCORE

2. TRIAL 2 (IBWBWB)

COMMENTS

DIAGRAM	RAW SCORE

3. TRIAL 3 (IBWBWB)

COMMENTS

DIAGRAM	RAW SCORE

**4-YEAR PSYCHOLOGICAL EXAMINATION
GRAHAM-ERNHART BLOCK SORT TEST**

11. LEVEL II (ADMINISTER IF LEVEL III SCORE IS 2 OR LESS)

1. TRIAL 1: TABLE ORDER: DWS
PRESENT ORDER: DWK _____ RAW SCORE

COMMENTS:

2. TRIAL 2: TABLE ORDER: SML
PRESENT ORDER: SLM _____ RAW SCORE

COMMENTS:

3. TRIAL 3: TABLE ORDER: CST
PRESENT ORDER: STC _____ RAW SCORE

COMMENTS:

4-YEAR PSYCHOLOGICAL EXAMINATION GRAHAM-ERNHART BLOCK SORT TEST

13. LEVEL IV (ADMINISTER IF LEVEL III SCORE IS 3 OR MORE)

1. TRIAL 1: 9 CIRCLES WITH 1 OF EACH SIZE AND COLOR _____ ERRORS
_____ RAW SCORE

COMMENTS:

DIAGRAM

2. TRIAL 2: 9 LARGE BLOCKS WITH 1 OF EACH FORM AND COLOR _____ ERRORS
_____ RAW SCORE

COMMENTS:

DIAGRAM

3. TRIAL 3: 9 WHITE BLOCKS WITH 1 OF EACH SIZE AND FORM _____ ERRORS
_____ RAW SCORE

COMMENTS:

DIAGRAM

14. SUMMARY

- 1. LEVEL III: RAW SCORE (SUM OF ALL TRIALS) _____
- 2. LEVEL II: RAW SCORE (SUM OF ALL TRIALS) _____
- 3. LEVEL IV: RAW SCORE (SUM OF ALL TRIALS) _____
- 4. TOTAL RAW SCORE _____

**4-YEAR PSYCHOLOGICAL EXAMINATION
MOTOR TEST**

1. PATIENT IDENTIFICATION

2. NAME OF CHILD _____

3. DATE OF BIRTH			4. AGE	5. SEX		6. RACE		
MO.	DAY	YEAR		<input type="checkbox"/> MALE	<input type="checkbox"/> FEMALE	<input type="checkbox"/> W	<input type="checkbox"/> N	<input type="checkbox"/> O
				1	2	1	2	3
						<input type="checkbox"/> C	<input type="checkbox"/> O	<input type="checkbox"/> O
						4	5	OTHER

7. EXAMINED BY _____

8. DATE OF EXAM

MO.	DAY	YEAR

9. GROSS MOTOR

1. Line Walk (2 trials)

TRIAL 1 _____ FT.

TRIAL 2 _____ FT.

COMMENTS:

PASS FAIL

<input type="checkbox"/>	<input type="checkbox"/>
1	2

<input type="checkbox"/>	<input type="checkbox"/>
1	2

2. Hopping (2 trials per foot)

RIGHT FOOT: TRIAL 1 _____ HOPS

TRIAL 2 _____ HOPS

LEFT FOOT: TRIAL 1 _____ HOPS

TRIAL 2 _____ HOPS

COMMENTS:

PASS FAIL

<input type="checkbox"/>	<input type="checkbox"/>
1	2

<input type="checkbox"/>	<input type="checkbox"/>
1	2

3. Ball Catch (3 trials; score + for pass, - for fail)

NAME _____ AGE _____

TRIAL 1 _____

TRIAL 2 _____

TRIAL 3 _____

COMMENTS:

PASS FAIL

<input type="checkbox"/>	<input type="checkbox"/>
1	2

<input type="checkbox"/>	<input type="checkbox"/>
1	2

<input type="checkbox"/>	<input type="checkbox"/>
1	2

**4-YEAR PSYCHOLOGICAL EXAMINATION
MOTOR TEST**

11. FINE MOTOR

1. Walle Pegboard (1 trial for each hand)

NUMBER OF SECONDS

RIGHT HAND _____

LEFT HAND _____

WHICH HAND USED FIRST R _____ L _____

COMMENTS:

PASS FAIL

1 2

1 2

2. Copy Forms (transfer scores of these subjects given as part of the Block; score + for pass, - for fail)

CIRCLE (1 SUCCESS OUT OF 3 TRIALS):

TRIAL 1 _____ TRIAL 2 _____ TRIAL 3 _____

CROSS (1 SUCCESS OUT OF 3 TRIALS):

TRIAL 1 _____ TRIAL 2 _____ TRIAL 3 _____

SQUARE (1 SUCCESS OUT OF 3 TRIALS):

TRIAL 1 _____ TRIAL 2 _____ TRIAL 3 _____

HAND DOMINANCE (check one): RIGHT _____ LEFT _____

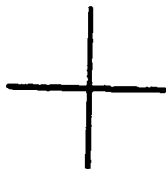
COMMENTS:

PASS FAIL

1 2

1 2

1 2



4-YEAR PSYCHOLOGICAL EXAMINATION MOTOR TEST

13. FINE MOTOR (continued)

3. Stringing Beads (1 trial 2 minutes in duration)

NUMBER OF BEADS STRUNG _____

COMMENTS:

PASS FAIL

1 2

4. Pattern Miro

MAZE IV: TOTAL _____ INCHES

MAZE III: TOTAL _____ INCHES

COMMENTS:

PASS FAIL

1 2

1 2

14. DOMINANCE

1. Hand

RIGHT _____ LEFT _____ INDETERMINATE _____

COMMENTS:

R L I
1 2 3

2. Leg

RIGHT _____ LEFT _____ INDETERMINATE _____

COMMENTS:

R L I
1 2 3

3. Eye

RIGHT _____ LEFT _____ INDETERMINATE _____

COMMENTS:

R L I
1 2 3

15. OVERALL SUMMARY

DOMINANCE: RIGHT _____ LEFT _____ OTHER _____

R L O
1 2 3

4-YEAR PSYCHOLOGICAL EXAMINATION BEHAVIOR PROFILE

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

3. DATE OF BIRTH MO. DAY YEAR			4. AGE	5. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE 1 2	6. RACE <input type="checkbox"/> W <input type="checkbox"/> O <input type="checkbox"/> P <input type="checkbox"/> PR <input type="checkbox"/> OTHER 1 2 3 4
----------------------------------	--	--	--------	--	--

7. EXAMINED BY

8. DATE OF EXAM
MO. DAY YEAR

ORIENTATION TO TESTING SITUATION

9. EMOTIONAL REACTIVITY

1 <input type="checkbox"/> Extremely flat; no change in facial expression	2 <input type="checkbox"/> Somewhat flat; little change in emotional tone	3 <input type="checkbox"/> Normal responsiveness; affect appropriate to situation	4 <input type="checkbox"/> Mood more variable than average	5 <input type="checkbox"/> Extreme instability of emotional responses
--	--	--	---	--

10. DEGREE OF IRRITABILITY

1 <input type="checkbox"/> Extremely phlegmatic	2 <input type="checkbox"/> Rarely annoyed or disturbed by any situation	3 <input type="checkbox"/> Normally reactive	4 <input type="checkbox"/> Frequently irritable and fretful	5 <input type="checkbox"/> Extremely irritable and fretful; over-reacts markedly
--	--	---	--	---

ORIENTATION TO EXAMINER

11. DEGREE OF COOPERATION

1 <input type="checkbox"/> Extreme negativism	2 <input type="checkbox"/> Resistive to demands or directions a good deal of the time	3 <input type="checkbox"/> Cooperative with reasonable amount of discomfort and anxiety	4 <input type="checkbox"/> Accepts direction or demands more easily	5 <input type="checkbox"/> Extremely suggestible and conforming
--	--	--	--	--

12. DEGREE OF DEPENDENCY

1 <input type="checkbox"/> Very self-reliant; refuses help; extreme overt confidence	2 <input type="checkbox"/> Rarely needs reassurance	3 <input type="checkbox"/> Dependent in appropriate situations	4 <input type="checkbox"/> Demands more attention than average	5 <input type="checkbox"/> Constant need for attention or help
---	--	---	---	---

ORIENTATION TO TEST MATERIALS

13. DURATION OF ATTENTION SPAN

1 <input type="checkbox"/> Attends to tasks very briefly; highly distractible	2 <input type="checkbox"/> Spends short time with tasks; easily distractible	3 <input type="checkbox"/> Spends adequate amount of time on tasks	4 <input type="checkbox"/> Spends more than average time on tasks	5 <input type="checkbox"/> Highly perseverative; unable to shift attention
--	---	---	--	---

14. GOAL ORIENTATION

1 <input type="checkbox"/> No effort to reach a goal	2 <input type="checkbox"/> Briefly attempts to achieve goal	3 <input type="checkbox"/> Able to keep goal or directions in mind	4 <input type="checkbox"/> Keeps goal and questions in mind	5 <input type="checkbox"/> Compulsive absorption with task
---	--	---	--	---

15. COMMENTS

15. PATIENT IDENTIFICATION

4-YEAR PSYCHOLOGICAL EXAMINATION
BEHAVIOR PROFILE

16. RESPONSE TO DIRECTIONS

- | | | | | |
|---|--|--|---|---|
| 1 <input type="checkbox"/>
Unwilling or
unable to
follow
specific
directions | 2 <input type="checkbox"/>
Some respon-
siveness
to direc-
tions | 3 <input type="checkbox"/>
Responds to
directions;
some self-
initiative
and sponta-
neity | 4 <input type="checkbox"/>
Shows very
little
deviation
from exam-
iner's
directions | 5 <input type="checkbox"/>
Completely
dependent
upon
specific
directions |
|---|--|--|---|---|

ACTIVITY

17. LEVEL OF ACTIVITY

- | | | | | |
|--|---|---|--|---|
| 1 <input type="checkbox"/>
Extreme in-
activity and
passivity;
very little
or no self-
initiated
activity | 2 <input type="checkbox"/>
Little ac-
tivity;
content to
sit still
most of
the time | 3 <input type="checkbox"/>
Normal
amount of
activity | 4 <input type="checkbox"/>
Unusual
amount of
activity and
restlessness;
may seldom
be able to sit
quietly | 5 <input type="checkbox"/>
Extreme over-
activity and rest-
lessness |
|--|---|---|--|---|

18. NATURE OF ACTIVITY

- | | | | | |
|--|--|--|--|---|
| 1 <input type="checkbox"/>
Extreme
rigidity;
unable to
shift
activity or
approach to
task | 2 <input type="checkbox"/>
Some rigidity;
tends to
be inflexible in
most
situations | 3 <input type="checkbox"/>
Flexible
behavioral
patterns;
activity
appropriate
to different
situations | 4 <input type="checkbox"/>
Behavior
frequently
impulsive;
fluid and
sometimes
uncontrollable | 5 <input type="checkbox"/>
Extremely
impulsive;
explosive
and un-
controlled
behavior |
|--|--|--|--|---|

COMMUNICATION

19. NATURE OF COMMUNICATION

- | | | | | |
|---|--|--|--|--|
| 1 <input type="checkbox"/>
Nonverbal
communication;
uses gestures
and postures
or either one | 2 <input type="checkbox"/>
Content
completely
confined to
answering
directed
questions | 3 <input type="checkbox"/>
Content
includes
spontaneous
conversation | 4 <input type="checkbox"/>
Answers
questions and
may engage
in some
spontaneous
conversation | 5 <input type="checkbox"/>
Content is
usually
irrelevant
and inap-
propriate;
may at times
seem bizarre |
|---|--|--|--|--|

20. COMMENTS

**4-YEAR PSYCHOLOGICAL EXAMINATION
ADDITIONAL OBSERVATIONS**

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

3. DATE OF BIRTH		4. AGE	5. SEX	6. RACE
MO.	DAY	YEAR	<input type="checkbox"/> MALE 1 <input type="checkbox"/> FEMALE 2	<input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O 1 2 3 <input type="checkbox"/> PB <input type="checkbox"/> OTHER 4 5

7. EXAMINED BY

8. DATE OF EXAM

MO.	DAY	YEAR
-----	-----	------

9. FACE

<input type="checkbox"/> 0 Normal	<input type="checkbox"/> 1 Asymmetry
	<input type="checkbox"/> 2 Little or no change of expression
	<input type="checkbox"/> 3 Other (Describe)

10. MOUTH

<input type="checkbox"/> 0 Normal	<input type="checkbox"/> 1 Open most of the time
	<input type="checkbox"/> 2 Excessive drooling
	<input type="checkbox"/> 3 Unusual movements
	<input type="checkbox"/> 4 Other (describe)

11. EYES

Normal	Strabismic	RIGHT	LEFT
<input type="checkbox"/> 0 Right	Nystagmus	<input type="checkbox"/> 1	<input type="checkbox"/> 1
<input type="checkbox"/> 0 Left	Epiorbital fold	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	Other (Describe)	<input type="checkbox"/> 3	<input type="checkbox"/> 3
		<input type="checkbox"/> 4	<input type="checkbox"/> 4

12. EARS

0 Normal 1 Other (Describe)

13. UNUSUAL MUSCULAR MOVEMENTS OR POSTURAL ADJUSTMENTS

0 None

If checked below, specify type of movement such as tremor, tic, spasm, athetoid movements, poor coordination, etc., in the comments column.

1. HEAD AND NECK	<input type="checkbox"/>
2. ARMS AND SHOULDERS	<input type="checkbox"/>
3. HANDS	<input type="checkbox"/>
4. TRUNK	<input type="checkbox"/>
5. LEGS AND FEET	<input type="checkbox"/>
6. TOTAL BODY	<input type="checkbox"/>

14. COMMENTS

**4-YEAR PSYCHOLOGICAL EXAMINATION
ADDITIONAL OBSERVATIONS**

16. DEVIANT OR STEREOTYPED BEHAVIOR

None
0

- 1. DROPPING, THROWING, PUSHING OFF TABLE.....
(Not due to poor coordination)
- 2. EXCESSIVE AND PERSISTENT THUMB SUCKING.....
- 3. EXCESSIVE AND PERSISTENT NAIL BITING.....
- 4. UNUSUAL AND MEANINGLESS HAND MOTIONS.....
- 5. MEANINGLESS SMILING AND LAUGHING.....
- 6. EXCESSIVE CRYING.....
- 7. ECHOLALIA.....
- 8. OTHER (Describe).....

17. OBVIOUS DEFECTS OR ANOMALIES

None
0

- 1. MONOLOID CHARACTERISTICS.....
- 2. VERY SMALL HEAD.....
- 3. VERY LARGE HEAD.....
- 4. ASYMMETRY OF SKULL.....
- 5. VERY BUSHY.....
- 6. UNUSUALLY SMALL.....
- 7. SKIN CONDITION.....
- 8. OTHER (Describe).....

18. IS HE IN NURSERY SCHOOL NOW?

Yes No
0 1

19. COMMENTS

4-YEAR PSYCHOLOGICAL TEST SUMMARY

1. PATIENT IDENTIFICATION				
2. NAME OF CHILD				
3. DATE OF BIRTH MO. DAY YEAR	4. AGE	5. SEX <input type="checkbox"/> MALE 1 <input type="checkbox"/> FEMALE 2	6. RACE <input type="checkbox"/> W 1 <input type="checkbox"/> N 2 <input type="checkbox"/> OR 3 <input type="checkbox"/> PR 4 <input type="checkbox"/> OTHER 5	
7. EXAMINED BY		8. DATE OF EXAM MO. DAY YEAR		
CLINICAL IMPRESSION			16. COMMENTS	
9. INTELLIGENCE*				
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		4 <input type="checkbox"/>
Superior	Average	Borderline		Mentally Defective
10. FINE MOTOR DEVELOPMENT				
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
Normal	Suspect	Abnormal		
11. GROSS MOTOR DEVELOPMENT				
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
Normal	Suspect	Abnormal		
12. CONCEPT FORMATION				
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
Normal	Suspect	Abnormal		
13. BEHAVIORAL				
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
Normal	Suspect	Abnormal		
14. ADEQUACY OF EXAMINATION				
1 <input type="checkbox"/>	2 <input type="checkbox"/>			
Adequate	Not Adequate (Explain)			
15. SUMMARY STATEMENT (OVERALL IMPRESSION)				
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
Normal	Suspect	Abnormal		

*For Summary Sheet Purpose and Guidelines:

SUPERIOR AND AVERAGE = NORMAL
 BORDERLINE = SUSPECT
 MENTALLY DEFECTIVE = ABNORMAL

COLLABORATIVE RESEARCH
 PERINATAL RESEARCH BRANCH, NINDS, NIH
 BETHESDA 14, MD.

Form Item Numbers linked to Data Items on PS-20, Stanford-Binet Intelligence Scale, Form L-W

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
10	5359...VAR		517	517	IQ, (group code)
10	3084..PS-20	2120	34	34	Stanford Binet Intelligence scale; adequacy of examination
10	3033..PS-20	1120	27	29	Age, chronological
10	3120..PS-20	3120	27	29	Age, chronological
10	3180..PS-20	4120	27	29	Age, chronological
10	5358...VAR		514	516	IQ
10	3182..PS-20	4120	33	33	IC, classification
10	3131..PS-20	3120	33	33	IC, classification
10	3083..PS-20	2120	33	33	IQ, classification
10	3130..PS-20	3120	30	32	IQ, Pinneau
10	3035..PS-20	1120	33	33	Stanford Binet Intelligence scale; IQ, classification
10	3034..PS-20	1120	30	32	Stanford Binet Intelligence scale; IQ, Pinneau
11	3183..PS-20	4120	34	34	Adequacy of entire PS-25 test battery
11	3132..PS-20	3120	34	34	Adequacy of entire PS-25 test battery
11	6021...VAR		1265	1265	IQ; adequacy of exam
11	3036..PS-20	1120	34	34	Stanford Binet Intelligence scale; adequacy of examination
13	3041..PS-20	1120	39	39	Stanford Binet Intelligence scale; year 2, alternate
13	3038..PS-20	1120	36	36	Stanford Binet Intelligence scale; year 2, identifying parts of body
13	3039..PS-20	1120	37	37	Stanford Binet Intelligence scale; year 2, picture vocabulary
13	3037..PS-20	1120	35	35	Stanford Binet Intelligence scale; year 2, three-hole form board
15	3040..PS-20	1120	38	38	Stanford Binet Intelligence scale; year 2, word combination
15	3046..PS-20	1120	44	44	Stanford Binet Intelligence scale; year 2-6, alternate
15	3042..PS-20	1120	40	40	Stanford Binet Intelligence scale; year 2-6, identifying objects by use
15	3043..PS-20	1120	41	41	Stanford Binet Intelligence scale; year 2-6, naming objects
15	3044..PS-20	1120	42	42	Stanford Binet Intelligence scale; year 2-6, picture vocabulary
15	3045..PS-20	1120	43	43	Stanford Binet Intelligence scale; year 2-6, repeating 2 digits
17	3051..PS-20	1120	49	49	Stanford Binet Intelligence scale; year 3, alternate
17	3048..PS-20	1120	46	46	Stanford Binet Intelligence scale; year 3, block building
17	3050..PS-20	1120	48	48	Stanford Binet Intelligence scale; year 3, copying a circle
17	3049..PS-20	1120	47	47	Stanford Binet Intelligence scale; year 3, picture memories
19	3047..PS-20	1120	45	45	Stanford Binet Intelligence scale; year 3-6, alternate
19	3056..PS-20	1120	54	54	Stanford Binet Intelligence scale; year 3-6, comparison of balls
19	3052..PS-20	1120	50	50	Stanford Binet Intelligence scale; year 3-6, comprehension
19	3055..PS-20	1120	53	53	Stanford Binet Intelligence scale; year 3-6, discrimination: animal pict.
19	3053..PS-20	1120	51	51	Stanford Binet Intelligence scale; year 3-6, discrimination: animal
19	3054..PS-20	1120	52	52	Stanford Binet Intelligence scale; year 3-6, response to pictures
21	3061..PS-20	1120	59	59	Stanford Binet Intelligence scale; year 4, alternate
21	305A..PS-20	1120	56	56	Stanford Binet Intelligence scale; year 4, naming objects from memory

Form Item Numbers Linked to Data Items on PS-20, Stanford-Binet Intelligence Scale, Form L-M

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
21	3059..PS-20	1120	57	57	Stanford Binet Intelligence scale; year 4, opposite analogies
21	3060..PS-20	1120	58	58	Stanford Binet Intelligence scale; year 4, pictorial identification
21	3057..PS-20	1120	55	55	Stanford Binet Intelligence scale; year 4, picture vocabulary
22	3066..PS-20	1120	64	64	Stanford Binet Intelligence scale; year 4-6, alternate
22	3065..PS-20	1120	63	63	Stanford Binet Intelligence scale; year 4-6, comprehension III
22	3062..PS-20	1120	60	60	Stanford Binet Intelligence scale; year 4-6, opposite analogies
22	3063..PS-20	1120	61	61	Stanford Binet Intelligence scale; year 4-6, pict. similarities & differences
22	3064..PS-20	1120	62	62	Stanford Binet Intelligence scale; year 4-6, three commissions
24	3089..PS-20	2120	39	39	Stanford Binet Intelligence scale; year 5, alternate
24	3087..PS-20	2120	37	37	Stanford Binet Intelligence scale; year 5, copying a square
24	3086..PS-20	2120	36	36	Stanford Binet Intelligence scale; year 5, definitions
24	3088..PS-20	2120	38	38	Stanford Binet Intelligence scale; year 5, patience rectangles
24	3085..PS-20	2120	35	35	Stanford Binet Intelligence scale; year 5, picture completion
26	3094..PS-20	2120	44	44	Stanford Binet Intelligence scale; year 6, alternate
26	3091..PS-20	2120	41	41	Stanford Binet Intelligence scale; year 6, differences
26	3092..PS-20	2120	42	42	Stanford Binet Intelligence scale; year 6, number concepts
26	3093..PS-20	2120	43	43	Stanford Binet Intelligence scale; year 6, opposite analogies
26	3090..PS-20	2120	40	40	Stanford Binet Intelligence scale; year 6, vocabulary
28	3097..PS-20	2120	49	49	Stanford Binet Intelligence scale; year 7, alternate
28	3096..PS-20	2120	47	47	Stanford Binet Intelligence scale; year 7, comprehension IV
28	3098..PS-20	2120	46	46	Stanford Binet Intelligence scale; year 7, copying a diamond
28	3095..PS-20	2120	48	48	Stanford Binet Intelligence scale; year 7, repeating 5 digits
30	3104..PS-20	2120	45	45	Stanford Binet Intelligence scale; year 7, similarities
30	3103..PS-20	2120	54	54	Stanford Binet Intelligence scale; year 8, alternate
30	3102..PS-20	2120	53	53	Stanford Binet Intelligence scale; year 8, comprehension IV
30	3101..PS-20	2120	52	52	Stanford Binet Intelligence scale; year 8, similarities and differences
30	3100..PS-20	2120	51	51	Stanford Binet Intelligence scale; year 8, verbal absurdities
31	3109..PS-20	2120	59	59	Stanford Binet Intelligence scale; year 8, vocabulary
31	3107..PS-20	2120	57	57	Stanford Binet Intelligence scale; year 9, alternate
31	3105..PS-20	2120	55	55	Stanford Binet Intelligence scale; year 9, making change
31	3108..PS-20	2120	58	58	Stanford Binet Intelligence scale; year 9, repeating 4 digits
31	3106..PS-20	2120	56	56	Stanford Binet Intelligence scale; year 9, rhymes
33	3111..PS-20	2120	61	61	Stanford Binet Intelligence scale; year 10, abstract words
33	3114..PS-20	2120	64	64	Stanford Binet Intelligence scale; year 10, alternate
33	3113..PS-20	2120	63	63	Stanford Binet Intelligence scale; year 10, repeating 6 digits
33	3110..PS-20	2120	60	60	Stanford Binet Intelligence scale; year 10, vocabulary
33	3117..PS-20	2120	67	62	Stanford Binet Intelligence scale; year 10, word naming

Form Item Numbers Linked to Data Items on PS-21, Graham-Ernhart Block Sort Test

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
9	3133..PS-21	3120	35	35	Graham Ernhart: block sort raw score, level 3, trial 1
9	3134..PS-21	3120	36	36	Graham Ernhart: block sort raw score, level 3, trial 2
11	3135..PS-21	3120	37	37	Graham Ernhart: block sort raw score, level 3, trial 3
11	3136..PS-21	3120	38	38	Graham Ernhart: block sort raw score, level 2, trial 1
11	3137..PS-21	3120	39	39	Graham Ernhart: block sort raw score, level 2, trial 2
13	3138..PS-21	3120	40	40	Graham Ernhart: block sort raw score, level 2, trial 3
13	3139..PS-21	3120	41	42	Graham Ernhart: block sort raw score, level 4, trial 1
13	3140..PS-21	3120	43	44	Graham Ernhart: block sort raw score, level 4, trial 2
14	3141..PS-21	3120	45	46	Graham Ernhart: block sort raw score, level 4, trial 3
14	3142..PS-21	3120	48	49	Graham Ernhart: block sort raw score, summary, level 2
14	3144..PS-21	3120	47	47	Graham Ernhart: block sort raw score, summary, level 3
14	3145..PS-21	3120	50	51	Graham Ernhart: block sort raw score, summary, level 4
14	5953.....VAH		52	53	Graham Ernhart: block sort raw score, summary, level 4
			1147	1148	Graham Ernhart: block sort test; raw score, summary, total

Form Item Numbers linked to Data Items on PS-22, Motor Test

ITEM NN FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
9	3151..PS-22	3120	61	61	Motor test, gross, ball catch, trial 1
9	6025....VAR		1269	1269	Motor test, gross, ball catch, trial 1
9	6026....VAR		1270	1270	Motor test, gross, ball catch, trial 1
9	3152..PS-22	3120	62	62	Motor test, gross, ball catch, trial 2
9	3153..PS-22	3120	63	63	Motor test, gross, ball catch, trial 2
9	6027....VAR		1271	1271	Motor test, gross, ball catch, trial 3
9	6024....VAR		1268	1268	Motor test, gross, ball catch, trial 3
9	3150..PS-22	3120	60	60	Motor test, gross, hopping, left foot
9	3149..PS-22	3120	59	59	Motor test, gross, hopping, left foot
9	6023....VAR		1267	1267	Motor test, gross, hopping, right foot
9	6022....VAR		1266	1266	Motor test, gross, hopping, right foot
9	3148..PS-22	3120	58	58	Motor test, gross, line walk, score
9	3146..PS-22	3120	54	55	Motor test, gross, line walk, trial 1
9	3147..PS-22	3120	56	57	Motor test, gross, line walk, trial 1
11	3156..PS-22	3120	66	66	Motor test, fine, copy foras, trial 2
11	6030....VAR		1274	1274	Motor test, fine, copy foras, circle
11	6031....VAR		1275	1275	Motor test, fine, copy foras, circle
11	3157..PS-22	3120	67	67	Motor test, fine, copy foras, cross
11	3158..PS-22	3120	68	68	Motor test, fine, copy foras, cross
11	6032....VAR		1276	1276	Motor test, fine, copy foras, square
11	6029....VAR		1273	1273	Motor test, fine, wallin pegboard, square
11	3155..PS-22	3120	65	65	Motor test, fine, wallin pegboard, left hand
11	3154..PS-22	3120	64	64	Motor test, fine, wallin pegboard, left hand
11	6028....VAR		1272	1272	Motor test, fine, wallin pegboard, right hand
13	3161..PS-22	3120	71	71	Motor test, fine, porteus vase, vase 3
13	3160..PS-22	3120	70	70	Motor test, fine, porteus vase, vase 4
13	6034....VAR		1278	1278	Motor test, fine, stringing beads
13	6033....VAR		1277	1277	Motor test, fine, stringing beads
14	3159..PS-22	3120	69	69	Motor test, dominance, eye
14	3164..PS-22	3120	74	74	Motor test, dominance, eye
14	5956....VAR		1151	1151	Motor test, dominance, hand
14	5954....VAR		1149	1149	Motor test, dominance, hand
14	3162..PS-22	3120	72	72	Motor test, dominance, leg
14	3163..PS-22	3120	73	73	Motor test, dominance, leg
14	5955....VAR		1150	1150	Motor test, dominance, leg
15	5957....VAR		1152	1152	Motor test, dominance, leg
15	3165..PS-22	3120	75	75	Motor test, overall summary

Form Item Numbers Linked to Data Items on PS-73, Behavior Profile

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
9	3184..PS-73	4120	35	35	Behavior profile, orientation to testing situation, emotional reactivity
10	3185..PS-73	4120	36	36	Behavior profile, orientation to testing situation, degree of irritability
11	3186..PS-73	4120	37	37	Behavior profile, orientation to examiner, degree of cooperation
12	3187..PS-73	4120	38	38	Behavior profile, orientation to examiner, degree of dependency
13	3188..PS-73	4120	39	39	Behavior profile, orientation to test materials, duration of attention span
14	3189..PS-73	4120	40	40	Behavior profile, orientation to test materials, goal orientation
15	3190..PS-73	4120	41	41	Behavior profile, orientation to test materials, response to directions
17	3191..PS-73	4120	42	42	Behavior profile activity, level of
18	3192..PS-73	4120	43	43	Behavior profile activity, nature of
19	3193..PS-73	4120	44	44	Behavior profile activity, nature of communication

Form Item Numbers linked to Data Items on PS-24, Additional Observations

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
0					
10	3194..PS-24	4120	45	45	Face observation by examiner
11	3195..PS-24	4120	46	46	Mouth observation by examiner
11	3197..PS-24	4120	48	48	Eye, left, observation by examiner
12	3196..PS-24	4120	47	47	Eye, right, observation by examiner
13	3198..PS-24	4120	49	49	Ears observation by examiner
13	3200..PS-24	4120	51	51	Movements, unusual, arms and shoulders; observation by examiner
13	3201..PS-24	4120	52	52	Movements, unusual, hands; observation by examiner
13	3199..PS-24	4120	50	50	Movements, unusual, head and neck; observation by examiner
13	3203..PS-24	4120	54	54	Movements, unusual, legs and feet; observation by examiner
13	3204..PS-24	4120	55	55	Movements, unusual, total body observation by examiner
13	3202..PS-24	4120	53	53	Movements, unusual, trunk; observation by examiner
16	3205..PS-24	4120	56	56	Behavior deviant, drop, throw, push off table observation by examiner
16	3211..PS-24	4120	62	62	Behavior deviant, echolalia observation by examiner
16	3207..PS-24	4120	58	58	Behavior deviant, excessive & persistent nail biting observation by examiner
16	3206..PS-24	4120	57	57	Behavior deviant, excessive & persistent thumb sucking observation by examiner
16	3210..PS-24	4120	61	61	Behavior deviant, excessive crying observation by examiner
16	3209..PS-24	4120	60	60	Behavior deviant, meaningless smile & laughing observation by examiner
16	3212..PS-24	4120	63	63	Behavior deviant, other observation by examiner
16	3208..PS-24	4120	59	59	Behavior deviant, unusual and meaningless hand motion observation by examiner
17	3220..PS-24	4120	71	71	Anomalies, other by examiner
17	3216..PS-24	4120	67	67	Anomalies, physical, asymmetry of skull observation by examiner
17	3213..PS-24	4120	64	64	Anomalies, physical, mongoloid characteristics observation by examiner
17	3219..PS-24	4120	70	70	Anomalies, physical, skin condition by examiner
17	3218..PS-24	4120	69	69	Anomalies, physical, unusually small by examiner
17	3215..PS-24	4120	66	66	Anomalies, physical, very large head observation by examiner
17	3217..PS-24	4120	68	68	Anomalies, physical, very obese observation by examiner
17	3214..PS-24	4120	65	65	Anomalies, physical, very small head observation by examiner
16	3221..PS-24	4120	72	72	School enrollment, nursery

Form Item Numbers Linked to Data Items on PS-25, Test Summary

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
5	3169..PS-25	4120	15	15	Sex
5	3070..PS-25	2120	15	15	Sex
5	3118..PS-25	3120	15	15	Sex
5	3022..PS-25	1120	15	15	Sex
6	3119..PS-25	3120	16	16	Race
6	3071..PS-25	2120	16	16	Race
6	3170..PS-25	4120	16	16	Race
6	3023..PS-25	1120	16	16	Race
7	3171..PS-25	4120	17	18	Examiner for Form PS-25
7	3120..PS-25	3120	17	18	Examiner for Form PS-25
7	3024..PS-25	1120	17	18	Examiner for Form PS-25
7	3072..PS-25	2120	17	18	Examiner for Form PS-25
9	3121..PS-25	3120	19	19	Intelligence
9	3073..PS-25	2120	19	19	Intelligence, clinical impression
9	3025..PS-25	1120	19	19	Intelligence, clinical impression
9	3172..PS-25	4120	19	19	Intelligence, clinical impression
9	5945....VAR		1137	1137	Intelligence, clinical impression
10	3081..PS-20	2120	27	29	Age, Chronological
10	3122..PS-25	3120	20	20	Development, fine motor, clinical impression
10	3173..PS-25	4120	20	20	Development, fine motor, clinical impression
10	3074..PS-25	2120	20	20	Development, fine motor, clinical impression
10	3026..PS-25	1120	20	20	Development, motor, fine, clinical impression
10	5946....VAR		1138	1138	Development, motor, fine, clinical impression
11	3082..PS-20	2120	30	32	IQ, Pinneau
11	3174..PS-25	4120	21	21	Development, gross motor, clinical impression
11	3075..PS-25	2120	21	21	Development, gross motor, clinical impression
11	3123..PS-25	3120	21	21	Development, gross motor, clinical impression
11	3027..PS-25	1120	21	21	Development, motor, gross, clinical impression
11	5947....VAR		1139	1139	Development, motor, gross, clinical impression
12	5952....VAR		1144	1146	Age chronological
12	3175..PS-25	4120	22	22	Concept formation
12	3076..PS-25	2120	22	22	Concept formation
12	3124..PS-25	3120	22	22	Concept formation, clinical impression
12	3028..PS-25	1120	22	22	Concept formation, clinical impression
12	5948....VAR		1140	1140	Concept formation, clinical impression
13	5949....VAR		1141	1141	Behavior profile, clinical impression
13	3176..PS-25	4120	23	23	Behavioral
13	3029..PS-25	1120	23	23	Behavioral, clinical impression
13	3077..PS-25	2120	23	23	Behavioral, clinical impression
13	3125..PS-25	3120	23	23	Behavioral, clinical impression
14	3030..PS-25	1120	24	24	Adequacy of entire 4 year psych exam
14	5950....VAR		1142	1142	Adequacy of entire 4 year psych exam

Form Item Numbers linked to Data Items on PS-25, Test Summary

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
14	3177..PS-25	4120	24	24	Adequacy of entire PS-25 test battery
14	3126..PS-25	3120	24	24	Adequacy of entire PS-25 test battery
15	3078..PS-25	2120	24	24	Adequacy of entire PS-25 test battery
15	3128..PS-25	3120	26	26	Intelligence scale administered
15	3032..PS-25	1120	26	26	Intelligence scale administered
15	3080..PS-25	2120	26	26	Intelligence scale administered
15	3179..PS-25	4120	25	25	Overall Impression, normal, suspect, abnormal, unknown
15	3031..PS-25	1120	25	25	Overall Impression, normal, suspect, abnormal, unknown
15	3127..PS-25	3120	25	25	Overall Impression, normal, suspect, abnormal, unknown
15	3178..PS-25	4120	25	25	Overall Impression, normal, suspect, abnormal, unknown
15	3079..PS-25	2120	25	25	Overall Impression, normal, suspect, abnormal, unknown
15	5951....VAR		1143	1143	Overall Impression, normal, suspect, abnormal, unknown

DEFINITION OF CODES
 4 YEAR PSYCHOLOGICAL EXAMINATION
 FORM PS 20-25 CARD 112C

<u>FIELD</u>		<u>CARD COLUMN</u>
1.	<u>Card Number</u> Code: 1	1
2.	<u>Form Number</u> Code: 120	2-4
3.	<u>Revision Number</u> Code: 0 - Form Dated: 8/63 3 - Form Dated: 8/63 (Exam age outside limits)	5
4.	<u>NINDB Number</u> Nine-digit number for Patient Identification Code: As given	6-14
SUMMARY		
5.	<u>Sex</u> PS-25, Item 5 Code: 1 - Male 2 - Female	15
6.	<u>Race</u> PS-25, Item 6 Code: 1 - White 2 - Negro 3 - Oriental 4 - Puerto Rican 8 - Other 9 - Unknown	16
7.	<u>Examined By</u> PS-25, Item 7 Code: See "Examiners", Pages 15 & 16 Additional code: 98 - Examiner unknown 99 - Visiting examiner or tested at another institution	17-18
8.	<u>Clinical Impression</u> PS-25, Items 9-13 Five-digit code for: <u>Intelligence (col. 19)</u> Code: 1 - Superior 2 - Average 3 - Borderline 4 - Mentally defective 8 - Comment only 9 - Unknown	19-23

DEFINITION OF CODES (Continued)

FORM PS-20 & 25
Card 1120

FIELD

CARD
COLUMN

8. Clinical Impression (cont.) 19-23
Fine Motor Development (col. 20)
Gross Motor Development (col. 21)
Concept Formation (col. 22)
Behavioral (col. 23)
Code for each column:
1 - Normal
2 - Suspect
3 - Abnormal
8 - Comment only
9 - Unknown
9. Adequacy of Entire Test Battery 24
PS-25, Item 14
Code: 1 - Adequate
2 - Not adequate
8 - Comment only
9 - Unknown
10. Summary Statement - Overall Impression 25
PS-25, Item 15
Code: 1 - Normal
2 - Suspect
3 - Abnormal
9 - Unknown
11. Intelligence Scale Administered 26
PS-25
Code: 1 - Binet
2 - Other
3 - None
4 - Binet and other
- STANFORD-BINET INTELLIGENCE SCALE
12. Chronological Age 27-29
PS-20, Item 10
Code: 001-211 - As given in years & months (Rev. 3 only)
300-500 - As given in years and months
501-911 - As given in years and months (Rev. 3 only)
13. I.Q. 30-32
PS-20, Item 10
Code: 025-175 - As given
999 - Unknown
006-024 - reviewed and accepted

DEFINITION OF CODES (Continued)

FORM PS-20 & 25
Card 1120

<u>FIELD</u>	<u>CARD COLUMN</u>
14. <u>IQ Classification</u> PS-20, Item 10 Code: 1 - Superior 2 - Average 3 - Borderline 4 - Mentally defective 9 - Unknown	33
15. <u>Adequacy of Intelligence Scale Administered</u> PS-20, Item 11 Code: 1 - Adequate 2 - Not adequate 9 - Unknown	34
16. <u>Year II</u> PS-20, Item 13 Five-digit code for: <u>Three-hold Form Board</u> (col. 35) <u>Identifying Parts of the Body</u> (col. 36) <u>Picture Vocabulary</u> (col. 37) <u>Word Combination</u> (col. 38) <u>Alternate</u> (col. 39) Code for each column: 1 - Pass 2 - Fail 8 - Item not administered 9 - Unknown - test not administered	35-39
17. <u>Year II-6</u> PS-20, Item 15 Five-digit code for: <u>Identifying Objects by Use</u> (col. 40) <u>Naming Objects</u> (col. 41) <u>Picture Vocabulary</u> (col. 42) <u>Repeating 2 Digits</u> (col. 43) <u>Alternate</u> (col. 44) Code for each column: Same as in Field 16	40-44
18. <u>Year III</u> PS-20, Item 17 Five-digit code for: <u>Picture Vocabulary</u> (col. 45) <u>Block Building</u> (col. 46) <u>Picture Memories</u> (col. 47) <u>Copying a Circle</u> (col. 48) <u>Alternate</u> (col. 49) Code for each column: Same as in Field 16	45-49

DEFINITION OF CODES (Continued)

FORM PS-20 & 25
Card 1120

FIELD

CARD
COLUMN

19. Year III-6
PS-20, Item 19
Five-digit code for:
- | | |
|--|-----------|
| <u>Comparison of Balls</u> | (col. 50) |
| <u>Discrimination of Animal Pictures</u> | (col. 51) |
| <u>Response to Pictures</u> | (col. 52) |
| <u>Comprehension</u> | (col. 53) |
| <u>Alternate</u> | (col. 54) |
- Code for each column:
Same as in Field 16
- 50-54
-
20. Year IV
PS-20, Item 21
Five-digit code for:
- | | |
|-----------------------------------|-----------|
| <u>Picture Vocabulary</u> | (col. 55) |
| <u>Naming Objects from Memory</u> | (col. 56) |
| <u>Opposite Analogies</u> | (col. 57) |
| <u>Pictorial Identification</u> | (col. 58) |
| <u>Alternate</u> | (col. 59) |
- Code for each column:
Same as in Field 16
- 55-59
-
21. Year IV-6
PS-20, Item 22
Five-digit code for:
- | | |
|---|-----------|
| <u>Opposite Analogies</u> | (col. 60) |
| <u>Pictorial Similarities and Differences</u> | (col. 61) |
| <u>Three Commissions</u> | (col. 62) |
| <u>Comprehension III</u> | (col. 63) |
| <u>Alternate</u> | (col. 64) |
- Code for each column:
Same as in Field 16
- 60-64
-

DEFINITION OF CODES (Continued)

FORM PS-20 & 25
Card 2120

<u>FIELD</u>		<u>CARD</u> <u>COLUMN</u>
1.	<u>Card Number</u> Code: 2	1
2.	<u>Basic Data</u> Code: Same as in cols. 2-34 of Card 1	2-34
STANFORD-BINET INTELLIGENCE SCALE (cont.)		
3.	<u>Year V</u> PS-20, Item 24 Five-digit code for: <u>Picture Completion</u> (col. 35) <u>Definitions</u> (col. 36) <u>Copying a Square</u> (col. 37) <u>Patience: Rectangles</u> (col. 38) <u>Alternate</u> (col. 39) Code for each column: 1 - Pass 2 - Fail 8 - Item not administered 9 - Unknown - test not administered	35-39
4.	<u>Year VI</u> PS-20, Item 26 Five-digit code for: <u>Vocabulary</u> (col. 40) <u>Differences</u> (col. 41) <u>Number Concepts</u> (col. 42) <u>Opposite Analogies</u> (col. 43) <u>Alternate</u> (col. 44) Code for each column: Same as in Field 3	40-44
5.	<u>Year VII</u> PS-20, Item 28 Five-digit code for: <u>Similarities</u> (col. 45) <u>Copying a Diamond</u> (col. 46) <u>Comprehension IV</u> (col. 47) <u>Repeating 5 Digits</u> (col. 48) <u>Alternate</u> (col. 49) Code for each column: Same as in Field 3	45-49

DEFINITION OF CODES (Continued)

FORM PS-20 & 25
Card 2120

FIELD

CARD
COLUMN

6. Year VIII
PS-20, Item 30
Five-digit code for:
- | | |
|-------------------------------------|-----------|
| <u>Vocabulary</u> | (col. 50) |
| <u>Verbal Absurdities</u> | (col. 51) |
| <u>Similarities and Differences</u> | (col. 52) |
| <u>Comprehension IV</u> | (col. 53) |
| <u>Alternate</u> | (col. 54) |
- Code for each column:
Same as in Field 3
7. Year IX
PS-20, Item 31
Five-digit code for:
- | | |
|------------------------------------|-----------|
| <u>Memory for Designs</u> | (col. 55) |
| <u>Rhymes</u> | (col. 56) |
| <u>Making Change</u> | (col. 57) |
| <u>Repeating 4 Digits Reversed</u> | (col. 58) |
| <u>Alternate</u> | (col. 59) |
- Code for each column:
Same as in Field 3
8. Year X
PS-20, Item 33
Five-digit code for:
- | | |
|---------------------------|-----------|
| <u>Vocabulary</u> | (col. 60) |
| <u>Abstract Words</u> | (col. 61) |
| <u>Word Naming</u> | (col. 62) |
| <u>Repeating 6 Digits</u> | (col. 63) |
| <u>Alternate</u> | (col. 64) |
- Code for each column:
Same as in Field 3

DEFINITION OF CODES (Continued)

FORM PS-21, 22 & 23,
Card 3120

<u>FIELD</u>	<u>CARD COLUMN</u>
1. <u>Card Number</u> Code: 3	1
2. <u>Basic Data</u> Code: Same as in cols. 2-34 of Card 1	2-34
GRAHAM-ERNHART BLOCK SORT	
3. <u>Level III</u> PS-21, Item 9 Three-digit code for: <u>Raw Score: Trial 1</u> (col. 35) : <u>Trial 2</u> (col. 36) : <u>Trial 3</u> (col. 37) Code for each column: 0-2 - As given 8 - Item not administered 9 - Unknown - test not administered	35-37
4. <u>Level II</u> PS-21, Item 11 Three-digit code for: <u>Raw Score: Tr. 1 1</u> (col. 38) : <u>Trial 2</u> (col. 39) : <u>Trial 3</u> (col. 40) Code for each column: 0-3 - As given 8 - Item not administered 9 - Unknown - test not administered	38-40
5. <u>Level IV</u> PS-21, Item 13 Six-digit code for: <u>Raw Score: Trial 1</u> (cols. 41-42) : <u>Trial 2</u> (cols. 43-44) : <u>Trial 3</u> (cols. 45-46) Code for each two columns: 00-10 - As given 88 - Item not administered 99 - Unknown - test not administered	41-46

DEFINITION OF CODES (Continued)

FORM PS-21, 22 & 25
Card 3120

FIELD

CARD
COLUMN

6.

Summary

PS-21, Item 14

Seven-digit code for:

Raw Score: Level III (col. 47)

Code: 0-6 - As given

8 - Incomplete test

9 - Unknown - test not administered

Raw Score: Level II (cols. 48-49)

Code: 00-09 - As given

88 - Incomplete test

99 - Unknown - test not administered

Raw Score: Level IV (cols. 50-51)

Code: 00-30 - As given

88 - Incomplete test

99 - Unknown - test not administered

Raw Score: Level I (cols. 52-53)

Code: 00-45 - As given

88 - Incomplete test

99 - Unknown - test not administered

MOTOR TEST

7.

Gross

PS-22, Item 9

Ten-digit code for:

Line Walk: Trial 1 (cols. 54-55)

: Trial 2 (cols. 56-57)

Code for each two columns:

00-10 - As given in feet

88 - Item not administered

99 - Unknown - test not administered

Line Walk: Score (col. 58)

Hopping: Right Foot (col. 59)

: Left Foot (col. 60)

Ball Catch: Trial 1 (col. 61)

: Trial 2 (col. 62)

: Trial 3 (col. 63)

Code for each column:

1 - Pass

2 - Fail

8 - Item not administered

9 - Unknown - test not administered

54-63

DEFINITION OF CODES (Continued)

FORM PS-23, 24 & 25
Card 4120

FIELD

CARD
COLUMN

1. Card Number
Code: 4
2. Basic Data
Code: Same as in cols. 2-34 of Card 1

1

2-34

BEHAVIOR PROFILE

3. Orientation to Testing Situation
PS-23, Items 9 and 10
Two-digit code for:
- Emotional Reactivity (col. 35)
Code: 1 - Extremely flat
2 - Somewhat flat
3 - Normal
4 - Mood more variable than average
5 - Extreme instability
8 - Comment only
9 - Unknown
- Degree of Irritability (col. 36)
Code: 1 - Extremely phlegmatic
2 - Rarely annoyed
3 - Normally reactive
4 - Frequently irritable
5 - Extremely irritable
6 - Variable
8 - Comment only
9 - Unknown
4. Orientation to Examiner
PS-23, Items 11 and 12
Two-digit code for:
- Degree of Cooperation (col. 37)
Code: 1 - Extreme negativism
2 - Resistive
3 - Cooperative
4 - Accepts directions more easily
5 - Extremely suggestible
6 - Variable
8 - Comment only
9 - Unknown
- Degree of Dependency (col. 38)
Code: 1 - Very self-reliant
2 - Rarely needs help
3 - Dependent in appropriate situations
4 - Demands more attention
5 - Constant need for attention
6 - Variable
8 - Comment only
9 - Unknown

35-36

37-38

DEFINITION OF CODES (Continued)

FORM PS-23, 24 & 25
Card 4120

FIELD

CARD
COLUMN

5.

Orientation to Test Materials

PS-23, Items 13, 14 and 16

Three-digit code for:

Duration of Attention Span (col. 39)

- Code: 1 - Very brief
2 - Short time
3 - Adequate
4 - More than average
5 - Highly perseverative
6 - Variable
8 - Comment only
9 - Unknown

Goal Orientation (col. 40)

- Code: 1 - No effort
2 - Brief attempt
3 - Able to keep goal in mind
4 - Keeps goal and questions in mind
5 - Compulsive absorption
6 - Variable
8 - Comment only
9 - Unknown

Response to Directions (col. 41)

- Code: 1 - Unwilling or unable to follow specific directions
2 - Some responsiveness
3 - Responds to directions
4 - Shows little deviation from examiner's directions
5 - Completely dependent upon specific directions
6 - Variable
8 - Comment only
9 - Unknown

39-41

6.

Activity

PS-23, Items 17 and 18

Two-digit code for:

Level of: (col. 42)

- Code: 1 - Extreme inactivity
2 - Little activity
3 - Normal amount of activity
4 - Unusual amount of activity
5 - Extremely impulsive
6 - Variable
8 - Comment only
9 - Unknown

42-43

DEFINITION OF CODES (Continued)

FORM PS-23, 24 &
Card 4120

FIELD

CARD
COLUMN

6. Activity (cont.)
Nature of: (col. 43)
Code: 1 - Extreme rigidity
2 - Some rigidity
3 - Flexible behavior
4 - Behavior frequently impulsive
5 - Extremely impulsive
6 - Variable
8 - Comment only
9 - Unknown

42-43

7. Communication - Nature of
PS-23, Item 19
Code: 1 - Nonverbal
2 - Content completely confined to
directed question
3 - Content includes spontaneous conversation
4 - Answers questions - some spontaneous
conversation
5 - Content irrelevant and inappropriate
8 - Comment only
9 - Unknown

44

ADDITIONAL OBSERVATIONS

8. Face
PS-24, Item 9
Code: 0 - Normal
1 - Asymmetry
2 - Little or no change of expression
3 - Combination of codes 1 and 2
4 - Combination of codes 1 and 8
5 - Combination of codes 2 and 8
8 - Other
9 - Unknown

45

9. Mouth
PS-24, Item 10
Code: 0 - Normal
1 - Open most of time
2 - Excessive drooling
3 - Unusual movements
4 - Combination of codes 1 and 2
5 - Combination of codes 1 and 3
6 - Combination of codes 1 and 8
8 - Other
9 - Unknown

46

DEFINITION OF CODES (Continued)

FORM PS-23, 24 & 25
Card 4120

FIELD

CARD
COLUMN

10. Eyes
PS-24, Item 11
Two-digit code for:
Right (col. 47)
Left (col. 48)
Code for each column:
0 - Normal
1 - Strabismus
2 - Nystagmus
3 - Epicanthic fold
4 - Combination of codes 1 and 3
5 - Combination of codes 1 and 8
6 - Combination of codes 2 and 8
7 - Combination of codes 2 and 3
8 - Other
9 - Unknown
11. Ears
PS-24, Item 12
Code: 0 - Normal
8 - Other
9 - Unknown
12. Unusual Muscular Movements
PS-24, Item 13
Six-digit code for:
Head and Neck (col. 50)
Arms and Shoulders (col. 51)
Hands (col. 52)
Trunk (col. 53)
Legs and Feet (col. 54)
Total Body (col. 55)
Code for each column:
0 - Absent
1 - Present
9 - Unknown
13. Deviant or Stereotyped Behavior
PS-24, Item 16
Eight-digit code for:
Dropping, Throwing, Pushing Off Table (col. 56)
Excessive and Persistent Thumb Sucking (col. 57)
Excessive and Persistent Nail Biting (col. 58)

47-48

49

50-55

56-63

DEFINITION OF CODES (Continued)

FORM PS-23, 24 & 25
Card 4120

FIELD

CARD
COLUMN

13. Deviant or Stereotyped Behavior (cont.) 56-63
Unusual and Meaningless Hand Motions (col. 59)
Meaningless Smiling and Laughing (col. 60)
Excessive Crying (col. 61)
Echolalia (col. 62)
Other (col. 63)
Code for each column:
Same as in Field 12
14. Obvious Defects or Anomalies 64-71
PS-24, Item 17
Eight-digit code for:
Mongoloid Characteristics (col. 64)
Very Small Head (col. 65)
Very Large Head (col. 66)
Asymmetry of Skull (col. 67)
Very Obese (col. 68)
Unusually Small (col. 69)
Skin Condition (col. 70)
Other (col. 71)
Code for each column:
Same as in Field 12
15. Is He in Nursery School Now 72
PS-24, Item 18
Code: 0 - Yes
1 - No
9 - Unknown

4-YEAR PSYCHOLOGICAL EXAMINATION

All Institutions

- 98 - Unknown
99 - Transfer Case or Visiting Examiner
- 05 - Boston
00 - Fiedler
01 - Raife
02 - Dickey
03 - Cohen
04 - Ingram
05 - Laverman
06 - Shantz
07 - Shulman
08 - Silkert
09 - Stein
10 - Kantrowitz
11 - Sands
12 - Glickman
13 - Laverman & Fiedler
14 - Feldman
15 - Tabellario
16 - Green
17 - Stern
18 - Cohen & Fiedler
19 - Krawshaar
20 - Hageman
21 - Ceppi
22 - Siegel
23 - Marcuse
24 - Krinsky
25 - Kahan
26 - Paget
27 - Kolers
28 - Hall
29 - DeLong
30 - Tully
31 - Bouchard
32 - Alexander
33 - Levey
34 - Watt
35 - Meader
36 - Thurlby
37 - Levey & Fiedler
38 - Krawshaar & Fiedler
39 - Turby & Tully
40 - Thurlby & Kahan
41 - Stein, P.
42 - Schmidt
43 - Stellatella
44 - Panzer
45 - Brundage
46 - Rhodes
47 - Smith, C.
- 05 - Boston (cont.)
48 - Luks
49 - Billig
50 - Daniels
51 - Ring
52 - Stein, E.
53 - Spivak
54 - Weiss
55 - Wendel
56 - Yasaitis
57 - Sherman
58 - Berger
- 10 - Buffalo
00 - Singer
01 - Fleishman
02 - Healy
03 - Jacobson
04 - Aitman
05 - Friedman
06 - Roman
07 - Dubois
08 - Markowitz
09 - Turoff
10 - Henry
11 - Muehlberg
12 - Alabiso
13 - Wojcik
14 - Sibley
15 - Greenberg, L.
16 - Greenberg, B.
- 15 - Charity
00 - Daste
01 - Sledge
02 - Flick
03 - Butler
04 - Cievtal
05 - Smith
06 - Spruill
07 - Gannon
08 - Halloran
09 - Johnson
10 - Feldman
11 - Dorsen
12 - Roitzch
13 - Fortner
14 - Edmonson
15 - Forman
16 - Lichtenstein
17 - Von Nostrand

EXAMINERS (cont.)

- 31 - Columbia
 00 - Edwards
 01 - Hoolis or Kavorentzis
 02 - Landau
 03 - Sprayregen
 04 - Tuckman
 05 - Hoolis & Tuckman
 06 - Edwards & Tuckman
 07 - Sprayregen & Edwards
 08 - Kavorentzis & Edwards
 09 - Landau & Edwards
 10 - Sprayregen & Tuckman
 11 - Hewson
 12 - Markowitz
 13 - Kavorentzis & Sprayregen
 14 - Hewson & Tuckman
 15 - Markowitz & Hoolis
 16 - Markowitz & Tuckman
 17 - Freeman
 18 - Goldberg
 19 - Chase
 20 - Lobon
 21 - Chase & Tuckman
 22 - Chase & Markowitz
 23 - Goldberg & Markowitz
 24 - Tuckman & Goliberg
 25 - Freeman & Goldberg
 26 - Tuckman & Freeman
 27 - Markowitz & Freeman
 28 - Trees
 29 - Wapnick
 30 - Hiller
 31 - Goldberg & Hewson
 32 - Chase & Goldberg
 33 - Lobon & Markowitz
 34 - Sussman
 35 - Wilde
 36 - Kavorentzis & Landau
 37 - Trees & Goldberg
 38 - Hiller & Goldberg
 39 - Caplan
 40 - Cannapary
 41 - Rappaport
- 37 - Johns Hopkins
 00 - Armistead
 01 - Lillard
 02 - McDaniel
 03 - Merritt
 04 - Washington
 05 - McDaniel & Armistead
 06 - Lewis
 07 - Tutman
 08 - Loring
 09 - Washington & Merritt
 10 - Levi
 11 - Bradford
 12 - Goldberg
 13 - Rosenberg
 14 - Richardson
 15 - Washington & Richardson
 16 - Howard
 17 - Engle
 18 - Wetzel
 19 - Donnolo
 20 - Bradford & Goldberg
 21 - DuPont
 22 - Donnolo & Welcher
 23 - Mozafari
 24 - Donnolo & Mozafari
 25 - Benesch
 26 - Engle & Welcher
 27 - Engle & Wetzel
 28 - Rosenblatt
 29 - Lobl
 30 - Kranitz
- 45 - Virginia
 00 - Choate
 01 - Coleman or Seay
 02 - Hill or Miller
 03 - Lucky
 04 - Nemitz or McPherson
 05 - Choate & Lucky
 06 - Martin
 07 - Adams
 08 - Seay & Choate
 09 - North
 10 - Watson
 11 - Erdim
 12 - Choate & North
 13 - Beisgen & Choate
 14 - Beisgen

EXAMINERS (cont.)

- 50 - Minnesota
00 - Shechtman
01 - Friberg
02 - Reuter
03 - Weiner
04 - Jordan
05 - Campbell
06 - Dupont
07 - Ireton
08 - Steele (Greenwood)
09 - Thwing
10 - Stockton
11 - Roberts
12 - Bacon
13 - Glasow
14 - DeMaster
15 - Chang
- 55 - New York Medical
00 - Cohen
01 - Gershoff
02 - Grossberg
03 - Hernandez
04 - Casal
05 - Grossberg & Casal
06 - Hernandez & Cohen
07 - Gershoff & Hernandez
08 - Grossberg & Hernandez
09 - Gershoff & Cohen
10 - Casal & Cohen
11 - Gershoff & Grossberg
12 - Hernandez & Casal
13 - Gershoff & Casal
14 - Sternberger
15 - Sternberger & Hernandez
16 - Casal & Steinberg
17 - Steinberg & Hernandez
18 - Gershoff & Steinberg
19 - Hernandez & Breining
20 - Casal & Breining
21 - Cohen & Breining
22 - Steinberg
23 - Gershoff & Breining
24 - Steinberg & Breining
25 - Cohen & Steinberg
26 - Arnoldson & Gershoff
27 - Casal & Mattson
28 - Arnoldson & Casal
29 - Mattson & Arnoldson
30 - Arnoldson (Herrara)
31 - Cohen & Arnoldson
32 - Arnoldson & Steinberg
- 55 - New York Medical (cont.)
33 - Mattson & Gershoff
34 - Mattson (Forman)
35 - Baez
36 - Barroso
37 - Casal & Baez
38 - Arnoldson & Barroso
39 - Baez & Arnoldson
40 - Maze
41 - Hernandez & Baez
42 - Mattson & Barroso
43 - Hernandez & Herrara
44 - Baez & Barroso
45 - Unterman
46 - Arnoldson & Maze
47 - Barroso & Maze
48 - Baez & Mattson
49 - Becker
- 60 - Oregon
00 - Kangas
01 - Butler
02 - Goffeney
03 - Kangas & Butler
04 - Sheldon
05 - Henderson
06 - Henderson & Goffeney
07 - Lindemann
08 - Saito

EXAMINERS (cont.)

66 - Pennsylvania
00 - Ebby
01 - Vergara
02 - LaFair
03 - Freedman
04 - Findlay
05 - Etienne
06 - Otterman
07 - Shellinger
08 - Tienken
09 - Kerr
10 - Bishop
11 - Boroughs
12 - Schachter
13 - Mongeal
14 - Baum
15 - Wasson
16 - Mankin
17 - Gallup (Sadtler)
18 - Shashous
19 - Grabill
20 - Weinrach
21 - O'Neil
22 - Oswald
23 - Riser
24 - Sherman
25 - Baker
26 - Goldstein
27 - Albert
28 - Regan
29 - Weisman (Bernstein)
30 - Jordan
31 - Ginsberg
32 - Atkins

71 - Providence

00 - Pratt
01 - Serunian
02 - Walsh
03 - Ellis
04 - Phillips
05 - Holden
06 - Ruttenberg
07 - Zurier
08 - Ellen
09 - Vikman
10 - Kennedy (Diffily)
11 - Lewis
12 - Gray
13 - Favorite

71 - Providence (cont.)

14 - Levy
15 - Peterson
16 - Allingham
17 - Jackson
18 - Chessher
19 - Hillman
20 - Landay
21 - Rubenstein

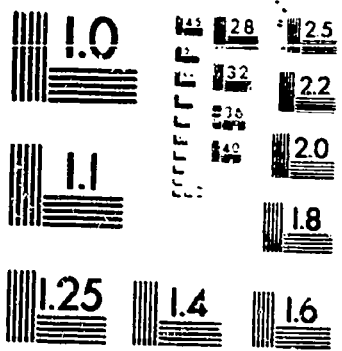
82 - Tennessee
00 - DeLange
01 - Illardi
02 - P. Khanna
03 - J. Khanna
04 - Browning
05 - Nessa
06 - Lee
07 - Ruesta
08 - Regland
09 - Fowler
10 - Advani
11 - Jacobson
12 - Dacus
13 - Morris
14 - Smith
15 - Johnston
16 - Lynch
17 - Strain

4 YEAR PSYCHOLOGICAL EXAMINATION
 FORM PS-20, PS-21, PS-22

ITEM # ON FORM	1	PS-25	PS-20	PS-21	PS-22	
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
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848	849	850	851	852	853	854
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1009	1010	1011	1012	1013	1014	1015
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1100	1101	1102	1103	1104	1105	1106
1107	1108	1109	1110	1111	1112	1113
1114	1115	1116	1117	1118	1119	1120
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1128	1129	1130	1131	1132	1133	1134
1135	1136	1137	1138	1139	1140	1141
1142	1143	1144	1145	1146	1147	1148
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1156	1157	1158	1159	1160	1161	1162
1163	1164	1165	1166	1167	1168	1169
1170	1171	1172	1173	1174	1175	1176
1177	1178	1179	1180	1181	1182	1183
1184	1185	1186	1187	1188	1189	1190
1191	1192	1193	1194	1195	1196	1197
1198	1199	1200	1201	1202	1203	1204
1205	1206	1207	1208	1209	1210	1211

4 YEAR PSYCHOLOGICAL EXAMINATION
 FORM PS-20, PS-23, PS-24, PS-25

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010
(ANSI and ISO TEST CHART No. 2)

CONTINUED ON NEXT FICHE



4-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE GRAHAM-ERNHART BLOCK SORT TEST

(For Form PS-21)

Introduction

The Graham-Ernhart Block Sort test has been included in the 4-year COLR battery as a supplement to the Stanford-Binet (Form L-M). It will increase our sampling of concept formation through the use of a sort where materials vary in color, size and shape. Dr. Graham's previous work with this test indicates that it not only provides a significant discrimination between brain-damaged and non-brain-damaged preschoolers, but also that it adds to the discrimination between these groups to a degree beyond that possible with the Stanford-Binet alone. (See Table of Reference).

The instructions presented here are a revision of Graham's procedure. The original manual has been altered when it was deemed that such revision would better serve the purposes of the COLR Project without distorting the essential characteristics of the test. We wish to thank Drs. Graham and Ernhart for their generous permission to permit COLR use of the test, and Dr. Graham for her review of this revision.

Materials

The materials consist of 26 1/8mm. thick plastic blocks in various combinations of three colors (white, red and blue), three forms (circle, square and equilateral triangle), and three sizes (small, medium and large). Areas of the three forms are approximately equal for each size level. The size levels are in the ratio of 1:2:3, the relevant dimension being the sides of the square and the triangle and the diameter of the circle. The exact dimensions are 22, 44 and 66 mm. for sides of the three squares; 33, 67 and 100 mm. for the sides of the three triangles; and 25, 50 and 75 mm. for the diameters of the three circles.

<u>Circles</u>	<u>Squares</u>	<u>Triangles</u>
2 large white	2 large white	2 large white
2 large red	1 large red	1 large red
2 large blue	1 large blue	1 large blue
2 medium white	1 medium white	1 medium white
1 medium red		
1 medium blue		
2 small white	1 small white	1 small white
1 small red		
1 small blue		

Materials for the Graham-Ernhart test and necessary replacement parts will be furnished by the Central Office.

General Administration Instructions

1. This test is given as a whole. Other procedures should not be interposed between trials or levels. Such interposition, if practiced, might produce unknown interference with establishing the proper sorting set.
2. The Graham-Ernhart Block Sort test items are organized into four levels. Level III is always given first. Depending upon the child's performance on Level III, either Level II or Level IV, but not both, is given. Graham's Level I is not being used by the COLR Project, since it is anticipated that Level I is not needed to provide satisfactory discrimination between subjects at the lower ranges.
3. Throughout the test, the examiner should avoid the use of phrases relevant to concepts of size, shape, or color in giving his instructions; e.g., "little ones," "blue blocks," "circles." Stick to use of phrases and words such as "look alike," "alike," "same," and "belong together."
4. Since the same concepts are tested repeatedly, the examiner should not indicate that a correct response has or has not been made, except on the three trials of Level III. However, if the child, having made a correct sort, then proceeds to build or play at random with the blocks (thus destroying the

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Manual for the Graham-Ernhart Block Sort Test

General Administrative Instructions. (Cont.)

- sort) the examiner should, if possible, say before the sort is destroyed, "Is that the way you want them?", or, "Have you finished putting the blocks that are the same together?", and proceed to score the sort in terms of the block placement at that point.
5. If a child requests help, the examiner should repeat the instructions or say, "Just do the best you can."
 6. Blocks not in use should be kept out of sight.
 7. In scoring, verbal recognition is not counted. Only the child's nonverbal sorting behavior contributes to his score.
 8. To avoid supplying extraneous cues, the examiner should hold all the required blocks in his hand before placing any of them on the table.
 9. At all levels, each trial is presented only once.

Administration and Scoring:

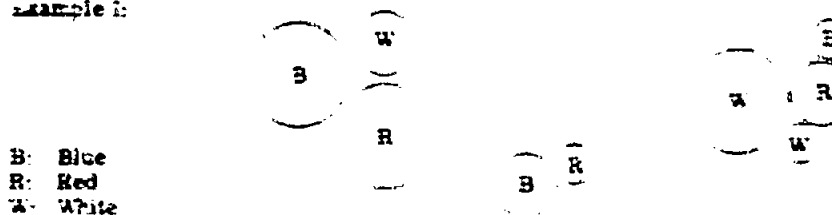
Definitions:

- A. A group is two or more blocks which are adjacent to one another (they may or may not actually touch), and are spatially separated from other blocks. All blocks included in a trial may form a single group. The definition of group demands only that two or more blocks are together in a stack, row, or (lying together). On occasion a group of blocks may contain combinations of stacks or rows, i.e., be both horizontally and vertically arranged.
- B. A subgroup is two or more blocks within a group which are alike in size, form or color, whichever dimension(s) is (are) being varied on a given trial.

NOTE: The distinction in definition between a group and subgroup is critical to the scoring system and needs to be thoroughly understood. Blocks in a group may or may not be alike; the only essential requirement is that they be clustered. The definition of a subgroup implies that the group within which these blocks are found includes other subgroups or misplacements. The blocks within a specific subgroup are always alike by definition. Blocks constituting a subgroup must also be clustered.

In Example I, the cluster of three blocks constitutes a group; the cluster of two blocks is also a group. Within the three block group is a subgroup of two circles which are alike in size. The two white blocks in the cluster of four form a subgroup. The cluster of four blocks forms an additional group.

Example I:



In Example II the cluster of three blocks is a group; so are the two clusters of two blocks each.

Example II:



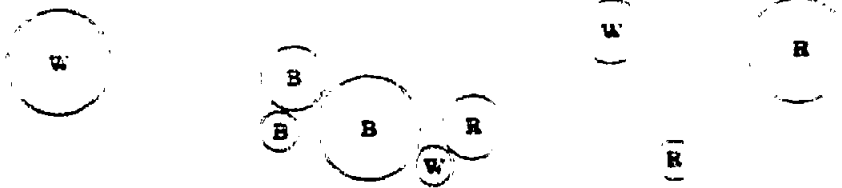
August 1963

Manual for the Graham-Erhardt Block Sort Test

Administration and Scoring. (Cont.)

In Example III, the three blue circles within the group of five constitutes a subgroup of three blocks. Other blocks in the diagram are extraneous to this example.

Example III:



Finally, note that a particular block may belong to more than one subgroup. In Example IV, the middle blue square forms a subgroup of squares with the block on its left and also forms a subgroup of two blue blocks with the block on its right. In the first instance the subgroup is formed on the basis of shape, in the second on the basis of color.

Example IV:



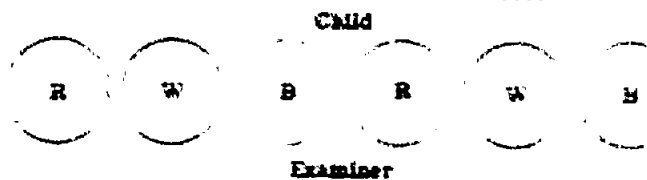
- C. A leftover block is one not adjacent to any other block. The blocks called extraneous in Example III are leftover blocks.
- D. Misplacements are blocks within a group so placed that they form no subgroup. They are not similar to blocks next to them in the group, in terms of the concepts being sorted (shape, color, or size). In Example III, the white block and the red block in the 5 block group are misplacements.

Level III: Administration and Scoring.

1. The task is to sort six blocks into three groups of two identical blocks. The blocks used and the orders in which they are placed on the table before the child are given below. The order of placement is specified from the examiner's point of view as he sits opposite the child.

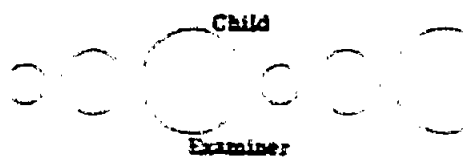
Trial 1: Six large circles

Red White Blue Red White Blue



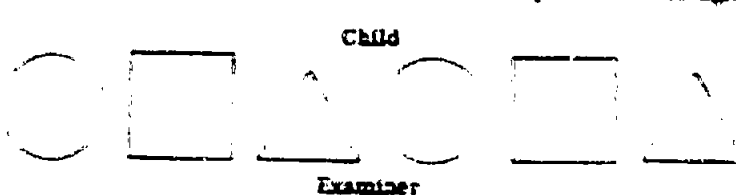
Trial 2: Six white circles

Small Medium Large Small Medium Large



Trial 3: Six large white blocks

Circle Square Triangle Circle Square Triangle



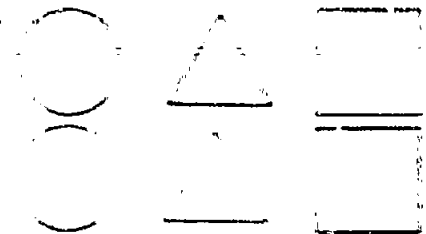
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Manual for the Graham-Ernhart Block Sort Test

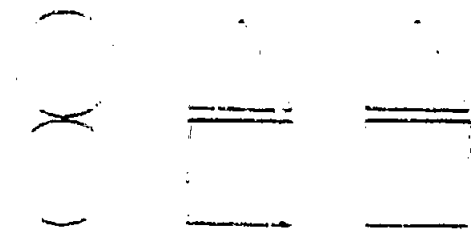
Level III: Administration and Scoring. (Cont.)

2. After the blocks have been placed in a row on the table, say "Put the ones that (are alike, are the same, or belong) together." This instruction can be repeated as necessary.
3. A completely correct sort on a given trial consists of pairing the identical blocks with each other. Such a sort earns two points.
4. A partially correct sort on a given trial is one where the sort is incomplete but where the concept is apparent both in the sorting behavior and in the final arrangement. A sort with only one or two misplacements or leftovers or a sort in which two identical blocks are placed together but apart from the remaining blocks are examples of partial sorts. Note that the definition of a partially correct sort includes the specification that the examiner must see some evidence of concept control in the sorting behavior prior to the final arrangement. This clinical criterion has been added to avoid the crediting of final arrangements where two identical blocks happen by chance to end up closer to each other than they are to other blocks. A partially correct sort earns one point.
5. Examples of Level III, Trial 3 sorts.

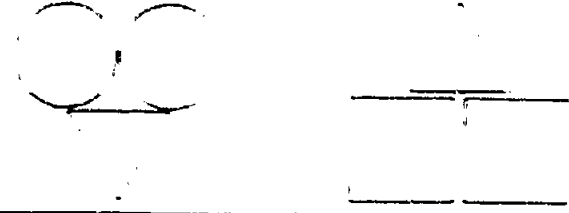
For the purposes of scoring, stacking or placing blocks in a row will be considered equally correct.

A.  Correct sort; earns two points.

B.  Correct sort; earns two points.

C.  Partially correct sort; earns one point. Partially correct because one group pairs identical mates, even though there are four misgrouped blocks.

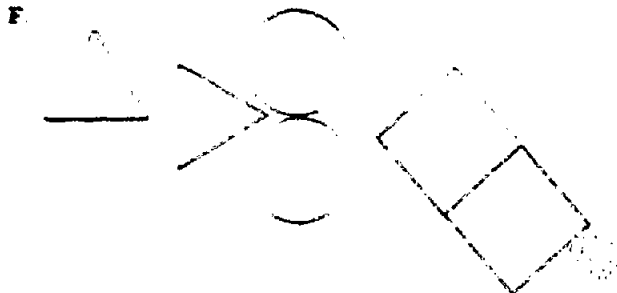
D.  Partially correct sort; earns one point. There are only two misplacements (the two triangles).

E.  Partially correct sort; earns one point. There are only two misplacements (the two triangles).

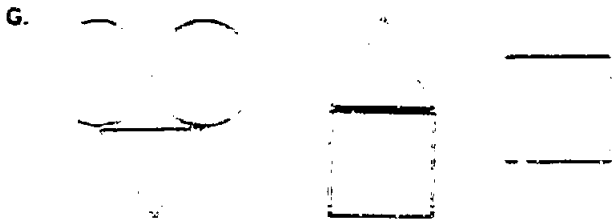
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Manual for the Graham-Ernhart Block Sort Test

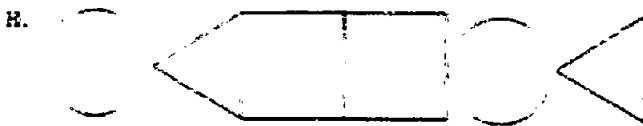
Level III: Administration and Scoring. (Cont.)



Partly correct sort. There is one misplacement and one left-over (the two triangles).



Incorrect sort; zero points. Three blocks are misplaced and one is leftover.



Incorrect sort; zero points. There is a joined identical pair, but they are not spatially discrete from the other four misgrouped blocks.

6. To encourage more discrete grouping on subsequent trials at this and other levels, additional instructions and demonstration are given following each of the trials at this level:
 - A. If the child achieves a two-point sort and has arranged the blocks into three discrete groups say, "Fine," and go on to the next trial.
 - B. If the child achieves a two-point sort but has not arranged the blocks into three discrete groups (for example, stacking all six blocks into a single pile or a single row) say, "Fine, these two are alike, and these two are alike, and these two are alike" as you separate the groups.
 - C. If the child achieves partial or no credit say, "Let me show you. These two are alike, and these two are alike, and these two are alike," as you rearrange the blocks into three separate groups. Do not allow the child another try at the same trial after it has been demonstrated.
7. Maximum score on Level III is six points.

Administration Choice-Point

1. If the child's score on Level III is two points or less, administer Level II. In all cases, then administer Level IV.
2. If the child's score on Level III is more than two points, administer Level IV and give the child an automatic credit of 9 points for Level II.
3. For all cases record the points earned by the child at levels III, II and IV, and sum them to obtain total raw score.

Level II: Administration and Scoring

1. The child's task at this level is to choose the mate to the block held by the examiner from the three blocks placed before him. The block the child is to match is held about one foot above the middle of the three blocks on the table, and the examiner says, "Point to the one that looks just like this one."

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(Changed February 1965)

Manual for the Graham-Erikson Block Sort Test

Level II: Administration and Scoring. (Cont.)

2. The order of the blocks placed on the table for each trial are specified from the examiner's point of view as he sits opposite the child facing him.

Trial 1: On the table: 3 large circles: Red White Blue
Examiner's order of presentation: Blue Red White

Trial 2: On the table: 3 white circles: Small Medium Large
Examiner's order of presentation: Small Large Medium

Trial 3: On the table: 3 large white blocks: Circle Square Triangle
Examiner's order of presentation: Square Triangle Circle
3. Every effort should be made to ensure having the child's attention before each request for him to point. Once given, an incorrect point should be accepted at face value.
4. Each correct match earns one point, making a maximum score of three per trial and a total maximum of nine points for Level II.

Level IV: Administration and Scoring

1. The task for each trial of Level IV is to sort the nine blocks, which on any given trial vary along two of three possible dimensions (size, color, and form) into groups of like blocks.

General Instructions

The instructions are the same for each of the three trials. The blocks used in a given trial are spread out on the table in random order. The blocks should be spread over a roughly oval area, not in a row. The examiner says, "Now put the ones that (are alike, are the same, or belong) together."

Blocks to be used for specific trials are as follows:

- Trial 1: Color and size vary with form held constant. Use nine circular blocks with one of each size and color.
- Trial 2: Color and form vary with size held constant. Use nine large blocks with one of each form and color.
- Trial 3: Size and form vary with color held constant. Use nine white blocks with one of each size and form.

Scoring of Level IV takes only final arrangement into account. By following the rules below, the number of errors on a given trial can be determined. Since it is unlikely that the examiner will have these rules well enough in mind, especially in his early use of the test, it is mandatory that the examiner sketch the final arrangement on each trial, and then score it later.

Scoring Rules

- A. Any group of blocks which are all alike on one of the varied concepts is considered correct.
- B. Any subgroup of three blocks is always correct.
- C. Subgroups of two blocks are counted as errors (one point per block) if:

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(Changed February 1965)

Manual for the Graham-Erhardt Block Sort Test

Level IV: Administration and Scoring. (Cont.)

1. the group contains a misplacement, or
2. the group which contains the subgroup of two blocks is composed of only three blocks.

Note: Groups of three blocks which are not all alike and which contain two subgroups of two blocks per subgroup are errors by rule C₂. They constitute three error points, one for each block. (see Example C, p. 5).

- D. Subgroups of only two blocks are correct if all other blocks in the group also form subgroups, and the group consists of more than three blocks.
- E. Leftovers and misplacements count one error per block.
- F. Typically, sorting by four-year-olds is on the basis of one varied concept or the other, or some use of both concepts. Thus, one group may be formed having blocks of the same color, and another group in the same trial will contain blocks of the same form or size. It is possible but rare for a child to produce a perfect sort on both concepts. To do so, every block must participate simultaneously in two subgroupings. This can be achieved with a 3 x 3 matrix in which blocks of one concept form the rows, and blocks representing the other concept form the columns. It can also be achieved with three stacks formed on the basis of one concept with the second concept demonstrated by uniform positions within stacks in all three stacks.
- G. Errors on a given trial may range from 0 to 9. They should be converted to points toward the total raw score by use of the table below. Maximum raw score points possible on a given trial is ten. Maximum raw score contribution of Level IV to total raw score is 30.

(2-concepts sorted simultaneously) (Ordinary perfect sort)	Errors on a trial	Raw Score for the trial
	0	10
	1	9
	2	8
	3	7
	4	6
	5	5
	6	4
	7	3
	8	2
	9	1
	9	0

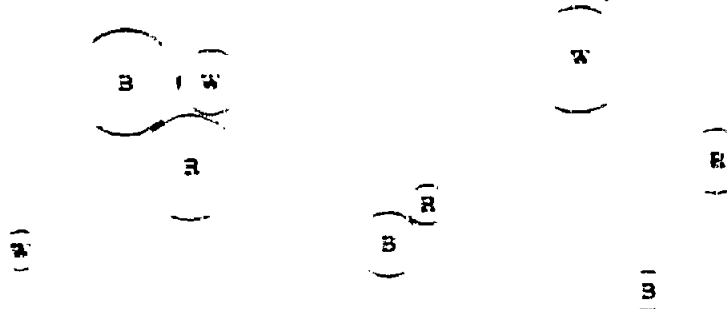
Scoring Examples

This section of scoring examples should be studied carefully prior to scoring of actual protocols. You may find it helpful to color the sketches. Additional examples of difficult scoring problems with commentary will be added as our project experience with this test accumulates.

In the examples below, the letters R, W, and B are used for the three colors — red, white, and blue. Large, medium and small size is indicated by the relative size of the drawings. All examples are drawn as if arranged on a horizontal plane, but these arrangements may be produced by stacks or by a three dimensional pattern involving both horizontal and vertical groups.

Example A. Color and Size Problem. Nine errors.

The subgroup of two within the three group is not considered correct (rules C₁ and C₂). Other errors are four leftovers and a paired misplacement (rule E).



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Manual for the Graham-Erhart Block Sort Test

Level IV: Administration and Scoring. (Cont.)

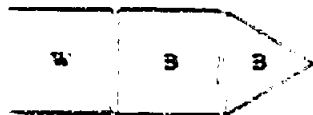
Example B. Color and Form Problem. Nine errors.

The two two-member subgroups of like form are part of a group containing misplacements (rule C₁).



Example C. Color and Form Problem. Nine errors.

Two two-block subgroups in a group of only three blocks are not considered correct by rule C₂.

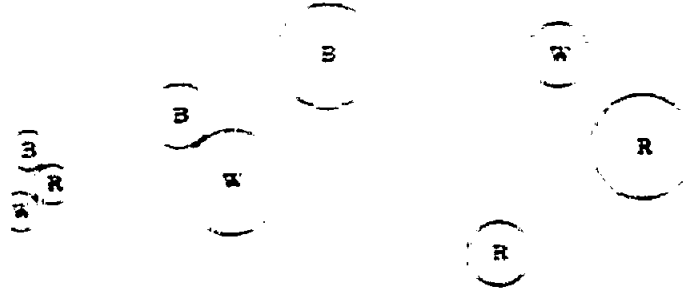


Remaining blocks scattered.

Example D. Color and Size Problem. Six errors.

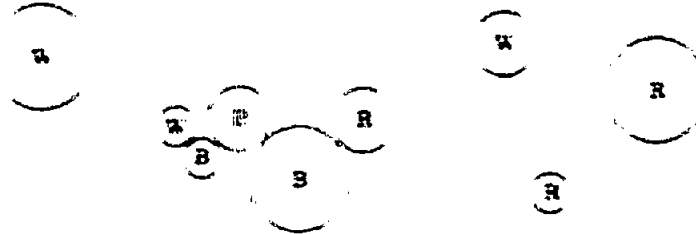
The group of three is considered correct by rule A.

The remaining blocks are leftovers (rule E) or paired misplacements (rule E).



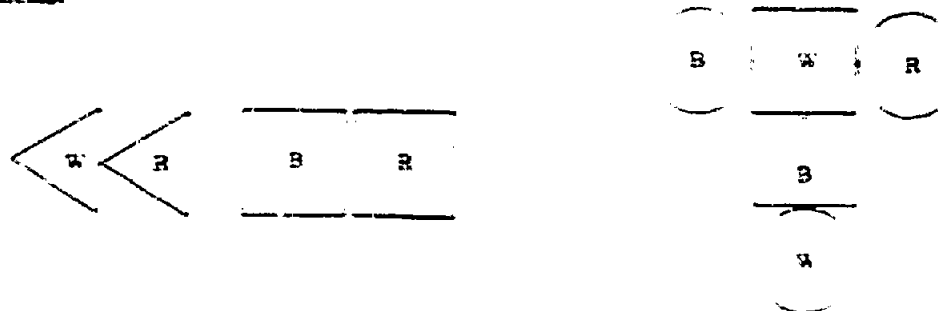
Example E. Color and Size Problem. Six errors.

Four leftovers and two misplacements. The subgroup of three blue circles is correct by rule B.



Example F. Color and Form Problem. Five errors.

The two groups of two are correct by rule A. The errors are the group of five misplacements.



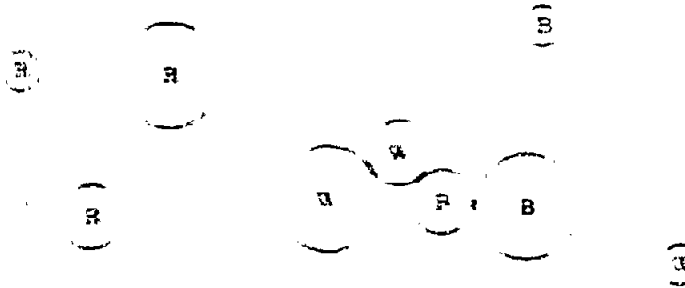
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Manual for the Graham-Stebert Block Sort Test

Level IV Administration and Scoring (Cont.)

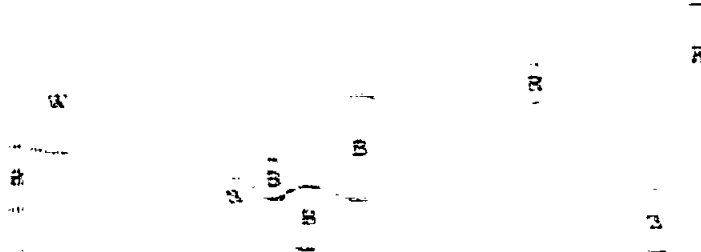
Example G Color and Size Problem. Five errors.

Five leftovers. Note that the group of four blocks has been arranged into two subgroups each containing two blocks of like color and one subgroup of two blocks of like size. The two middle blocks have been sorted simultaneously on both concepts. Group of four correct by rule D.



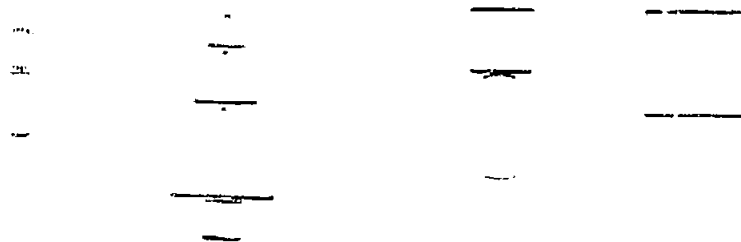
Example H Color and Size Problem. Five errors.

Three leftovers and a pair of misplacements. The middle group of four blocks is correct by rules B and D. This group involves one subgroup sorted by color, another subgroup sorted by size, and one block sorted simultaneously on both bases.



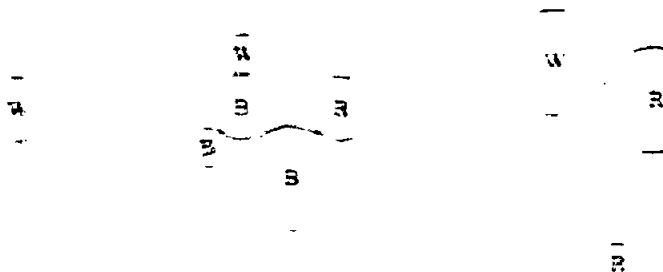
Example I Form and Size Problem. Four errors.

One leftover, one misplacement, and one paired misplacement. The correct group of two qualified by rule A, the correct subgroup of three by rule B.



Example J Color and Size Problem. Four errors.

Two leftovers, two misplacements. Rules A and B make the other five blocks correct.



Manual for the Graham-Ernhart Block Sort Test

Level IV: Administration and Scoring. (Cont.)

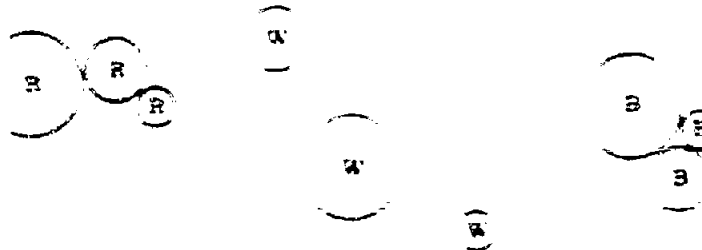
Example K. Color and Size Problem. Four errors.

The two subgroups of three on the left side of the row (with one block sorted simultaneously on both concepts) are correct by rule B. The two-member subgroup of blue circles is incorrect by rule C and the other two blocks are misplacements (rule E).



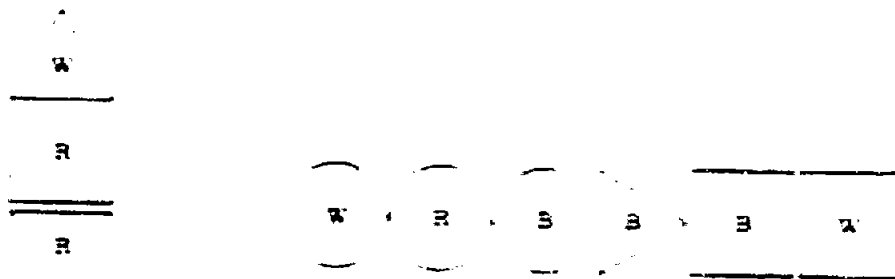
Example L. Size and Color Problem. Three errors.

All leftovers. The groups of three are correct by rule A.



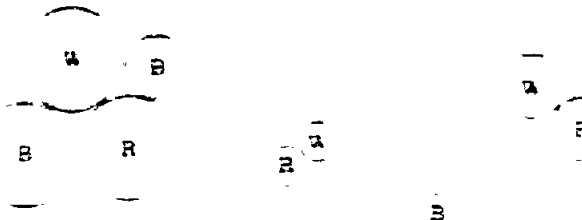
Example M. Color and Form Problem. Three errors.

The errors are represented by a group of three which contains a subgroup of two and a misplacement (rule C₁). The row-group of six blocks contains two subgroups of three, and one subgroup of two, with two blocks in the row sorted simultaneously on two concepts and hence having representation in two subgroupings. The entire row-group is correct by rules B and D.



Example N. Color and Size Problem. Two errors.

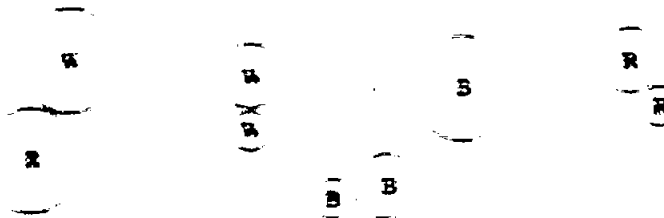
A misplacement and a leftover. The two-member groups are correct by rule A. The three-member subgroup by rule B.



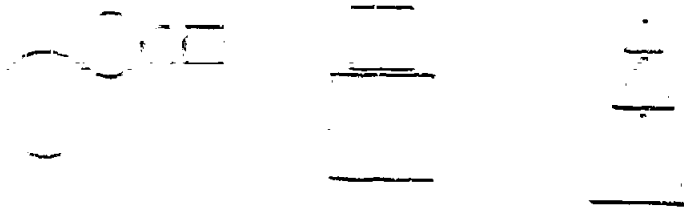
Manual for the Graham-Erbert Block Sort Test

Level IV: Administration and Scoring. (Cont.)

Example O. Color and Size Problem. One error.
 (Rule D) The others correct by rule A.



Example P. Form and Size Problem. Zero errors.
 The two-member square group and the three-member triangle group are correct by rule A. The row of four blocks is correct by rules B and D. It includes a subgroup of three circles and another of two blocks of like size.



Example Q. Form and Size Problem. Zero errors.
 Three-block subgroups are always correct (rule B) and two-block subgroups are correct in this case because they fit rule D.



Example R. Color and Size Problem. Zero errors.
 An example of a perfect sort involving sorting simultaneously on both concepts. There are six subgroups of three blocks, all correct by rules B and F.



Manual for the Graham-Erskart Block Sort Test

Table of References

- Erskart, C. B., Graham, Frances K., & Thurston, D. "Relationship of Neonatal Apnea to Development at Three Years." *Am J Orthopsychiat.* 1950, 2, 504-510.
- Graham, Frances K., & Bermon, Firdis W. "Criteria (Status of Behavior Tests for Brain Damage in Infants and Preschool Children." *Amer. J. Orthopsychiat.* 1961, 31, 713-727.
- Graham, Frances K., Erskart, C. B., Thurston, D., & Craft, Marguerite. "Development Three Years after Perinatal Apnea and other Potentially Damaging Newborn Experiences." *Psychol. Monographs*, 1952, 75, No. 3 (Whole No. 322).

August 1960

**4-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE MOTOR TEST
(For Form PS-22)**

General Instructions: The paragraphs below provide equipment specifications, administration directions, and scoring instructions for each motor test item. Typically you will be asked to record some measure of actual performance such as number of hops, beads stringed, etc. When situations occur which make such scoring instructions inadequate, the following code is to be used. Use of any of these codes requires that a brief note be inserted in the scoring record.

- R - Refuse:** The child indicates unwillingness to cooperate in the task after the examiner has indicated an attempt to administer the item.
- Q - Quit:** The examiner alerts the child to administer an item or simply forgets to do so.

In addition to scoring (recording) each item by some measure of performance or by use of one of the special codes above, a tentative pass-fail cut-score is specified for each of the items. These pass-fail criteria are to be used in evaluating motor performance for the purpose of the overall ratings required on the 4-Year Psychological Test Summary reports above. The precise level of the cut-scores may be altered when additional Project procedures are available for analysis.

Item 9 - Gross Motor Activities

1. Line Walk: Encourage child by words and gentle restraint to walk a ten-foot straight line without stepping off the line. The line should be made with three, four-foot or six-inch masking tape or colored plastic tape, and marked off in one-half foot intervals. Dist. one walked in any single trial is defined by the location of the toe of the back foot to the nearest one-half foot marker at the moment when the forward foot crosses the line. Give two trials. Record distance walked (to the nearest one-half foot) on the best of the two trials. For summary sheet purposes, a pass consists of walking three feet or more on the best of the two trials.

2. Hopping: Encourage the child by words or gentle restraint to hop on one foot in place and then to rise on the other foot. A hop is defined as lifting the body off the floor from a one-foot balance, and landing on the same foot. Repeating up and down movements of the whole body with both feet on the floor is considered a failure. Lifting of both feet together is a failure. Give two trials per foot if the child will cooperate in this motor activity. If both attempts on a given foot fail to produce at least one acceptable hop, record as "N" (no acceptable response) in the comments section of the scoring record. Do not score as a refusal unless the child does not make at least one attempt on a foot. Record number of hops on the back and front feet separately. For summary sheet purposes, a pass consists of at least one hop on each foot.

3. Ball Catch

a. Equipment: Attach a tennis ball to a length of thin, heavy-duty twine. Thread the twine through a doorway or a tin opening and then to a nail or screw fastener strung to the wall. This arrangement permits the ball to swing in a string pendulum of a length determined by the examiner. Make a mark on the floor directly below the ball in its resting position. Two more spots along the line of swing, four feet in either direction.

b. Procedure: Adjust the length of the twine so that it will strike the child on the level of his breast plate as swinging across its arc to form, standing with his feet at one of the outside spots. (Time may vary to make this adjustment so to aim the child to stand below the ball at rest and lower it to approximately breast plate level. The exact anatomical landmark will depend upon the examining room height and will have to be determined locally.) Have the child stand at one of the outside spots, the examiner holding the twine about three feet away on the other foot. Tell the child, "CATCH THE BALL WHEN IT COMES TO YOU READY." Release the ball and allow it to arc gently toward the child at his feet speed. Give three trials. Record the method the child used to attempt to catch the ball, e.g., as the twine swung under hand, the hands came from body, or under arms for back. Record as "N" if the child caught the ball against the body. Record whether the ball was caught or not by indicating "C" or "N" in the space provided. Note as "fail" if the child catches the ball by using the string, catches the ball on the return arc, or catches the ball after it has bounced off his body. Tell the Project experimenter, always, what this analysis is to determine an appropriate pass-fail cut score. For summary sheet purposes, a pass consists of catching the ball on the first or second trial.

June, 1964

Manual for the Motor Test

Item 11 - Fine Motor Subtests.

1. **Waffle Pegboard B (square pegs):** Present pegboard with pegs in place. While child is watching, remove pegs and place them on the table between pegboard and child. Offer one of the pegs to the child and note which hand he uses to reach for and grasp it for later dominance recording. If necessary, offer the child a small ball (about 1-1/4 inch diameter) to hold in his free hand. Then say, "NOW PUT THE STICKS BACK AS FAST AS YOU CAN." It may sometimes be necessary to take additional measures to insure that the child performs the task with only one hand (e.g., if he drops the ball and begins inserting pegs with both hands). Repeat procedure to secure another score for other hand, except this time place the first peg in the hand not used before and the ball in the other hand. Begin timing when the first peg touches the board and stop timing when the child removes his hand from the last inserted peg. For each hand, record time in seconds to complete replacement of all six pegs. For summary sheet scoring purposes, a pass consists of replacing all pegs in less than 30 seconds on the trial for each hand.
2. **Copy Forms:** If given as a part of Binet administration, need not be repeated at this time. Have the child make his drawings in the appropriate spaces on the Binet form. All models are printed in the Binet booklet except the cross which is printed on the fine motor record form. For each form, give the child a pencil, point to the model, and say, "YOU MAKE ONE LIKE THIS. MAKE IT HERE." Give up to three trials unless a plus (+) performance is secured on an earlier trial, in which case you may stop after the successful performance. Repeat the verbal instructions for each trial. The score for each form is recorded as plus (+) if the child has copied that form satisfactorily on one of the three trials allowed him. Otherwise record his score as minus (-) for that form. Use the Binet scoring standards except for the cross, for which standards may be found on page 181 of Rachel Sutsman's Mental Measurement of Preschool Children.
 - a. **Circle:** Give the child a pencil and, pointing to a circle in the booklet say, "MAKE ONE JUST LIKE THIS. MAKE IT RIGHT HERE." Do not allow the subject to trace the model.
 - b. **Cross:** Model is printed on the fine motor record form. Give the child a pencil and say, "MAKE ONE JUST LIKE THIS. MAKE IT RIGHT HERE." Give three trials if necessary. (Scoring models, page 181 by Rachel Sutsman, Mental Measurement of Preschool Children.)
 - c. **Square:** Give the child a pencil and say, pointing to the square in the booklet, "MAKE ONE JUST LIKE THIS. MAKE IT RIGHT HERE." Do not allow the subject to use the side of one square for part of another, or to trace the model.For summary sheet purposes, a pass on copy form consists of a plus performance on two of the three items.
3. **Stringing Beads:** Use bead-stringing material and instructions from the Binet. Begin timing when the child touches the first bead to the end of the string. Record the total number of beads strung in two minutes. For summary sheet purposes, a pass consists of more than six beads strung in the two minute period.
4. **Porteus Maze, Level IV, Cross, Vineland Revision Form, Psychological Corporation:** Place the cross in front of the child and say, "LET'S SEE HOW GOOD A DRIVER YOU ARE GOING TO BE WHEN YOU GROW UP. LET'S PRETEND THAT THIS PENCIL IS AN AUTOMOBILE AND THAT THIS IS THE ROAD (pointing.) HERE ARE THE SIDEWALKS (pointing to the double lines). I'M GOING TO SEE IF YOU CAN GO ALL THE WAY AROUND WITHOUT GETTING OFF THE ROAD OR HITTING THE SIDEWALKS. WATCH FIRST AND SEE HOW I DO IT." Take a pencil and draw around the cross very slowly, using about 30 seconds to complete the drawing. Then give the child another test blank and say, "NOW LET'S SEE YOU DO IT. BE VERY CAREFUL. STAY ON THE ROAD ALL THE TIME." Measure and record total distance that the child's drawn line falls outside of the road. Give no penalty for just touching the boundary line; only measure when child's line falls outside the boundaries. If the child's line falls outside the outer cross boundaries, measure the length of that deviation along the outer boundary line. If the child's line falls inside the inner cross boundaries, measure the length of that deviation along the inner boundary line. Individual deviations should be measured to the nearest one-sixteenth inch. For summary sheet purposes, a pass consists of a total of 1-1/2 inches or less outside the boundaries. If failed, administer year III Maze.

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Manual for the Motor Test

Item 11 - Fine Motor Subtests. (Cont.)

Year III (Diamond) Directions: "LET'S TRY ANOTHER ONE. BE SURE NOT TO HIT THE SIDEWALKS." Do not demonstrate. Give one trial only. Scoring: same as Year IV Maze. Passing score: total of 1-1/2 inches or less outside the boundary line.

Item 13 - Dominance:

1. **Hand Dominance:** Hand preference on two separate activities is observed and recorded to establish the hand dominance score.

a. **Pegboard:** Note and record which hand (L or R) child uses to reach for and grasp the first peg presented to him.

b. **Copy Forms:** Note which hand the child uses in copying the forms. If both used alternately, note this in marginal comments but record which hand was used (L or R) the majority of the time.

Finally, record a total hand dominance score as left (L), right (R), or indeterminate (I). Using the same hand on all three subtests would qualify for a total hand dominance score of left or right. Otherwise the total score would be recorded as indeterminate.

2. **Leg Dominance (ball kick):** Place a volley ball (or beach ball of approximately the same size) on the floor in the child's midline. Tell the child to "KICK THE BALL." Record leg dominance as left (L) or right (R) or indeterminate (I). Give two trials.

3. **Eye Dominance:** Use a shoebox with an object in it. Cut a hole one inch in diameter at one long end of the shoebox. Say to the child, "LOOK THROUGH THE HOLE AND TELL ME WHAT YOU SEE." Give only one trial. Note which eye he uses to look through the hole. Give two trials.

4. **Overall Dominance:** All three subtests must be completed for overall dominance to be marked as either right or left; otherwise, rate as indeterminate.

Suggested Rules for Classification of Motor Beh:

Motor Responses:

Gross Motor: Normal - Passes two or more of the gross motor subtests.

Suspect - Passes only one of the gross motor subtests.

Abnormal - Passes none of the gross motor subtests.

Fine Motor: Normal - Passes three or more of the fine motor subtests.

Suspect - Passes only one or two of the fine motor subtests.

Abnormal - Passes none of the fine motor subtests.

It should be noted that these are "suggested" rules for classification and should be supplemented or modified wherever the clinical observations of the examiner indicate the need for such action.

December 1964

4-YEAR PSYCHOLOGICAL EXAMINATION

MANUAL FOR THE BEHAVIOR PROFILE

(For Form PS-23)

Introduction: The following description of the 4-year-old child is included to provide a frame of reference for understanding and evaluating behavior patterns at this age level.

The 4-Year-Old.

Characteristics: Talkative
Boastful
Refuses to admit inability
Assertive
Self-praise and self-approval
Physically very active
Bossy and critical of others
Extremely curious
Negativistic
Very imaginative
Develops more fears
Supplies alibis: "My mother does not want me to do this."
"I have no time."
"I said I don't know, didn't I?"
Cooperative play relationships with peers

The 4-year-old is becoming self-dependent in the area of self-help with his ability to dress, undress, comb his hair and brush his teeth with minimal assistance. He is becoming very interested in his surroundings, displays a great deal of curiosity about people and the world around him, asks millions of questions, and now enters the "why" stage.

He tests his abilities; likes to play with words and tries them out, and has many ideas which he is unable to carry out. He no longer naps in the afternoon and parallel play has developed into cooperative play with two or three of his peers. He is becoming a social creature and usually enjoys attending nursery school. He is beginning to become conscious of his overall physical development in relation to his peers and is now aware of sex differences. He is interested in the nature of the differences between the sexes and may be worried about them. He is beginning to differentiate between boys' and girls' roles, and often his play is limited to children of the same sex.

His social interest is developing, and he is beginning to have some guilt about his assertiveness, his boasting and his fears. His imagination is very fertile and intense. This rich inner life manifests itself in many problems which are relevant to this age level. Many fears and excessive daydreaming may be the result of the 4-year-old's world of "make believe" and imaginary playmates. He may evidence fear of the dark, dogs, fires, death, body injuries and castration. Fears may be more intense in children who have been made more tense by forceful feelings, severe toilet training, scary stories and warnings. Children who have not yet developed independence and social awareness and support may find refuge in this fantasy life.

1. **Purpose of the Infant Behavior Profile:** To evaluate the qualitative and quantitative aspects of a child's behavior as it is observed in psychological testing and in psychological observation with a view toward detecting possible brain damage.

A review of the relevant literature (Silver, Graham, Buhler, Goldstein, Birch, Gallagher, Michal-Smith, Bender, Strauss, Werner, Kounin, etc.) indicates common behavior characteristics associated with brain injury in children. The behavior described by these authors includes such characteristics as emotional lability, distorted body image, over-reactivity, erratic responses, hyperactivity, distractibility, perseveration, inappropriate behavior and impulsivity. On the basis of these observations, the assumption underlying this scale is that a child with brain injury will manifest an atypical and demonstrable behavioral syndrome when compared with his peers of normal development.

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Manual for the Behavior Profile

- II. **Criteria for the Selection of the Dimensions of the 4-Year Behavior Profile:** The dimensions included in this scale extend and expand those included in the 3-Month Profile in order to allow for a differential diagnosis. Emphasis is given to behavior patterns of the "normal" child of four, while special attention is placed upon the characteristics and behavior processes of the brain injured as well as those of the emotionally disturbed child. The work of Murphy, Honzik, MacFarlane and Allen was particularly helpful in determining the dimensions to be covered in the Behavior Profile. The dimensions were selected on the basis of the criteria established for the 3-Month Profile, with allowances made for the more complex behavior of the 4-year-old child.
- A. Relevance to the objectives of the Collaborative Project, i.e., they should be of diagnostic value in differentiating between brain damaged and normal children as well as the emotionally disturbed.
 - B. They should be appropriate to the age level and should allow for flexible interpretation of a wide range of variations in the behavior of the "normal" child.
 - C. The findings of this behavior profile should be consistent with the 3-Month Profile and should be adaptable for use at later ages under study.
 - D. The scale is based on behavior which can be elicited, observed and recorded during the psychological examination, thus eliminating reliance on the mother's report.
 - E. The scale should contain independent parameters with scale points which can be easily interpreted and scored.
 - F. There should be satisfactory reliability when the scale is used by different examiners working with diverse populations.
- III. **The Behavior Profile:** As in the 3-Month Profile, the dimensions are placed on a continuum with scale points from 1 through 5, representing degrees of manifested behavior. Brain injured and emotionally disturbed children should be expected to score more frequently than "normals" on either extreme of all or some of these dimensions. It is not the purpose of this scale to differentiate between the various levels of normal behavior. Its only intent is to identify the "suspect" or abnormal child in terms of the core objective. The full description of the points on each scale is shown in the following sections. The actual rating sheet has only "cue" words at each point of each scale. It is recognized that this will necessitate constant reference to the manual while the examiner is becoming familiar with the scale. It is felt, however, that with these cue words the rater will rather quickly commit the anchor points on each scale to memory and will then need only occasional reference to the manual. Use all rating scales quantitatively whether or not the qualitative descriptions are applicable.
- IV. **Directions:** Only one box should be checked with an (X) for each item. If a child's development is considered atypical or the examiner is not confident about a given rating, this should be explained under Comments.
- V. **Orientation to Testing Situation:**
- Item 9 - **Emotional Reactivity:** The range is from "extremely flat" to "extreme instability of emotional responses." Disregard initial and isolated emotional reactions.
1. Extremely flat; no change in facial expression; responds to all activities in same manner.
 2. Somewhat flat. Little change in emotional tone; some slight variations at times.
 3. Normal responsiveness; affect appropriate to situation.
 4. Mood more variable than average; may be motivated internally or exaggerated responsiveness to situation.
 5. Extreme instability of emotional responses; marked emotional lability either internally motivated or overreactive to situations.

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Manual for the Behavior Profile

V. Orientation to Testing Situation (Cont.)

Item 10 - Degree of Irritability: The range is from "extremely phlegmatic" to "extremely irritable." Evaluate how quickly and how frequently the child becomes irritable.

1. Extremely phlegmatic; not irritable even when provoked.
2. Barely annoyed or disturbed by any situation; not easily irritated.
3. Normally reactive; occasionally irritated or annoyed but recovers easily.
4. Frequently irritable and fretful; becomes excited and startles easily; may have some difficulty in returning to task.
5. Extremely irritable and fretful; overreacts markedly; behavior may be set off by a minor incident; usually has extreme difficulty in returning to task or may be unable to resume working at any further task.

VI. Orientation to Examiner:

Item 11 - Degree of Cooperation: The range is from "extreme negativism" to "extremely suggestible and conforming." In rating the degree of cooperation or negativism it should be kept in mind that the 4-year-old tends to be self-assertive and somewhat negativistic.

1. Extreme negativism; continually resistant to directions or demands of the situation.
2. Resistive to demands or directions a good deal of the time; willing to comply only when faced with success.
3. Cooperative with reasonable amount of discomfort and anxiety when faced with difficulty or failure.
4. Accepts direction or demands more easily; eager to conform; even when faced with failure.
5. Extremely suggestible and conforming; no apparent discomfort when faced with failure.

Item 12 - Degree of Dependency: The range is from "very self-reliant" to "constant need for attention or help." In this category we are including both overtly demanding children and those who do not verbalize their dependency needs but appear to need considerable emotional support.

1. Very self-reliant; refuses help; extreme overt confidence.
2. Rarely needs reassurance; primarily absorbed with test materials; little attention demanded.
3. Dependent in appropriate situations; enjoys attention but can function easily without it; adequately confident.
4. Demands more attention than average; needs frequent help, reassurance, approval and encouragement.
5. Constant need for attention or help; cannot function without continual approval or support.

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Manual for the Behavior Profile

VII. Orientation to Test Materials:

Item 13 - Duration of Attention Span: The range is from "attends to tasks very briefly" to "highly perseverative."

1. Attends to tasks very briefly; highly distractible; fleeting and sporadic attention; lack of concentration interferes significantly with test performance.
2. Spends short time with tasks; easily distractible; frequently needs help in maintaining attention; brief attention may interfere somewhat with test performance.
3. Spends adequate amount of time on tasks; able to concentrate until successful or until failure is clear.
4. Spends more than average time on tasks; eventually is able to turn to new activity.
5. Highly perseverative; unable to shift attention; fixated at one task; requires examiner's intervention in order to change activity.

Item 14 - Goal Orientation: The range is from "no effort to reach a goal" to "compulsive absorption with task."

1. No effort to reach a goal; extremely lacking in persistence or unable to keep goal or questions in mind.
2. Briefly attempts to achieve goal; easily forgets goal or question or fails to persist; less than average ability to continue to completion.
3. Able to keep goal or directions in mind; able to persist until completion; able to "give up" when appropriate.
4. Keeps goal and questions in mind; persists for more than usual amount of time; continues effort beyond necessary point.
5. Compulsive absorption with task; unwilling or unable to "give up;" resists or ignores examiner's attempts to change activity.

Item 15 - Response to Directions: The range is from "unwilling or unable to follow specific directions" to "completely dependent upon specific directions." This category takes into account the child who is unable to follow directions but who is not necessarily negativistic.

1. Unwilling or unable to follow specific directions; activities completely internally motivated.
2. Some responsiveness to directions but a good deal of activities internally motivated.
3. Responds to directions; some self-initiative and spontaneity.
4. Shows very little deviation from examiner's directions; shows very little initiative and spontaneity.
5. Completely dependent upon specific directions; no initiative or spontaneous behavior.

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Manual for the Behavior Profile

VIII. Activity:

Item 17 - Level of Activity: The range is from "extreme inactivity and passivity" to "extreme overactivity and restlessness." Note the amount of activity and motor restlessness that the child demonstrates during the testing session. One expects a certain amount of restlessness towards the end of the examination.

1. Extreme inactivity and passivity. very little or no self-initiated activity.
2. Little activity; content to sit still most of the time.
3. Normal amount of activity; able to sit quietly when interested; may fidget and become restless at times; may demonstrate a high energy level which is normal for this age.
4. Unusual amount of activity and restlessness; very seldom able to sit quietly.
5. Extreme overactivity and restlessness; can't sit still, constantly in motion; appears propelled by internal drives; activities may not be in response to external stimulation.

Item 18 - Nature of Activity: The range is from "extreme rigidity" to "extremely impulsive."

1. Extreme rigidity. unable to shift activity or approach to task; cannot vary or adapt responses; stays with one aspect of task.
2. Some rigidity; tends to be inflexible in most situations but does shift approach in some instances; at times can change to appropriate response to task.
3. Flexible behavioral patterns; activity appropriate to different situations.
4. Behavior frequently impulsive; fluid and sometimes uncontrollable.
5. Extremely impulsive; explosive and uncontrolled behavior.

IX. Communication:

Item 19 - Nature of Communication: The range is from "nonverbal communication" to "content is usually irrelevant and inappropriate." Note responses to test materials as well as spontaneous communications.

1. Nonverbal communication; uses gestures and pantomime or either one.
2. Content completely confined to answering directed questions.
3. Content includes spontaneous conversation and answers to specific questions.
4. Answers questions and may engage in some spontaneous conversation but material seems irrelevant and inappropriate at times.
5. Content is usually irrelevant and inappropriate; may at times seem bizarre.

August 1963

4-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE ADDITIONAL OBSERVATIONS

(For Form PS-24)

GENERAL: The purpose of these additional observations which should be made on every child during the 4-Year Psychological Examination is to supplement information on vision and motor responses which are not obtained on other examinations of the 4-Year Psychological Battery.

The sheet of Additional Observations places these observations together for recording purposes. Space is provided for writing in any other unusual deviations or suspected abnormalities. Also, left and right responses are differentiated whenever necessary.

DIRECTIONS.

Item 9 - Face:

1. **Asymmetry** of the face or mouth is usually observed when the face is at rest. There may be drooping of one side of the mouth. Asymmetry of the face may also be observed when the child is laughing, if one-half of the mouth turns up considerably more than the other half.
2. **Little or no change of expression** refers to an unchanging and immobile expression even under conditions of amusement, pleasurable excitement, fear or fright. In other words, the expression of the child's face does not change in response to any stimuli.

Item 10 - Mouth:

1. **Open most of the time** is self-explanatory.
2. **Excessive drooling** should be checked as present if the child drools considerably more than most children examined in the local hospital.
3. **Unusual movements of the mouth** refer to constant chewing movements, continued sucking movements or any repeated lateral movements of the mouth and face.
4. **Other** - A protruding tongue or a small pointed tongue may also be observed.

Item 11 - Eyes:

1. **Strabismus** refers to the lack of parallel gaze. When the child is seated directly opposite the examiner, either one or both eyes may appear to turn in or out. The most commonly known of this group of conditions might be bilateral internal strabismus or 'cross eyes.' When one eye turns out while fixation is held with the other eye the condition is known as right external strabismus. Alternating strabismus is seen when fixation shifts from one eye to the other, depending on the direction of the gaze.
2. **Nystagmus** is an abnormal condition in which the eyes oscillate rapidly from side to side, vertically, or in a rotary motion, so that the observer finds it most difficult to know if the child is even able to fixate momentarily. This condition is usually found bilaterally.
3. **Epicranic fold** describes a condition in which an excess fold of skin covers the upper eyelid at the bridge of the nose, similar to the eye appearance in mongoloidism.
4. **Other** - Excessive squinting, tics and ptosis may also be observed.

Item 12 - Ears: The other category is to be checked by the examiner if he has occasion to note or suspect that the child may have a hearing deficiency, based upon the child's responses to tests involving verbal instructions and content. **Other** may be checked also if the examiner notes unusual physical formation of the ear, such as cauliflower ear, unusually large and pendulous earlobes, etc. In any case, if other is checked the examiner must provide detailed comments indicating the specific basis for his conclusions.

December 1964

Manual for the Additional Observations

Item 13 - Unusual Muscular Movements or Postural Adjustments: As the notations on the scoring sheet indicate, this area emphasizes the aspect of muscular coordination between major parts of the body, e.g., arms and shoulders, total body, with provisions for entries concerning aberrations in the muscular movements of specific body parts (e.g., hands, trunk). The examiner must make a check mark in the box corresponding to the body areas in which any aberrations are observed, with notations in the "comments" column of the type of aberration noticed, e.g., tics, spasms, athetoid movements, poor coordination, etc.

Item 16 - Deviant or Stereotyped Behavior: With the exception of the item "unusual and meaningless hand motions," all other items in this section are self-explanatory. "Unusual and meaningless hand motions" is distinguished from unusual muscular movements of the hand (Item 13,) by the fact that (1) the child manifests such movements in response to stressful situations encountered during the examination, or as by-products of his anxiety in a novel situation; and, (2) the hand movements themselves do not show the following characteristics, or combinations of characteristics, such as athetoid, vermicular movements of the hand, involuntary and persistent positioning of the hand in a rigid and unnatural position, uncontrollable tremors, fine and gross, etc. Articulatory disorders and other speech problems should be noted under "16-5. Other" of the scoring record (PS-24, page 2 of 2), and a notation made in the "Comments" section to indicate that a speech problem exists.

Item 17 - Obvious Defects or Anomalies: Although it is not the purpose of the psychologist to make a medical diagnosis, obvious defects or anomalies may be recorded at this time. The other category can be used by the examiner whenever he may note such things as abnormalities of ears or earlobes (atresia), skin conditions such as eczema, skin rashes, discolorations, large and conspicuous birth-marks, etc.

December 1964

4-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE PSYCHOLOGICAL TEST SUMMARY

(For Form PS-25)

Clinical Impressions (Items 9-13): Indicate here whether you consider the child normal, suspect (borderline), or abnormal (severely retarded) in any of the areas of development listed below. State the basis for your evaluation in the space provided for comments.

Item 9 - Intelligence:

1. Superior: IQ's of 120 and above as derived from Pinneau Tables, S-B Manual, 3rd Revision, 1960.
2. Average: IQ's between 80 and 119 (from Pinneau Tables).
3. Borderline: IQ's between 70 and 79.
4. Mentally Defective: IQ's of 69 and below.

Item 10 - Fine Motor Development: Since the fine motor subtests are selective samples of the child's fine motor development at 4-years of age, supplement your findings with your clinical impressions, whenever appropriate, in making your final evaluation.

1. Normal: Passes three or more of the fine motor subtests.
2. Suspect: Passes only one or two of the fine motor subtests.
3. Abnormal: Passes none of the fine motor subtests.

Item 11 - Gross Motor Development: The gross motor subtests, as in the fine motor subtests, are selective samples of the child's gross motor development at 4-years of age, and, similarly your findings should be supplemented by your clinical impressions, whenever appropriate, in making your final evaluation.

1. Normal: Passes two or more of the gross motor subtests.
2. Suspect: Passes only one of the gross motor subtests.
3. Abnormal: Passes none of the gross motor subtests.

Item 12 - Concept Formation: (Based on the results of the Graham-Ernhart Block Sort.)

1. Normal: Scores of 21 and above.
2. Suspect: Scores between 12 and 20.
3. Abnormal: Scores between 0 and 11.

Item 13 - Behavioral: Consider the ratings of the child's behavior shown on the Behavior Profile with any supportive or illuminating comments you have written when making your final evaluation for this category. Enter a check mark accordingly in one of the boxes of this item, i.e., normal, suspect or abnormal.

Adequacy of Examination (Item 14): If you consider the examination not adequate, state your reasons in the space reserved for comments.

August 1963

Manual for the Psychological Test Summary

Summary Statement (Item 15): The following steps should be used in determining the final diagnosis on the Test Summary:

1. Items 9-13: If any of these items are checked "suspect" or "abnormal," a comment giving the reason must be written in the appropriate space in the right-hand column.
2. Item 15: A final diagnosis is required on all cases for the Summary Statement. If the examiner considers the child's overall development (Items 9-13) "suspect" or "abnormal" he must write a summary statement giving the reasons for his final diagnosis.

The following guidelines are to be observed in making the final diagnosis:

1. If the examiner gives one or two suspect ratings on Items 9-13, he must check Item 15 either "suspect or normal."
2. If the examiner gives three or more suspect ratings on Items 9-13, he must check Item 15 "suspect."
3. If the examiner gives one abnormal rating on Items 9-13, regardless of ratings given for the other items, he may check Item 15 "suspect" or "abnormal" but never "normal."
4. If the examiner gives two or more abnormal ratings on Items 9-13, he must check Item 15 "abnormal."
5. On rare occasions an examiner might check Items 9-13 as "normal" and Item 15 as "suspect." In this case, he must give detailed reasons for his final diagnosis in a summary statement.

August 1963

4-YEAR PSYCHOLOGICAL EXAMINATION
STANFORD-BINET INTELLIGENCE SCALE
FORM L-4

10-10-1943

17. YEAR (1/4 TESTS, 1/2 MONTHS EACH)

2. "Picture Vocabulary" (20) _____
Scale on L. (D.B. A. 1917)

PAGE P. 214

1 2

3. "Block Design" (30) _____

1 1

4. "Picture Arrangement" (12) _____

1 1

1 2

5. "Copying" (10) _____

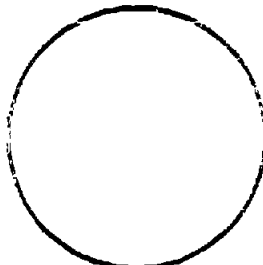
1 1

1 1

6. "Reading" (10) _____

1 1

1 1



6. Drawing a circle (see 2)
Use only when for Group (2) (see instructions)

1 1

**4-YEAR PSYCHOLOGICAL EXAMINATION
GRAMM-BARNHART BLOCK SORT TEST**

UNIVERSITY OF CALIFORNIA
PSYCHOLOGICAL SERVICES
4054 AVENUE 231
LOS ANGELES, CALIF. 90024

LEVEL IV (ADMINISTER IF LEVEL III SCORE IS 3 OR MORE)

Form 1: 8 LARGE BLOCKS WITH 7 OF EACH COLOR AND COLOR
 _____ SCORES
 _____ RAW SCORES

INSTRUCTIONS

1
2
3
4
5
6
7
8

Form 2: 8 LARGE BLOCKS WITH 7 OF EACH
 COLOR AND COLOR
 _____ SCORES
 _____ RAW SCORES

INSTRUCTIONS

1
2
3
4
5
6
7
8

Form 3: 8 MEDIUM BLOCKS WITH 7 OF EACH
 COLOR AND COLOR
 _____ SCORES
 _____ RAW SCORES

INSTRUCTIONS

1
2
3
4
5
6
7
8

GR. SUMMARY

- 1. LEVEL IV: RAW SCORE: SUM OF ALL TRIALS: _____
- 2. LEVEL IV: RAW SCORE: SUM OF ALL TRIALS: _____
- 3. LEVEL IV: RAW SCORE: SUM OF ALL TRIALS: _____
- 4. TOTAL RAW SCORE: _____

UNIVERSITY OF CALIFORNIA
PSYCHOLOGICAL SERVICES
4054 AVENUE 231
LOS ANGELES, CALIF. 90024

4-90

PAGE
3 OF 3

PS-21

4-YEAR PSYCHOLOGICAL EXAMINATION MOTOR TEST

Handwritten notes:
10/10/50
10/10/50

10. FINE MOTOR

1. **Hand Papering** (1 inch by each hand)

PASS FAIL

NUMBER OF TRIALS

RIGHT HAND _____

—

—

LEFT HAND _____

—

—

RIGHT HAND AND FEET _____

—

—

COMMENTS:

2. **Copy Form** (transfer copies of these patterns given as part of the Exam. paper - for each - see form)

PASS FAIL

VERTICAL LINE 1 (CROSS OUT OF 3 TRIALS)

TRIAL 1 _____ TRIAL 2 _____ TRIAL 3 _____

—

—

CIRCLE 1 (CROSS OUT OF 3 TRIALS)

TRIAL 1 _____ TRIAL 2 _____ TRIAL 3 _____

—

—

CROSS 11 (CROSS OUT OF 3 TRIALS)

TRIAL 1 _____ TRIAL 2 _____ TRIAL 3 _____

—

—

CROSS 1 (CROSS OUT OF 3 TRIALS)

TRIAL 1 _____ TRIAL 2 _____ TRIAL 3 _____

—

—

HAND PATTERNS (CROSS OUT) RIGHT _____ LEFT _____ BOTH HANDS _____

—

—

COMMENTS:



Table 4. 4-year Psychological Examination: 1947-1954 Form, Form 48

The SRA (Intentional Form 48) was used to provide an intellectual assessment of the study's transfer pattern subsample during the initial fourth year. The SRA was first used in the study in 1955. The form was not revised through 1960. The test results were first reported in a report from October 1961. The data from 1955 were recorded as Form 48B in the data file (Table 4.1).

Table 4.1: Summary of Data Records by Revision for Form 48-B

CARD NAME	CARD NUMBER	REV. NO.	NUMBER RECORDS
FS-26: SRA-M, Mother	0126	0	105
		1	22,110

			22,215
	total for form		22,215

Data Items Referencing Form PS-26, of a Non-verbal Form Ad

DATA ITEM	ITEM	FORM	FORM	FORM	DATA ITEM NAME
1	2	3	4	5	6
11.....	0126	1	1	1	1
12.....	0126	4	4	4	4
13.....	0126	16	16	16	16
14.....	0126	10	10	10	10
15.....	0126	11	11	11	11
16.....	0126	13	13	13	13
17.....	0126	14	14	14	14
18.....	0126	17	17	17	17
19.....	0126	18	18	18	18
20.....	0126	19	19	19	19
21.....	0126	20	20	20	20
22.....	0126	21	21	21	21
23.....	0126	22	22	22	22
24.....	0126	23	23	23	23
25.....	0126	24	24	24	24
26.....	0126	25	25	25	25
27.....	0126	26	26	26	26
28.....	0126	27	27	27	27
29.....	0126	28	28	28	28
30.....	0126	29	29	29	29
31.....	0126	30	30	30	30
32.....	0126	31	31	31	31
33.....	0126	32	32	32	32
34.....	0126	33	33	33	33
35.....	0126	34	34	34	34
36.....	0126	35	35	35	35
37.....	0126	36	36	36	36
38.....	0126	37	37	37	37
39.....	0126	38	38	38	38
40.....	0126	39	39	39	39
41.....	0126	40	40	40	40
42.....	0126	41	41	41	41
43.....	0126	42	42	42	42
44.....	0126	43	43	43	43
45.....	0126	44	44	44	44
46.....	0126	45	45	45	45
47.....	0126	46	46	46	46
48.....	0126	47	47	47	47
49.....	0126	48	48	48	48
50.....	0126	49	49	49	49
51.....	0126	50	50	50	50
52.....	0126	51	51	51	51
53.....	0126	52	52	52	52
54.....	0126	53	53	53	53
55.....	0126	54	54	54	54
56.....	0126	55	55	55	55
57.....	0126	56	56	56	56
58.....	0126	57	57	57	57
59.....	0126	58	58	58	58
60.....	0126	59	59	59	59
61.....	0126	60	60	60	60
62.....	0126	61	61	61	61
63.....	0126	62	62	62	62
64.....	0126	63	63	63	63
65.....	0126	64	64	64	64
66.....	0126	65	65	65	65
67.....	0126	66	66	66	66
68.....	0126	67	67	67	67
69.....	0126	68	68	68	68
70.....	0126	69	69	69	69
71.....	0126	70	70	70	70
72.....	0126	71	71	71	71
73.....	0126	72	72	72	72
74.....	0126	73	73	73	73
75.....	0126	74	74	74	74
76.....	0126	75	75	75	75
77.....	0126	76	76	76	76
78.....	0126	77	77	77	77
79.....	0126	78	78	78	78
80.....	0126	79	79	79	79
81.....	0126	80	80	80	80
82.....	0126	81	81	81	81
83.....	0126	82	82	82	82
84.....	0126	83	83	83	83
85.....	0126	84	84	84	84
86.....	0126	85	85	85	85
87.....	0126	86	86	86	86
88.....	0126	87	87	87	87
89.....	0126	88	88	88	88
90.....	0126	89	89	89	89
91.....	0126	90	90	90	90
92.....	0126	91	91	91	91
93.....	0126	92	92	92	92
94.....	0126	93	93	93	93
95.....	0126	94	94	94	94
96.....	0126	95	95	95	95
97.....	0126	96	96	96	96
98.....	0126	97	97	97	97
99.....	0126	98	98	98	98
100.....	0126	99	99	99	99
101.....	0126	100	100	100	100
102.....	0126	101	101	101	101
103.....	0126	102	102	102	102
104.....	0126	103	103	103	103
105.....	0126	104	104	104	104
106.....	0126	105	105	105	105
107.....	0126	106	106	106	106
108.....	0126	107	107	107	107
109.....	0126	108	108	108	108
110.....	0126	109	109	109	109
111.....	0126	110	110	110	110
112.....	0126	111	111	111	111
113.....	0126	112	112	112	112
114.....	0126	113	113	113	113
115.....	0126	114	114	114	114
116.....	0126	115	115	115	115
117.....	0126	116	116	116	116
118.....	0126	117	117	117	117
119.....	0126	118	118	118	118
120.....	0126	119	119	119	119
121.....	0126	120	120	120	120
122.....	0126	121	121	121	121
123.....	0126	122	122	122	122
124.....	0126	123	123	123	123
125.....	0126	124	124	124	124
126.....	0126	125	125	125	125
127.....	0126	126	126	126	126
128.....	0126	127	127	127	127
129.....	0126	128	128	128	128
130.....	0126	129	129	129	129
131.....	0126	130	130	130	130
132.....	0126	131	131	131	131
133.....	0126	132	132	132	132
134.....	0126	133	133	133	133
135.....	0126	134	134	134	134
136.....	0126	135	135	135	135
137.....	0126	136	136	136	136
138.....	0126	137	137	137	137
139.....	0126	138	138	138	138
140.....	0126	139	139	139	139
141.....	0126	140	140	140	140
142.....	0126	141	141	141	141
143.....	0126	142	142	142	142
144.....	0126	143	143	143	143
145.....	0126	144	144	144	144
146.....	0126	145	145	145	145
147.....	0126	146	146	146	146
148.....	0126	147	147	147	147
149.....	0126	148	148	148	148
150.....	0126	149	149	149	149
151.....	0126	150	150	150	150
152.....	0126	151	151	151	151
153.....	0126	152	152	152	152
154.....	0126	153	153	153	153
155.....	0126	154	154	154	154
156.....	0126	155	155	155	155
157.....	0126	156	156	156	156
158.....	0126	157	157	157	157
159.....	0126	158	158	158	158
160.....	0126	159	159	159	159
161.....	0126	160	160	160	160
162.....	0126	161	161	161	161
163.....	0126	162	162	162	162
164.....	0126	163	163	163	163
165.....	0126	164	164	164	164
166.....	0126	165	165	165	165
167.....	0126	166	166	166	166
168.....	0126	167	167	167	167
169.....	0126	168	168	168	168
170.....	0126	169	169	169	169
171.....	0126	170	170	170	170
172.....	0126	171	171	171	171
173.....	0126	172	172	172	172
174.....	0126	173	173	173	173
175.....	0126	174	174	174	174
176.....	0126	175	175	175	175
177.....	0126	176	176	176	176
178.....	0126	177	177	177	177
179.....	0126	178	178	178	178
180.....	0126	179	179	179	179
181.....	0126	180	180	180	180
182.....	0126	181	181	181	181
183.....	0126	182	182	182	182
184.....	0126	183	183	183	183
185.....	0126	184	184	184	184
186.....	0126	185	185	185	185
187.....	0126	186	186	186	186
188.....	0126	187	187	187	187
189.....	0126	188	188	188	188
190.....	0126	189	189	189	189
191.....	0126	190	190	190	190
192.....	0126	191	191	191	191
193.....	0126	192	192	192	192
194.....	0126	193	193	193	193
195.....	0126	194	194	194	194
196.....	0126	195	195	195	195
197.....	0126	196	196	196	196
198.....	0126	197	197	197	197
199.....	0126	198	198	198	198
200.....	0126	199	199	199	199

**4-YEAR PSYCHOLOGICAL EXAMINATION
SRA NON-VERBAL FORM
FORM AH**

(For Institutional Assessment of Study Mother or Mother-Surrogate)

1. NAME OF MOTHER _____

3. DATE OF BIRTH: M. D. Y. 4. RACE _____ 5. DATE OF EXAM: M. D. Y.

7. EXAMINED BY: _____

8. SCORES			
Copy	Picture	Object	Form

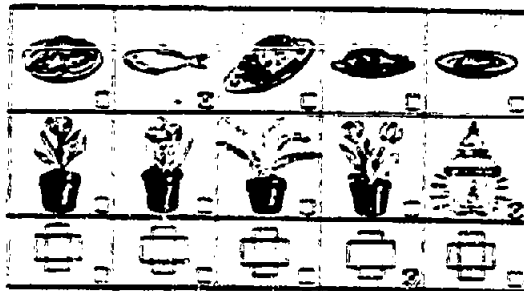
1. PATIENT IDENTIFICATION

LOOK AT THE ROW OF PICTURES BELOW

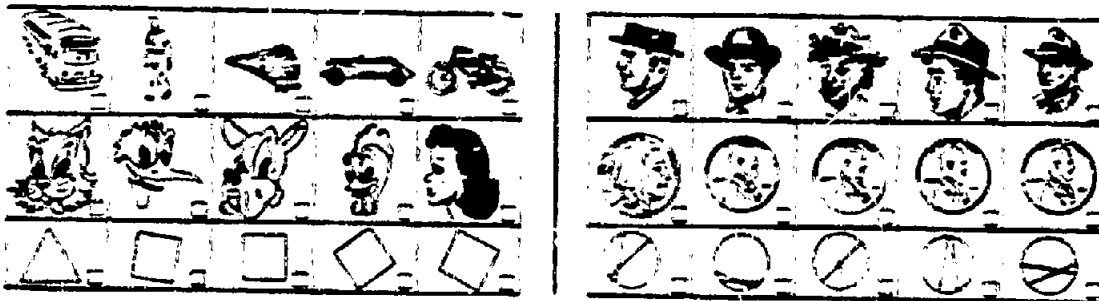


There are faces of four girls and a man. The man's face is the **MOST DIFFERENT** picture in the row. An X has been marked in the box under the man.

Now look at the next three rows of pictures. An X has been marked in the box of the **MOST DIFFERENT** picture in each row. Figure out why that picture was marked in each row.

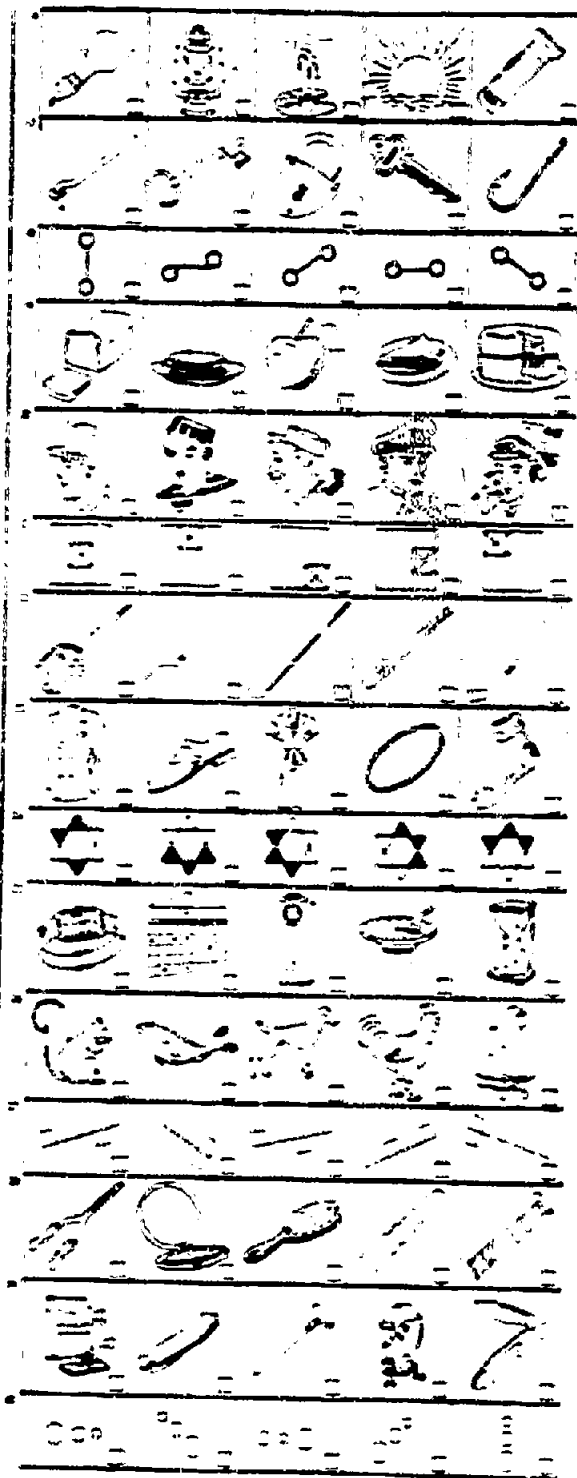
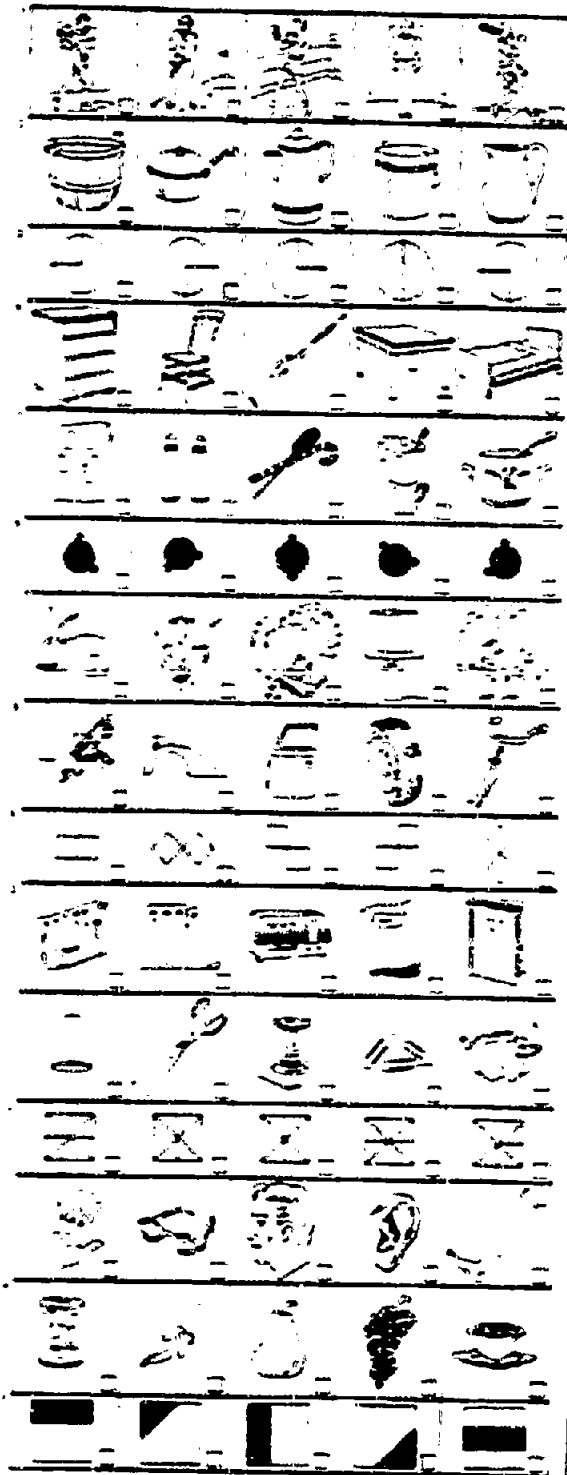


Now solve the problems below. In each row put an X in the box of the picture that is **MOST DIFFERENT**. Make your answers visible. Do NOT make any marks except your answers. If you wish to change an answer, draw a circle around the box like this. Then mark the new answer in the box as well.



You should have marked the man wearing the girl's face, the triangle, the wing, the wing, the wing, the wing, and the fourth circle. Be sure you understand how to solve this kind of problem. When the examiner gives the signal, you are to work more problems like those above. Work quickly, but do not make mistakes. You will have 10 minutes for the test. You are not expected to finish in the time allowed. There are two 20 pages of problems.

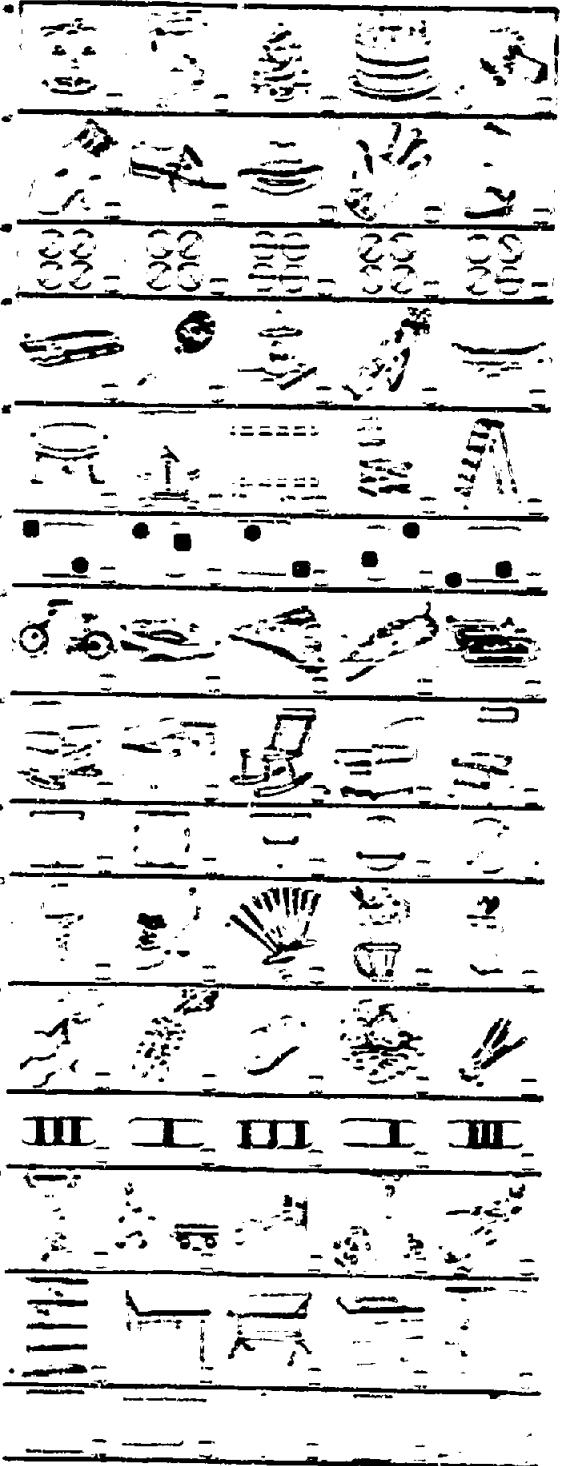
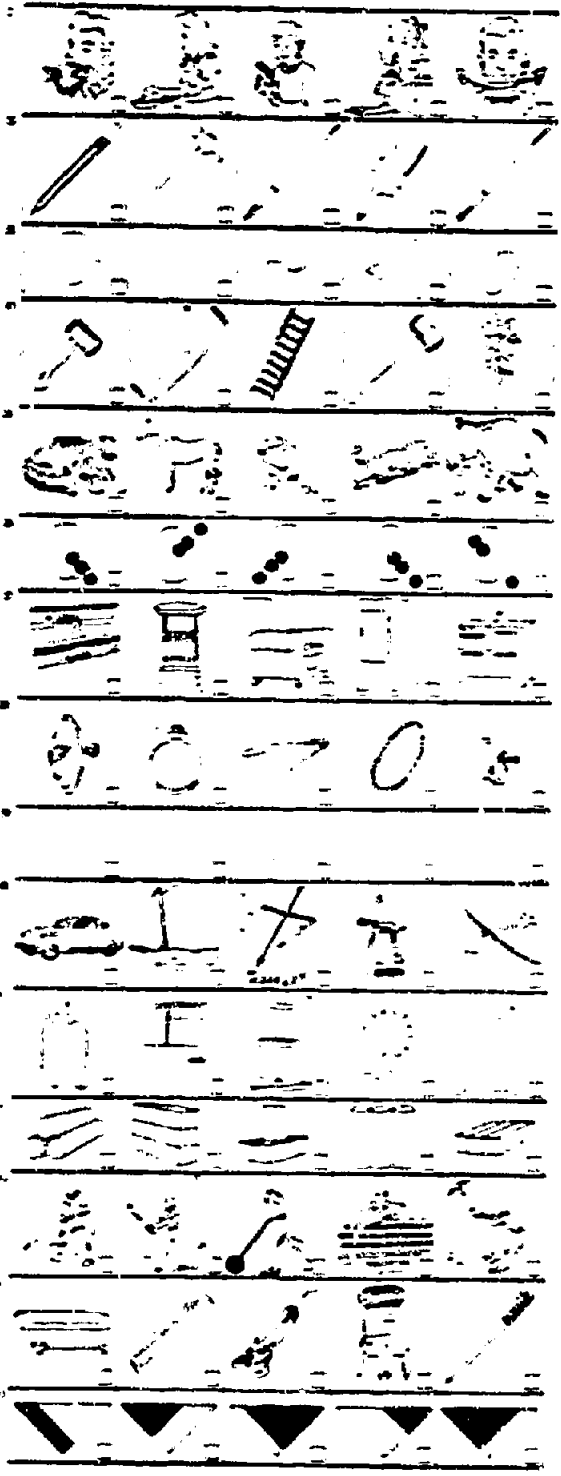
STOP HERE--DO NOT TURN THE PAGE UNTIL THE EXAMINER TELLS YOU



COLLECTION OF DEBBARD
 FOR NATAL RESEARCH BRANCH - SINCE 1950
 50-10724 A 4

To be used with PS-26
 4-Year 24000-00-00-2 volume of
 COLR-2751-26-1-65

TURN PAGE AND GO ON



... ..
... ..
... ..

STOP

Form Item Numbers linked to Data Items on PS-26, SNA non-verbal Form AN

FORM	DATA	FORM	DATA	FORM	DATA
NO	ITEM	NO	ITEM	NO	ITEM
FORM	NO	FORM	NO	FORM	NO
2	11..PS-26	0126	30	30	NAME OF OTHER, FIRST LETTER, FIRST NAME
2	11..PS-26	0126	15	29	NAME OF OTHER, LAST
3	16..PS-26	0126	11	14	BIRTH DATE (DAY)
3	16..PS-26	0126	11	12	BIRTH DATE (MO)
3	17..PS-26	0126	15	16	BIRTH DATE (YR)
4	18..PS-26	0126	13	14	AGE
5	19..PS-26	0126	12	14	AGE
6	41..PS-26	0126	42	43	FORM PS-26 DATE (DAY)
6	41..PS-26	0126	40	41	FORM PS-26 DATE (MO)
6	42..PS-26	0126	44	45	FORM PS-26 DATE (YR)
8	0020.....VAR		1262	1264	SNA nonverbal, rank, quotient
8	0010.....VAR		1260	1261	SNA nonverbal, total raw score
8	44..PS-26	0126	48	50	SNA? non verbal, rank, percentile
8	45..PS-26	0126	51	51	SNA? non verbal, rank, quotient
8	46..PS-26	0126	54	54	SNA? non verbal, rank, scaling
8	41..PS-26	0126	46	47	SNA? non verbal, total raw score

DEFINITION OF CODES
SCIENCE RESEARCH ASSOCIATION TEST FOR MOTHER (SRA-M)
FORM PS-26 **CARD 0126 ****

<u>FIELD</u>	<u>CARD</u> <u>COLUMNS</u>
1. <u>Card Number</u> Code: 0	1
2. <u>Form Number</u> Code: 126	2-4
3. <u>Revision Number *</u> Code: 0 - Pre-test 1 - Form dated: 10/63	5
4. <u>NAIDB Number</u> Item 1 Five-digit number for Patient Identification Code: As given	6-14
MOTHER - MOTHER SURROGATE	
5. <u>Name</u> Item 2 Sixteen-digit code for: <u>Last Name</u> (cols. 15-29) Code: As given <u>First Letter First Name</u> (col. 30) Code: As given Blank - Unknown (other than Mother)	15-30
6. <u>Date of Birth</u> Item 3 Six-digit code for: <u>Month</u> (cols. 31-32) <u>Day</u> (cols. 33-34) <u>Year</u> (cols. 35-36) Code: As given 99 - Month, day or year unknown	31-36
7. <u>Age</u> Item 4 Code: As given 99 - Unknown	37-38

* Unless specified Fields, Codes and Card Columns refer to Rev. Numbers 0 and 1. Item Numbers refer to Form dated: 10/63.

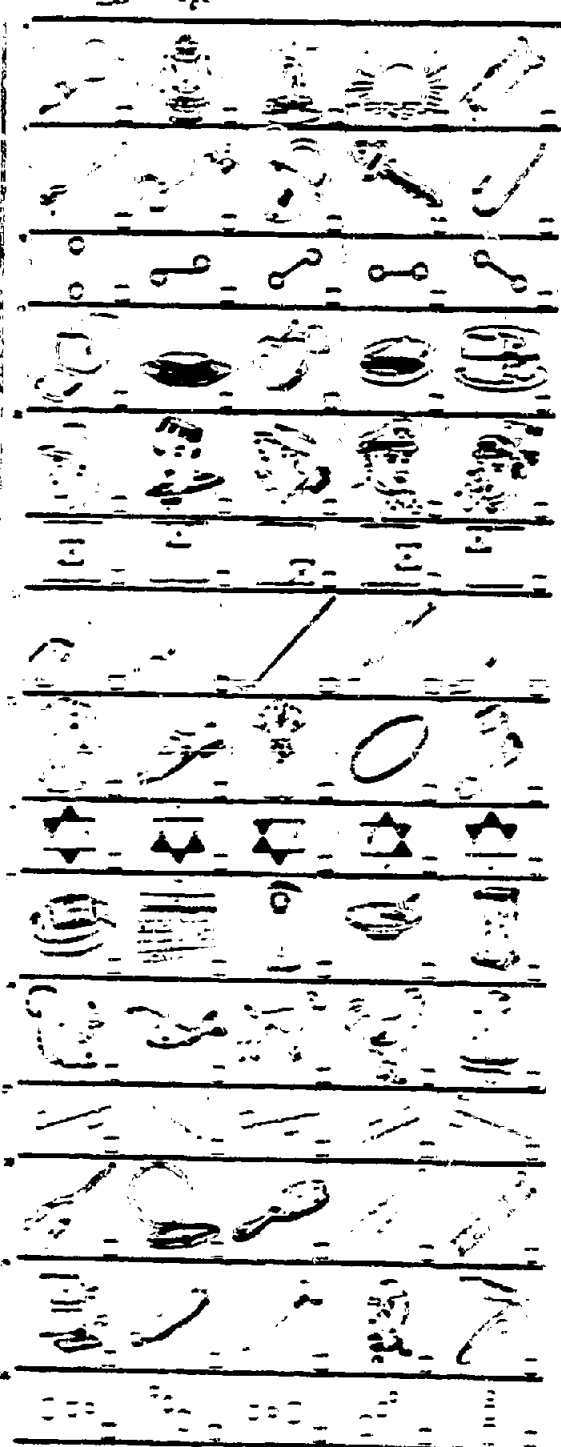
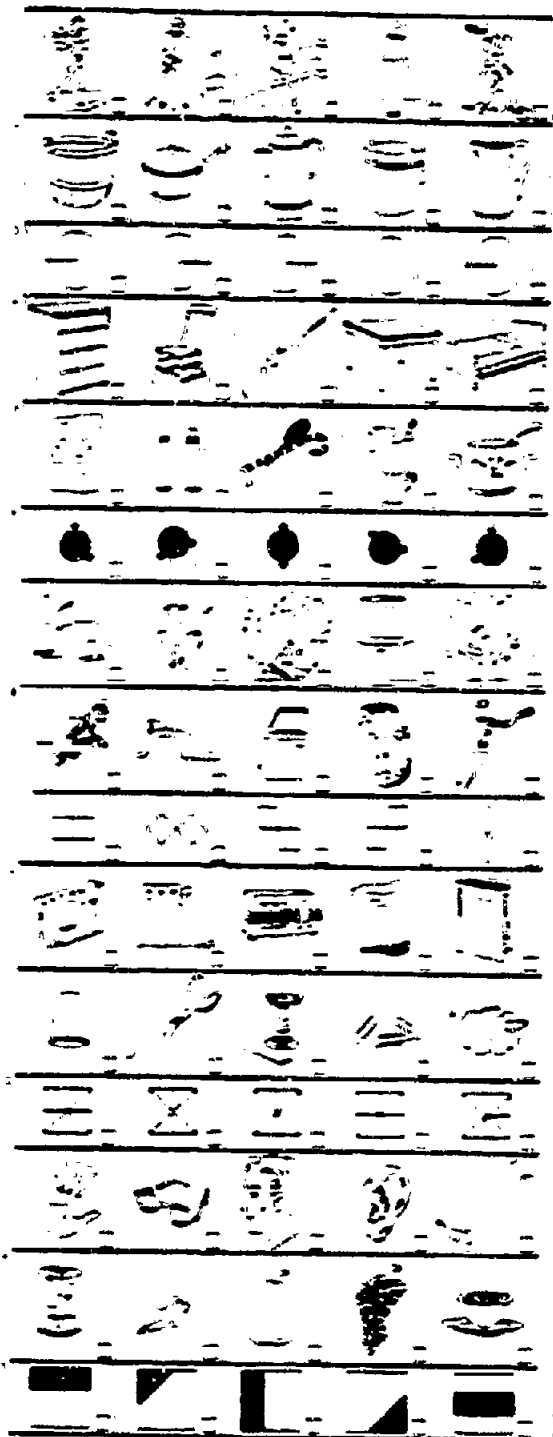
**** NOTE: FOR REPEAT PREGNANCIES, CHECK ALL 0126 CARDS FOR GRAYIDA.**

IGNORE COL. 14

DEFINITION OF CODES (continued)

FORM PS-26
MAY 1962

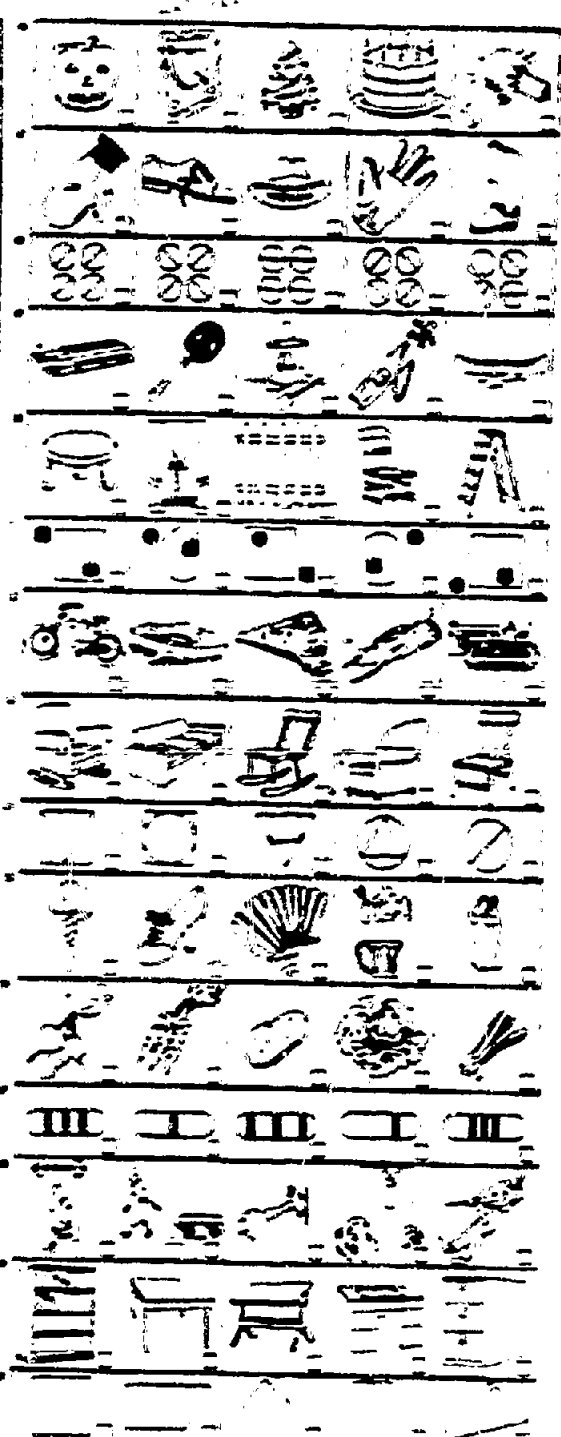
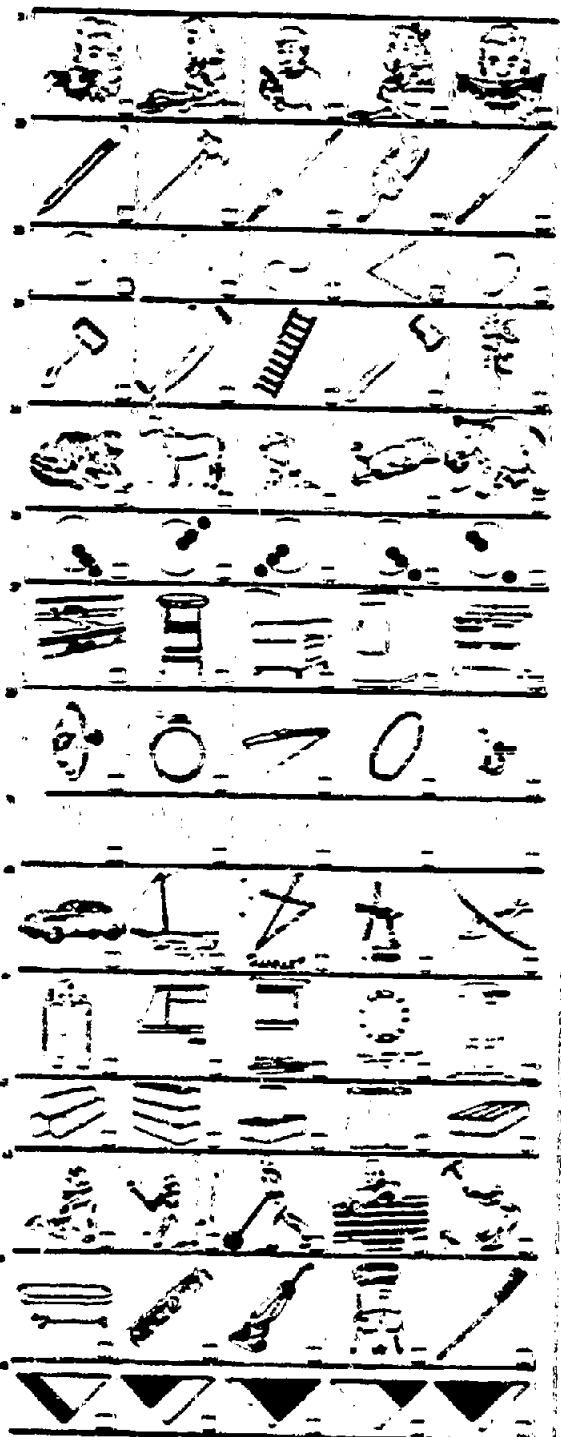
<u>ITEM</u>	<u>CODE</u>	<u>CARD</u> <u>COLUMN</u>
8. <u>Race</u> Item 5 Code: 1 - White 2 - Negro 3 - Oriental 4 - Puerto Rican 5 - Other 9 - Unknown		39
9. <u>Date of Exam</u> Item 6 Code: Same as in Field 6		40-45
10. <u>Total Raw Score</u> Item 7 Code: 00-60 - As given 99 - Exam not adequate		46-47
11. <u>Rank: Percentile</u> Item 8 Code: 000-100 - As given 999 - Exam not adequate		48-50
12. <u>Rank: Quotient</u> Item 9 Code: 060-1-0 - As given 999 - Exam not adequate		51-53
13. <u>Rank: Stanine</u> Item 10 Code: 0 - Exam not adequate 1-9 - As given		54
14. <u>Relationship to Child</u> Code: 1 - Mother 2 - Adoptive Mother 3 - Foster Mother 4 - Guardian 5 - Other 9 - Unknown		55



RESEARCH IN RESEARCH
 NEW YORK, NEW YORK - BRANCH
 100-11000

To be used with PS-25
 Color Perception Equipment
 COLP-2 3120 100

TURN PAGE AND GO ON



COLLECTOR: LE...
 SERIAL: ...
 IDENTIFICATION: ...



PS-30 Through PS-38 7-Year Psychological Examination

- PS-30 Bender Gestalt Test (with Koppitz Scoring)
- PS-31 Wechsler Intelligence Scale for Children
- PS-32 Auditory-Vocal Association Test
- PS-33 Goodenough Harris Draw-A-Person Test
- PS-34 Tactile Finger Recognition Test
- PS-35 Wide Range Achievement Test
- PS-36 Behavior Profile
- PS-37 Additional Observations
- PS-38 Test Summary

Forms PS-30 through PS-38 were used to record information obtained during the extensive seven year psychological examination described above. Instructions and scoring of the Bender Gestalt Test were from the Bender Gestalt Test for Young Children, by Elizabeth M. Koppitz. An abbreviated version of the Wechsler Intelligence Scale for Children consisting of 7 subtests, 3 verbal and 4 performance, was administered. The Auditory-Vocal Association Test is from the Illinois Test of Psycho-linguistic Abilities and the Tactile Finger Recognition Test is from the Halstead-Reitan Battery. A modified version of the Wide Range Achievement test, The OLM Adaptation of the Manual for the Wide Range Achievement Test, was used. The Behavior Profile, Additional Observations and Test Summary are similar to those in the four year psychological examination. Forms PS-30 through PS-38 were printed in August 1956 and were not revised. Data from PS-30 through PS-38 were recorded on four cards on the master file (Table PS-30.1).

TABLE PS-30.1 Cards and Data Records by Revision
for Forms PS-30 through PS-38

Card Name	Card Number	Rev. No.	Number Records
PS-30: Bender-Gestalt Test	1130	0	40,705
PS-30: Wechsler Intelligence Scale	2130	0	40,691
PS-30: Goodenough-Harris Tactile Finger Test, Wide-Range Achievement, Behavior Profile	3130	0	40,657
PS-30: Additional Observations, Test Summary	4130	0	40,651
total for form			162,741

Data items originating from PS-30, Header Install Eng. (with supply printing)

DATA ITEM TO	ITEM IN FROM	CARD NUM	FROM TO	DATA ITEM NAME
3262..PS-30	17	1130	57	57 Header Install Test Figure 6, Preservation
3263..PS-30	17	1130	58	58 Header Install Test Figure 6, Score
3264..PS-30	18	1130	59	59 Header Install Test Figure 7, Distortion of Shade, Disproportion
3265..PS-30	18	1130	60	60 Header Install Test Figure 7, Distortion of Shade, Hershorns
3266..PS-30	18	1130	61	61 Header Install Test Figure 7, Rotation
3267..PS-30	18	1130	62	62 Header Install Test Figure 7, Integration
3268..PS-30	18	1130	63	63 Header Install Test Figure 7, Score
3269..PS-30	19	1130	64	64 Header Install Test Figure 8, Distortion of Shade
3270..PS-30	19	1130	65	65 Header Install Test Figure 8, Rotation
3271..PS-30	19	1130	66	66 Header Install Test Figure 8, Score
3272..PS-30	20	1130	67	67 Header Install, Total Score
3273..PS-30	20	1130	68	68 Header Install, Adequacy of Examination
3274..PS-30		1130	70	70 Header Install, Line (sect)
3275.....		1130	76	80 Blank
3293.....			22	22 PS-30 Through Distal Form Area

Data Files Referenced From 05-31, Wechsler Intelligence Scales for Children

DATA FILE	ITEM	FORM	FORM	FORM	DATA ITEM NAME
FILE	NO	NO	NO	NO	
1276.....	1	2130	1	5	Card number sequence, form type, form number, revision number)
1277.....	6	2130	1	14	WYON case number
1278..05-31	7	2130	1	15	Wechsler Intelligence Scales; Verbal Tests, Information, Raw Score
1279..05-31	8	2130	1	16	Wechsler Intelligence Scales; Verbal Tests, Information, Scaled Score
1280..05-31	9	2130	1	20	Wechsler Intelligence Scales; Verbal Tests, Comprehension, Raw Score
1281..05-31	10	2130	1	22	Wechsler Intelligence Scales; Verbal Tests, Comprehension, Scaled Score
1282..05-31	11	2130	1	24	Wechsler Intelligence Scales; Verbal Tests, Vocabulary, Raw Score
1283..05-31	12	2130	1	26	Wechsler Intelligence Scales; Verbal Tests, Vocabulary, Scaled Score
1284..05-31	13	2130	1	28	Wechsler Intelligence Scales; Verbal Tests, Digit Span, Raw Score
1285..05-31	14	2130	1	30	Wechsler Intelligence Scales; Verbal Tests, Digit Span, Scaled Score
1286..05-31	15	2130	1	32	Wechsler Intelligence Scales; Verbal Tests, Sum of Verbal Tests
1287..05-31	16	2130	1	34	Wechsler Intelligence Scales; Performance Tests, Picture Arrangement, Raw Score
1288..05-31	17	2130	1	36	Wechsler Intelligence Scales; Performance Tests, Picture Arrangement, Scaled Score
1289..05-31	18	2130	1	38	Wechsler Intelligence Scales; Performance Tests, Block Design, Raw Score
1290..05-31	19	2130	1	40	Wechsler Intelligence Scales; Performance Tests, Block Design, Scaled Score
1291..05-31	20	2130	1	42	Wechsler Intelligence Scales; Performance Tests, Coding, Raw Score
1292..05-31	21	2130	1	44	Wechsler Intelligence Scales; Performance Tests, Coding, Scaled Score
1293..05-31	22	2130	1	46	Wechsler Intelligence Scales; Performance Tests, Sum of Performance Tests
1294..05-31	23	2130	4	48	Wechsler Intelligence Scales; Verbal Scale, Score
1295..05-31	24	2130	4	51	Wechsler Intelligence Scales; Verbal Scale, IQ
1296..05-31	25	2130	4	53	Wechsler Intelligence Scales; Performance Scale, Score
1297..05-31	26	2130	4	56	Wechsler Intelligence Scales; Performance Scale, IQ
1298..05-31	27	2130	4	59	Wechsler Intelligence Scales; Full Scale, Score
1299..05-31	28	2130	4	62	Wechsler Intelligence Scales; Full Scale, IQ
1300..05-31	29	2130	4	63	Wechsler Intelligence Scales; Adequacy of Examination
1301..05-31	30	2130	4	64	Intelligence Scale Administration
1302..05-31	31	2130	4	66	Auditory Verbal Association Test, Raw Score
1303..05-31	32	2130	4	67	Auditory Verbal Association Test, Language Age
1304..05-31	33	2130	4	70	Auditory Verbal Association Test, Standard Score, Type of Score
1305..05-31	34	2130	4	71	Auditory Verbal Association Test, Standard Score, Score
1306..05-31	35	2130	4	74	Auditory Verbal Association Test; Accuracy of Peak

DATA ITEMS REFERENCED FOR 45-31, MACHINES INTELLIGENCE FILES OF CHILDREN

DATA	ITEM	CAHD	DATA ITEM NAME
ITEM	IN	NUM	
TO	FROM	TO	

1167..... 210 75 NO OTHER

DATA ITEMS REFERENCED FROM PS-14, Tactile Finger Recognition Test

DATA ITEM ID	ITEM IN FILE	CARD NUM	SPUN TO	DATA ITEM NAME
1115..PS-14	4	1110	24	24 Tactile Finger Recognition Test, Right Hand Score
1116..PS-14	10	1110	24	24 Tactile Finger Recognition Test, Left Hand Score
1117..PS-14		1110	26	27 Tactile Finger Recognition Test, Total Score
1118..PS-14	11	1110	28	28 Tactile Finger Recognition Test; Adequacy of Examination
1119..PS-14		1110	29	29 Tactile Finger Recognition Test, Ten Trials Given

Data items corresponding to EC-10, Behavior Profile

DATA ITEM TO	ITEM JY FJOM	CAHD NUM	FORM 10	DATA ITEM NAME
1135..PS-16	9	1130	52	42 Behavioral profile, separation from mother
1136..PS-16	10	1130	53	43 Behavioral profile, separations
1137..PS-16	11	1130	54	44 Behavioral profile, rapport with examiner
1138..PS-16	12	1130	55	45 Behavioral profile, self confidence
1139..PS-16	13	1130	56	46 Behavioral profile, emotional reactivity
1140..PS-16	14	1130	57	47 Behavioral profile, level of frustration tolerance
1141..PS-16	15	1130	58	48 Behavioral profile, level of independence
1142..PS-16	16	1130	59	49 Behavioral profile, degree of attention span
1143..PS-16	17	1130	60	50 Behavioral profile, initial orientation
1144..PS-16	20	1130	61	51 Behavioral profile, level of activity
1145..PS-16	21	1130	62	52 Behavioral profile, nature of activity
1146..PS-16	22	1130	63	53 Behavioral profile, nature of communication
1147..PS-16	24	1130	64	54 Behavioral profile, assertiveness
1148..PS-16	24	1130	65	55 Behavioral profile, assertiveness
1149..PS-16	21	1130	66	56 Behavioral profile, assertivity
1150.....		1130	67	57 Blank

Data Items Referencing Form PS-17, Additional Observations

DATA ITEM	ITEM	FORM	FORM	FORM	DATA ITEM NAME
TO	3M	FROM	TO	NAME	
1351..PS-17	16	1351..PS-17	16	16	5 CARD NUMBER (SEQUENCE, FORM TYPE, FORM NUMBER, REVISION NUMBER)
1352..PS-17	16	1352..PS-17	16	16	14 NINJA CASE NUMBER
1353..PS-17	9	1353..PS-17	9	9	15 FACE OBSERVATION BY EXAMINER
1354..PS-17	10	1354..PS-17	10	10	16 MOUTH OBSERVATION BY EXAMINER
1355..PS-17	11	1355..PS-17	11	11	17 EYE, RIGHT, OBSERVATION BY EXAMINER
1356..PS-17	11	1356..PS-17	11	11	18 EYE, LEFT, OBSERVATION BY EXAMINER
1357..PS-17	11	1357..PS-17	11	11	19 EARS, BEARS PLACES OBSERVATION BY EXAMINER
1358..PS-17	12	1358..PS-17	12	12	20 HAIR OBSERVATION BY EXAMINER
1359..PS-17	14	1359..PS-17	14	14	21 MOVEMENTS UNUSUAL, HEAD AND NECK OBSERVATION BY EXAMINER
1360..PS-17	14	1360..PS-17	14	14	22 MOVEMENTS UNUSUAL, ARMS AND SHOULDERS OBSERVATION BY EXAMINER
1361..PS-17	14	1361..PS-17	14	14	23 MOVEMENTS UNUSUAL, HANDS OBSERVATION BY EXAMINER
1362..PS-17	14	1362..PS-17	14	14	24 MOVEMENTS UNUSUAL, TRUNK OBSERVATION BY EXAMINER
1363..PS-17	14	1363..PS-17	14	14	25 MOVEMENTS UNUSUAL, LEGS AND FEET OBSERVATION BY EXAMINER
1364..PS-17	14	1364..PS-17	14	14	26 MOVEMENTS UNUSUAL, GAIT AND GAIT OBSERVATION BY EXAMINER
1365..PS-17	14	1365..PS-17	14	14	27 UNUSUAL BEHAVIOR, EXCESSIVE & PERSISTENT TIGHT SUCKING OBSERVATION BY EXAMINER
1366..PS-17	14	1366..PS-17	14	14	28 UNUSUAL BEHAVIOR, EXCESSIVE & PERSISTENT NOISE OBSERVATION BY EXAMINER
1367..PS-17	14	1367..PS-17	14	14	29 UNUSUAL BEHAVIOR, UNUSUAL & UNUSUAL BEHAVIOR OBSERVATION BY EXAMINER
1368..PS-17	14	1368..PS-17	14	14	30 UNUSUAL BEHAVIOR, UNUSUAL BEHAVIOR OBSERVATION BY EXAMINER
1369..PS-17	14	1369..PS-17	14	14	31 UNUSUAL BEHAVIOR, UNUSUAL BEHAVIOR OBSERVATION BY EXAMINER
1370..PS-17	14	1370..PS-17	14	14	32 UNUSUAL BEHAVIOR, UNUSUAL BEHAVIOR OBSERVATION BY EXAMINER
1371..PS-17	14	1371..PS-17	14	14	33 UNUSUAL BEHAVIOR, UNUSUAL BEHAVIOR OBSERVATION BY EXAMINER
1372..PS-17	14	1372..PS-17	14	14	34 UNUSUAL BEHAVIOR, UNUSUAL BEHAVIOR OBSERVATION BY EXAMINER
1373..PS-17	14	1373..PS-17	14	14	35 ANOMALIES, UNUSUAL, UNUSUAL CHARACTERISTICS OBSERVATION BY EXAMINER
1374..PS-17	14	1374..PS-17	14	14	36 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1375..PS-17	14	1375..PS-17	14	14	37 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1376..PS-17	14	1376..PS-17	14	14	38 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1377..PS-17	14	1377..PS-17	14	14	39 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1378..PS-17	14	1378..PS-17	14	14	40 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1379..PS-17	14	1379..PS-17	14	14	41 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1380..PS-17	14	1380..PS-17	14	14	42 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1381..PS-17	14	1381..PS-17	14	14	43 ANOMALIES, UNUSUAL, UNUSUAL OBSERVATION BY EXAMINER
1382..PS-17	21	1382..PS-17	21	21	44 UNUSUAL OBSERVATION BY EXAMINER
1383..PS-17	21	1383..PS-17	21	21	45 UNUSUAL OBSERVATION BY EXAMINER

DATA ITEMS REFERENCED FROM US-38, TEST THEORY

DATA ITEM	IPM	CRUM	IPM	DATA ITEM NAME
10	14	MM	71	
3183..05-18	9	4110	45	45 Intelligence clinical impression
3184..05-18	16	4110	46	46 Memory visual and/or production, clinical impression
3185..05-18	17	4110	47	47 Spelling, educational achievement (WEAT), clinical impression
3186..05-18	11	4110	48	48 Reading, educational achievement (WEAT), clinical impression
3187..05-18	11	4110	49	49 Arithmetic, educational achievement (WEAT), clinical impression
3188..05-18	12	4110	50	50 Language hearing test, clinical impression
3189..05-18	13	4110	51	51 Language hearing test, clinical impression
3190..05-18	14	4110	52	52 Verbal Fluency (VFLU), abstract, clinical impression
3191..05-18	15	4110	53	53 Verbal Fluency (VFLU), abstract, clinical impression
3192..05-18	15	4110	54	54 Verbal Fluency (VFLU), abstract, clinical impression
3193..05-18		4110	55	55 Examination propped
3194..05-18		4110	56	56 Language used

**7-YEAR PSYCHOLOGICAL EXAMINATION
BENDER GESTALT TEST (WITH KOPFITZ SCORING)**

2. NAME OF CHILD

3. DATE OF BIRTH A. AGE B. SEX C. RACE

MO. DAY YEAR 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12

7. EXAMINED BY 8. DATE OF EXAM

MO. DAY YEAR MO. DAY YEAR

	DEVIATIONS	ABSENT	PRESENT
9. FIGURE A			
1		<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>
13		<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>

14. COMMENTS

7-YEAR PSYCHOLOGICAL EXAMINATION
BENDER GESTALT TEST
(WITH KOPPITZ SCORING)

	DEVIATIONS	ABSENT	PRESENT	21. COMMENTS
16. FIGURE 5				
	15			
	16			
	17			
	18			
				Score _____
17. FIGURE 6				
	19			
	20			
	21			
	22			
				Score _____
18. FIGURE 7				
	23			
	24			
	25			
	26			
				Score _____
19. FIGURE 8				
	27			
	28			
				Score _____
				Total Score _____

20 ADEQUACY OF EXAMINATION
 Adequate Not Adequate

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PS-20

**7-YEAR PSYCHOLOGICAL EXAMINATION
WECHSLER INTELLIGENCE SCALES FOR CHILDREN**

1. NAME OF CHILD

2. SEX

MALE FEMALE

3. RACE

W N O
 A M U

4. EXAMINED BY

5. DATE TESTED _____
DATE OF BIRTH _____
AGE _____

6. COMMENTS

	Raw Score	Standard Score
7. VERBAL TESTS		
Information	_____	_____
Comprehension	_____	_____
Vocabulary	_____	_____
Similarities	_____	_____
Sum of Verbal Tests	_____	_____

PERFORMANCE TESTS

Picture Arrangement	_____	_____
Block Design	_____	_____
Coding	_____	_____
Sum of Performance Tests	_____	_____

8. VERBAL SCALE

(Percentile — V = 50) _____

PERFORMANCE SCALE

(Percentile — P = 50) _____

FULL SCALE

9. ADEQUACY OF EXAMINATION

Adequate Not Adequate

**7-YEAR PSYCHOLOGICAL EXAMINATION
WECKSLER INTELLIGENCE SCALES
FOR CHILDREN**

12. INFORMATION	Score 1 or 0	Score 1 or 0	Score 1 or 0
(1) Eye	(11) Seven — Year	(21) Pounds — Ten	
(2) Finger	(12) Clear — August	(22) Capital — Group	
(3) Leg	(13) Set — Set	(23) Turquoise	
(4) Animal — Fish	(14) Speech	(24) New York — Chicago	
(5) Water — Sun	(15) Oil — Paper	(25) Letter — One	
(6) Stone — Paper	(16) Range — Paper	(26) South Pole	
(7) Pencil	(17) Fourth — July	(27) Banana	
(8) Day — Week	(18) C.S.D.	(28) Hieroglyphic	
(9) Cheesecake — Apples	(19) Apples — Day	(29) George — King	
(10) Things — Ocean	(20) Ohio	(30) Lion	
			Score 2, 1 or 0
13. COMPREHENSION			
(1) Cat — Finger			
(2) Leaf — Ball (Dance)			
(3) Leaf — Bread			
(4) Fight			
(5) Train — Train			
(6) Horse — Bread			
(7) Crustacean			
(8) Horse — Chicken			
(9) Ball — Chest			
(10) Cherry — Sagger			
(11) Government — Eggplant			
(12) Carpet — Fiber			
(13) Senator			
(14) Pencil — Paper			
			Score 2, 1 or 0

**7-YEAR PSYCHOLOGICAL EXAMINATION
WECHSLER INTELLIGENCE SCALES
FOR CHILDREN**

	Score 2 of 9	15. VOCABULARY
1) Bicycle		
2) Knife		
3) Hat		
4) Letter		
5) Umbrella		
	Score 2 of 9	
6) Curtain		
7) Map		
8) Candle		
9) Fur		
10) Quince		
11) Soap		
12) Lead		
13) Egg		
14) Newspaper		
15) Ring		
16) Newspaper		
17) Hair		
18) Gum		
19) Newspaper		
20) Newspaper		
21) Shilling		
22) Table		
23) Bark		
24) Exchange		
25) Stone		
26) Toilet		
27) Soap		
28) Hair-Rinse		
29) Room		
30) Newspaper		
31) Bath		
32) Cotton		
33) Soap		
34) Stone		
35) Year		

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**7-YEAR PSYCHOLOGICAL EXAMINATION
WECHSLER INTELLIGENCE SCALES
FOR CHILDREN**

17. DIGIT SPAN

Digit Forward	Score (Circle)
3-4-4	3
4-1-2	3
3-4-1-7	4
4-1-3-4	4
4-4-2-3-3	5
3-2-1-8-4	5
3-4-3-1-7-4	6
2-9-4-4-1	6
3-1-7-4-2-3-4	7
3-4-3-2-1-4-3	7
3-1-2-7-7-7-4-7	8
2-9-2-4-2-1-3-4	8
3-2-4-7-1-2-4-4-5	9
4-2-4-4-1-2-4-3-3	9

Digit Backward	Score (Circle)
2-1	2
4-3	2
3-2-4	3
2-3-4	3
2-2-4-4	4
4-4-4-3	4
4-1-3-3-7	5
4-7-4-3-2	5
1-4-3-2-9-4	6
3-4-7-1-4-4	6
4-3-4-2-3-4-2	7
4-3-7-2-4-1	7
4-9-1-4-2-2-3-5	8
3-1-7-9-3-4-4-2	8

F. _____
 Highest Number Circled

18. PICTURE ARRANGEMENT

Arrangement	Time	Order	Score
A. Dog	25"	1 2	2 abc
B. Mother	25"	0	3 a b c
C. Train	40"	0	4 a b c d
D. Snow	45"	0	3 abc
E. Girl			
1. Fire	45"	0	4 a b c d
2. Burger	45"	0	4 a b c d
3. Farmer	45"	0	4 a b c d
4. Plane	45"	0	4 a b c d
5. Monster	45"	0	4 a b c d
6. Carpenter	75"	0	4 a b c d
7. Man	75"	0	4 a b c d

**7-YEAR PSYCHOLOGICAL EXAMINATION
WECHSLER INTELLIGENCE SCALES
FOR CHILDREN**

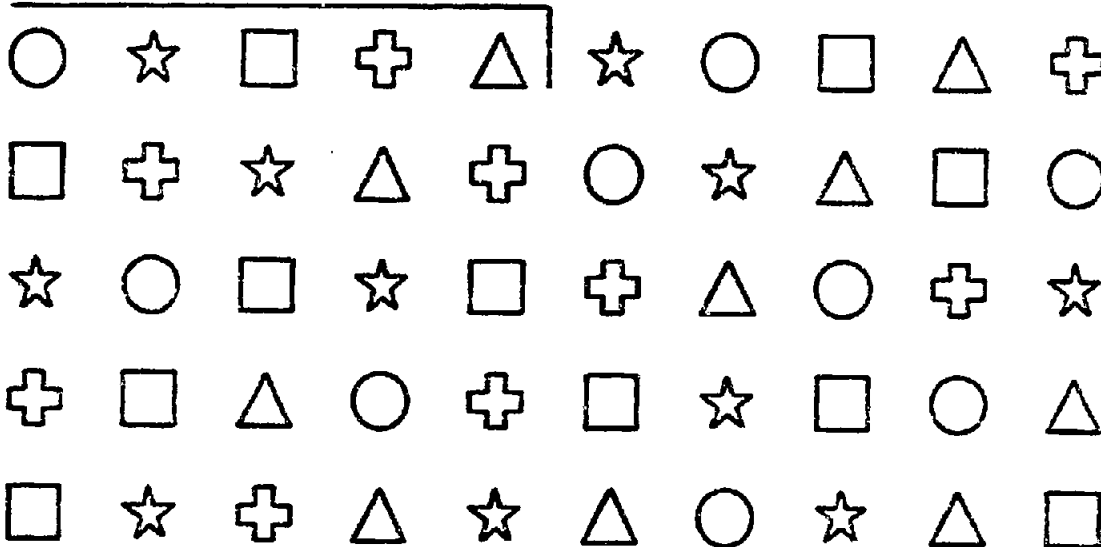
20. BLOCK DESIGN

Design	Time	Pass-Fail	Score	Design	Time	Pass-Fail	Score
(A) 45"	1		2	(1) 75"			20-75 4 0 0 0
	2		1	(2) 75"			20-75 0 0 0 0
(B) 45"	1		2	(3) 75"			20-75 0 0 0 0
	2		1	(4) 75"			20-75 0 0 0 0
(C) 45"	1		2	(5) 150"			20-100 0 0 0 0
	2		1	(6) 150"			20-100 0 0 0 0

21. CODING A
(5-7)



SAMPLE



Time (120") _____ No. Right _____ Score _____

7-YEAR PSYCHOLOGICAL EXAMINATION AUDITORY-VOCAL ASSOCIATION TEST (ITPA)

1. NAME OF CHILD _____

3. DATE OF BIRTH			4. AGE IN YEARS		5. G. GENDER	
MO.	DAY	YEAR			MALE	FEMALE
					<input type="checkbox"/>	<input type="checkbox"/>

7. EXAMINED BY _____

8. DATE OF EXAM		
MO.	DAY	YEAR

A. AUDITORY-VOCAL ASSOCIATION TEST.

(Name used for comparison)

1. I SIT ON A CHAIR: I SLEEP ON A _____
2. I EAT FROM A PLATE: I DRINK FROM A _____
3. A BIRD FLIES IN THE AIR: A FISH SWIMS IN THE _____
4. I HIT WITH MY HANDS: I KICK WITH MY _____
5. JOHN IS A BOY: MARY IS A _____

(Name used for comparison)

6. A SCISSORS CUTS: A PENCIL _____
7. I CUT WITH A SAW: I POUND WITH A _____
8. SOUP IS HOT: ICE CREAM IS _____
9. A RED LIGHT SAYS STOP: A GREEN LIGHT SAYS _____
10. DURING THE DAY WE'RE AWAKE: AT NIGHT WE _____
11. I EAT WITH A SPOON: I CUT WITH A _____
12. ON MY HANDS I HAVE FINGERS: ON MY FEET I HAVE _____
13. A BOY (GIRL) RUNS: AN OLD MAN (WOMAN) _____
14. COTTON IS SOFT: STONES ARE _____
15. AN EXPLOSION IS LOUD: A WHISPER IS _____
16. MOUNTAINS ARE HIGH: VALLEYS ARE _____
17. A MAN MAY BE A KING: A WOMAN MAY BE A _____
18. A PICKLE IS FAT: A PENCIL IS _____
19. COFFEE IS BITTER: SUGAR IS _____
20. IRON IS HEAVY: FEATHERS ARE _____
21. A PENNY IS ROUND: A RULER IS _____
22. A RABBIT IS SWIFT: A TURTLE IS _____
23. SANDPAPER IS ROUGH: GLASS IS _____
24. THREE IS AN ODD NUMBER: SIX IS _____
25. A CUBE IS SQUARE: A SPHERE IS _____
26. AN OCEAN IS DEEP: A POND IS _____

B. SCORING

1. RAW SCORE _____
2. LANGUAGE AGE _____
3. STANDARD SCORE _____

C. ADEQUACY OF EXAMINATION

- Adequate Not Adequate
- 1 2

D. COMMENTS

**7-YEAR PSYCHOLOGICAL EXAMINATION
GOODENOUGH-HARRIS DRAW-A-MAN TEST**

2. NAME OF CHILD _____

3. DATE OF BIRTH (M. AGE Y. SEX)

MO.	DAY	YEAR	1	2	3	4	5	6	7	8	9	10	11	12
			MALE	FEMALE	1	2	3	4	5	6	7	8	9	10

4. RACE

7. EXAMINED BY _____

8. DATE OF TEST

9. RAW SCORE _____

10. STANDARD SCORE _____

11. PERCENTILE RANK _____

12. ADEQUACY OF EXAMINATION

1 _____ Adequate 2 _____ Not Adequate

13. COMMENTS

CHILD'S NAME _____

GRADE _____

MAKE YOUR FIRST DRAWING HERE

Draw a picture of a man. Make the very best picture you can. Be sure to make the subject clear, not just his head and shoulders.



- 1. _____ 61. _____
- 2. _____ 62. _____
- 3. _____ 63. _____
- 4. _____ 64. _____
- 5. _____ 65. _____
- 6. _____ 66. _____
- 7. _____ 67. _____
- 8. _____ 68. _____
- 9. _____ 69. _____
- 10. _____ 70. _____
- 11. _____ 71. _____
- 12. _____ 72. _____
- 13. _____ 73. _____
- 14. _____ 74. _____
- 15. _____ 75. _____
- 16. _____ 76. _____
- 17. _____ 77. _____
- 18. _____ 78. _____
- 19. _____ 79. _____
- 20. _____ 80. _____
- 21. _____ 81. _____
- 22. _____ 82. _____
- 23. _____ 83. _____
- 24. _____ 84. _____
- 25. _____ 85. _____
- 26. _____ 86. _____
- 27. _____ 87. _____
- 28. _____ 88. _____
- 29. _____ 89. _____
- 30. _____ 90. _____
- 31. _____ 91. _____
- 32. _____ 92. _____
- 33. _____ 93. _____
- 34. _____
- 35. _____
- 36. _____
- 37. _____
- 38. _____
- 39. _____
- 40. _____

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FORM
2-57-53

PS-33

7-YEAR PSYCHOLOGICAL EXAMINATION TACTILE FINGER RECOGNITION TEST

2. NAME OF CHILD

3. DATE OF BIRTH			4. AGE IN YRS		5. SEX	
MO.	DAY	YEAR	1	2	M	F

7. EXAMINED BY	8. DATE OF EXAM
	MO. DAY YEAR

9. RIGHT HAND ORDER 4 1 3 5 2 **Score**

Response _____

10. LEFT HAND ORDER 4 1 3 5 2 **Score**

Response _____

Total _____

11. ADEQUACY OF EXAMINATION

Adequate Not Adequate

12. COMMENTS

7-YEAR PSYCHOLOGICAL EXAMINATION WIDE RANGE ACHIEVEMENT TEST

7. PATIENT IDENTIFICATION

8. NAME OF CHILD _____

9. DATE OF BIRTH: _____

10. SEX: _____

11. RACE: _____

12. EXAMINED BY: _____

13. DATE OF EXAM: _____

14. SCHOOL: _____

15. COMMENTS

CITY COUNTY
OR STATE: _____

Public Private

Special School (specify): _____

CURRENT GRADE (see Table II of Manual): _____

16. CHRONOLOGICAL AGE: _____

Raw Score Grade Equivalent

17. SPELLING _____

18. READING _____

19. ARITHMETIC _____

20. ADEQUACY OF EXAMINATION

Adequate Not Adequate

**7-YEAR PSYCHOLOGICAL EXAMINATION
WIDE RANGE ACHIEVEMENT TEST**

16. SPELLING

-		/	\	O	X	J	V	L	+	^	Γ	Δ	□	▣	▽	▢	Π

1. _____ 18. _____ 31. _____

2. _____ 17. _____ 32. _____

3. _____ 16. _____ 33. _____

4. _____ 19. _____ 34. _____

5. _____ 20. _____ 35. _____

6. _____ 21. _____ 36. _____

7. _____ 22. _____ 37. _____

8. _____ 23. _____ 38. _____

9. _____ 24. _____ 39. _____

10. _____ 25. _____ 40. _____

11. _____ 26. _____ 41. _____

12. _____ 27. _____ 42. _____

13. _____ 28. _____ 43. _____

14. _____ 29. _____ 44. _____

15. _____ 30. _____ 45. _____

Percentiles and Standard Scores corresponding to grade ratings and age only to be used in the manual.

Level 1 - Spelling		Standard Scores										Spelling Score	
Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Level 1	Complete
												Score	Score
1	7.5	12	8.4	25	9.5	38	10	41	10.7	50	10.0	Copy	10
2	7.8	13	8.5	26	9.6	39	10.1	42	10.8	51	10.5	Copy	11
3	8.1	14	8.6	27	9.7	40	10.2	43	11.5	52	11.0	Copy	12
4	8.2	15	8.7	28	9.8	41	10.3	44	12.2	53	11.5	Copy	13
5	8.3	16	8.8	29	9.9	42	10.4	45	13.0	54	12.0	Copy	14
6	8.4	17	8.9	30	10.0	43	10.5	46	13.8	55	12.5	Copy	15
7	8.5	18	9.0	31	10.1	44	10.6	47	14.5	56	13.0	Copy	16
8	8.6	19	9.1	32	10.2	45	10.7	48	15.2	57	13.5	Copy	17
9	8.7	20	9.2	33	10.3	46	10.8	49	16.0	58	14.0	Copy	18
10	8.8	21	9.3	34	10.4	47	10.9	50	16.8	59	14.5	Copy	19
11	8.9	22	9.4	35	10.5	48	11.0	51	17.5	60	15.0	Copy	20

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PAGE 2 OF 4
PS-35

**7-YEAR PSYCHOLOGICAL EXAMINATION
WIDE RANGE ACHIEVEMENT TEST**

W. READING

LEVEL I

cat see red to big work book eat was him how
 then open letter jar deep even spell awake block size
 weather should lip finger tray felt stalk cliff lame struck
 approve plot huge quality sour imply humility urge
 bulk exhaust abuse collapse glutton clarify
 recession threshold horizon residence participate quarantine
 luxurious rescinded emphasis aeronautic intrigue repugnant
 putative endeavor heresy discretionary persevere anomaly
 rudimentary miscreant usurp novice audacious mitosis
 seismograph spurious idiosyncrasy itinerary pseudonym aborigines

A R Z H I Q S E B O

Two letters in name (2)

A B O S E R T H P I U Z Q

Percentages and Standard Scores corresponding to grade ratings and age may be found in the Manual.

Level I - Reading - Grade Means

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	4.5	14-17	4.5	14-17	4.5	14	4.5	14	4.5	79	4.5	91	4.5
2	4.5	16	4.5	16	4.5	15	4.5	15	4.5	80	4.5	92	4.5
3	4.5	14-20	4.5	16-20	4.5	15	4.5	16	4.5	81	4.5	93	4.5
4	4.5	21	4.5	17	4.5	16	4.5	17	4.5	82	4.5	94	4.5
5	4.5	22	4.5	18-22	4.5	17	4.5	18	4.5	83	4.5	95	4.5
6	4.5	23	4.5	19	4.5	18	4.5	19	4.5	84	4.5	96	4.5
7	4.5	24-25	4.5	20-25	4.5	19	4.5	20	4.5	85	4.5	97	4.5
8	4.5	26-27	4.5	21	4.5	20	4.5	21	4.5	86	4.5	98	4.5
9	4.5	28-29	4.5	22	4.5	21	4.5	22	4.5	87	4.5	99	4.5
10	4.5	30-31	4.5	23	4.5	22	4.5	23	4.5	88	4.5	100	4.5
11	4.5	32-33	4.5	24	4.5	23	4.5	24	4.5	89	4.5	101	4.5
12	4.5	34	4.5	25	4.5	24	4.5	25	4.5	90	4.5	102	4.5
13-14	4.5	35	4.5	26	4.5	25	4.5	26	4.5	91	4.5	103	4.5
15	4.5	36	4.5	27	4.5	26	4.5	27	4.5	92	4.5	104	4.5

COLLEGIATE RESEARCH
 PSYCHOLOGICAL RESEARCH BRANCH - 1945, 1946
 607-KSBA, 40, 1947

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Form 10-44
 PS-35

1-YEAR PSYCHOLOGICAL EXAMINATION WIDE RANGE ACHIEVEMENT TEST

20. ARITHMETIC

LEVEL 1. Oral Part

10 11 9 15 8 7 6 5 4 3 2 1 0

10 11 9 15 8 7 6 5 4 3 2 1 0

10 11 9 15 8 7 6 5 4 3 2 1 0

10 11 9 15 8 7 6 5 4 3 2 1 0

Grade Part

1. $1 + 7 =$ _____ $6 + 9 =$ _____ $34 + 2 =$ _____ $23 + 29 =$ _____ $75 + 8 =$ _____

2. $4 - 1 =$ _____ $12 - 3 =$ _____ $40 - 30 =$ _____ $18 - 18 =$ _____ $18 - 18 =$ _____

3. $4 \times 2 =$ _____ $5 \times 2 =$ _____ $5 \times 2 =$ _____ $1 \text{ yr.} =$ _____ mo. $9 \times 6 =$ _____

4. $1 \times 3 =$ _____ $6 - 2 =$ _____ $10 - 10 =$ _____ $1 \text{ yr.} =$ _____ mo. $9 \times 6 =$ _____

5. $2 \times 5 =$ _____ $10 - 2 =$ _____ $10 - 10 =$ _____ $1 \text{ yr.} =$ _____ mo. $9 \times 6 =$ _____

6. $\frac{1}{2} =$ _____ $\frac{1}{4} =$ _____ $\frac{1}{4} =$ _____ $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo.

7. $\frac{1}{2} \text{ yr.} =$ _____ mo. $\frac{1}{4} =$ _____ $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo.

8. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo.

9. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo. $1 \text{ yr.} =$ _____ mo.

10. Write as words: Find the average of Write as a percent

$\frac{1}{2}$ or $\frac{1}{4}$ Ans. _____ 24, 8, 11, 15, 17 $\frac{1}{4} =$ _____ % $4 \times 5 = 20 =$ _____ %

11. _____ _____ _____ _____ _____

12. Write as decimal

$\frac{1}{10} =$ _____ $\frac{1}{4} =$ _____ $\frac{1}{2} =$ _____ 10% of 100 = _____

13. _____ _____ _____ _____ _____

14. Change to familiar numerals

_____ $8 \times 10^2 =$ _____ $10^2 =$ _____

MONTESSORI

Age	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	
10	4.0	7	3.0	10	4.5	18	1.8	22	3.8	31	4.2	17	3.2	43	6.0
11	4.5	8	3.5	11	4.0	19	1.9	23	3.9	32	4.3	18	3.3	44	6.0
12	5.0	9	4.0	12	4.5	20	2.0	24	4.0	33	4.7	19	3.7	45	6.0
13	5.5	10	4.5	13	5.0	21	2.1	25	4.5	34	5.1	20	4.1	46	6.0
14	6.0	11	5.0	14	5.5	22	2.2	26	5.0	35	5.5	21	4.5	47	6.0
15	6.5	12	5.5	15	6.0	23	2.3	27	5.5	36	6.0	22	5.0	48	6.0
16	7.0	13	6.0	16	6.5	24	2.4	28	6.0	37	6.5	23	5.5	49	6.0
17	7.5	14	6.5	17	7.0	25	2.5	29	6.5	38	7.0	24	6.0	50	6.0

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**7-YEAR PSYCHOLOGICAL EXAMINATION
BEHAVIOR PROFILE**

1. NAME OF CHILD

2. DATE OF BIRTH & AGE IN YRS. 3. SEX 4. RACE

5. EXAMINED BY 6. DATE OF EXAM

9. SEPARATION FROM THE MOTHER

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Shows no concern when mother and go into another room.	Shows very little concern.	Shows some concern when mother is out of sight.	Shows moderate concern when mother is out of sight.	Shows extreme concern when mother is out of sight.

15. COMMENTS

10. FEARFULNESS

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
No apparent fearfulness at strange situations.	Shows little fearfulness.	Shows moderate fearfulness at strange situations.	Shows moderate and intense fearfulness throughout the examination.	Shows extreme fearfulness and apprehensiveness.

11. RAPPORT WITH EXAMINER

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Establishes rapport and confidence.	Shows moderate rapport and confidence.	Shows moderate rapport and confidence.	Shows moderate rapport and confidence.	Shows extreme rapport and confidence.

12. SELF CONFIDENCE

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Shows moderate self-confidence.	Shows moderate self-confidence.	Shows moderate self-confidence.	Shows moderate self-confidence.	Shows extreme self-confidence.

13. EMOTIONAL REACTIVITY

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Shows moderate emotional reactivity.	Shows moderate emotional reactivity.	Shows moderate emotional reactivity.	Shows moderate emotional reactivity.	Shows extreme emotional reactivity.

14. DEGREE OF COOPERATION

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Shows moderate cooperation.	Shows moderate cooperation.	Shows moderate cooperation.	Shows moderate cooperation.	Shows extreme cooperation.

**7-YEAR PSYCHOLOGICAL EXAMINATION
BEHAVIOR PROFILE**

17. LEVEL OF FRUSTRATION TOLERANCE

- | | | | | |
|--|---|--|--|---|
| 1 <input type="checkbox"/>
Withdraws completely | 2 <input type="checkbox"/>
Over-reacts in distress from loss where others' assistance is essential | 3 <input type="checkbox"/>
Attempts to cope with difficult situations | 4 <input type="checkbox"/>
Remains calm to deal with difficulty | 5 <input type="checkbox"/>
Enjoys being out behavior and is trying |
|--|---|--|--|---|

23. COMMENTS

18. DEGREE OF DEPENDENCY

- | | | | | |
|---|---|---|---|---|
| 1 <input type="checkbox"/>
Very self-reliant; refuses help | 2 <input type="checkbox"/>
Rarely needs assistance | 3 <input type="checkbox"/>
Occasionally appropriate assistance | 4 <input type="checkbox"/>
Demands more attention than average | 5 <input type="checkbox"/>
Constant need for attention or help |
|---|---|---|---|---|

19. DURATION OF ATTENTION SPAN

- | | | | | |
|---|---|--|---|--|
| 1 <input type="checkbox"/>
Attempts to keep eyes fixed | 2 <input type="checkbox"/>
Spends short time with task | 3 <input type="checkbox"/>
Spends moderate amount of time on task | 4 <input type="checkbox"/>
Spends more than average time on task | 5 <input type="checkbox"/>
Highly perseverative |
|---|---|--|---|--|

20. GOAL ORIENTATION

- | | | | | |
|---|--|--|---|--|
| 1 <input type="checkbox"/>
No effort to reach a goal | 2 <input type="checkbox"/>
Briefly attempts to achieve goal | 3 <input type="checkbox"/>
Able to hold goal or direction in mind | 4 <input type="checkbox"/>
Keeps goal and attempts to reach it | 5 <input type="checkbox"/>
Consistently perseverative with task |
|---|--|--|---|--|

21. LEVEL OF ACTIVITY

- | | | | | |
|--|---|---|---|--|
| 1 <input type="checkbox"/>
Extreme inactivity and passivity; goal stopped | 2 <input type="checkbox"/>
Little activity; cannot to get on with task | 3 <input type="checkbox"/>
Normal amount of activity | 4 <input type="checkbox"/>
Unusual amount of activity and restlessness | 5 <input type="checkbox"/>
Extreme over-activity and restlessness; can't get on |
|--|---|---|---|--|

22. NATURE OF ACTIVITY

- | | | | | |
|--|---|--|--|---|
| 1 <input type="checkbox"/>
Extreme rigidity; unable to shift activity or approach to task | 2 <input type="checkbox"/>
Some rigidity | 3 <input type="checkbox"/>
Flexible behavioral patterns; approach to different situations | 4 <input type="checkbox"/>
Behavior frequently repetitive | 5 <input type="checkbox"/>
Extreme repetitive behavior and unchangeable behavior |
|--|---|--|--|---|

**7-YEAR PSYCHOLOGICAL EXAMINATION
BEHAVIOR PROFILE**

25. NATURE OF COMMUNICATION					26. COMMENTS
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
Little or no verbal communication	Verbal or non-verbal responses confined to answering directed questions	Responds to questions, but may not always respond	Answers questions freely	Child will follow child's thinking	
26. ASSERTIVENESS					
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
Extremely passive or shy	Quite tentative, unassertive, rough and ready handling materials	Self-assertive but lacking of the initiative and capable of action	Positive acceptance, seems well to be compared to normal in quality and quantity	Extremely assertive, initiative and independent	
27. HOSTILITY					
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
Very high in obstructive	Unpleasant nature of response	No unusual amount of hostility	Very symmetrical child who rarely shows hostility even when it might be appropriate	Engulfing child	

7-YEAR PSYCHOLOGICAL EXAMINATION ADDITIONAL OBSERVATIONS

2. NAME OF CHILD

3. DATE OF BIRTH			4. AGE		5. SEX		6. RACE				
MO.	DAY	YEAR			<input type="checkbox"/> MALE	<input type="checkbox"/> FEMALE	<input type="checkbox"/> W	<input type="checkbox"/> C	<input type="checkbox"/> O	<input type="checkbox"/> A	<input type="checkbox"/> I

7. EXAMINED BY			8. DATE OF EXAM		
			MO.	DAY	YEAR

9. FACE

Normal

Asymmetry

Little or no change of expression

Other (describe)

10. MOUTH

Normal

Open most of the time

Distorted

Unusual movements

Other (describe)

11. EYES

	Right	Left
Normal	<input type="checkbox"/>	<input type="checkbox"/>
Strabismic	<input type="checkbox"/>	<input type="checkbox"/>
Nystagmus	<input type="checkbox"/>	<input type="checkbox"/>
Excessive fold	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe)	<input type="checkbox"/>	<input type="checkbox"/>
Focus / near	<input type="checkbox"/> No	<input type="checkbox"/> Yes

12. EARS

Normal

Noise (flapping, etc.)

Other (describe)

13. COMMENTS

**7-YEAR PSYCHOLOGICAL EXAMINATION
ADDITIONAL OBSERVATIONS**

15. UNUSUAL MUSCULAR MOVEMENTS OF POSTURAL ADJUSTMENTS

(If present, specify type of movement such as rearing, flex, spasm, abnormal postures, post-convulsions, etc., in the comments column.)

	Abnorm	Normal
1. Head and Neck	0	0
2. Arms and Shoulders	0	0
3. Hands	0	0
4. Trunk	0	0
5. Legs and Feet	0	0
6. Total Score	0	0

17. COMMENTS

16. DEVIANT OR STEREOTYPED BEHAVIOR

	Abnorm	Normal
1. Excessive and persistent thumb sucking	0	0
2. Excessive and persistent nail biting	0	0
3. Unusual and excessive food eating	0	0
4. Excessive crying and laughing	0	0
5. Crying	0	0
6. Ecstasy	0	0
7. Other observe specify if feasible (describe)	0	0
8. Other describe)	0	0

**7-YEAR PSYCHOLOGICAL EXAMINATION
ADDITIONAL OBSERVATIONS**

19. OBVIOUS DEFECTS OR ANOMALIES

21. COMMENTS

	Absent	Present
1. Abnormal coloration _____	<input type="checkbox"/>	<input type="checkbox"/>
2. Very small head _____	<input type="checkbox"/>	<input type="checkbox"/>
3. Very large head _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Asymmetry of skull _____	<input type="checkbox"/>	<input type="checkbox"/>
5. Very obese _____	<input type="checkbox"/>	<input type="checkbox"/>
6. Unusually small _____	<input type="checkbox"/>	<input type="checkbox"/>
7. Skin condition _____	<input type="checkbox"/>	<input type="checkbox"/>
8. Teeth _____	<input type="checkbox"/>	<input type="checkbox"/>
9. Other (describe) _____	<input type="checkbox"/>	<input type="checkbox"/>

20. IS HE ATTENDING A SPECIAL CLASS OR SCHOOL NOW?

No Yes (Describe)

7-YEAR PSYCHOLOGICAL TEST SUMMARY

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

3. DATE OF BIRTH MO. DAY YEAR	4. AGE IN YEARS MONTHS	5. SEX MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>	6. RACE WHITE <input type="checkbox"/> NEGRO <input type="checkbox"/> MEXICAN <input type="checkbox"/> OTHER <input type="checkbox"/>
----------------------------------	---------------------------	---	---

7. EXAMINED BY	8. DATE OF EXAM MO. DAY YEAR
----------------	---------------------------------

CLINICAL IMPRESSION

17. COMMENTS

9. INTELLIGENCE*

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Superior	Average	Subnormal	Mentally Defective	Inadequate Examination

10. BENDER VISUAL MOTOR PRODUCTION

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Normal	Suspect	Abnormal	Inadequate Examination

11. EDUCATIONAL ACHIEVEMENT (WRAT)

	Above Average	Average	Below Average	Inadequate Examination
Spelling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Reading	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Arithmetic	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

12. GOODENOUGH-HABES DRAWING TEST

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Normal	Suspect	Abnormal	Inadequate Examination

13. ABSTRACT LANGUAGE THINKING (TPTA And Ver)

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Normal	Suspect	Abnormal	Inadequate Examination

14. TACTILE FINGER RECOGNITION TEST

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Normal	Suspect	Abnormal	Inadequate Examination

15. BEHAVIORAL

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Normal	Suspect	Abnormal

16. OVERALL IMPRESSION

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Normal	Suspect	Abnormal	Inadequate Examination

(No Overall Impression Possible)

*For Summary Sheet Purpose and Guidelines

SUPERIOR AND AVERAGE = NORMAL
 BORDERLINE = SUSPECT
 MENTALLY DEFECTIVE = ABNORMAL

**7-YEAR PSYCHOLOGICAL
TEST SUMMARY**

19. SUMMARY STATEMENT

FORM ITEM NUMBERS LINKED TO DATA ITEMS ON PS-10, Header Detail Test (with Multiple Scoring)

FORM	DATA	CAHM	FROM	DATA ITEM NAME
NO	TYPE	NUM	ITEM	
NO				
5	1226..PS-10	1130	16	17 Age (MO)
6	1226..PS-10	1130	16	18 Age (YR)
7	1274..PS-10	1130	70	71 Header Detail, line (sec)
8	1277..PS-10	1130	67	68 Header Detail, total score
9	1229..PS-10	1130	20	21 Examiner for core PS-10
10	1209.....	7	22	22 PS-10 through PH-1A forms present
11	1227..PS-10	1130	19	19 Sex
12	1228..PS-10	1130	19	19 Race
13	1231..PS-10	1130	24	25 Date of exam (MAY)
14	1230..PS-10	1130	22	23 Date of exam (JUN)
15	1232..PS-10	1130	26	27 Date of exam (JUL)
16	1216..PS-10	1130	20	20 Header Detail Test Figure A, distortion of proportion
17	1231..PS-10	1130	28	28 Header Detail Test Figure A, distortion of shape
18	1236..PS-10	1130	11	11 Header Detail Test Figure B, integration
19	1234..PS-10	1130	10	10 Header Detail Test Figure B, rotation
20	1237..PS-10	1130	12	12 Header Detail Test Figure B, score
21	1238..PS-10	1130	11	11 Header Detail Test Figure C, distortion
22	1240..PS-10	1130	15	15 Header Detail Test Figure C, preservation
23	1239..PS-10	1130	14	14 Header Detail Test Figure C, rotation
24	1241..PS-10	1130	16	16 Header Detail Test Figure C, score
25	1243..PS-10	1130	18	18 Header Detail Test Figure D, integration
26	1246..PS-10	1130	19	19 Header Detail Test Figure D, preservation
27	1242..PS-10	1130	17	17 Header Detail Test Figure D, rotation
28	1245..PS-10	1130	20	20 Header Detail Test Figure D, score
29	1246..PS-10	1130	41	41 Header Detail Test Figure E, distortion of shape
30	1240..PS-10	1130	44	44 Header Detail Test Figure E, integration, continuous line etc.
31	1248..PS-10	1130	43	43 Header Detail Test Figure E, integration, shade of design loss etc.
32	1247..PS-10	1130	42	42 Header Detail Test Figure F, rotation
33	1250..PS-10	1130	45	45 Header Detail Test Figure F, score
34	1252..PS-10	1130	47	47 Header Detail Test Figure G, integration
35	1251..PS-10	1130	46	46 Header Detail Test Figure G, rotation
36	1253..PS-10	1130	48	48 Header Detail Test Figure G, score
37	1252..PS-10	1130	49	49 Header Detail Test Figure H, distortion of shape
38	1257..PS-10	1130	52	52 Header Detail Test Figure H, integration, continuous line etc.
39	1256..PS-10	1130	51	51 Header Detail Test Figure H, integration, shade of design loss etc.
40	1255..PS-10	1130	50	50 Header Detail Test Figure I, rotation
41	1258..PS-10	1130	53	53 Header Detail Test Figure I, score
42	1259..PS-10	1130	54	54 Header Detail Test Figure J, distortion of shape, angles for curves etc.
43	1260..PS-10	1130	55	55 Header Detail Test Figure K, distortion of shape, no curve etc.

Form Item Numberic Index to Data Items on WISC-III, Wechsler Intelligence Scales for Children

STU- IN FORM	DATA ITEM ID	CAHM NUM	FORM ID	DATA ITEM NAME
	1201..PS-32	2130	67	64 Auditory vocal association test, language use
	1202..PS-32	2130	65	66 Auditory vocal association test, raw score
	1205..PS-32	2130	71	71 Auditory vocal association test, standard score, score
	1204..PS-32	2130	70	70 Auditory vocal association test, standard score, type of score
	1206..PS-32	2130	74	74 Auditory vocal association test; Adequacy of 2-ARM
	1201..PS-31	2130	64	64 Intelligence scale (administered)
7	1280..PS-31	2130	37	34 Wechsler Intelligence Scales; Performance Tests, block design, raw score
7	1290..PS-31	2130	39	40 Wechsler Intelligence Scales; Performance Tests, block design, scaled score
7	1201..PS-31	2130	41	42 Wechsler Intelligence Scales; Performance Tests, coding, raw score
7	1242..PS-31	2130	43	44 Wechsler Intelligence Scales; Performance Tests, coding, scaled score
7	1247..PS-31	2130	45	46 Wechsler Intelligence Scales; Performance Tests, picture arrangement, raw score
7	1248..PS-31	2130	45	46 Wechsler Intelligence Scales; Performance Tests, picture arrangement, scaled score
7	1243..PS-31	2130	44	46 Wechsler Intelligence Scales; Performance Tests, sum of performance tests
7	1240..PS-31	2130	40	40 Wechsler Intelligence Scales; Verbal Tests, comprehension, raw score
7	1241..PS-31	2130	41	42 Wechsler Intelligence Scales; Verbal Tests, comprehension, scaled score
7	1244..PS-31	2130	47	48 Wechsler Intelligence Scales; Verbal Tests, digit span, raw score
7	1245..PS-31	2130	48	49 Wechsler Intelligence Scales; Verbal Tests, digit span, scaled score
7	1228..PS-31	2130	45	46 Wechsler Intelligence Scales; Information, raw score
7	1270..PS-31	2130	47	48 Wechsler Intelligence Scales; Information, scaled score
7	1246..PS-31	2130	41	42 Wechsler Intelligence Scales; Sum of Verbal Tests
7	1242..PS-31	2130	43	44 Wechsler Intelligence Scales; Verbal Tests, vocabulary, raw score
7	1243..PS-31	2130	44	46 Wechsler Intelligence Scales; Verbal Tests, vocabulary, scaled score
8	1248..PS-31	2130	45	46 Wechsler Intelligence Scales; Full Scale, score
8	1290..PS-31	2130	60	62 Wechsler Intelligence Scales; Full Scale; IQ
8	1246..PS-31	2130	52	54 Wechsler Intelligence Scales; Performance Scale, score
8	1247..PS-31	2130	54	56 Wechsler Intelligence Scales; Performance Scales; IQ
8	1244..PS-31	2130	47	48 Wechsler Intelligence Scales; Verbal Scales, score
8	1245..PS-31	2130	48	49 Wechsler Intelligence Scales; Verbal Scales; IQ
8	1240..PS-31	2130	40	40 Wechsler Intelligence Scales; Adequacy of Examination

FOIA Item Numberic Index to Data Items on 1-5-83, Rosenbluth-Harris Drawing Exam Test

ITEM	DATA	CARD	ITEM	DATA ITEM NAME
NO	ITEM	NO	NO	
NUM	NO	NUM	NUM	
9	1114..PS-33	1130	23	Insufficient Harris Drawing Test; Drawing of same or opposite sex
10	1110..PS-33	1130	15	Insufficient Harris Drawing Test; Raw Score
11	1111..PS-33	1130	17	Insufficient Harris Drawing Test; Standard Score
11	1112..PS-33	1130	21	Insufficient Harris Drawing Test; Opportunity Park
11	1113..PS-33	1130	22	Insufficient Harris Drawing Test; Adequacy of Examination

Form Item Numbers Linked to Data Items on PS-14, Tactile Finger Recognition Test

ITEM ON FORM	DATA ITEM ID	CASH NUM	FROM	TO	DATA ITEM NAME
9	1117..PS-14	1110	24	27	Tactile finger recognition test, total score
10	1119..PS-14	1110	24	24	Tactile finger recognition test, two trials given
11	1115..PS-14	1110	24	24	Tactile finger recognition test, right hand score
	1116..PS-14	1110	24	24	Tactile finger recognition test, left hand score
	1118..PS-14	1110	24	24	Tactile finger recognition test; primary of examination

Form Item Numbers Listed in Data Items on PS-35, Wide Range Achievement Test

ITEM OR FORM	DATA ITEM	CRIP MIN	FROM	TO	DATA ITEM NAME
8	1154..PS-35	3110	51	51	Wide Range Achievement Test, Spelling used, IPA
8	1121..PS-35	3110	31	32	Wide Range Achievement Test, School, current grade
8	1122..PS-35	3110	33	33	Wide Range Achievement Test, School, repeating grade
8	1123..PS-35	3110	14	14	Wide Range Achievement Test, School, special class
8	1120..PS-35	3110	30	30	Wide Range Achievement Test, School, type
10	1126..PS-35	3110	39	39	Wide Range Achievement Test, Spelling, grade rating, grade
10	1125..PS-35	3110	37	37	Wide Range Achievement Test, Spelling, grade rating, type
10	1124..PS-35	3110	34	36	Wide Range Achievement Test, Spelling, raw score
11	1120..PS-35	3110	41	44	Wide Range Achievement Test, Reading, grade rating, grade
11	1128..PS-35	3110	42	47	Wide Range Achievement Test, Reading, grade rating, type
11	1127..PS-35	3120	40	41	Wide Range Achievement Test, Reading, raw score
12	1132..PS-35	3110	48	49	Wide Range Achievement Test, Arithmetic, grade rating, grade
12	1131..PS-35	3110	47	47	Wide Range Achievement Test, Arithmetic, grade rating, type
12	1130..PS-35	3130	45	46	Wide Range Achievement Test, Arithmetic, raw score
13	1133..PS-35	3110	50	50	Wide Range Achievement Test, Admiralty of examination

Form Item Numbers Linked to Data Items on Profile, Behavioral Profile

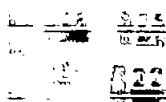
ITEM NO	DATA TYPE	CARD NO	FORM NO	DATA ITEM NAME
9	115..00-10	1110	52	52 behavioral profile, sensation for another
10	116..00-10	1110	53	53 behavioral profile, fearfulness
11	117..00-10	1110	54	54 behavioral profile, rapport with examiner
12	118..00-10	1110	55	55 behavioral profile, self confidence
13	119..00-10	1110	56	56 behavioral profile, emotional reactivity
14	120..00-10	1110	57	57 behavioral profile, degree of cooperation
15	121..00-10	1110	58	58 behavioral profile, level of frustration tolerance
16	122..00-10	1110	59	59 behavioral profile, degree of spontaneity
17	123..00-10	1110	60	60 behavioral profile, level of attention span
18	124..00-10	1110	61	61 behavioral profile, goal orientation
19	125..00-10	1110	62	62 behavioral profile, level of activity
20	126..00-10	1110	63	63 behavioral profile, nature of communication
21	127..00-10	1110	64	64 behavioral profile, assertiveness
22	128..00-10	1110	65	65 behavioral profile, hostility

FORM 1000 SUBJECTS INDEX TO DATA SHEETS ON CASES, ADDITIONAL OBSERVATIONS

ITEM NO	DATA SHEET NO	CASE NO	EXAMINER	DATE	ITEM NAME
9	1353..05-17 4130			15	face observation by examiner
10	1354..05-17 4130			16	mouth observation by examiner
11	1355..05-17 4130			17	eyes left, observation by examiner
11	1355..05-17 4130			17	eyes right, observation by examiner
11	1357..05-17 4130			18	eyes, ears, nose, observation by examiner
12	1358..05-17 4130			20	DATA observation by examiner
13	1360..05-17 4130			22	movements, unusual, arms and shoulders observation by examiner
13	1361..05-17 4130			23	movements, unusual, hands observation by examiner
14	1370..05-17 4130			21	movements, unusual, head and neck observation by examiner
14	1363..05-17 4130			24	movements, unusual, legs and feet observation by examiner
14	1364..05-17 4130			26	movements, unusual, trunk observation by examiner
15	1362..05-17 4130			24	movements, unusual, trunk observation by examiner
16	1369..05-17 4130			11	behavior deviant, crying observation by examiner
16	1370..05-17 4130			12	behavior deviant, head observation by examiner
16	1366..05-17 4130			24	behavior deviant, excessive & persistent wall sitting observation by examiner
16	1365..05-17 4130			27	behavior deviant, excessive & persistent thumb sucking observation by examiner
16	1368..05-17 4130			10	behavior deviant, aimless sitting & leaning observation by examiner
16	1372..05-17 4130			14	behavior deviant, other observation by examiner
16	1371..05-17 4130			13	behavior deviant, other obvious speech difficulties observation by examiner
16	1367..05-17 4130			20	behavior deviant, unusual & aimless hand rotation observation by examiner
19	1376..05-17 4130			18	Anomalies, physical, asymmetry of skull observation by examiner
19	1373..05-17 4130			15	Anomalies, physical, unusual characteristics observation by examiner
19	1381..05-17 4130			43	Anomalies, physical, other observation by examiner
19	1379..05-17 4130			41	Anomalies, physical, skin condition observation by examiner
19	1380..05-17 4130			42	Anomalies, physical, teeth observation by examiner
19	1378..05-17 4130			40	Anomalies, physical, unusually small observation by examiner
19	1375..05-17 4130			37	Anomalies, physical, very large head observation by examiner
19	1377..05-17 4130			39	Anomalies, physical, very sharp observation by examiner
19	1374..05-17 4130			36	Anomalies, physical, very small head observation by examiner
21	1382..05-17 4130			44	aimlessness observation by examiner

DATA FROM BUSINESS SOURCE TO DATA FROM ON PAGE, TEST SUMMARY

ITEM	DATA	DATA	DATA	DATA	DATA	DATA
NUM	ITEM	ITEM	NUM	FROM	TO	DATA ITEM NAME
0	1001..P5-10	0110	55			55 Examinations generated
10	1004..P5-10	0110	56			56 Language used
11	1001..P5-10	0110	57			57 Excellence: clinical impression
11	1004..P5-10	0110	58			58 Higher visual and/or production, clinical impression
11	1007..P5-10	0110	59			59 Achievement: educational achievement (WEAT), clinical impression
11	1006..P5-10	0110	60			60 Health: educational achievement (WEAT), clinical impression
11	1005..P5-10	0110	61			61 Intelligence, educational achievement (WEAT), clinical impression
12	1008..P5-10	0110	62			62 Good enough (GEP) test, clinical impression
14	1009..P5-10	0110	63			63 Language (LPA) test, clinical impression
14	1000..P5-10	0110	64			64 Sample (SPT) test, clinical impression
15	1001..P5-10	0110	65			65 Behavioral, clinical impression
16	1007..P5-10	0110	66			66 Overall impression



UNITED STATES GOVERNMENT
OFFICE OF THE SECRETARY OF DEFENSE
WASHINGTON, D. C. 20301-4000

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DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 1130

FIELD

CARD
COLIACCI

BENNER GESTALT TEST

10. Figure A 28-32
PS-30, Item 9

- Five-digit code for:
- 1a Distortion of Shape (col. 28)
 - 1b Distortion of Perseveration (col. 29)
 - 2 Rotation (col. 30)
 - 3 Integration (col. 31)

Code for each column:

- 0 - Absent
- 1 - Present
- 3 - Unscorable
- 9 - Unknown

Score (col. 32)

- Code:
- 0 - No deviation
 - 1-4 - 1 to 4 deviations
 - 3 - Unscorable
 - 9 - Unknown

11. Figure 1 33-36
PS-30, Item 10

- Four-digit code for:
- 1 Distortion of Shape (col. 33)
 - 2 Rotation (col. 34)
 - 3 Perseveration (col. 35)

Code for each column:

- 0 - Absent
- 1 - Present
- 3 - Unscorable
- 9 - Unknown

Score (col. 36)

- Code:
- 0 - No deviation
 - 1-3 - 1 to 3 deviations
 - 3 - Unscorable
 - 9 - Unknown

12. Figure 2 37-40
PS-30, Item 11

- Four-digit code for:
- 1 Rotation (col. 37)
 - 2 Integration (col. 38)
 - 3 Perseveration (col. 39)

Score (col. 40)

Code: Same as in Field 11

DEFINITION OF CODES (Continued)

FORM PS 30-38
MAY 1950

FIELD

PSD
DEFINITION

13. Figure 3
PS-30, Item 12
Five-digit code for:
10 Distortion of Shape (col. 41)
11 Rotation (col. 42)
12a Interration: Shape of Design Loss, etc. (col. 43)
12b Interration: Continuous Line, etc. (col. 44)
Score (col. 45)
Code: Same as in Field 10

-1-5

14. Figure 4
PS-30, Item 13
Three-digit code for:
13 Rotation (col. 46)
14 Interration (col. 47)
Code for each column: Same as in Field 11, col. 33
Score (col. 48)
Code: 0 - No deviation
1 - 1 Deviation
2 - 2 Deviations
3 - Unscorable
9 - Unknown

-6-4

15. Figure 5
PS-30, Item 16
Five-digit code for:
15 Distortion of Shape (col. 49)
16 Rotation (col. 50)
17a Interration: Shape of Design Loss, etc. (col. 51)
17b Interration: Continuous Line, etc. (col. 52)
Score (col. 53)
Code: Same as in Field 10

19-53

16. Figure 6
PS-30, Item 17
Five-digit code for:
18a Distortion of Shape: Angles for Curves, etc. (col. 54)
18b Distortion of Shape: No Curve, etc. (col. 55)
19 Interration (col. 56)
20 Perseveration (col. 57)
Score (col. 58)
Code: Same as in Field 10

24-58

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 1130

CARD
POSITION

17. Figure 7
PS-30, Item 17
Five-digit code for:
21a Distortion of Shape: Distortion, etc. (col. 59)
21b Distortion of Shape:
hexagons Missshapen, etc. (col. 60)
22 Rotation (col. 61)
23 Integration (col. 62)
Score (col. 63)
Code: Same as in Field 10
18. Figure 8
PS-30, Item 18
Three-digit code for:
24 Distortion of Shape (col. 64)
25 Rotation (col. 65)
Score (col. 66)
Code: Same as in Field 14
19. Total Score
Code: 00-30 - As given
88 - Unscorable
99 - Unknown
20. Adequacy of Examination
PS-30, Item 20
Code: 1 - Adequate
2 - Not adequate
9 - Unknown
21. Time in Seconds
Code: 0000-9999 - As given
9999 - Unknown

59-63

64-66

67-68

69

70-73

FIELD

CODE
DESCRIPTION

- 1. Card Number
Code: 2 1
- 2. Basic Data
Code: Same as in cols. 2-14 of card 1 2-14

WECHSLER INTELLIGENCE SCALES FOR CHILDREN

VERBAL TESTS

- 3. Information Raw Score
PS-31, Item 1
Code: 00-30 - As given
30 - Unknown 15-16
- 4. Information Scaled Score
PS-31, Item 1
Code: 00-20 - As given
10 - Inadequate
30 - Unknown 17-19
- 5. Comprehension Raw Score
PS-31, Item 7
Code: 00-20 - As given
30 - Unknown 19-20
- 6. Comprehension Scaled Score
PS-31, Item 7
Code: Same as in Field 4 21-22
- 7. Word Fluency Raw Score
PS-31, Item 7
Code: 00-30 - As given
30 - Unknown 23-24
- 8. Vocabulary Scaled Score
PS-31, Item 7
Code: Same as in Field 4 25-26
- 9. Block Span Raw Score
PS-31, Item 7
Code: 00-17 - As given
10 - Unknown 27-28
- 10. Block Span Scaled Score
PS-31, Item 7
Code: Same as in Field 4 29-30

DEFINITION OF CODES Continued

FORM PS 30-38
MAY 1950

FIELD

CODE
ITEM

11. Sum of Verbal Tests 31-32
PS-31, Item 1
Code: 00-80 - As given
88 - Inadequate
89 - Unknown

PERFORMANCE TESTS

12. Picture Arrangement Raw Score 33-34
PS-31, Item 1
Code: 00-57 - As given
88 - Unknown

13. Picture Arrangement Scaled Score 35-36
PS-31, Item 1
Code: Same as in Field 8

14. Block Design Raw Score 37-38
PS-31, Item 1
Code: 00-55 - As given
88 - Unknown

15. Block Design Scaled Score 39-40
PS-31, Item 1
Code: Same as in Field 8

16. Coding Raw Score 41-42
PS-31, Item 1
Code: 00-93 - As given
89 - Unknown

17. Coding Scaled Score 43-44
PS-31, Item 1
Code: Same as in Field 8

18. Sum of Performance Tests 45-46
PS-31, Item 1
Code: 00-60 - As given
88 - Inadequate
89 - Unknown

DEGRADED SCALED SCORES AND I.C.

19. Verbal Scaled Score 47-48
PS-31, Item 1
Code: 00-81 - As given
88 - Inadequate or actual score
89 - Unknown
Note: For inadequate score use Field 20

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 2A30

<u>FIELD</u>	<u>CARD COLUMN</u>
20. <u>Verbal I.Q.</u> PS-31, Item 8 Code: 045-155 - As given 888 - Inadequate 999 - Unknown 160 - Reviewed and approved	49-51
21. <u>Performance Scaled Score</u> PS-31, Item 8 Code: 10-90 - As given 88 - Inadequate or actual score 99 - Unknown Note: For Inadequate score use Field 22 06,92 - Reviewed and approved	52-53
22. <u>Performance I.Q.</u> PS-31, Item 8 Code: 044-156 - As given 888 - Inadequate 999 - Unknown	54-56
23. <u>Full Scale Scaled Score</u> PS-31, Item 8 Code: 016-175 - As given 888 - Inadequate 999 - Unknown	57-59
24. <u>Full Scale I.Q.</u> PS-31, Item 8 Code: 025-154 - As given 888 - Inadequate 999 - Unknown 777 - Below norms 001-024 - Reviewed and Approved*	60-62
25. <u>Adequacy of Examination</u> PS-31, Item 9 Code: 1 - Adequate 2 - Not adequate 9 - Unknown	63
26. <u>Intelligence Scale Administered</u> Code: 0 - WISC 1 - Leiter 2 - Stanford Binet 3 - Other 4 - None 9 - Unknown	64

* Always Code 3 in Col. 64

ITEM

DATE
NOTED

PROPERTY - LOCAL ASSOCIATION TEST

27.

Raw Score
PS-72, Item 1
Code: 70-26 - As given
00 - Unknown

65-66

28.

Standard Score
PS-72, Item 2
Code: 100 - Below normal
100-200 - As given
300 - Above normal
400 - Test inadequate
900 - Unknown

57-60

29.

Standard Score
PS-72, Item 3
Knowledge code for:
Raw Score (cols. 1-10)
Code: 1 - Plus
0 - Minus
0 - Inadequate
0 - Unknown
Standard Score (cols. 11-13)
Code: 301-300 - As given
400 - Inadequate
900 - Unknown

7-13

30.

Adequacy of Examination
PS-72, Item 0
Code: Same as in Field 25

11

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

<u>FIELD</u>	<u>CARD</u> <u>POSITION</u>
1. <u>Card Number</u> Code: 3	1
2. <u>Basic Data</u> Code: Same as in vols. 2-1- of Card 1	2-14
ROCKWORTH - HARRIS DRAWING TEST	
3. <u>Raw Score</u> PS-33, Item 9 Code: 00 - No score earned, unscorable 01-73 - As given 99 - Unknown	15-16
4. <u>Standard Score</u> PS-33, Item 10 Code: 000 - Unscorable 001-151 - As given 666 - Inadequate 999 - Unknown	17-19
5. <u>Percentile Rank</u> PS-33, Item 11 Code: 00 - Unknown 01-99 - As given	20-21
6. <u>Adequacy of Examination</u> PS-33, Item 12 Code: 1 - Adequate 2 - Inadequate 9 - Unknown	22
7. <u>Drawing of Same or Opposite Sex</u> Code: 1 - Same sex 2 - Opposite sex 6 - Not applicable 9 - Unknown	23
TACTILE FINGER TEST	
8. <u>Right Hand Score</u> PS-34, Item 9 Code: 0-9 - As given u - Inadequate 9 - Unknown	24
9. <u>Left Hand Score</u> PS-34, Item 10 Code: Same as in Field 8	25

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

<u>FIELD</u>	<u>CARD</u> <u>COLUMNS</u>
10. <u>Total</u> Code: 00-10 - As given 88 - Inadequate 99 - Unknown	26-27
11. <u>Adequacy of Examination</u> PS-34, Item 11 Code: Same as in Field 6	28
12. <u>Two Trials Given</u> Code: 0 - No 1 - Yes, right hand 2 - Yes, left hand 3 - Yes, both hands 8 - Inadequate 9 - Unknown	29

WIDE RANGE ACHIEVEMENT TEST

13. <u>Type of School</u> PS-35, Item 8 Code: 1 - Public 2 - Private 3 - Special 8 - Does not attend school 9 - Unknown	30
14. <u>Current Grade</u> Code: 01-96 - As given 97 - Non-graded class, special class 98 - Does not attend school 99 - Unknown	31-32
15. <u>Repeating Grade</u> Code: 0 - No 1 - Yes 2 - Repeated a previous grade 8 - Never attended school 9 - Unknown	33

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

<u>FIELD</u>	<u>CARD COLUMN</u>
<p>16. <u>Special Class</u> Code: 0 - No 1 - Yes 2 - No, but remedial reading 3 - No, but speech class 8 - Does not attend school 9 - Unknown</p>	34
<p>17. <u>Spelling Raw Score</u> PS-35, Item 10 Code: 00-35 - As given 99 - Unknown Additional codes reviewed and approved: 36, 57, 58, 60, 52</p>	35-36
<p>18. <u>Spelling - Grade Rating</u> PS-35, Item 10 Three-digit code for: <u>Type of Grade (col. 37)</u> Code: 0 - Nursery 1 - Prekindergarten 2 - Kindergarten 3 - Grade 1-9 4 - Grade 10 and above 8 - Inadequate 9 - Unknown <u>Grade (cols. 38-39)</u> Code: 00-97 - As given 88 - Inadequate 99 - Unknown Note: 8's in entire field = inadequate</p>	37-39
<p>19. <u>Reading Raw Score</u> PS-35, Item 11 Code: 00-84 - As given 99 - Unknown Additional codes reviewed and approved: 85-88, 90-91, 94</p>	40-41
<p>20. <u>Reading - Grade Rating</u> PS-35, Item 11 Three-digit code for: <u>Type of Grade (col. 42)</u> <u>Grade (cols. 43-44)</u> Code: Same as in Field 18</p>	42-44
<p>21. <u>Arithmetic Raw Score</u> PS-35, Item 12 Code: 00-49 - As given 99 - Unknown Additional codes reviewed and approved: 50, 51, 53, 56</p>	45-46

DESCRIPTION OF CASES - Continued

Page 30 of 30
Date 08/13

22.

1282
11/11/21

Automatic Brake Failure

1283

File 15, Item 12

Interdicted code for:

Code 1 - No concern

Code 2 - Very little concern

Code 3 - Appropriate initial reluctance

Code 4 - More than usual amount of concern

Code 5 - Very upset, cries, clings to mother

Code 6 - Variable

Code 7 - Comment only

Code 8 - Unknown, not applicable

23.

Reaction at Examination

1284

File 15, Item 13

Code: Same as in Field 6

24.

Test Administration

1285

Code: 1 - No

2 - Yes

3 - Test not administered

4 - Unknown

REACTION PROFILE

25.

Separation from Mother

1286

File 15, Item 3

- Code: 1 - No concern, eager to leave
- 2 - Very little concern
- 3 - Appropriate initial reluctance
- 4 - More than usual amount of concern
- 5 - Very upset, cries, clings to mother
- 6 - Variable
- 7 - Comment only
- 8 - Unknown, not applicable

26.

Fearfulness

1287

File 15, Item 10

- Code: 1 - None
- 2 - Very little fear
- 3 - Normal amount of caution
- 4 - Inhibited and uneasy
- 5 - Very fearful and apprehensive
- 6 - Variable
- 7 - Comment only
- 8 - Unknown, not applicable

57.

Hardest with Enemies

PS-38, Item 11

- 1 - Exceptionally easy, withdrawn
- 2 - Easy
- 3 - Initial shyness, at ease
- 4 - Very friendly
- 5 - Extreme friendliness
- 6 - Variable
- 7 - Unknown only
- 8 - Unknown, not applicable

54

58.

Self-Confidence

PS-38, Item 12

- 1 - Lacking, extremely self-critical
- 2 - Disturbed and shifty
- 3 - Adequate
- 4 - More assured than usual
- 5 - Very self-confident
- 6 - Variable
- 7 - Unknown only
- 8 - Unknown, not applicable

55

59.

Emotional Reactivity

PS-38, Item 13

- 1 - Extremely flat
- 2 - Somewhat flat
- 3 - Normal
- 4 - Mood more variable than average
- 5 - Extreme instability
- 6 - Variable
- 7 - Unknown only
- 8 - Unknown, not applicable

56

60.

Degree of Cooperation

PS-38, Item 14

- 1 - Extreme negativism
- 2 - Resistive
- 3 - Cooperative
- 4 - Accepts direction more easily
- 5 - Extremely suggestible
- 6 - Variable
- 7 - Unknown only
- 8 - Unknown, not applicable

57

DEFINITION OF CODES (Continued)

FORM PS 30-38
MAY 1960

31.

Level of Frustration Tolerance

PS-30, Item 17

- Code: 1 - Withdraws completely
2 - Occasionally withdraws
3 - Attempts to cope with situation
4 - Becomes quite upset
5 - Extreme acting out behavior
6 - Variable
7 - Comment only
8 - Unknown, not applicable

31
58

32.

Degree of Dependency

PS-30, Item 15

- Code: 1 - Very self-reliant
2 - Rarely needs reassurance
3 - Appropriate dependency
4 - Demands more attention than average
5 - Constant need for attention
6 - Variable
7 - Comment only
8 - Unknown, not applicable

59

33.

Duration of Attention Span

PS-30, Item 19

- Code: 1 - Very brief
2 - Short
3 - Adequate
4 - More than average
5 - Highly perseverative
6 - Variable
7 - Comment only
8 - Unknown, not applicable

60

34.

Goal Orientation

PS-30, Item 20

- Code: 1 - No effort to reach goal
2 - Brief attempt
3 - Able to keep goal in mind
4 - Keeps goal and questions in mind
5 - Compulsive absorption
6 - Variable
7 - Comment only
8 - Unknown, not applicable

61

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

PS-36

PS-36
PS-36

35. Level of Activity
PS-36, Item 21

32

- Code: 1 - Extreme inactivity
2 - Little activity
3 - Normal amount of activity
4 - Unusual amount of activity
5 - Extreme overactivity
6 - Variable
7 - Comment only
8 - Unknown, not applicable

36. Nature of Activity
PS-36, Item 22

33

- Code: 1 - Extreme rigidity
2 - Some rigidity
3 - Flexible behavioral patterns
4 - Behavior frequently impulsive
5 - Extremely impulsive
6 - Variable
7 - Comment only
8 - Unknown, not applicable

37. Nature of Communication
PS-36, Item 25

34

- Code: 1 - Little or none
2 - Confined to answering questions
3 - Readily answers questions
4 - Answers freely
5 - Difficult to follow child's
6 - Variable
7 - Comment only
8 - Unknown, not applicable

38. Assertiveness
PS-36, Item 26

35

- Code: 1 - Extremely assertive, willful
2 - Quite forceful
3 - Self-assertive but accepts situation
4 - Passive acceptance
5 - Extreme passivity
6 - Variable
7 - Comment only
8 - Unknown, not applicable

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

FIELD

CARD
SOLUTION

39.

Hostility

66

PS-36, Item 2"

- Code: 1 - Very hostile
2 - Unusual amount of hostility
3 - No unusual amount
4 - Very agreeable
5 - Ingratiating
6 - Variable
7 - Comment only
8 - Unknown, not applicable

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 4130

FIELD

CARD
COLUMNS

1. Card Number
Code: 4

1

2. Basic Data
Code: Same as in cols. 2-14 of Card 1

2-14

ADDITIONAL OBSERVATIONS

3. Face
PS-37, Item 9
Code: 0 - Normal
1 - Asymmetry
2 - Little or no change of expression
3 - Combination of codes 1 and 2
4 - Combination of codes 1 and 3
5 - Combination of codes 2 and 3
6 - Other
9 - Unknown

15

4. Mouth
PS-37, Item 10
Code: 0 - Normal
1 - Open most of time
2 - Drooling
3 - Unusual movements
4 - Combination of codes 1 and 2
5 - Combination of codes 1 and 3
6 - Combination of codes 1 and 3
7 - All other combinations
8 - Other
9 - Unknown

16

5. Eyes
PS-37, Item 11
Three-digit code for:
Right (col. 17)
Left (col. 18)
Code for each column:
0 - Normal
1 - Strabismus
2 - Nystagmus
3 - Epicanthic fold
4 - Ptosis
5 - Combination of codes 1 and 3
6 - Combination of codes 2 and 3
7 - All other combinations
8 - Other
9 - Unknown
Wears Glasses (col. 19)
Code: 0 - No
1 - Yes
9 - Unknown

17-19

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 413C

FIELD

CARD
COLUMN

6.

Ears

PS-37, Item 12

- Code: 0 - Normal
1 - Wears hearing aid
3 - Combination of codes 1 and 3
8 - Other
9 - Unknown

20

7.

Unusual Muscular Movements

PS-37, Item 13

Six-digit code for:

- | | |
|---------------------------|-----------|
| <u>Head and Neck</u> | (col. 21) |
| <u>Arms and Shoulders</u> | (col. 22) |
| <u>Hands</u> | (col. 23) |
| <u>Trunk</u> | (col. 24) |
| <u>Legs and Feet</u> | (col. 25) |
| <u>Total Body</u> | (col. 26) |

21-26

Code for each column:

- 0 - Absent
1 - Present
9 - Unknown

8.

Deviant or Stereotyped Behavior

PS-37, Item 16

Eight-digit code for:

- | | |
|---|-----------|
| <u>Excessive and Persistent Thumb Sucking</u> | (col. 27) |
| <u>Excessive and Persistent Nail Biting</u> | (col. 28) |
| <u>Unusual and Meaningless Hand Motioning</u> | (col. 29) |
| <u>Meaningless Smiling and Laughing</u> | (col. 30) |
| <u>Crying</u> | (col. 31) |
| <u>Echolalia</u> | (col. 32) |
| <u>Other Obvious Speech Difficulties</u> | (col. 33) |
| <u>Other</u> | (col. 34) |

27-34

Code for each column:

Same as in Field 7

9.

Obvious Defects and Anomalies

PS-37, Item 19

Nine-digit code for:

- | | |
|----------------------------------|-----------|
| <u>Mongoloid Characteristics</u> | (col. 35) |
| <u>Very Small Head</u> | (col. 36) |
| <u>Very Large Head</u> | (col. 37) |
| <u>Asymmetry of Skull</u> | (col. 38) |
| <u>Very Close</u> | (col. 39) |
| <u>Unusually Small</u> | (col. 40) |
| <u>Skin Condition</u> | (col. 41) |
| <u>Teeth</u> | (col. 42) |
| <u>Other</u> | (col. 43) |

35-43

Code for each column:

Same as in Field 7

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 4130

<u>FIELD</u>	<u>TEST SUMMARY</u>	<u>CARD</u> <u>COLUSE</u>
10. <u>Handedness</u> PS-37, Item 21 Code: 1 - Right 2 - Left 3 - Indeterminate 9 - Unknown		41
TEST SUMMARY		
11. <u>Intelligence</u> PS-3c, Item 3 Code: 1 - Superior 2 - Average 3 - Borderline 4 - Mentally defective 5 - Inadequate exam 9 - Unknown		45
12. <u> Bender Visual Motor Production</u> PS-3b, Item 10 Code: 1 - Normal 2 - Suspect 3 - Abnormal 5 - Inadequate exam 9 - Unknown		46
13. <u>Educational Achievement (EPAT)</u> PS-3d, Item 11 Three-digit code for: <u>Spelling</u> (col. 47) <u>Reading</u> (col. 48) <u>Arithmetic</u> (col. 49) Code for each column: 0 - Not applicable, child does not attend school 1 - Above average 2 - Average 3 - Below average 5 - Inadequate exam 9 - Unknown		47-49
14. <u>Goodenough - Harris Drawing Test</u> PS-3b, Item 12 Code: Same as in Field 12		50
15. <u>Abstract Language Thinking (ATPA)</u> PS-3b, Item 13 Code: Same as in Field 12		51

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 4-130

<u>FIELD</u>	<u>CARD COLUMN</u>
16. <u>Tactile Finger Recognition Test</u> PS-38, Item 14 Code: Same as in Field 12	52
17. <u>Behavioral</u> PS-38, Item 15 Code: 1 - Normal 2 - Suspect 3 - Abnormal 9 - Unknown	53
18. <u>Overall Impression</u> PS-38, Item 16 Code: Same as in Field 12	54
19. <u>Repeat Exam</u> Code: 0 - No 1 - Uncooperative on first test, complete retest 2 - Child ill at first test, complete retest 3 - Examiner's error on first test, complete retest 4 - Other, complete retest 5 - Uncooperative on first test, partial retest 6 - Child ill at first test, partial retest 7 - Examiner's error on first test, partial retest 8 - Other, partial retest 9 - Unknown	55
20. <u>Language Used</u> Code: 0 - Other than English 1 - English 9 - Unknown	56

**7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS**

All Institutions:

88 Unknown
89 Transfer Cases, Courtesy
Exam, Visiting Examiner

05 - Boston
00 - Bouchard
01 - Carpi
02 - Cohen
03 - DeLong
04 - Medler
05 - Hageman
06 - Kalers
07 - Krinsky
08 - Levey
09 - Marcuse
10 - Meader
11 - Paget
12 - Thuriby
13 - Watt
14 - Alexander
15 - Laverman
16 - Dilly
17 - Hall
18 - Tabellario
19 - Kahan
20 - Panner
21 - Brundage
22 - Stein, P.
23 - Schmidt
24 - Stellatella
25 - Rhodes
26 - Luks
27 - Smith
28 - Billig
29 - Daniels
30 - Ring
31 - Green
32 - Stein, E.
33 - Spivak
34 - Weiss
35 - Wendel (Curd)
36 - Pasaitis
37 - Smerman
38 - Berger
39 - Wolman
40 - Lansbery
41 - Conley
42 - Collier
43 - Casey
44 - Hyster
45 - Green

10 - Buffalo
00 - Fleisman
01 - Healy
02 - Markowitz
03 - Henry
04 - Muehler
05 - Sibley
06 - Wojcik
07 - Greenberg, E.
08 - Greenberg, B.
09 - Alabiso
10 - Majkef
11 - Sindi

15 - Charley
00 - Pate
01 - Edmonson
02 - Fortner
03 - Halloran
04 - Johnson
05 - Sledge
06 - Smith
07 - Van Nerstrand
08 - Gannon
09 - Forman
10 - Lichtenstein
11 - Dreyfus
12 - Broadfoot
13 - Randolph
14 - Wilson
15 - Schottha

7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS (continued)

00 - Columbia
00 - Goldberg
01 - Hernandez
02 - Hewson
03 - Hiller
04 - Sussman (Sandgrund)
05 - Trees
06 - Wapnick
07 - Wilde
08 - Goldberg & Wapnick
09 - Rappaport
10 - Wilde & Sussman
11 - Caplan & Trees
12 - Chase
13 - Canapary
14 - Lohcu
15 - Markowitz
16 - Markowitz & Chase
17 - Hiller & Goldberg
18 - Doomey (Harrison)

07 - Johns Hopkins
00 - Armistead
01 - Bennolo
02 - DuFont
03 - Engle
04 - Howard
05 - Levi
06 - Richardson
07 - Welcher
08 - Wetzel
09 - Benesch
10 - Rosenblatt
11 - Lobl
12 - Kranitz
13 - Duda
14 - Noyes
15 - Moore
16 - Greenfield
17 - Derogates
18 - Wessel
19 - Wessel & Derogates

05 - Virginia
00 - Adams
01 - Martin
02 - McPherson
03 - Seay
04 - Choate
05 - North
06 - Watson
07 - Erdin
08 - Beisgen
09 - Jenkins

00 - Minnesota
00 - Campbell
01 - DuFont
02 - Ireton
03 - Steele (Greenwood)
04 - Stockton
05 - Thwing
06 - Roberts
07 - Bacon
08 - Chang
09 - Glasgow (McShane)
10 - DeMaster
11 - Wilbure

7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS (continued)

55 - New York Medical

00 - Baez
01 - Baez & Barroso
02 - Baez & Foreman
03 - Barroso
04 - Barroso & Herrera (Arnoldson)
05 - Casal
06 - Casal & Herrera (Arnoldson)
07 - Foreman (Mattson)
08 - Gershoff
09 - Gershoff & Barroso
10 - Gershoff & Casal
11 - Gershoff & Foreman (Mattson)
12 - Herrera (Arnoldson)
13 - Herrera (Arnoldson) & Foreman (Mattson)
14 - Herrera (Arnoldson) & Hernandez
15 - Hernandez
16 - Casal & Foreman
17 - Maze
18 - Barroso & Maze
19 - Arnoldson & Baez
20 - Uterman
21 - Foreman & Maze
22 - Arnoldson & Maze
23 - Barroso & Foreman
24 - Casal & Hernandez
25 - Becker
26 - Baez & Maze

66 - Pennsylvania

00 - Grabill
01 - McCrann (Sadtler)
02 - Mongcal
03 - Manzin
04 - O'Neill
05 - Oswald
06 - Otterman
07 - Vergara
08 - Wasson
09 - Findlay
10 - Sherman
11 - Baker
12 - Atkins
13 - Shashous
14 - Bishop
15 - Baum
16 - Riser
17 - Weisman (Bernstein)
18 - Goldstein
19 - Albert
20 - Regan
21 - Weinrach
22 - Jordan
23 - Ginsberg
24 - Rosenberg (Feldman)
25 - Grossman
26 - Kravis
27 - Rubenstein
28 - Werdin

60 - Oregon

00 - Butler
01 - Gaffney
02 - Henderson
03 - Kangas
04 - Lindenmann
05 - Saito
06 - Wetle

7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS (continued)

71 - Providence
00 - Favorite
01 - Gray
02 - Kennedy (Duffy)
03 - Lewis
04 - Serunian
05 - Walsh
06 - Peterson
07 - Chessher (Dooley)
08 - Hillman
09 - Jackson
10 - Landay
11 - Phillips
12 - Rubenstein
13 - Portnoy
14 - Pandolfi
15 - McCahey
16 - Jordan

32 - Tennessee
00 - Filardi
01 - Khanna, J.
02 - Khanna, P.
03 - Lee
04 - Messa
05 - Ragland
06 - Ruesta
07 - Fowler
08 - Advani
09 - Jacobson
10 - Jacus
11 - Morris
12 - Smith
13 - Lynch
14 - Strain (Justus)
15 - McAllister
16 - Saywell
17 - Silverthorn

6-YEAR PSYCHOLOGICAL EXAMINATION

FORM PS-30-38

ITEM #		PS-30										BLANK		
ON CARD		8	9	10	11	12	13	14	15	16	17	18	19	20
1		AGE		DATE OF EXAM		FIGURE A		FIGURE B		FIGURE C		FIGURE D		
2		56				1		2		3		4		
3		NINDB #		EXAMINED BY		A		B		C		D		
4		1180		RACE		1		2		3		4		
5		1180		SEX		1		2		3		4		
6		1180		NO.		1		2		3		4		
7		1180		TOTAL SCORE		1		2		3		4		
8		1180		PERCENT OF BLANKS		1		2		3		4		
9		1180		TIME		1		2		3		4		

GENERAL PSYCHOLOGICAL EVALUATION

FORM PS-30-38

ITEM # ON FORM	1	PS-33	PS-34	PS-35	PS-36	BLANK
1	9 10 11 12	9 10 11 12	9 10 11 12	9 10 11 12	9 10 11 12	
2	COOPERMAN-PIGNER HARRIS BEADING TEST	TACTILE PATTERN RECOGNITION TEST	WIDE RANGE ACHIEVEMENT TEST	WIDE RANGE ACHIEVEMENT TEST	BEHAVIOR PROFILE	
3	RAW SCORE	STANDARD SCORE	PERCENTILE RANK	ADVANCEMENT OF GRADE	REPEATIVE GRADE	GRADE
4				GRADE	GRADE	GRADE
5				RAW SCORE	RAW SCORE	RAW SCORE
6				GRADE	GRADE	GRADE
7				GRADE	GRADE	GRADE
8				GRADE	GRADE	GRADE
9				GRADE	GRADE	GRADE
10				GRADE	GRADE	GRADE
11				GRADE	GRADE	GRADE
12				GRADE	GRADE	GRADE
13				GRADE	GRADE	GRADE
14				GRADE	GRADE	GRADE
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96				GRADE	GRADE	GRADE
97				GRADE	GRADE	GRADE
98				GRADE	GRADE	GRADE
99				GRADE	GRADE	GRADE
100				GRADE	GRADE	GRADE

7-YEAR PSYCHOLOGICAL EXAMINATION

Form PS-30-38

ITEM #	PS-37				PS-38						
ON FORM	15	16	19	20	21	22	23	24			
1	ADDITIONAL OBSERVATIONS				TEST SUMMARY						
2	UNUSUAL MUSCULAR MOVEMENTS	DEVIANCY OR STEREOTYPED BEHAVIOR	OBVIOUS DEFECTS OR ANOMALIES	CLINICAL IMPRESSION							
3	EYES										
4											
5											
6											
7											
8											
9											
CARD # 4130				NINOB #				BLANK			
REVISION: 0											

7-YEAR PSYCHOLOGICAL EXAMINATION
(for Forms PS-30 thru PS-38, dated 8-66)

GENERAL INSTRUCTIONS

1. In administering all tests general statements may be made for the purpose of maintaining rapport. Instructions, however, should be given to the child exactly as specified in the manual.
2. Stop watches should be kept where they will not distract the child.
3. It is suggested, but optional, that a clipboard be used to hold the forms and tilted away from the child while recording responses. This is intended to minimize distraction. The recorded, unscored form may be shown to the child to satisfy curiosity.
4. While the child is performing, the examiner should not hover so as to interfere with his concentration. He should also not engage in scoring during testing which interferes with optimal rapport.
5. The child should be encouraged to attempt every item he is capable of, without violating the instructions set forth in the manuals (Read chapter 3 of the WISC Manual, pages 17-22, General Testing Considerations).
6. When a child is temporarily physically unable to be tested (e.g., has a broken arm) reschedule the child, if this can be done within the prescribed age limit, otherwise, administer the verbal examinations. Explain in the comments section.
7. Each test should be edited for quality control by another psychologist. Each test should also receive a lay editing. All cases rated suspect or abnormal must be edited by the chief or supervising psychologist.
8. Inadequacy of examination. When test scores are obtained report them in the usual manner, and mark the particular test inadequate if this is appropriate.

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION

COLR Supplement to the Koppitz Scoring Manual for the Developmental Bender Scoring System¹ (for Form PS-30)

This supplement to the Koppitz Manual (which appears on pages 15-44 of the Koppitz text "The Bender Gestalt Test For Young Children") is furnished in the interest of obtaining reliable and consistent scoring. The supplement covers the following scoring categories:

- Figure A - 1b - Distortion - Disproportion between size of square and circle
- Figure 2 - 7 - Rotation
- Figure 2 - 8 - Integration
- Figure 3 - 10 - Distortion
- Figure 3 - 11 - Rotation
- Figure 3 - 12a - Integration
- Figure 4 - 14 - Integration
- Figure 5 - 15 - Distortion of Shape
- Figure 5 - 16 - Rotation
- Figure 6 - 19 - Integration
- Figure 6 - 20 - Perseveration
- Figure 7 - 22 - Rotation

Items which have not been included in the above listing should be scored in accordance with the instructions as specified in the manual contained in the Koppitz text.

After the child sets his paper, the first Bender card is placed flat on the table with its lower edge tangent and parallel to the top edge of his paper, and centered relative to the sides of his paper. If the child rotates or moves the stimulus card, return it immediately to its original position. Do this only once for each card.

The test is to be timed from when the first stimulus card is presented, until the last drawing is completed. Report the time in minutes and seconds below the total score. Do not make it obvious to the child that he is being timed.

In case of doubt about the presence of an error do not score. In cases where the productions are so atypical that the Koppitz scoring cannot be applied, the abnormal rating may be given.

When measuring drawings, where the critical consideration is whether or not one is twice the size of the other, use the measurement or estimation of area rather than length or width alone.

Use a protractor, when necessary, to measure degree of rotation.

On the blank scoring record (page 3 of PS-30), which is to be used by the child to make his drawings, the examiner should enter the child's name and the NINDS case number after the child finishes the drawings.

¹This COLR Supplement covers only a part of the scoring categories appearing on Form PS-30. For instructions relating to the remainder of the form, State Hospitals may obtain a copy of the Koppitz Manual by purchasing the test "The Bender Gestalt Test for Young Children" by Elizabeth M. Koppitz, Grune & Stratton, Inc., 301 Park Avenue South, New York 10, New York. Copyright © 1964.

January 1970

Figure A

- 1b. "Disproportion between size of square and circle; one is twice as large as the other one." THE RELATIVE SIZE IS JUDGED BY COMPARING THE AREA OF THE SQUARE AND CIRCLE. ONE MUST BE TWICE AS LARGE AS THE OTHER. UNLESS THE DIFFERENCE BETWEEN AREAS IS DEFINITELY SCORABLE. DO NOT SCORE!

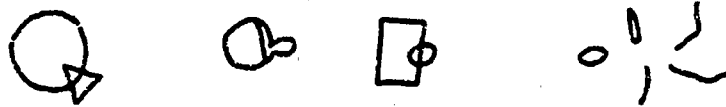
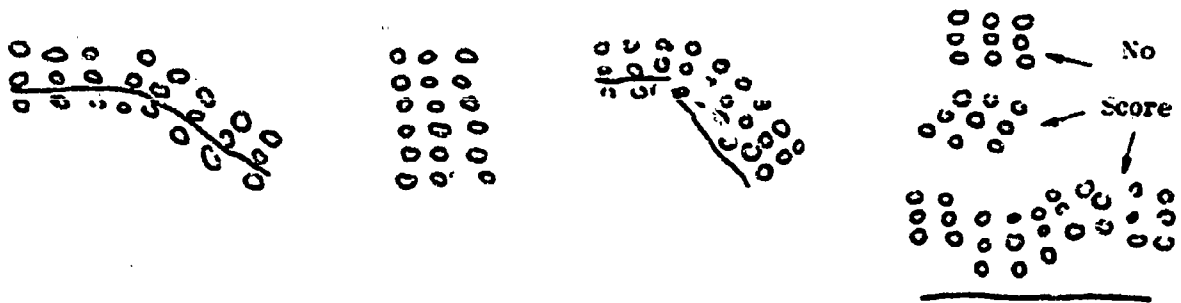
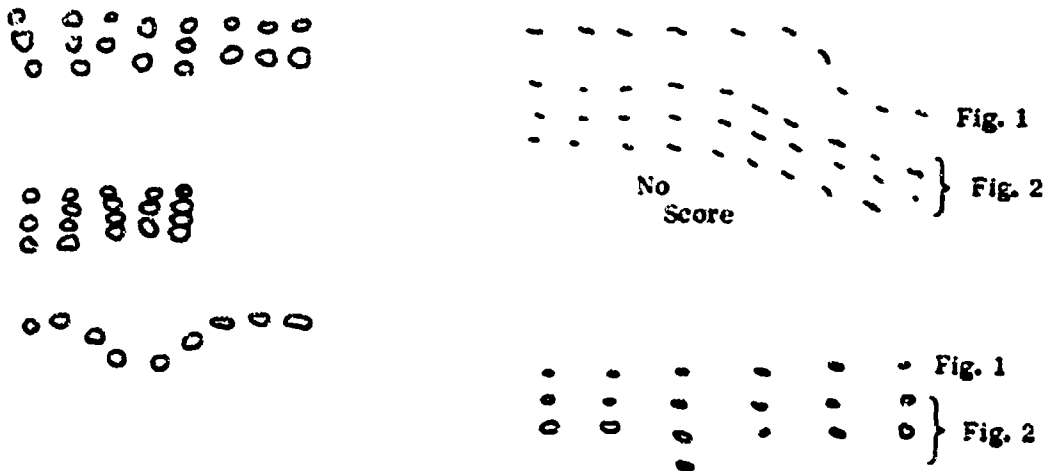


Figure 2

7. *Rotation.* "Rotation of figure by 45° or more; rotation of stimulus card even if then copied correctly as shown on rotated card." ROTATION IS SCORED ON THE OVERALL AXIS OF THE FIGURE. WHEN THE FIGURE BEGINS ON THE HORIZONTAL AND CURVES UPWARD OR DOWNWARD. SCORE AS ROTATION PRESENT IF HALF OR MORE OF THE LENGTH OF THE FIGURE IS OFF THE BASE LINE OF THE PAPER BY 45° OR MORE. SCORE ALL COLUMNS WHICH ARE TURNING INTO THE DIAGONAL AXIS AS PART OF THE ROTATED SECTION OF THE FIGURE.



8. *Integration.* "One or two rows of circles omitted; row of dots of Figure 1 used as third row for Figure 2; four or more circles in the majority of columns; row of circles added." MAJORITY IS DEFINED AS MORE THAN HALF. NO SCORE. EVEN IF FIGURE 2 WAS OBVIOUSLY DRAWN BY THE CHILD AS A CONTINUATION OF FIGURE 1. IF FIGURE 2 HAS THREE CIRCLES (DOTS) PER COLUMN IN THE MAJORITY OF COLUMNS.




Manual for the Bender Gestalt Test (with Koppitz Scoring)

Figure 3

The examiner should indicate by means of an arrow in the comments section the direction of the child's drawing.

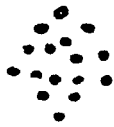
10. *Distortion of Shape.* "Five or more dots converted into circles: enlarged dots or partially filled in circles not considered circles for this scoring item - in cases of doubt do not score: dashes not scored."

CIRCLES: 

DOTS: 

11. *Rotation.* "Rotation of axis of figure by 45° or more; rotation of stimulus card even if then copied correctly as shown on rotated card."
IF, FROM THE COMPLETED DRAWING, THE EXAMINER CAN'T BE SURE WHICH END IS THE APEX OF THE ARROW:

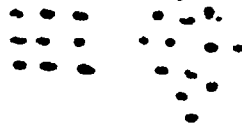
- a. SCORE AS ROTATION IF THE APEX IS AT EITHER THE TOP OR THE BOTTOM
- b. DO NOT SCORE FOR ROTATION IF APEX COULD BE CORRECT, AS JUDGED BY COMPLETED DRAWING.



Score



Score



Do Not Score



Do Not Score

- 12a. *Integration.* "Shape of design lost; failure to increase each successive row of dots; shape of arrow head not recognizable or reversed; conglomeration of dots; single row of dots; blunting or incorrect number of dots not scored."

"failure to increase each successive row of dots:



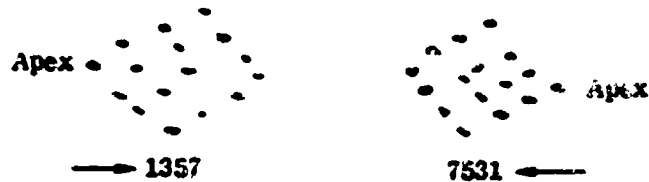
Not
Scored for 12a

"shape of arrow head not recognizable or reversed:



Manual for the Bender Gestalt Test (with Koppitz Scoring)

NORMAL SHAPE OF ARROWHEAD – AN INCREASE IN THE NUMBER OF DOTS WHICH MOVES AWAY FROM THE APEX OF ARROWHEAD.



REVERSED SHAPE OF ARROWHEAD – AN INCREASE IN THE NUMBER OF DOTS WHICH MOVES TOWARD THE APEX OF ARROWHEAD.



BLUNTING – SHAPE OF ARROW STILL OBVIOUS, INCREASE IN NUMBER OF DOTS MOVES AWAY FROM THE APEX, BUT OVERALL FIGURE IS COMPRESSED HORIZONTALLY

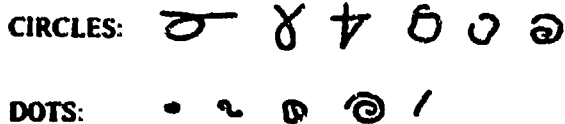


Figure 4.

14. *Integration.* Measure from the adjacent corner to the top of the arc in the curve.

Figure 5.

15. *Distortion of Shape.* "Five or more dots converted into circles; enlarged dots or partially filled circles are not scored; dashes are not scored."



16. *Rotation.* Rotation is determined with reference to the approximate midpoint of the arc of dots. Measure from what you believe the child meant to be the peak of his drawing. Do not count dots.

January 1970

Manual for the Bender Gestalt Test (with Koppitz Scoring)

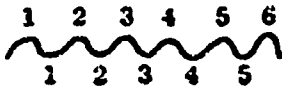
Figure 6.

19. *Integration.* Re: Koppitz Manual, page 28: The extreme end of a line is defined as less than 1/8 of the length of the line.

20. *Perseveration.* "Six or more complete sinusoidal curves in either direction."

ONE SINUSOIDAL CURVE = .

TO DETERMINE IF SCORING IS APPROPRIATE COUNT THE TOPS OF THE CURVES.

NOT SCORED: 

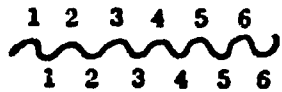
SCORED: 

Figure 7.

22. *Rotation.* "Rotation of figure or any part of it by 45° or more; rotation of stimulus card even if then copied correctly as shown on rotated card."

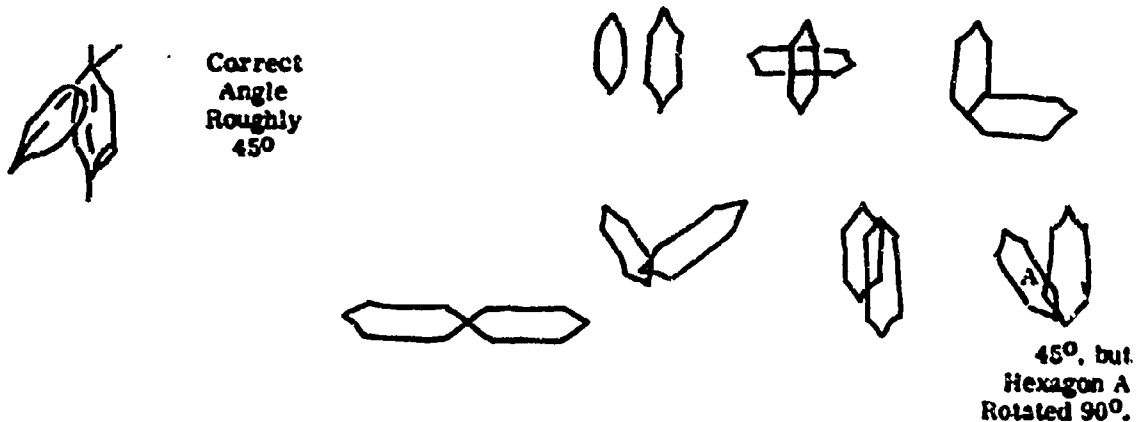
IF THE FIGURE IS CORRECTLY DRAWN THE ANGLE DEFINED BY THE TWO HEXAGONS SHOULD BE ROUGHLY 45°.

AXIS DETERMINATION

AXIS FOR EACH HEXAGON - LINE DRAWN DOWN THE CENTER OF FIGURE SO THAT AREA ON EACH SIDE IS ROUGHLY EQUAL. LINE IS DRAWN IN THE LONGER DIRECTION.

THE ANGLE FORMED BY THE INTERSECTION OF MIDLINES YIELDS DEGREE OF ANGLE DEFINED BY THE HEXAGONS. ROTATION IS PRESENT IF THIS ANGLE IS 90° (45° + 45°), IF IT IS 0°, 180°, OR IF HEXAGONS ARE ROUGHLY PARALLEL. IF FIGURE IS TOO PRIMITIVE TO ESTABLISH AXES IN EITHER OR BOTH HEXAGONS, DO NOT SCORE FOR ROTATION.

Examples for Deviation 22.



January 1970

Manual for the Bender Gestalt Test (with Koppitz Scoring)

Clinical Observations Relative to Identification of Brain-Injured Children

In the Koppitz text (see page 87) a list of observations on brain-injured children, which differentiates them from normal children, may be useful for the recording of clinical information by the examiner. The types of behavior observed in brain-injured children are as follows:

- (a) Excessive amount of time required to complete Bender Test (normal range, 4 minutes to 9 minutes). Timing of test is required for this purpose.
- (b) Tracing of design with finger before drawing it.
- (c) "Anchoring" design with finger, i.e., placing finger on each portion of design on the stimulus card as it is drawn.
- (d) Glancing once briefly at picture of design and then removing card from sight and working entirely from memory, as though the presence of the stimulus card were confusing.
- (e) Rotation of stimulus card and of drawing paper and then copying design in rotated position but turning paper back to correct position after the drawing has been completed.
- (f) Checking and re-checking of dots and circles several times and still being uncertain about the correct number involved.
- (g) Impulsive, hasty drawings which are spontaneously erased and then corrected with much effort.
- (h) Expressed dissatisfaction with poorly executed drawings and repeated efforts to correct these which may or may not be successful.

Examiners can specify any of the observations in the Comments column of the scoring record by indicating the alphabetical letter, i.e. "a", "b", "c", etc., pertinent to each observation as well as any other observations of atypical behavior not covered by the listing above.

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7-YEAR PSYCHOLOGICAL EXAMINATION
WECHSLER INTELLIGENCE SCALES FOR CHILDREN
(for Form PS-31)

Follow the instructions for administering and scoring items as given in the WISC Manual.²

1. The use of the WISC Scoring Criteria Supplement has been discontinued. The WISC Manual should be used for scoring with emphasis upon regard for the general scoring principles contained therein.
2. If a child has been questioned incorrectly on an item the first answer alone should be scored.
3. If a child does not respond to a test item mark "NR" on the record. Question the child and score the response given, if any.
4. If the response is not clear, the examiner may use "PLEASE EXPLAIN FURTHER" or "TELL ME MORE ABOUT IT" no more than twice in trying to obtain a clarifying response to any question.
5. Calculate IQ's only when 3 or more subtests are adequate in the Verbal or Performance Tests.
6. When full-scaled WISC score is below 26, the Stanford-Binet short form (starred items) should be administered. If verbal communication is not possible the Leiter should be administered.
7. Digit Span - Read at the rate of one per second; practice with a stop watch. The digits should all be read with the same inflection, stress and pitch; except for the last one which may be presented with a slight drop in pitch to indicate finality.
8. Picture Arrangement - Timing begins when the examiner places the last card on the table. Timing stops when the child puts down the last card. If the child goes on to change it, add on the additional time.
9. Coding - Do not coach for speed such as saying "DO IT AS QUICKLY AS YOU CAN". Follow the directions given in the WISC Manual. For children 8-0 and older administer coding B.
10. In constructing demonstrations for designs A through C there is no prescribed order for putting the blocks out.
11. Comprehension - Item 1: The response "I'LL GO TO THE HOSPITAL" receives a one point credit.
12. Comprehension - Item 2: A response of "TRY TO FIND IT" receives a one point credit.

²STUDY HOSPITALS MAY PURCHASE COPIES OF THE MANUAL FOR THE ABOVE EXAMINATION DIRECTLY FROM THE PUBLISHER, THE PSYCHOLOGICAL CORPORATION, NEW YORK, NEW YORK.

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION

AUDITORY-VOCAL ASSOCIATION TEST (From ITPA)³ (for Form PS-32)

PURPOSE: The purpose of this test is to assess Ss ability to relate verbal symbols on a meaningful basis – in this case, by analogy. To this end, a sentence completion technique is employed; S is required to supply the analogous term.

PROCEDURE: Prior to giving this test, the examiner may say "NOW WE ARE GOING TO DO SOMETHING ELSE" or make some similar statement; however, no instructions may precede the test. Begin the test with Item 1 for all children. Start right in with "I SIT ON A CHAIR: I SLEEP ON A _____."

If S responds correctly, continue testing until the ceiling level of six consecutive failures or the end of the test is reached (whichever is first). If S responds incorrectly, or not at all, repeat the test statement, supplying the correct response and then readminister it to S. If S responds incorrectly to item 1, for example, say

"NO, I SIT ON A CHAIR. I SLEEP ON A BED. NOW YOU DO IT. I SIT ON A CHAIR. I SLEEP ON A _____."

When Item 1 is used as a demonstration item no credit is given. No such help is given on any of the other items with the following exception: Ss sometimes attempt to complete the "opposite analogies" by negating the test statement. For example, in item 19, S may say that sugar is "not bitter" or "unbitter." If this occurs, say NO and repeat the test statement, waiting for S to supply the correct response word. This may be done once per item for no more than two items. Of course, credit is allowed if, after such correction, S gives the correct response.

RECORDING AND SCORING: Record Ss responses on the appropriate lines on the record form.

Score + for pass, – for fail. The score is the number of items correctly completed. The raw score should be entered in the space provided on the form. Tables for converting these raw scores to language age and standard scores may be found on pages 21 and 22, respectively.

Chronological age should be computed in the same manner as for the WISC.

CEILING: Six Consecutive Failures

AUDITORY-VOCAL ASSOCIATION TEST

1. I SIT ON A CHAIR: I SLEEP ON A _____.
2. I EAT FROM A PLATE: I DRINK FROM A _____.
3. A BIRD FLIES IN THE AIR: A FISH SWIMS IN THE _____.
4. I HIT WITH MY HANDS: I KICK WITH MY _____.
5. JOHN IS A BOY: MARY IS A _____.
6. A SCISSORS CUTS: A PENCIL _____.
7. I CUT WITH A SAW: I POUND WITH A _____.
8. SOUP IS HOT: ICE CREAM IS _____.

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Manual for the Auditory-Vocal Association Test (from ITPA)

9. A RED LIGHT SAYS STOP: A GREEN LIGHT SAYS _____.
10. DURING THE DAY WE'RE AWAKE: AT NIGHT WE _____.
11. I EAT WITH A SPOON: I CUT WITH A _____.
12. ON MY HANDS I HAVE FINGERS: ON MY FEET I HAVE _____.
13. A BOY (GIRL) RUNS: AN OLD MAN (WOMAN) _____.
14. COTTON IS SOFT: STONES ARE _____.
15. AN EXPLOSION IS LOUD: A WHISPER IS _____.
16. MOUNTAINS ARE HIGH: VALLEYS ARE _____.
17. A MAN MAY BE A KING: A WOMAN MAY BE A _____.
18. A PICKLE IS FAT: A PENCIL IS _____.
19. COFFEE IS BITTER: SUGAR IS _____.
20. IRON IS HEAVY: FEATHERS ARE _____.
21. A PENNY IS ROUND: A RULER IS _____.
22. A RABBIT IS SWIFT: A TURTLE IS _____.
23. SANDPAPER IS ROUGH: GLASS IS _____.
24. THREE IS AN ODD NUMBER: SIX IS _____.
25. A CUBE IS SQUARE: A SPHERE IS _____.
26. AN OCEAN IS DEEP: A POND IS _____.

CEILING: Six Consecutive Failures

**SCORING SAMPLES FOR THE
AUDITORY-VOCAL ASSOCIATION TEST**

This is a controlled association test. A sentence completion technique has been employed. The list of correct responses and common errors appears below. In scoring responses not found in the list, these guide lines should be observed:

- a. To be correct, responses must be reasonably analogous.
- b. Few correct responses will be given which do not already appear in the list below.
- c. To gestures, reply: NO. DON'T SHOW ME: TELL ME, SO I CAN WRITE IT DOWN.
- d. The greater the difficulty of the item (1 is easiest and 26 hardest), the more strictly it is scored.
- e. Neither articulatory nor grammatical perfection is required; the task is to supply the analogous missing word - responses must be judged on that characteristic.

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Manual for the Auditory-Vocal Association Test (from ITPA)

<u>Item No.</u>	<u>One Point Credit</u>	<u>No Credit</u>
1	bed, cot, couch, davenport	chair, basket, covers, pillow, table, bench, blanket
2	glass, cup	milk, juice, water, mouth, bottle
3	water, pond, lake, brook, sea, swimming pool, ocean, river	air, boat, swims, bowl, bathtub, dish, great big hole
4	feet(s), foot(s), leg(s)	shoe(s), ear, toe, fingers, hand, football
5	girl, lady, woman	baby, Mary, that, little, lamb, Pumpkin Eater, you, mother, sister, teacher, people
6	writes, draws, marks	cut, like this, paper, that, rolls
7	hammer	drum, stick, nail, on the door, powder, banjo, spoon, pistol
8	cold, cool	sweet, eaten, vanilla, car, warm, in my mouth, hot, melts, good
9	go, walk	be careful, stop, car, put on Christmas tree, right, shines, OK, ding, off
10	sleep, go to bed, asleep, dream, lay down, rest	play, dead, eat, get up, woke up, awake, watch TV, work, turn off lights, come home, see moon
11	knife	saw, scissors, fork, paper, cut, meat
12	toes, "piggies"	toots, shoes, socks, sneakers, fingers, thumbs, four, legs, finger nails, nose, toe nails, feet
13	walks, walk, limps	cries, works, catches him, goes slow, sets, doesn't, can't get up, goes in car, falls, rocks, slow, runs after him, runs, dies, catches, fisher, old man, runs faster
14	hard	rocks, white, little, cool, sharp, heavy, wiggley, fat, for cars, rough
15	soft, real quiet, quiet, softly, low	loud, sweet, whistle, short, nail, not loud, little, noisy, secret, ear
16	low, deep	quiet, dark, round, open, what, dance, little, good, bigger, fat, small, sky, tall, green, down, rocks, soft
17	queen, princess	king's wife, guy, dragon, dearie, witch, king, pet, girl, principal, wife, lady, prince
18	skinny, thin, slim	tiny, squeezed in, yellow, pencil, fat, for writing, for paper, mom, short, long, white, good use, bigger, little, small, round, straight, sharp, hard
19	sweet, sweeter	mellow, for cereal, salty, candy, bitter, eat, spice, good, strong, white, little, tastes good, sour, white things

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Manual for the Auditory-Vocal Association Test (from ITPA)

<u>Item No.</u>	<u>One Point Credit</u>	<u>No Credit</u>
20	light	white, soft, bigger, wings, not heavy, can break, feathers, tickly, aren't, little, leather, dead, smooth, blowy, bird wings, fly with, from Indians, easy, chicken
21 ¹	straight, square, long and square, rectangle	to measure things, flat, round, long, sharp, big, deeper, triangular, wood, skinny, crooked
22	slow, slowpoke	woman, turtle, pink, doesn't think as good, hard, soft, has a shell, round, little, solid, in water, swift, crawls, small, cracky, walks, green, runs, not fast, bites
23	smooth, slick	breakable, sharper, soft, rough, good, hard, cuts, big, can break, ground, sharp, white, glass, slippery, plastic, skinny for windows
24	even	good, big number, add, equal, high, more, large number, an odder number, long, a regular number, another number, six, not so odd, a present, bigger, seven
25	round, circular	soft, sharp, triangle, long, pointed, narrow, crooked, dangerous, straight, isn't square, hard, cold, mad, better
26	shallow	little, short, round, small, not deep, low, steep, deep, deeper, with water in it

¹"Square" or "long and square" are correct but "long" alone, is incorrect.

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Manual to: the Auditory-Vocal Association Test (from ITPA)

**LANGUAGE AGE NORMS FOR THE
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES¹**

<u>Raw Score</u>	<u>Auditory-Vocal Association Test</u>	<u>Raw Score</u>
1	2-5	1
2	2-6	2
3	2-8	3
4	2-10	4
5	3-1	5
6	3-3	6
7	3-6	7
8	3-8	8
9	3-11	9
10	4-2	10
11	4-5	11
12	4-8	12
13	4-11	13
14	5-3	14
15	5-6	15
16	5-10	16
17	6-1	17
18	6-6	18
19	6-10	19
20	7-3	20
21	7-8	21
22	8-3	22
23	9-0	23

¹Where no credit is listed for a given score, indicate this on the subject's record form with the words "below norms" or "above norms" as appropriate.

AUDITORY-VOCAL ASSOCIATION TEST

Raw Score	AGE GROUPS														Raw Score												
	2-3 to 2-8		2-9 to 3-2		3-3 to 3-8		3-9 to 4-2		4-3 to 4-8		4-9 to 5-2		5-3 to 5-8			5-9 to 6-2		6-3 to 6-8		6-9 to 7-2		7-3 to 8-2		8-3 to 9-3			
26																										26	
25																											25
24																											24
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8																											8
7																											7
6																											6
5																											5
4																											4
3																											3
2																											2
1																											1
0																											0

Where no standard score appears for a given test score, credit S with a plus or minus 3.00 as appropriate.

* This score and all above it are extrapolated.

This score and all below it are extrapolated.

7-YEAR PSYCHOLOGICAL EXAMINATION
GOODENOUGH HARRIS DRAW-A-PERSON TEST⁴
(for Form PS-33)

1. The instructions at the top of scoring form (PS-33, page 2) should be changed to conform to the recommended instructions to the child, which is: "Draw a person. Draw a man or a woman. Make the best drawing you can." The deleted portion ("Be sure to make the whole person, not just the head and shoulders") should be used only when the child demonstrates by his performance that the additional instruction is necessary.
2. Have the child draw a second person only if the first is too small to score. Note this fact on the form.
3. Use norms appropriate to each chronological age group: i.e., for children under 7 use 6 year norms; for children 7-0 to 7-11 use 7 year norms; for those 8-0 to 8-11 use 8 year norms. Be sure to use the correct table of norms for sex of child and sex of drawing.
4. Indicate at the bottom of PS-33 (page 2) on the black line in the left corner whether the child's drawing is a person of the same sex as the child or one of the opposite sex.
5. The practice of using plus marks to indicate scored items and leaving unscored items blank is acceptable as an optional scoring procedure. (It should be noted, however, that marking all items is helpful to the person checking or editing the test as an indicator that those items have been considered by the examiner when scoring.)

⁴STUDY CENTERS MAY PURCHASE COPIES OF THE MANUAL "GOODENOUGH-HARRIS DRAWING TEST" BY DALE B. HARRIS, DIRECTLY FROM THE PUBLISHER, HARCOBT, BRACE & WELLS, INC., NEW YORK, NEW YORK. COPYRIGHT 1963.

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE TACTILE FINGER RECOGNITION TEST
(for Form PS-34)

ADMINISTRATION

The examination room should contain a small testing table of a height sufficient to accommodate the child in a sitting position, with two chairs on opposite sides of the table, one for the child and one for the examiner. The child should be seated across the way from the examiner before beginning the administration of the test.

Examiner says to child: "HOLD OUT YOUR RIGHT ARM THIS WAY." The examiner demonstrates by extending his forearm, resting it in a natural position on the table in front of him. The palm is down on the table and the fingers are comfortably extended. Both the forearm and the palm should be resting on the table. Once the child has assumed the proper position, the examiner says: "I AM GOING TO TOUCH YOUR FINGERS, ONE AT A TIME, WITH THIS PENCIL ERASER. (Examiner shows the child the eraser tip of an ordinary pencil.) I WANT YOU TO TELL ME WHICH ONE I TOUCH, WHILE I COVER UP YOUR HAND WITH THIS CARDBOARD."

Cut out a semi-circle from the edge of a piece of cardboard and place over the child's wrist. The semi-circle should not be so large that the child can see under it. Touch the fingers on the skin just behind the nail. (Suggested reading: A. L. Benton's "Right-Left Discrimination and Finger Localization" Hoeber, 1959). The examiner should not press down heavily, but just use the pencil weight itself to make contact. (See recommended sequence of finger stimulation in the following paragraphs.) It is important that the child's palm and fingers be in full view of the examiner in order to administer this examination effectively. Immediately after the finger has been touched, the sheet of cardboard should be removed and the child asked: "NOW POINT TO THE FINGER THAT I TOUCHED." If the child indicates by touching to show which fingers the examiner touched, he should be discouraged from touching the same spot used by the examiner in testing.

This procedure should be used to obtain one trial for the fingers on each hand, first with the right hand and then for the left hand. The examiner should record both correct responses and errors for the fingers stimulated by using the following code:

<u>Finger</u>	<u>Code</u>
Thumb	1
Index Finger	2
Middle Finger	3
Ring Finger	4
Little Finger	5

The sequence with which the fingers of one hand should be stimulated is as follows: 4, 1, 3, 5, 2. And is further shown below.

Ring Finger	4
Thumb	1
Middle Finger	3
Little Finger	5
Index Finger	2

As the scoring record indicates, the examiner should first test the right hand, and then the left. Since each correct response counts as 1 point, the number of correct responses for each hand should be entered in the designated spaces in the "Score" column, and totaled. A second trial is to be given only if the child scores 8 or lower. Note in the comments section that a second trial was given, and use this score.

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Manual for the Tactile Finger Recognition Test

In order to record accurately the responses for each of the fingers stimulated, the examiner should shift the pencil to the palm of his hand when touching the child's finger and then following the touching action, shift the pencil back to writing position to make the necessary entries on the scoring record. This particular test has been adapted from the Reitan-Indiana Neuropsychological Battery for Children (age 5-8 years).

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION

COLR ADAPTATION OF THE MANUAL FOR THE WIDE RANGE ACHIEVEMENT TEST ⁵

(Jastak - Jastak)

(Adapted for the Collaborative Project on Cerebral Palsy, Mental Retardation, and Other Neurological and Sensory Disorders of Infancy and Childhood, Perinatal Research Branch, National Institute of Neurological Diseases and Stroke)

(for Form PS-35)

MANUAL OF INSTRUCTIONS

PERSONAL DATA

Items 1 through 9 at the top of the first page of the scoring record should be carefully filled out before the test is begun. Specific instructions for certain items are provided below in the interest of uniformity of data recording.

Item 2: **NAME:** Print last name first, then first name and initials

Item 3: **BIRTHDATE:** Example: 10-18-55 for October 18, 1955

Item 8: **SCHOOL:** Write down name of school attended at the time of the test. Also, name of city, county, or state. Indicate whether the school is public, or equivalent private, or special program for retarded, etc. not in public school. Indicate grade level at the time of testing according to Table 1. (See page 39 of this Manual). Problems of grade placement or grade status must be resolved locally by asking school authorities for clarification.

Item 9: **CHRONOLOGICAL AGE:** List completed years and months up to age 15 years, 11 months. For example, a child born on 7-21-57 was 6 years, 3 months old on 11-15-63.

Example:

10	45	
63-11-15		
57- 7-21		
6- 3-24	Chronological Age = 6.3	

INSTRUCTIONS FOR ADMINISTRATION OF WRAT

Administer the sub-tests in the order in which they appear in the test, i.e., spelling, reading and arithmetic.

Item 18: **SPELLING TEST** (See scoring record, WRAT spelling test) Begin the test with Copy Marks.

A. **Copying Marks:** Say: "SEE THIS ROW OF MARKS? (Motion with hand along the line of marks). UNDER EACH MARK (point) THERE IS AN EMPTY SPACE. I WOULD LIKE YOU TO COPY EACH ONE OF THESE MARKS IN THE EMPTY SPACE BELOW, THE FIRST ONE HERE, THE NEXT ONE HERE, ETC. (point) DO IT AS FAST AS YOU CAN."

Time Limit: 1 minute for entire row (use stopwatch)

B. **Name:** Say: "PRINT OR WRITE YOUR NAME ON THIS LINE" (point to the line below the copying test).

Time Limit: 1 minute (use stopwatch)

C. **Dictation of Words:** Say: "THIS IS A SPELLING TEST. I WOULD LIKE TO SEE HOW MANY OF THESE WORDS YOU CAN SPELL. I WILL SAY THE WORD, READ A SENTENCE WITH THE WORD IN IT, THEN SAY THE WORD AGAIN. WRITE THE FIRST WORD HERE (point to line marked 1) AND GO DOWN THIS WAY AS I SAY EACH WORD." Discontinue after 5 consecutive failures. The words to be dictated are listed on the following page:

⁵REPRODUCED AND MODIFIED BY PERMISSION FOR RESEARCH PURPOSES ONLY. COPYRIGHT 1965 BY GUIDANCE ASSOCIATES, WELLSVILLE, OHIO. ALL RIGHTS RESERVED.

January 1970

LEVEL 1 -- Spelling List and Pronunciation Guide

1. go	Children go to school	gō
2. cat	The cat has fur	kāt
3. in	We are in the room	in
4. boy	The boy plays ball	boi
5. and	Bill and Bob play together	ānd
6. will	They will wait for you	wīl
7. make	She can make a dress	māk
8. him	They saw him in town	hīm
9. say	Say it slowly	sā
10. cut	Mother will cut the cake	kūt
11. cook	We cook our own dinner	kōok
12. light	The light is bright	lit
13. must	We must do our work	mīst
14. dress	The dress fits well	dres
15. reach	He couldn't reach the ball	rēch
16. order	The captain's order was obeyed	ōr' ēer
17. watch	My watch is fast	wōch
18. enter	Enter this way	ēn' tēr
19. grown	Potatoes are grown in the field	grōn
20. nature	The study of nature is interesting	nā chēr
21. explain	Explain how it happened	ēks piān
22. edge	He sat on the edge of the chair	ēj
23. kitchen	Our kitchen is small	kīch' ēn
24. surprise	He may surprise you	sēr priz
25. result	The result of your work is good	rē zūlt
26. advice	My advice was forgotten	ād vīs
27. purchase	We did not purchase the car	pēr' chīs
28. brief	I received a brief note	brēf
29. Success	Success makes people happy	sūk sēs
30. reasonable	His request was reasonable and just	rē zn ā ō' l
31. imaginary	He told us an imaginary story	ī māj ī nēr ī
32. occupy	We occupy a small apartment	ōk' ū pī
33. character	Her fine character was praised	kār āk tēr
34. society	Every society has rules	sō sī ē tī
35. official	An official invitation came today	ō fīsh' āl
36. recognize	He did not recognize me	rēk' ōg niz
37. familiar	We are familiar with the news	fā mīl' yēr
38. commission	The commission reported to the mayor	kō mīsh' ūn
39. beneficial	Good food is beneficial to health	bēn ē fīsh' āl
40. appropriation	Congress made an appropriation for schools	ā prō pri ā shūn
41. enthusiasm	People showed enthusiasm for the hero	ēn thū zī āz' m
42. criticize or criticise	It is easy to criticize others	knī' tī sīz
43. prejudice	Prejudice is harmful to people	prēj' ōō dīs
44. belligerent	The soldier was belligerent and brave	bē līg' ēr ēnt
45. occurrence	War is a tragic occurrence	ō kēr' ēns

January 1970

INITIAL TEACHING ALPHABET (ITA)

Key for WRAT Spelling -- Level I

1. <u>goe</u>	16. <u>order</u>	31. <u>imaginery</u>
2. <u>cat</u>	17. <u>wotch(watch)</u>	32. <u>occupie</u>
3. <u>in</u>	18. <u>enter</u>	33. <u>caracter</u>
4. <u>bai</u>	19. <u>groen</u>	34. <u>soesieaty</u>
5. <u>and</u>	20. <u>naetuer(naecher)</u>	35. <u>offishal</u>
6. <u>will</u>	21. <u>eksplaen</u>	36. <u>recogniez</u>
7. <u>maek</u>	22. <u>edz</u>	37. <u>familier</u>
8. <u>him</u>	23. <u>Kitchen</u>	38. <u>commishan</u>
9. <u>sae</u>	24. <u>Surpries</u>	39. <u>benefishal</u>
10. <u>cut</u>	25. <u>result</u>	40. <u>appropriaeshan</u>
11. <u>gak</u>	26. <u>advies</u>	41. <u>enthuesiasm</u>
12. <u>liet</u>	27. <u>purchis</u>	42. <u>critisies (z)</u>
13. <u>must</u>	28. <u>breef</u>	43. <u>prejudis</u>
14. <u>dress</u>	29. <u>Suksess</u>	44. <u>bellijerent</u>
15. <u>reech</u>	30. <u>reesnabl</u>	45. <u>occurens</u>

Scoring:

- A. Copying: A mark is scored as correct if it (a) resembles the model figure in number of lines and general form, (b) has the same spatial orientation, (reversals or inversions of figures are scored as incorrect), (c) is free from rounding of lines where acute or right angles occur. Score leniently.

Give one point of credit for each correctly reproduced mark which is completed within the time limit. Maximum score: 18 points.

- B. Name: Assign 1 point for one letter, 2 points for two letters correctly printed or written. Maximum score: 2 points.

- C. Dictation of Words: Cross out each incorrect word. One point is given for each correct word. Reversals of letters, additions, omissions and substitutions of letters are scored as wrong. (Example: "doy" for "boy", "og" for "go", etc.) If a child is able to spell a word but is unable to write it, although he has no discernible physical defect, mark it as failure and note this in the Comments Section.

The entire word must be spelled correctly for credit; letter reversals within words are errors. Maximum score: 45 points.

The total score for spelling subtests is obtained by adding together the points earned for all three items.

Circle the total raw score obtained and the corresponding grade in the table "Level I-Spelling-Grade Norms" on the scoring record. Record these in the designated spaces in item 10 on page 1 of the form.

Manual for the Wide Range Achievement Test (COLR Adaptation)

Item 18: READING TEST (See Scoring Record, WRAT Reading Test)

Begin Test with Pre-Reading Section.

Pre-Reading Section (Bottom of Scoring Record, WRAT Reading Test)

1. **Naming 13 letters:** Point to the first letter in the second row of capital letters and say: "READ THESE LETTERS ALOUD. WHAT IS THIS OR WHAT DO YOU CALL THIS?" Point to each letter consecutively as Subject reads them.

Time Limit: 10 seconds per letter (use stopwatch)

If all letters are correctly named, the next part (2) may be omitted and scored as correct. If not all letters are correctly named, administer part 2 as directed.

2. **Recognizing 10 letters:** Cover the word list with a sheet of paper. Point to the first letter (A) in the top row of capital letters; and say: "FIND ONE JUST LIKE THIS ROW HERE" (pointing to the row of letters underneath). The instructions may be repeated if necessary. Each letter should be pointed to.

Time Limit: 10 seconds per letter (use stopwatch)

3. **Two letters in Name:** Point to the first letter in the name which Subject has written on page 2 of the form and say: "WHAT DO YOU CALL THIS LETTER?" or "WHAT IS THIS LETTER?" (pointing to the next letter). Stop after two correctly named letters.

Time Limit: 10 seconds per letter (use stopwatch)

Recording:

Underline letters incorrectly named (part 1) or identified (part 2).

Reading: Cut out the reading section from a protocol, and mount it on cardboard. Hand this card to the child to read from, while noting mistakes on the child's protocol.

Point to the first word and say: "LOOK AT EACH WORD CAREFULLY AND SAY IT ALOUD. BEGIN HERE" (point). After S. reads the first word, point to the second one, and so on. This need not be done if the child is able to continue by himself.

Time Limit: 10 seconds per word (use stopwatch)

The reading part should be administered with as few interruptions as possible. Any clearcut response should be accepted and scored as either right or wrong. The first time an error is made S is asked to say the word again. His response is scored right if he corrects himself on the second trial. From then on, the first response is scored as either right or wrong, unless S spontaneously corrects the error he has made. If the response is not clear or is unscorable, E. may ask the S. to repeat the word. E. should not intimate, by either motion, word, or emotion, that he is dissatisfied with the answer. Teaching, coaching, or questioning should be strictly avoided. The reading rate may be controlled by E. Saying "next" at the end of the time limit of 10 seconds is a convenient way of controlling the performance. Refusals to read within time limits should not always be accepted as evidence of failure. If S. hesitates or says "I don't know that", E. should encourage S. to "TRY THE WORD ANYWAY OR TAKE A GUESS AT IT."

Testing Limit: 5 consecutive failures

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Manual for the Wide Range Achievement Test (COLR Adaptation)

Recording:

1. Underline the mispronounced words.
2. If child mispronounces, then corrects his errors, score as correct, and do not underline.
3. If child pronounces correctly, then mispronounces it, score as wrong and underline word.
4. Only incorrect responses need be underlined.

On the reading test, some S's tend to skim over the words or produce a response that sounds superficially correct. The E. should be alert to these near successes and score them wrong, or ask S to repeat if no clearcut decision can be made. Examiner may point to each word while S. attempts to read.

Scoring:

The maximum score of the Reading Subtest of Level I is 100 points, composed of the following parts:

1. Two letters in name	2 points
2. Recognizing 10 letters	10 points
3. Naming 13 letters	13 points
4. Pronouncing 75 words	75 points
	<u>100 points</u>

Add the score of each section (number of correct responses) to find total raw score.

In table, "Level I-Reading-Grading Norms" on the scoring record, circle total raw score and equivalent grade. Record these in the designated spaces in item 11 on page 1 of the form.

Item 20. ARITHMETIC TEST (See Scoring Record, WRAT Arithmetic Test)

Begin Test with Oral Part.

Oral Test:

1. **Counting 15 dots:** Point to the dots printed at the top of page 4 of the test form and say: "POINT WITH YOUR FINGER AND COUNT THESE DOTS ONE BY ONE BEGINNING HERE (S's left) AND GOING THIS WAY" (motioning to the right from S's position). "COUNT THEM ALOUD SO I CAN HEAR YOU AND TELL ME HOW MANY DOTS THERE ARE."
2. **Reading Numbers 3, 5, 6, 17, 41:** Point to the numbers (printed upside down on the blank) and say: "READ THESE NUMBERS. WHAT IS THIS? (pointing to the 3) AND THIS, ETC."
3. **Showing Fingers:** Say: "SHOW ME (or hold up) 3 FINGERS. SHOW ME 8 FINGERS."
4. **Telling Which Number is More:** Say: "WHICH IS MORE, 9 OR 6? WHICH IS MORE, 42 OR 28?"
5. **Add and Subtract: Ask:**
 - (a) "IF YOU HAVE 3 PENNIES AND SPEND 1 OF THEM, HOW MANY HAVE YOU LEFT?"
 - (b) "HOW MANY ARE 3 AND 4 APPLES?"
 - (c) "JACK HAD 9 MARBLES. HE LOST 3 OF THEM. HOW MANY WERE LEFT?"

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Time Limits:

- 10 minutes for page of written computations.
- 1 minute for counting 15 dots.
- 1 minute for reading all 5 numbers.
- 1 minute for showing fingers (both problems).
- 1 minute for telling which is more (both problems).
- 1 minute for each of the three oral problems.

NOTE: *The 10 minute time limit for the page of written computations is primarily relevant to testing of older children (8-years and up). Therefore, discontinue testing further on the Written Part if the child obviously cannot finish the problems on the first line of the Written Part, or is perseverating, etc. Also discontinue testing if the child makes 5 consecutive errors.*

Written Part:

Point to the first problem ($1 + 1 = \underline{\quad}$) and say: "READ THIS." If the problem, including the signs, is read correctly, ask: "WHAT IS THE ANSWER?" When the answer is given, say: "WRITE IT DOWN ON THIS LINE." Then say: "NOW READ THIS (pointing to $4 - 1 = \underline{\quad}$) AND PUT THE ANSWER ON THAT LINE" (point). Then say: "READ ALL THE OTHER PROBLEMS IN THIS ROW (pointing) AND WRITE YOUR ANSWERS ON OR UNDER THE LINES."

The child should read only the first two problems out loud. However, he is scored on his written answer regardless of whether or not he had read the problem correctly.

In arithmetic the entire number must be correct to receive credit; number reversals are errors.

Recording Written Part:

Underline incorrect answers

Recording Oral Part:

Counting dots: Underline the last number correctly counted and pointed to.

Reading numbers - Showing Fingers - Which is More: Cross out items on form if incorrect.

Oral Computations: Cross out incorrect answers.

Scoring:

1. **Written Problems:** One point for each correct answer. Maximum score: 40 points.
2. **Counting Dots:** One point for each of the following: 1, 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15. Maximum score: 8 points
3. **Naming Numbers:** One point for each correctly named. Maximum score: 5 points.
4. **Showing Fingers:** One point for each correctly shown. Maximum score: 2 points.
5. **Which is More:** One point for each correct answer. Maximum score: 2 points.
6. **Oral Computations:** One point for each correct answer. Maximum score: 3 points.

Total Maximum Score: 60 points.

In the table at the bottom of the scoring record, circle total raw score and equivalent grade. Record in designated spaces in item 12 on page 1 of the form.

Item 13: ADEQUACY OF EXAMINATION (page 1 of Scoring Record)

Note, finally, whether the examination was Adequate or Not Adequate.

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TABLE 1

During vacation time: grade child will enter following fall	From Sept. 15 to Oct. 14	From Oct. 15 to Nov. 14	From Nov. 15 to Dec. 14	From Dec. 15 to Jan. 14	From Jan. 15 to Feb. 14	From Feb. 15 to March 14	From March 15 to April 14	From April 15 to May 14	After May 15
	Kindergarten	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8
First Grade	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
Second Grade	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
Third Grade	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9

If repeating a grade, write R. 1.0, R. 1.1 etc.
 If in special class, write SP. 1.0, SP. 1.1 etc. (Special class indicates any class placement other than regular grade in public or private school.)

7-YEAR PSYCHOLOGICAL EXAMINATION

MANUAL FOR THE BEHAVIOR PROFILE (for Form PS-36)

- I. **Purpose of the 7-Year-Old Behavior Profile:** To evaluate the qualitative and quantitative aspects of a child's behavior as it is observed in psychological testing and in psychological observation with a view toward detecting possible brain damage.

A review of the relevant literature (Silver, Graham, Buhler, Goldstein, Birch, Gallagher, Michal-Smith, Bender, Strauss, Werner, Kounin, etc.) indicates common behavior characteristics associated with brain injury in children. The behavior described by these authors includes such characteristics as emotional lability, distorted body image, overreactivity, erratic responses, hyperactivity, distractibility, perseveration, inappropriate behavior and impulsivity. On the basis of these observations, the assumption underlying this scale is that a child with brain injury will manifest an atypical and demonstrable behavioral syndrome when compared with his peers of normal development.
- II. **Criteria for the Selection of the Dimensions of the 7-Year Behavior Profile:** The dimensions included in this scale extend and expand those included in the 8-Month Profile and the 4-Year Profile in order to allow for a differential diagnosis. Emphasis is given to behavior patterns of the "normal" child of seven, while special attention is placed upon the characteristics and behavior processes of the brain injured as well as those of the emotionally disturbed child. The dimensions were selected on the basis of the criteria established for the 8-Month Profile and the 4-Year Profile, with allowances made for the more complex behavior of the 7-year-old child.
 - A. Relevance to the objectives of the Collaborative Project, i.e., they should be of diagnostic value in differentiating between brain damaged and "normal" children as well as the emotionally disturbed.
 - B. They should be appropriate to the age level and should allow for flexible interpretation of a wide range of variations in the behavior of the "normal" child.
 - C. The scale is based on behavior which can be elicited, observed and recorded during the psychological examination, thus eliminating reliance on the mother's report.
 - D. The scale should contain independent parameters with scale points which can be easily interpreted and scored.
 - E. There should be satisfactory reliability when the scale is used by different examiners working with diverse populations.
- III. **The Behavior Profile:** As in the 8-Month Profile and the 4-Year Profile, the dimensions are placed on a continuum with scale points from 1 through 5, representing degrees of manifested behavior. Brain injured and emotionally disturbed children should be expected to score more frequently than "normals" on either extreme of all or some of these dimensions. It is not the purpose of this scale to differentiate between the various levels of normal behavior. Its only intent is to identify the "suspect" or abnormal child in terms of the core objective. The full description of the points on each scale is shown in the following sections. The actual rating sheet has only "cue" words at each point of each scale. It is recognized that this will necessitate constant reference to the manual while the examiner is becoming familiar with the scale. It is felt, however, that with these cue words the rater will rather quickly commit the anchor points on each scale to memory and will then need only occasional reference to the manual. Use all rating scales quantitatively whether or not the qualitative descriptions are applicable.
- IV. **Directions:** Only one box should be checked with an (X) for each item. If a child's development is considered atypical or the examiner is not confident about a given rating, this should be explained under Comments.

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V. Scales:

Item 9 – SEPARATION FROM THE MOTHER: The range is from "shows no concern" to "very upset."

1. Shows no concern; eager to leave mother and go with examiner.
2. Shows very little concern; shows little cautiousness and comes with examiner without preamble, needs little or no explanations.
3. May show some initial reticence, which is felt to be entirely appropriate; separates from mother after some minimal reassurances and explanations.
4. More than usual amount of concern, more disturbed than most, but finally is able to separate, may need continuing reassurances.
5. Very upset, cries, clings to mother, may have tantrum or withdraw, refusing to look at examiner or talk to her; mother's presence may be required in the test room.

Item 10 – FEARFULNESS: The range is from "no apparent awareness of strange situation" to "very fearful and apprehensive."

1. No apparent awareness of strange situation; completely unafraid, and behavior uninhibited.
2. Very little fear evidenced; quickly at ease in the situation.
3. Normal amount of caution in the situation but able to cope with it.
4. Inhibited and uneasy throughout with some slowing of responses.
5. Very fearful and apprehensive; acute discomfort interferes significantly with test performance.

Item 11 – RAPPORT WITH EXAMINER: The range is from "exceptionally shy" to "extreme friendliness."

1. Exceptionally shy; withdrawn; unresponsive or ignores any friendly overtures.
2. Shy; waits for friendly gestures; very little social interaction or social contact on his own initiative.
3. Perhaps some initial shyness; feels at ease; relates in a friendly manner.
4. Very friendly; and at ease.
5. Extreme friendliness; focuses on social interaction with little or no interest in test materials.

Item 12 – SELF-CONFIDENCE: The range is from "lacks self-confidence" to "very self-confident."

1. Lacks self-confidence; extremely self-critical; may refuse to attempt many tasks because they seem too difficult.
2. Distrusts own ability; tends to minimize his performance and often points out what is wrong.
3. Adequately self-confident; usually sure of himself but recognizes difficulty of certain tasks and may be a little hesitant with them.
4. More than usual amount of self-confidence; works easily without tensions and is usually satisfied with his performance.
5. Very self-confident; child extremely proud of performance and acts as if he can tackle anything.

Item 13 – EMOTIONAL REACTIVITY: The range is from "extremely flat" to "extreme instability of emotional responses."

1. Extremely flat; no change in facial expression; responds to all activities in same manner.
2. Somewhat flat; little change in emotional tone, some slight variations at times.
3. Normal responsiveness; affect appropriate to situation.
4. Mood more variable than average; may be motivated internally or exaggerated responsiveness to situation.
5. Extreme instability of emotional responses; marked emotional lability; either overreactive to external situations or to undetermined stimuli.

Manual for the Behavior Profile

Item 14--DEGREE OF COOPERATION: The range is from "extreme negativism" to "extremely suggestible and conforming."

1. Extreme negativism; continually resistant to directions or demands of the situation; examiner's suggestions or directions have little obvious effect on child.
2. Resistive to demands or directions a good deal of the time; willing to comply only when faced with success, or requires considerable prompting to elicit response.
3. Cooperative with reasonable amount of discomfort and anxiety when faced with difficulty or failure; responds well to directions most of the time.
4. Accepts direction or demands more easily; eager to conform even when faced with failure; rarely attempts to do anything unless examiner has explicitly stated it.
5. Extremely suggestible and conforming; no apparent discomfort when faced with failure; completely dependent upon specific directions from examiner.

Item 17--LEVEL OF FRUSTRATION TOLERANCE: The range is from "withdraws completely" to "extreme acting out behavior and/or crying."

1. Withdraws completely; refuses to continue or attempt any task which appears too difficult for him.
2. Occasionally withdraws from task where difficulty is encountered or appears too difficult for success.
3. Attempts to cope with difficult situations; does not become unduly upset if task is too difficult.
4. Becomes quite upset by difficulty; may react with some disorganized behavior; some anger may be displayed against the test materials or examiner; may resort to crying.
5. Extreme acting out behavior and/or crying; considerable anger displayed, behavior becomes uncontrolled and continuation of examination may become impossible or very difficult.

Item 18--DEGREE OF DEPENDENCY: The range is from "very self-reliant" to "constant need for attention or help."

1. Very self-reliant; refuses help; extreme overt confidence.
2. Rarely needs reassurance; primarily absorbed with test materials; little attention demanded.
3. Dependent in appropriate situations; enjoys attention but can function easily without it; adequately confident.
4. Demands more attention than average; needs frequent help, reassurance, approval and encouragement.
5. Constant need for attention or help; cannot function without continual approval or support.

Item 19--DURATION OF ATTENTION SPAN: The range is from "attends to tasks very briefly" to "highly perseverative."

1. Attends to tasks very briefly; highly distractible, fleeting and sporadic attention; lack of concentration interferes significantly with test performance.
2. Spends short time with tasks; easily distractible, frequently needs help in maintaining attention; brief attention may interfere somewhat with test performance.
3. Spends adequate amount of time on tasks; able to concentrate until successful or until failure is clear.
4. Spends more than average time on tasks; eventually is able to turn to new activity.
5. Highly perseverative, unable to shift attention; fixated at one task; requires examiner's intervention in order to change activity.

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Manual for the Behavior Profile

Item 20—GOAL ORIENTATION: The range is from "no effort to reach a goal" to "compulsive absorption with task."

1. No effort to reach a goal; extremely lacking in persistence or unable to keep goal or questions in mind.
2. Briefly attempts to achieve goal; easily forgets goal or question, or fails to persist; less than average ability to continue to completion.
3. Able to keep goal or directions in mind; able to persist until completion; able to "give up" when appropriate.
4. Keeps goal and questions in mind; persists for more than usual amount of time; continues effort beyond necessary point.
5. Compulsive absorption with task; unwilling or unable to "give up"; resists or ignores examiner's attempts to change activity.

Item 21—LEVEL OF ACTIVITY: The range is from "extreme inactivity and passivity" to "extreme overactivity and restlessness."

1. Extreme inactivity and passivity; placid, sluggish; posture adjustments in chair may be slow and infrequent.
2. Little activity; content to sit still most of the time.
3. Normal amount of activity; able to sit quietly when interested; may fidget and become restless at times.
4. Unusual amount of activity and restlessness; very seldom able to sit quietly.
5. Extreme overactivity and restlessness; can't sit still; constantly in motion; activities not in response to specific external stimulation.

Item 22—NATURE OF ACTIVITY: The range is from "extreme rigidity" to "extremely impulsive."

1. Extreme rigidity; unable to shift activity or approach to task; cannot vary or adapt responses; stays with one aspect of task.
2. Some rigidity; tends to be inflexible in most situations but does shift approach in some instances; at times can change to appropriate response to task.
3. Flexible behavioral patterns; activity appropriate to different situations.
4. Behavior frequently impulsive; fluid and sometimes uncontrollable.
5. Extremely impulsive; explosive and uncontrolled behavior.

Item 25—NATURE OF COMMUNICATION: The range is from "little or no verbal communication" to "difficult to follow child's thinking."

1. Little or no verbal communication; uses gestures and/or pantomime; verbal communication limited to "yes" and "no", or one or two words.
2. Verbal or non-verbal responses confined to answering directed questions; communication generally elicited rather than initiated by child.
3. Readily answers questions; may elaborate responses; may initiate conversation; content generally appropriate and easily followed.
4. Answers questions freely, initially appropriate but tends to lose main idea by elaborations or free associations; at times content seems inappropriate or illogical.
5. Difficult to follow child's thinking; content usually irrelevant and inappropriate, at times bizarre.

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Item 26--ASSERTIVENESS: The range is from "extremely assertive, willful personality" to "extreme passivity."

1. Extremely assertive, willful personality; approach dominating, aggressive and lacking in reserve; attempts to manipulate session, and resists externally imposed limitations.
2. Quite forceful, unnecessarily rough and careless in handling materials; little inhibited by examiner's presence from doing exactly what he wants; often ignores imposed limits.
3. Self-assertive but accepting of the situation and capable of control and reserve when demanded; looks for feedback and becomes less assertive; more pliant, when this is indicated.
4. Passive acceptance; permits self to be somewhat controlled by examiner and situation, rarely shows inclination to want to do something different from what examiner suggests.
5. Extreme passivity; malleability, and acquiescence to everything, with no trace of resistance; seems extremely overcompliant.

Item 27--HOSTILITY: The range is from "very hostile, obstructive", to "ingratiating child."

1. Very hostile, obstructive; engages in overt physical or verbal attacks on examiner, test materials or testing room objects. May have tantrums.
2. Unusual amount of hostility present; very uncooperative and/or becomes angry when restrictions are imposed; may introduce frequent aggressive themes into verbal productions. May want to engage in irrelevant conversation and games, thus indirectly refusing or hindering progress in testing.
3. No unusual amount of hostility evidenced; negative behavior or affect is generally appropriate and controlled.
4. Very agreeable child who rarely shows hostility, even where it might be appropriate; never seems to balk at any imposed limitations or react in displeased manner to them.
5. Ingratiating child. Desire to please examiner, seems to be the main determinant of behavior.

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7-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR ADDITIONAL OBSERVATIONS
(for Form PS-37)

GENERAL: The purpose of these additional observations which should be made on every child during the 7-Year Psychological Examination is to supplement information on vision and motor responses which are not obtained on other examinations of the 7-Year Psychological Battery.

The sheet of Additional Observations places these observations together for recording purposes. Space is provided for writing in any other unusual deviations or suspected abnormalities. Also, left and right responses are differentiated whenever necessary.

DIRECTIONS:

Item 9 – Face:

1. Asymmetry of the face or mouth is usually observed when the face is at rest. There may be drooping of one side of the mouth. Asymmetry of the face may also be observed when the child is laughing, if one half of the mouth turns up considerably more than the other half.
2. Little or no change of expression refers to an unchanging and immobile expression even under conditions of amusement, pleasurable excitement, fear or fright. In other words, the expression of the child's face does not change in response to any stimuli.

Item 10 – Mouth

1. Open most of the time is self-explanatory.
2. Drooling is self-explanatory.
3. Unusual movements of the mouth refer to any repeated lateral movements of the mouth and face or constant chewing movements without any food present in the mouth.
4. Other. A protruding tongue or a small pointed tongue may also be observed.

Item 11 – Eyes:

1. Strabismus refers to the lack of parallel gaze. When the child is seated directly opposite the examiner, either one or both eyes may appear to turn in or out. The most commonly known of this group of conditions might be bilateral internal strabismus or "cross eyes". When one eye turns out while fixation is held with the other eye the condition is known as right external strabismus. Alternating strabismus is seen when fixation shifts from one eye to the other, depending on the direction of the gaze.
2. Nystagmus is an abnormal condition in which the eyes oscillate rapidly from side to side, vertically, or in a rotary motion, so that observer finds it most difficult to know if the child is even able to fixate momentarily. This condition is usually found bilaterally.
3. Epicanthic fold describes a condition in which an excess fold of skin covers the upper eyelid at the bridge of the nose, similar to the eye appearance in mongoloidism.

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4. **Ptosis** refers to overt, definitely observable drooping of the upper eyelid of one of the eyes in contrast to the other.
5. **Other.** Excessive squinting and ties may also be observed.
6. **Wears glasses.** The examiner should check appropriate box if child wears glasses. Unless a visual defect is observable mark "Normal" box also.

Item 12— Ears:

"Wears Hearing Aid" should be checked if the examiner notes that the child is wearing same. The "Other" category is to be checked by the examiner if he has occasion to note or suspect that the child may have a hearing deficiency, based upon the child's responses to tests involving verbal instructions and content. "Other" may be checked also if the examiner notes unusual physical formation of the ear, such as "cauliflower" ear, unusually large and pendulous earlobes, etc. At any rate, if "Other" is checked, the examiner must provide detailed comments indicating the specific basis for his conclusions. The examiner should not check "Other" if he has already checked the category that indicates the child is wearing a hearing aid.

Item 15 — Unusual Muscular Movements or Postural Adjustments: As the notations on the scoring sheet indicate, this area emphasizes the aspect of muscular coordination between major parts of the body (e.g., arms and shoulders, total body), with provisions for entries concerning aberrations in the muscular movements of specific body parts (e.g., hands, trunk). If any unusual muscular movements or postural adjustments are present, notations in the "Comments" column describing type and severity of aberrations are required.

Item 16 — Deviant or Stereotyped Behavior: With the exception of the item "unusual and meaningless hand motions," all other items in this section are self-explanatory. "Unusual and meaningless hand motions" is distinguished from "unusual muscular movements of the hand (Item 13)" by the fact that (1) the child manifests such movements in response to stressful situations encountered during the examination, or as by-products of his anxiety in a novel situation; and (2) the hand movements themselves do not show the following characteristics, or combinations of characteristics such as athetoid, vermicular movements of the hand, involuntary and persistent positioning of the hand in a rigid and unnatural position, uncontrollable tremors, fine and gross, etc.

Item 19 — Obvious Defects or Anomalies: Although it is not the purpose of the psychologist to make a medical diagnosis, obvious defects or anomalies may be recorded at this time. The "Other" category can be used by the examiner whenever he may note such things as abnormalities of ears or earlobes (atresia), large and conspicuous birth-marks, etc.

Item 20 — If the child is attending a special class or school, the examiner should determine the name and address of the school (or class), the approximate length of time attended, and the reason for attendance.

Item 21 — Handedness: Right, Left, Indeterminate: Handedness is to be judged by use of the pencil only. Score as **Right** if the child uses his right hand for the pencil at all times. Score as **Left** if the child uses his left hand for the pencil at all times. Score as **Indeterminate** if the child switches from one hand to another when using the pencil.

The word "NONE" may be used for items 15, 16 and 19 when none of the named conditions is observed relative to the respective items.

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7-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE PSYCHOLOGICAL TEST SUMMARY
 (for Form PS-38)

Clinical Impressions (Items 9-15): Indicate here whether you consider the child normal, suspect (borderline), or abnormal (severely retarded) in any of the dimensions listed below. State the basis for your evaluation in the space provided for Comments.

Item 9—INTELLIGENCE

1. Superior: Full-Scale WISC. IQ's of 120 and above (as derived from the conversion table on page 26 of the WISC manual, 1949 edition).
2. Average: Full-Scale WISC. IQ's between 80 and 119 (from WISC manual, conversion table, page 26).
3. Borderline: Full-Scale WISC. IQ's between 70 and 79.
4. Mentally Defective: Full-Scale WISC. IQ's of 69 and below.

Item 10—BENDER VISUAL MOTOR PRODUCTION

Supplement your findings with your clinical impressions, whenever appropriate, in making your final evaluation. Refer to the appendix of the Koppitz Text, page 188, for initial criteria for judging child's performance as normal, suspect or abnormal, in terms of his total score.

		Bender Norms for average children		
		6 yrs. 10 months <u>7 yrs. 11 months</u>	8 yrs. <u>8 yrs. 5 months</u>	8 yrs. 6 months <u>8 yrs. 11 months</u>
1. Normal:	A total score of 8 or less		7 or less	5 or less
2. Suspect:	A total score between 9 and 13		8 - 12	6 - 10
3. Abnormal:	A total score of 14 or more		13 and above	11 and above

Item 11—EDUCATIONAL ACHIEVEMENT (WRAT)

The definitions of categories shown below, i.e., "Above Average", "Average" and "Below Average", apply to each of the WRAT tests, Spelling, Reading and Arithmetic. Your findings should be supplemented by your clinical impressions, whenever appropriate, in making your final evaluation.

1. Above Average: Child achieves a grade rating that is more than 1 grade rating above his actual current grade placement.
2. Average: Child achieves a grade rating that is comparable to his actual current grade placement, i.e., the grade rating is within ± 1 grade rating of his actual current grade placement.
3. Below Average: Child achieves a grade rating that is more than 1 grade rating below his actual current grade placement.

A grade repeater performing at or below his exact grade level is considered below average.

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Manual for the Psychological Test Summary

The following WRAT Table of Composite Ratings for the WRAT is provided to enable the examiners to make general evaluations of educational achievement based on all three WRAT tests. It should be emphasized that the composite ratings shown are suggested guidelines from which the examiner is free to depart (based on his clinical observations of the child's performance on the WRAT tests and any other tests in the 7-Year Psychological Examination Battery). However, if deviations from the suggested guidelines in the table are made, the examiner should report the justification for such action in the Comments section of the Test Summary sheet.

<u>Composite WRAT Rating</u>	<u>Spelling</u>	<u>Reading</u>	<u>Arithmetic</u>
Above Average	AA	AA	AA
	AA	AA	A
	AA	A	AA
	A	AA	AA
	BA	AA	AA
Average	AA	AA	BA
	AA	A	A
	AA	A	BA
	AA	BA	AA
	AA	BA	A
	A	AA	A
	A	AA	BA
	A	A	AA
	A	A	A
	A	A	BA
	A	BA	AA
	A	BA	A
	BA	AA	A
	BA	A	AA
BA	A	A	
Below Average	AA	BA	BA
	A	BA	BA
	BA	AA	BA
	BA	A	BA
	BA	BA	AA
	BA	BA	A
	BA	BA	BA

For the purpose of arriving at an overall impression (PS-38, page 1), on item 11 a rating of Below Average in two or more areas should be considered equivalent to a rating of "suspect" for this item.

Item 12 -- GOODENOUGH--HARRIS DRAWING TEST

The following categories are based on the age-sex tables for raw-score conversions to Standard Scores, pages 294-297 of the Goodenough-Harris Test Manual.

1. Normal: A standard score of 80 and above.
2. Suspect: A standard score between 70 and 79.
3. Abnormal: A standard score of 69 and below.

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Manual for the Psychological Test Summary

Item 13 – ABSTRACT LANGUAGE THINKING (ITPA aud voc.)

Based on a combination of Language Age norms and Standard Score conversions from the ITPA manual.

	ITPA Norms for average children		
	6 yrs. 9 months <u>7 yrs. 2 months</u>	7 yrs. 3 months <u>7 yrs. 8 months</u>	7 yrs. 9 months <u>and Above</u>
1. Normal:	Raw Score of 16 and above	Raw Score of 17 and above	Raw Score of 18 and above
2. Suspect:	Raw Score between 12 and 15	Raw Score between 13 and 16	Raw Score between 14 and 17
3. Abnormal:	Raw Score of 11 and below	Raw Score of 12 and below	Raw Score of 13 and below

Item 14 – TACTILE FINGER RECOGNITION TEST

1. Normal: Score of 9 or 10.
2. Suspect: Score of 7 or 8.
3. Abnormal: Score of 6 or below.

Item 15 – BEHAVIORAL

Consider the ratings of the child's behavior shown on the Behavioral Profile with any supportive or illuminating comments you have written when making your final evaluation for this category. Enter a check mark accordingly in one of the boxes of this item, i.e., normal, suspect or abnormal.

Item 16 – OVERALL IMPRESSION

A final diagnosis is required on all cases. The following steps should be used in determining the final diagnosis:

1. **Items 9-15:** If any of these items are checked "suspect" or "abnormal", a comment giving the reason must be written in the appropriate space in the right hand column.
2. It is clear that the examiner cannot make a final diagnosis for a specific case unless he has sufficient information for making a valid overall impression rating. This rating is not necessarily dependent on how many or how few of the individual tests of the battery have been rated as inadequate, but reflects the confidence the examiner has in the information base obtained, permitting him to make an overall rating of "normal," "suspect," "abnormal" or "inadequate examination (no overall impression possible)."

The following guidelines are to be observed in making the final diagnosis:

1. If the Examiner gives one or two suspect ratings on Items 9-15, he must check Item 16 either "suspect" or "normal."
2. If the Examiner gives three or more suspect ratings on Items 9-15, he must check Item 16 "suspect."
3. If the Examiner gives one abnormal rating on Items 9-15, regardless of ratings given for the other items, he may check Item 16 "suspect" or "abnormal" but never "normal."
4. If the Examiner gives two or more abnormal ratings on Items 9-15, he must check Item 16 "abnormal."

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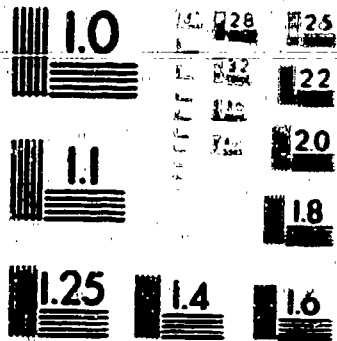
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5. On rare occasions an examiner might check Items 9-15 as "normal" and Item 16 as "suspect." In this case, he must give detailed reasons for his final diagnosis in a summary statement.
6. Deviations from the five guidelines above are permissible, provided that such deviations are accompanied by a detailed justification. For example, an examiner observing guideline 2 ordinarily should check Item 16 as "suspect"; however, it is readily conceivable that the examiner would prefer to rate the child as "abnormal" rather than "suspect", possibly derived from his assessment of the qualitative aspects of the child's test behavior.

Item 19 -- SUMMARY STATEMENT

If the examiner considers the child's overall development (Items 9-15) "suspect" or "abnormal," he must write a summary statement (short clinical report) giving the reasons for his final diagnosis. If the examiner considers the overall examination to be inadequate, he must describe in detail the conditions and the reasons why such an evaluation was indicated. Provisions for rescheduling administration of the battery should be made wherever possible.

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