



**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 braindamaged 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 36 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 103 mm. for the sides of the three triangles; and 25, 50 and 75 mm. for the diameters of the three circles.

Circles

2 large white  
2 large red  
2 large blue  
2 medium white  
1 medium red  
1 medium blue  
2 small white  
1 small red  
1 small blue

Squares

2 large white  
1 large red  
1 large blue  
1 medium white  
  
1 small white

Triangles

2 large white  
1 large red  
1 large blue  
1 medium white  
  
1 small white

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:

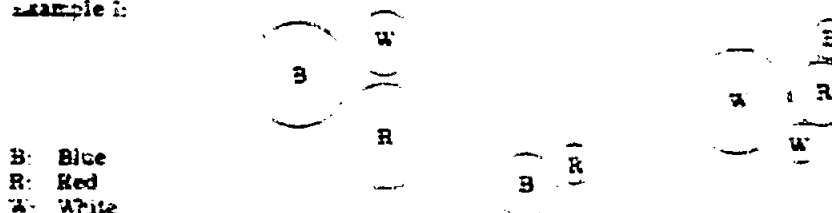
### Definitions:

- 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 laying 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.

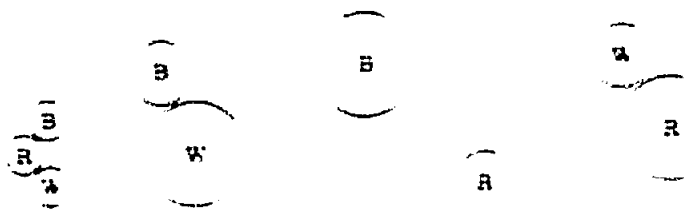
In Example I, the cluster of three blocks constitutes a group; the cluster of two blocks is also a group. Within the three block group is a subgroup of two circles which are alike in size. The two white blocks in the cluster of four form a subgroup. The cluster of four blocks forms an additional group.

### Example I:



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

### Example II:



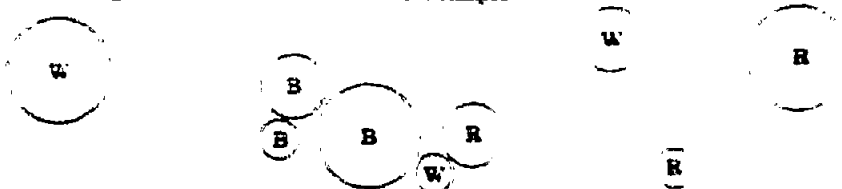
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# Manual for the Graham-Ernhart Block Sort Test

## Administration and Scoring. (Cont.)

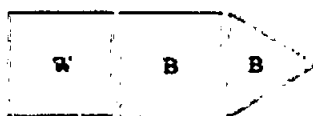
In Example III, the three blue circles within the group of five constitutes a subgroup of three blocks. Other blocks in the diagram are extraneous to this example.

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

Child



Examiner

Trial 2: Six white circles

Small Medium Large Small Medium Large

Child



Examiner

Trial 3: Six large white blocks

Circle Square Triangle Circle Square Triangle

Child



Examiner

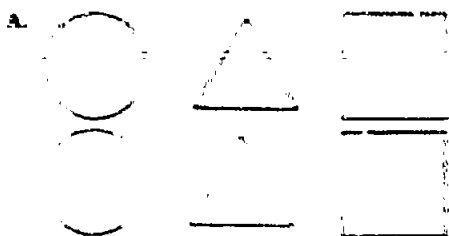
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# Manual for the Graham-Ernhart Block Sort Test

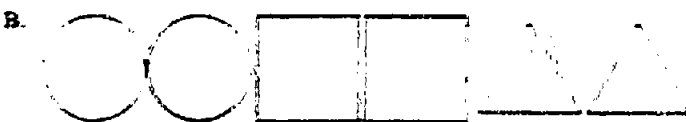
## Level III: Administration and Scoring. (Cont.)

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 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.

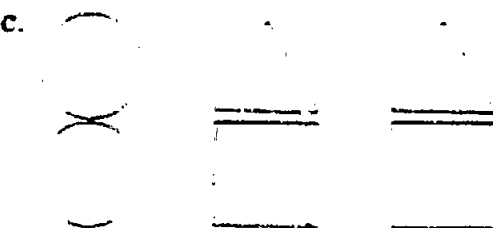
For the purposes of scoring, stacking or placing blocks in a row will be considered equally correct.



Correct sort: earns two points.



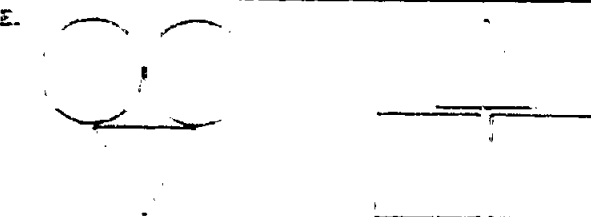
Correct sort: earns two points.



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



Partly correct sort: earns one point. There are only two misplacements (the two triangles).

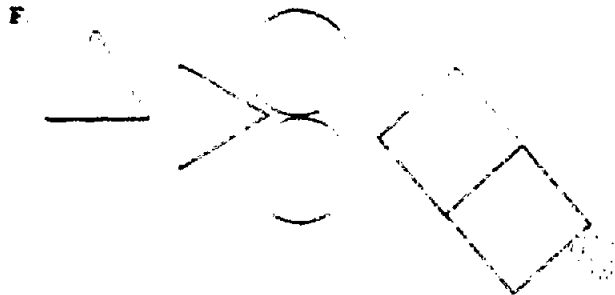


Partly correct sort: earns one point. There are only two misplacements (the two triangles).

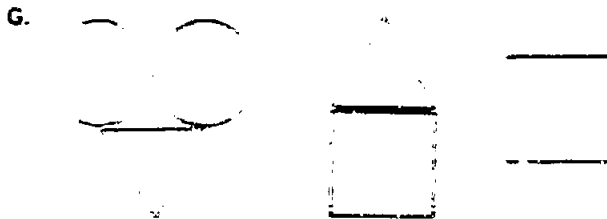
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Manual for the Graham-Ernhart Block Sort Test

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 mis-grouped 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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## 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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# Manual for the Graham-Erikson 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 C<sub>2</sub>. 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 contributions of Level IV to total raw score is 30.

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

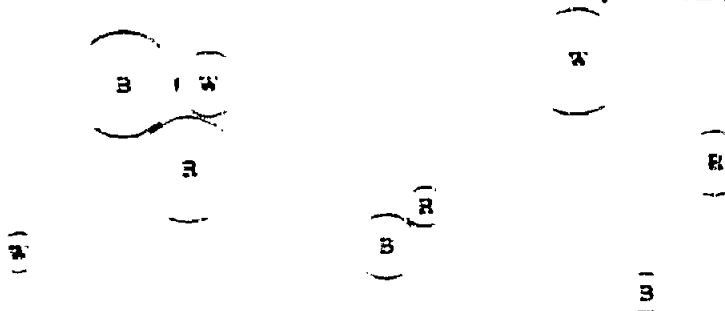
## Scoring Examples

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 C<sub>1</sub> and C<sub>2</sub>). Other errors are four leftovers and a paired misplacement (rule E).



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# Manual for the Graham-Erikson Block Sort Test

## Level IV: Administration and Scoring. (Cont.)

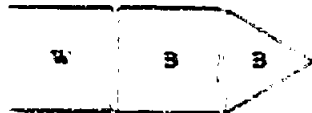
**Example B. Color and Form Problem. Nine errors.**

The two two-member subgroups of like form are part of a group containing misplacements (rule C<sub>1</sub>).



**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 C<sub>2</sub>.

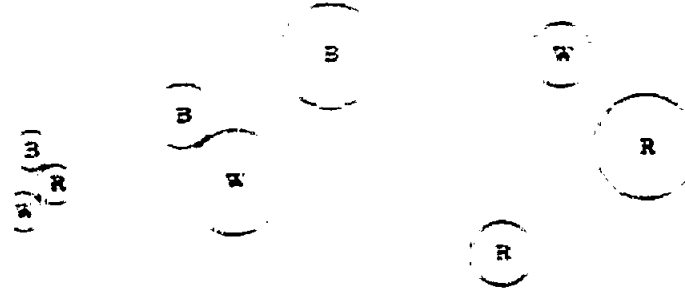


Remaining blocks scattered.

**Example D. Color and Size Problem. Six errors.**

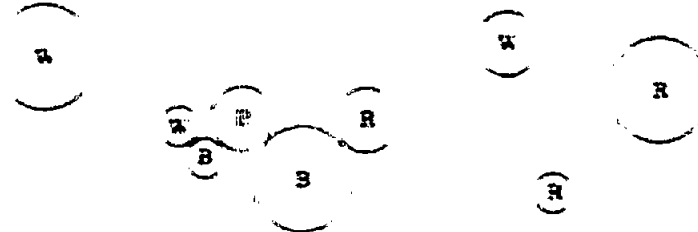
The group of three is considered correct by rule A.

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



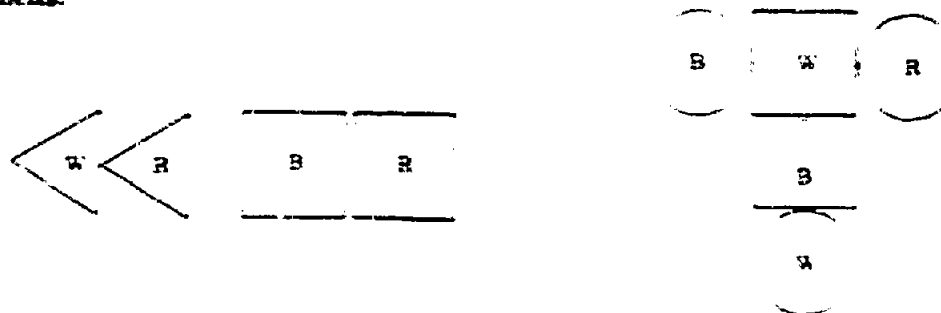
**Example E. Color and Size Problem. Six errors.**

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-Smith Block Sort Test

## Level IV Administration and Scoring (Cont.)

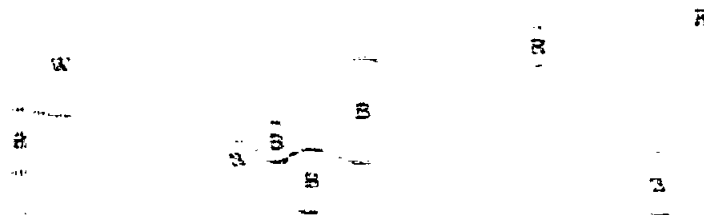
Example G Color and Size Problem. Five errors.

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.



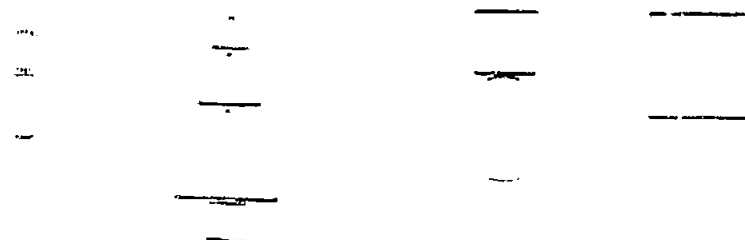
Example H Color and Size Problem. Five errors.

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.



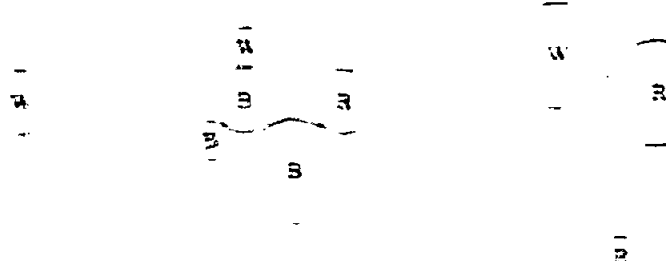
Example I Form and Size Problem. Four errors.

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.



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Manual for the Graham-Ernhart Block Sort Test

Level IV: Administration and Scoring. (Cont.)

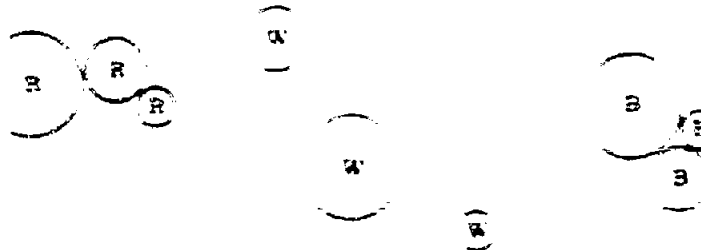
Example K. Color and Size Problem. Four errors.

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).



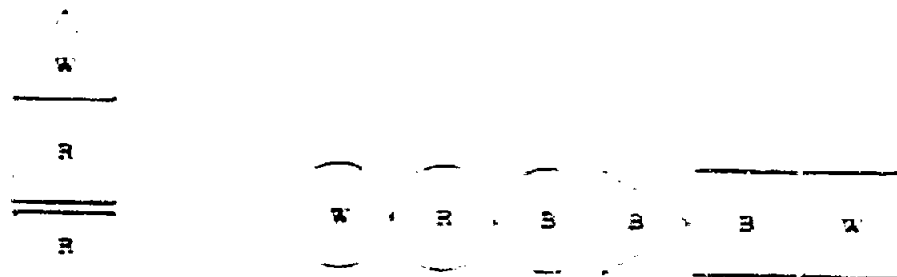
Example L. Size and Color Problem. Three errors.

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



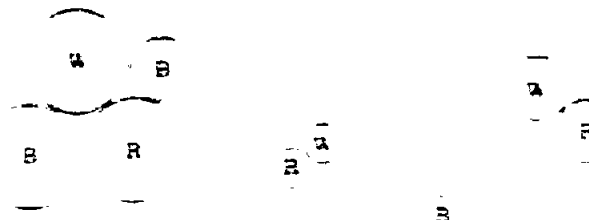
Example M. Color and Form Problem. Three errors.

The errors are represented by a group of three which contains a subgroup of two and a misplacement (rule C<sub>1</sub>). 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.

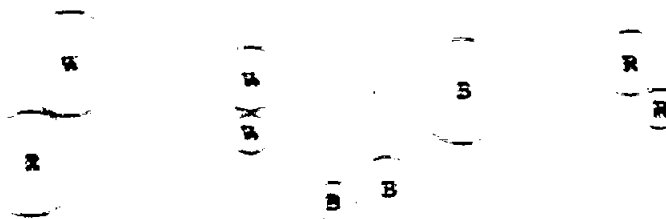


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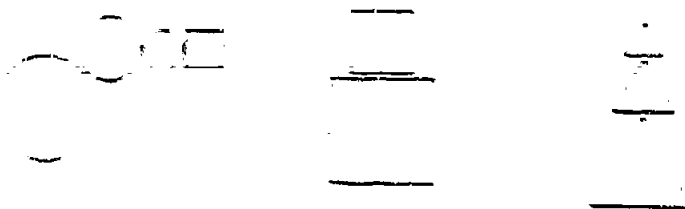
Manual for the Graham-Ernst Block Sort Test

Level IV: Administration and Scoring. (Cont.)

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



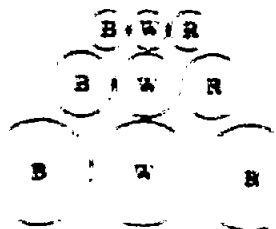
Example P. Form and Size Problem. Zero errors.  
The two-member square group and the three-member triangle group are correct by rule A. The row of four blocks is correct by rules B and D. It includes a subgroup of three circles and another of two blocks of like size.



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-Erikson Block Sort Test**

**Table of References**

- Erikson, C. B., Graham, Frances K., & Thurston, D. "Relationship of Neonatal Apnea to Development at Three Years." Am J. Obstet. Gynecol., 1950, 5, 504-510.
- Graham, Frances K., & Bertram, Evelyn W. "Criteria (Status of Behavior Tests for Brain Damage in Infants and Preschool Children." Amer. J. Orthopsychiat., 1961, 31, 713-727.
- Graham, Frances K., Erikson, 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).

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# 4-YEAR PSYCHOLOGICAL EXAMINATION

## MANUAL FOR THE MOTOR TEST

(For Form PS-12)

**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 an unwillingness to cooperate in the task after the examiner has indicated an attempt to administer the item.

**O - Omit:** The examiner elects not 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. For these levels of the cut-scores may be altered when additional Project procedures are available for analysis.

### Item 1 - Gross Motor Activities

**1. Line Walk:** Encourage child by words and demonstration to walk a ten-foot straight line without stepping off the line. The line should be made with three, fourths of an 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 report 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 demonstration to hop on one foot in place, and then to move 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. Hopping on both feet together is a failure. Give two trials per foot if the child will cooperate on that many attempts. If both attempts on a given foot fail to produce at least one acceptable hop, record as NR (no acceptable response) in the comments section of the scoring record. Do not score as a failure unless the child does not make at least one attempt on a foot. Record number of hops on the back of the child's foot separately. For summary report purposes, a pass consists of at least one hop on each foot.

### 3. Ball Catch

**a. Arrangement:** Attach a twine ball to a length of thin, heavy-duty twine. Thread the twine through a doorway in the ceiling and then to a hook or sewing machine 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 apart, are also marked.

**b. Directions:** Hold the twine of the ball so that it will strike the child on the level of his breast plate as swinging with a swing of three to four, stopping with his feet at one of the outside spots. (The examiner may make this adjustment in to see the child stand below the ball at rest and lower it to approximate 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, should stand a few 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 own speed. Give three trials. Record the method the child uses to attempt to catch the ball, e.g., as the twine swings under, over, under, the hands, over from body, or under arms for hands. Record as a failure if the child catches the ball and catches it by using the hands. Record as a failure if the child catches the ball by using the hands, catches the ball on the feet, or catches the ball after it has bounced off his body. Tell the Project experimenter, who will make a check on the child's attempt to catch the ball. For summary report purposes, a pass consists of catching the ball on the feet or hands.

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Manual for the Motor Test

Item 11 - Fine Motor Subtests.

1. **Wallis Pegboard 3** (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 Manual 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, Manual 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 forms.
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 20 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 subitems 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 volleyball (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.

(For purposes:

**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.

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## 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. **Epicranthic 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.

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#### 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 90 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**

*[Handwritten marks]*

**17. YEAR 13 (4 TESTS, 17 MONTHS EACH)**

☐ 1. "Picture Memory" (30 min)  
Score on L-4, 13, 4, 17, 17

☐ 2. "Block Building" (30 min)

☐ 3. "Picture Memory" (30 min)

\_\_\_\_\_

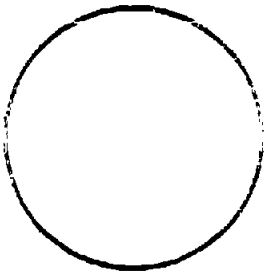
☐ 4. "Copying a cube" (30 min)

\_\_\_\_\_

Answer: Answering 3 eq to 100

\_\_\_\_\_

\_\_\_\_\_



| Page | Page |
|------|------|
| 1    | 2    |
| 1    | 2    |
| 1    | 2    |
| 1    | 2    |
| 1    | 2    |
| 1    | 2    |
| 1    | 2    |

☐ 5. Drawing a picture (30 min)  
See also form L-4, 13, 4, 17, 17

|   |   |
|---|---|
| 1 | 2 |
|---|---|

4-YEAR PSYCHOLOGICAL EXAMINATION  
GRAMM-BARNHART BLOCK SORT TEST

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

Form 1: 6 LARGE BLOCKS WITH 1 OF EACH COLOR AND SHAPE  
 \_\_\_\_\_ CORRECT  
 \_\_\_\_\_ RAW SCORE

INTERPRET:

3  
2  
1  
0

Form 2: 6 LARGE BLOCKS WITH 1 OF EACH COLOR AND SHAPE  
 \_\_\_\_\_ CORRECT  
 \_\_\_\_\_ RAW SCORE

INTERPRET:

3  
2  
1  
0

Form 3: 6 MEDIUM BLOCKS WITH 1 OF EACH COLOR AND SHAPE  
 \_\_\_\_\_ CORRECT  
 \_\_\_\_\_ RAW SCORE

INTERPRET:

3  
2  
1  
0

GR. SUMMARY

- 1. LEVEL IV: RAW SCORE: SUM OF ALL FORMS: \_\_\_\_\_
- 2. LEVEL III: RAW SCORE: SUM OF ALL FORMS: \_\_\_\_\_
- 3. LEVEL II: RAW SCORE: SUM OF ALL FORMS: \_\_\_\_\_
- 4. TOTAL RAW SCORE: \_\_\_\_\_

COLLECTION: RESEARCH  
 NATIONAL CENTER OF CHILDREN AND ADOLESCENTS  
 6055 UNIVERSITY AVENUE

1-90

PS-21  
 5 OF 5

PS-21

# 4-YEAR PSYCHOLOGICAL EXAMINATION MOTOR TEST

## 1. Fine Motor

1. Draw Paperwork (10 each for each hand)

PASS FAIL

Number of Pages

Right Hand \_\_\_\_\_

1 1

Left Hand \_\_\_\_\_

1 1

Once Hand - One Hand \_\_\_\_\_

1 1

Comments

2. Copy Form (transfer series of small numbers given as part of the form, once - for each - for each)

PASS FAIL

Vertical Line 1 (each out of 3 trials)

Trail 1 \_\_\_\_\_ Trail 2 \_\_\_\_\_ Trail 3 \_\_\_\_\_

1 1 1

Horizontal Line 1 (each out of 3 trials)

Trail 1 \_\_\_\_\_ Trail 2 \_\_\_\_\_ Trail 3 \_\_\_\_\_

1 1 1

Circle 1 (each out of 3 trials)

Trail 1 \_\_\_\_\_ Trail 2 \_\_\_\_\_ Trail 3 \_\_\_\_\_

1 1 1

Circle 2 (each out of 3 trials)

Trail 1 \_\_\_\_\_ Trail 2 \_\_\_\_\_ Trail 3 \_\_\_\_\_

1 1 1

Hand Drawing (each out of 3 trials) \_\_\_\_\_

1 1 1

Comments





# PS-16 4-Year Psychological Examination: 1944-1945 Form, Form 48

The SRA (Int-Intal) Form 48 was used to provide an intellectual assessment of the study's trainees during the initial four-year period of the study. The form was not revised through the years. In the winter of 1945, the form was revised to include the following items from the original form dated October 1944. The items from PS-16 were recorded as 1000-1006 of the original file (Table 1).

TABLE PS-16: NUMBER OF DATE RECORDS BY REVISION FOR FORM PS-16

| CARD NAME            | CARD NUMBER    | REV. NO. | NUMBER RECORDS |
|----------------------|----------------|----------|----------------|
| PS-26: SRA-M, Mother | 0126           | 0        | 105            |
|                      |                | 1        | 22,110         |
|                      |                |          | <hr/>          |
|                      |                |          | 22,215         |
|                      | total for term |          | 22,215         |



DATA FROM REFERENCE TO PS-26, A Non-verbal Form Ad

| DATA<br>ITEM | ITEM<br>ID | CRIM<br>NO | FROM<br>ID | DATA ITEM NAME                                                   |
|--------------|------------|------------|------------|------------------------------------------------------------------|
| 11.....      | 0126       |            | 1          | 9 CASE NUMBER (SEQUENCE, DATE YEAR, FOR NUMBER, REVISION NUMBER) |
| 12.....      | 0126       |            | 4          | 10 NINON CASE NUMBER                                             |
| 13.....PS-26 | 0126       |            | 15         | 20 NAME OF A NAME, LAST                                          |
| 14.....PS-26 | 0126       |            | 16         | 30 NAME OF NUMBER, FIRST LETTER, FIRST NAME                      |
| 15.....PS-26 | 0126       |            | 17         | 32 WITH IN, IN                                                   |
| 16.....PS-26 | 0126       |            | 18         | 34 WITH DATE (DAY)                                               |
| 17.....PS-26 | 0126       |            | 35         | 36 WITH DATE (YR)                                                |
| 18.....PS-26 | 0126       |            | 37         | 38 WITH                                                          |
| 19.....PS-26 | 0126       |            | 39         | 40 WITH                                                          |
| 20.....PS-26 | 0126       |            | 40         | 41 WITH PS-26 DATE (NO)                                          |
| 21.....PS-26 | 0126       |            | 42         | 43 WITH PS-26 DATE (DAY)                                         |
| 22.....PS-26 | 0126       |            | 44         | 45 WITH PS-26 DATE (YR)                                          |
| 23.....PS-26 | 0126       |            | 46         | 47 WITH NON VERBAL, TOTAL RAW SCORE                              |
| 24.....PS-26 | 0126       |            | 48         | 50 WITH NON VERBAL, RANGE, PERCENTILE                            |
| 25.....PS-26 | 0126       |            | 51         | 53 WITH NON VERBAL, RANGE, QUOTIENT                              |
| 26.....PS-26 | 0126       |            | 54         | 54 WITH NON VERBAL, RANGE, STARTING                              |
| 27.....      | 0126       |            | 55         | 60 WITH                                                          |
| 6019.....VAD |            |            | 1260       | 1261 WITH NONVERBAL, TOTAL RAW SCORE                             |
| 6020.....VAD |            |            | 1262       | 1263 WITH NONVERBAL, RANGE, QUOTIENT                             |

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

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

1. NAME OF MOTHER

2. DATE OF BIRTH M. AGE S. RACE N. DATE OF EXAM

3. EXAMINED BY

1. PATIENT IDENTIFICATION

LOOK AT THE ROW OF PICTURES BELOW

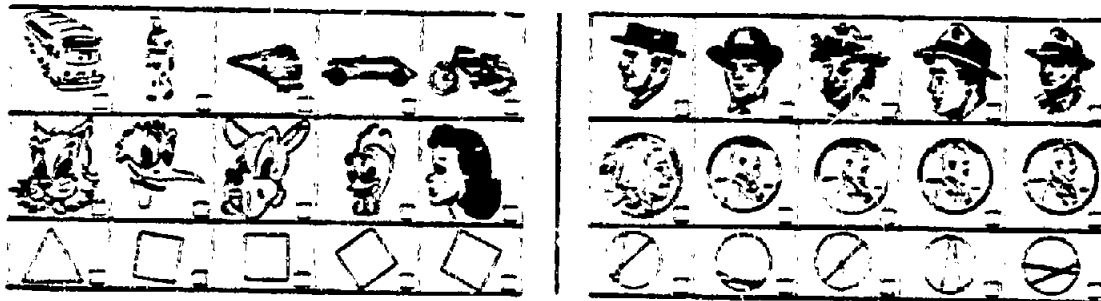


There are faces of four girls and a man. The man's face is the **MOST DIFFERENT** picture in the row. An X has been marked in the box under the man.

Now look at the next three rows of problems. 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.

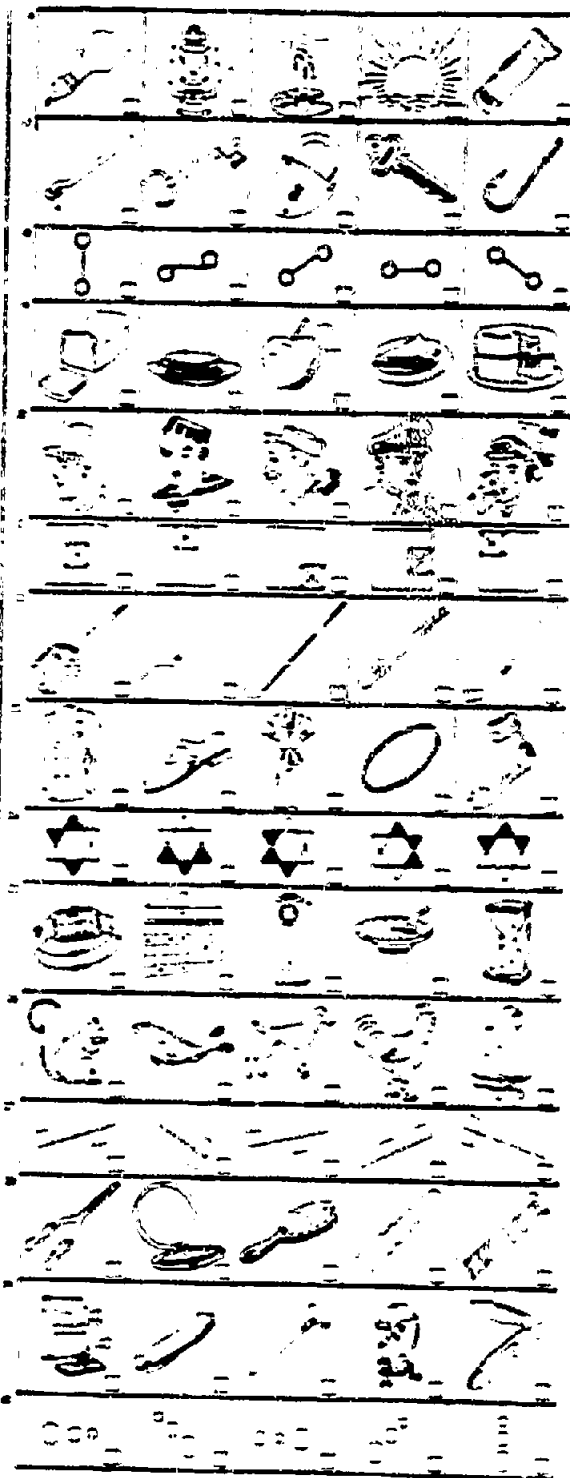
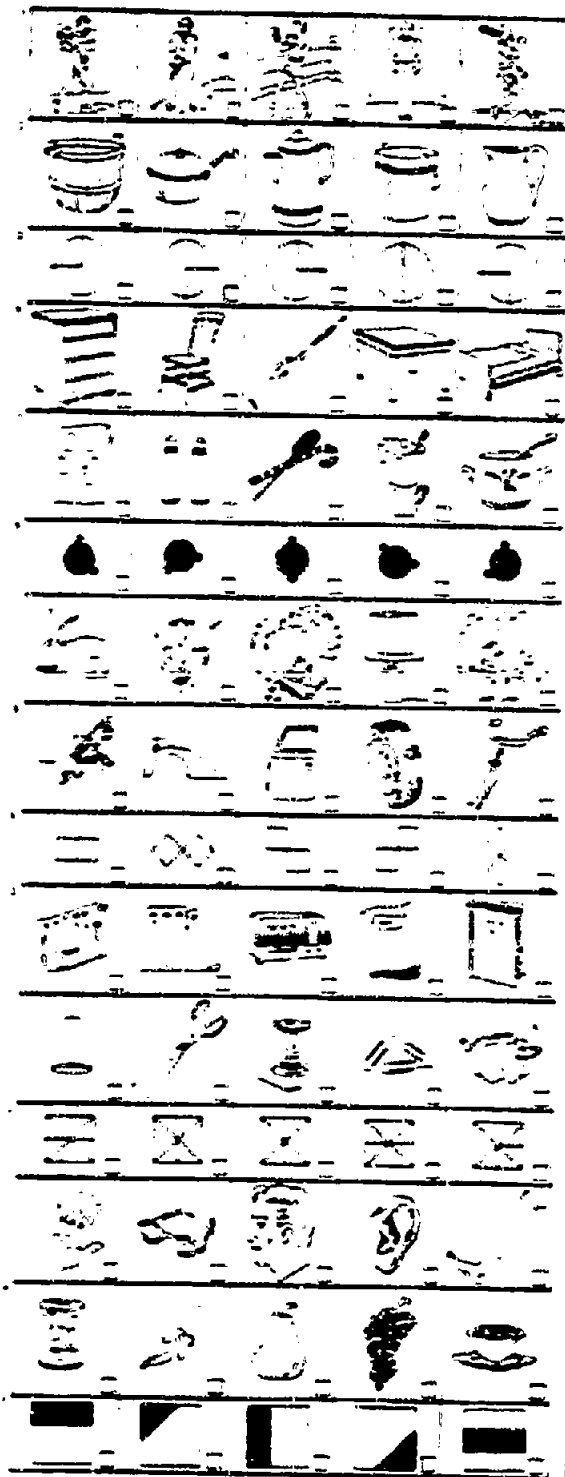


Now solve the problems below. In each row, put an X in the box of the picture that is **MOST DIFFERENT**. Make your answers visible. Do NOT make any marks except your answers. If you wish to change an answer, draw a circle around the box like this. Then mark the new answer in the box as was.



You should have marked the man wearing the hat, the triangle, the wing, the wing, the wheel, 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.

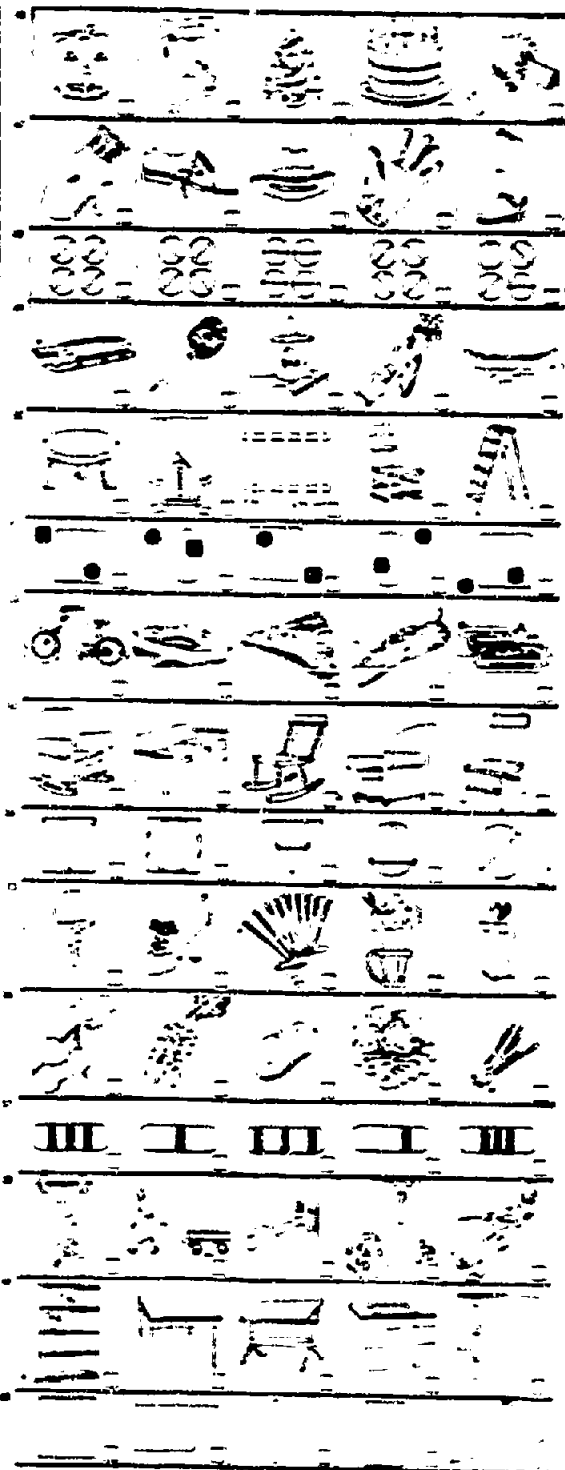
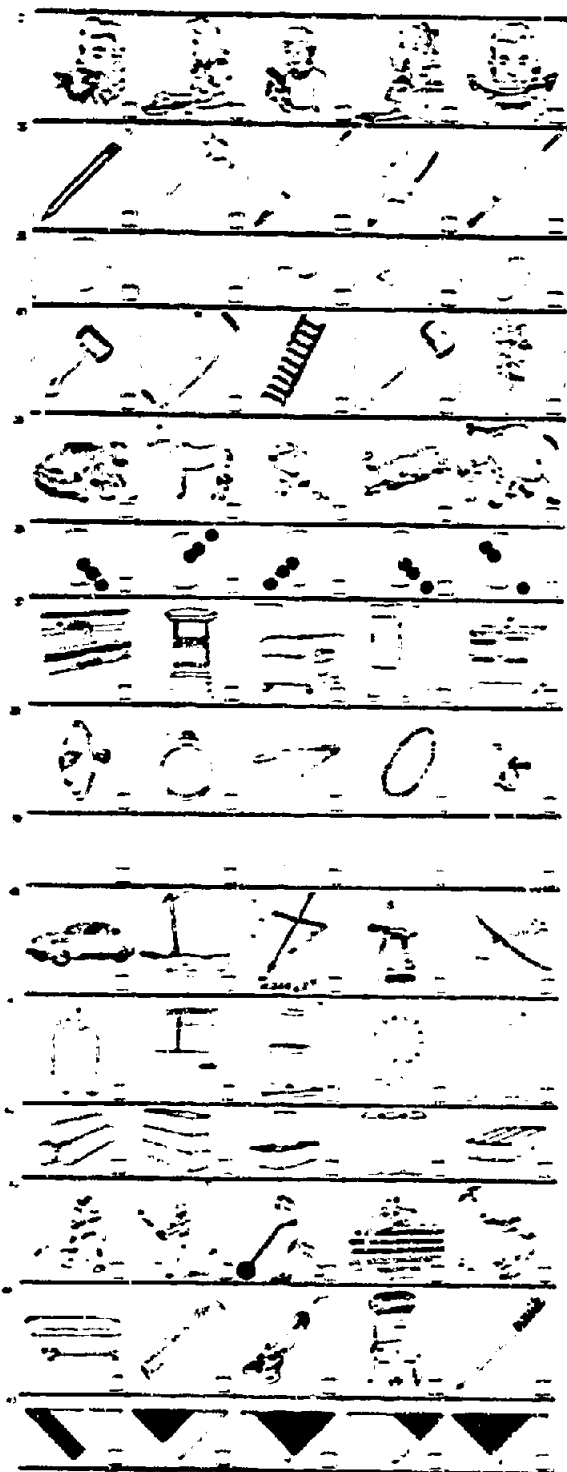
**STOP HERE--DO NOT TURN THE PAGE UNTIL THE EXAMINER TELLS YOU**



COLLAPSED AT DEBENTURE  
PER NATAL RESEARCH BRANCH - SINCE 1-1-  
SE-MEXIA A 1

To be used with PS-26.  
4-Year Period Open-Ended  
COLR-2751-26-1-65

TURN PAGE AND GO ON



10. ARBEITEN AN DER  
DER NACH DER NACH DER NACH DER  
NACH DER NACH DER NACH DER



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

| Form Item Number | DATA             | Form Item Number | Form Item Number                            | Form Item Number | Form Item Number |
|------------------|------------------|------------------|---------------------------------------------|------------------|------------------|
| Form Item Number | Form Item Number | Form Item Number | Form Item Number                            | Form Item Number | Form Item Number |
| 1                | 11..PS-26 0126   | 10               | 30 name of mother, first letter, first name |                  |                  |
| 2                | 11..PS-26 0126   | 15               | 30 name of mother, last                     |                  |                  |
| 3                | 16..PS-26 0126   | 11               | 14 birth date (day)                         |                  |                  |
| 4                | 16..PS-26 0126   | 11               | 12 birth date (month)                       |                  |                  |
| 5                | 17..PS-26 0126   | 15               | 16 birth date (year)                        |                  |                  |
| 6                | 18..PS-26 0126   | 13               | 14 age                                      |                  |                  |
| 7                | 19..PS-26 0126   | 12               | 14 age                                      |                  |                  |
| 8                | 21..PS-26 0126   | 42               | 43 form PS-26 date (day)                    |                  |                  |
| 9                | 21..PS-26 0126   | 40               | 43 form PS-26 date (month)                  |                  |                  |
| 10               | 22..PS-26 0126   | 44               | 45 form PS-26 date (year)                   |                  |                  |
| 11               | 0020....VAR      | 1262             | 1264 SHA nonverbal, rank, quotient          |                  |                  |
| 12               | 0010....VAR      | 1260             | 1261 SHA nonverbal, total raw score         |                  |                  |
| 13               | 44..PS-26 0126   | 48               | 50 SHA: non verbal, rank, percentile        |                  |                  |
| 14               | 45..PS-26 0126   | 51               | 51 SHA: non verbal, rank, quotient          |                  |                  |
| 15               | 46..PS-26 0126   | 54               | 54 SHA: non verbal, rank, scaling           |                  |                  |
| 16               | 41..PS-26 0126   | 46               | 47 SHA: non verbal, total raw score         |                  |                  |

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

| <u>FIELD</u>                     |                                                                                                                                                                                                           | <u>CARD</u><br><u>COLUMNS</u> |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1.                               | <u>Card Number</u><br>Code: 0                                                                                                                                                                             | 1                             |
| 2.                               | <u>Form Number</u><br>Code: 126                                                                                                                                                                           | 2-4                           |
| 3.                               | <u>Revision Number *</u><br>Code: 0 - Pre-test<br>1 - Form dated: 10/63                                                                                                                                   | 5                             |
| 4.                               | <u>NAIDB Number</u><br>Item 1<br>Five-digit number for Patient Identification<br>Code: As given                                                                                                           | 6-14                          |
| <b>MOTHER - MOTHER SURROGATE</b> |                                                                                                                                                                                                           |                               |
| 5.                               | <u>Name</u><br>Item 2<br>Sixteen-digit code for:<br><u>Last Name</u> (cols. 15-29)<br>Code: As given<br><u>First Letter First Name</u> (col. 30)<br>Code: As given<br>Blank - Unknown (other than Mother) | 15-30                         |
| 6.                               | <u>Date of Birth</u><br>Item 3<br>Six-digit code for:<br><u>Month</u> (cols. 31-32)<br><u>Day</u> (cols. 33-34)<br><u>Year</u> (cols. 35-36)<br>Code: As given<br>99 - Month, day or year unknown         | 31-36                         |
| 7.                               | <u>Age</u><br>Item 4<br>Code: As given<br>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 1964

| <u>FIELD</u> |                                                                                                                                          | <u>CARD<br/>COLUMN</u> |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 8.           | <u>Race</u><br><u>Item 5</u><br>Code: 1 - White<br>2 - Negro<br>3 - Oriental<br>4 - Puerto Rican<br>5 - Other<br>9 - Unknown             | 39                     |
| 9.           | <u>Date of Exam</u><br><u>Item 6</u><br>Code: Same as in Field 6                                                                         | 40-45                  |
| 10.          | <u>Total Raw Score</u><br><u>Item 7</u><br>Code: 00-60 - As given<br>62 - Exam not adequate                                              | 46-47                  |
| 11.          | <u>Rank: Percentile</u><br><u>Item 8</u><br>Code: 000-100 - As given<br>888 - Exam not adequate                                          | 48-50                  |
| 12.          | <u>Rank: Quotient</u><br><u>Item 9</u><br>Code: 060-1-0 - As given<br>888 - Exam not adequate                                            | 51-53                  |
| 13.          | <u>Rank: Stanine</u><br><u>Item 9</u><br>Code: 0 - Exam not adequate<br>1-9 - As given                                                   | 54                     |
| 14.          | <u>Relationship to Child</u><br>Code: 1 - Mother<br>2 - Adoptive Mother<br>3 - Foster Mother<br>4 - Guardian<br>5 - Other<br>9 - Unknown | 55                     |

# 4-YEAR PSYCHOLOGICAL EXAMINATION

WPA-41

FORM PL-26

|                 |       |   |       |   |        |   |   |   |   |
|-----------------|-------|---|-------|---|--------|---|---|---|---|
| ITEM NO ON FORM | 1     | 2 | 3     | 4 | 5      | 6 | 7 | 8 | 9 |
| CARD NO         | 0126  |   |       |   |        |   |   |   |   |
| NAME OF MOTHER  | LAST  |   | FIRST |   | MIDDLE |   |   |   |   |
| DATE OF BIRTH   | MONTH |   | DAY   |   | YEAR   |   |   |   |   |
| DATE OF EXAM    | MONTH |   | DAY   |   | YEAR   |   |   |   |   |
| TOTAL RAW SCORE |       |   |       |   |        |   |   |   |   |
| PERCENTILE      |       |   |       |   |        |   |   |   |   |
| QUOTIENT        |       |   |       |   |        |   |   |   |   |
| STANDARD        |       |   |       |   |        |   |   |   |   |
| BLANK           |       |   |       |   |        |   |   |   |   |

PS-26-1

11.1.102

PS-26

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

(For Investigation Assessment of Social Status or Mother-Surrogate)

1. NAME OF MOTHER

2. DATE OF BIRTH: MONTH DAY YEAR

3. EXAMINED BY

ADDRESS

PATIENT IDENTIFICATION

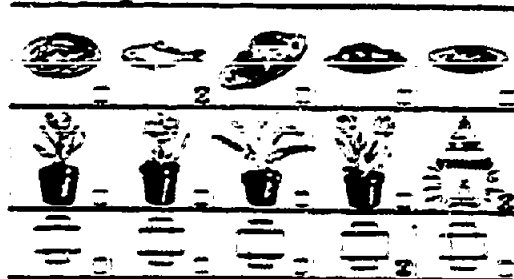
*Handwritten notes:*  
2-10-55  
1-6-55

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 to call you.



You were the proctors below. In each row, put an X in the box of the picture that is MOST DIFFERENT. Here your answers appear. Do NOT make any marks except your answers. If you wish to change an answer, draw a circle around the box (use this). Then make the new answer in the usual way.



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

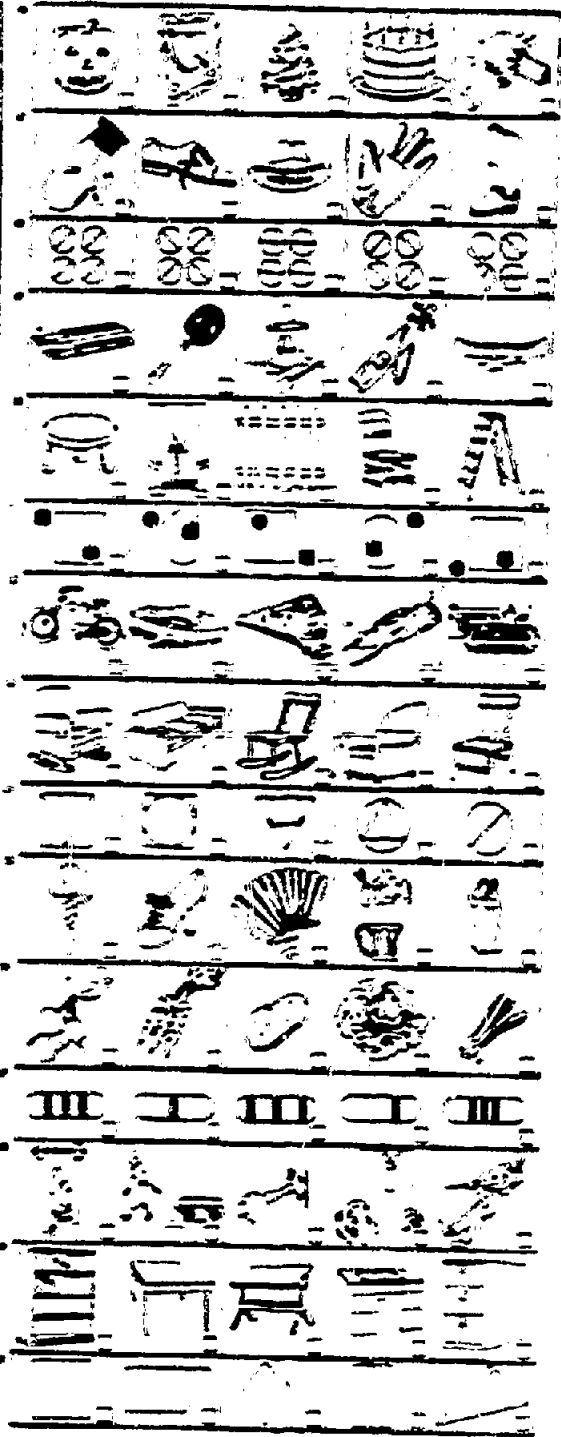
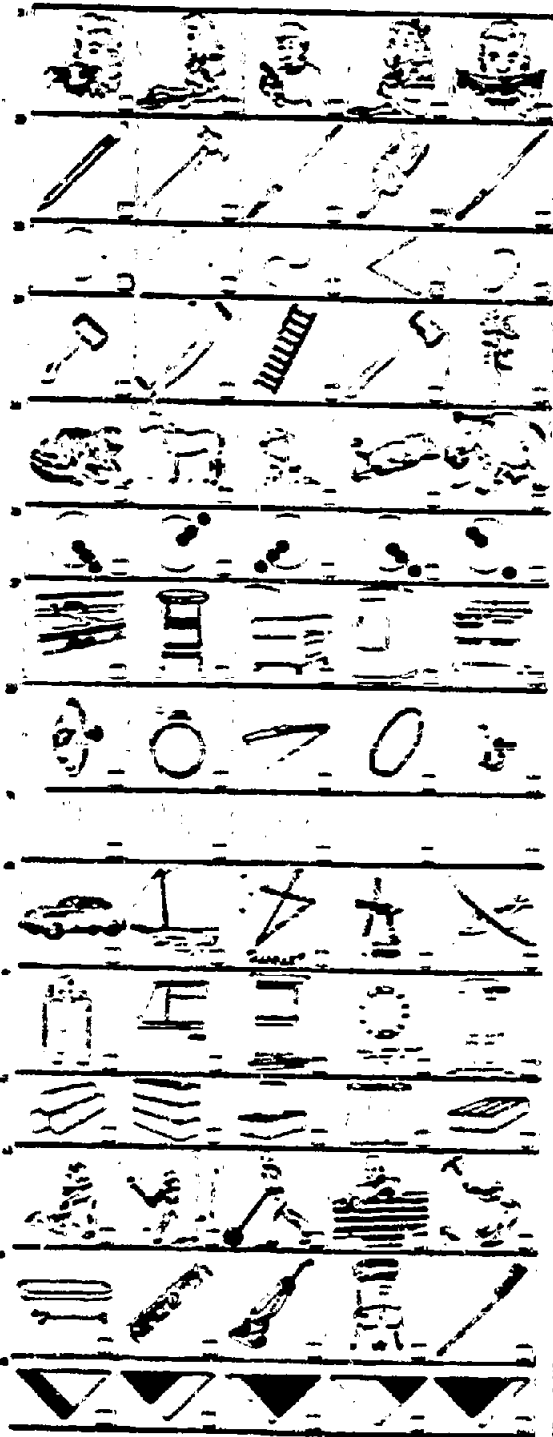
STOP HERE—DO NOT TURN THE PAGE UNTIL THE EXAMINER TELLS YOU

COLLEGE OF EDUCATION  
UNIVERSITY OF CALIFORNIA  
LOS ANGELES

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PS-26





12-11-1964  
 12-11-1964  
 12-11-1964





## 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-Verbal 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, 4 verbal and 3 performance, was administered. The Auditory-Verbal 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 FROMS WATERMARKING FORM PS-30, NUMBER TESTS SET TEST WITH ROUTING SLOTTING

| DATA      | TYPE | CAUSE | TYPE | DATA TYPE NAME                                                    |
|-----------|------|-------|------|-------------------------------------------------------------------|
| ITEM      | NO   | NO    | NO   |                                                                   |
| 1225..... | 1    | 1130  | 1    | 2 CARD NUMBER (SEQUENCE, FORM TYPE, FORM NUMBER, REVISION NUMBER) |
| 1226..... | 6    | 1130  | 6    | 14 MINOR PAGE NUMBER                                              |
| 1227..... | 15   | 1130  | 15   | 15 A10 (V2)                                                       |
| 1228..... | 16   | 1130  | 16   | 17 A10 (V2)                                                       |
| 1229..... | 18   | 1130  | 18   | 19 A10 (V2)                                                       |
| 1230..... | 19   | 1130  | 19   | 20 A10 (V2)                                                       |
| 1231..... | 20   | 1130  | 20   | 21 A10 (V2)                                                       |
| 1232..... | 21   | 1130  | 21   | 22 A10 (V2)                                                       |
| 1233..... | 22   | 1130  | 22   | 23 A10 (V2)                                                       |
| 1234..... | 23   | 1130  | 23   | 24 A10 (V2)                                                       |
| 1235..... | 24   | 1130  | 24   | 25 A10 (V2)                                                       |
| 1236..... | 25   | 1130  | 25   | 26 A10 (V2)                                                       |
| 1237..... | 26   | 1130  | 26   | 27 A10 (V2)                                                       |
| 1238..... | 27   | 1130  | 27   | 28 A10 (V2)                                                       |
| 1239..... | 28   | 1130  | 28   | 29 A10 (V2)                                                       |
| 1240..... | 29   | 1130  | 29   | 30 A10 (V2)                                                       |
| 1241..... | 30   | 1130  | 30   | 31 A10 (V2)                                                       |
| 1242..... | 31   | 1130  | 31   | 32 A10 (V2)                                                       |
| 1243..... | 32   | 1130  | 32   | 33 A10 (V2)                                                       |
| 1244..... | 33   | 1130  | 33   | 34 A10 (V2)                                                       |
| 1245..... | 34   | 1130  | 34   | 35 A10 (V2)                                                       |
| 1246..... | 35   | 1130  | 35   | 36 A10 (V2)                                                       |
| 1247..... | 36   | 1130  | 36   | 37 A10 (V2)                                                       |
| 1248..... | 37   | 1130  | 37   | 38 A10 (V2)                                                       |
| 1249..... | 38   | 1130  | 38   | 39 A10 (V2)                                                       |
| 1250..... | 39   | 1130  | 39   | 40 A10 (V2)                                                       |
| 1251..... | 40   | 1130  | 40   | 41 A10 (V2)                                                       |
| 1252..... | 41   | 1130  | 41   | 42 A10 (V2)                                                       |
| 1253..... | 42   | 1130  | 42   | 43 A10 (V2)                                                       |
| 1254..... | 43   | 1130  | 43   | 44 A10 (V2)                                                       |
| 1255..... | 44   | 1130  | 44   | 45 A10 (V2)                                                       |
| 1256..... | 45   | 1130  | 45   | 46 A10 (V2)                                                       |
| 1257..... | 46   | 1130  | 46   | 47 A10 (V2)                                                       |
| 1258..... | 47   | 1130  | 47   | 48 A10 (V2)                                                       |
| 1259..... | 48   | 1130  | 48   | 49 A10 (V2)                                                       |
| 1260..... | 49   | 1130  | 49   | 50 A10 (V2)                                                       |
| 1261..... | 50   | 1130  | 50   | 51 A10 (V2)                                                       |
| 1262..... | 51   | 1130  | 51   | 52 A10 (V2)                                                       |
| 1263..... | 52   | 1130  | 52   | 53 A10 (V2)                                                       |
| 1264..... | 53   | 1130  | 53   | 54 A10 (V2)                                                       |
| 1265..... | 54   | 1130  | 54   | 55 A10 (V2)                                                       |
| 1266..... | 55   | 1130  | 55   | 56 A10 (V2)                                                       |
| 1267..... | 56   | 1130  | 56   | 57 A10 (V2)                                                       |
| 1268..... | 57   | 1130  | 57   | 58 A10 (V2)                                                       |
| 1269..... | 58   | 1130  | 58   | 59 A10 (V2)                                                       |
| 1270..... | 59   | 1130  | 59   | 60 A10 (V2)                                                       |
| 1271..... | 60   | 1130  | 60   | 61 A10 (V2)                                                       |
| 1272..... | 61   | 1130  | 61   | 62 A10 (V2)                                                       |
| 1273..... | 62   | 1130  | 62   | 63 A10 (V2)                                                       |
| 1274..... | 63   | 1130  | 63   | 64 A10 (V2)                                                       |
| 1275..... | 64   | 1130  | 64   | 65 A10 (V2)                                                       |
| 1276..... | 65   | 1130  | 65   | 66 A10 (V2)                                                       |
| 1277..... | 66   | 1130  | 66   | 67 A10 (V2)                                                       |
| 1278..... | 67   | 1130  | 67   | 68 A10 (V2)                                                       |
| 1279..... | 68   | 1130  | 68   | 69 A10 (V2)                                                       |
| 1280..... | 69   | 1130  | 69   | 70 A10 (V2)                                                       |
| 1281..... | 70   | 1130  | 70   | 71 A10 (V2)                                                       |
| 1282..... | 71   | 1130  | 71   | 72 A10 (V2)                                                       |
| 1283..... | 72   | 1130  | 72   | 73 A10 (V2)                                                       |
| 1284..... | 73   | 1130  | 73   | 74 A10 (V2)                                                       |
| 1285..... | 74   | 1130  | 74   | 75 A10 (V2)                                                       |
| 1286..... | 75   | 1130  | 75   | 76 A10 (V2)                                                       |
| 1287..... | 76   | 1130  | 76   | 77 A10 (V2)                                                       |
| 1288..... | 77   | 1130  | 77   | 78 A10 (V2)                                                       |
| 1289..... | 78   | 1130  | 78   | 79 A10 (V2)                                                       |
| 1290..... | 79   | 1130  | 79   | 80 A10 (V2)                                                       |
| 1291..... | 80   | 1130  | 80   | 81 A10 (V2)                                                       |
| 1292..... | 81   | 1130  | 81   | 82 A10 (V2)                                                       |
| 1293..... | 82   | 1130  | 82   | 83 A10 (V2)                                                       |
| 1294..... | 83   | 1130  | 83   | 84 A10 (V2)                                                       |
| 1295..... | 84   | 1130  | 84   | 85 A10 (V2)                                                       |
| 1296..... | 85   | 1130  | 85   | 86 A10 (V2)                                                       |
| 1297..... | 86   | 1130  | 86   | 87 A10 (V2)                                                       |
| 1298..... | 87   | 1130  | 87   | 88 A10 (V2)                                                       |
| 1299..... | 88   | 1130  | 88   | 89 A10 (V2)                                                       |
| 1300..... | 89   | 1130  | 89   | 90 A10 (V2)                                                       |
| 1301..... | 90   | 1130  | 90   | 91 A10 (V2)                                                       |
| 1302..... | 91   | 1130  | 91   | 92 A10 (V2)                                                       |
| 1303..... | 92   | 1130  | 92   | 93 A10 (V2)                                                       |
| 1304..... | 93   | 1130  | 93   | 94 A10 (V2)                                                       |
| 1305..... | 94   | 1130  | 94   | 95 A10 (V2)                                                       |
| 1306..... | 95   | 1130  | 95   | 96 A10 (V2)                                                       |
| 1307..... | 96   | 1130  | 96   | 97 A10 (V2)                                                       |
| 1308..... | 97   | 1130  | 97   | 98 A10 (V2)                                                       |
| 1309..... | 98   | 1130  | 98   | 99 A10 (V2)                                                       |
| 1310..... | 99   | 1130  | 99   | 100 A10 (V2)                                                      |
| 1311..... | 100  | 1130  | 100  | 101 A10 (V2)                                                      |
| 1312..... | 101  | 1130  | 101  | 102 A10 (V2)                                                      |
| 1313..... | 102  | 1130  | 102  | 103 A10 (V2)                                                      |
| 1314..... | 103  | 1130  | 103  | 104 A10 (V2)                                                      |
| 1315..... | 104  | 1130  | 104  | 105 A10 (V2)                                                      |
| 1316..... | 105  | 1130  | 105  | 106 A10 (V2)                                                      |
| 1317..... | 106  | 1130  | 106  | 107 A10 (V2)                                                      |
| 1318..... | 107  | 1130  | 107  | 108 A10 (V2)                                                      |
| 1319..... | 108  | 1130  | 108  | 109 A10 (V2)                                                      |
| 1320..... | 109  | 1130  | 109  | 110 A10 (V2)                                                      |
| 1321..... | 110  | 1130  | 110  | 111 A10 (V2)                                                      |
| 1322..... | 111  | 1130  | 111  | 112 A10 (V2)                                                      |
| 1323..... | 112  | 1130  | 112  | 113 A10 (V2)                                                      |
| 1324..... | 113  | 1130  | 113  | 114 A10 (V2)                                                      |
| 1325..... | 114  | 1130  | 114  | 115 A10 (V2)                                                      |
| 1326..... | 115  | 1130  | 115  | 116 A10 (V2)                                                      |
| 1327..... | 116  | 1130  | 116  | 117 A10 (V2)                                                      |
| 1328..... | 117  | 1130  | 117  | 118 A10 (V2)                                                      |
| 1329..... | 118  | 1130  | 118  | 119 A10 (V2)                                                      |
| 1330..... | 119  | 1130  | 119  | 120 A10 (V2)                                                      |
| 1331..... | 120  | 1130  | 120  | 121 A10 (V2)                                                      |
| 1332..... | 121  | 1130  | 121  | 122 A10 (V2)                                                      |
| 1333..... | 122  | 1130  | 122  | 123 A10 (V2)                                                      |
| 1334..... | 123  | 1130  | 123  | 124 A10 (V2)                                                      |
| 1335..... | 124  | 1130  | 124  | 125 A10 (V2)                                                      |
| 1336..... | 125  | 1130  | 125  | 126 A10 (V2)                                                      |
| 1337..... | 126  | 1130  | 126  | 127 A10 (V2)                                                      |
| 1338..... | 127  | 1130  | 127  | 128 A10 (V2)                                                      |
| 1339..... | 128  | 1130  | 128  | 129 A10 (V2)                                                      |
| 1340..... | 129  | 1130  | 129  | 130 A10 (V2)                                                      |
| 1341..... | 130  | 1130  | 130  | 131 A10 (V2)                                                      |
| 1342..... | 131  | 1130  | 131  | 132 A10 (V2)                                                      |
| 1343..... | 132  | 1130  | 132  | 133 A10 (V2)                                                      |
| 1344..... | 133  | 1130  | 133  | 134 A10 (V2)                                                      |
| 1345..... | 134  | 1130  | 134  | 135 A10 (V2)                                                      |
| 1346..... | 135  | 1130  | 135  | 136 A10 (V2)                                                      |
| 1347..... | 136  | 1130  | 136  | 137 A10 (V2)                                                      |
| 1348..... | 137  | 1130  | 137  | 138 A10 (V2)                                                      |
| 1349..... | 138  | 1130  | 138  | 139 A10 (V2)                                                      |
| 1350..... | 139  | 1130  | 139  | 140 A10 (V2)                                                      |
| 1351..... | 140  | 1130  | 140  | 141 A10 (V2)                                                      |
| 1352..... | 141  | 1130  | 141  | 142 A10 (V2)                                                      |
| 1353..... | 142  | 1130  | 142  | 143 A10 (V2)                                                      |
| 1354..... | 143  | 1130  | 143  | 144 A10 (V2)                                                      |
| 1355..... | 144  | 1130  | 144  | 145 A10 (V2)                                                      |
| 1356..... | 145  | 1130  | 145  | 146 A10 (V2)                                                      |
| 1357..... | 146  | 1130  | 146  | 147 A10 (V2)                                                      |
| 1358..... | 147  | 1130  | 147  | 148 A10 (V2)                                                      |
| 1359..... | 148  | 1130  | 148  | 149 A10 (V2)                                                      |
| 1360..... | 149  | 1130  | 149  | 150 A10 (V2)                                                      |
| 1361..... | 150  | 1130  | 150  | 151 A10 (V2)                                                      |
| 1362..... | 151  | 1130  | 151  | 152 A10 (V2)                                                      |
| 1363..... | 152  | 1130  | 152  | 153 A10 (V2)                                                      |
| 1364..... | 153  | 1130  | 153  | 154 A10 (V2)                                                      |
| 1365..... | 154  | 1130  | 154  | 155 A10 (V2)                                                      |
| 1366..... | 155  | 1130  | 155  | 156 A10 (V2)                                                      |
| 1367..... | 156  | 1130  | 156  | 157 A10 (V2)                                                      |
| 1368..... | 157  | 1130  | 157  | 158 A10 (V2)                                                      |
| 1369..... | 158  | 1130  | 158  | 159 A10 (V2)                                                      |
| 1370..... | 159  | 1130  | 159  | 160 A10 (V2)                                                      |
| 1371..... | 160  | 1130  | 160  | 161 A10 (V2)                                                      |
| 1372..... | 161  | 1130  | 161  | 162 A10 (V2)                                                      |
| 1373..... | 162  | 1130  | 162  | 163 A10 (V2)                                                      |
| 1374..... | 163  | 1130  | 163  | 164 A10 (V2)                                                      |
| 1375..... | 164  | 1130  | 164  | 165 A10 (V2)                                                      |
| 1376..... | 165  | 1130  | 165  | 166 A10 (V2)                                                      |
| 1377..... | 166  | 1130  | 166  | 167 A10 (V2)                                                      |
| 1378..... | 167  | 1130  | 167  | 168 A10 (V2)                                                      |
| 1379..... | 168  | 1130  | 168  | 169 A10 (V2)                                                      |
| 1380..... | 169  | 1130  | 169  | 170 A10 (V2)                                                      |
| 1381..... | 170  | 1130  | 170  | 171 A10 (V2)                                                      |
| 1382..... | 171  | 1130  | 171  | 172 A10 (V2)                                                      |
| 1383..... | 172  | 1130  | 172  | 173 A10 (V2)                                                      |
| 1384..... | 173  | 1130  | 173  | 174 A10 (V2)                                                      |
| 1385..... | 174  | 1130  | 174  | 175 A10 (V2)                                                      |
| 1386..... | 175  | 1130  | 175  | 176 A10 (V2)                                                      |
| 1387..... | 176  | 1130  | 176  | 177 A10 (V2)                                                      |
| 1388..... | 177  | 1130  | 177  | 178 A10 (V2)                                                      |
| 1389..... | 178  | 1130  | 178  | 179 A10 (V2)                                                      |
| 1390..... | 179  | 1130  | 179  | 180 A10 (V2)                                                      |
| 1391..... | 180  | 1130  | 180  | 181 A10 (V2)                                                      |
| 1392..... | 181  | 1130  | 181  | 182 A10 (V2)                                                      |
| 1393..... | 182  | 1130  | 182  | 183 A10 (V2)                                                      |
| 1394..... | 183  | 1130  | 183  | 184 A10 (V2)                                                      |
| 1395..... | 184  | 1130  | 184  | 185 A10 (V2)                                                      |
| 1396..... | 185  | 1130  | 185  | 186 A10 (V2)                                                      |
| 1397..... | 186  | 1130  | 186  | 187 A10 (V2)                                                      |
| 1398..... | 187  | 1130  | 187  | 188 A10 (V2)                                                      |
| 1399..... | 188  | 1130  | 188  | 189 A10 (V2)                                                      |
| 1400..... | 189  | 1130  | 189  | 190 A10 (V2)                                                      |
| 1401..... | 190  | 1130  | 190  | 191 A10 (V2)                                                      |
| 1402..... | 191  | 1130  | 191  | 192 A10 (V2)                                                      |
| 1403..... | 192  | 1130  | 192  | 193 A10 (V2)                                                      |
| 1404..... | 193  | 1130  | 193  | 194 A10 (V2)                                                      |
| 1405..... | 194  | 1130  | 194  | 195 A10 (V2)                                                      |
| 1406..... | 195  | 1130  | 195  | 196 A10 (V2)                                                      |
| 1407..... | 196  | 1130  | 196  | 197 A10 (V2)                                                      |
| 1408..... | 197  | 1130  | 197  | 198 A10 (V2)                                                      |
| 1409..... | 198  | 1130  | 198  | 199 A10 (V2)                                                      |
| 1410..... | 199  | 1130  | 199  | 200 A10 (V2)                                                      |
| 1411..... | 200  | 1130  | 200  | 201 A10 (V2)                                                      |
| 1412..... | 201  | 1130  | 201  | 202 A10 (V2)                                                      |
| 1413..... | 202  | 1130  | 202  | 203 A10 (V2)                                                      |
| 1414..... | 203  | 1130  | 203  | 204 A10 (V2)                                                      |
| 1415..... | 204  | 1130  | 204  | 205 A10 (V2)                                                      |
| 1416..... | 205  | 1130  | 205  | 206 A10 (V2)                                                      |
| 1417..... | 206  | 1130  | 206  | 207 A10 (V2)                                                      |
| 1418..... | 207  | 1130  | 207  | 208 A10 (V2)                                                      |
| 1419..... | 208  | 1130  | 208  | 209 A10 (V2)                                                      |
| 1420..... | 209  | 1130  | 209  | 210 A10 (V2)                                                      |
| 1421..... | 210  | 1130  | 210  | 211 A10 (V2)                                                      |
| 1422..... | 211  | 1130  | 211  | 212 A10 (V2)                                                      |
| 1423..... | 212  | 1130  | 212  | 213 A10 (V2)                                                      |
| 1424..... | 213  | 1130  | 213  | 214 A10 (V2)                                                      |
| 1425..... | 214  | 1130  | 214  | 215 A10 (V2)                                                      |
| 1426..... | 215  | 1130  | 215  | 216 A10 (V2)                                                      |
| 1427..... | 216  | 1130  | 216  | 217 A10 (V2)                                                      |
| 1428..... | 217  | 1130  | 217  | 218 A10 (V2)                                                      |
| 1429..... | 218  | 1130  | 218  | 219 A10 (V2)                                                      |
| 1430..... | 219  | 1130  | 219  | 220 A10 (V2)                                                      |
| 1431..... | 220  | 1130  | 220  | 221 A10 (V2)                                                      |
| 1432..... | 221  | 1130  | 221  | 222 A10 (V2)                                                      |
| 1433..... | 222  | 1130  | 222  | 223 A10 (V2)                                                      |
| 1434..... | 223  | 1130  | 223  | 224 A10 (V2)                                                      |
| 1435..... | 224  | 1130  | 224  | 225 A10 (V2)                                                      |
| 1436..... | 225  | 1130  | 225  | 226 A10 (V2)                                                      |
| 1437..... | 226  | 1130  | 226  | 227 A10 (V2)                                                      |
| 1438..... | 227  | 1130  | 227  | 228 A10 (V2)                                                      |
| 1439..... | 228  | 1130  | 228  | 229 A10 (V2)                                                      |
| 1440..... | 229  | 1130  | 229  | 230 A10 (V2)                                                      |
| 1441..... | 230  | 1130  | 230  | 231 A10 (V2)                                                      |
| 1442..... | 231  | 1130  | 231  | 232 A10 (V2)                                                      |
| 1443..... | 232  | 1130  | 232  | 233 A10 (V2)                                                      |
| 1444..... | 233  | 1130  | 233  | 234 A10 (V2)                                                      |
| 1445..... | 234  | 1130  | 234  | 235 A10 (V2)                                                      |
| 1446..... | 235  | 1130  | 235  | 236 A10 (V2)                                                      |
| 1447..... | 236  | 1130  | 236  | 237 A10 (V2)                                                      |
| 1448..... | 237  | 1130  | 237  | 238 A10 (V2)                                                      |
| 1449..... | 238  | 1130  | 238  | 239 A10 (V2)                                                      |
| 1450..... | 239  | 1130  | 239  | 240 A10 (V2)                                                      |
| 1451..... | 240  | 1130  | 240  |                                                                   |

DATA ITEMS IDENTIFYING FORM PS-30, HENDER TESTS (See Health Supply Catalog)

| DATA<br>ITEM<br>TO | ITEM<br>IN<br>FROM | CARD<br>NUM | FROM<br>TO | DATA ITEM NAME                                                     |
|--------------------|--------------------|-------------|------------|--------------------------------------------------------------------|
| 1262..05-10        | 17                 | 1110        | 57         | 57 HENDER TESTS: Test Figure 6, preservation                       |
| 1263..05-10        | 17                 | 1110        | 58         | 58 HENDER TESTS: Test Figure 6, score                              |
| 1264..05-10        | 18                 | 1110        | 59         | 59 HENDER TESTS: Test Figure 7, distortion of shade, discoloration |
| 1265..05-10        | 18                 | 1110        | 60         | 60 HENDER TESTS: Test Figure 7, distortion of shade, hexagons      |
| 1266..05-10        | 18                 | 1110        | 61         | 61 HENDER TESTS: Test Figure 7, integration                        |
| 1267..05-10        | 18                 | 1110        | 62         | 62 HENDER TESTS: Test Figure 7, integration                        |
| 1268..05-10        | 18                 | 1110        | 63         | 63 HENDER TESTS: Test Figure 7, score                              |
| 1269..05-10        | 19                 | 1110        | 64         | 64 HENDER TESTS: Test Figure 8, distortion of shade                |
| 1270..05-10        | 19                 | 1110        | 65         | 65 HENDER TESTS: Test Figure 8, integration                        |
| 1271..05-10        | 19                 | 1110        | 66         | 66 HENDER TESTS: Test Figure 8, score                              |
| 1272..05-10        | 20                 | 1110        | 67         | 67 HENDER TESTS: Total score                                       |
| 1273..05-10        | 20                 | 1110        | 68         | 68 HENDER TESTS: Adequacy of elimination                           |
| 1274..05-10        | 20                 | 1110        | 69         | 69 HENDER TESTS: Adequacy of elimination                           |
| 1275.....          |                    | 1110        | 70         | 70 HENDER TESTS: Time (sec)                                        |
| 1276.....          |                    | 1110        | 71         | 71 HENDER TESTS: Time (sec)                                        |
| 1277.....          |                    | 1110        | 72         | 72 HENDER TESTS: Time (sec)                                        |
| 1278.....          |                    | 1110        | 73         | 73 HENDER TESTS: Time (sec)                                        |
| 1279.....          |                    | 1110        | 74         | 74 HENDER TESTS: Time (sec)                                        |
| 1280.....          |                    | 1110        | 75         | 75 HENDER TESTS: Time (sec)                                        |
| 1281.....          |                    | 1110        | 76         | 76 HENDER TESTS: Time (sec)                                        |
| 1282.....          |                    | 1110        | 77         | 77 HENDER TESTS: Time (sec)                                        |
| 1283.....          |                    | 1110        | 78         | 78 HENDER TESTS: Time (sec)                                        |
| 1284.....          |                    | 1110        | 79         | 79 HENDER TESTS: Time (sec)                                        |
| 1285.....          |                    | 1110        | 80         | 80 HENDER TESTS: Time (sec)                                        |
| 1286.....          |                    | 1110        | 81         | 81 HENDER TESTS: Time (sec)                                        |
| 1287.....          |                    | 1110        | 82         | 82 HENDER TESTS: Time (sec)                                        |
| 1288.....          |                    | 1110        | 83         | 83 HENDER TESTS: Time (sec)                                        |
| 1289.....          |                    | 1110        | 84         | 84 HENDER TESTS: Time (sec)                                        |
| 1290.....          |                    | 1110        | 85         | 85 HENDER TESTS: Time (sec)                                        |
| 1291.....          |                    | 1110        | 86         | 86 HENDER TESTS: Time (sec)                                        |
| 1292.....          |                    | 1110        | 87         | 87 HENDER TESTS: Time (sec)                                        |
| 1293.....          |                    | 1110        | 88         | 88 HENDER TESTS: Time (sec)                                        |
| 1294.....          |                    | 1110        | 89         | 89 HENDER TESTS: Time (sec)                                        |
| 1295.....          |                    | 1110        | 90         | 90 HENDER TESTS: Time (sec)                                        |
| 1296.....          |                    | 1110        | 91         | 91 HENDER TESTS: Time (sec)                                        |
| 1297.....          |                    | 1110        | 92         | 92 HENDER TESTS: Time (sec)                                        |
| 1298.....          |                    | 1110        | 93         | 93 HENDER TESTS: Time (sec)                                        |
| 1299.....          |                    | 1110        | 94         | 94 HENDER TESTS: Time (sec)                                        |
| 1300.....          |                    | 1110        | 95         | 95 HENDER TESTS: Time (sec)                                        |
| 1301.....          |                    | 1110        | 96         | 96 HENDER TESTS: Time (sec)                                        |
| 1302.....          |                    | 1110        | 97         | 97 HENDER TESTS: Time (sec)                                        |
| 1303.....          |                    | 1110        | 98         | 98 HENDER TESTS: Time (sec)                                        |
| 1304.....          |                    | 1110        | 99         | 99 HENDER TESTS: Time (sec)                                        |
| 1305.....          |                    | 1110        | 100        | 100 HENDER TESTS: Time (sec)                                       |

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

| DATA<br>ITEM<br>TO | ITEM<br>IN<br>FROM | DATA<br>ITEM<br>NAME                                                                  |
|--------------------|--------------------|---------------------------------------------------------------------------------------|
| 1276...05-11       | 2130               | 5 Card number sequence, form type, test number, revision number)                      |
| 1277...05-11       | 2130               | 14 Memory case number                                                                 |
| 1278...05-11       | 2130               | 15 Wechsler Intelligence Scales: Verbal Tests, Information, Raw Score                 |
| 1279...05-11       | 2130               | 16 Wechsler Intelligence Scales: Verbal Tests, Information, Scaled Score              |
| 1280...05-11       | 2130               | 20 Wechsler Intelligence Scales: Verbal Tests, Comprehension, Raw Score               |
| 1281...05-11       | 2130               | 22 Wechsler Intelligence Scales: Verbal Tests, Comprehension, Scaled Score            |
| 1282...05-11       | 2130               | 24 Wechsler Intelligence Scales: Verbal Tests, Vocabulary, Raw Score                  |
| 1283...05-11       | 2130               | 26 Wechsler Intelligence Scales: Verbal Tests, Vocabulary, Scaled Score               |
| 1284...05-11       | 2130               | 28 Wechsler Intelligence Scales: Verbal Tests, Digit Span, Raw Score                  |
| 1285...05-11       | 2130               | 30 Wechsler Intelligence Scales: Verbal Tests, Digit Span, Scaled Score               |
| 1286...05-11       | 2130               | 32 Wechsler Intelligence Scales: Verbal Tests, Sum of Verbal Tests                    |
| 1287...05-11       | 2130               | 34 Wechsler Intelligence Scales: Performance Tests, Picture Arrangement, Raw Score    |
| 1288...05-11       | 2130               | 36 Wechsler Intelligence Scales: Performance Tests, Picture Arrangement, Scaled Score |
| 1289...05-11       | 2130               | 38 Wechsler Intelligence Scales: Performance Tests, Block Design, Raw Score           |
| 1290...05-11       | 2130               | 40 Wechsler Intelligence Scales: Performance Tests, Block Design, Scaled Score        |
| 1291...05-11       | 2130               | 42 Wechsler Intelligence Scales: Performance Tests, Coding, Raw Score                 |
| 1292...05-11       | 2130               | 44 Wechsler Intelligence Scales: Performance Tests, Coding, Scaled Score              |
| 1293...05-11       | 2130               | 46 Wechsler Intelligence Scales: Performance Tests, Sum of Performance Tests          |
| 1294...05-11       | 2130               | 48 Wechsler Intelligence Scales: Verbal Scale, Score                                  |
| 1295...05-11       | 2130               | 51 Wechsler Intelligence Scales: Verbal Scale, IQ                                     |
| 1296...05-11       | 2130               | 53 Wechsler Intelligence Scales: Performance Scale, Score                             |
| 1297...05-11       | 2130               | 56 Wechsler Intelligence Scales: Performance Scale, IQ                                |
| 1298...05-11       | 2130               | 59 Wechsler Intelligence Scales: Full Scale, Score                                    |
| 1299...05-11       | 2130               | 62 Wechsler Intelligence Scales: Full Scale, IQ                                       |
| 1300...05-11       | 2130               | 64 Intelligence Scale: Administration                                                 |
| 1301...05-11       | 2130               | 66 Auditory Verbal Association Test, Raw Score                                        |
| 1302...05-11       | 2130               | 69 Auditory Verbal Association Test, Language Age                                     |
| 1303...05-11       | 2130               | 70 Auditory Verbal Association Test, Standard Score, Type of Score                    |
| 1304...05-11       | 2130               | 73 Auditory Verbal Association Test, Standard Score, Score                            |
| 1305...05-11       | 2130               | 76 Auditory Verbal Association Test: Accuracy of Sum                                  |

# DATA ITEMS RELATING TO PS-31, MACHINES INTELLIGENCE SYSTEMS FOR CHILDREN

| DATA<br>ITEM<br>ID | ITEM<br>IN<br>PS-31 | CHILD<br>NAME | DATE<br>IN | DATA<br>ITEM NAME |
|--------------------|---------------------|---------------|------------|-------------------|
| 1167.....          |                     | 210           | 75         | NO DATA           |

DATA FROM REFERENCE FORM PS-33, CONTINUATION OF PREVIOUS TEST

| DATA<br>ITEM<br>NO | ITEM<br>NO | ITEM<br>NO | ITEM<br>NO | DATA FROM FORM |
|--------------------|------------|------------|------------|----------------|
| 309.....           | 110        | 110        | 110        | 110            |
| 310.....           | 110        | 110        | 110        | 110            |
| 311.....           | 110        | 110        | 110        | 110            |
| 312.....           | 110        | 110        | 110        | 110            |
| 313.....           | 110        | 110        | 110        | 110            |
| 314.....           | 110        | 110        | 110        | 110            |

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

| DATA<br>ITEM<br>ID | ITEM<br>IN<br>FILE | CARD<br>NUM | ITEM<br>IN | DATA ITEM NAME                                           |
|--------------------|--------------------|-------------|------------|----------------------------------------------------------|
| 1115..PS-14        | 4                  | 1110        | 24         | tactile finger recognition test, right hand score        |
| 1116..PS-14        | 10                 | 1110        | 24         | tactile finger recognition test, left hand score         |
| 1117..PS-14        |                    | 1110        | 24         | tactile finger recognition test, total score             |
| 1118..PS-14        | 11                 | 1110        | 24         | tactile finger recognition test; adequacy of examination |
| 1119..PS-14        |                    | 1110        | 24         | tactile finger recognition test, per trials given        |

DATA SYSTEMS INFORMATION FOR THE KANTAR ACHIEVEMENT TEST

| DATA<br>ITEM | ITEM<br>ID | ITEM<br>ID | CARD<br>NUM | FROM | TO | DATA ITEM NAME                                          |
|--------------|------------|------------|-------------|------|----|---------------------------------------------------------|
| 1320..05-15  | 4          | 10         | 1130        | 30   | 10 | range achievement test, school, type                    |
| 1321..05-15  | 4          | 11         | 1130        | 31   | 11 | range achievement test, school, current grade           |
| 1322..05-15  | 4          | 12         | 1130        | 32   | 12 | range achievement test, school, repeating grade         |
| 1323..05-15  | 4          | 13         | 1130        | 33   | 13 | range achievement test, school, special class           |
| 1324..05-15  | 4          | 14         | 1130        | 34   | 14 | range achievement test, school, raw score               |
| 1325..05-15  | 4          | 15         | 1130        | 35   | 15 | range achievement test, spelling, grade rating, grade   |
| 1326..05-15  | 4          | 16         | 1130        | 36   | 16 | range achievement test, spelling, raw score             |
| 1327..05-15  | 4          | 17         | 1130        | 37   | 17 | range achievement test, spelling, grade rating, type    |
| 1328..05-15  | 4          | 18         | 1130        | 38   | 18 | range achievement test, spelling, raw score             |
| 1329..05-15  | 4          | 19         | 1130        | 39   | 19 | range achievement test, spelling, grade rating, grade   |
| 1330..05-15  | 4          | 20         | 1130        | 40   | 20 | range achievement test, spelling, raw score             |
| 1331..05-15  | 4          | 21         | 1130        | 41   | 21 | range achievement test, arithmetic, raw score           |
| 1332..05-15  | 4          | 22         | 1130        | 42   | 22 | range achievement test, arithmetic, grade rating, type  |
| 1333..05-15  | 4          | 23         | 1130        | 43   | 23 | range achievement test, arithmetic, raw score           |
| 1334..05-15  | 4          | 24         | 1130        | 44   | 24 | range achievement test, arithmetic, grade rating, grade |
| 1335..05-15  | 4          | 25         | 1130        | 45   | 25 | range achievement test, arithmetic, raw score           |
| 1336..05-15  | 4          | 26         | 1130        | 46   | 26 | range achievement test, arithmetic, grade rating, type  |
| 1337..05-15  | 4          | 27         | 1130        | 47   | 27 | range achievement test, arithmetic, raw score           |
| 1338..05-15  | 4          | 28         | 1130        | 48   | 28 | range achievement test, arithmetic, grade rating, grade |
| 1339..05-15  | 4          | 29         | 1130        | 49   | 29 | range achievement test, arithmetic, raw score           |
| 1340..05-15  | 4          | 30         | 1130        | 50   | 30 | range achievement test, arithmetic, grade rating, type  |
| 1341..05-15  | 4          | 31         | 1130        | 51   | 31 | range achievement test, arithmetic, raw score           |
| 1342..05-15  | 4          | 32         | 1130        | 52   | 32 | range achievement test, arithmetic, grade rating, grade |
| 1343..05-15  | 4          | 33         | 1130        | 53   | 33 | range achievement test, arithmetic, raw score           |
| 1344..05-15  | 4          | 34         | 1130        | 54   | 34 | range achievement test, arithmetic, grade rating, type  |
| 1345..05-15  | 4          | 35         | 1130        | 55   | 35 | range achievement test, arithmetic, raw score           |
| 1346..05-15  | 4          | 36         | 1130        | 56   | 36 | range achievement test, arithmetic, grade rating, grade |
| 1347..05-15  | 4          | 37         | 1130        | 57   | 37 | range achievement test, arithmetic, raw score           |
| 1348..05-15  | 4          | 38         | 1130        | 58   | 38 | range achievement test, arithmetic, grade rating, type  |
| 1349..05-15  | 4          | 39         | 1130        | 59   | 39 | range achievement test, arithmetic, raw score           |
| 1350..05-15  | 4          | 40         | 1130        | 60   | 40 | range achievement test, arithmetic, grade rating, grade |
| 1351..05-15  | 4          | 41         | 1130        | 61   | 41 | range achievement test, arithmetic, raw score           |
| 1352..05-15  | 4          | 42         | 1130        | 62   | 42 | range achievement test, arithmetic, grade rating, type  |
| 1353..05-15  | 4          | 43         | 1130        | 63   | 43 | range achievement test, arithmetic, raw score           |
| 1354..05-15  | 4          | 44         | 1130        | 64   | 44 | range achievement test, arithmetic, grade rating, grade |
| 1355..05-15  | 4          | 45         | 1130        | 65   | 45 | range achievement test, arithmetic, raw score           |
| 1356..05-15  | 4          | 46         | 1130        | 66   | 46 | range achievement test, arithmetic, grade rating, type  |
| 1357..05-15  | 4          | 47         | 1130        | 67   | 47 | range achievement test, arithmetic, raw score           |
| 1358..05-15  | 4          | 48         | 1130        | 68   | 48 | range achievement test, arithmetic, grade rating, grade |
| 1359..05-15  | 4          | 49         | 1130        | 69   | 49 | range achievement test, arithmetic, raw score           |
| 1360..05-15  | 4          | 50         | 1130        | 70   | 50 | range achievement test, arithmetic, grade rating, type  |
| 1361..05-15  | 4          | 51         | 1130        | 71   | 51 | range achievement test, arithmetic, raw score           |
| 1362..05-15  | 4          | 52         | 1130        | 72   | 52 | range achievement test, arithmetic, grade rating, grade |
| 1363..05-15  | 4          | 53         | 1130        | 73   | 53 | range achievement test, arithmetic, raw score           |
| 1364..05-15  | 4          | 54         | 1130        | 74   | 54 | range achievement test, arithmetic, grade rating, type  |
| 1365..05-15  | 4          | 55         | 1130        | 75   | 55 | range achievement test, arithmetic, raw score           |
| 1366..05-15  | 4          | 56         | 1130        | 76   | 56 | range achievement test, arithmetic, grade rating, grade |
| 1367..05-15  | 4          | 57         | 1130        | 77   | 57 | range achievement test, arithmetic, raw score           |
| 1368..05-15  | 4          | 58         | 1130        | 78   | 58 | range achievement test, arithmetic, grade rating, type  |
| 1369..05-15  | 4          | 59         | 1130        | 79   | 59 | range achievement test, arithmetic, raw score           |
| 1370..05-15  | 4          | 60         | 1130        | 80   | 60 | range achievement test, arithmetic                      |

Data Items Referenced for P-30, Behavior Profile

| DATA<br>ITEM<br>ID | ITEM<br>JN<br>FROM | CARD<br>NUM | FROM<br>ITEM | DATA<br>ITEM NAME                                   |
|--------------------|--------------------|-------------|--------------|-----------------------------------------------------|
| 1135..PS-16        | 9                  | 1130        | 52           | behavioral profile, separation from mother          |
| 1136..PS-16        | 10                 | 1130        | 53           | behavioral profile, fearfulness                     |
| 1137..PS-16        | 11                 | 1130        | 54           | behavioral profile, rapport with examiner           |
| 1138..PS-16        | 12                 | 1130        | 55           | behavioral profile, self confidence                 |
| 1139..PS-16        | 13                 | 1130        | 56           | behavioral profile, emotional reactivity            |
| 1140..PS-16        | 14                 | 1130        | 57           | behavioral profile, degree of cooperation tolerance |
| 1141..PS-16        | 15                 | 1130        | 58           | behavioral profile, level of frustration            |
| 1142..PS-16        | 16                 | 1130        | 59           | behavioral profile, degree of independence          |
| 1143..PS-16        | 17                 | 1130        | 60           | behavioral profile, duration of attention span      |
| 1144..PS-16        | 20                 | 1130        | 61           | behavioral profile, final orientation               |
| 1145..PS-16        | 21                 | 1130        | 62           | behavioral profile, level of activity               |
| 1146..PS-16        | 22                 | 1130        | 63           | behavioral profile, nature of activity              |
| 1147..PS-16        | 23                 | 1130        | 64           | behavioral profile, nature of communication         |
| 1148..PS-16        | 24                 | 1130        | 65           | behavioral profile, assertiveness                   |
| 1149..PS-16        | 25                 | 1130        | 66           | behavioral profile, hostility                       |
| 1150.....          |                    | 1130        | 67           | BE blank                                            |

# Data Items Referencing Form PS-17, Additional Observations

| DATA<br>ITEM<br>TO | FROM<br>JN<br>EJPM | CASH<br>MIN | FROM<br>EJPM | DATA ITEM NAME                                                                     |
|--------------------|--------------------|-------------|--------------|------------------------------------------------------------------------------------|
| 1351.....          |                    | 0130        | 1            | Card number (sequence, form type, form number, revision number)                    |
| 1352.....          |                    | 0130        | 6            | 14 NINJA case number                                                               |
| 1353..PS-17        | 9                  | 0130        | 15           | 15 face observation by examiner                                                    |
| 1354..PS-17        | 10                 | 0130        | 16           | 16 mouth observation by examiner                                                   |
| 1355..PS-17        | 11                 | 0130        | 17           | 17 eye, right, observation by examiner                                             |
| 1356..PS-37        | 11                 | 0130        | 18           | 18 eye, left, observation by examiner                                              |
| 1357..PS-37        | 11                 | 0130        | 19           | 19 nose, bridge, observation by examiner                                           |
| 1358..PS-37        | 12                 | 0130        | 20           | 20 ears, observation by examiner                                                   |
| 1359..PS-17        | 15                 | 0130        | 21           | 21 movement, unusual, head and neck observation by examiner                        |
| 1360..PS-17        | 15                 | 0130        | 22           | 22 movement, unusual, arms and shoulders observation by examiner                   |
| 1361..PS-17        | 15                 | 0130        | 23           | 23 movement, unusual, hands observation by examiner                                |
| 1362..PS-17        | 15                 | 0130        | 24           | 24 movement, unusual, trunk observation by examiner                                |
| 1363..PS-17        | 15                 | 0130        | 25           | 25 movement, unusual, legs and feet observation by examiner                        |
| 1364..PS-17        | 15                 | 0130        | 26           | 26 movement, unusual, total body observation by examiner                           |
| 1365..PS-17        | 16                 | 0130        | 27           | 27 behavior, unusual, excessive & persistent thumb sucking observation by examiner |
| 1366..PS-17        | 16                 | 0130        | 28           | 28 behavior, unusual, excessive & persistent nail biting observation by examiner   |
| 1367..PS-17        | 16                 | 0130        | 29           | 29 behavior, unusual, unusual & meaningless hand holding observation by examiner   |
| 1368..PS-17        | 16                 | 0130        | 30           | 30 behavior, unusual, meaningless smiling & laughing observation by examiner       |
| 1369..PS-17        | 16                 | 0130        | 31           | 31 behavior, unusual, crying observation by examiner                               |
| 1370..PS-17        | 16                 | 0130        | 32           | 32 behavior, unusual, irritability observation by examiner                         |
| 1371..PS-17        | 16                 | 0130        | 33           | 33 behavior, unusual, other unusual speech difficulties observation by examiner    |
| 1372..PS-17        | 16                 | 0130        | 34           | 34 behavior, unusual, other observation by examiner                                |
| 1373..PS-17        | 16                 | 0130        | 35           | 35 Anomalies, physical, abnormal characteristics observation by examiner           |
| 1374..PS-17        | 16                 | 0130        | 36           | 36 Anomalies, physical, very small head observation by examiner                    |
| 1375..PS-17        | 16                 | 0130        | 37           | 37 Anomalies, physical, very large head observation by examiner                    |
| 1376..PS-17        | 16                 | 0130        | 38           | 38 Anomalies, physical, asymmetry of skull observation by examiner                 |
| 1377..PS-17        | 16                 | 0130        | 39           | 39 Anomalies, physical, very obese observation by examiner                         |
| 1378..PS-17        | 16                 | 0130        | 40           | 40 Anomalies, physical, unusually small observation by examiner                    |
| 1379..PS-17        | 16                 | 0130        | 41           | 41 Anomalies, physical, skin condition observation by examiner                     |
| 1380..PS-17        | 16                 | 0130        | 42           | 42 Anomalies, physical, teeth observation by examiner                              |
| 1381..PS-17        | 16                 | 0130        | 43           | 43 Anomalies, physical, other observation by examiner                              |
| 1382..PS-17        | 21                 | 0130        | 44           | 44 Handwriting observation by examiner                                             |
| 1383.....          |                    | 0130        | 57           | 50 Blank                                                                           |

DATA ITEMS REFERENCED FROM PS-38, TEST CATEGORY

| DATA<br>ITEM<br>ID | ITEM<br>IN<br>PROM | CARD<br>NO | PAGE<br>Y1 | DATA ITEM NAME                                                     |
|--------------------|--------------------|------------|------------|--------------------------------------------------------------------|
| 3183..05-10        | 9                  | 4110       | 45         | 15 Intelligence clinical impression                                |
| 3184..05-10        | 10                 | 4110       | 46         | 16 Hearing visual motor production, clinical impression            |
| 3185..05-10        | 11                 | 4110       | 47         | 17 Spelling, educational achievement (WHAT), clinical impression   |
| 3186..05-10        | 11                 | 4110       | 48         | 18 Reading, educational achievement (WHAT), clinical impression    |
| 3187..05-10        | 11                 | 4110       | 49         | 19 Arithmetic, educational achievement (WHAT), clinical impression |
| 3188..05-10        | 12                 | 4110       | 50         | 20 Language hearing test, clinical impression                      |
| 3189..05-10        | 13                 | 4110       | 51         | 21 Language thinking (WHAT), abstract, clinical impression         |
| 3190..05-10        | 14                 | 4110       | 52         | 22 Tactile finger discrimination test, clinical impression         |
| 3191..05-10        | 15                 | 4110       | 53         | 23 Nonverbal, clinical impression                                  |
| 3192..05-10        | 15                 | 4110       | 54         | 24 Overall impression                                              |
| 3193..05-10        |                    | 4110       | 55         | 25 Examination reported                                            |
| 3194..05-10        |                    | 4110       | 56         | 26 Language used                                                   |

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

1. PATIENT IDENTIFICATION

2. DATE OF EXAMINATION

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

7. EXAMINED BY

|                 |     |      |
|-----------------|-----|------|
| 8. DATE OF EXAM |     |      |
| MO.             | DAY | YEAR |

|                     | DEVIATIONS | ABSENT                   | PRESENT                  |
|---------------------|------------|--------------------------|--------------------------|
| <b>9. FIGURE 4</b>  |            |                          |                          |
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| 1b                  |            | <input type="checkbox"/> | <input type="checkbox"/> |
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| 3                   |            | <input type="checkbox"/> | <input type="checkbox"/> |
| _____               |            |                          |                          |
| <b>10. FIGURE 1</b> |            |                          |                          |
| 4                   |            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5                   |            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6                   |            | <input type="checkbox"/> | <input type="checkbox"/> |
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| <b>11. FIGURE 2</b> |            |                          |                          |
| 7                   |            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8                   |            | <input type="checkbox"/> | <input type="checkbox"/> |
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| <b>12. FIGURE 3</b> |            |                          |                          |
| 10                  |            | <input type="checkbox"/> | <input type="checkbox"/> |
| 11                  |            | <input type="checkbox"/> | <input type="checkbox"/> |
| 12a                 |            | <input type="checkbox"/> | <input type="checkbox"/> |
| 12b                 |            | <input type="checkbox"/> | <input type="checkbox"/> |
| _____               |            |                          |                          |
| <b>13. FIGURE 6</b> |            |                          |                          |
| 13                  |            | <input type="checkbox"/> | <input type="checkbox"/> |
| 14                  |            | <input type="checkbox"/> | <input type="checkbox"/> |
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14. COMMENTS

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

|              | DEVIATIONS | ABSENT | PRESENT | 21. COMMENTS |
|--------------|------------|--------|---------|--------------|
| 16. FIGURE 5 |            |        |         |              |
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| 17. FIGURE 6 |            |        |         |              |
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|              |            |        |         |              |

CH-101 NAME \_\_\_\_\_

440084 \_\_\_\_\_

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PS-20

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PS-30-38

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

1. NAME OF CHILD

2. SEX

☐ MALE

☐ FEMALE

3. RACE

☐ WHITE  
☐ NEGRO  
☐ OTHER

4. EXAMINED BY

5. DATE TESTED \_\_\_\_\_  
DATE OF BIRTH \_\_\_\_\_  
AGE \_\_\_\_\_

6. COMMENTS

**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  
WECHSLER INTELLIGENCE SCALES  
FOR CHILDREN**

| 12. INFORMATION            | Score<br>1 to 5 | Score<br>1 to 5      | Score<br>1 to 5         |
|----------------------------|-----------------|----------------------|-------------------------|
| (1) Eye                    |                 | (11) Seven — Ten     | (21) Pencil — Ten       |
| (2) Finger                 |                 | (12) Clear — Answer  | (22) Capital — Group    |
| (3) Leg                    |                 | (13) Ten — Set       | (23) Turquoise          |
| (4) Animal — Bear          |                 | (14) Spoon           | (24) New York — Chicago |
| (5) Water — Spill          |                 | (15) Girl — Finger   | (25) Letter — One       |
| (6) Stone — Paper          |                 | (16) Ranges — Answer | (26) South Pole         |
| (7) Pencil                 |                 | (17) Fourth — July   | (27) Summer             |
| (8) Dice — Roll            |                 | (18) C.O.D.          | (28) Holographic        |
| (9) Chatterbox — Answer    |                 | (19) Answer — Sign   | (29) George — Chap      |
| (10) Things — Open         |                 | (20) One             | (30) Lion               |
| [ ]                        |                 |                      |                         |
| 13. COMPREHENSION          |                 |                      |                         |
| Score<br>2, 1 or 0         |                 |                      |                         |
| (1) Cat — Finger           |                 |                      |                         |
| (2) Lion — Ball (Dance)    |                 |                      |                         |
| (3) Leaf — Bread           |                 |                      |                         |
| (4) Eagle                  |                 |                      |                         |
| (5) Train — Train          |                 |                      |                         |
| (6) Horse — Bread          |                 |                      |                         |
| (7) Crabapple              |                 |                      |                         |
| (8) Range — Chicken        |                 |                      |                         |
| (9) Ball — Chair           |                 |                      |                         |
| (10) Cherry — Sapper       |                 |                      |                         |
| (11) Government — Eggplant |                 |                      |                         |
| (12) Carrot — Fable        |                 |                      |                         |
| (13) Sentence              |                 |                      |                         |
| (14) Pencil — Paper        |                 |                      |                         |
| [ ]                        |                 |                      |                         |

COLLABORATION RESEARCH  
PERINATAL RESEARCH BRANCH, NICHD, NIH  
BETHESDA, MD 20815

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

|                 | Score<br>2 or 0    | 15. VOCABULARY |
|-----------------|--------------------|----------------|
| 1) Bicycle      |                    |                |
| 2) Radio        |                    |                |
| 3) Hat          |                    |                |
| 4) Letter       |                    |                |
| 5) Umbrella     |                    |                |
|                 | Score<br>2, 1 or 0 |                |
| 6) Carriage     |                    |                |
| 7) Map          |                    |                |
| 8) Canoe        |                    |                |
| 9) Fur          |                    |                |
| 10) Quince      |                    |                |
| 11) Lion        |                    |                |
| 12) Soda        |                    |                |
| 13) Food        |                    |                |
| 14) Newspaper   |                    |                |
| 15) Stone       |                    |                |
| 16) Newspaper   |                    |                |
| 17) Horse       |                    |                |
| 18) Canine      |                    |                |
| 19) Mammography |                    |                |
| 20) Mammogram   |                    |                |
| 21) Shilling    |                    |                |
| 22) Table       |                    |                |
| 23) Barky       |                    |                |
| 24) Exchange    |                    |                |
| 25) Science     |                    |                |
| 26) Tactile     |                    |                |
| 27) Science     |                    |                |
| 28) Handedness  |                    |                |
| 29) Reason      |                    |                |
| 30) Attention   |                    |                |
| 31) Behavior    |                    |                |
| 32) Collection  |                    |                |
| 33) Language    |                    |                |
| 34) Name        |                    |                |
| 35) Year        |                    |                |

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

**17. DIGIT SPAN**

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

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

For \_\_\_\_\_ to \_\_\_\_\_  
Highest Number Correct

**18. PICTURE ARRANGEMENT**

| Arrangement  | Time | Order                                          | Score                                     |
|--------------|------|------------------------------------------------|-------------------------------------------|
| A. Dog       | 25"  | 1<br>2                                         | 0<br>abc                                  |
| B. Mother    | 25"  | 0                                              | 1<br>2<br>3<br>4                          |
| C. Train     | 30"  | 0                                              | 1<br>2<br>3<br>4                          |
| D. Scene     | 45"  | 0                                              | 1<br>2<br>3<br>4                          |
| E. Girl      |      |                                                |                                           |
| 1. Fire      | 45"  | 0                                              | 1<br>2<br>3<br>4                          |
| 2. Burger    | 45"  | 0                                              | 1<br>2<br>3<br>4                          |
| 3. Farmer    | 45"  | 0                                              | 1<br>2<br>3<br>4                          |
| 4. Prince    | 45"  | 0                                              | 1<br>2<br>3<br>4                          |
| 5. Monster   | 60"  | 0                                              | 1<br>2<br>3<br>4                          |
| 6. Carpenter | 75"  | 0                                              | 1<br>2<br>3<br>4                          |
| 7. Man       | 75"  | 0<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9 | 1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9 |

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

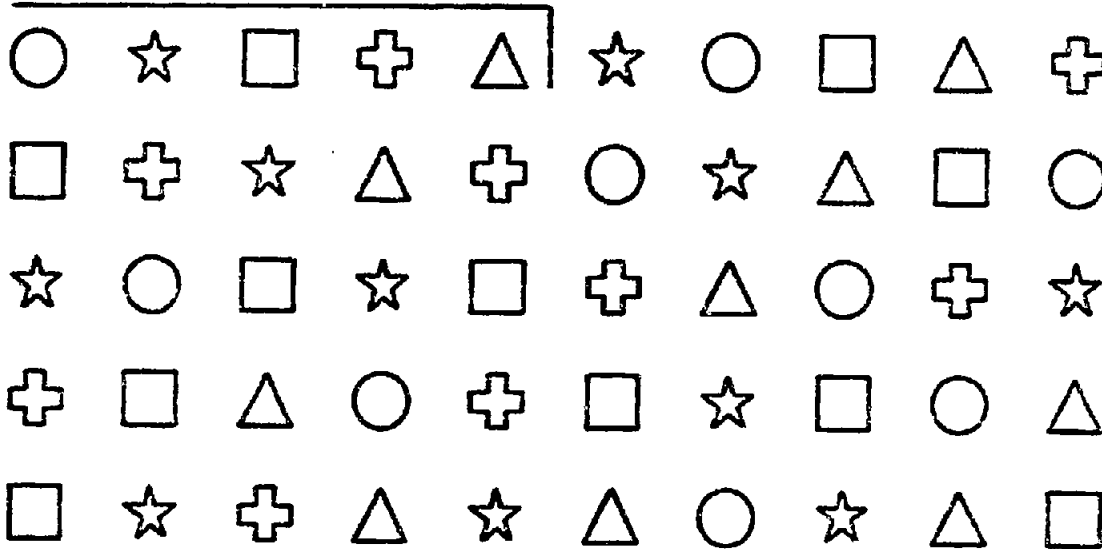
**20. BLOCK DESIGN**

| Design  | Time | Pass-Fail | Score | Design    | Time | Pass-Fail | Score                    |
|---------|------|-----------|-------|-----------|------|-----------|--------------------------|
| (A) 45" | 1    |           | 2     | (11) 75"  |      |           | 21-75<br>4 9 13-15<br>7  |
|         | 2    |           | 1     | (12) 75"  |      |           | 21-75<br>4 9 13-15<br>7  |
| (B) 45" | 1    |           | 2     | (13) 75"  |      |           | 21-75<br>4 9 13-15<br>7  |
|         | 2    |           | 1     | (14) 75"  |      |           | 21-75<br>4 9 13-15<br>7  |
| (C) 45" | 1    |           | 2     | (15) 100" |      |           | 21-100<br>4 9 13-15<br>7 |
|         | 2    |           | 1     | (16) 100" |      |           | 21-100<br>4 9 13-15<br>7 |
|         |      |           |       | (17) 100" |      |           | 21-100<br>4 9 13-15<br>7 |

**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: MONTH DAY YEAR  
4. AGE IN YEARS  
5. GENDER: ☐ MALE ☐ FEMALE  
6. RACE: ☐ WHITE ☐ BLACK ☐ OTHER

7. EXAMINED BY

8. DATE OF EXAM  
MONTH DAY YEAR

9. PATIENT IDENTIFICATION

**A. AUDITORY-VOCAL ASSOCIATION TEST.**

(Repeat each item 4 times; read each item 4 times.)

Form 1 Used For Comparison

☐ Yes ☐ No

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 \_\_\_\_\_

Form 2 Used For Comparison

☐ Yes ☐ No

6. A SCISSORS CUTS: A PENCIL \_\_\_\_\_  
7. I CUT WITH A SWORD: I DRINK 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 SALT: 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**

**1. PATIENT IDENTIFICATION**

2. NAME OF CHILD

3. DATE OF BIRTH: MONTH YEAR

4. SEX: ☐ MALE ☐ FEMALE

5. RACE

6. DATE OF TEST

7. EXAMINED BY

8. DATE OF TEST

13. COMMENTS

9. RAW SCORE

10. STANDARD SCORE

11. PERCENTILE RANK

12. ADEQUACY OF EXAMINATION

☐ Adequate ☐ Not Adequate

CHILD'S NAME \_\_\_\_\_ NUMBER \_\_\_\_\_

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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PS-33

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# 7-YEAR PSYCHOLOGICAL EXAMINATION TACTILE FINGER RECOGNITION TEST

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

|                  |     |      |               |                 |        |        |
|------------------|-----|------|---------------|-----------------|--------|--------|
| 3. DATE OF BIRTH |     |      | 4. AGE IN YRS |                 | 5. SEX |        |
| MO.              | DAY | YEAR | 1             | 2               | MALE   | FEMALE |
|                  |     |      |               |                 |        |        |
| 7. EXAMINED BY   |     |      |               | 8. DATE OF EXAM |        |        |
|                  |     |      |               | MO.             | DAY    | YEAR   |
|                  |     |      |               |                 |        |        |

|                     |       |   |   |   |   |             |
|---------------------|-------|---|---|---|---|-------------|
|                     |       |   |   |   |   | Score       |
| 9. RIGHT HAND ORDER | 4     | 1 | 3 | 5 | 2 |             |
| Response            | _____ |   |   |   |   |             |
|                     |       |   |   |   |   | Score       |
| 10. LEFT HAND ORDER | 4     | 1 | 3 | 5 | 2 |             |
| Response            | _____ |   |   |   |   |             |
|                     |       |   |   |   |   | Total _____ |

11. ADEQUACY OF EXAMINATION

☐ Adequate      ☐ Not Adequate

12. COMMENTS

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PS-30-38

# 7-YEAR PSYCHOLOGICAL EXAMINATION WIDE RANGE ACHIEVEMENT TEST

1. NAME OF CHILD \_\_\_\_\_

2. DATE OF BIRTH \_\_\_\_\_

MO. DAY YEAR

3. SEX \_\_\_\_\_

1. MALE 2. FEMALE

4. RACE \_\_\_\_\_

1. WHITE 2. OTHER

5. EXAMINED BY \_\_\_\_\_

6. DATE OF EXAM \_\_\_\_\_

MO. DAY YEAR

7. PATIENT IDENTIFICATION

8. SCHOOL \_\_\_\_\_

CITY COUNTY

OR STATE \_\_\_\_\_

1. Public

2. Private

3. Special School (specify) \_\_\_\_\_

CURRENT GRADE (see Table I of Manual) \_\_\_\_\_

9. CHRONOLOGICAL AGE \_\_\_\_\_

Raw Score

Grade Equivalent

10. SPELLING \_\_\_\_\_

11. READING \_\_\_\_\_

12. ARITHMETIC \_\_\_\_\_

13. ADEQUACY OF EXAMINATION

1. Adequate

2. Not Adequate

14. COMMENTS

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BETHESDA, MD 20814

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7-YEAR PSYCHOLOGICAL EXAMINATION  
WIDE RANGE ACHIEVEMENT TEST

16. SPELLING

|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - |  | / | \ | O | X | J | V | 7 | + | ^ | Γ | Δ | □ | ▢ | ▽ | □ | Π |
|   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 10. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 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. _____ |

| Standard Scores corresponding to grade ratings and age only to be used in the norm. |       |       |       |       |       |       |       |       |       |       |       | Spelling Score |                |
|-------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------------|----------------|
| Level 1 - Spelling - Grade Names                                                    |       |       |       |       |       |       |       |       |       |       |       | Level 1        |                |
| Score                                                                               | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade | Test           | Complete Score |
| 1                                                                                   | N.S.  | 12    | 49.4  | 23    | 5     | 34    | 1.0   | 45    | 5.7   | 56    | 10.0  | Test           |                |
| 2                                                                                   | N.S.  | 13    | 49.5  | 24    | 1.6   | 35    | 2.2   | 46    | 6.0   | 57    | 10.9  | Copying        |                |
| 3                                                                                   | 26.1  | 14    | 49.6  | 25    | 1.7   | 36    | 3.5   | 47    | 6.3   | 58    | 11.5  | 1 word         | 1              |
| 4                                                                                   | 26.2  | 15    | 49.7  | 26    | 1.8   | 37    | 2.7   | 48    | 6.5   | 59    | 12.2  | 2 words        | 2              |
| 5                                                                                   | 26.3  | 16    | 49.8  | 27    | 1.9   | 38    | 3.9   | 49    | 6.6   | 60    | 13.0  | 3 words        | 3              |
| 6                                                                                   | 26.4  | 17    | 49.9  | 28    | 2.0   | 39    | 4.2   | 50    | 7.1   | 61    | 13.8  | 4 words        | 4              |
| 7                                                                                   | 26.5  | 18    | 50.0  | 29    | 2.1   | 40    | 4.5   | 51    | 7.7   | 62    | 14.5  | 5 words        | 5              |
| 8                                                                                   | 26.6  | 19    | 50.1  | 30    | 2.2   | 41    | 4.7   | 52    | 8.2   | 63    | 15.2  | 6 words        | 6              |
| 9                                                                                   | 26.7  | 20    | 50.2  | 31    | 2.3   | 42    | 5.0   | 53    | 8.7   | 64    | 15.9  | 7 words        | 7              |
| 10                                                                                  | 26.8  | 21    | 50.3  | 32    | 2.4   | 43    | 5.3   | 54    | 9.2   | 65    | 16.7  | 8 words        | 8              |
| 11                                                                                  | 26.9  | 22    | 50.4  | 33    | 2.5   | 44    | 5.5   | 55    | 9.7   |       |       | 9 words        | 9              |

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7-YEAR PSYCHOLOGICAL EXAMINATION  
WIDE RANGE ACHIEVEMENT TEST

W. R. GARDNER

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   | 24-27 | 5.5   | 34    | 5.5   | 44    | 5.5   | 54    | 5.5   | 64    | 5.5   |
| 2     | 4.0   | 16    | 4.0   | 26    | 5.0   | 36    | 5.0   | 46    | 5.0   | 56    | 5.0   | 66    | 5.0   |
| 3     | 3.5   | 18-20 | 3.5   | 28-30 | 4.5   | 38    | 4.5   | 48    | 4.5   | 58    | 4.5   | 68    | 4.5   |
| 4     | 3.0   | 21    | 3.0   | 31    | 4.0   | 41    | 4.0   | 51    | 4.0   | 61    | 4.0   | 71    | 4.0   |
| 5     | 2.5   | 22    | 2.5   | 32-33 | 3.5   | 42-43 | 3.5   | 52    | 3.5   | 62    | 3.5   | 72    | 3.5   |
| 6     | 2.0   | 23    | 2.0   | 34    | 3.0   | 44    | 3.0   | 54    | 3.0   | 64    | 3.0   | 74    | 3.0   |
| 7     | 1.5   | 24-25 | 1.5   | 35-36 | 2.5   | 45-46 | 2.5   | 55    | 2.5   | 65    | 2.5   | 75    | 2.5   |
| 8     | 1.0   | 26-27 | 1.0   | 37    | 2.0   | 47    | 2.0   | 57    | 2.0   | 67    | 2.0   | 76    | 2.0   |
| 9     | 0.5   | 28-29 | 0.5   | 38    | 1.5   | 48    | 1.5   | 58    | 1.5   | 68    | 1.5   | 77    | 1.5   |
| 10-11 | 0.0   | 30-31 | 0.0   | 39    | 1.0   | 49    | 1.0   | 59    | 1.0   | 69    | 1.0   | 78    | 1.0   |
| 12    | 0.0   | 32-33 | 0.0   | 40    | 0.5   | 50    | 0.5   | 60    | 0.5   | 70    | 0.5   | 79    | 0.5   |
| 13-14 | 0.0   | 34    | 0.0   | 41    | 0.0   | 51    | 0.0   | 61    | 0.0   | 71    | 0.0   | 80    | 0.0   |
| 15    | 0.0   | 35    | 0.0   | 42    | 0.0   | 52    | 0.0   | 62    | 0.0   | 72    | 0.0   | 81    | 0.0   |

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PS-35



7-YEAR PSYCHOLOGICAL EXAMINATION  
BEHAVIOR PROFILE

1. NAME OF CHILD

2. DATE OF BIRTH 3. AGE 4. SEX

MO DAY YEAR

1

2

3

4

5

6

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100

5. RACE

1. WHITE

2. BLACK

3. HISPANIC

4. ASIAN

5. OTHER

7. EXAMINED BY

8. DATE OF EXAM

MO DAY YEAR

## 9. SEPARATION FROM THE MOTHER

1. ☐Shows no  
concern when  
to leave  
mother and go  
into classroom2. ☐Shows very  
little  
concern3. ☐Also shows  
some initial  
reluctance  
which is felt  
to be entirely  
appropriate4. ☐Shows more  
reluctance  
than usual5. ☐Very upset  
when mother  
leaves

## 10. FEARFULNESS

1. ☐No apparent  
anxiety or  
fear of strange  
situation2. ☐Shows  
little  
fear3. ☐Shows  
moderate  
fear of  
strange situation4. ☐Shows more  
anxiety and  
fear than  
usual5. ☐Very  
fearful  
and  
anxious

## 11. HAPPY, WITH EXAMINER

1. ☐Extremely  
happy and  
cooperative2. ☐Shows  
moderate  
happiness3. ☐Shows  
moderate  
happiness  
and is  
cooperative4. ☐Shows  
moderate  
happiness  
and is  
cooperative5. ☐Shows  
moderate  
happiness

## 12. SELF CONFIDENCE

1. ☐Shows self-  
confidence  
and is  
cooperative2. ☐Shows  
moderate  
self-  
confidence3. ☐Shows  
moderate  
self-  
confidence4. ☐Shows  
moderate  
self-  
confidence5. ☐Shows  
moderate  
self-  
confidence

## 13. EMOTIONAL REACTIVITY

1. ☐Extremely  
reactive  
and is  
cooperative2. ☐Shows  
moderate  
reactivity3. ☐Shows  
moderate  
reactivity4. ☐Shows  
moderate  
reactivity5. ☐Shows  
moderate  
reactivity

## 14. DEGREE OF COOPERATION

1. ☐Extremely  
cooperative2. ☐Shows  
moderate  
cooperation3. ☐Shows  
moderate  
cooperation4. ☐Shows  
moderate  
cooperation5. ☐Shows  
moderate  
cooperation

## 15. COMMENTS

# 7-YEAR PSYCHOLOGICAL EXAMINATION BEHAVIOR PROFILE

## 17. LEVEL OF FRUSTRATION TOLERANCE

|                                                       |                                                                                                                |                                                                                      |                                                                                                 |                                                                                     |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1 <input type="checkbox"/><br>Extremely<br>comparable | 2 <input type="checkbox"/><br>Over-reacts<br>with others<br>from time<br>to time<br>usually is<br>uncontrolled | 3 <input type="checkbox"/><br>Attempts<br>to deal<br>with<br>difficult<br>situations | 4 <input type="checkbox"/><br>Seems<br>to be<br>able to<br>deal with<br>difficult<br>situations | 5 <input type="checkbox"/><br>Extremely<br>calm and<br>composed<br>and/or<br>trying |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

## 23. COMMENTS

## 18. DEGREE OF DEPENDENCY

|                                                                      |                                                             |                                                                   |                                                                    |                                                                            |
|----------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1 <input type="checkbox"/><br>Very self-<br>reliant,<br>relates best | 2 <input type="checkbox"/><br>Rarely<br>needs<br>assistance | 3 <input type="checkbox"/><br>Occasionally<br>needs<br>assistance | 4 <input type="checkbox"/><br>Needs<br>some<br>assistance<br>often | 5 <input type="checkbox"/><br>Constant<br>need for<br>attention<br>or help |
|----------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------|

## 19. DURATION OF ATTENTION SPAN

|                                                                        |                                                                  |                                                                                   |                                                                                  |                                                       |
|------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------|
| 1 <input type="checkbox"/><br>Unable to<br>attend more<br>than briefly | 2 <input type="checkbox"/><br>Spends short<br>time with<br>tasks | 3 <input type="checkbox"/><br>Spends<br>moderate<br>amount of<br>time on<br>tasks | 4 <input type="checkbox"/><br>Spends<br>more than<br>average<br>time on<br>tasks | 5 <input type="checkbox"/><br>Highly<br>concentrating |
|------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------|

## 20. GOAL ORIENTATION

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

## 21. LEVEL OF ACTIVITY

|                                                                                           |                                                                                                |                                                                 |                                                                                    |                                                                                       |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1 <input type="checkbox"/><br>Extremely<br>inactive and<br>passive,<br>poorly<br>adjusted | 2 <input type="checkbox"/><br>Little<br>activity,<br>compared to<br>an age-mate<br>of the same | 3 <input type="checkbox"/><br>Moderate<br>amount of<br>activity | 4 <input type="checkbox"/><br>Unusual<br>amount of<br>activity and<br>restlessness | 5 <input type="checkbox"/><br>Extremely<br>active and<br>restless,<br>can't sit still |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

## 22. NATURE OF ACTIVITY

|                                                                                                            |                                                |                                                                                                            |                                                                   |                                                                                                                |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1 <input type="checkbox"/><br>Extremely<br>rigid,<br>unable to<br>shift activity<br>or approach<br>to task | 2 <input type="checkbox"/><br>Some<br>rigidity | 3 <input type="checkbox"/><br>Flexible<br>behavioral<br>patterns,<br>approach<br>to problem<br>is adequate | 4 <input type="checkbox"/><br>Behavior<br>flexibility<br>adequate | 5 <input type="checkbox"/><br>Extremely<br>flexible<br>behavioral<br>patterns<br>and<br>approach<br>to problem |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

# 7-YEAR PSYCHOLOGICAL EXAMINATION BEHAVIOR PROFILE

## 25. NATURE OF COMMUNICATION

| 1                                       | 2                                                                                           | 3                                                        | 4                               | 5                                             |
|-----------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------|-----------------------------------------------|
| Little or<br>no verbal<br>communication | Verbal or<br>non-verbal<br>responses<br>confused to<br>questioning<br>or unclear<br>answers | Responds<br>clearly<br>and<br>adequately<br>to questions | Adequate<br>verbal<br>responses | Difficult<br>to follow<br>child's<br>thinking |

## 26. ASSERTIVENESS

| 1                                             | 2                                                                                  | 3                                                                                   | 4                                                                                                              | 5                                                                            |
|-----------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Extremely<br>passive<br>or shy<br>personality | Quite<br>timid,<br>withdrawn,<br>rough and<br>careless in<br>handling<br>materials | Self-assertive<br>but accepting<br>of the<br>authority<br>and capable<br>of control | Positive<br>assertiveness,<br>capable<br>and to be<br>considered<br>responsible for<br>activity and<br>thought | Extremely<br>assertive,<br>inflexible<br>and<br>unresponsive<br>to authority |

## 27. HOSTILITY

| 1                         | 2                                             | 3                                      | 4                                                                                                        | 5                   |
|---------------------------|-----------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------|
| Very<br>non-<br>assertive | Unhappy<br>nature of<br>personality<br>person | No obvious<br>evidence of<br>hostility | Very<br>aggressive<br>child who<br>frequently shows<br>hostility even<br>when it might<br>be appropriate | Aggressive<br>child |

## 28. COMMENTS

# 7-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 <input type="checkbox"/> FEMALE | <input type="checkbox"/> WHITE <input type="checkbox"/> BLACK <input type="checkbox"/> OTHER |

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"/>    | <input type="checkbox"/>     |
| Strabismic <input type="checkbox"/>       | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Nystagmus <input type="checkbox"/>        | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Excessive fold <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Other (describe) <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/>     |
| Free / none <input type="checkbox"/>      | No <input type="checkbox"/> | Yes <input type="checkbox"/> |

## 12. EARS

- Normal ☐
- More Flapping And ☐
- 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 motor, tremor, spasm, abnormal postures, post-contraction, etc., at the beginning of each.)

|                       | Abnormal | Normal |
|-----------------------|----------|--------|
| 1. Head and Neck      | 0        | 0      |
| 2. Arms and Shoulders | 0        | 0      |
| 3. Hands              | 0        | 0      |
| 4. Feet               | 0        | 0      |
| 5. Legs and Feet      | 0        | 0      |
| 6. Total Score        | 0        | 0      |

## 17. COMMENTS

## 16. DEVANT OR STEREOTYPED BEHAVIOR

|                                             | Abnormal | Normal |
|---------------------------------------------|----------|--------|
| 1. Excessive and persistent thumb sucking   | 0        | 0      |
| 2. Excessive and persistent nail biting     | 0        | 0      |
| 3. Unusual and excessive head turning       | 0        | 0      |
| 4. Excessive crying and laughing            | 0        | 0      |
| 5. Crying                                   | 0        | 0      |
| 6. Excessive                                | 0        | 0      |
| 7. Other abnormal speech (stuttering, etc.) | 0        | 0      |
| 8. Other abnormal                           | 0        | 0      |

**7-YEAR PSYCHOLOGICAL EXAMINATION  
ADDITIONAL OBSERVATIONS**

**19. OBVIOUS DEFECTS OR ANOMALIES**

|                                   | Absent                   | Present                  |
|-----------------------------------|--------------------------|--------------------------|
| 1. Abnormal characteristics _____ | <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"/> |

**21. COMMENTS**

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

☐ No ☐ Yes (Describe)

# 7-YEAR PSYCHOLOGICAL TEST SUMMARY

2. NAME OF CHILD

3. DATE OF BIRTH AGE 7 SEX

MO DAY YEAR

MALE

FEMALE

4. RACE

WHITE

BLACK

OTHER

7. EXAMINED BY

6. DATE OF TEST

MO DAY YEAR

## CLINICAL IMPRESSION

9. INTELLIGENCE\*

1

Superior

2

Average

3

Borderline

4

Mentally Defective

5

Indeterminate Examination

10. BENDER VISUAL MOTOR PRODUCTION

1

Normal

2

Suspect

3

Abnormal

4

Indeterminate Examination

11. EDUCATIONAL ACHIEVEMENT (WRAT)

Above Average

Average

Below Average

Indeterminate Examination

Spelling

1

2

3

4

Reading

1

2

3

4

Arithmetic

1

2

3

4

12. GOODENOUGH-HARRIS DRAWING TEST

1

Normal

2

Suspect

3

Abnormal

4

Indeterminate Examination

13. ABSTRACT LANGUAGE THINKING (TPA And Ver)

1

Normal

2

Suspect

3

Abnormal

4

Indeterminate Examination

14. TACTILE FINGER RECOGNITION TEST

1

Normal

2

Suspect

3

Abnormal

4

Indeterminate Examination

15. BEHAVIORAL

1

Normal

2

Suspect

3

Abnormal

16. OVERALL IMPRESSION

1

Normal

2

Suspect

3

Abnormal

4

Indeterminate Examination

(No Overall Impression Possible)

\*For Summary Sheet Purpose and Guidance

SUPERIOR AND AVERAGE = NORMAL

BORDERLINE = SUSPECT

MENTALLY DEFECTIVE = ABNORMAL

COLLABORATIVE RESEARCH  
PSYCHOMETRIC BRANCH - NINDS - NIH  
00-15850-100 10074

1. PATIENT IDENTIFICATION

17. COMMENTS

7-YEAR PSYCHOLOGICAL  
TEST SUMMARY

12. SUMMARY STATEMENT

FOR ITEM NUMBERS LISTED IN DATA ITEMS ON PS-10, HENDER DESTAIL TEST (WITH MULTIPLE SCORING)

| ITEM<br>NO | DATA<br>ITEM<br>IN | CARD<br>NUM | FROM | TO  | DATA ITEM NAME                                                  |
|------------|--------------------|-------------|------|-----|-----------------------------------------------------------------|
| 5          | 1226..P3-10        | 1130        | 16   | 17  | A7a (MO)                                                        |
| 6          | 1226..P5-10        | 1130        | 18   | 19  | A7a (VPI)                                                       |
| 7          | 1226..P5-10        | 1130        | 20   | 21  | HENDER DESTAIL, TIME (SEC)                                      |
| 8          | 1226..P5-10        | 1130        | 22   | 23  | HENDER DESTAIL, TOTAL SCORE                                     |
| 9          | 1226..P5-10        | 1130        | 24   | 25  | EXAMINER FOR CORN P5-30                                         |
| 10         | 1226..P5-10        | 1130        | 26   | 27  | P5-10 THROUGH PH-10 FORMS PRESENT                               |
| 11         | 1226..P5-10        | 1130        | 28   | 29  | SEX                                                             |
| 12         | 1226..P5-10        | 1130        | 30   | 31  | RACE                                                            |
| 13         | 1226..P5-10        | 1130        | 32   | 33  | DATE OF EXAM (DAY)                                              |
| 14         | 1226..P5-10        | 1130        | 34   | 35  | DATE OF EXAM (MO)                                               |
| 15         | 1226..P5-10        | 1130        | 36   | 37  | DATE OF EXAM (YR)                                               |
| 16         | 1226..P5-10        | 1130        | 38   | 39  | HENDER DESTAIL TEST FIGURE A, DISTORTION OF PROPORTION          |
| 17         | 1226..P5-10        | 1130        | 40   | 41  | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 18         | 1226..P5-10        | 1130        | 42   | 43  | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 19         | 1226..P5-10        | 1130        | 44   | 45  | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 20         | 1226..P5-10        | 1130        | 46   | 47  | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 21         | 1226..P5-10        | 1130        | 48   | 49  | HENDER DESTAIL TEST FIGURE A, DISTORTION                        |
| 22         | 1226..P5-10        | 1130        | 50   | 51  | HENDER DESTAIL TEST FIGURE A, PRESERVATION                      |
| 23         | 1226..P5-10        | 1130        | 52   | 53  | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 24         | 1226..P5-10        | 1130        | 54   | 55  | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 25         | 1226..P5-10        | 1130        | 56   | 57  | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 26         | 1226..P5-10        | 1130        | 58   | 59  | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 27         | 1226..P5-10        | 1130        | 60   | 61  | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 28         | 1226..P5-10        | 1130        | 62   | 63  | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 29         | 1226..P5-10        | 1130        | 64   | 65  | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 30         | 1226..P5-10        | 1130        | 66   | 67  | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 31         | 1226..P5-10        | 1130        | 68   | 69  | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 32         | 1226..P5-10        | 1130        | 70   | 71  | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 33         | 1226..P5-10        | 1130        | 72   | 73  | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 34         | 1226..P5-10        | 1130        | 74   | 75  | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 35         | 1226..P5-10        | 1130        | 76   | 77  | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 36         | 1226..P5-10        | 1130        | 78   | 79  | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 37         | 1226..P5-10        | 1130        | 80   | 81  | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 38         | 1226..P5-10        | 1130        | 82   | 83  | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 39         | 1226..P5-10        | 1130        | 84   | 85  | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 40         | 1226..P5-10        | 1130        | 86   | 87  | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 41         | 1226..P5-10        | 1130        | 88   | 89  | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 42         | 1226..P5-10        | 1130        | 90   | 91  | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 43         | 1226..P5-10        | 1130        | 92   | 93  | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 44         | 1226..P5-10        | 1130        | 94   | 95  | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 45         | 1226..P5-10        | 1130        | 96   | 97  | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 46         | 1226..P5-10        | 1130        | 98   | 99  | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 47         | 1226..P5-10        | 1130        | 100  | 101 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 48         | 1226..P5-10        | 1130        | 102  | 103 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 49         | 1226..P5-10        | 1130        | 104  | 105 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 50         | 1226..P5-10        | 1130        | 106  | 107 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 51         | 1226..P5-10        | 1130        | 108  | 109 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 52         | 1226..P5-10        | 1130        | 110  | 111 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 53         | 1226..P5-10        | 1130        | 112  | 113 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 54         | 1226..P5-10        | 1130        | 114  | 115 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 55         | 1226..P5-10        | 1130        | 116  | 117 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 56         | 1226..P5-10        | 1130        | 118  | 119 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 57         | 1226..P5-10        | 1130        | 120  | 121 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 58         | 1226..P5-10        | 1130        | 122  | 123 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 59         | 1226..P5-10        | 1130        | 124  | 125 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 60         | 1226..P5-10        | 1130        | 126  | 127 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 61         | 1226..P5-10        | 1130        | 128  | 129 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 62         | 1226..P5-10        | 1130        | 130  | 131 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 63         | 1226..P5-10        | 1130        | 132  | 133 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 64         | 1226..P5-10        | 1130        | 134  | 135 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 65         | 1226..P5-10        | 1130        | 136  | 137 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 66         | 1226..P5-10        | 1130        | 138  | 139 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 67         | 1226..P5-10        | 1130        | 140  | 141 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 68         | 1226..P5-10        | 1130        | 142  | 143 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 69         | 1226..P5-10        | 1130        | 144  | 145 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 70         | 1226..P5-10        | 1130        | 146  | 147 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 71         | 1226..P5-10        | 1130        | 148  | 149 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 72         | 1226..P5-10        | 1130        | 150  | 151 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 73         | 1226..P5-10        | 1130        | 152  | 153 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 74         | 1226..P5-10        | 1130        | 154  | 155 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 75         | 1226..P5-10        | 1130        | 156  | 157 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 76         | 1226..P5-10        | 1130        | 158  | 159 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 77         | 1226..P5-10        | 1130        | 160  | 161 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 78         | 1226..P5-10        | 1130        | 162  | 163 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 79         | 1226..P5-10        | 1130        | 164  | 165 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 80         | 1226..P5-10        | 1130        | 166  | 167 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 81         | 1226..P5-10        | 1130        | 168  | 169 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 82         | 1226..P5-10        | 1130        | 170  | 171 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 83         | 1226..P5-10        | 1130        | 172  | 173 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 84         | 1226..P5-10        | 1130        | 174  | 175 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 85         | 1226..P5-10        | 1130        | 176  | 177 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 86         | 1226..P5-10        | 1130        | 178  | 179 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 87         | 1226..P5-10        | 1130        | 180  | 181 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 88         | 1226..P5-10        | 1130        | 182  | 183 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 89         | 1226..P5-10        | 1130        | 184  | 185 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 90         | 1226..P5-10        | 1130        | 186  | 187 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 91         | 1226..P5-10        | 1130        | 188  | 189 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 92         | 1226..P5-10        | 1130        | 190  | 191 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 93         | 1226..P5-10        | 1130        | 192  | 193 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 94         | 1226..P5-10        | 1130        | 194  | 195 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 95         | 1226..P5-10        | 1130        | 196  | 197 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 96         | 1226..P5-10        | 1130        | 198  | 199 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 97         | 1226..P5-10        | 1130        | 200  | 201 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 98         | 1226..P5-10        | 1130        | 202  | 203 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 99         | 1226..P5-10        | 1130        | 204  | 205 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 100        | 1226..P5-10        | 1130        | 206  | 207 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 101        | 1226..P5-10        | 1130        | 208  | 209 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 102        | 1226..P5-10        | 1130        | 210  | 211 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 103        | 1226..P5-10        | 1130        | 212  | 213 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 104        | 1226..P5-10        | 1130        | 214  | 215 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 105        | 1226..P5-10        | 1130        | 216  | 217 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 106        | 1226..P5-10        | 1130        | 218  | 219 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 107        | 1226..P5-10        | 1130        | 220  | 221 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 108        | 1226..P5-10        | 1130        | 222  | 223 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 109        | 1226..P5-10        | 1130        | 224  | 225 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 110        | 1226..P5-10        | 1130        | 226  | 227 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 111        | 1226..P5-10        | 1130        | 228  | 229 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 112        | 1226..P5-10        | 1130        | 230  | 231 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 113        | 1226..P5-10        | 1130        | 232  | 233 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 114        | 1226..P5-10        | 1130        | 234  | 235 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 115        | 1226..P5-10        | 1130        | 236  | 237 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 116        | 1226..P5-10        | 1130        | 238  | 239 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 117        | 1226..P5-10        | 1130        | 240  | 241 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 118        | 1226..P5-10        | 1130        | 242  | 243 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 119        | 1226..P5-10        | 1130        | 244  | 245 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 120        | 1226..P5-10        | 1130        | 246  | 247 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 121        | 1226..P5-10        | 1130        | 248  | 249 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 122        | 1226..P5-10        | 1130        | 250  | 251 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 123        | 1226..P5-10        | 1130        | 252  | 253 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 124        | 1226..P5-10        | 1130        | 254  | 255 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 125        | 1226..P5-10        | 1130        | 256  | 257 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 126        | 1226..P5-10        | 1130        | 258  | 259 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 127        | 1226..P5-10        | 1130        | 260  | 261 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 128        | 1226..P5-10        | 1130        | 262  | 263 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 129        | 1226..P5-10        | 1130        | 264  | 265 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 130        | 1226..P5-10        | 1130        | 266  | 267 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 131        | 1226..P5-10        | 1130        | 268  | 269 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 132        | 1226..P5-10        | 1130        | 270  | 271 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 133        | 1226..P5-10        | 1130        | 272  | 273 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 134        | 1226..P5-10        | 1130        | 274  | 275 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 135        | 1226..P5-10        | 1130        | 276  | 277 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 136        | 1226..P5-10        | 1130        | 278  | 279 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 137        | 1226..P5-10        | 1130        | 280  | 281 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 138        | 1226..P5-10        | 1130        | 282  | 283 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 139        | 1226..P5-10        | 1130        | 284  | 285 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 140        | 1226..P5-10        | 1130        | 286  | 287 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 141        | 1226..P5-10        | 1130        | 288  | 289 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 142        | 1226..P5-10        | 1130        | 290  | 291 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 143        | 1226..P5-10        | 1130        | 292  | 293 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 144        | 1226..P5-10        | 1130        | 294  | 295 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 145        | 1226..P5-10        | 1130        | 296  | 297 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 146        | 1226..P5-10        | 1130        | 298  | 299 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 147        | 1226..P5-10        | 1130        | 300  | 301 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 148        | 1226..P5-10        | 1130        | 302  | 303 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 149        | 1226..P5-10        | 1130        | 304  | 305 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 150        | 1226..P5-10        | 1130        | 306  | 307 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 151        | 1226..P5-10        | 1130        | 308  | 309 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 152        | 1226..P5-10        | 1130        | 310  | 311 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 153        | 1226..P5-10        | 1130        | 312  | 313 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 154        | 1226..P5-10        | 1130        | 314  | 315 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 155        | 1226..P5-10        | 1130        | 316  | 317 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 156        | 1226..P5-10        | 1130        | 318  | 319 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 157        | 1226..P5-10        | 1130        | 320  | 321 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 158        | 1226..P5-10        | 1130        | 322  | 323 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 159        | 1226..P5-10        | 1130        | 324  | 325 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 160        | 1226..P5-10        | 1130        | 326  | 327 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 161        | 1226..P5-10        | 1130        | 328  | 329 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 162        | 1226..P5-10        | 1130        | 330  | 331 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 163        | 1226..P5-10        | 1130        | 332  | 333 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 164        | 1226..P5-10        | 1130        | 334  | 335 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 165        | 1226..P5-10        | 1130        | 336  | 337 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 166        | 1226..P5-10        | 1130        | 338  | 339 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 167        | 1226..P5-10        | 1130        | 340  | 341 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 168        | 1226..P5-10        | 1130        | 342  | 343 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 169        | 1226..P5-10        | 1130        | 344  | 345 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 170        | 1226..P5-10        | 1130        | 346  | 347 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 171        | 1226..P5-10        | 1130        | 348  | 349 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 172        | 1226..P5-10        | 1130        | 350  | 351 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 173        | 1226..P5-10        | 1130        | 352  | 353 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 174        | 1226..P5-10        | 1130        | 354  | 355 | HENDER DESTAIL TEST FIGURE A, INTEGRATION                       |
| 175        | 1226..P5-10        | 1130        | 356  | 357 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
| 176        | 1226..P5-10        | 1130        | 358  | 359 | HENDER DESTAIL TEST FIGURE A, SCORE                             |
| 177        | 1226..P5-10        | 1130        | 360  | 361 | HENDER DESTAIL TEST FIGURE A, DISTORTION OF SHAPE               |
| 178        | 1226..P5-10        | 1130        | 362  | 363 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, CONTINUOUS LINE ETC. |
| 179        | 1226..P5-10        | 1130        | 364  | 365 | HENDER DESTAIL TEST FIGURE A, INTEGRATION, SHAPE OF DESIGN LOSS |
| 180        | 1226..P5-10        | 1130        | 366  | 367 | HENDER DESTAIL TEST FIGURE A, ROTATION                          |
|            |                    |             |      |     |                                                                 |

Form from various linked to data items on US-11, Wechsler Intelligence Scales for Children

| STU-<br>ID<br>PKID | DATA<br>ITEM<br>ID | CASH<br>NUM | FROM<br>ID | DATA ITEM NAME                                                                        |
|--------------------|--------------------|-------------|------------|---------------------------------------------------------------------------------------|
| 7                  | 1201..05-32        | 2130        | 67         | 60 Auditory vocal association test, immediate raw score                               |
| 7                  | 1202..05-32        | 2130        | 65         | 60 Auditory vocal association test, raw score                                         |
| 7                  | 1203..05-32        | 2130        | 71         | 71 Auditory vocal association test, standard score, score                             |
| 7                  | 1204..05-32        | 2130        | 70         | 70 Auditory vocal association test, standard score, type of score                     |
| 7                  | 1206..05-32        | 2130        | 74         | 74 Auditory vocal association test, standard score, type of score                     |
| 7                  | 1201..05-31        | 2130        | 64         | 64 Intelligence scale administration                                                  |
| 7                  | 1200..05-31        | 2130        | 17         | 14 Wechsler Intelligence Scales; performance tests, block design, raw score           |
| 7                  | 1200..05-31        | 2130        | 30         | 40 Wechsler Intelligence Scales; performance tests, block design, scaled score        |
| 7                  | 1201..05-31        | 2130        | 41         | 42 Wechsler Intelligence Scales; performance tests, coding, raw score                 |
| 7                  | 1202..05-31        | 2130        | 41         | 44 Wechsler Intelligence Scales; performance tests, coding, scaled score              |
| 7                  | 1207..05-31        | 2130        | 13         | 14 Wechsler Intelligence Scales; performance tests, picture arrangement, raw score    |
| 7                  | 1208..05-31        | 2130        | 15         | 16 Wechsler Intelligence Scales; performance tests, picture arrangement, scaled score |
| 7                  | 1243..05-31        | 2130        | 45         | 46 Wechsler Intelligence Scales; performance tests, sum of performance tests          |
| 7                  | 1200..05-31        | 2130        | 10         | 20 Wechsler Intelligence Scales; verbal tests, comprehension, raw score               |
| 7                  | 1201..05-31        | 2130        | 21         | 22 Wechsler Intelligence Scales; verbal tests, comprehension, scaled score            |
| 7                  | 1244..05-31        | 2130        | 27         | 28 Wechsler Intelligence Scales; verbal tests, digit span, raw score                  |
| 7                  | 1245..05-31        | 2130        | 20         | 30 Wechsler Intelligence Scales; verbal tests, digit span, scaled score               |
| 7                  | 1218..05-31        | 2130        | 15         | 16 Wechsler Intelligence Scales; verbal tests, information, raw score                 |
| 7                  | 1219..05-31        | 2130        | 17         | 18 Wechsler Intelligence Scales; verbal tests, information, scaled score              |
| 7                  | 1246..05-31        | 2130        | 31         | 32 Wechsler Intelligence Scales; verbal tests, sum of verbal tests                    |
| 7                  | 1247..05-31        | 2130        | 21         | 24 Wechsler Intelligence Scales; vocabulary, raw score                                |
| 7                  | 1248..05-31        | 2130        | 25         | 26 Wechsler Intelligence Scales; vocabulary, scaled score                             |
| 7                  | 1249..05-31        | 2130        | 37         | 38 Wechsler Intelligence Scales; full scale, score                                    |
| 7                  | 1200..05-31        | 2130        | 60         | 62 Wechsler Intelligence Scales; full scale, score                                    |
| 7                  | 1246..05-31        | 2130        | 32         | 34 Wechsler Intelligence Scales; performance scale, score                             |
| 7                  | 1247..05-31        | 2130        | 34         | 36 Wechsler Intelligence Scales; performance scale, score                             |
| 7                  | 1248..05-31        | 2130        | 47         | 48 Wechsler Intelligence Scales; verbal scale, score                                  |
| 7                  | 1249..05-31        | 2130        | 40         | 51 Wechsler Intelligence Scales; verbal scale, score                                  |
| 7                  | 1200..05-31        | 2130        | 61         | 63 Wechsler Intelligence Scales; adequacy of examination                              |

Form Item Numbers linked to Data Items on 1-5-83, Comprehensive-Harris Standard-Man Test

| Form<br>Item<br>Number | DATA<br>ITEM |     | CAPS<br>NUM | FORM<br>NO | DATA<br>ITEM NAME                                                   |
|------------------------|--------------|-----|-------------|------------|---------------------------------------------------------------------|
|                        | 10           | 11  |             |            |                                                                     |
| 0                      | 334..PS-33   | 330 | 23          | 23         | unintelligible Harris drawing test; drawing of same or opposite sex |
| 10                     | 330..PS-33   | 330 | 15          | 16         | unintelligible Harris drawing test; raw score                       |
| 11                     | 331..PS-33   | 330 | 17          | 14         | unintelligible Harris drawing test; standard score                  |
| 11                     | 332..PS-33   | 330 | 20          | 21         | unintelligible Harris drawing test; percentiles rank                |
| 11                     | 333..PS-33   | 330 | 22          | 22         | unintelligible Harris drawing test; adequacy of examination         |

Core Item Numbers Linked to Data Items on PS-34, Tactile Finger Recognition Test

| ITEM<br>ON<br>FORM | DATA<br>ITEM<br>ID | CASH<br>VIEW | FROM<br>TO | DATA ITEM NAME                                             |
|--------------------|--------------------|--------------|------------|------------------------------------------------------------|
| 9                  | 117..PS-34         | 3130         | 26         | 27 Tactile Finger Recognition Test, Total Score            |
| 10                 | 119..PS-34         | 3130         | 29         | 29 Tactile Finger Recognition Test, Two Trials Given       |
| 11                 | 115..PS-34         | 3130         | 26         | 24 Tactile Finger Recognition Test, Right Hand Score       |
|                    | 116..PS-34         | 3130         | 26         | 25 Tactile Finger Recognition Test, Left Hand Score        |
|                    | 118..PS-34         | 3130         | 28         | 24 Tactile Finger Recognition Test, Summary of Examination |

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

| ITEM<br>ON<br>FORM | DATA<br>ITEM<br>IN | CAT<br>NUM | FROM | TO | DATA ITEM NAME                                               |
|--------------------|--------------------|------------|------|----|--------------------------------------------------------------|
| 8                  | 1154..PS-35        | 310        | 51   | 51 | wide range achievement test, spelling used, IPA              |
| 9                  | 1121..PS-35        | 310        | 51   | 52 | wide range achievement test, school, current grade           |
| 10                 | 1122..PS-35        | 310        | 51   | 53 | wide range achievement test, school, repeating grade         |
| 11                 | 1123..PS-35        | 310        | 51   | 54 | wide range achievement test, school, special class           |
| 12                 | 1120..PS-35        | 310        | 50   | 50 | wide range achievement test, school, type                    |
| 13                 | 1126..PS-35        | 310        | 50   | 51 | wide range achievement test, spelling, grade rating, grade   |
| 14                 | 1125..PS-35        | 310        | 51   | 52 | wide range achievement test, spelling, grade rating, type    |
| 15                 | 1124..PS-35        | 310        | 51   | 53 | wide range achievement test, spelling, raw score             |
| 16                 | 1120..PS-35        | 310        | 41   | 41 | wide range achievement test, reading, grade rating, grade    |
| 17                 | 1129..PS-35        | 310        | 42   | 42 | wide range achievement test, reading, grade rating, type     |
| 18                 | 1127..PS-35        | 310        | 40   | 41 | wide range achievement test, reading, raw score              |
| 19                 | 1132..PS-35        | 310        | 40   | 41 | wide range achievement test, arithmetic, grade rating, grade |
| 20                 | 1131..PS-35        | 310        | 47   | 47 | wide range achievement test, arithmetic, grade rating, type  |
| 21                 | 1130..PS-35        | 310        | 45   | 46 | wide range achievement test, arithmetic, raw score           |
| 22                 | 1133..PS-35        | 310        | 50   | 50 | wide range achievement test, summary of examination          |

Form Item Numbers Linked to Data Items on 12-30, Behavior Profile

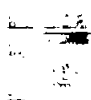
| Form<br>No. | Form<br>Title | Data<br>Type | Card<br>No. | Form<br>No. | Data<br>Item Name                                  |
|-------------|---------------|--------------|-------------|-------------|----------------------------------------------------|
| 0           | 115-000-10    | 110          | 52          | 52          | behavioral profile, separation from mother         |
| 10          | 116-000-10    | 110          | 53          | 53          | behavioral profile, feeding                        |
| 11          | 117-000-10    | 110          | 54          | 54          | behavioral profile, contact with examiner          |
| 12          | 118-000-10    | 110          | 55          | 55          | behavioral profile, self confidence                |
| 13          | 119-000-10    | 110          | 56          | 56          | behavioral profile, emotional reactivity           |
| 14          | 120-000-10    | 110          | 57          | 57          | behavioral profile, degree of cooperation          |
| 15          | 121-000-10    | 110          | 58          | 58          | behavioral profile, level of frustration tolerance |
| 16          | 122-000-10    | 110          | 59          | 59          | behavioral profile, degree of dependency           |
| 17          | 123-000-10    | 110          | 60          | 60          | behavioral profile, duration of attention span     |
| 18          | 124-000-10    | 110          | 61          | 61          | behavioral profile, goal orientation               |
| 19          | 125-000-10    | 110          | 62          | 62          | behavioral profile, level of activity              |
| 20          | 126-000-10    | 110          | 63          | 63          | behavioral profile, nature of activity             |
| 21          | 127-000-10    | 110          | 64          | 64          | behavioral profile, nature of communication        |
| 22          | 128-000-10    | 110          | 65          | 65          | behavioral profile, assertiveness                  |
| 23          | 129-000-10    | 110          | 66          | 66          | behavioral profile, hostility                      |

THESE RESEARCHES HAVE BEEN MADE POSSIBLE BY THE GRANT OF THE NATIONAL RESEARCH COUNCIL ON CANCER CONTROL, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE.

[illegible]

FORM 1000 OUTCOMES REPORT TO CYPH GROUP ON P-20, TEST SUMMARY

| ITEM | IN | FORM | DATA        |     | CASH | NUM | FORM | IN | DATA | ITEM NAME                      |
|------|----|------|-------------|-----|------|-----|------|----|------|--------------------------------|
|      |    |      | 10          | 10  |      |     |      |    |      |                                |
| 9    |    |      | 1001..P2-10 | 010 |      |     | 55   |    | 55   | Language presented             |
| 10   |    |      | 1004..P2-10 | 010 |      |     | 56   |    | 56   | Language used                  |
| 11   |    |      | 1001..P2-10 | 010 |      |     | 57   |    | 57   | Excellence clinical expression |
| 12   |    |      | 1004..P2-10 | 010 |      |     | 58   |    | 58   | Excellence clinical expression |
| 13   |    |      | 1001..P2-10 | 010 |      |     | 59   |    | 59   | Excellence clinical expression |
| 14   |    |      | 1004..P2-10 | 010 |      |     | 60   |    | 60   | Excellence clinical expression |
| 15   |    |      | 1001..P2-10 | 010 |      |     | 61   |    | 61   | Excellence clinical expression |
| 16   |    |      | 1004..P2-10 | 010 |      |     | 62   |    | 62   | Excellence clinical expression |
| 17   |    |      | 1001..P2-10 | 010 |      |     | 63   |    | 63   | Excellence clinical expression |
| 18   |    |      | 1004..P2-10 | 010 |      |     | 64   |    | 64   | Excellence clinical expression |
| 19   |    |      | 1001..P2-10 | 010 |      |     | 65   |    | 65   | Excellence clinical expression |
| 20   |    |      | 1004..P2-10 | 010 |      |     | 66   |    | 66   | Excellence clinical expression |
| 21   |    |      | 1001..P2-10 | 010 |      |     | 67   |    | 67   | Excellence clinical expression |
| 22   |    |      | 1004..P2-10 | 010 |      |     | 68   |    | 68   | Excellence clinical expression |
| 23   |    |      | 1001..P2-10 | 010 |      |     | 69   |    | 69   | Excellence clinical expression |
| 24   |    |      | 1004..P2-10 | 010 |      |     | 70   |    | 70   | Excellence clinical expression |
| 25   |    |      | 1001..P2-10 | 010 |      |     | 71   |    | 71   | Excellence clinical expression |
| 26   |    |      | 1004..P2-10 | 010 |      |     | 72   |    | 72   | Excellence clinical expression |
| 27   |    |      | 1001..P2-10 | 010 |      |     | 73   |    | 73   | Excellence clinical expression |
| 28   |    |      | 1004..P2-10 | 010 |      |     | 74   |    | 74   | Excellence clinical expression |
| 29   |    |      | 1001..P2-10 | 010 |      |     | 75   |    | 75   | Excellence clinical expression |
| 30   |    |      | 1004..P2-10 | 010 |      |     | 76   |    | 76   | Excellence clinical expression |
| 31   |    |      | 1001..P2-10 | 010 |      |     | 77   |    | 77   | Excellence clinical expression |
| 32   |    |      | 1004..P2-10 | 010 |      |     | 78   |    | 78   | Excellence clinical expression |
| 33   |    |      | 1001..P2-10 | 010 |      |     | 79   |    | 79   | Excellence clinical expression |
| 34   |    |      | 1004..P2-10 | 010 |      |     | 80   |    | 80   | Excellence clinical expression |
| 35   |    |      | 1001..P2-10 | 010 |      |     | 81   |    | 81   | Excellence clinical expression |
| 36   |    |      | 1004..P2-10 | 010 |      |     | 82   |    | 82   | Excellence clinical expression |
| 37   |    |      | 1001..P2-10 | 010 |      |     | 83   |    | 83   | Excellence clinical expression |
| 38   |    |      | 1004..P2-10 | 010 |      |     | 84   |    | 84   | Excellence clinical expression |
| 39   |    |      | 1001..P2-10 | 010 |      |     | 85   |    | 85   | Excellence clinical expression |
| 40   |    |      | 1004..P2-10 | 010 |      |     | 86   |    | 86   | Excellence clinical expression |
| 41   |    |      | 1001..P2-10 | 010 |      |     | 87   |    | 87   | Excellence clinical expression |
| 42   |    |      | 1004..P2-10 | 010 |      |     | 88   |    | 88   | Excellence clinical expression |
| 43   |    |      | 1001..P2-10 | 010 |      |     | 89   |    | 89   | Excellence clinical expression |
| 44   |    |      | 1004..P2-10 | 010 |      |     | 90   |    | 90   | Excellence clinical expression |
| 45   |    |      | 1001..P2-10 | 010 |      |     | 91   |    | 91   | Excellence clinical expression |
| 46   |    |      | 1004..P2-10 | 010 |      |     | 92   |    | 92   | Excellence clinical expression |
| 47   |    |      | 1001..P2-10 | 010 |      |     | 93   |    | 93   | Excellence clinical expression |
| 48   |    |      | 1004..P2-10 | 010 |      |     | 94   |    | 94   | Excellence clinical expression |
| 49   |    |      | 1001..P2-10 | 010 |      |     | 95   |    | 95   | Excellence clinical expression |
| 50   |    |      | 1004..P2-10 | 010 |      |     | 96   |    | 96   | Excellence clinical expression |
| 51   |    |      | 1001..P2-10 | 010 |      |     | 97   |    | 97   | Excellence clinical expression |
| 52   |    |      | 1004..P2-10 | 010 |      |     | 98   |    | 98   | Excellence clinical expression |
| 53   |    |      | 1001..P2-10 | 010 |      |     | 99   |    | 99   | Excellence clinical expression |
| 54   |    |      | 1004..P2-10 | 010 |      |     | 100  |    | 100  | Excellence clinical expression |



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