



DEFINITION OF CODES
7 YEAR PSYCHOLOGICAL EXAMINATION
FORM PS 30-38 CARD 1130

NOTE: IQ SCORES ON THIS
EXAM ARE AGE CORRECTED

FIELD	CARD COLUMN
1. <u>Card Number</u> Code: 1	1
2. <u>Form Number</u> Code: 130	2-4
3. <u>Revision Number</u> Code: 0 - Form Dated: 8/66	5
4. <u>WINDB Number</u> Nine-digit number for Patient Identification Code: As given	6-14
5. <u>Age</u> PS-30, Item 4 Three-digit code for: <u>Years</u> (col. 15) Code: 0 - 10 yrs. 1 - 11 yrs. 2 - 12 yrs. 3 - 13 yrs. 4 - 14 yrs. 5-9 - As given <u>Months</u> (cols. 16-17) 606-800 - As given in years and per Dr. Broman Code: 01-11 - As given 3/9/72	15-17
6. <u>Sex</u> PS-30, Item 5 Code: 1 - Male 2 - Female NOTE: USE CODES 606-800 ONLY IN TABULATIONS UNLESS USE OF ALL CODES IS SPECIFICALLY REQUESTED	18
7. <u>Race</u> PS-30, Item 6 Code: 1 - White 2 - Negro 3 - Oriental 4 - Puerto Rican 8 - Other 9 - Unknown	19
8. <u>Examiner</u> PS-30, Item 7 Code: See "Examiners", pages 21-22	20-21
9. <u>Date of Exam</u> PS-30, Item 3 Six-digit code for Month (cols. 22-23), Day (cols. 24-25) and Year (cols. 26-27) Code: As given 99 - Month, day, and/or year unknown	22-27

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 1130

FIELD

CARD
COLIAR21

BENDER GESTALT TEST

10. Figure A
PS-30, Item 9
Five-digit code for:
- | | |
|------------------------------------|-----------|
| <u>1a Distortion of Shape</u> | (col. 28) |
| <u>1b Distortion of Proportion</u> | (col. 29) |
| <u>2 Rotation</u> | (col. 30) |
| <u>3 Integration</u> | (col. 31) |
- Code for each column:
- | | |
|----------------|--|
| 0 - Absent | |
| 1 - Present | |
| 8 - Unscorable | |
| 9 - Unknown | |
- Score (col. 32)
- Code: 0 - No deviation
1-4 - 1 to 4 deviations
8 - Unscorable
9 - Unknown

28-32

11. Figure 1
PS-30, Item 10
Four-digit code for:
- | | |
|------------------------------|-----------|
| <u>1 Distortion of Shape</u> | (col. 33) |
| <u>2 Rotation</u> | (col. 34) |
| <u>3 Perseveration</u> | (col. 35) |
- Code for each column:
- | | |
|----------------|--|
| 0 - Absent | |
| 1 - Present | |
| 8 - Unscorable | |
| 9 - Unknown | |
- Score (col. 36)
- Code: 0 - No deviation
1-3 - 1 to 3 deviations
8 - Unscorable
9 - Unknown

33-36

12. Figure 2
PS-30, Item 11
Four-digit code for:
- | | |
|------------------------|-----------|
| <u>1 Rotation</u> | (col. 37) |
| <u>2 Integration</u> | (col. 38) |
| <u>3 Perseveration</u> | (col. 39) |
- Score (col. 40)
- Code: Same as in Field 11

37-40

DEFINITION OF CODES (Continued)

FORM PS 30-38
MAY 11-50

FIELD

PSD
NOTES

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

-1-5

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

-6-4

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

19-53

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

24-58

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 1130

CARD
POLYMER

17.

Figure 7

PS-30, Item 17

Five-digit code for:

21a Distortion of Shape: Distortion, etc. (col. 59)

21b Distortion of Shape:
Hexagons Misshapen, etc. (col. 60)

22 Rotation (col. 61)

23 Intergration (col. 62)

Score (col. 63)

Code: Same as in Field 10

59-63

18.

Figure 8

PS-30, Item 18

Three-digit code for:

24 Distortion of Shape (col. 64)

25 Rotation (col. 65)

Score (col. 66)

Code: Same as in Field 14

64-66

19.

Total Score

Code: 00-90 - As given

88 - Unscorable

99 - Unknown

67-68

20.

Adequacy of Examination

PS-30, Item 20

Code: 1 - Adequate

2 - Not adequate

9 - Unknown

69

21.

Time in Seconds

Code: 0000-9999 - As given

9999 - Unknown

70-73

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 2130

FIELD

PS-31
PS-31

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

1

2-14

WECHSLER INTELLIGENCE SCALES FOR CHILDREN

VERBAL TESTS

3. Information Raw Score
PS-31, Item 1
Code: 00-30 - As given
99 - Unknown
13-16
4. Information Scaled Score
PS-31, Item 1
Code: 00-20 - As given
11 - Inadequate
99 - Unknown
17-25
5. Comprehension Raw Score
PS-31, Item 2
Code: 00-20 - As given
99 - Unknown
13-20
6. Comprehension Scaled Score
PS-31, Item 2
Code: Same as in Field 4
21-22
7. Vocabulary Raw Score
PS-31, Item 3
Code: 00-80 - As given
99 - Unknown
23-24
8. Vocabulary Scaled Score
PS-31, Item 3
Code: Same as in Field 4
25-26
9. Block Span Raw Score
PS-31, Item 4
Code: 00-17 - As given
99 - Unknown
27-28
10. Block Span Scaled Score
PS-31, Item 4
Code: Same as in Field 4
29-30

DEFINITION OF CODES Continued

FORM PS 30-38
JANU 2150

FIELD

3382
33821

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

31-32

PERFORMANCE TESTS

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

33-34

13. Picture Arrangement Scaled Score
PS-31, Item 1
Code: Same as in Field 6

35-36

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

37-38

15. Block Design Scaled Score
PS-31, Item 1
Code: Same as in Field 6

39-40

16. Coding Raw Score
PS-31, Item 7
Code: 00-93 - As given
89 - Unknown

41-42

17. Coding Scaled Score
PS-31, Item 7
Code: Same as in Field 6

43-44

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

45-46

PROBATED SCALED SCORE AND I.Q.

19. Verbal Scaled Score
PS-31, Item 5
Code: 00-64 - As given
88 - Inadequate or actual score
89 - Unknown
Note: For inadequate score use Field 20

47-48

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 2130

<u>FIELD</u>	<u>CARD COLUMN</u>
20. <u>Verbal I.Q.</u> PS-31, Item 8 Code: 045-155 - As given 888 - Inadequate 999 - Unknown 160 - Reviewed and approved	49-51
21. <u>Performance Scaled Score</u> PS-31, Item 8 Code: 10-90 - As given 88 - Inadequate or actual score 99 - Unknown Note: For Inadequate score use Field 22 98,92 - Reviewed and approved	52-53
22. <u>Performance I.Q.</u> PS-31, Item 8 Code: 044-156 - As given 888 - Inadequate 999 - Unknown	54-56
23. <u>Full Scale Scaled Score</u> PS-31, Item 8 Code: 016-175 - As given 888 - Inadequate 999 - Unknown	57-59
24. <u>Full Scale I.Q.</u> PS-31, Item 8 Code: 025-154 - As given 888 - Inadequate 999 - Unknown 777 - Below norms 001-024 - Reviewed and Approved*	60-62
25. <u>Adequacy of Examination</u> PS-31, Item 9 Code: 1 - Adequate 2 - Not adequate 9 - Unknown	63
26. <u>Intelligence Scale Administered</u> Code: 0 - WISC 1 - Leiter 2 - Stanford Binet 3 - Other 4 - None 9 - Unknown	64

* Always Code 3 in Col. 64

ITEM

CODE
EXPLANATION

ADDITIONAL - SPECIAL ASSOCIATION TEST

27. Raw Score 65-66
PS-32, Item 1
Code: 70-26 - As given
26 - Unknown
28. Standard Score 57-61
PS-32, Item 2
Code: 100 - Below norms
101-400 - As given
401 - Above norms
402 - Test inadequate
900 - Unknown
29. Standard Score 7-13
PS-32, Item 3
Four-digit code for:
Range of Score 101-701
Code: 1 - Plus
2 - Minus
3 - Inadequate
9 - Unknown
Standard Score (cols. 71-73)
Code: 001-300 - As given
301 - Inadequate
900 - Unknown
30. Adequacy of Examination 71
PS-32, Item 4
Code: Same as in Field 25

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

FIELD

CARD
POSITION

1. Card Number
Code: 3
2. Basic Data
Code: Same as in vols. 2-14 of Card 1

1

2-14

SCOTCHMOUTH - HARRIS DRAWING TEST

3. Raw Score
PS-33, Item 9
Code: 00 - No score earned, unscorable
01-73 - As given
99 - Unknown

15-16

4. Standard Score
PS-33, Item 10
Code: 000 - Unscorable
001-151 - As given
666 - Inadequate
999 - Unknown

17-19

5. Percentile Rank
PS-33, Item 11
Code: 00 - Unknown
01-99 - As given

20-21

6. Adequacy of Examination
PS-33, Item 12
Code: 1 - Adequate
2 - Inadequate
9 - Unknown

22

7. Drawing of Same or Opposite Sex
Code: 1 - Same sex
2 - Opposite sex
8 - Not applicable
9 - Unknown

23

TACTILE FINGER TEST

8. Right Hand Score
PS-34, Item 9
Code: 0-5 - As given
6 - Inadequate
9 - Unknown

24

9. Left Hand Score
PS-34, Item 10
Code: Same as in Field 8

25

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

FIELD

CARD
COLUMNS

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

WIDE RANGE ACHIEVEMENT TEST

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

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

FIELD

CARD
COLUMN

16. Special Class
Code: 0 - No
1 - Yes
2 - No, but remedial reading
3 - No, but speech class
8 - Does not attend school
9 - Unknown
34
17. Spelling Raw Score
PS-35, Item 10
Code: 00-35 - As given
99 - Unknown
Additional codes reviewed and approved: 36, 57, 58, 60, 62
35-36
18. Spelling - Grade Rating
PS-35, Item 10
Three-digit code for:
Type of Grade (col. 37)
Code: 0 - Nursery
1 - Prekindergarten
2 - Kindergarten
3 - Grade 1-9
4 - Grade 10 and above
8 - Inadequate
9 - Unknown
Grade (cols. 38-39)
Code: 00-97 - As given
88 - Inadequate
99 - Unknown
Note: 8's in entire field = inadequate
37-39
19. Reading Raw Score
PS-35, Item 11
Code: 00-84 - As given
99 - Unknown
Additional codes reviewed and approved: 85-88, 90-91, 94
40-41
20. Reading - Grade Rating
PS-35, Item 11
Three-digit code for:
Type of Grade (col. 42)
Grade (cols. 43-44)
Code: Same as in Field 18
42-44
21. Arithmetic Raw Score
PS-35, Item 12
Code: 00-49 - As given
99 - Unknown
Additional codes reviewed and approved: 50, 51, 53, 56
45-46

Scale

1220
11/1/67

22. Automatic Grade Scale
PS-35, Item 12

1210

Three-digit code for:

Code of Grade col. 17
Note: Same as in Field 14

Grade col. 18
Note: 11-14 - as given
15 - Inadequate
16 - Unknown

23. History of Examination
PS-36, Item 13

12

Note: Same as in Field 6

24. Test Scoring Method

12

Note: 1 - No
2 - Yes
3 - Test not administered
4 - Unknown

SEPARATION PROFILE

25. Separation From Mother
PS-37, Item 3

12

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

26. Fearfulness
PS-38, Item 10

12

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

27.

Barriers with Examiner

PS-38, Item 11

- Note: 1 - Exceptionally shy, withdrawn
2 - Shy
3 - Initial shyness, at ease
4 - Very friendly
5 - Extreme friendliness
6 - Variable
7 - Moment only
8 - Unknown, not applicable

28.

28.

Self-Confidence

PS-38, Item 12

- Note: 1 - Lacking, extremely self-critical
2 - Disturbed and chilly
3 - Adequate
4 - More secure than usual
5 - Very self-confident
6 - Variable
7 - Moment only
8 - Unknown, not applicable

29.

29.

Emotional Reactivity

PS-38, Item 13

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

30.

30.

Degree of Cooperation

PS-38, Item 14

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

31.

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

31.

Level of Frustration Tolerance

PS-30, Item 17

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

30
3131

32.

Degree of Dependency

PS-30, Item 18

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

59

33.

Duration of Attention Span

PS-30, Item 19

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

60

34.

Goal Orientation

PS-30, Item 20

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

61

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

PS-36

PS-36
PS-36

35. Level of Activity

62

PS-36, Item 21

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

36. Nature of Activity

63

PS-36, Item 22

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

37. Nature of Communication

64

PS-36, Item 25

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

38. Assertiveness

65

PS-36, Item 26

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

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 3130

FIELD

CARD
COLUMN

39. Hostility
PS-36, Item 2"
Code: 1 - Very hostile
2 - Unusual amount of hostility
3 - No unusual amount
4 - Very agreeable
5 - Ingratiating
6 - Variable
7 - Comment only
8 - Unknown, not applicable

66

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 4130

FIELD

CARD COLUMNS

1. Card Number
Code: 4

1

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

2-14

ADDITIONAL OBSERVATIONS

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

15

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

16

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

17-19

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 413C

FIELD

CARD
COLUMN

6.

Ears

PS-37, Item 12

Code: 0 - Normal

1 - Wears hearing aid

3 - Combination of codes 1 and 3

8 - Other

9 - Unknown

20

7.

Unusual Muscular Movements

PS-37, Item 13

Six-digit code for:

Head and Neck (col. 21)

Arms and Shoulders (col. 22)

Hands (col. 23)

Trunk (col. 24)

Legs and Feet (col. 25)

Total Body (col. 26)

Code for each column:

0 - Absent

1 - Present

9 - Unknown

21-26

8.

Deviant or Stereotyped Behavior

PS-37, Item 16

Eight-digit code for:

Excessive and Persistent Thumb Sucking (col. 27)

Excessive and Persistent Nail Biting (col. 28)

Unusual and Meaningless Hand Motioning (col. 29)

Meaningless Smiling and Laughing (col. 30)

Crying (col. 31)

Echolalia (col. 32)

Other Obvious Speech Difficulties (col. 33)

Other (col. 34)

Code for each column:

Same as in Field 7

27-34

9.

Obvious Defects and Anomalies

PS-37, Item 19

Nine-digit code for:

Mongoloid Characteristics (col. 35)

Very Small Head (col. 36)

Very Large Head (col. 37)

Asymmetry of Skull (col. 38)

Very Close (col. 39)

Unusually Small (col. 40)

Skin Condition (col. 41)

Teeth (col. 42)

Other (col. 43)

Code for each column:

Same as in Field 7

35-43

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 4130

<u>FIELD</u>	<u>CARD</u> <u>COLUSE</u>
10. <u>Handedness</u> PS-37, Item 21 Code: 1 - Right 2 - Left 3 - Indeterminate 9 - Unknown	44
TEST SUMMARY	
11. <u>Intelligence</u> PS-36, Item 9 Code: 1 - Superior 2 - Average 3 - Borderline 4 - Mentally defective 5 - Inadequate exam 9 - Unknown	45
12. <u> Bender Visual Motor Production</u> PS-36, Item 10 Code: 1 - Normal 2 - Suspect 3 - Abnormal 5 - Inadequate exam 9 - Unknown	46
13. <u>Educational Achievement (WEAT)</u> PS-36, Item 11 Three-digit code for: <u>Spelling</u> (col. 47) <u>Reading</u> (col. 48) <u>Arithmetic</u> (col. 49) Code for each column: 0 - Not applicable, child does not attend school 1 - Above average 2 - Average 3 - Below average 5 - Inadequate exam 9 - Unknown	47-49
14. <u>Goodenough - Harris Drawing Test</u> PS-36, Item 12 Code: Same as in Field 12	50
15. <u>Abstract Language Thinking (ATPA)</u> PS-36, Item 13 Code: Same as in Field 12	51

DEFINITION OF CODES (Continued)

FORM PS 30-38
CARD 4130

FIELD

CARD
COLUMN

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

**7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS**

All Institutions:

98 Unknown
99 Transfer Cases, Courtesy
Exam, Visiting Examiner

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

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

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

7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS (continued)

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

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

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

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

7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS (continued)

55 - New York Medical

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

66 - Pennsylvania

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

60 - Oregon

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

7-YEAR PSYCHOLOGICAL EXAMINATION
EXAMINERS (continued)

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

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

6-YEAR PSYCHOLOGICAL EXAMINATION

Form PS-30-38

ITEM #		PS-30										DATE OF EXAM		BENDER GESTALT TEST								TOTAL SCORE		TIME															
1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19		20	
CARD #		1120		NINDB #																																			
AGE		56		SEX		M		RACE		W		EXAMINED BY		M. M. V. R.		FIGURE A		FIGURE 1		FIGURE 2		FIGURE 3		FIGURE 4		FIGURE 5		FIGURE 6		FIGURE 7		FIGURE 8		FIGURE 9					
BLANK																																							

PS-30-38 - 2-

CITIZEN PSYCHOLOGICAL CORPORATION

FORM PS-30-36

ITEM #	PS-31	PS-32
ON FORM	7	8
	WECHSLER INTELLIGENCE SCALES	
	SUBRAY-VOCAL ASSOCIATION TEST	
	FULL SCALE	
	VERBAL SCALE	
	PERFORMANCE SCALE	
	ITEMS	
	SCORE	
	NINDO #	
	CARD #	
	2130	
	BLANK	

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2025 - 26

7-YEAR PSYCHOLOGICAL EXAMINATION

Form PS-30-38

ITEM # ON FORM		PS-37				PS-38	
1	2	3	4	5	6	7	8
1		15				19	
2		16				19	
3		17				19	
4		18				19	
5		19				19	
6		20				19	
7		21				19	
8		22				19	
9		23				19	
10		24				19	
11		25				19	
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13		27				19	
14		28				19	
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294							

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

GENERAL INSTRUCTIONS

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

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION

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

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

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

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

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

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

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

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

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

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

¹This COLR Supplement covers only a part of the scoring categories appearing on Form PS-30. For instructions relating to the remainder of the form, Study Hospitals may obtain a copy of the Koppitz Manual by purchasing the test "The Bender Gestalt Test For Young Children" by Elizabeth M. Koppitz, Grune & Stratton, Inc., 381 Park Avenue South, New York 10, New York. Copyright © 1964.

January 1970

Figure A

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

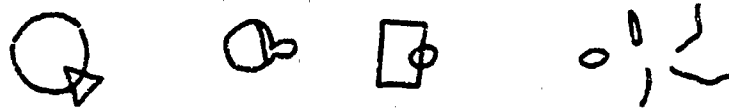
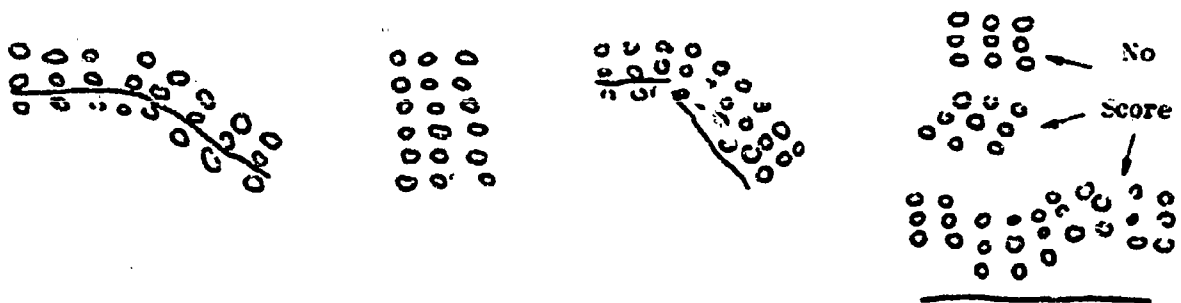
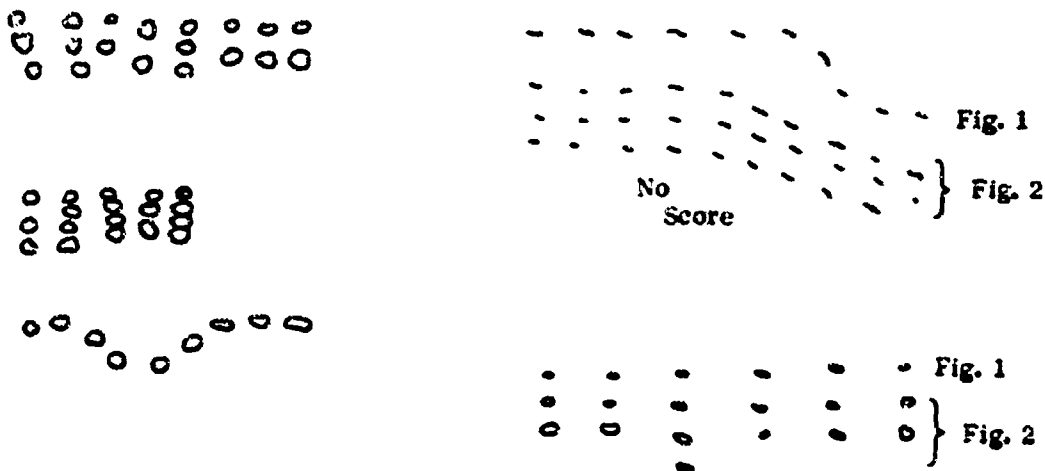


Figure 2

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



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



Manual for the Bender Gestalt Test (with Koppitz Scoring)

Figure 3

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

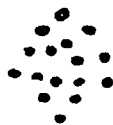
10. *Distortion of Shape.* "Five or more dots converted into circles; enlarged dots or partially filled in circles not considered circles for this scoring item - in cases of doubt do not score; dashes not scored."

CIRCLES:

DOTS:

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

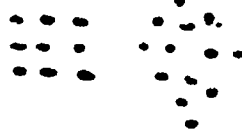
- a. SCORE AS ROTATION IF THE APEX IS AT EITHER THE TOP OR THE BOTTOM
b. DO NOT SCORE FOR ROTATION IF APEX COULD BE CORRECT, AS JUDGED BY COMPLETED DRAWING.



Score



Score



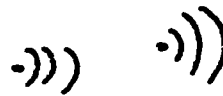
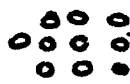
Do Not Score



Do Not Score

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

"failure to increase each successive row of dots:



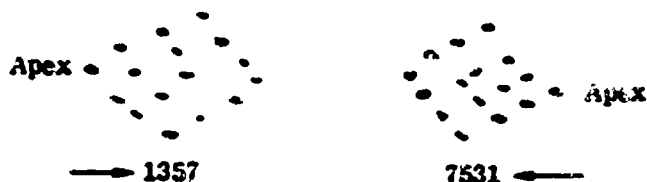
Not
Scored for 12a

"shape of arrow head not recognizable or reversed:



Manual for the Bender Gestalt Test (with Koppitz Scoring)

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



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



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



Figure 4.

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

Figure 5.

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

CIRCLES: 

DOTS: 

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

January 1970

Manual for the Bender Gestalt Test (with Koppitz Scoring)

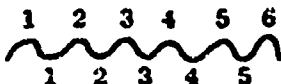
Figure 6.

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

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

ONE SINUSOIDAL CURVE =  OR .

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

NOT SCORED: 

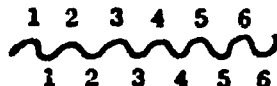
SCORED: 

Figure 7.

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

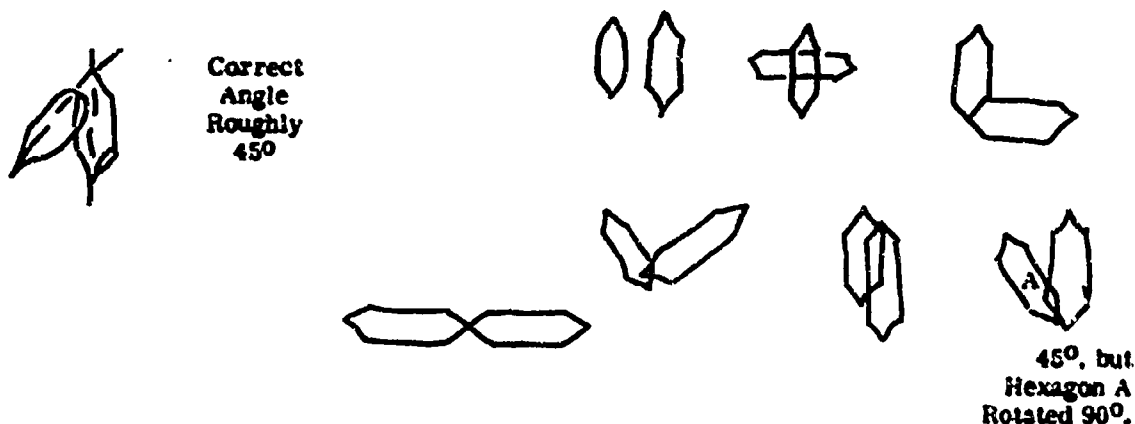
IF THE FIGURE IS CORRECTLY DRAWN THE ANGLE DEFINED BY THE TWO HEXAGONS SHOULD BE ROUGHLY 45°.

AXIS DETERMINATION

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

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

Examples for Deviation 22.



January 1970

Manual for the Bender Gestalt Test (with Koppitz Scoring)

Clinical Observations Relative to Identification of Brain-Injured Children

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

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

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

January 1970

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

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

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

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

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION
AUDITORY-VOCAL ASSOCIATION TEST (From ITPA) ³
(for Form PS-32)

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

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

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

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

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

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

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

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

CEILING: Six Consecutive Failures

AUDITORY-VOCAL ASSOCIATION TEST

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

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January 1970

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

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

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

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

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

January 1970

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

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

January 1970

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

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

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

January 1970

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

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

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

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

January 1970

AUDITORY-VOCAL ASSOCIATION TEST

Raw Score		AGE GROUPS												Raw Score	
		2-3 to 2-8	2-9 to 3-2	3-3 to 3-8	3-9 to 4-2	4-3 to 4-8	4-9 to 5-2	5-3 to 5-8	5-9 to 6-2	6-3 to 6-8	6-9 to 7-2	7-3 to 8-2	8-3 to 9-3		
26								2.80	2.77	2.27	2.25*	1.61	26		
25							2.72	2.48	2.77	1.98*	1.80	1.20	25		
24							2.43	2.17*	2.36*	1.68	1.36	.79	24		
23							2.14*	1.85	1.94	1.38	.91	.39	23		
22							1.65	1.54	1.52	1.09	.47	-.02	22		
21						2.80	1.56	1.22	1.11	.79	.02	-.43	21		
						2.50*									
20						2.20	1.27	.91	.69	.50	-.43	-.84	20		
19						1.90	.98	.59	.27	.20	-.87	-1.25	19		
18						1.60	.69	.28	-.15	-.09	-1.32	-1.66	18		
17				2.87		1.29	.40	-.04	-.56	-.39	-1.76	-2.06	17		
16			2.71*	2.56		.99	.11	-.36	.98	-.69	-2.21	-2.47	16		
			2.26												
15				1.96*									15		
14			2.41	1.66		.69	-.18	-.67	-1.40	-.98	-2.65	-2.88	14		
13		2.89*	2.11	1.36		.39	-.48	-.99	-1.82	-1.28			13		
12		2.58	1.81	1.06		.09	-.77	-1.30	-2.23	-1.57			12		
11		2.27	1.50	1.06		-.22	-1.06	-1.62	-2.65	-1.87			11		
		1.96	1.20	.76		-.52	-.35	-1.93		-2.16					
10		2.92*	.90	.45									10		
9	2.58	1.33	.60	.15	-.04	-.82	-1.64	-2.25*		-2.46			9		
8	2.24	1.02	.30	-.15	-.30	-1.12	-1.93	-2.56		-2.76*			8		
7	1.90	.71	-.01	-.45	-.57	-1.42	-2.12	2.88					7		
6	1.57	.40	-.31	-.76	-.84	-1.73	-2.51						6		
					-1.11	-2.03	-2.80*								
5	1.23	.09	-.61	-1.06	-1.38	-2.33							5		
4	.89	-.22	-.91	-1.36	-1.65	-2.63*							4		
3	.55	-.54	-1.21	-1.66	-1.92	-2.93							3		
2	.22	-.85	-1.52	-1.96	-2.19								2		
1	-.12	-1.16	-1.82	-2.26	-2.46								1		
0	-.46	-1.47	-2.12	-2.56*	-2.73*								0		

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

* This score and all above it are extrapolated.

This score and all below it are extrapolated.

7-YEAR PSYCHOLOGICAL EXAMINATION
GOODENOUGH HARRIS DRAW-A-PERSON TEST ⁴
(for Form PS-33)

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

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

January 1970

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

ADMINISTRATION

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

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

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

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

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

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

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

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

January 1970

Manual for the Tactile Finger Recognition Test

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

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION

COLR ADAPTATION OF THE MANUAL FOR THE WIDE RANGE ACHIEVEMENT TEST ³

(Jastak - Jastak)

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

(for Form PS-35)

MANUAL OF INSTRUCTIONS

PERSONAL DATA

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

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

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

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

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

Example:

$$\begin{array}{r} 10 \text{ 45} \\ 63-11-15 \\ 57-7-21 \\ \hline 6-3-24 \text{ Chronological Age} = 6.3 \end{array}$$

INSTRUCTIONS FOR ADMINISTRATION OF WRAT

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

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

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

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

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

Time Limit: 1 minute (use stopwatch)

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

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January 1970

LEVEL 1 -- Spelling List and Pronunciation Guide

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

January 1970

INITIAL TEACHING ALPHABET (ITA)

Key for WRAT Spelling -- Level I

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

Scoring:

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

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

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

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

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

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

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

January 1970

Manual for the Wide Range Achievement Test (COLR Adaptation)

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

Begin Test with Pre-Reading Section.

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

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

Time Limit: 10 seconds per letter (use stopwatch)

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

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

Time Limit: 10 seconds per letter (use stopwatch)

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

Time Limit: 10 seconds per letter (use stopwatch)

Recording:

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

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

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

Time Limit: 10 seconds per word (use stopwatch)

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

Testing Limit: 5 consecutive failures

January 1970

Manual for the Wide Range Achievement Test (COLR Adaptation)

Recording:

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

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

Scoring:

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

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

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

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

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

Begin Test with Oral Part.

Oral Test:

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

January 1970

Manual for the Wide Range Achievement Test (COLR Adaptation)

Time Limits:

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

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

Written Part:

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

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

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

Recording Written Part:

Underline incorrect answers

Recording Oral Part:

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

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

Oral Computations: Cross out incorrect answers.

Scoring:

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

Total Maximum Score: 60 points.

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

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

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

January 1970

Manual for the Wide Range Achievement Test (COLR Adaptation)

TABLE 1

	During vacation time: grade child will enter following fall	From Sept. 15 to Oct. 14	From Oct. 15 to Nov. 14	From Nov. 15 to Dec. 14	From Dec. 15 to Jan. 14	From Jan. 15 to Feb. 14	From Feb. 15 to March 14	From March 15 to April 14	From April 15 to May 14	After May 15
		0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
Kindergarten	0.0									
First Grade	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
Second Grade	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
Third Grade	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9

If repeating a grade, write R. 1.0, R. 1.1 etc.

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

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION

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

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

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

- II. **Criteria for the Selection of the Dimensions of the 7-Year Behavior Profile:** The dimensions included in this scale extend and expand those included in the 8-Month Profile and the 4-Year Profile in order to allow for a differential diagnosis. Emphasis is given to behavior patterns of the "normal" child of seven, while special attention is placed upon the characteristics and behavior processes of the brain injured as well as those of the emotionally disturbed child. The dimensions were selected on the basis of the criteria established for the 8-Month Profile and the 4-Year Profile, with allowances made for the more complex behavior of the 7-year-old child.

- A. Relevance to the objectives of the Collaborative Project, i.e., they should be of diagnostic value in differentiating between brain damaged and "normal" children as well as the emotionally disturbed.
 - B. They should be appropriate to the age level and should allow for flexible interpretation of a wide range of variations in the behavior of the "normal" child.
 - C. The scale is based on behavior which can be elicited, observed and recorded during the psychological examination, thus eliminating reliance on the mother's report.
 - D. The scale should contain independent parameters with scale points which can be easily interpreted and scored.
 - E. There should be satisfactory reliability when the scale is used by different examiners working with diverse populations.
- III. **The Behavior Profile:** As in the 8-Month Profile and the 4-Year Profile, the dimensions are placed on a continuum with scale points from 1 through 5, representing degrees of manifested behavior. Brain injured and emotionally disturbed children should be expected to score more frequently than "normals" on either extreme of all or some of these dimensions. It is not the purpose of this scale to differentiate between the various levels of normal behavior. Its only intent is to identify the "suspect" or abnormal child in terms of the core objective. The full description of the points on each scale is shown in the following sections. The actual rating sheet has only "cue" words at each point of each scale. It is recognized that this will necessitate constant reference to the manual while the examiner is becoming familiar with the scale. It is felt, however, that with these cue words the rater will rather quickly commit the anchor points on each scale to memory and will then need only occasional reference to the manual. Use all rating scales quantitatively whether or not the qualitative descriptions are applicable.
- IV. **Directions:** Only one box should be checked with an (X) for each item. If a child's development is considered atypical or the examiner is not confident about a given rating, this should be explained under Comments.

January 1970

V. Scales:

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

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

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

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

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

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

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

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

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

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

January 1970

Manual for the Behavior Profile

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

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

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

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

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

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

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

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

January 1970

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

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

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

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

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

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

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

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

January 1970

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

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

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

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

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

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

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

DIRECTIONS:

Item 9 – Face:

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

Item 10 – Mouth

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

Item 11 – Eyes:

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

January 1970

Manual for Additional Observations

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

Item 12— Ears:

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

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

Item 16 — Deviant or Stereotyped Behavior: With the exception of the item "unusual and meaningless hand motions," all other items in this section are self-explanatory. "Unusual and meaningless hand motions" is distinguished from "unusual muscular movements of the hand (Item 13)" by the fact that (1) the child manifests such movements in response to stressful situations encountered during the examination, or as by-products of his anxiety in a novel situation; and (2) the hand movements themselves do not show the following characteristics, or combinations of characteristics such as athetoid, vermicular movements of the hand, involuntary and persistent positioning of the hand in a rigid and unnatural position, uncontrollable tremors, fine and gross, etc.

Item 19 — Obvious Defects or Anomalies: Although it is not the purpose of the psychologist to make a medical diagnosis, obvious defects or anomalies may be recorded at this time. The "Other" category can be used by the examiner whenever he may note such things as abnormalities of ears or earlobes (atresia), large and conspicuous birth-marks, etc.

Item 20 — If the child is attending a special class or school, the examiner should determine the name and address of the school (or class), the approximate length of time attended, and the reason for attendance.

Item 21 — Handedness: Right, Left, Indeterminate: Handedness is to be judged by use of the pencil only. Score as **Right** if the child uses his right hand for the pencil at all times. Score as **Left** if the child uses his left hand for the pencil at all times. Score as **Indeterminate** if the child switches from one hand to another when using the pencil.

The word "NONE" may be used for items 15, 16 and 19 when none of the named conditions is observed relative to the respective items.

January 1970

7-YEAR PSYCHOLOGICAL EXAMINATION
MANUAL FOR THE PSYCHOLOGICAL TEST SUMMARY
(for Form PS-38)

Clinical Impressions (Items 9-15): Indicate here whether you consider the child normal, suspect (borderline), or abnormal (severely retarded) in any of the dimensions listed below. State the basis for your evaluation in the space provided for Comments.

Item 9—INTELLIGENCE

1. Superior: Full-Scale WISC. IQ's of 120 and above (as derived from the conversion table on page 26 of the WISC manual, 1949 edition).
2. Average: Full-Scale WISC. IQ's between 80 and 119 (from WISC manual, conversion table, page 26).
3. Borderline: Full-Scale WISC. IQ's between 70 and 79.
4. Mentally Defective: Full-Scale WISC. IQ's of 69 and below.

Item 10—BENDER VISUAL MOTOR PRODUCTION

Supplement your findings with your clinical impressions, whenever appropriate, in making your final evaluation. Refer to the appendix of the Koppitz Text, page 188, for initial criteria for judging child's performance as normal, suspect or abnormal, in terms of his total score.

		Bender Norms for overage children		
		6 yrs. 10 months 7 yrs. 11 months	8 yrs. 8 yrs. 5 months	8 yrs. 6 months 8 yrs. 11 months
1. Normal:	A total score of 8 or less		7 or less	5 or less
2. Suspect:	A total score between 9 and 13		8 - 12	6 - 10
3. Abnormal:	A total score of 14 or more		13 and above	11 and above

Item 11—EDUCATIONAL ACHIEVEMENT (WRAT)

The definitions of categories shown below, i.e., "Above Average", "Average" and "Below Average", apply to each of the WRAT tests, Spelling, Reading and Arithmetic. Your findings should be supplemented by your clinical impressions, whenever appropriate, in making your final evaluation.

1. Above Average: Child achieves a grade rating that is more than 1 grade rating above his actual current grade placement.
2. Average: Child achieves a grade rating that is comparable to his actual current grade placement, i.e., the grade rating is within ± 1 grade rating of his actual current grade placement.
3. Below Average: Child achieves a grade rating that is more than 1 grade rating below his actual current grade placement.

A grade repeater performing at or below his exact grade level is considered below average.

January 1970

Manual for the Psychological Test Summary

The following WRAT Table of Composite Ratings for the WRAT is provided to enable the examiners to make general evaluations of educational achievement based on all three WRAT tests. It should be emphasized that the composite ratings shown are suggested guidelines from which the examiner is free to depart (based on his clinical observations of the child's performance on the WRAT tests and any other tests in the 7-Year Psychological Examination Battery). However, if deviations from the suggested guidelines in the table are made, the examiner should report the justification for such action in the Comments section of the Test Summary sheet.

<u>Composite WRAT Rating</u>	<u>Spelling</u>	<u>Reading</u>	<u>Arithmetic</u>
Above Average	AA AA AA A BA	AA AA A AA AA	AA A AA AA AA
Average	AA AA AA AA A A A A A A A BA BA BA	AA A A BA BA AA AA A A A BA BA AA A A	BA A BA AA A A BA AA A A BA AA A AA A
Below Average	AA A BA BA BA BA BA	BA BA AA A BA BA BA	BA BA BA BA AA A BA

For the purpose of arriving at an overall impression (PS-38, page 1), on item 11 a rating of Below Average in two or more areas should be considered equivalent to a rating of "suspect" for this item.

Item 12 -- GOODENOUGH-HARRIS DRAWING TEST

The following categories are based on the age-sex tables for raw-score conversions to Standard Scores, pages 294-297 of the Goodenough-Harris Test Manual.

1. Normal: A standard score of 80 and above.
2. Suspect: A standard score between 70 and 79.
3. Abnormal: A standard score of 69 and below.

January 1970

Manual for the Psychological Test Summary

Item 13 – ABSTRACT LANGUAGE THINKING (ITPA aud voc.)

Based on a combination of Language Age norms and Standard Score conversions from the ITPA manual.

ITPA Norms for overage children			
	6 yrs. 9 months <u>7 yrs. 2 months</u>	7 yrs. 3 months <u>7 yrs. 8 months</u>	7 yrs. 9 months <u>and Above</u>
1. Normal:	Raw Score of 16 and above	Raw Score of 17 and above	Raw Score of 18 and above
2. Suspect:	Raw Score between 12 and 15	Raw Score between 13 and 16	Raw Score between 14 and 17
3. Abnormal:	Raw Score of 11 and below	Raw Score of 12 and below	Raw Score of 13 and below

Item 14 – TACTILE FINGER RECOGNITION TEST

1. Normal: Score of 9 or 10.
2. Suspect: Score of 7 or 8.
3. Abnormal: Score of 6 or below.

Item 15 – BEHAVIORAL

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

Item 16 – OVERALL IMPRESSION

A final diagnosis is required on all cases. The following steps should be used in determining the final diagnosis:

1. Items 9-15: If any of these items are checked "suspect" or "abnormal", a comment giving the reason must be written in the appropriate space in the right hand column.
2. It is clear that the examiner cannot make a final diagnosis for a specific case unless he has sufficient information for making a valid overall impression rating. This rating is not necessarily dependent on how many or how few of the individual tests of the battery have been rated as inadequate, but reflects the confidence the examiner has in the information base obtained, permitting him to make an overall rating of "normal," "suspect," "abnormal" or "inadequate examination (no overall impression possible)."

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

1. If the Examiner gives one or two suspect ratings on Items 9-15, he must check Item 16 either "suspect" or "normal."
2. If the Examiner gives three or more suspect ratings on Items 9-15, he must check Item 16 "suspect."
3. If the Examiner gives one abnormal rating on Items 9-15, regardless of ratings given for the other items, he may check Item 16 "suspect" or "abnormal" but never "normal."
4. If the Examiner gives two or more abnormal ratings on Items 9-15, he must check Item 16 "abnormal."

January 1970

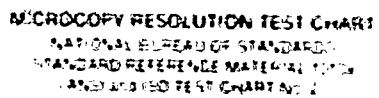
Manual for the Psychological Test Summary

5. On rare occasions an examiner might check Items 9-15 as "normal" and Item 16 as "suspect." In this case, he must give detailed reasons for his final diagnosis in a summary statement.
6. Deviations from the five guidelines above are permissible, provided that such deviations are accompanied by a detailed justification. For example, an examiner observing guideline 2 ordinarily should check Item 16 as "suspect"; however, it is readily conceivable that the examiner would prefer to rate the child as "abnormal" rather than "suspect", possibly derived from his assessment of the qualitative aspects of the child's test behavior.

Item 19 -- SUMMARY STATEMENT

If the examiner considers the child's overall development (Items 9-15) "suspect" or "abnormal," he must write a summary statement (short clinical report) giving the reasons for his final diagnosis. If the examiner considers the overall examination to be inadequate, he must describe in detail the conditions and the reasons why such an evaluation was indicated. Provisions for rescheduling administration of the battery should be made wherever possible.

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CONTINUED ON NEXT FICHE