Child Summary Record Form

Child's name _____   Age: yer ____ :months

	Raw score	Standard score	Centile	Age equiv.
BPVS	▓▓	▓▓	▓▓	▓▓
WISC Picture Completion	▓▓	▓▓		▓▓
WISC Block Design	▓▓	▓▓		▓▓
WISC Digit Span	▓▓	▓▓		▓▓
WISC Vocabulary	▓▓	▓▓		▓▓
WISC Comprehension	▓▓	▓▓		▓▓
WISC Verbal IQ		sum of standard scores ▓▓	centile ▓▓	IQ ▓▓
WISC Performance IQ		sum of standard scores	centile	IQ
EVT				
TROG				
CnRep				
Past Tense Task				
CELF Recalling Sentences				
CELF Word Associations				
WORD Basic Reading				
WORD Reading Comprehension				
Third Person Singular Task				

Nuffield Foundation Study Teacher Questionnaire

Study number___   Child's name___   _____

Please help us by completing the following questions.

It is important that you **answer all of them** (even if they seem irrelevant) so that we can get a full picture of the child. However, don't spend too long worrying over each question because they are designed to give us a general impression to map out patterns of strengths and difficulties.

The questions sometimes take slightly different formats but always need you to **choose just one response for each question.** If you have any comments about the questions please **add** them as well as filling in a response.

Finally, some questions may seem repetitive or overlapping. **This is not to catch you out in any way!** It is because asking similar things in different ways has been shown to be a good way of getting a full picture. In addition when we report our study we have to show that the questions are the same as those used in other studies in order to compare results and this sometimes means "doubling up".

Thank you very much for your time in completing this questionnaire. Our researcher will collect it when she visits the school.

A) Please describe this child's current educational placement:

1) When the child first came to your school, what type of placement did he/she come from:

Mainstream (no support)

Mainstream with support: Please say how much & what type_____   _____

Language unit

Language school

Other special unit or school (e.g., MLD; autism); please specify_____

2) Is the child's current school placement best described as:

Mainstream (no support)

Mainstream with support: Please say how much & what type_____

Language unit

Language school

Other special unit or school (e.g., MLD; autism); please specify_____   _____

3) Is the child's school placement residential?   Yes   (No)

4) How long has the child been at his/her current school?____ _____

5) Do you feel this child is appropriately placed in your class?   (Yes)   No

6) Do you feel this child needs more support within your class?   (Yes)   No

B) Please rate this child's:

1) Participation in class activity:

1	2	3	4	5
Very keen to work with others	(Enjoys working with others)	Satisfactory level of participation	Prefers to work on own	Never or rarely works with others by choice

2) Relationships with peers:

1	2	3	4	5
Good mixer; Very popular	(Fairly good mixer; Quite popular)	Satisfactory mixer	Prefers own company; Few close friends	Loner / poor mixer No real friend

C) Please ring the number which best describes this child:

	sort of true	really true
1) This child finds it hard to make friends	2	1
or finds it pretty easy to make friends	(3)	4

	sort of true	really true
2) This child has a lot of friends	(3)	4
or doesn't have many friends	2	1

	sort of true	really true
3) This child is popular with others his/her age	3	(4)
or is not very popular	2	1

D) Please tick the box which best describes this child's strengths & weaknesses

	Not true	Somewhat true	Certainly true	(office use)
1) Considerate of other people's feelings	☐	☐	☑	g
2) Restless, overactive, cannot stay still for long	☐	☑	☐	r g
3) Often complains of headaches, stomach aches or sickness	☑	☐	☐	g
4) Shares readily with other children (treats, toys, pencils etc)	☐	☐	☑	g
5) Often has temper tantrums or hot tempers	☑	☐	☐	r g
6) Rather solitary, tends to play alone	☑	☐	☐	r g
7) Generally obedient, usually does what adults request	☐	☐	☑	ra g
8) Many worries, often seems worried	☑	☐	☐	re g
9) Helpful if someone is hurt, upset or feeling ill	☐	☐	☑	g
10) Constantly fidgeting or squirming	☐	☑	☐	r g
11) Has at least one good friend	☐	☐	☑	g
12) Often fights with other children	☑	☐	☐	ra g
13) Often unhappy, downhearted or tearful	☑	☐	☐	re g

	Not true	Somewhat true	Certainly true	(office use)
14) Generally liked by other children	☐	☐	☑	r g
15) Easily distracted, concentration wanders	☐	☑	☐	g
16) Nervous or clingy in new situations, easily loses confidence	☑	☐	☐	re g
17) Kind to younger children	☐	☐	☑	g
18) Often lies or cheats	☑	☐	☐	ra g
19) Picked on or bullied by other children	☑	☐	☐	g
20) Often volunteers to help others (parents, teachers, siblings)	☐	☐	☑	g
21) Thinks things out before acting	☐	☑	☐	g
22) Steals from home, school or elsewhere	☑	☐	☐	ra g
23) Gets on better with adults than with other children	☑	☐	☐	g
24) Many fears, easily scared	☑	☐	☐	(re) g
25) Sees tasks through to the end, good attention span	☐	☑	☐	r g
26) Truants from school	☑	☐	☐	r
27) Often destroys own or other's belongings	☑	☐	☐	ra
28) Has twitches, mannerisms or tics of the face & body	☑	☐	☐	r
29) Frequently sucks thumb or finger	☑	☐	☐	r
30) Frequently bites nails or fingers	☐	☐	☑	r
31) Tends to be absent from school for trivial reasons	☑	☐	☐	r
32) Fussy or over particular child	☑	☐	☐	r
33) Is inert, unresponsive or apathetic	☑	☐	☐	r
34) Often complains of aches and pains	☑	☐	☐	r
35) Has had tears on arrival to school or refused to enter	☑	☐	☐	re
36) Has a stutter or stammer	☑	☐	☐	r
37) Is resentful or angry often	☑	☐	☐	r
38) Bullies other children	☑	☐	☐	ra (g)

Thank you very much for your help

TROG form A

Name: surname	first name
Date:	
Date of birth:	
Age:	Sex:
Tester:	

Vocabulary check

naming	pointing pre	pointing post		naming	pointing pre	pointing post
I 7 elephant				IV 7 food		
4 hat				1 man		
3 bag				4 bird		
6 book				6 knife		
1 spoon				5 box		
5 sheep				2 cow		
2 woman/lady				8 pencil		
8 table				3 tree		
II 1 flower				V 1 dropping		
4 cat				6 drinking		
2 drink				8 jumping		
3 shoe				2 pushing		
8 girl				5 carrying		
7 chair				4 chasing		
6 horse				3 standing		
5 ball				7 looking		
III 7 dog				VI 8 big		
8 circle				4 red		
4 square				3 tall		
2 boy				6 yellow		
5 cup				2 fat		
6 star				7 brown		
1 wall				5 blue		
3 apple				1 black		

Total blocks passed [13]   Age equivalent [6]   Centile [5]

			Response	Score
A	1	shoe		
	2	bird		
	3	comb		
	4	apple		2134
B	5	eating		
	6	picking		
	7	sitting		
	8	running		2314
C	9	long		
	10	tall		
	11	red		
	12	black		1223
D	13	the boy is running	3	
	14	the big cup	4	
	15	the dog is sitting	2	3421
	16	the red ball	1	
E	17	the boy is not running	3	
	18	the dog is not drinking	4	
	19	the girl is not jumping	2	3421
	20	the dog is not sitting	1	
F	21	the boy is jumping over the box	1	
	22	the girl is sitting on the table	4	
	23	the man is eating the apple	3	1433
	24	the woman/lady is carrying the bag	3	
G	25	they are sitting on the table	4	
	26	the cow is looking at them	2	
	27	they are jumping over the wall	2	4221
	28	the elephant is carrying them	1	
H	29	the girl is pushing the horse	4	
	30	the boy is chasing the sheep	3	
	31	the man is chasing the dog	2	4324
	32	the cow is pushing the woman/lady	4	
I	33	she is sitting on the chair	4	
	34	the woman/lady is carrying him	1	
	35	he is sitting in the tree	3	4134
	36	the horse is looking at her	4	
J	37	the cats look at the ball	2	
	38	the boy stands on the chairs	1	
	39	the boys pick the apples	4	2133
	40	the girl drops the cups	3	

8--9 yrs start here

10+ yrs start here

	Item	Sentence	Score	Code
K	41	the knife is longer than the pencil	4	
	42	the box is bigger than the cup	1	
	43	the shoe is bigger than the bird	3	
	44	the horse is taller than the wall	1	4131
L	45	the girl is chased by the horse	1	
	46	the elephant is pushed by the boy	1	
	47	the horse is chased by the man	1	
	48	the cow is pushed by the man	1	1232
M	49	the cup is in the box	3	
	50	the pencil is on the box	1	
	51	the circle is in the star	2	
	52	the knife is on the shoe	4	3124
N	53	the boy chasing the horse is fat	1	
	54	the pencil on the shoe is blue	4	
	55	the cow chasing the cat is brown	4	
	56	the circle in the star is yellow	1	4123
O	57	the box but not the chair is red	1	
	58	the cat is big but not black	4	
	59	the horse but not the boy is standing	2	
	60	the boy is sitting but not eating	2	1422
P	61	the pencil is above the flower	4	
	62	the comb is below the spoon	4	
	63	the star is above the circle	4	
	64	the square is below the star	3	4343
Q	65	not only the bird but also the flower is blue	1	
	66	the box is not only big but also blue	4	
	67	not only the girl but also the cat is sitting	3	
	68	the girl has not only food but also a drink	3	1223
R	69	the pencil is on the book that is yellow	1	
	70	the girl chases the dog that is big	2	
	71	the square is in the star that is blue	4	
	72	the dog chases the horse that is brown	3	1243
S	73	neither the dog nor the ball is brown	4	
	74	the pencil is neither long nor red	3	
	75	neither the boy nor the horse is running	1	
	76	the boy has neither hat nor shoes	1	1422
T	77	the book the pencil is on is red	3	
	78	the cat the cow chases is black	2	
	79	the circle the star is in is red	2	
	80	the boy the dog chases is big	1	3144

Now recheck vocabulary if necessary

The British Picture Vocabulary Scale   Second Edition

Performance Record

Name (last) _____   Sex: M   (F)(Ci

School _____   Teacher _____

Home Address ___   Tel. _____

Reason for Testing _____   _____

LANGUAGE
OF THE HOME   ☐ Standard English   ☐ Other _____   DISABILITY: ☐ Non

Type (if any): _____

(Specify foreign language or type of English dialect spoken.)   *(Specify h*

Norms Table B
Conversion of Standardized Scores to Percentile Ranks

Standardized Score	Percentile Rank	Standardized Score	Percentile Rank
139+	99+	99	48
138-133	99	98	45
132-130	98	97	42
129-128	97	96	40
127-126	96	95	37
125	95	94	34
124-123	94	93	32
122	93	92	30
121	92	91	28
120	91	90	26
119	90	89	24
118	89	88	22
117	87	87	20
116	86	86	18
115	84	85	16
114	82	84	14
113	80	83	13
112	78	82	12
111	77	81	11
110	74	80	9
109	72	79	8
108	70	78	7
107	68	77-76	6
106	66	75	5
105	63	74-73	4
104	60	72-71	3
103	58	70-68	2
102	55	67-62	1
101	52	61	1–
100	50		

Dates

Date of Testing

Date of Birth

Age in years and completed months

Record of Scores

Raw Score

Standardized Score
(From Norms Table A)

Percentile Rank
(From

Age Equivalent
(From

Please see Testbook for details of Calculation and In

Administering the Test Items

Caution: Before administering the actual test items, it is essential to begin the test session
training plates appropriately, and only then introduce these test items. Instructions to carr
steps are found on the examiner's side of the training plates.

Where to start the Test
For a subject assumed to be of average ability, find the set
corresponding with the person's age and begin the test with the
first word in that set (otherwise consult the manual). Once you
begin a set, always administer every item in it.

How to establish the Basal Set
If no more than one error is made in the Start Set, a basal is
established. If more than one error is made, test backwards by sets
in reverse order until no more than one error is made in a set. This
becomes the Basal Set.

How to establish the Ceiling Set
Only after the Basal Set has been established, test forward by sets
until eight or more responses are wrong in a set of 12 items. This
is the Ceiling Set.

How to record the responses and err
As illustrated below, record the subject'
administered and draw an oblique line
after the response if incorrect. If correct

| 12 | drum | (3) _____ |

Upon completion of each set, record the
responses in the space provided.

Remember these I

* Once a set is started, always adm
  that set.
* The Basal Set rule is *one or no err*
* Use the *lowest* Basal Set to obtain
* If the subject has made more tha
  item 1 becomes the Basal.
* The Ceiling Set rule is *eight or mo*
* Use the *lowest* Ceiling Set to obta

Set 1	↓Start – Ages 2½-3	Response	
1	hand	(1) _____	○
2	baby	(2) _____	○
3	cat	(2) _____	○
4	jumping	(4) _____	○
5	bus	(4) _____	○
6	drinking	(3) _____	○
7	tractor	(4) _____	○
8	running	(1) _____	○
9	gate	(3) _____	○
10	reading	(2) _____	○
11	cow	(1) _____	○
12	drum	(3) _____	○
		No. of errors	[ ]

Set 2	↓Start – Ages 4-5	Response	
13	ladder	(2) _____	○
14	plant	(1) _____	○
15	circle	(4) _____	○
16	candle	(2) _____	○
17	wooden	(2) _____	○
18	nest	(4) _____	○
19	dancing	(4) _____	○
20	tortoise	(1) _____	○
21	farmer	(3) _____	○
22	cobweb	(3) _____	○
23	neck	(3) _____	○
24	penguin	(1) _____	○
		No. of errors	[ ]

Set 3	↓Start – A
25	wrapping
26	fruit
27	smelling
28	arrow
29	teacher
30	full
31	panda
32	exercising
33	coin
34	claw
35	measuring
36	peeling

Set 4	↓Start – Ages 8-9	Response		Set 7	↓Start – Age 12	Response		Set 10	
37	tambourine	(1) ___ ___ O		73	greeting	(4) ___ ___		109	detona
38	castle	(2) ___ ___ O		74	antlers	(1) ___ ___		110	summ
39	lock	(4) ___ ___ O		75	orbit	(1) ___ ___ O		111	salutat
40	telescope	(3) ___ ___		76	collision	(1) ___ ___		112	agricul
41	dripping	(2) ___ ___ O		77	inflated	(4) ___ ___		113	geriatri
42	huge	(3) ___ ___ O		78	applauded	(3) ___ ___ O		114	talon
43	furry	(4) ___ ___ O		79	nutritious	(3) ___ ___		115	consum
44	nostril	(1) ___ ___ O		80	adjustable	(2) ___ ___		116	dwellir
45	roots	(1) ___ ___		81	scalp	(2) ___ ___ O		117	emacia
46	vegetable	(3) ___ ___ O		82	reptile	(2) ___ ___ O		118	lubrica
47	diving	(2) ___ ___ O		83	resuscitation	(3) ___ ___ O		119	descen
48	liquid	(4) ___ ___ O		84	links	(4) ___ ___ O		120	spheric
		No. of err				No. of er			

Set 5	↓Start – Age 10	Response		Set 8	↓Start – Ages 13-15	Response		Set 11	
49	luggage	(3) ___ ___ O		85	arctic	(2) ___ ___ O		121	exterior
50	dentist	(3) ___ ___ O		86	glider	(2) ___ ___		122	trestle
51	weasel	(2) ___ ___ O		87	lecturing	(3) ___ ___ O		123	perforat
52	tugging	(1) ___ ___ O		88	engraving	(1) ___ ___		124	fowl
53	hive	(1) ___ ___ O		89	co-operation	(2) ___ ___		125	cascade
54	delighted	(4) ___ ___ O		90	fictional	(3) ___ ___ O		126	vagrant
55	globe	(3) ___ ___		91	hoisting	(1) ___ ___		127	trajector
56	furious	(4) ___ ___		92	isolation	(3) ___ ___		128	inoculat
57	swamp	(1) ___ ___		93	syringe	(4) ___ ___		129	arable
58	waiter	(2) ___ ___ O		94	composing	(4) ___ ___ O		130	beacon
59	target	(2) ___ ___ O		95	fern	(1) ___ ___ O		131	deciduo
60	eagle	(4) ___ ___ O		96	weary	(4) ___ ___		132	submerg
		No. of errors				No. of i s			

Set 6	↓Start – Age 11	Response		Set 9	↓Start – Ages 16-21	Response		Set 12	
61	pair	(2) ___ ___		97	parallel	(4) ___ ___		133	physician
62	coming	(4) ___ ___ O		98	dilapidated	(3) ___ ___ O		134	attire
63	tubular	(2) ___ ___		99	departing	(2) ___ ___ O		135	convergir
64	interviewing	(1) ___ ___		100	easel	(4) ___ ___		136	receptacl
65	snarling	(1) ___ ___ O		101	embracing	(3) ___ ___ O		137	festoon
66	medication	(4) ___ ___ O		102	utensil	(2) ___ ___		138	incarcera
67	pod	(1) ___ ___ O		103	quartet	(4) ___ ___		139	incline
68	grain	(4) ___ ___		104	citrus	(3) ___ ___		140	encumbe
69	pedal	(3) ___ ___ O		105	digit	(1) ___ ___ O		141	caster
70	predatory	(2) ___ ___ O		106	feline	(2) ___ ___ O		142	equestriai
71	balcony	(3) ___ ___		107	pillar	(1) ___ ___		143	convex
72	polluting	(3) ___ ___		108	timer	(1) ___ ___ O		144	culinary
		No. of errors				No. of errors			

(1) _____ ○	157 nidificating (nid-uf-fuh-kayt-ing)	(3) _____ ○
(4) _____ ○	158 perambulating (per-am-bew-layt-ing)	(2) _____ ○
(2) _____ ○	159 vitreous (vi-tree-uhs)	(3) _____ ○
(1) _____ ○	160 supine (soo-piyn)	(4) _____ ○
(2) _____ ○	161 osculating (os-kyuh-layt-ing)	(1) _____ ○
(3) _____ ○	162 laciniated (luh-sin-ee-ayt-ed)	(1) _____ ○
(4) _____ ○	163 lugubrious · (luu-goo-bree-uhs)	(2) _____ ○
(3) _____ ○	164 pachyderm (pak-i-duhrm)	(2) _____ ○
(3) _____ ○	165 imbibing (im-biyb-ing)	(4) _____ ○
(2) _____ ○	166 casement (kay-sment)	(3) _____ ○
(4) _____ ○	167 tonsorial (ton-sohr-ee-uhl)	(4) _____ ○
(1) _____ ○	168 calyx (kay-liks)	(1) _____ ○
No. of errors [ ]		No. of errors [ ]

Pronunciation key

ay = long a as in day
ee = long e as in feet
iy = long i as in vine
oh = long o as in road
oo = long u as in soup
a = short a as in man
e = short e as in leg
i = short i as in bit
o = short o as in dog
u = short u as in bun
j = short g as in jam
g = hard g as in gas
s = soft c as in sent
k = hard c as in cat
aw as in law
uh as in shove
uhr as in circle
ah as in lamb
ohr as in shore

e Raw Score

the Ceiling Item, which is
t. Subtract from it the
by the subject from the
1g Set.

2

Notes and Observations

For example, briefly describe the subject's test behaviour, such as interest in the task, quickness of response, signs of perseveration, work habits, disabilities, etc.

_____

_____

_____

_____

_____

_____

Past tense morphology

Here are some pictures of different things. For each one I am going to say a sentence and leave a gap for a missing word. I want you to try and say the right word. Let's have a practice.

Complete all items

Pract. 1 = walked

Pract. 2 = fished

Pract. 3 = caught

1. Hurt
2. Drew
3. Built
4. Sang
5. Talked
6. Spelled/Spelt
7. Smiled
8. Skated
9. Watched
10. Went
11. Melted
12. Hugged
13. Ate
14. Broke
15. Kissed
16. Hit
17. Drove
18. Drank
19. Shed
20. Fed
21. Baked
22. Flew
23. Picked
24. Ran

25. Took
26. Needed
27. Stuck
28. Told
29. Mended
30. Bit
31. Matched
32. Tasted
33. Played
34. Felt
35. Jumped
36. Threw
37. Spilled/spilt
38. Tried
39. Cut
40. Fell
41. Brought
42. Peeled
43. Drummed
44. Sent
45. Loved
46. Raked
47. Held
48. Flowed
49. Leaned/leant
50. Rode
51. Sat
52. Danced

CNRep

THE CHILDREN'S TEST OF NONWORD REPETITION

Scoring Sheet

Name	
Date of birth	1 9
Age	Yrs Mths
School, etc.	
Nationality	
Date of testing	1 9

Score Summary

Raw score

Standard score

Centile point/range

Raw score by syllables

   2

   3

   4

   5

CNRep

Scoring Profile

Practice items

P1 Noop	✓
P2 Tam	✓

Main test items

#	Item	Score		#	Item	Score
1	dopelate	✓		21	pristoractional	8
2	glistering	8		22	underbrantuand	8
3	pennel	✗		23	trumpetine	8
4	defermication	8		24	sladding	7
5	contramponist	8		25	commeecitate	8
6	hampent	✓		26	tafflest	✗
7	reutterpation	6		27	loddernapish	8
8	perplisteronk	✗		28	barrazon	8
9	blonterstaping	✗		29	commerine	8
10	sepretennial	8		30	empliforvent	8
11	detratapillic	8		31	thickery	8
12	glistow	✗		32	voltularity	8
13	frescovent	8		33	versatrationist	8
14	bannifer	✓		34	rubid	✓
15	stopograttic	✗		35	brasterer	8
16	woogalamic	✗		36	diller	✓
17	ballop	✓		37	penneriful	6
18	confrantually	✗		38	bannow	8
19	fenneriser	8		39	prindle	8
20	altupatory	✗		40	skiticult	8

Subtotal A	

Subtotal A	2
Subtotal B	4
Raw Score A & B	6

CNRep

Syllable Template

#	Word	2	3	4	5
1	dopelate			1	
2	glistering			0	
3	pennel	0			
4	defermication				0
5	contramponist			0	
6	hampent	1			
7	reutterpation				0
8	perplisteronk			0	
9	blonterstaping			0	
10	sepretennial				0
11	detratapillic				0
12	glistow	0			
13	frescovent		0		
14	bannifer		1		
15	stopograttic			0	
16	woogalamic			0	
17	ballop	1			
18	confrantually				0
19	fenneriser			0	
20	altupatory				0

Subtotals A: 2 2 0 0

#	Word	2	3	4	5
21	pristoractional				0
22	underbrantuand				0
23	trumpetine		0		
24	sladding	0			
25	commeecitate			0	
26	tafflest	0			
27	loddernapish			0	
28	barrazon		0		
29	commerine		0		
30	empliforvent			0	
31	thickery		0		
32	voltularity				0
33	versatrationist				0
34	rubid	1			
35	brasterer		0		
36	diller	1			
37	penneriful			0	
38	bannow	0			
39	prindle	0			
40	skiticult		0		

Subtotal A

Subtotal B

	2	3	4	5

Totals by syllable

Occupations cards
(third person singular present tense)

Here are some pictures of people at work. For each one I am going to say a sentence and leave a gap for a missing word. I want you to try and say the right word.

Complete all items

1. Window-cleaners clean. He is a window-cleaner, so he _____ .

2. Jockeys ride. This man is a jockey, so he _____

3. Gardeners rake. He is a gardener, so he _____

4. Skiers ski. He is a skier, so he ___ _____

5. Teachers teach. She is a teacher so she_ _____

6. Sailors sail. This man is a sailor, so he_____

7. Taxi-drivers drive. He is a taxi-driver, so he _____

8. Builders build. This man is a builder, so he _____

9. Fishermen fish. He is a fisherman, so he _____

10. Painters paint. He is a painter, so he___ _____

11. Nurses nurse. She is a nurse so she__ . _____

12. Packers pack. She is a packer, so she _____

13. Soldiers fight. He is a soldier, so he___ _____

14. Chefs cook. He is a chef so he _____

15. Workmen dig. This is a workman, so he _____

Children's Communication Checklist (CCC)
Research version - girls
by D.V.M. Bishop

Child's name or code number:__

Date of birth: _____   _____ Today's date

Your name (person completing the checklist) :

Your relation to the child (i.e. parent, teacher, speech therapist, etc.):

(For respondents other than parents)
How long have you known this child?_____

School attended by child: __

Is child receiving any special educational provision?   YES ☑ NO ❑
If YES, please give further details here:

Has the child ever had a permanent hearing loss diagnosed?   YES* ❑ NO ☑

Has the child any permanent physical handicap or chronic illness?   YES* ❑ NO ☑

Is English the main language spoken at home?   YES ☑ NO ❑

*If YES, please give further details:

INSTRUCTIONS

Many aspects of behaviour that are important for understanding children's developing communication are not covered by conventional assessments. This checklist aims to assess such behaviours by capturing the impressions of people who see the child on a daily basis.

This checklist contains a series of statements describing aspects of children's behaviour. For each statement, you are asked to judge whether the statement DOES NOT APPLY, APPLIES SOMEWHAT or DEFINITELY APPLIES. Please tick ONE box per item, choosing the response that, in your judgement, best describes the child named above. Please do not write in the [ ] boxes on the far right of each item.

Please read each item carefully. Some items describe positive aspects of communication, in which case "definitely applies" indicates that the child is a mature and competent communicator. Other items describe communication difficulties, in which case "definitely applies" will be checked only if the child is having some problems communicating.

Do not leave any items blank. If you are unable to answer the question, please tick the box labelled "Unable to judge".

The checklist cannot capture every child's behaviour perfectly, so do not worry if you feel that none of the response alternatives is exactly appropriate; tick the one you think comes closest, and, if necessary, add an explanatory comment.

for office use		
A: 30-[	] =	_____
B: 30-[	] =	_____
C: 30-[	] =	_____
D: 30-[	] =	_____
E: 30-[	] =	_____
F: 30-[	] =	_____
G: 30-[	] =	_____
H: 30-[	] =	_____
I: 30-[	] =	_____

total C to G

		does not apply	applies some-what	definite-ly applies	unable to judge	
1.	people can understand virtually everything she says	☐	☒	☐	☐	-[ ]
2.	people have trouble in understanding much of what she says	☐	☒	☐	☐	[ ]
3.	seldom makes any errors in producing speech sounds	☒	☐	☐	☐	-[ ]
4.	mispronounces one or two speech sounds but is not difficult to understand; e.g. may say "th" for "s" or "w" for "r".	☒	☐	☐	☐	[ ]
5.	production of speech sounds seems immature, like that of a younger child, e.g. she says things like: "tat" for "cat", or "chimbley" for "chimney", or "bokkle" for "bottle"	☐	☐	☒	☐	[ ]
6.	she seems unable to produce several sounds; e.g. might have difficulty in saying "k" or "s", so that "cat" and "sat" are both pronounced as "tat".	☐	☐	☒	☐	[ ]
7.	leaves off beginnings or ends of words, or omits entire syllables (e.g. "bella" for "umbrella")	☐	☒	☐	☐	[ ]
8.	it is much harder to understand her when she is talking in sentences, rather than just producing single words.	☐	☒	☐	☐	[ ]
9.	speech is extremely rapid	☒	☐	☐	☐	-[ ]
10.	seems to have difficulty in constructing the whole of what she wants to say: makes false starts, and repeats whole words and phrases; e.g., might say "can I- can I- can- can I have an - have an icecream".	☐	☒	☐	☐	[ ]
11.	speech is clearly articulated and fluent	☒	☐	☐	☐	[ ]
12.	speech is mostly 2 to 3 word phrases such as "me got ball" or "give dolly"	☒	☐	☐	☐	[ ]
13.	can produce long and complicated sentences such as: "When we went to the park I had a go on the swings"; "I saw this man standing on the corner"	☒	☐	☐	☐	-[ ]
14.	tends to leave out words and grammatical endings, producing sentences such as: "I find two dog"; "John go there yesterday" "She got a bag"	☐	☒	☐	☐	[ ]
15.	sometimes makes errors on pronouns, e.g. saying "she" rather than "he" or vice versa.	☒	☐	☐	☐	[ ]
16.	talks to anyone and everyone	☐	☒	☐	☐	[ ]
17.	talks too much	☒	☐	☐	☐	[ ]
18.	keeps telling people things that they know already	☒	☐	☐	☐	[ ]
19.	talks to herself	☒	☐	☐	☐	[ ]
20.	talks repetitively about things that no-one is interested in	☒	☐	☐	☐	[ ]
21.	asks questions although she knows the answers	☒	☐	☐	☐	[ ]
22.	it is sometimes hard to make sense of what she is saying because it seems illogical or disconnected	☒	☐	☐	☐	[ ]
23.	conversation with her can be enjoyable and interesting	☐	☐	☒	☐	-[ ]
24.	can give an easy-to-follow account of a past event such as a birthday party or holiday	☐	☒	☐	☐	-[ ]
25.	can talk clearly about what she plans to do in the future (e.g. tomorrow or next week)	☐	☒	☐	☐	-[ ]

		does not apply	applies some-what	definite-ly applies	unable to judge		
26.	would have difficulty in explaining to a younger child how to play a simple game such as "snap"	❑	☒	❑	❑	[	]
27.	has difficulty in telling a story, or describing what she has done, in an orderly sequence of events	☒	❑	❑	❑	[	]
28.	uses terms like "he" or "it" without making it clear what she is talking about.	❑	❑	❑	❑	[	]
29.	doesn't seem to realise the need to explain what she is talking about to someone who doesn't share her experiences; for instance, might talk about "Johnny" without explaining who he is.	☒	❑	❑	❑	[	]
30.	pronounces words in an over-precise manner: accent may sounds rather affected or "put-on", as if child is mimicking a TV personality rather than talking like those around her	☒	❑	❑	❑	[	]
31.	makes frequent use of expressions such as "by the way", "actually", "you know what?", "as a matter of fact", "well, you know" or "of course"	☒	❑	❑	❑	[	]
32.	will suddenly change the topic of conversation	☒	❑	❑	❑	[	]
33.	often turns the conversation to a favourite theme, rather than following what the other person wants to talk about	❑	❑	❑	❑	[	]
34.	conversation with her tends to go off in unexpected directions	☒	❑	❑	❑	[	]
35.	includes over-precise information in her talk, e.g. will give the exact time or date of an event. E.g., when asked "when did you go on holiday" may say "13th July 1995" rather than "in the summer".	☒	❑	❑	❑	[	]
36.	has favourite phrases, sentences or longer sequences which she will use a great deal, sometimes in inappropriate situations.	☒	❑	❑	❑	[	]
37.	sometimes seems to say things that she does not fully understand	☒	❑	❑	❑	[	]
38.	tends to repeat back what others have just said	☒	❑	❑	❑	[	]
39.	her ability to communicate clearly seems to vary a great deal from one situation to another.	☒	❑	❑	❑	[	]
40.	takes in just one or two words in a sentence, and so often misinterprets what has been said.	☒	❑	❑	❑	[	]
41.	can understand sarcasm (e.g., will be amused rather than confused when someone says "isn't it a lovely day!" when it is pouring with rain).	☒	❑	❑	❑	-[	]
42.	tends to be over-literal, sometimes with (unintentionally) humorous results. For instance, a child who was asked "Do you find it hard to get up in the morning" replied "No. You just put one leg out of the bed and then the other and stand up." Another child who was told "watch your hands" when using scissors, proceeded to stare at his fingers	☒	❑	❑	❑	[	]
43.	gets into trouble because she doesn't always understand the rules for polite behaviour, and is regarded by others as rude or strange.	☒	❑	❑	❑	[	]
44.	may say things that are tactless or socially inappropriate	☒	❑	❑	❑	[	]
45.	treats everyone the same way, regardless of social status: e.g. might talk to the head teacher the same way as to another child	☒	❑	❑	❑	[	]

		does not apply	applies some-what	definite -ly applies	unable to judge		
46.	ignores conversational overtures from others (e.g. if asked "what are you making?" the child just continues working as if nothing had happened)	☑	❏	❏	❏	[	]
47.	seldom or never starts up a conversation; does not volunteer information about what has happened	☑	❏	❏	❏	[	]
48.	doesn't seem to read facial expressions or tone of voice adequately and may not realise when other people are upset or angry	☑	❏	❏	❏	[	]
49.	poor at using facial expression or gestures to convey her feelings; she may look blank when angry, or smile when anxious	☑	❏	❏	❏	[	]
50.	makes good use of gestures to get her meaning across	❏	☑	❏	❏	-[	]
51.	seldom or never looks at the person she is talking to: seems to actively avoid eye contact	☑	❏	❏	❏	[	]
52.	tends to look away from the person she is talking to: seems inattentive or preoccupied	☑	❏	❏	❏	[	]
53.	smiles appropriately when talking to people	☑	❏	☑	❏	[	]
54.	is popular with other children	❏	❏	☑	❏	-[	]
55.	has one or two good friends	❏	❏	☑	❏	-[	]
56.	tends to be babied, teased or bullied by other children	☑	❏	❏	❏	[	]
57.	is deliberately aggressive to other children	☑	❏	❏	❏	[	]
58.	may hurt or upset other children unintentionally	☑	❏	❏	❏	[	]
59.	a loner: neglected by other children, but not disliked	☑	❏	❏	❏	[	]
60.	perceived as odd by other children and actively avoided	☑	❏	❏	❏	[	]
61.	has difficulty making relations with others because of anxiety	☑	❏	❏	❏	[	]
62.	with familiar adults, she seems inattentive, distant or preoccupied	☑	❏	❏	❏	[	]
63.	overly keen to interact with adults, lacking the inhibition that most children show with strangers	☑	❏	☑	❏	[	]
64.	uses sophisticated or unusual words; e.g. if asked for animal names might say "aardvark" or "tapir".	☑	❏	❏	❏	[	]
65.	has a large store of factual information: e.g., may know the names of all the capitals of the world, or the names of many varieties of dinosaurs.	☑	❏	❏	❏	[	]
66.	has one or more over-riding specific interests (e.g. computers, dinosaurs), and will prefer doing activities involving this to anything else	☑	❏	❏	❏	[	]
67.	enjoys watching TV programmes intended for children of her age.	❏	❏	☑	❏	-[	]
68.	seems to have no interests: prefers to do nothing.	☑	❏	❏	❏	[	]
69.	prefers to do things with other children rather than on her own	❏	❏	☑	❏	-[	]
70.	prefers to be with adults rather than other children	☑	❏	❏	❏	[	]

CELF-R UK

Clinical Evaluation of Language Fundamentals-Revised

Eleanor Semel · Elisabeth H. Wiig · Wayne Secord

Record Form

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE & COMPANY, PUBLISHERS

Name _____

Address _____

Age _____ Sex _____ Year _____

School _____

Teacher _____

Examiner _____

	Year	Month	Day
Test Date			
Birth Date			
Chronological Age			

Other Relevant Data

Ages 5-7 Scoring Summary	Raw Score	Standard Score	Points – or +	Confidence Interval (___% Level)	PR	Confidence Interval
Linguistic Concepts				to		to
Sentence Structure				to		to
Oral Directions				to		to
SUM OF 3 STANDARD SCORES						
RECEPTIVE LANGUAGE SCORE				to		to
Word Structure				to		to
Formulated Sentences				to		to
Recalling Sentences				to		to
SUM OF 3 STANDARD SCORES						
EXPRESSIVE LANGUAGE SCORE				to		to
SUM OF 6 STANDARD SCORES				See Examiner's Manual Table 3.4 for minimum differences required for significance.		
MEAN OF SUBTESTS (SUM ÷ 6)						
TOTAL LANGUAGE SCORE				to		to
Age Equivalent _____				to		

Ages 8 and Above Scoring Summary	Raw Score	Standard Score	Points – or +	Confidence Interval (___% Level)	PR	Confidence Interval
Oral Directions				to		to
Word Classes				to		to
Semantic Relationships				to		to
SUM OF 3 STANDARD SCORES						
RECEPTIVE LANGUAGE SCORE				to		to
Formulated Sentences				to		to
Recalling Sentences				to		· to
Sentence Assembly				to		to
SUM OF 3 STANDARD SCORES						
EXPRESSIVE LANGUAGE SCORE				to		to
SUM OF 6 STANDARD SCORES				See Examiner's Manual Table 3.4 for minimum differences required for significance.		
MEAN OF SUBTESTS (SUM ÷ 6)						
TOTAL LANGUAGE SCORE				to		to
Age Equivalent _____				to		

Receptive/Expressive Differences		Prevalence	
Higher Score (Receptive or Expressive) minus		Percentage of Sample	Obtained Difference
Lower Score (Receptive or Expressive) –		1%	≥30
Difference		5%	≥20
		10%	≥16
		15%	≥12
		25%	≥ 8

Receptive/Expressive Differences		Prevalence	
Higher Score (Receptive or Expressive) minus		Percentage of Sample	Obtained Difference
Lower Score (Receptive or Expressive) –		1%	≥30
Difference		5%	≥20
		10%	≥16
		15%	≥12
		25%	≥ 8

Supplementary Subtests	Raw Score	Standard Score	Points – or +	Confidence Interval (___% Level)	PR	Confidence Interval
Listening to Paragraphs				to		to
Word Associations				to		to
Word Classes				to		to
Semantic Relationships				to		to
Sentence Assembly				to		to

Supplementary Subtests	Raw Score	Standard Score	Points – or +	Confidence Interval (___% Level)	PR	Confidence Interval
Listening to Paragraphs				to		to
Word Associations				to		to
Linguistic Concepts				to		to
Sentence Structure				to		to
Word Structure				to		to

Use		Picture Stimuli	Repetitions	Discontinue Rule
Ages 5+	Required to compute Expressive Language score and CELF-R Total Language score	None	None allowed	4 consecutive zero scores (no responses or sentences the 4 + errors)

Circle 3 if response is repeated exactly, 2 if there is one error, 1 if there are two to three errors, 0 if there are four or more errors, and NR if there is no response. Mark errors on the sentence or write an incorrect response verbatim in the space provided.

Demonstration: Turn left at the postbox.

Trial: The boat sailed across the lake.

		OK	1 err	2-3 err	4 + err	No Response
1.	The dog chased the cat.	3	2	1	0	NR
2.	Did the boy kick the ball?		2	1	0	NR
3.	The train was followed by the car.		2	①	0	NR
4.	Was the car followed by the police?	3	2	①	0	NR
5.	Did the rabbit eat the carrot?	3	②	1	0	NR
6.	The boy ... chased by the girl.	3	2	1	⓪	NR
7.	The boy and the girl picked the flowers.	③	2	1	0	NR
8.	Wasn't the ice cream bought by the girl?	3	2	①	0	NR
9.	Has the mouse been chased by the cat?	③	2	1	0	NR
10.	If the hat is too big, the man won't buy it.	3	②	1	0	NR
11.	The ball was not thrown by the boy or the girl.	3	②	1	0	NR
12.	The man who painted the railings was very kind.	3	2	①	0	NR
13.	The dog chased the ball, and the cat didn't follow.	3	2	1	⓪	NR
14.	The girl did not like the boy who lived down the street.	3	②	1	0	NR
15.	The big, brown dog chased the red ball.	3	2	①	0	NR
16.	The man stopped to pick up some milk even though he was late for work.	3	2	1	⓪	NR
17.	The trumpets and violins were played by the musicians.	3	2	①	0	NR
18.	If she would have baked some biscuits, they would have been eaten.	3	2	1	⓪	NR
19.	The boy sent a letter to the lady who moved away last year.	3	2	1	⓪	NR
20.	The children cut and pasted the pictures and hung them on the wall.	3	2	1	⓪	NR
21.	The woman has read the twelve big, heavy, brown books.	3	2	1	⓪	NR
22.	The man who sits on the bench next to the oak tree is our mayor.	3	2	1	⓪	NR
23.	After the family had finished dinner, they decided to go for a ride in the country.	3	2	1	⓪	NR
24.	The boy who didn't turn up for practice wasn't allowed to play in the team until a week later.	3	2	1	⓪	NR
25.	The postman sorted, labelled, bundled, and delivered the magazines.	3	2	1	0	NR
26.	The man in the house next door promised to water our flowers during our holiday.	3	2	1	0	NR
	Column Totals					
	Raw Score					

Word Associations

Use	Picture Stimuli	Repetitions	Discontinue Rule
Ages 5+ Supplementary subtest and replacement subtest for Expressive Language score	None	None allowed	No discontinue rule. Administer all items.

Allow 60 seconds per item for response. Write the pupil's responses verbatim in the space provided. Refer to the guidelines in Table 2.3 in the Examiner's Manual to score this subtest.

Demonstration: I am going to tell you some things to wear. . . .
Trial: Now tell me the names of some foods you eat.

1. Now tell me the names of as many animals as you can think of. Do it as quickly as you can. Start now.

3. Now tell me as many names as you can think of for kinds of work people do. Do it as quickly as you can. Start now.

| | Subtotal |
| | Raw Score |

2. Now tell me as many ways to get from one place to another as you can think of. Do it as quickly as you can. Start now.

Behavioural Observations for Word Associations

Did the pupil:
- ☐ use obvious grouping (associative clustering) strategies?
- ☐ produce the series fluently?
- ☐ avoid repetitions?

Note: The observations above are typical behaviours.

Did the pupil:
- ☐ name items randomly, shifting from one subgroup to another?
- ☐ pause frequently between item?
- ☐ repeat more than one item in any category?

Were repetitions immediate ____ or delayed ____ ?

| | Subtotal |

Listening to Paragraphs

Use	Picture Stimuli	Repetitions	Discontinue Rule
Ages 5 + Supplementary subtest and replacement subtest for Receptive Language score	None	One repetitions of questions only	No discontinue rule. Administer all items for age specified.

Circle 1 for a correct response, 0 for an incorrect response, and NR for no response. For ambiguous but possibly correct answers, probe one with "Can you tell me more?"

Trial Paragraph for Pupils 5-0 to 9-11 Years

For her birthday, Lisa's grandmother gave her a pretty gold ring. The ring had Lisa's name on it. The ring was old and a little scratched, but it still sparkled beautifully.

1. What did Lisa get for her birthday? (a gold ring)
2. Who gave the ring to Lisa? (her/Lisa's grandmother)
3. What was on the ring? (her/Lisa's name)

Trial Paragraph for Pupils 10-0 Years and Older

Tim knew that he had quite a job today. His parents had agreed to give him their old dining room table. He didn't need his own dining room table, but he did need a desk. When he got home from school, he headed straight for the garage. He carefully checked over the table that was going to demand most of his time that evening. It was not in good condition. It needed some repairs, some sanding, and a good paint job. Tim worked all evening to complete the job. He tightened all the legs on the table and completely sanded it down to prepare it for painting. And then, to show everyone he was a good football fan, he painted it purple and white, the colours of his favourite team.

1. Why did Tim want the dining room table? (He needed a desk.)
2. What was wrong with the table? (needed repairs, poor condition)
3. How long did it take Tim to fix the table? (all evening)
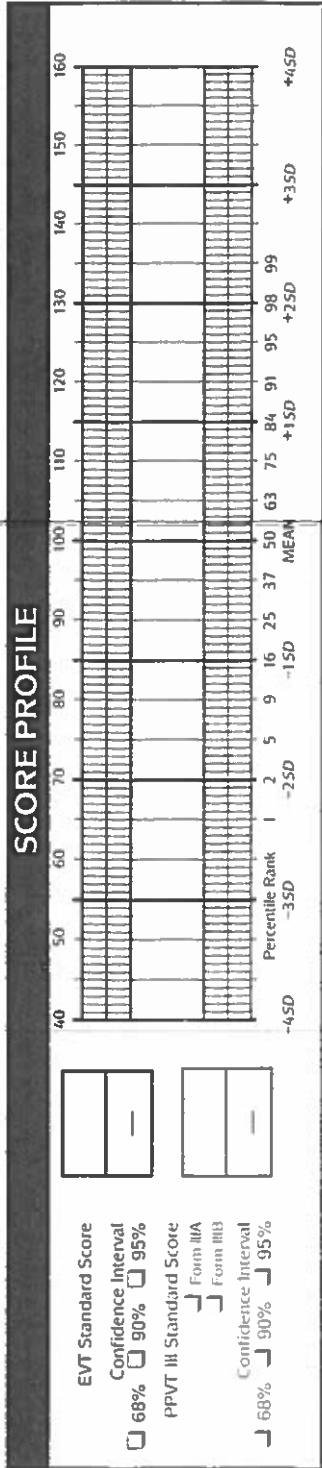4. What colours did Tim paint it? (purple and white)

13

RECORD FORM

Expressive Vocabulary Test

Kathleen T. Williams

Name _____

Home Address _____

City _____

School/Agency _____

Teacher/Counselor _____

Examiner _____

Reason for Testing _____

Gender ☑ Female   ☐ Male

Home Phone _____

State _____ Zip Code _____

Grade/Educational Level _____

	Year	Month	Day
Test date			
Birth date			
Chronological age *			

* Use age in years and months only; do not round up.

SCORE SUMMARY

Total Raw Score	Standard Score (Table B.1)	Confidence Interval ___% (Table B.1)	Percentile (Table B.2)	☐ NCE ☐ Stanine (Table B.2)	Test-Age Equivalent (Table B.3)

SCORE COMPARISON

EVT Standard Score _____

PPVT-III Standard Score _____
☐ Form IIIA ☐ Form IIIB

Difference _____

Statistical Significance of the Difference (Table B.4)

NS   .15   .10   .05   .01

Percentage of Sample with this Difference (Table B.5 or B.6)

>25%   25%   20%   15%
       10%   5%   1%

SCORE PROFILE

EVT Standard Score

Confidence Interval
☐ 68% ☐ 90% ☐ 95%

PPVT III Standard Score
☐ Form IIIA
☐ Form IIIB

Confidence Interval
☐ 68% ☐ 90% ☐ 95%

Percentile Rank   1   2   5   9   16   25   37   50   63   75   84   91   95   98   99
                 -4SD -3SD   -2SD   -1SD   MEAN   +1SD   +2SD   +3SD   +4SD

40   50   60   70   80   90   100   110   120   130   140   150   160

T Teach by saying ____ is another word for ____.
P Prompt by saying: Tell me another word.

Ages 5 to Adult

Example 3 (T)
airplane
plane *(circled)*
helicopter
NR

Example 4 (T)
lamp *(circled)*
flashlight
NR

Ages 5 – 6

39. stone (T)
rock *(circled)*
brick P
grass
ground
hard
NR
Other:

40. dish (T)
bowl
plate
dishes P
(eat)ing *(circled)*
grass
wash(ing)
NR
Other:

41. mother (T)
ma(ma)
mom(my)
grandma P
lady P
[mother's first name] P
wife P
NR
Other:

42. father (T)
dad(dy) *(circled)*
[father's first name] P
grandpa P
husband P
man P
NR
Other:

43. hop*
bounce
(jumping) *(circled)*
skip
bunny
hopping P
jogging
run(ning)
NR
Other:

44. jacket
coat *(circled)*
raincoat
put on P
shirt
sweater P
sweatshirt P
NR
Other:

45. eat *(circled)*
kitten
kitty
animal P
dog
meow
pet P
NR
Other:

46. unhappy
sad *(circled)*
crying P
happy P
mad
not happy P
NR
Other:

Ages 7 – 8

47. steps (T)
staircase
stairs
stairway
ladder(s) P *(circled)*
step P
upstairs
NR
Other: X

48. hat (T)
cap
baseball
head
hood
wear
NR *(circled)*
Other: X

49. angry (T)
mad
crying
happy
mean
sad *(circled)*
NR

50. sheep
lamb
animal P
baa
goat P
wool
NR *(circled)*
Other: X

51. garbage
junk
trash
can
dump(ster) P
garbage can P
trash can P
NR
Other:

52. road
drive
highway
street
can(s)
driveway P
driving
stop
NR *(circled)*
Other: √

53. twig
branch
limb
stick
stem P
tree
trunk
NR *(circled)*
Other:

54. shut
close
down
open
shutting P
trunk
NR
Other:

Basal Rule: 5 consecutive correct items.
Ceiling Rule: 5 consecutive incorrect items.

🔼 Teach by saying: _____ is another word for _____.
🅟 Prompt by saying: Tell me another word.

179. beginner
neophyte
novice
rookie

amateur 🅟
learner
new
starter
NR

Other:

180. ponder or think
consider
contemplate
meditate
reflect

evaluate 🅟
pensive
question
wonder
NR

Other:

181. possible
feasible
likely
plausible
probable

able
attainable 🅟
chance
maybe
NR

Other:

182. enough
adequate
sufficient

abundant
ample 🅟
full
plenty 🅟
NR

Other:

183. cancel
revoke
void

discontinue
reject(ed)
stop(ped)
terminate 🅟
NR

Other:

184. verify
authenticate
confirm
prove
validate

affirm
approve(d)
check 🅟
correct
NR

Other:

185. busy
active
engaged
industrious
occupied

hectic
hurried
rushed
working
NR

Other:

186. able or qualified
capable
competent

certified 🅟
experienced
skilled 🅟
trained 🅟
NR

Other:

187. forgive or excuse [eks KYOOZ]
absolve
pardon

accept
allow
overlook 🅟
sorry
NR

Other:

188. tool or utensil
implement
instrument

appliance
device 🅟
equipment
saw
NR

Other:

189. brief or short
fleeting
momentary
temporary

concise
minute
quick 🅟
small
NR

Other:

190. throughout
during

all
complete(ly)
entire(ly)
everywhere
NR

Other:

NUMBER OF INCORRECT ITEMS

Items 1 - 38	⓪
Items 39 - 72	⑤
Items 73 - 108	☐
Items 109 - 143	☐
Items 144 - 178	☐
Items 179-190	☐
TOTAL NUMBER OF INCORRECT ITEMS	☐

CALCULATING THE RAW SCORE
Subtract the total number of incorrect items from the number of the last item administered.

LAST ITEM
ADMINISTERED   ̄1

TOTAL NUMBER
OF INCORRECT ITEMS   −5

TOTAL RAW SCORE   ④⑥
(Max. 190 points)

Transfer TOTAL RAW SCORE to the Score Summary box on the front page of this record form.

ITEMS 179 — 190
Number of Incorrect Items
☐

For additional forms, call or write:

American Guidance Service, Inc.
4201 Woodland Road
Circle Pines, MN 55014-1796

Toll-free 1-800-328-2560
In Canada, 1-800-263-3558
Ask for item #12024 (25 per package).

12

WORD Record Form

WECHSLER
OBJECTIVE
READING
DIMENSIONS

Name _____

School _____

Examiner _____

Date of National Curriculum assessment _____

National Curriculum level _____

School year _____

Gender _____

First language (if not English) _____

Handedness _____

	Year	Month	Day
Date tested			
Date of birth			
Age			

Behavioural observations

Ability–achievement discrepancy analysis

Ability test _____   Date of ability testing _____

Predicted achievement method (using Wechsler FSIQs)
(1) Predicted WORD standard scores (Tables C1–C3)
(2) Actual WORD standard scores
(3) Subtract (2) from (1)
(4) Significance of D (Table C4)
(5) Frequency of D (Tables C5–C7)

Predicted achievement method (using other ability tests)
Refer to pp. 79–80 in the Manual for the necessary formulae

	① Predicted WORD standard score	② Actual WORD standard score	③ Difference (D)	④ Significance (circle one)	⑤ Frequency (%)
Basic Reading				0.05 0.01 NS	
Spelling				0.05 0.01 NS	
Reading Comprehension				0.05 0.01 NS	

Test scores

	Raw score	Standard score	Conf. inter. %	Percentile	Stanine	Age equivalent	WISC-III^UK scaled score
Basic Reading	4	50	–	A G		now	
Spelling		10	–				
Reading Comprehen:			–				
WORD Composite							

Profiles

WORD scaled scores

BR	Sp	RC	Comp

160
150
140
130
120
110
100
90
80
70
60
50
40

For WISC-III^UK users only

WISC-III^UK index scores

VCI	POI	FDI	PSI

WISC-III^UK IQ scores

FSIQ	VIQ	PIQ

160
150
140
130
120
110
100
90
80
70
60
50
40

Basic Reading

About 10 seconds for each item

If the child scores 0 on any of the first 5 items administered, administer preceding items in reverse sequence until child scores 1 on each of 5 consecutive items

6 consecutive scores of 0

Item	Notes			Score 0 or 1
5–7				
1. fun	ask	**sit**	girl	
2. park	next	for	**card**	
3. **duck**	but	did	can	
4. stop	**push**	box	walk	)
5. call	**cow**	could	come	
6. has	had	**hat**	hot	
7. **sheep**	shop	sleep	street	
8–9				
8. the				
9. up				
10. into				
11. so				
12. said				
13. then				
14. animal				
15. because				
10+				
16. slow				
17. again				
18. any				
19. fruit				
20. know				
21. shut				
22. instead				
23. enough				
24. sight				
25. photograph				
26. completely				

Item	Notes	Score 0 or 1
27. courage		
28. comforting		
29. jealous		
30. responsibility		
31. dozing		
32. ajar		
33. ruin		
34. useless		
35. pier		
36. ideally		
37. chord		
38. acquire		
39. governmental		
40. abrupt		
41. pathetic		
42. cleanse		
43. unique		
44. sparse		
45. accordion		
46. poise		
47. ridicule		
48. indomitable		
49. catastrophe		
50. conscience		
51. reminisce		
52. coerce		
53. euphemism		
54. antithesis		
55. hierarchical		

Child's behaviour when presented with unfamiliar words (tick where applicable)
A. Used decoding skills ....
B. Was persistent when decoding ....
C. Gave up easily when decoding ....
D. Used no strategy (guessed) ....
E. Made no attempt ....

Max=55

RAW SCORE

WISC-III UK

Wechsler Intelligence Scale for Children
Third Edition UK

David Wechsler

Record Form

Ψ

The Psychological Corporation

Harcourt Brace & Company Publishers

1. Picture Completion ⏱

Time limit: 20" each item. Discontinue after 5 consecutive failures. For ages 8–16, reverse sequence of preceding items after failure on either of first two items administered.

	Item	Response	Score 0 or 1
All ages	Sample: Pencil		✓
6–7	1. Fox		
	2. Box		
	3. Cat		
	4. Hand		
8–9	5. Elephant		1
	6. Man		1
10–13	7. Door		1
	8. Mirror		1
	9. Clock		1
	10. Chest of drawers		1
14–16	11. Belt		1
	12. Leaf		1
	13. Stepladder		1
	14. Woman's face		1
	15. Dice	DK	0
	16. Bath		1
	17. Light bulb		0
	18. Whistle		0
	19. Piano		0
	20. Scissors		0
	21. Male profile		0
	22. Thermometer		0
	23. Trellis		
	24. Orange		
	25. Goldfish		
	26. Supermarket		
	27. Telephone		
	28. Umbrella		
	29. House		
	30. Tennis shoe		

Total subtest score
(maximum = 30)

Picture Completion cautions checklist (see Manual pp. 110–111)

The following cautions should be given, if necessary, but each caution may be given only once during the test.

1. *"Yes, but what's missing?"* ☐
2. *"A part is missing in the picture. What is it that is missing?"* ☐
3. *"Yes, but what is the most important part that is missing?"* ☐

2. Information

Discontinue after 5 consecutive failures.
For ages 8–16, reverse sequence of preceding items after failure on either of first two items administered.

	Item	Response	Score 0 or 1
6–7	1. Nose		
	2. Ears		
	3. Legs		
	4. Thursday		
8–10	5. Coins		
	6. March		
	7. Week		
11–13	8. Boil		
	9. Seasons		
	10. Hours		
14–16	11. Dozen		
	12. Stomach		
	13. Leap year		
	14. Columbus		
	15. Oceans		
	16. Oxygen		
	17. Brazil		
	18. Sun		
	19. Telephone		
	20. Hieroglyphics		
	21. Population		
	22. Greece		
	23. Water		
	24. Anne Frank		
	25. Glass		
	26. Barometer		
	27. Rust		
	28. London		
	29. Darwin		
	30. Aluminium		

Total subtest score
(maximum = 30)

8. Vocabulary (continued)

Discontinue after 4 consecutive failures.

For ages 9–16, reverse sequence of preceding items after failure on either of first two items administered.

Item	Response	Score 0, 1 or 2
7. Donkey		2
8. Alphabet		1
9. Ancient		0
10. Leave		1
11. Brave		0
12. Island		0
13. Absorb		0
14. Nonsense		0
15. Precise		0
16. Transparent		0
17. Boast		
18. Migrate		
19. Fable		
20. Strenuous		
21. Mimic		
22. Rivalry		
23. Seclude		
24. Unanimous		
25. Amendment		
26. Compel		
27. Imminent		
28. Affliction		
29. Dilatory		
30. Aberration		

14–16

Total subtest score
(maximum = 60)

9. Object Assembly

Do not discontinue. Administer *all* items. ⏱

	Object	Time limit	Complet. time	No. of correct junctures	Multiply by	Score Circle the appropriate score for each object											Score
All ages	Sample: Apple																
	1. Girl	120″		(0–6)	1	0	1	2	3	4	5	120–26 6	25–16 7	15–1 8			
	2. Car	150″		(0–9)	1/2*	0	1	2	3	4	150–36 5	35–26 6	25–21 7	20–1 8			
	3. Horse	150″		(0–5)	1	0	1	2	3	4	150–31 5	30–21 6	20–16 7	15–1 8			
	4. Ball	180″		(0–7)	1	0	1	2	3	4	5	6	180–61 7	60–36 8	35–26 9	25–1 10	
	5. Face	180″		(0–13)	1/2*	0	1	2	3	4	5	6	180–81 7	80–56 8	55–41 9	40–1 10	

* Round half scores upwards.

Total subtest score (maximum = 44) [ ]

10. Comprehension

Discontinue after 3 consecutive failures.

Item	Response	Score 0, 1 or 2
*1. Cut finger		0
2. Find wallet		2
3. Seat-belts		1
†4. Smoke		0
5. Lose ball		2
6. Telephone book		0
7. Fight		0

* If the child does not give a 2-point response, illustrate with a few 2-point answers.
† If the child's response reflects only one general idea, ask for a second response.

➡

10. Comprehension (continued)

Item	Response	Score 0, 1 or 2
†8. Lights		0
†9. Rules		0
10. Inspect meat		0
†11. Number plates		0
12. Stamps		
13. Promise		
†14. Newspaper		
15. Secret ballot		
†16. Paperback books		
†17. MPs (TDs)		
†18. Freedom of speech		

† If the child's response reflects only one general idea, ask for a second response.

Total subtest score (maximum = 36) 5

7. Block Design ⏱

Discontinue after 2 consecutive failures.
For ages 8–16, normal sequence of preceding items after failure on either trial of Design 3.

Child

	Correct design	Time limit	Incorrect design	Complet. time	Correct design	Score — Circle the appropriate score for each design				Score
6-7 1.	▪️	30"	Trial 1 ☐ Trial 2 ☐		Y N	0	Trial 1 **2**	Trial 2 **1**			
2.	▪️	45"	Trial 1 ☐ Trial 2 ☐		Y N	0	Trial 1 **2**	Trial 2 **1**			
8-16 3.	▪️	45"	Trial 1 ☐ Trial 2 ☐		(Y) N	0	(Trial 1 **2**)	Trial 2 **1**			
4.	▪️	45"			Y (N)	(0)	45–16 **4**	15–11 **5**	10–6 **6**	5–1 **7**	
5.	◀️	45"	☐		(Y) N	0	(45–21 **4**)	20–16 **5**	15–11 **6**	10–1 **7**	
6.	▲	75"			Y (N)	(0)	75–21 **4**	20–16 **5**	15–11 **6**	10–1 **7**	
7.	◆	75"			(Y) N	0	(75–21 **4**)	20–16 **5**	15–11 **6**	10–1 **7**	
8.	◪	75"			Y (N)	(0)	75–21 **4**	20–16 **5**	15–11 **6**	10–1 **7**	
9.	⬕	75"			Y (N)	0	75–26 **4**	25–16 **5**	15–11 **6**	10–1 **7**	
10.	⬚	120"	☐		Y N	0	120–41 **4**	40–31 **5**	30–26 **6**	25–1 **7**	
11.	⬚	120"	☐		Y N	0	120–56 **4**	55–36 **5**	35–31 **6**	30–1 **7**	
12.	⬚	120"	☐		Y N	0	120–56 **4**	55–36 **5**	35–31 **6**	30–1 **7**	

Examiner

Total subtest score
(maximum = 69)

8. Vocabulary

Discontinue after 4 consecutive failures.
For ages 9–16, reverse sequence of preceding items after failure on either of first two items administered.

	Item	Response	Score 0, 1 or 2
6-8	1. Clock		
	2. Umbrella		
9-10	3. Hat		
	4. Thief		
11-13	5. Cow		
	6. Bicycle		

C·A·R·S

The Childhood Autism Rating Scale

Eric Schopler, Ph.D., Robert J. Reichler, M.D.,
and Barbara Rochen Renner, Ph.D.

Name: _____ Sex: _____

ID Number: _____

Test Date: Year _____ Month _____ Day _____

Birth Date: Year _____ Month _____ Day _____

Chronological Age: Years _____ Months _____

Rater: _____

Category Rating Scores

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	Total Score
1	15	1	1	1	1	1	1	1	1	2	1	1	2	1	

Total Score

15 18 21 24 27 30 33 36 39 42 45 48 51 54 57 60

Non-Autistic   Mildly-Moderately   Severely
                      Autistic   Autistic
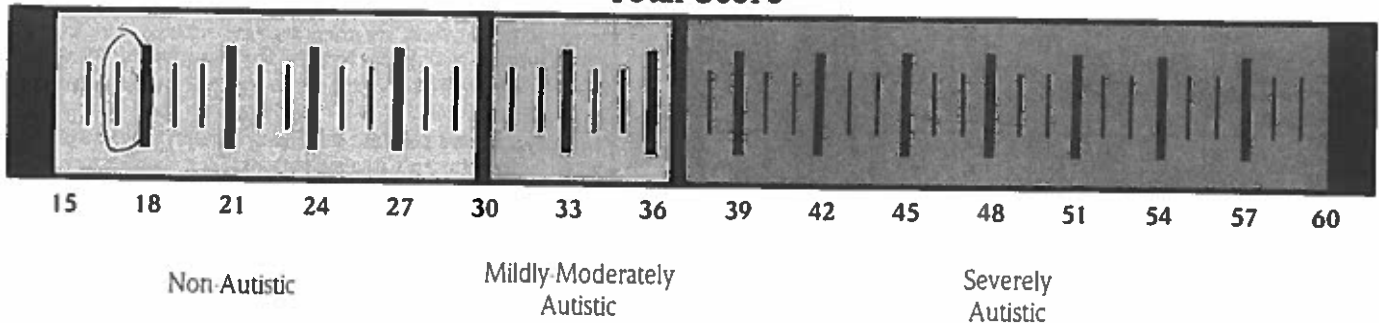
• CARS Rating Sheet •

Directions: For each category, use the space provided below each scale for taking notes concerning the behaviors relevant to each scale. After you have finished observing the child, rate the behaviors relevant to each item of the scale. For each item, circle the number which corresponds to the statement that best describes the child. You may indicate the child is between two descriptions by using ratings of 1.5, 2.5, or 3.5. Abbreviated rating criteria are presented for each scale. See chapter 2 of the Manual for detailed rating criteria.

I. RELATING TO PEOPLE

No evidence of difficulty or abnormality in relating to people • The child's behavior is appropriate for his or her age. Some shyness, fussiness, or annoyance at being told what to do may be observed, but not to an atypical degree.

Mildly abnormal relationships • The child may avoid looking the adult in the eye, avoid the adult or become fussy if interaction is forced, be excessively shy, not be as responsive to the adult as is typical, or cling to parents somewhat more than most children of the same age.

Moderately abnormal relationships • The child shows aloofness (seems unaware of adult) at times. Persistent and forceful attempts are necessary to get the child's attention at times. Minimal contact is initiated by the child.

Severely abnormal relationships • The child is consistently aloof or unaware of what the adult is doing. He or she almost never responds or initiates contact with the adult. Only the most persistent attempts to get the child's attention have any effect.

Observations:

II. IMITATION

Appropriate imitation • The child can imitate sounds, words, and movements which are appropriate for his or her skill level.

Mildly abnormal imitation • The child imitates simple behaviors such as clapping or single verbal sounds most of the time; occasionally, imitates only after prodding or after a delay.

Moderately abnormal imitation • The child imitates only part of the time and requires a great deal of persistence and help from the adult; frequently imitates only after a delay.

Severely abnormal imitation • The child rarely or never imitates sounds, words, or movements even with prodding and assistance from the adult.

Observations:

III. EMOTIONAL RESPONSE

1

Age-appropriate and situation-appropriate emotional responses • The child shows the appropriate type and degree of emotional response as indicated by a change in facial expression, posture, and manner.

1.5

2

Mildly abnormal emotional responses • The child occasionally displays a somewhat inappropriate type or degree of emotional reactions. Reactions are sometimes unrelated to the objects or events surrounding them.

2.5

3

Moderately abnormal emotional responses • The child shows definite signs of inappropriate type and/or degree of emotional response. Reactions may be quite inhibited or excessive and unrelated to the situation; may grimace, laugh, or become rigid even though no apparent emotion-producing objects or events are present.

3.5

4

Severely abnormal emotional responses • Responses are seldom appropriate to the situation; once the child gets in a certain mood, it is very difficult to change the mood. Conversely, the child may show wildly different emotions when nothing has changed.

Observations:

IV. BODY USE

1

Age appropriate body use • The child moves with the same ease, agility, and coordination of a normal child of the same age.

1.5

2

Mildly abnormal body use • Some minor peculiarities may be present, such as clumsiness, repetitive movements, poor coordination, or the rare appearance of more unusual movements.

2.5

3

Moderately abnormal body use • Behaviors that are clearly strange or unusual for a child of this age may include strange finger movements, peculiar finger or body posturing, staring or picking at the body, self directed aggression, rocking, spinning, finger wiggling, or toe walking.

3.5

4

Severely abnormal body use • Intense or frequent movements of the type listed above are signs of severely abnormal body use. These behaviors may persist despite attempts to discourage them or involve the child in other activities.

Observations:

V. OBJECT USE

Appropriate use of, and interest in, toys and other objects • The child shows normal interest in toys and other objects appropriate for his or her skill level and uses these toys in an appropriate manner.

Mildly inappropriate interest in, or use of, toys and other objects • The child may show atypical interest in a toy or play with it in an inappropriately childish way (e.g., banging or sucking on the toy).

Moderately inappropriate interest in, or use of, toys and other objects • The child may show little interest in toys or other objects, or may be preoccupied with using an object or toy in some strange way. He or she may focus on some insignificant part of a toy, become fascinated with light reflecting off the object, repetitively move some part of the object, or play with one object exclusively.

Severely inappropriate interest in, or use of, toys or other objects • The child may engage in the same behaviors as above, with greater frequency and intensity. The child is difficult to distract when engaged in these inappropriate activities.

Observations:

VI. ADAPTATION TO CHANGE

Age appropriate response to change • While the child may notice or comment on changes in routine, he or she accepts these changes without undue distress.

Mildly abnormal adaptation to change • When an adult tries to change tasks the child may continue the same activity or use the same materials.

Moderately abnormal adaptation to change • The child actively resists changes in routine, tries to continue the old activity, and is difficult to distract. He or she may become angry and unhappy when an established routine is altered.

Severely abnormal adaptation to change • The child shows severe reactions to change. If a change is forced, he or she may become extremely angry or uncooperative and respond with tantrums.

Observations:

VII. VISUAL RESPONSE

Age appropriate visual response • The child's visual behavior is normal and appropriate for that age. Vision is used together with other senses as a way to explore a new object.

Mildly abnormal visual response • The child must be occasionally reminded to look at objects. The child may be more interested in looking at mirrors or lighting than peers, may occasionally stare off into space, or may also avoid looking people in the eye.

Moderately abnormal visual response • The child must be reminded frequently to look at what he or she is doing. He or she may stare into space, avoid looking people in the eye, look at objects from an unusual angle, or hold objects very close to the eyes.

Severely abnormal visual response • The child consistently avoids looking at people or certain objects and may show extreme forms of other visual peculiarities described above.

Observations:

VIII. LISTENING RESPONSE

1

Age appropriate listening response • The child's listening behavior is normal and appropriate for age. Listening is used together with other senses.

1.5
2

Mildly abnormal listening response • There may be some lack of response, or mild overreaction to certain sounds. Responses to sounds may be delayed, and sounds may need repetition to catch the child's attention. The child may be distracted by extraneous sounds.

2.5
3

Moderately abnormal listening response • The child's responses to sounds vary; often ignores a sound the first few times it is made; may be startled or cover ears when hearing some everyday sounds.

3.5
4

Severely abnormal listening response • The child overreacts and/or underreacts to sounds to an extremely marked degree, regardless of the type of sound.

Observations:

IX. TASTE, SMELL, AND TOUCH RESPONSE AND USE

1

Normal use of, and response to, taste, smell, and touch • The child explores new objects in an age appropriate manner, generally by feeling and looking. Taste or smell may be used when appropriate. When reacting to minor, everyday pain, the child expresses discomfort but does not overreact.

1.5
2

Mildly abnormal use of, and response to, taste, smell, and touch • The child may persist in putting objects in his or her mouth; may smell or taste inedible objects; may ignore or overreact to mild pain that a normal child would express as discomfort.

2.5
3

Moderately abnormal use of, and response to, taste, smell, and touch • The child may be moderately preoccupied with touching, smelling, or tasting objects or people. The child may either react too much or too little.

3.5
4

Severely abnormal use of, and response to, taste, smell, and touch • The child is preoccupied with smelling, tasting, or feeling objects more for the sensation than for normal exploration or use of the objects. The child may completely ignore pain or react very strongly to slight discomfort.

Observations:

X. FEAR OR NERVOUSNESS

1

Normal fear or nervousness • The child's behavior is appropriate both to the situation and to his or her age.

1.5
2

Midly abnormal fear or nervousness • The child occasionally shows too much or too little fear or nervousness compared to the reaction of a normal child of the same age in a similar situation.

2.5
3

Moderately abnormal fear or nervousness • The child shows either quite a bit more or quite a bit less fear than is typical even for a younger child in a similar situation.

3.5
4

Serverely abnormal fear or nervousness • Fears persist even after repeated experience with harmless events or objects. It is extremely difficult to calm or comfort the child. The child may, conversely, fail to show appropriate regard for hazards which other children of the same age avoid.

Observations:

XI. VERBAL COMMUNICATION

1 Normal verbal communication, age and situation appropriate.

.5

2 Mildly abnormal verbal communication • Speech shows overall retardation. Most speech is meaningful; however, some echolalia or pronoun reversal may occur. Some peculiar words or jargon may be used occasionally.

.5

3 Moderately abnormal verbal communication • Speech may be absent. When present, verbal communication may be a mixture of some meaningful speech and some peculiar speech such as jargon, echolalia, or pronoun reversal. Peculiarities in meaningful speech include excessive questioning or preoccupation with particular topics.

.5

4 Severely abnormal verbal communication • Meaningful speech is not used. The child may make infantile squeals, weird or animal like sounds, complex noises approximating speech, or may show persistent, bizarre use of some recognizable words or phrases.

Observations:

XIII. ACTIVITY LEVEL

1 Normal activity level for age and circumstances • The child is neither more active nor less active than a normal child of the same age in a similar situation.

1.5

2 Mildly abnormal activity level • The child may either be mildly restless or somewhat "lazy" and slow moving at times. The child's activity level interferes only slightly with his or her performance.

2.5

3 Moderately abnormal activity level • The child may be quite active and difficult to restrain. He or she may have boundless energy and may not go to sleep readily at night. Conversely, the child may be quite lethargic, and need a great deal of prodding to get him or her to move about.

3.5

4 Severely abnormal activity level • The child exhibits extremes of activity or inactivity and may even shift from one extreme to the other.

Observations:

XII. NONVERBAL COMMUNICATION

1 Normal use of nonverbal communication, age and situation appropriate.

.5

2 Mildly abnormal use of nonverbal communication • Immature use of nonverbal communication; may only point vaguely, or reach for what he or she wants, in situations where same age child may point or gesture more specifically to indicate what he or she wants.

.5

3 Moderately abnormal use of nonverbal communication • The child is generally unable to express needs or desires nonverbally, and cannot understand the nonverbal communication of others.

.5

4 Severely abnormal use of nonverbal communication • The child only uses bizarre or peculiar gestures which have no apparent meaning, and shows no awareness of the meanings associated with the gestures or facial expressions of others.

Observations:

XIV. LEVEL AND CONSISTENCY OF INTELLECTUAL RESPONSE

1 Intelligence is normal and reasonably consistent across various areas • The child is as intelligent as typical children of the same age and does not have any unusual intellectual skills or problems.

1.5

2 Mildly abnormal intellectual functioning • The child is not as smart as typical children of the same age; skills appear fairly evenly retarded across all areas.

2.5

3 Moderately abnormal intellectual functioning • In general, the child is not as smart as typical children of the same age; however, the child may function nearly normally in one or more intellectual areas.

3.5

4 Severely abnormal intellectual functioning • While the child generally is not as smart as the typical child of his age, he or she may function even better than the normal child of the same age in one or more areas.

Observations:

XV. GENERAL IMPRESSIONS

1 No autism • The child shows none of the symptoms characteristic of autism.

1.5

2 Mild autism • The child shows only a few symptoms or only a mild degree of autism.

2.5

3 Moderate autism • The child shows a number of symptoms or a moderate degree of autism.

3.5

4 Severe autism • The child shows many symptoms or an extreme degree of autism.

Observations:

Name_

My Strengths and difficulties

	Not true	Somewhat true	Certainly true
1) I try to be nice to other people. I care about their feelings	☐	☐	☑
2) I am restless. I cannot stay still for long	☑	☐	☐
3) I get a lot of headaches, stomach aches or sickness	☐	☐	☑
4) I usually share with other children (treats, toys, pencils etc)	☐	☐	☑
5) I get very angry and often lose my temper	☐	☐	☑
6) I am usually on my own. I generally play alone or keep to myself	☐	☐	☑
7) I usually do what I am told	☐	☐	☑
8) I worry a lot	☐	☐	☑
9) I am helpful if someone is hurt, upset or feeling ill	☐	☐	☑
10) I am constantly fidgeting or squirming	☐	☑	☐
11) I have one good friend or more	☐	☐	☑
12) I fight a lot. I can make other people do what I want	☐	☐	☑
13) I am often unhappy, downhearted or tearful	☐	☐	☑
14) Other children my age generally like me	☐	☐	☑
15) I am easily distracted. I find it difficult to concentrate	☐	☐	☑
16) I am nervous in new situations. I easily lose confidence	☐	☐	☑
17) I am kind to younger children	☐	☑	☐
18) I am often accused of lying or cheating	☐	☐	☑
19) Other children or young people pick on me or bully me	☐	☐	☑
20) I often volunteer to help others (parents, teachers, children)	☐	☐	☑
21) I think before I do things	☐	☐	☑
22) I take things that are not mine from home, school or elsewhere	☐	☐	☑
23) I get on better with adults than I do with people my own	☐	☐	☑
24) I have many fears. I am easily scared	☐	☐	☑
25) I finish the work I am doing. My attention is good	☐	☐	☑

My Life in School

During this week another child in school:

		Not at all	Once	More than once
1)	Called me names	☐	☑	☐
2)	Said something nice to me	☐	☐	☑
3)	Was nasty about my family	☐	☑	☐
4)	Tried to kick me	☐	☐	☑
5)	Was very nice to me	☐	☐	☑
6)	Was unkind because I'm different	☐	☐	☑
7)	Gave me a present	☐	☐	☑
8)	Said they'd beat me up	☐	☑	☐
9)	Gave me some money	☐	☐	☑
10)	Tried to make me give them money	☐	☑	☐
11)	Tried to frighten me	☐	☐	☑
12)	Asked me a stupid question	☐	☑	☐
13)	Lent me something	☐	☐	☑
14)	Stopped me playing a game	☐	☐	☑
15)	Was unkind about something I did	☐	☑	☐
16)	Talked about clothes with me	☐	☐	☑
17)	Told me a joke	☐	☐	☑
18)	Told me a lie	☐	☑	☐
19)	Got a gang on me	☐	☑	☐
20)	Tried to make me hurt other people	☐	☐	☑
21)	Smiled at me	☐	☐	☑
22)	Tried to get me into trouble	☐	☐	☑
23)	Helped me carry something	☐	☐	☑
24)	Tried to hurt me	☐	☐	☑

			Not at all	Once	More than once
25)	Helped me with my class work		☐	☐	☑
26)	Made me do something I didn't want to do		☐	☑	☐
27)	Talked about TV with me		☑	☐	☐
28)	Took something off me		☐	☐	☑
29)	Shared something with me		☐	☐	☑
30)	Was rude about the colour of my skin		☐	☐	☑
31)	Shouted at me		☐	☐	☑
32)	Played a game with me		☐	☐	☑
33)	Tried to trip me up		☐	☐	☑
34)	Talked about things I like		☐	☐	☑
35)	Laughed at me horribly		☐	☐	☑
36)	Said they would tell on me		☐	☐	☑
37)	Tried to break something of mine		☐	☑	☐
38)	Told a lie about me		☐	☐	☑
39)	Tried to hit me		☐	☐	☑