

# CASE STUDIES



## SPED 302

Submitted to Dr. Self  
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07/04/98  
PED  
UCB

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## **Appendix**

## Introduction

The following is a three week case study done at the Stella Maris school in Belize City.

The researcher is a teacher by profession but being away from the classroom for the purpose of studying, has conducted the research in the aforementioned school.

The Data was collected over a three week period, during which time several interviews were conducted with the students whose name will be presented in a fictitious manner for the purpose confidentiality; the home room teacher; the school principal; as well as the music teacher. These individuals, except for the school principal and the students were required to fill out several forms, during this assessment period.

After the Data was collected, it was analyzed by a group of researchers who identified three major areas of weaknesses and three possible strategies to modify the identified areas of weaknesses.

It is hoped that the information presented, would be of some use to those working with children who possess special needs.

# Case Study One

## Data Identification

Name of Child:	Kent
Age:	10
D.O.B:	10/07/'87
Sex:	Male
School:	Stella Maris School
Class:	Ability Grouped, Belize City

## Assessment Instruments

- ▶ Hand Writing Samples
- ▶ Interview with Students
- ▶ Interview with Principal
- ▶ Interview with Music Teacher
- ▶ Interview with Home Room Teacher
- ▶ Burk's Behavior Rating Scales-Profile sheet
- ▶ Burk's Behavior Rating Scales-Administration Booklet
- ▶ C.S.T Class Description (Elementary Level)
- ▶ C.S.T Student Inventory (Elementary Level)
- ▶ Morrison McCall Spelling Scale
- ▶ Sloson Oral Reading Test (SORT)

## Home Background

Kent comes from a family of eight. He lives with both his mother and his father. He has five other siblings and he is the second to the youngest child.

His mother and father works outside the home, and this affords Kent plenty of opportunity to watch television, which happens to be his favorite past time. In spite of this though, he still has a few house chores to do, when he returns home from school in the evening, such as cleaning the bathroom.

Kent has a very observant mother, for it was from the age of about two that she observed that Kent was not performing physically nor academically as he should. Most obvious to her and other family members was the fact that he exhibited severe speech problems. Henceforth, upon reaching the age of six, Kent was enrolled in the Stella Maris School, a school for children with special needs.

## School Background

Kent is presently attending Stella Maris School where he started at the age of six, and has been ever since.

When Kent first came to this school, he had very poor motor skills. Because of this it was difficult for him to complete basic physical activities such as tying a shoe lace, stringing beads, stocking building blocks, coloring, Writing, drawing etc. However, due to the structure of the Stella Maris School Curriculum, Which is activity packed Kent has advanced successfully through this school's system.

At Stella Maris the children are grouped according to their special needs, and when they become more independent individuals, they advance them to another level.

Kent is a well disciplined and a well-behaved child at school. He can stay on a task while the others around him may be causing hav voc. In spite of his interest in school, Kent does not do academically well in school, and his speech impedient hinders his ability to decode words in Reading. At school, he enjoys music and he is most enthusiastic in this class. He express this enthusiasm uninhabitantly by clapping, dancing, snapping his fingers, doing the actions in the song and singing quite loudly along with the music.

## Evaluation

Kent is a very well behaved child and he has a great sense of humor. Most of the time he is a jovial individual and he seems to enjoy being around people who are enthusiastic.

The assessment instruments used to assess Kent's Academic performance were: " Morrison McCall Spelling Scale" and the "Sloson Oral Reading Test (SORT)." This child was not able to spell or read any of the words in these two tests. Based on the results of these tests, the child was functioning below the level of a first grader in Oral Reading. He also got a grade score of 1.0 on the spelling test, which again is far below his required level.

There were some major discrepancies between the mode through which the child learns best, which were using: Textbook, Discussion, AV Materials, Hands-On-Experience, Observation, and how the teacher delivered her material. Discrepancies also existed between the type of assignments that the teacher gave, and the manner in which the student produces/completes these assignments. If the teacher could strike a medium in these areas with that of the child, it is believed that the child's Academic performance would be

improved significantly.

The child's behavior was assessed using: "The Burk's Behavior Rating scales-Profile" and "Burk's Behavior Rating Scales-Administration". Based on the results of these assessment sheets, the child's Behavior was not a major issue but instead, he needed much help in Intellectuality, Academics, and physical Coordination, as these areas fell under the significant category. Under the non significant category he had: "Excessive self-blame; Excessive Anxiety, Poor Sense of identity, Excessive suffering, Poor Anger Control, Excessive sense of Persecution, Excessive aggressiveness; Excessive Resistance, and Poor Social Conformity. These areas suggest that Kent be a rather well adjusted, Social individual.

It was also observed that the Home Room Teacher rated the child as not displaying significant excessive anxiety, while the music teacher rated him as having significant anxiety during Music class. I believe that because the content area of the music class is much heavier than the other subject areas this creates an unpleasant feeling of tension, which tends to push the child toward flight,

especially since the child is often required to answer oral questions based on what the music lesson was about, and he has a speech impediment.

However, on a general note, this child's special needs, is in the Academics, and because he is interested in school I believe with knowledge on how to help him to perform to his fullest; determination, and commitment by the teacher, Kent can probably function productively within the society.

## RECOMMENDATIONS

<p>Three major issues to be dealt with:</p> <p><b>1. POOR INTELLECTUALITY</b></p> <p><b>Definition:</b> The outward indication of lowered reasoning capacity.</p> <p><b>Possible Causes:</b></p> <ol style="list-style-type: none"> <li>1. Inherited factors.</li> <li>2. Injury to the nervous system after birth.</li> <li>3. Lack of opportunity to learn skills.</li> <li>4. Emotional difficulties obstructing expression of abilities available to the child.</li> </ol>	<p>Three suggested strategies for dealing with the issues:</p> <ol style="list-style-type: none"> <li>1. Provide academic assistance (special class or tutors) when needed.</li> <li>2. Adjust the conceptual level of the lesson.</li> <li>3. Relate to experiences or to something that child already knows.</li> </ol>
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<p>Three major issues to be dealt with:</p> <p><b>2. POOR ACADEMICS</b></p> <p>Definition: The inability of the child to succeed in Basic school subjects.</p> <p>Possible Causes:</p> <ul style="list-style-type: none"> <li>(I) Low general intelligence.</li> <li>(ii) Specific handicaps (deficient hearing or speech, nervous system difficulty).</li> <li>(iii) Slow physical Development.</li> </ul>	<p>Three suggested strategies for dealing with the issues:</p>
	<ol style="list-style-type: none"> <li>1. Immediately reward each correct response that the child makes: use social praise and extrinsic motivators (money, candy, etc.)</li> <li>2. Make learning experiences concrete, Specific and meaningful to the student.</li> <li>3. The teacher must have a personality characterized by buoyancy, optimism, and energy.</li> </ol>

<p>Three major issues to be dealt with:</p> <p><b>3. POOR COORDINATION</b></p> <p><b>Definition:</b> The inability of the child to express himself or herself through the voluntary muscles and sense organs in important activities.</p> <p><b>Possible Causes:</b></p> <p>(i) Slow maturation of the nervous system.</p> <p>(ii) Injury to the nervous system after birth.</p>	<p>Three suggested strategies for dealing with the issues:</p>
	<ol style="list-style-type: none"> <li>1. Give individual help to the child in such activities as running, jumping, hopping, skipping and balancing.</li> <li>2. Use special curriculum materials for a child who is poorly coordinated; For gross motor coordination, rings, balls, hoops, bean bag, and balance boards may be used. Clay, coloring materials, yarn, paper for folding and cutting, laces for tying, beads for stringing, jacks, marbles, blocks, Play dough, zippers, puzzles and crayons may be used to develop the fine motor skills.</li> <li>3. Teach laterality and directionality by using imitative movements: stepping stones, made out of card boards: "Simon Says"; Practicing drawing from left to right; counting beads from left to right; tracing right and left hands on paper; touching right and left parts of the body.</li> </ol>

# Case Study Two

## Data Identification

Name of Child:	Dana
Age:	11
D.O.B:	11/09/86
Sex:	Female
School:	Stella Maris School
Class:	Ability Grouped, Belize City

## Assessment Instruments

- Hand Writing Samples
- Interview with Students
- Interview with Principal
- Interview with Music Teacher
- Interview with Home Room Teacher
- Burk's Behavior Rating Scales-Profile Sheet
- Burk's Behavior Rating Scales-Administration Booklet
- C.S.T Class Description (Elementary Level)
- C.S.T Student Inventory (Elementary Level)
- Morrison McCall Spelling Scale
- Sloson Oral Reading Test (SORT)

## Home Background

Dana comes from a family of eight. She is the eldest of seven children. Presently Dana lives with her mom, but this is not always the case. At times, she lives with her father and stepmother. Besides this instability in Dana's life, she is burdened with many household tasks being the eldest child and she also has to help her mother or her stepmother with the rearing of her younger siblings.

Establishing any lasting friendship is difficult for her as she is constantly changing her place of residency, primarily due to a lack of finance.

## School Background

Dana is presently attending Stella Maris School. She has been here for the past six months.

Dana was transferred from Ebenezer's Primary School. According to reports, Dana exhibited many behavioral problems. She was often involved in little squabbles, during class sessions and at Break-time. Dana was also a very rebellious student and disliked being corrected. Coupled with these behavioral problems, she failed to do academically. When she left this school at the age of 11, she was in grade II.

Now at Stella Maris, Dana continues to under-perform in the Academics. Her behavior has not improved significantly either.

In class, she often demands the teachers' attention by shouting out for help, or going up to the teacher while she is helping another student. She also seems to aspire for perfection, in that she refuses to complete a piece of work, unless each letter is well written, or the work is clean which tends to create a problem for the teacher. Dana would often destroy any piece of work that does not meet her preset requirements. Because of this, she seldom finishes any given task and needs much encouragement to stay on tasks.

The class session that Dana enjoys the most is music. During this class she seems quite relaxed and would even volunteer to do a solo for the class!

## Evaluation

During none-activity sessions Dana behaved like a normal child. However, when the activities for the day or lesson begin, here is where one is able to detect that she is a child with special needs. For an ignorant person it would seem that she only seeks the attention of the teacher because she merely enjoys being in the 'lime light'. This might be a true evaluation but it is also an incomplete and unholistic one.

Dana is a child whose previous social experience has had a negative impact on her personality. Based on the "Burk's Behavior Rating Scales-Profile Sheet" and the "Burk's Behavior Rating Scales Administration Booklet" Dana needed special attention in: Anger Control, sense of Persecution and Ego strength. These areas fell under the significant category of this assessment instrument. These special needs of hers suggest that she is exhibiting Mal adaptive behavior because of her experiences. According to this assessment sheet, Poor Physical strength, Poor Coordination, and Poor sense of identity was not a significant factor. However, it is interesting to note that a major discrepancy existed in how the two teachers that

assessed this child viewed her in "excessive resistance. The Home Room teacher rated this aspect as not significant while the Music Teacher rated her as very significant. The Music Teacher also rated her as having "poor sense of identity to a very significant degree, while for the Home Room Teacher, this was not a significant issue. The Home Room Teacher may be accredited for the fact that she ignores Antagonist actions of the child which presents no physical harm to others and she also focuses on the child's nonantagonist behavior. This is a technique that all teachers need to develop.

Because of the Behavioral Problems that this child exhibits these have become an obstacle in the child's Academic Achievement. According to the "Morrison McCall Spelling Scale" and the Sloson Oral Reading Test (S.O.R.T) Dana is performing well below her Academic level. She was not able to spell any of the words and thus her grade score was 1.0, on the Spelling Assessment Sheet and she was reading at the 0.1 levels ('0' month of 1st grade).

Discrepancies also surfaced between the child's mode of learning and the teacher's mode of teaching. This child learns best through Textbooks, Audio Visual Materials, Hands-On-Experiences.

The teacher does not use these materials when she is teaching. The child also does best using or doing, Multiple choice, Matching and True/False items, which the teacher seldom requires them to do.

They could greatly help Dana if they deal with her behavioral problems appropriately, as these are a hindrance to her academic success in school.

## RECOMMENDATIONS

<p><b>Three Major issues to be dealt with:</b></p>	<p><b>Three suggested strategies for dealing with the issues:</b></p>
<p><b>1. POOR ANGER CONTROL</b></p> <p><b>Definition:</b> The chronic inability to control repress, or inhibit outbursts of rage.</p> <p><b>Possible Causes:</b></p> <ol style="list-style-type: none"> <li>1. The discovery by the child that it is an effective way to control others.</li> <li>2. Poor discipline procedures that allow the child to have his or her own way so that tolerance of frustration is never learned.</li> <li>3. Over criticism, over solicitude, or over anxiety on the part of adults.</li> <li>4. the over manipulation of a child's activities by adults.</li> </ol>	<ol style="list-style-type: none"> <li>1. Anticipate and avoid situations that tend to arouse anger.</li> <li>2. Give the child special jobs at which he or she is known to be good which can be completed successfully by the child.</li> <li>3. Offer the child a way out of an aggravating situation.</li> </ol>

Three Major issues to be dealt with:	Three suggested strategies for dealing with the issues:
<ol style="list-style-type: none"> <li>5. The association of the child with another person who is showing outbursts of rage. The child may imitate this conduct.</li> <li>6. Physiological factors such as illness, fatigue and hunger that cause irritability.</li> <li>7. Physical damage to the brain that disrupts that organ's ability to inhibit the expression of emotion.</li> <li>8. The inability of some children, particularly those with defects of speech, to communicate with others.</li> </ol>	

Three Major issues to be dealt with:

**2. POOR EGO STRENGTH**

**Definition:** An incapacity to show true abilities due to a lack of confidence.

**Possible Causes:**

1. The interaction of the child with an environment that has taught him or her that competing with others is dangerous.
2. The child may have found it easier to give up than to compare self and achievements on an equal basis with other students.

Three suggested strategies for dealing with the issues:

1. Allow the student to "shine" in any activity.
2. Minimize grading or other comparative procedure.
3. Arrange for remedial help from a tutor.

<p>Three Major issues to be dealt with:</p> <p><b>3. EXCESSIVE SENSE OF PERSECUTION</b></p> <p><b>Definition:</b> The outward expression of an unusual feeling of being mistreated.</p> <p><b>Possible Causes:</b></p> <ol style="list-style-type: none"> <li>1. The student has learned from experience to be fearful, distrustful, and probably angry.</li> </ol>	<p>Three suggested strategies for dealing with the issues:</p> <ol style="list-style-type: none"> <li>1. Discussion with the student to determine which teachers and children are preferred as associates.</li> <li>2. Avoid confrontations between the pupil and adults, if possible. Point out realities of the situation to the student in private, not in public.</li> <li>3. Attempt to structure situations clearly so that the child knows what is expected. Do not pressure the student when resentments build up. Divert him or her to another task.</li> </ol>
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## **Conclusion**

The studies presented were based on the assessment of two students at the Stella Maris School. One, Kent had special needs in the Academics. The other, Dana had special needs in Behavior Modification. The recommended teaching strategies are not only limited to their specific cases, neither are they an end in themselves.

Several other strategies may be employed and other areas that need attended to may surface. However, as educators working with children, I perceive it to be a challenge to identify the current needs of the children entrusted in your care and aspire to meet these needs. Henceforth, fulfilling your role as an educator.

I am a boy

I  
I  
r

I am eight years old

I am smart. 3 3

I 3 3

# BURKS' BEHAVIOR RATING SCALES

## PROFILE SHEET

by Harold F. Burks, Ph.D.

Published by

# wps

WESTERN PSYCHOLOGICAL SERVICES  
Publishers and Distributors  
12031 Wilshire Boulevard  
Los Angeles, California 90025

Name: KENT MORTIS

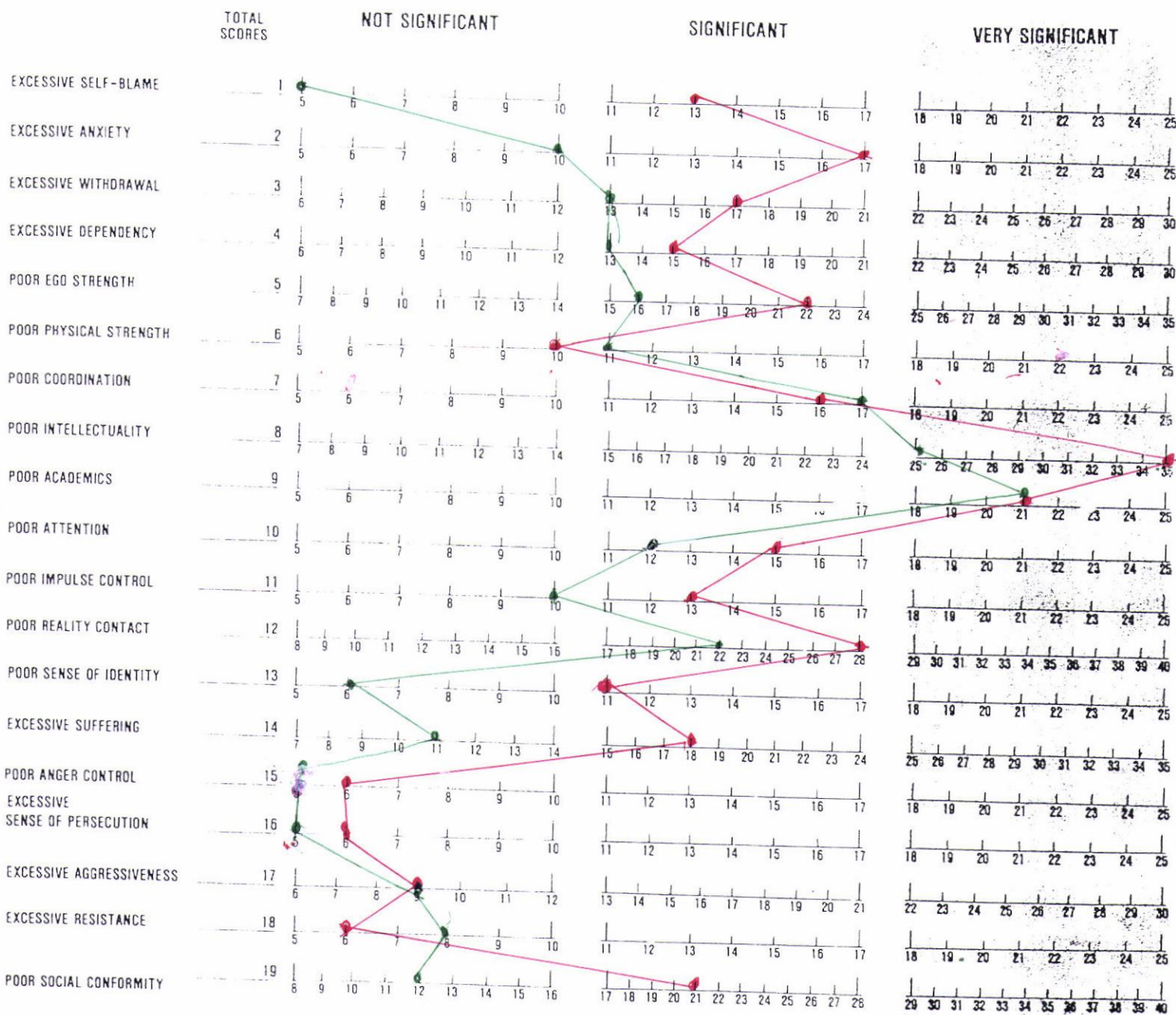
Date: 05/03/98

School: Stella Maris

Age: 10 Grade: —

Rated by: HOME ROOM TEACHER and MUSIC TEACHER Relationship to Child: TEACHER

INSTRUCTIONS: Category scores should be calculated according to directions in manual. Place an X at point along each category continuum where score and number coincide. Connect X's to make profile.



# BURKS' BEHAVIOR RATING SCALES: ADMINISTRATION BOOKLET

by Harold F. Burks, Ph.D.

Published by

**wps** WESTERN PSYCHOLOGICAL SERVICES  
Publishers and Distributors  
12031 Wilshire Boulevard  
Los Angeles, California 90025

Name KENT Date 4<sup>th</sup> March 1998.  
 School Stella Mann Age 10 Grade \_\_\_\_\_  
 Rated by Mrs. Jones Music Teacher

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below:

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

1 Shows erratic, flighty or scattered behavior	1	
2 Questions indicate a worry about the future	5	
3 Maintains other children pick on him	2	
4 Does not ask questions	3	3
5 Upset if makes a mistake	3	
6 Perseverates, cannot shift responses	5	5
7 Is easily distracted, lacks continuity of effort and perseverance	5	
8 Complains he never gets his fair share of things	1	
9 Gives inappropriate responses	5	5
10 Shows overremorse for wrong doing	1	1
11 Attention span not increased by punishment or reward	1	
12 Does not show imagination	2	2
13 Will not forgive others	1	
14 Is upset if things do not turn out perfect	1	
15 Attention span is short	5	
16 Has trouble remembering things	5	5
17 Accuses others of things they actually did not do	<del>5</del>	5
18 Shows poor vocabulary	1	5
19 Complains others do not like him	1	
20 Cannot finish what he is doing jumps to something else	3	
21 Biames himself if things go wrong	3	
22 Does not show common sense	5	5

15 13 6  
10 1 15 30

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below:

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

- 23. Shows many fears ..... 5
- 24. Tells bizarre stories ..... 5
- 25. Shows poor reading ..... 5
- 26. Becomes overexcited easily ..... 3
- 27. Uses unintelligible language ..... 5
- 28. Displays a don't care attitude, does what he wants ..... 4
- 29. Shows poor spelling ..... 5
- 30. Tells falsehoods ..... 1
- 31. Is hyperactive and restless ..... 3
- 32. Shows daydreaming ..... 4
- 33. Appears tense ..... 4
- 34. Does not follow through on promises ..... 1
- 35. Shows explosive and unpredictable behavior ..... 3
- 36. Shows tics and grimaces without apparent reason ..... 1
- 37. Worries too much ..... 1
- 38. Takes things which do not belong to him ..... 1
- 39. Follows academic directions poorly ..... 5
- 40. Secretly laughs or talks to himself ..... 2
- 41. Shows little respect for authority ..... 5
- 42. Blushes easily ..... 2
- 43. Rotates or rocks his body ..... 3
- 44. Assignments are poorly written ..... 1
- 45. Is tardy ..... 4
- 46. Is impulsive ..... 3
- 47. Makes weird drawings ..... 5
- 48. Is involved in undesirable escapades ..... 4
- 49. Appears nervous ..... 5
- 50. Is unaware of what is going on around him ..... 3
- 51. Homework is not done or incomplete ..... 5
- 52. Cannot control self (will speak out or jump out of seat) ..... 1
- 53. Is truant ..... 1

17 21 13 21 28  
2 9 11 19 12

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below.

- Number 1. You have not noticed this behavior at all
- Number 2. You have noticed the behavior to a slight degree
- Number 3. You have noticed the behavior to a considerable degree
- Number 4. You have noticed the behavior to a large degree
- Number 5. You have noticed the behavior to a very large degree

- 79 Sulks ..... 3
- 80 Is difficult to get to know ..... 3
- 81 Depreciates and distrusts own abilities ..... 3
- 82 Laughs when others are in trouble ..... 2
- 83 Is dependent on others to lead him around ..... 1
- 84 Hits or pushes others ..... 3
- 85 Appears unhappy ..... 1
- 86 Shows little feeling when others are upset ..... 3
- 87 Is overobedient ..... 5
- 88 Is easily satisfied with inferior performance ..... 5
- 89 Seems to welcome punishment ..... 3
- 90 Withdraws quickly from group activities, prefers to work by self ..... 1
- 91 Avoids competition ..... 4
- 92 Wants to boss others ..... 1
- 93 Is easily led ..... 5
- 94 Is shy ..... 5
- 95 Deliberately puts himself in position of being criticized ..... 2
- 96 Is sarcastic ..... 1
- 97 Is easily frustrated and gives up passively ..... 2
- 98 Does not show feelings ..... 1
- 99 Gives picture of "poor me" ..... 5
- 100 Teases others ..... 1
- 101 Acts silly ..... 3
- 102 Wants others to do things for him ..... 2
- 103 Feelings easily hurt ..... 1
- 104 Shows little self-confidence ..... 1
- 105 Clings to adults ..... 1
- 106 Plays tricks on other children ..... 1
- 107 Appears disinterested in class work of others ..... 4
- 108 Appears depressed ..... 2
- 109 Seeks constant praise ..... 1
- 110 Plays the clown of the class ..... 1

9 17 11 22 5 15 4 18 14 17 3

K M

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below

Number 1. You have not noticed this behavior at all.

Number 2. You have noticed the behavior to a slight degree.

Number 3. You have noticed the behavior to a considerable degree.

Number 4. You have noticed the behavior to a large degree.

Number 5. You have noticed the behavior to a very large degree.

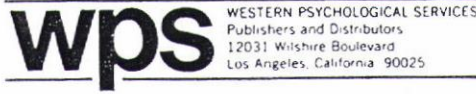
- 54. Avoids physical contact in play .....
- 55. Becomes angry quickly .....
- 56. Acts as non-conformist .....
- 57. Is stubborn and uncooperative .....
- 58. Has trouble holding on to things .....
- 59. Gets hurt in physical play .....
- 60. Is rebellious if disciplined .....
- 61. Becomes angry if asked to do something .....
- 62. Shows poor coordination in large muscle activities .....
- 63. Wears unusual clothing styles .....
- 64. Gets tired quickly .....
- 65. Handwriting is poor .....
- 66. Denies responsibility for own actions .....
- 67. Is quickly frustrated and loses emotional control .....
- 68. Associated with loners .....
- 69. Drawings and paintings are messy .....
- 70. Does things his own way .....
- 71. Will not rough and tumble with others .....
- 72. Accidentally runs into people and objects .....
- 73. Explodes under stress .....
- 74. Rejects classmates in hostile manner .....
- 75. Appears physically lethargic .....
- 76. Will not take suggestions from others .....
- 77. Flares up at classmates if teased or pushed .....
- 78. "Style" of behaving deliberately different from most .....

10 16 6 11 5  
6 7 18 13 15

# BURKS' BEHAVIOR RATING SCALES ADMINISTRATION BOOKLET

by Harold F. Burks, Ph.D.

Published by



Name KENT Date 4<sup>th</sup> March 1998  
 School Stella Maris Age 10 Grade \_\_\_\_\_  
 Rated by Mrs. Harris Relationship to Child Home Room Teacher

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below.

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

1 Shows erratic, flighty or scattered behavior	2			
2 Questions indicate a worry about the future		1		
3 Maintains other children pick on him			1	
4 Does not ask questions				1
5 Upset if makes a mistake		1		
6 Perseverates, cannot shift responses				1
7 Is easily distracted, lacks continuity of effort and perseverance	4			
8 Complains he never gets his fair share of things			1	
9 Gives inappropriate responses				3
10 Shows overremorse for wrong doing		1		
11 Attention span not increased by punishment or reward	5			
12 Does not show imagination				5
13 Will not forgive others			1	
14 Is upset if things do not turn out perfect		1		
15 Attention span is short	5			
16 Has trouble remembering things				5
17 Accuses others of things they actually did not do			1	
18 Shows poor vocabulary				5
19 Complains others do not like him			1	
20 Cannot finish what he is doing, jumps to something else	1			
21 Blames himself if things go wrong		1		
22 Does not show common sense				5
	12	5	5	5
	10	1	15	25

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below:

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

- 23. Shows many fears ..... 1
- 24. Tells bizarre stories ..... 1
- 25. Shows poor reading ..... 5
- 26. Becomes overexcited easily ..... 2
- 27. Uses unintelligible language ..... 5
- 28. Displays a don't care attitude; does what he wants ..... 3
- 29. Shows poor spelling ..... 5
- 30. Tells falsehoods ..... 1
- 31. Is hyperactive and restless ..... 3
- 32. Shows daydreaming ..... 4
- 33. Appears tense ..... 4
- 34. Does not follow through on promises ..... 1
- 35. Shows explosive and unpredictable behavior ..... 2
- 36. Shows tics and grimaces without apparent reason ..... 2
- 37. Worries too much ..... 1
- 38. Takes things which do not belong to him ..... 1
- 39. Follows academic directions poorly ..... 5
- 40. Secretly laughs or talks to himself ..... 2
- 41. Shows little respect for authority ..... 1
- 42. Blushes easily ..... 2
- 43. Rotates or rocks his body ..... 2
- 44. Assignments are poorly written ..... 5
- 45. Is tardy ..... 3
- 46. Is impulsive ..... 2
- 47. Makes weird drawings ..... 4
- 48. Is involved in undesirable escapades ..... 1
- 49. Appears nervous ..... 2
- 50. Is unaware of what is going on around him ..... 2
- 51. Homework is not done or incomplete ..... 3
- 52. Cannot control self (will speak out or jump out of seat) ..... 1
- 53. Is truant ..... 1

10 23 10 12 22  
2 9 11 19 12

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

- 54. Avoids physical contact in play ..... 1
- 55. Becomes angry quickly ..... 1
- 56. Acts as non-conformist. .... 2
- 57. Is stubborn and uncooperative ..... 2
- 58. Has trouble holding on to things. .... 2
- 59. Gets hurt in physical play. .... 2
- 60. Is rebellious if disciplined ..... 1
- 61. Becomes angry if asked to do something. .... 1
- 62. Shows poor coordination in large muscle activities ..... 4
- 63. Wears unusual clothing styles ..... 1
- 64. Gets tired quickly ..... 4
- 65. Handwriting is poor. .... 5
- 66. Denies responsibility for own actions ..... 1
- 67. Is quickly frustrated and loses emotional control. .... 1
- 68. Associated with loners ..... 1
- 69. Drawings and paintings are messy ..... 4
- 70. Does things his own way. .... 3
- 71. Will not rough and tumble with others ..... 1
- 72. Accidentally runs into people and objects ..... 2
- 73. Explodes under stress ..... 1
- 74. Rejects classmates in hostile manner. .... 1
- 75. Appears physically lethargic. .... 3
- 76. Will not take suggestions from others ..... 1
- 77. Flares up at classmates if teased or pushed ..... 1
- 78. "Style" of behaving deliberately different from most ..... 1

16 17 8  
6 7 18 13 15

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below.

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

79 Sulks					1
80 Is difficult to get to know					1
81 Depreciates and distrusts own abilities			2		
82 Laughs when others are in trouble	2				
83 Is dependent on others to lead him around			2		
84 Hits or pushes others	1				
85 Appears unhappy				4	
86 Shows little feeling when others are upset					1
87 Is overobedient			2		
88 Is easily satisfied with inferior performance		2			
89 Seems to welcome punishment				1	
90 Withdraws quickly from group activities; prefers to work by self					2
91 Avoids competition			2		
92 Wants to boss others	2				
93 Is easily led				3	
94 Is shy					3
95 Deliberately puts himself in position of being criticized					1
96 Is sarcastic	1				
97 Is easily frustrated and gives up passively			2		
98 Does not show feelings					2
99 Gives picture of "poor me"				2	
100 Teases others	2				
101 Acts silly			3		
102 Wants others to do things for him				3	
103 Feelings easily hurt					1
104 Shows little self-confidence			4		
105 Clings to adults				2	
106 Plays tricks on other children	1				
107 Appears disinterested in class work of others					4
108 Appears depressed					1
109 Seeks constant praise				1	
110 Plays the clown of the class		1			

9  
17  
1  
16  
3  
13  
11  
15  
4  
3



# CST CLASS DESCRIPTION (Elementary Level)

(Adapted from materials developed by RHR Consultants)

Doc Type

Information			Date (MM/DD/YY): 04/03/98
Teacher's Name: (Last)	(First)	(M.I.)	School:
Harris	Ana	R	Stella Maris
Course/Class:	Math, Art, Social Studies		Grade:
Times Available for Conference(s):	4 Sessions		Department: Education
			Textbook: —
			Reading Level: —

Techniques used in class

\* Used most frequently (e.g. daily)

### INFORMATION INPUT

(Instructional Methods)

### INFORMATION OUTPUT

(Types of Assignments)

- Textbook
- Worksheets/Workbooks
- Oral Presentations
- Discussion
- A-V Materials
- Hands-On Experiences
- Observation
- Boardwork
- Reference Material
- Computers
- Teacher-Directed Activity
- Independent Work
- Peer Tutors
- With An Adult
- In A Small Group
- With The Whole Class
- Other \_\_\_\_\_

- Essay \_\_\_\_\_
- Written Reports \_\_\_\_\_
- Short Answer \_\_\_\_\_
- Creative Writing \_\_\_\_\_
- Worksheets/Workbooks \_\_\_\_\_
- Multiple Choice/Matching
- True/False
- Math Word Problems \_\_\_\_\_
- Computation
- Demo./Lab. Projects \_\_\_\_\_
- Art or Media Projects \_\_\_\_\_
- Maps, Charts or Graphs \_\_\_\_\_
- Oral Responses
- Group Discussion
- Boardwork
- Oral Reports \_\_\_\_\_
- Other \_\_\_\_\_

### ACADEMIC AND BEHAVIOR SKILLS NEEDED

(Check only items of the highest priority. Maximum of 5).

<input checked="" type="checkbox"/>	Asking Questions in Class	Page # 61	Page # 93	Remembering (general skills) <input checked="" type="checkbox"/>
<input type="checkbox"/>	Categorizing	96	11, 49	Seeing Relationships _____
<input checked="" type="checkbox"/>	Class Discussion	26	35	Staying on Task _____
<input type="checkbox"/>	Completing Assignments	25		Study Skills & _____
<input type="checkbox"/>	Following Directions	23, 57	106	Learning Strategies _____
<input type="checkbox"/>	Getting Started	44	108	Taking Notes _____
<input type="checkbox"/>	Independent Work Skills	18	47, 109	Taking Tests _____
<input checked="" type="checkbox"/>	Learning from Demonstrations	102	92	Thinking Skills _____
<input type="checkbox"/>	Learning from Oral Presentations	29		Transferring _____
<input checked="" type="checkbox"/>	Learning from Tape Recordings	46	17	Information or Skills _____
<input checked="" type="checkbox"/>	Listening	31, 56		Understanding _____
<input type="checkbox"/>	Mathematics	34	55, 64, 75	Content Vocabulary _____
<input type="checkbox"/>	Oral Expression	42	28	Working in Groups _____
<input type="checkbox"/>	Organization	38	51, 103	Writing _____
<input checked="" type="checkbox"/>	Paying Attention	8		Other _____
<input type="checkbox"/>	Reading Content Material	40		Other _____
<input type="checkbox"/>	Reading Specific Information	16		

Page # numbers refer to manual Beyond Medicines and Remedies

## List I

1. run x	The boy can run.
2. top x	The top will spin.
3. red x	My apple is red.
4. book x	I lost my book.
5. sea x	The sea is rough.
6. play	I will play with you.
7. lay	Lay the book down.
8. led	He led the horse to the barn.
9. add	Add these figures.
10. alike	These books are alike.
11. mine	That bicycle is mine.
12. with	Mary will go with you.
13. easy	Our lessons are not easy.
14. shut	Please shut the door.
15. done	Has he done the work?
16. body	The chest is a part of the body.
17. anyway	I shall go anyway.
18. omit	Please omit the next verse.
19. fifth	This is my fifth trip.
20. reason	Give a reason for being late.
21. perfect	This is a perfect day.
22. friend	She is my friend.
23. getting	I am getting tired.
24. nearly	Nearly all of the candy is gone.
25. desire	I have no desire to go.
26. arrange	Please arrange a meeting for me.
27. written	I have written four letters.
28. season	Search for your book.
29. popular	He is a popular boy.
30. interest	Show some interest in your work.
31. pleasant	She is very pleasant.
32. therefore	Therefore, I cannot go.
33. folks	My folks have gone away.
34. celebration	There will be a celebration today.
35. minute	Wait a minute.
36. divide	Divide this number by ten.
37. necessary	It is necessary for you to study.
38. height	What is your height?
39. reference	He made reference to the lesson.
40. career	The future holds a bright career for you.
41. character	He has a good character.
42. separate	Separate these papers.
43. committee	The committee is small.
44. annual	This is the annual meeting.
45. principle	The theory is wrong in the principle.
46. immense	The man is carrying an immense load.
47. judgment	The teacher's judgment is good.
48. acquaintance	He is an acquaintance of mine.
49. discipline	The army discipline was strict.
50. lieutenant	He is a lieutenant.

Harrison McCall Spelling Scale

<u>Words Correct</u>	<u>Grade Score</u>	<u>Words Correct</u>	<u>Grade Score</u>	<u>Words Correct</u>	<u>Grade Score</u>
0 . . . . .	1.0	18 . . . . .	3.5	36 . . . . .	6.8
1 . . . . .	1.3	19 . . . . .	3.7	37 . . . . .	7.0
2 . . . . .	1.5	20 . . . . .	3.9	38 . . . . .	7.3
3 . . . . .	1.7	21 . . . . .	4.1	39 . . . . .	7.5
4 . . . . .	1.8	22 . . . . .	4.2	40 . . . . .	7.7
5 . . . . .	1.9	23 . . . . .	4.3	41 . . . . .	8.0
6 . . . . .	2.0	24 . . . . .	4.5	42 . . . . .	8.4
7 . . . . .	2.1	25 . . . . .	4.7	43 . . . . .	8.8
8 . . . . .	2.2 <sup>1</sup>	26 . . . . .	4.9	44 . . . . .	9.3
9 . . . . .	2.3	27 . . . . .	5.1	45 . . . . .	9.8
10 . . . . .	2.4	28 . . . . .	5.2	46 . . . . .	10.5
11 . . . . .	2.5	29 . . . . .	5.4	47 . . . . .	11.2
12 . . . . .	2.6	30 . . . . .	5.6	48 . . . . .	11.7
13 . . . . .	2.7	31 . . . . .	5.8	49 . . . . .	12.5
14 . . . . .	2.8	32 . . . . .	6.0	50 . . . . .	13.0
15 . . . . .	3.1	33 . . . . .	6.2		
16 . . . . .	3.3	34 . . . . .	6.4		
17 . . . . .	3.4	35 . . . . .	6.6		

64

Keep a record from year to year"

SLOSSON ORAL READING TEST (SORT)

READING LEVEL	000
SCHOOL GRADE	

NAME KENT AGE 10 DATE 10/07/87

LAST	FIRST	MIDDLE
<b>List P (20)</b>	<b>List 1 (40)</b>	<b>List 2 (60)</b>
1. see	1. with	1. game
2. look	2. friends	2. hide
3. mother	3. came	3. grass
4. little	4. horse	4. across
5. here	5. ride	5. around
6. can	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
10. baby	10. live	10. suddenly
11. three	11. very	11. happen
12. run	12. puppy	12. farmer
13. jump	13. dark	13. river
14. down	14. first	14. lunch
15. is	15. wish	15. sheep
16. up	16. basket	16. hope
17. make	17. food	17. forest
18. ball	18. road	18. stars
19. help	19. hill	19. heavy
20. play	20. along	20. station

SCHOOL Stella Maris  
EXAMINER Ms. Wade

<b>List 3 (80)</b>	<b>List 4 (100)</b>	<b>List 5 (120)</b>
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 haze
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

<b>List 6 (140)</b>	<b>List 7 (160)</b>	<b>List 8 (180)</b>	<b>High School (200)</b>	<b>SCORE</b>
1 installed	1 administer	1 prairies	1 traverse	List P _____
2 importance	2 tremor	2 evident	2 affable	List 1 _____
3 medicine	3 environment	3 nucleus	3 compressible	List 2 _____
4 rebellion	4 counterfeit	4 antique	4 excruciating	List 3 _____
5 infected	5 crisis	5 twilight	5 pandemonium	List 4 _____
6 responsible	6 industrious	6 memorandum	6 scrupulous	List 5 _____
7 liquid	7 approximate	7 whimsical	7 primordial	List 6 _____
8 tremendous	8 society	8 proportional	8 chastisement	List 7 _____
9 customary	9 architecture	9 intangible	9 sojourn	List 8 _____
10 malicious	10 malignant	10 formulated	10 panorama	List H.S. _____
11 spectacular	11 pensive	11 articulate	11 facsimile	
12 inventory	12 standardize	12 deprecate	12 auspicious	
13 yearning	13 exhausted	13 remarkably	13 contraband	
14 imaginary	14 reminiscence	14 contrasting	14 envisage	
15 consequently	15 intricate	15 irrelevance	15 futility	
16 excellence	16 contemporary	16 supplement	16 enamoured	
17 dungeon	17 attentively	17 inducement	17 gustatory	
18 detained	18 compassionate	18 nonchalant	18 decipher	
19 abundant	19 complexion	19 exuberant	19 inadequacy	
20 compliments	20 continuously	20 grotesque	20 simultaneous	

Raw Score \_\_\_\_\_

(Total number of correct words including the words below starting level.)

(Any specific coaching on these particular words will naturally reduce the validity of this test.)

Takes about 3 minutes  
to give and to score.

# SLOSSON ORAL READING TEST (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

Keep this test in  
safe drawer or file.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school; Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merrill Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.

## DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: "I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can." (Indicate at what list to start.) "When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."

2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.

3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: "Look quickly down this list and read the words you think you know."

4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds

each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.

5. Count as an error each mispronounced or omitted word as well as a word which takes more than a 5 seconds to pronounce. (If a child has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark (✓) after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness.

6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table 1 below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE I

### CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9	104-105	5.2	130-131	6.5	156-157	7.8
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0	106-107	5.3	132-133	6.6	158-159	7.9
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1	108-109	5.4	134-135	6.7	160-161	8.0
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2	110-111	5.5	136-137	6.8	162-163	8.1
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3	112-113	5.6	138-139	6.9	164-165	8.2
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4	114-115	5.7	140-141	7.0	166-167	8.3
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5	116-117	5.8	142-143	7.1	168-169	8.4
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6	118-119	5.9	144-145	7.2	170-171	8.5
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7	120-121	6.0	146-147	7.3	172-173	8.6
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8	122-123	6.1	148-149	7.4	174-175	8.7
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9	124-125	6.2	150-151	7.5	176-177	8.8
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0	126-127	6.3	152-153	7.6	178-179	8.9
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1	128-129	6.4	154-155	7.7	180-200	H.S.

I am a girl.

I AM a girl.

I am smart.

I AM smart.

I am eleven years old.

I AM eleven years old.

# BURKS' BEHAVIOR RATING SCALES

## PROFILE SHEET

by Harold F. Burks, Ph.D.

Published by

**wps**

WESTERN PSYCHOLOGICAL SERVICES  
Publishers and Distributors  
12031 Wilshire Boulevard  
Los Angeles, California 90025

Name: DANA HERERA

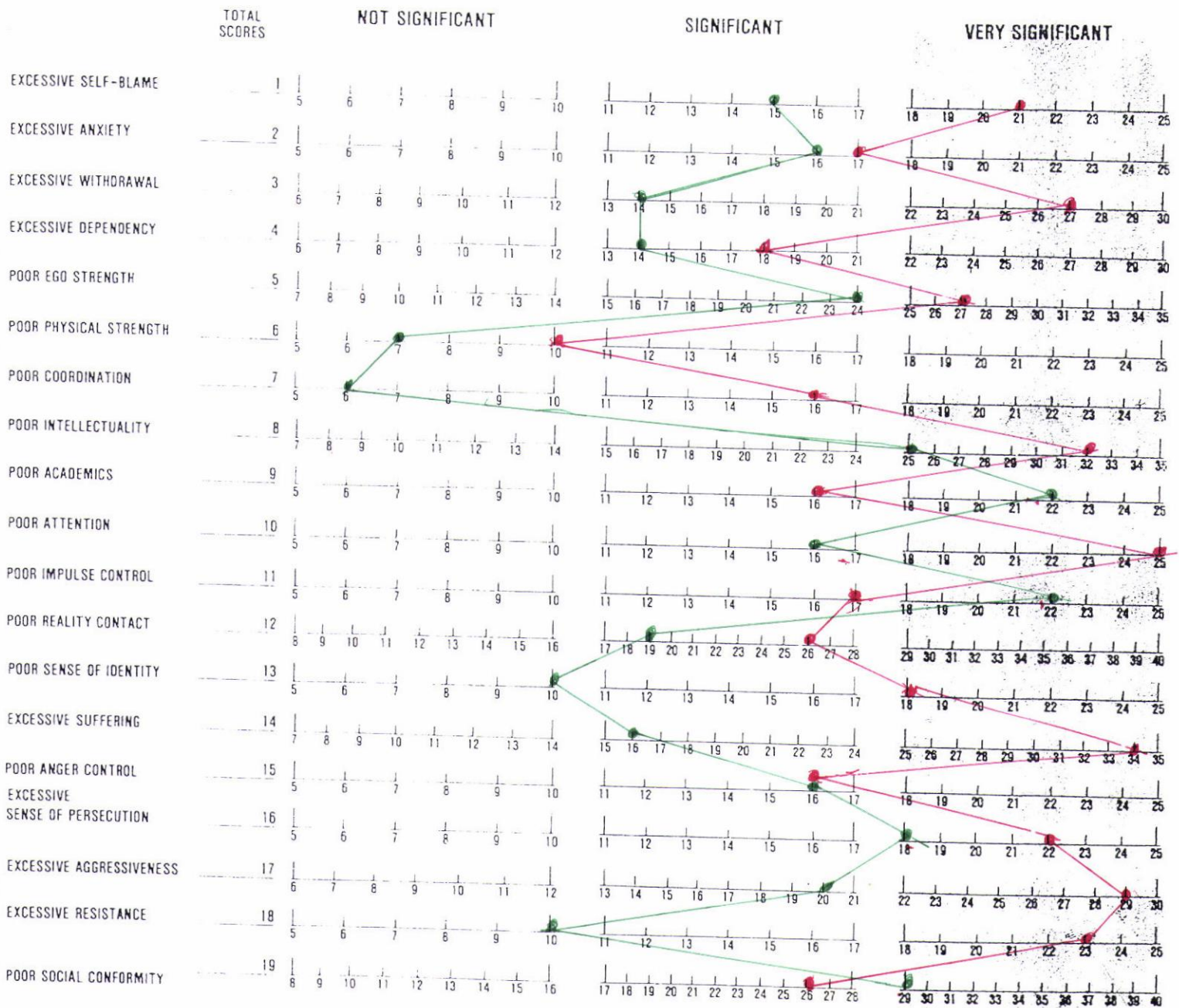
Date: 05/03/98

School: STELLA MARIS

Age: 11 Grade: —

Rated by: HOME ROOM TEACHER MUSIC TEACHER Relationship to Child: TEACHER

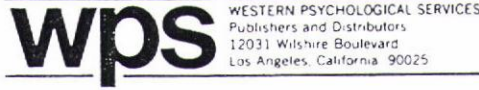
INSTRUCTIONS: Category scores should be calculated according to directions in manual. Place an X at point along each category continuum where score and number coincide. Connect X's to make profile.



# BURKS' BEHAVIOR RATING SCALES ADMINISTRATION BOOKLET

by Harold F. Burks, Ph.D.

Published by



Name DANA Date 4<sup>th</sup> March 1998  
 School Stella Maris Age 11 Grade —  
 Rated by Mrs. Jones Relationship to Child Music Teacher

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below  
 Number 1. You have not noticed this behavior at all.  
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 Number 5. You have noticed the behavior to a very large degree.

1. Shows erratic, flighty or scattered behavior	5		
2. Questions indicate a worry about the future		5	
3. Maintains other children pick on him			5
4. Does not ask questions			2
5. Upset if makes a mistake		4	
6. Perseverates, cannot shift responses			5
7. Is easily distracted, lacks continuity of effort and perseverance	5		
8. Complains he never gets his fair share of things			2
9. Gives inappropriate responses			5
10. Shows overremorse for wrong doing		5	
11. Attention span not increased by punishment or reward	5		
12. Does not show imagination			5
13. Will not forgive others			5
14. Is upset if things do not turn out perfect		5	
15. Attention span is short	5		
16. Has trouble remembering things			5
17. Accuses others of things they actually did not do			5
18. Shows poor vocabulary			5
19. Complains others do not like him			5
20. Cannot finish what he is doing jumps to something else	5		
21. Blames himself if things go wrong		2	
22. Does not show common sense			5
	25	21	22
	10	1	15
			32
			8

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below:

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- 23. Shows many fears. 4
- 24. Tells bizarre stories 5
- 25. Shows poor reading. 5
- 26. Becomes overexcited easily. 4
- 27. Uses unintelligible language. 5
- 28. Displays a don't care attitude; does what he wants. 5
- 29. Shows poor spelling. 5
- 30. Tells falsehoods. 5
- 31. Is hyperactive and restless. 5
- 32. Shows daydreaming. 3
- 33. Appears tense. 4
- 34. Does not follow through on promises 1
- 35. Shows explosive and unpredictable behavior 5
- 36. Shows tics and grimaces without apparent reason. 2
- 37. Worries too much. 1
- 38. Takes things which do not belong to <sup>him</sup> ~~him~~ 5
- 39. Follows academic directions poorly. 5
- 40. Secretly laughs or talks to himself. 2
- 41. Shows little respect for authority 5
- 42. Blushes easily. 5
- 43. Rotates or rocks <sup>his</sup> ~~his~~ body 4
- 44. Assignments are poorly written 1
- 45. Is tardy 1
- 46. Is impulsive 2
- 47. Makes weird drawings 3
- 48. Is involved in undesirable escapades 2
- 49. Appears nervous 3
- 50. Is unaware of what is going on around <sup>him</sup> ~~him~~ 2
- 51. Homework is not done or incomplete 2
- 52. Cannot control self (will speak out or jump out of seat) 5
- 53. Is truant 2

17 18 17 26 26  
2 9 11 19 12

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- 54. Avoids physical contact in play ..... 1
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- 57. Is stubborn and uncooperative ..... 5
- 58. Has trouble holding on to things ..... 4
- 59. Gets hurt in physical play ..... 1
- 60. Is rebellious if disciplined ..... 5
- 61. Becomes angry if asked to do something ..... 1
- 62. Shows poor coordination in large muscle activities ..... 2
- 63. Wears unusual clothing styles ..... 4
- 64. Gets tired quickly ..... 1
- 65. Handwriting is poor ..... 4
- 66. Denies responsibility for own actions ..... 5
- 67. Is quickly frustrated and loses emotional control ..... 5
- 68. Associated with loners ..... 2
- 69. Drawings and paintings are messy ..... 4
- 70. Does things <sup>his</sup> own way ..... 5
- 71. Will not rough and tumble with others ..... 2
- 72. Accidentally runs into people and objects ..... 2
- 73. Explodes under stress ..... 2
- 74. Rejects classmates in hostile manner ..... 5
- 75. Appears physically lethargic ..... 5
- 76. Will not take suggestions from others ..... 3
- 77. Flares up at classmates if teased or pushed ..... 5
- 78. "Style" of behaving deliberately different from most ..... 5

10 16 23 18 16  
6 7 18 13 5



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54. Avoids physical contact in play	.....	1			
55. Becomes angry quickly	.....				3
56. Acts as non-conformist	.....			2	
57. Is stubborn and uncooperative	.....		5		
58. Has trouble holding on to things	.....		4		
59. Gets hurt in physical play	.....	1			
60. Is rebellious if disciplined	.....		5		
61. Becomes angry if asked to do something	.....				1
62. Shows poor coordination in large muscle activities	.....		2		
63. Wears unusual clothing styles	.....			4	
64. Gets tired quickly	.....	1			
65. Handwriting is poor	.....		4		
66. Denies responsibility for own actions	.....		5		
67. Is quickly frustrated and loses emotional control	.....				5
68. Associated with loners	.....			2	
69. Drawings and paintings are messy	.....		4		
70. Does things <sup>his</sup> own way	.....			5	
71. Will not rough and tumble with others	.....	2			
72. Accidentally runs into people and objects	.....		2		
73. Explodes under stress	.....				2
74. Rejects classmates in hostile manner	.....			5	
75. Appears physically lethargic	.....	5			
76. Will not take suggestions from others	.....			3	
77. Flares up at classmates if teased or pushed	.....				5
78. "Style" of behaving deliberately different from most	.....				5

10 16 23 18 16  
6 7 18 13 15

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below.

- Number 1. You have not noticed this behavior at all
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree
- Number 4. You have noticed the behavior to a large degree
- Number 5. You have noticed the behavior to a very large degree.

79 Sulks					5
80 Is difficult to get to know					5
81 Depreciates and distrusts own abilities			4		
82 Laughs when others are in trouble	5				
83 Is dependent on others to lead him around				2	
84 Hits or pushes others	5				
85 Appears unhappy					4
86 Shows little feeling when others are upset					5
87 Is overobedient				1	
88 Is easily satisfied with inferior performance			3		
89 Seems to welcome punishment					5
90 Withdraws quickly from group activities, prefers to work by self					2
91 Avoids competition				1	
92 Wants to boss others	5				
93 Is easily led					5
94 Is shy					5
95 Deliberately puts himself in position of being criticized					5
96 Is sarcastic	4				
97 Is easily frustrated and gives up passively					5
98 Does not show feelings					5
99 Gives picture of poor me					5
100 Teases others	5				
101 Acts silly					5
102 Wants others to do things for him					3
103 Feelings easily hurt					5
104 Shows little self-confidence					5
105 Clings to adults					2
106 Plays tricks on other children	5				
107 Appears disinterested in class work of others					5
108 Appears depressed					5
109 Seeks constant praise					5
110 Plays the clown of the class					5

29  
17

27  
3

18  
3

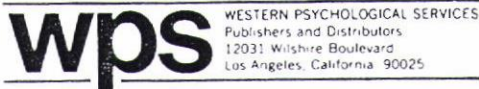
34  
14

27  
3

# BURKS' BEHAVIOR RATING SCALES ADMINISTRATION BOOKLET

by Harold F. Burks, Ph.D.

Published by



Name DANA Date 04/03/98  
 School Stella Maris Age 11 Grade —  
 Rated by Mrs. Harris Relationship to Child Home Room Teacher

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below:

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

1 Shows erratic, flighty or scattered behavior	2
2 Questions indicate a worry about the future	1
3 Maintains other children pick on him	3
4 Does not ask questions	3
5 Upset if makes a mistake	4
6 Perseverates, cannot shift responses	4
7 Is easily distracted, lacks continuity of effort and perseverance	5
8 Complains he never gets his fair share of things	4
9 Gives inappropriate responses	4
10 Shows overremorse for wrong doing	4
11 Attention span not increased by punishment or reward	4
12 Does not show imagination	5
13 Will not forgive others	3
14 Is upset if things do not turn out perfect	5
15 Attention span is short	4
16 Has trouble remembering things	4
17 Accuses others of things they actually did not do	4
18 Shows poor vocabulary	3
19 Complains others do not like him	4
20 Cannot finish what he is doing; jumps to something else	2
21 Blames himself if things go wrong	1
22 Does not show common sense	2

16 15 18 25  
10 1 15 8

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below:

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

23. Shows many fears .....	3			
24. Tells bizarre stories .....				3
25. Shows poor reading .....	5			
26. Becomes overexcited easily .....		4		
27. Uses unintelligible language .....				3
28. Displays a don't care attitude; does what he wants .....			5	
29. Shows poor spelling .....	5			
30. Tells falsehoods .....			5	
31. Is hyperactive and restless .....			5	
32. Shows daydreaming .....				3
33. Appears tense .....	3			
34. Does not follow through on promises .....			5	
35. Shows explosive and unpredictable behavior .....			5	
36. Shows tics and grimaces without apparent reason .....				3
37. Worries too much .....	2			
38. Takes things which do not belong to him .....			4	
39. Follows academic directions poorly .....		4		
40. Secretly laughs or talks to himself .....				4
41. Shows little respect for authority .....			3	
42. Blushes easily .....	5			
43. Rotates or rocks his body .....				1
44. Assignments are poorly written .....	3			
45. Is tardy .....			4	
46. Is impulsive .....			3	
47. Makes weird drawings .....				1
48. Is involved in undesirable escapades .....			1	
49. Appears nervous .....	3			
50. Is unaware of what is going on around him .....				1
51. Homework is not done or incomplete .....		5		
52. Cannot control self (will speak out or jump out of seat) .....			5	
53. Is truant .....				2
	16	22	22	29
	2	9	11	19

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below.

- Number 1. You have not noticed this behavior at all.
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree.
- Number 4. You have noticed the behavior to a large degree.
- Number 5. You have noticed the behavior to a very large degree.

54. Avoids physical contact in play. ....	1				
55. Becomes angry quickly. ....					3
56. Acts as non-conformist. ....				2	
57. Is stubborn and uncooperative. ....			4		
58. Has trouble holding on to things. ....		1			
59. Gets hurt in physical play. ....	1				
60. Is rebellious if disciplined. ....			2		
61. Becomes angry if asked to do something. ....					4
62. Shows poor coordination in large muscle activities. ....		1			
63. Wears unusual clothing styles. ....				1	
64. Gets tired quickly. ....	3				
65. Handwriting is poor. ....		2			
66. Denies responsibility for own actions. ....			3		
67. Is quickly frustrated and loses emotional control. ....					2
68. Associated with loners. ....				1	
69. Drawings and paintings are messy. ....			1		
70. Does things his own way. ....				2	
71. Will not rough and tumble with others. ....	1				
72. Accidentally runs into people and objects. ....		1			
73. Explodes under stress. ....					3
74. Rejects classmates in hostile manner. ....				3	
75. Appears physically lethargic. ....	1				
76. Will not take suggestions from others. ....				1	
77. Flares up at classmates if teased or pushed. ....					4
78. "Style" of behaving deliberately different from most. ....				3	
	7	6	10	10	16
	6	7	18	13	15

Please rate **each** and **every** item by putting the number or the most appropriate descriptive statement in the box opposite each item. The 5 descriptive statements are given below.

- Number 1. You have not noticed this behavior at all
- Number 2. You have noticed the behavior to a slight degree.
- Number 3. You have noticed the behavior to a considerable degree
- Number 4. You have noticed the behavior to a large degree
- Number 5. You have noticed the behavior to a very large degree.

79 Sulks					2
80 Is difficult to get to know					2
81 Depreciates and distrusts own abilities			3		
82 Laughs when others are in trouble	3				
83 Is dependent on others to lead him around				1	
84 Hits or pushes others	3				
85 Appears unhappy					3
86 Shows little feeling when others are upset					2
87 Is overobedient				1	
88 Is easily satisfied with inferior performance			3		
89 Seems to welcome punishment					2
90 Withdraws quickly from group activities, prefers to work by self					2
91 Avoids competition			3		
92 Wants to boss others	4				
93 Is easily led				4	
94 Is shy					2
95 Deliberately puts himself in position of being criticized					2
96 Is sarcastic	3				
97 Is easily frustrated and gives up passively			3		
98 Does not show feelings					2
99 Gives picture of "poor me"					3
100 Teases others	4				
101 Acts silly			4		
102 Wants others to do things for him				4	
103 Feelings easily hurt					1
104 Shows little self-confidence			4		
105 Clings to adults				3	
106 Plays tricks on other children	3				
107 Appears disinterested in class work of others					4
108 Appears depressed					3
109 Seeks constant praise				1	
110 Plays the clown of the class			4		

20 17  
 24 5  
 14 4  
 16 14  
 14 3



# CST CLASS DESCRIPTION (Elementary Level)

(Adapted from materials developed by RHR Consultants)

Doc Type:

Information			Date (MM/DD/YY): 04/03/98	
Teacher's Name: (Last)	(First)	(M.I.)	School: Stella Maris	
Harris	Ana	R.	Grade: -	Department: Education
Course/Class: Math, Art, Social Studies			Textbook: -	Reading Level: -
Times Available for Conference(s): 4				

### Techniques used in class

#### INFORMATION INPUT

(Instructional Methods)

- Textbook
- Worksheets/Workbooks
- Oral Presentations
- Discussion
- A-V Materials
- Hands-On Experiences
- Observation
- Boardwork
- Reference Material
- Computers
- Teacher-Directed Activity
- Independent Work
- Peer Tutors
- With An Adult
- In A Small Group
- With The Whole Class
- Other \_\_\_\_\_

### \* Used most frequently (e.g. daily)

#### INFORMATION OUTPUT

(Types of Assignments)

- Essay \_\_\_\_\_
- Written Reports \_\_\_\_\_
- Short Answer \_\_\_\_\_
- Creative Writing \_\_\_\_\_
- Worksheets/Workbooks \_\_\_\_\_
- Multiple Choice/Matching
- True/False
- Math Word Problems
- Computation
- Demo./Lab. Projects \_\_\_\_\_
- Art or Media Projects \_\_\_\_\_
- Maps, Charts or Graphs \_\_\_\_\_
- Oral Responses
- Group Discussion
- Boardwork
- Oral Reports \_\_\_\_\_
- Other \_\_\_\_\_

### ACADEMIC AND BEHAVIOR SKILLS NEEDED

(Check only items of the highest priority. Maximum of 5).

- |                                     |                                  |           |            |  |
|-------------------------------------|----------------------------------|-----------|------------|--|
| <input checked="" type="checkbox"/> | Asking Questions in Class        | Page # 61 | Page # 93  | Remembering (general skills) <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | Categorizing                     | 96        | 11, 49     | Seeing Relationships _____                                       |
| <input checked="" type="checkbox"/> | Class Discussion                 | 26        | 35         | Staying on Task _____  |
| <input type="checkbox"/>            | Completing Assignments           | 25        |            | Study Skills & _____   |
| <input type="checkbox"/>            | Following Directions             | 23, 57    | 106        | Learning Strategies _____  |
| <input type="checkbox"/>            | Getting Started                  | 44        | 108        | Taking Notes _____   |
| <input type="checkbox"/>            | Independent Work Skills          | 18        | 47, 109    | Taking Tests _____   |
| <input checked="" type="checkbox"/> | Learning from Demonstrations     | 102       | 92         | Thinking Skills _____  |
| <input type="checkbox"/>            | Learning from Oral Presentations | 29        |            | Transferring _____   |
| <input type="checkbox"/>            | Learning from Tape Recordings    | 46        | 17         | Information or Skills _____                                      |
| <input checked="" type="checkbox"/> | Listening                        | 31, 56    |            | Understanding _____  |
| <input type="checkbox"/>            | Mathematics                      | 34        | 55, 64, 75 | Content Vocabulary _____   |
| <input type="checkbox"/>            | Oral Expression                  | 42        | 28         | Working in Groups _____  |
| <input type="checkbox"/>            | Organization                     | 38        | 51, 103    | Writing _____  |
| <input checked="" type="checkbox"/> | Paying Attention                 | 8         |            | Other _____  |
| <input type="checkbox"/>            | Reading Content Material         | 40        |            | Other _____  |
| <input type="checkbox"/>            | Reading Specific Information     | 16        |            |  |

Page # numbers refer to manual Beyond Mainstream and Remedies

OPTIONAL CHILD STUDY TEAM COURSE DESCRIPTION DATA

Grading Criteria: Achieved, not achieved

Extra Credit: \_\_\_\_\_

- Classroom Rules:
1. Listen Careful
  2. Respect Others
  3. Work & Play safely

Management technique(s) found helpful: \_\_\_\_\_

Homework Policy: \_\_\_\_\_

Make-up Work Policy: \_\_\_\_\_

Attendance Policy: Daily, Regular attendance

Other Academic Skills Needed:

- Notetaking
- Outlining
- Punctuation
- Sentences
- Paragraphs
- Dictionary Use
- Independent Research
- Measuring
- Manual Dexterity

Other Behavior Skills Needed:

- Understands and follows all safety rules
- Asks questions for help when needed
- Appropriate responses to authority
- Ability to relate to peers
- \_\_\_\_\_
- \_\_\_\_\_

Additional comments and suggestions: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# CST STUDENT INVENTORY (Elementary Level)

(Adapted from materials developed by RHR Consultants)

Doc Type \_\_\_\_\_

Demographic Information		Date (MM/DD/YY):
Print Student's Name: <u>DANA</u>		Student ID. NO.:
Teacher(s): <u>Mrs. Harris</u>	D.O.B. <u>11/09/86</u>	Age: <u>11</u>
Class/Course: <u>Math, Art, Social Studies</u>	Grade: _____	ESOL Level: _____
School: <u>Stella Maris</u>	Reading Level: _____	Math Level: _____

+ Strengths (commensurate with peers)

o Weakness in regular class settings

### INFORMATION INPUT (How Student Learns)

### INFORMATION OUTPUT (How Student Responds)

<input checked="" type="checkbox"/>	Textbook
<input checked="" type="checkbox"/>	Worksheets/Workbooks
<input checked="" type="checkbox"/>	Oral Presentations
<input checked="" type="checkbox"/>	Discussion
<input checked="" type="checkbox"/>	A-V Materials
<input checked="" type="checkbox"/>	Hands-On Experiences
<input checked="" type="checkbox"/>	Observation
<input checked="" type="checkbox"/>	Boardwork
<input checked="" type="checkbox"/>	Reference Material
<input checked="" type="checkbox"/>	Computers
<input checked="" type="checkbox"/>	Teacher-Directed Activity
<input checked="" type="checkbox"/>	Peer Tutors
<input checked="" type="checkbox"/>	Independent Work
<input checked="" type="checkbox"/>	With An Adult
<input checked="" type="checkbox"/>	In A Small Group
<input checked="" type="checkbox"/>	With The Whole Class
<input type="checkbox"/>	Other _____

<input checked="" type="checkbox"/>	Essay	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Written Reports	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Short Answer	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Creative Writing	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Worksheets/Workbooks	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Multiple Choice/Matching	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	True/False	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Math Word Problems	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Computation	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Demo./Lab. Projects	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Art or Media Projects	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Maps, Charts or Graphs	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Oral Responses	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Group Discussion	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Boardwork	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Oral Reports	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Other _____	<input type="checkbox"/>

### LEARNING AND BEHAVIOR PROBLEMS

(Check only items of the highest priority. Maximum of 5).



<input checked="" type="checkbox"/>	Asking Questions in Class	61	93
<input type="checkbox"/>	Categorizing	96	11, 49
<input type="checkbox"/>	Class Discussion	26	35
<input type="checkbox"/>	Completing Assignments	25	
<input type="checkbox"/>	Following Directions	23, 57	106
<input checked="" type="checkbox"/>	Getting Started	44	108
<input checked="" type="checkbox"/>	Independent Work Skills	18	47, 109
<input type="checkbox"/>	Learning from Demonstrations	102	92
<input type="checkbox"/>	Learning from Oral Presentations	29	
<input type="checkbox"/>	Learning from Tape Recordings	46	17
<input type="checkbox"/>	Listening	31, 56	
<input checked="" type="checkbox"/>	Mathematics	34	55, 64, 75
<input type="checkbox"/>	Oral Expression	42	28
<input type="checkbox"/>	Organization	38	51, 103
<input checked="" type="checkbox"/>	Paying Attention	8	Other _____
<input checked="" type="checkbox"/>	Reading Content Material	40	Other _____
<input type="checkbox"/>	Reading Specific Information	16	

<input type="checkbox"/>	Remembering (general skills)	<input type="checkbox"/>
<input type="checkbox"/>	Seeing Relationships	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Staying on Task	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Study Skills & Learning Strategies	<input type="checkbox"/>
<input type="checkbox"/>	Taking Notes	<input type="checkbox"/>
<input type="checkbox"/>	Taking Tests	<input type="checkbox"/>
<input type="checkbox"/>	Thinking Skills	<input type="checkbox"/>
<input type="checkbox"/>	Transferring Information or Skills	<input type="checkbox"/>
<input type="checkbox"/>	Understanding	<input type="checkbox"/>
<input type="checkbox"/>	Content Vocabulary	<input type="checkbox"/>
<input type="checkbox"/>	Working in Groups	<input type="checkbox"/>
<input type="checkbox"/>	Writing	<input type="checkbox"/>
<input type="checkbox"/>	Other _____	<input type="checkbox"/>
<input type="checkbox"/>	Other _____	<input type="checkbox"/>

Keep a record from year to year

SLOSSON ORAL READING TEST (SORT)

READING LEVEL	0.1
SCHOOL GRADE	

NAME DANA AGE 11 DATE 11/09/86

List P (20)	List 1 (40)	List 2 (60)
1. see x	1. with	1. game
2. look x	2. friends	2. hide
3. motherly	3. came	3. grass
4. little x	4. horse	4. across
5. here x	5. ride	5. around
6. can ✓	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
10. baby	10. live	10. suddenly
11. three	11. very	11. happen
12. run	12. puppy	12. farmer
13. jump	13. dark	13. river
14. down	14. first	14. lunch
15. is	15. wish	15. sheep
16. up	16. basket	16. hope
17. make	17. food	17. forest
18. ball	18. road	18. stars
19. help	19. hill	19. heavy
20. play	20. along	20. station

SCHOOL Stella Maris  
EXAMINER Ms. Wade

List 3 (80)	List 4 (100)	List 5 (120)
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 haze
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

List 6 (140)	List 7 (160)	List 8 (180)	High School (200)	SCORE
1 installed	1 administer	1 prairies	1 traverse	List P _____
2 importance	2 tremor	2 evident	2 affable	List 1 _____
3 medicine	3 environment	3 nucleus	3 compressible	List 2 _____
4 rebellion	4 counterfeit	4 antique	4 excruciating	List 3 _____
5 infected	5 crisis	5 twilight	5 pandemonium	List 4 _____
6 responsible	6 industrious	6 memorandum	6 scrupulous	List 5 _____
7 liquid	7 approximate	7 whimsical	7 primordial	List 6 _____
8 tremendous	8 society	8 proportional	8 chastisement	List 7 _____
9 customary	9 architecture	9 intangible	9 sojourn	List 8 _____
10 malicious	10 malignant	10 formulated	10 panorama	List H.S. _____
11 spectacular	11 pensive	11 articulate	11 facsimile	
12 inventory	12 standardize	12 deprecate	12 auspicious	
13 yearning	13 exhausted	13 remarkably	13 contraband	
14 imaginary	14 reminiscence	14 contrasting	14 envisage	
15 consequently	15 intricate	15 irrelevance	15 futility	
16 excellence	16 contemporary	16 supplement	16 enamoured	
17 dungeon	17 attentively	17 inducement	17 gustatory	
18 detained	18 compassionate	18 nonchalant	18 decipher	
19 abundant	19 complexion	19 exuberant	19 inadequacy	
20 compliments	20 continuously	20 grotesque	20 simultaneous	

Raw Score \_\_\_\_\_

(Total number of correct words including the words below starting level.)

(Any specific coaching on these particular words will naturally reduce the validity of this test.)

Takes about 3 minutes to give and to score.

# SLOSSON ORAL READING TEST (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

Keep this test in safe drawer or file.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school; Gray Mean = 5.0; SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merrill Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.

## DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: "I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can." (Indicate at what list to start.) "When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."
2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.
3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: "Look quickly down this list and read the words you think you know."
4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.
5. Count as an error each mispronounced or omitted word as well as a word which takes more than a 5 seconds to pronounce. (If a child has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark (✓) after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness.
6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table 1 below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE I

### CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9	104-105	5.2	130-131	6.5	156-157	7.8
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0	106-107	5.3	132-133	6.6	158-159	7.9
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1	108-109	5.4	134-135	6.7	160-161	8.0
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2	110-111	5.5	136-137	6.8	162-163	8.1
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3	112-113	5.6	138-139	6.9	164-165	8.2
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4	114-115	5.7	140-141	7.0	166-167	8.3
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5	116-117	5.8	142-143	7.1	168-169	8.4
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6	118-119	5.9	144-145	7.2	170-171	8.5
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7	120-121	6.0	146-147	7.3	172-173	8.6
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8	122-123	6.1	148-149	7.4	174-175	8.7
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9	124-125	6.2	150-151	7.5	176-177	8.8
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0	126-127	6.3	152-153	7.6	178-179	8.9
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1	128-129	6.4	154-155	7.7	180-200	H.S.

## List I

1. run x	The boy can run.
2. top x	The top will spin.
3. red x	My apple is red.
4. book x	I lost my book.
5. sea x	The sea is rough.
6. play	I will play with you.
7. lay	Lay the book down.
8. led	He led the horse to the barn.
9. add	Add these figures.
10. alike	These books are alike.
11. mine	That bicycle is mine.
12. with	Mary will go with you.
13. easy	Our lessons are not easy.
14. shut	Please shut the door.
15. done	Has he done the work?
16. body	The chest is a part of the body.
17. anyway	I shall go anyway.
18. omit	Please omit the next verse.
19. fifth	This is my fifth trip.
20. reason	Give a reason for being late.
21. perfect	This is a perfect day.
22. friend	She is my friend.
23. getting	I am getting tired.
24. nearly	Nearly all of the candy is gone.
25. desire	I have no desire to go.
26. arrange	Please arrange a meeting for me.
27. written	I have written four letters.
28. season	Search for your book.
29. popular	He is a popular boy.
30. interest	Show some interest in your work.
31. pleasant	She is very pleasant.
32. therefore	Therefore, I cannot go.
33. folks	My folks have gone away.
34. celebration	There will be a celebration today.
35. minute	Wait a minute.
36. divide	Divide this number by ten.
37. necessary	It is necessary for you to study.
38. height	What is your height?
39. reference	He made reference to the lesson.
40. career	The future holds a bright career for you.
41. character	He has a good character.
42. separate	Separate these papers.
43. committee	The committee is small.
44. annual	This is the annual meeting.
45. principle	The theory is wrong in the principle.
46. immense	The man is carrying an immense load.
47. judgment	The teacher's judgment is good.
48. acquaintance	He is an acquaintance of mine.
49. discipline	The army discipline was strict.
50. lieutenant	He is a lieutenant.

Harrison McCall Spelling Scale

Words Correct	Grade Score	Words Correct	Grade Score	Words Correct	Grade Score
0 . . . . .	1.0	18 . . . . .	3.5	36 . . . . .	6.8
1 . . . . .	1.3	19 . . . . .	3.7	37 . . . . .	7.0
2 . . . . .	1.5	20 . . . . .	3.9	38 . . . . .	7.3
3 . . . . .	1.7	21 . . . . .	4.1	39 . . . . .	7.5
4 . . . . .	1.8	22 . . . . .	4.2	40 . . . . .	7.7
5 . . . . .	1.9	23 . . . . .	4.3	41 . . . . .	8.0
6 . . . . .	2.0	24 . . . . .	4.5	42 . . . . .	8.4
7 . . . . .	2.1	25 . . . . .	4.7	43 . . . . .	8.8
8 . . . . .	2.2'	26 . . . . .	4.9	44 . . . . .	9.3
9 . . . . .	2.3	27 . . . . .	5.1	45 . . . . .	9.8
10 . . . . .	2.4	28 . . . . .	5.2	46 . . . . .	10.5
11 . . . . .	2.5	29 . . . . .	5.4	47 . . . . .	11.2
12 . . . . .	2.6	30 . . . . .	5.6	48 . . . . .	11.7
13 . . . . .	2.7	31 . . . . .	5.8	49 . . . . .	12.5
14 . . . . .	2.8	32 . . . . .	6.0	50 . . . . .	13.0
15 . . . . .	3.1	33 . . . . .	6.2		
16 . . . . .	3.3	34 . . . . .	6.4		
17 . . . . .	3.4	35 . . . . .	6.6		

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