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SWEAZY, Madine Williams, 1927-
SIX CHILDREN IN A TYPICAL LOW SOCIO-ECONOMIC SCHOOL: CASE STUDY RESEARCH.

The University of Oklahoma, Ph.D., 1977
Education, general

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

SIX CHILDREN IN A TYPICAL LOW SOCIO-ECONOMIC SCHOOL: CASE STUDY RESEARCH

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

Madine W. Sweazy

Norman, Oklahoma

May 1977

SIX CHILDREN IN A TYPICAL LOW SOCIO-ECONOMIC SCHOOL:

CASE STUDY RESEARCH

APPROVED BY

Omer J. Rupiper, Chairman

Charlyce King, Member

Robert L. Curry, Member

Robert E. Ragland, Member

Mary Clare Petty, Member

DISSERTATION COMMITTEE

ACKNOWLEDGMENT

I wish to express my appreciation to the principal and counselor of the public school system in which the following study was conducted. Thanks are also extended to the parents and the case-study children. The cooperation of other agencies who made their records available for this study is also acknowledged.

I wish also to thank Drs. Robert L. Curry, Charlyce King, Robert E. Ragland, and Mary Clare Petty for their willingness to serve as committee members. I particularly wish to thank my chairman, Dr. Omer J. Rupiper, whose kindness and professionalism is deeply appreciated.

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SIX CHILDREN IN A TYPICAL LOW SOCIO-ECONOMIC SCHOOL: CASE STUDY RESEARCH

CHAPTER I

The need to understand the conditions which prepare the latency-age child for school success continues to be a growing concern of educators, social planners, and mental health workers. The latency-age school child accounts for more than 40 percent of all children enrolled from kindergarten to grade twelve and is the recipient of a large portion of the services provided by the special educational programs. The number of children enrolled in special education programs has nearly doubled in recent years. New programs have been added and interest in early school achievement has intensified.

The period of latency is between five and twelve years of age and is viewed as the time when the child must make the transition away from family and home to a work-oriented situation. In addition to the increasing numbers of latency-age school children and the trend toward providing special educational programs for them, there is growing evidence of the significance of learning in the life of the elementary age child. Educators have long recognized that the elementary school years are an important period of learning. In an effort to account for the discrepancy between the child's potential school achievement and his actual performance,

researchers have examined the relationship between school failure and family dynamics. A relatively high correlation between a measure of family adequacy and school performance has been found. Investigators have inferred that school failure is family linked. Considerable research on parent-child interaction has been conducted in the hope of providing a clearer explication for the assumptions upon which educational research and therapeutic programs are based.

Statement of the Problem

The intent of this study was not to use one specific problem syndrome with six separate cases to develop hypotheses, but to use in-depth cases of six different behavior problem syndromes in an attempt to determine if similarities exist across problem behaviors.

The general problem of this study was to investigate through case studies the congruency between the social and academic achievement of the latency-age school child and parental attitudes associated with successive psychosocial phases in an attempt to identify common traits which may serve as focal points in interpreting such behavior and for the design of further research. The study provides a perspective from which to view the accumulation and mastery of skills required of the latency-age school child and enhance the application of subsequent recommendations to parents and children who are the recipients of current educational programs.

Review of the Literature

There has been a general acceptance of the theoretical approach which

regarded the family as the major source of personality and behavioral influence in the life of the child. Freud was one of the earliest theorists of this century who maintained that the maternal-child interaction was a significant factor affecting the emotional and social development of the child.

Recently, more specific explanations as to how a child develops a healthy personality have been advanced. Using a broader social psychological framework, Cronbach (1963) explained the development of personality in terms of needs. The first important need is for affection, which is manifested early in the child's life. As he learns to deal with the demands made upon him to conform, there is minimal threat to the child's needs for parental affection if the transition is smooth. As the child becomes more involved in the world around him he recognizes that his own impulse may be in conflict with expectations for conformity demanded by authority figures. It is within this context that the need for approval by authorities becomes important.

Upon entering the school situation, the child quickly learns that approval from peers is pleasurable while their disapproval is unpleasant. This may often involve participating in an activity decided upon by the group. The need for independence may be seriously impaired if in the earlier period the child was expected to be excessively obedient or was frightened into a state of dependence. By the time a child enters school he is expected to be able to act spontaneously without fear of loss of control.

A considerable body of research has accumulated over the years on the subject of parent-child interaction. These studies covered a range from the

extremes of early maternal deprivation to the parent-child relationship which may be deficient in one or more aspects of the child's development. Bowlby (1952) studied the effects of extreme maternal deprivation and observed serious physical, emotional, and intellectual impairments in the children who experienced institutional care. A number of clinical case studies have dealt with special groups of children with particular disturbances.

Clinical case studies have explained learning problems within the context of an arrested stage of psychosexual development. When the content of the learning material became fused with the unresolved conflicts, anxiety was considered to be sufficiently inhibiting that it prevented the learning process from proceeding. Learning disabilities may be quite circumscribed or all-pervasive, depending upon the psychosexual level of development achieved by the child. For many children the early developmental conflicts caused a major interference in various aspects of subsequent learning.

The simulation of retardation may be an effort on the part of the child to avoid anxiety-laden life events. The successful assumption of this role through which learning is prevented, enabled the child to reduce anxiety. In case studies the inability to learn has been observed to be a psychological maneuver on the part of the child to maintain a tie with parental figures. This was usually accomplished with the cooperation of the parent. If this situation occurred, pseudo-retardation would be more conspicuous during latency since this was the time that ties to the parents were expected to be weakened.

Self-assertion is particularly important in the early development of the

child. When the opportunity for self-assertion is restricted, the child may seek to assert himself by not learning. In these situations parental attitudes may foster dependent behavior by communicating that learning acquired through growth, is prohibited. Reading, which is often symbolically associated with forbidden exploration, may be seen as a dangerous activity. The danger may relate to family secrets, fear of learning about sex, or fear of competing because success is equated with the destruction of a dangerous rival.

In a study by Sperry (1958) nine latency-age boys with average intelligence had learning problems and difficulties in motility. Essentially, a passive-aggressive assertion (refusal to learn) prevented these boys from performing age appropriate tasks. This deprivation was in the area of autonomy rather than in earlier oral problems.

A study by Harris (1961) distinguished between two learning problems, passive non-readers and aggressive non-readers, and related these to family characteristics. The passive and friendly non-reader was found to be reared in a home where the mother was particularly upset when faced with aggression, messiness and uncooperativeness. The atmosphere in the family was one of control and conformity. The climate in the home of the aggressive non-reader was dramatically different. The mother was extremely inconsistent, blaming, and needed to protect her own sources for self love. This left the boys in a state of uncertainty about the parent's reliability. In such a home aggression was an acceptable way of behaving and it did not create a sense of uneasiness in the parent. Sears, Macoby and Levin (1957) reported a similar conclusion that a permissive attitude

toward aggression encouraged the child to express himself aggressively.

In another study by Sperry et al, (1958) investigators found that discouraging parental attitudes impaired their child's ability to compete in the learning situation. These children also found difficulty in accepting the teacher as a parent substitute. Another significant finding in this study was that the mothers depreciated the fathers as models for identification. The mothers generally treated the children with solicitude, while the fathers were more rigid and critical. In these families there was found to be a general denial of aggression and sexuality, which was reflected in the child's lowered ability to learn in the school setting. The child, learning from the parental model, dealt with anxiety by denial or increased activity. The learning experience was avoided.

Blanchard (1936) found that in cases of children who were unresponsive to a tutorial reading approach there was evidence of repressed hostility, ambivalence, and guilt. The child who felt unloved and unable to love his parents had little motivation to please them or to please a parental substitute such as the teacher. Learning for them was an unpleasant task. Wener (1964) was interested in the investigation of parental behavior on the child's self-confidence, and task orientation. He emphasized that the goal of research in this area should be kinds of emotional involvement that maximize the use of the parent as a model.

Gratch (1964) studied eighty-four children who had been ranked by their teacher as dependent or independent. He found that the more dependent children did not differ from the less dependent children in what they knew about events but were less willing to wager on them. A child high in dependence on adult

approval tended to fear failure and to be unsure of his teacher's approval. Although dependence and independence are usually thought to be inversely related to one another, a negative but not completely inverse relationship was found by Beller (1965). Overprotection by the parent may convey anxiety to the child so that exploration and curiosity may be seriously hampered. The child needs the adult's support, guidance, and praise in order to develop the motivation for independent action. Beller (1965) substantiated two other hypotheses which state that (a) seeking help, (b) seeking physical contact, (c) seeking attention, and (d) seeking recognition, are components of a general dependency drive in young children. His second hypothesis stated the (a) taking initiative, (b) trying to overcome obstacles in the environment, (c) trying to carry out activities to completion, (d) getting satisfaction from work, and (e) trying to do routine tasks by oneself, were components of a general independence drive in young children.

Sutherland (1951) hypothesized that an individual approached the learning or mastering of any new situation in a way that was comparable to the psychosexual stages. His hypothesis was an extension of Erikson's (1950) description which regarded the functional characteristics of the stages of development as having greater significance than the anatomical. It considered the mode, the form of behavior, during a certain period of life as being characteristic, rather than the body zone from which such behavior seems to arise. The author concluded that the psychosexual stages contain certain elements of one of the most significant learning processes to be undertaken by an individual.

Erikson's (1950) theoretical model extended Freud's understanding of human

psychological growth and development and may be considered one of the most comprehensive theories to date. He developed the epigenetic viewpoint on psychosexual development that each organ has its time of emerging dominance. Within this model, the failure of any system to emerge as dominant at its scheduled time will not only place its own existence in jeopardy but will place every succeeding phase in danger. Once having emerged according to epigenetic plan, a resolution of the phase-specific conflict is subject to all degrees of modification if certain possible interferences in early development take place.

Erikson stated his conception of changing out mutual relationship in terms of zones which parallel Freud's psychosexual stages. The conflict attached to each zone involves the possibility of success or failure in accomplishing the particular task. The successful resolution in each stage would be marked by the establishment of trust instead of mistrust, autonomy instead of shame and doubt, initiative instead of guilt, and industry instead of inferiority.

As the child advances through the developmental stages, the tendencies which are expressed by such behavioral functions as incorporation, retention, and exploration are modified by socializing forces. The parents, as the prime socializing force, gratify needs, impose limitations, and serve as models for identification. Thus, the potential for action and self-assertion is molded by parental behavior and attitudes.

The latency-age child is expected to have mastered the ambulatory field and his social modality is learning to win recognition by producing things. In order to accomplish this he must have already learned to sublimate his activity in

the prior stage. He obtains pleasure from work that is completed by perseverance and focused attention. The conflict in this phase is industry versus inferiority.

Erikson's theoretical framework, which broadens psychoanalytic theory, lends support to the relationships between early parent-child interaction and the learning process. He emphasized the need for the family to provide continuity and a sense of wholeness for the child. This became necessary if the child was to master the crises of childhood and to develop the necessary skills and values which enabled him to be independent. Erikson also suggested that unless society supported the family, child rearing efforts on the part of the family would not succeed in facilitating independence for the child.

Underlying Assumptions

The general purpose of this study was to investigate through case studies the relationship between the social and academic achievement of the latency-age school child, and parental attitudes associated with successive psychosocial phases, in an attempt to identify common traits which may aid in interpreting behavior.

The study was based upon the theoretical assumptions that the achievements of socialization and the mastery of formal learning tasks evolve out of a continuous learning process throughout the course of the psychosocial stages of development. The child's psychosocial crises associated with each phase are predictable and serve essentially to promote further growth. With the cumulative addition of each new task, resulting from the resolution of a psychosocial crises, the child attains a higher level of achievement. The parental role which sustains mutual regulations

through the psychosocial crises enables the crises to reach resolution and thereby permit the child to succeed in the developmental tasks which culminate in the establishment of trust, autonomy, initiative and industry. The acquisition of these traits is essential to both the social and formal academic learning demands which are characteristic of the latency phase of development.

These assumptions provided the basis for the hypothesis that there is a congruency between the parental role in the developmental phases and latency-age school achievement. The study issues necessitated that data be collected which would describe both the interaction of parent and child through the developmental phases and the status of the latency child's achievement level. The latter includes an evaluation of the social, academic, and motivational aspects of the child's achievement.

Definition of Terms

Case Study

The case studies referred to in this research consisted of the collection and review of available data pertinent to the individuals in the sample group. The purpose of these studies was to describe a group of latency-age school children by utilizing a series of techniques ordinarily available to the school counselor. Although treatment is implied in the case study technique, this study made no comprehensive attempt to measure and report changes occurring as a result of the techniques utilized. Observations of the students' reactions were made whenever possible.

Latency-Age Child

The period of latency is between five and twelve years of age, and corresponds to the years spent in elementary school. This phase of development is viewed as a time when skills must become integrated components of the child's personality in order to manage the shift away from family and home to an industry oriented school situation.

CHAPTER II

APPLICATION OF PROCEDURES

The general purpose of this study was to explore the possible relationship between the social and academic achievement of the latency-age school child in an attempt to identify common traits which may serve as focal points in interpreting such behaviors and for the design of further research. The study provides a perspective from which to view the accumulation and mastery of skills required of the latency-age school child.

Methods of Procedure

Selection of a Representative School

The site was selected because of its proximity, and the belief by school personnel that it was typical of a low socio-economic public school system. Permission for the research was agreed upon with the administration and with the site principal. All contacts were directly between the researcher, the participating children, their parents and the counselor.

Ninety percent of the 876 elementary students were from a low socio-economic group, and many were members of one-parent families who did not encourage school attendance and who had little or no appreciation for the importance of education. Of the student population, 530 were of the minority groups

whose greatest needs for adjustment in society were believed to be a positive self concept, a respect for authority, and a desire to learn. These youngsters lacked impulse control, sustained spans of attention, and socially acceptable behaviors. Under the provisions of the Elementary and Secondary Act (ESEA) of 1965, the school had been designated as a Title I school, which meant that at least 30% of their enrollment came from low socio-economic families.

Selection of Sample

The population consisted of 165 sixth-grade students whose names were submitted by the elementary school counselor and teachers. From this population six female subjects, two Blacks, two Native Americans, and two whites, were selected for inclusion in this investigation and were presumed to be representative of the population. None of the subjects had been retained in grade, and all had completed grades one through five in the same school system. They were entering the sixth grade when the investigation was begun. Each girl was in a regular classroom, which precluded subjects in special education or classes for the emotionally disturbed.

Parent Interviews

Numerous contacts with parents of the sample group were made during the course of the study. All of the parents gave their consent for the children to participate in the study and for information to be released from other agencies with which they had contact. An attempt was made to summarize information concerning the family structure which emerged from the parental interviews, contacts with school personnel and the case-study group.

Behavioral Checklist

In addition to information obtained in informal interviews, the parents were asked to fill out a Behavioral Checklist comprised of 36 of the most commonly mentioned behavior problems. The list itself represented a composite of the forms used by various agencies that supplied data for this study. The checklist contained items for parents to rate certain behaviors of their child on a scale from zero through four, depending on their assessment as to the frequency with which a specific behavior occurred. The contradictions and inconsistencies are presented as they were given.

Interviews with Subjects

The case study children were told by the school counselor that they were being given the opportunity to interact with selected classmates on a weekly basis, and that participation was voluntary. The girls met with the researcher once each week during the last class period of the day, and meetings were held in the counselor's office. The participants generally reacted with pleasure over being excused from the classroom. Permission was not given to administer psychological tests, and none of the sessions, which extended from December through May, was taped.

School History

The school which the children attended used two marking systems. In the lower grades, the letters "S", "U", and "N" were used to designate whether work was Satisfactory, Unsatisfactory, or Needs Improvement. By the sixth grade, the conventional A-B-C-D-F system was used. At times, a combination of both systems was recorded. At the end of each semester the classroom teacher was

requested to record a course grade in addition to a record of absences and the number of times the student had been tardy. It was found that these areas were marked as Satisfactory or not, and no actual number of absences was recorded. The teacher's comments entered into each child's records, if any were made, and the grades given provided relevant sources for comparison. It was not unusual to find differences between the implications of the teacher's comments and the grades which were given.

Test Information

Each case history shows a table of the results from administration of the Science Research Associates (SRA) Achievement Series during grades one through six. The achievement tests were given in the spring of each academic year. These are standardized group tests with published manuals which are administered by teachers who must adhere closely to the printed instructions and time limits in order to have the results as reliable and valid as possible. Scoring is objective, according to keys accompanying the tests.

The achievement test results were presented as grade-equivalent scores, composite scores, percentiles, and growth scale values. Grade placement and chronological ages of the child at the time of testing were recorded. The data were presented to show patterns in the developmental process and to aid in determining the child's position relative to school retardation or acceleration.

In some instances the test results were handwritten into the pupil's school record, and were incomplete. Some tests of the achievement battery were either not administered to the student or the results were not recorded. Where such

omissions were noted, every effort was made to obtain the missing information or to determine the reason for the omission. At no time were data arbitrarily inserted in order to provide a more complete case history.

Description of the SRA Achievement Series

The SRA Achievement Series is a set of tests designed to measure the educational development of students in grades one through nine in the basic curriculum areas. The emphasis has been on measuring broad understanding and general skills, on revealing the students' ability to apply what they have learned, rather than to recall isolated facts.

The lower battery is intended for use with pupils in the latter part of grade one through the end of grade two. The battery yields scores in ten areas under the subjects of Arithmetic and Reading. The next battery is designed for pupils in the beginning of the third grade through the end of fourth grade. This battery yields scores in twelve sub-areas in Language Arts, Reading, and Arithmetic.

The multilevel edition, for grades four through nine, combines three overlapping batteries of graduated difficulty into a single reusable test booklet. The booklet contains the Social Studies, Science, Language Arts, Reading, and Arithmetic tests, all of which contribute to a composite score.

Test results from the Achievement Series make it possible to determine specific strengths and weaknesses, to evaluate where a student or group stands in major content areas, to observe performance and estimate how well cognitive development is progressing. Survey tests such as the Achievement Series should be used in conjunction with the teacher's observation of classroom performance and

results from other diagnostic measures.

Scoring

The test results included in this study were made available from the student's cumulative folders. In some instances the information had not been recorded and could not be located. Some of the test scores were handwritten, others were entered in the form of Presscore labels which were added each year to the student's folder. It should be noted that the test results were shown in accordance with national norms, although this school system had been designated as a Title I school. Beginning with the school year following completion of this study, test results were to be given according to the norms established for similar school systems.

Individual scores reported may include raw scores, grade equivalents, percentiles, and growth scale values for each test and subtest taken. If the entire battery is taken, these same scores are reported for a composite score. Grade equivalents are popular because they are easy to explain to parents. A student's grade equivalent on a test indicates the grade placement of students throughout the country whose average level of performance was the same as his. For average students, the normal gain over a year in a grade-equivalent score is one grade. Below average students may gain less, and above average may gain more.

Percentiles show a student's standing in comparison with a specified reference group, usually a representative national group of students in the same grade. A student's percentile indicates the percentage of students in the reference group who score at or lower than he did on the test. One would expect that a student at a given percentile would remain at about the same percentile from year to year,

provided that the reference group each year is comprised of his peers. Growth scales are numeric scales, one for each subject-matter area, which provides continuous measurement from grade one through grade twelve. The scales were developed so that they would not change across standardizations. Each point on a growth scale is called a growth scale value (GS V); each scale ranges from 0 to about 850. The growth scales were designed primarily for predicting and tracing student's growth from year to year within each subject area in a way that is not possible with other kinds of score scales.

Information Obtained from Other Agencies

Each family who had had contacts with medical, legal, or social agencies gave permission to request information which might be pertinent for the purpose of this study. When a request was made that certain data be omitted in order to guard against identification of the child and family, that request was honored. Although all of the children had undergone psychological evaluations, the testing had been done at different community agencies, using a variety of tests. Test protocols were not made available so that more detailed comparisons could be made among the six children.

CHAPTER III

FINDINGS AND DISCUSSION

The social and personal data collected included the child's age, race, and number of siblings. Information for the parents included age, socio-economic class, occupation, religion and marital status. Additional background data were obtained which related to significant aspects of the child's development, family interaction, and school adjustment.

Since all of the case study children were in the sixth grade, there was little variation in their chronological ages. At the time of entry into the school year in September, the age range was from eleven years two months (11-2) to eleven years ten months (11-10). The age at which most of these children began their school experience was between five and six years when they entered kindergarten. All had attended kindergarten, with the exception of Lucie who attended only briefly because of a move from her father's overseas assignment. The number of siblings ranged from zero to six. One of the children was adopted and it was not known whether she had siblings. There were no other children living in the adoptive parents' household. Five of the case study families were Protestant, and one was Catholic. All of the families claimed that religious beliefs played an important part in their lives, but only one family listed church attendance as

regular. Five of the six families reported previous marriages of one or both spouses. Of the six families studied, two were intact, one became separated and divorced shortly after the study was concluded, one was widowed, another became widowed when her husband died suddenly of a heart attack. The sixth was a Black AFDC mother about whom it was not definitely ascertained that she was ever legally married to any of the men who fathered her five children. One of the Native American subjects was one-fourth Choctaw, and because of her light coloring it was not known at the time of her selection for the study group that she was classified as Indian on the school records.

One of the families had an income in excess of $15,000; another listed an income of $10,000. Two families earned below $6,000; a widowed mother existed on Social Security benefits, and the sixth family was supported by the Department of Public Welfare. Of the families studied, only one was found in which each parent had completed high school. One father held a managerial position, and the other occupations included truck driver, welder, machine operator, military career man, and laborer. Of the mothers, three were housewives, one worked as a nurses' aide, and two were employed in secretarial work.

The two Black children shared similar family child-rearing practices. Both had experienced difficulties in peer relationships and in academic achievement. Lillian had no consistent father figure in the home and was dominated by a very aggressive and rejecting mother. Charlene was adopted, and although nothing is known of her natural mother or siblings, if any, she was reared by parents who were both demanding and rejecting. Charlene's father showed no understanding

of normal growth and development, and very early he decided that she had "bad blood" and relinquished most of her training and care to the mother.

Neither of the girls' mothers derived gratification from the nurturing and caretaking during the period from infancy to their entry into school. The mothers perceived this early developmental phase as excessively demanding and they experienced feelings of anxiety and impatience for the child to grow and pass certain milestones. The developmental histories were given from memory and may not be entirely accurate as to the ages certain events occurred, but the prevailing attitude concerning weaning and toilet training, for example, was of rigid expectation that it be accomplished at a certain time regardless of whether the child was physically or emotionally ready. Both mothers maintained rigid standards for cleanliness, particularly when it was to impress those outside the family. Several examples were cited of the children looking dressed up, and superficially well-mannered as if special efforts had been made to create a favorable impression.

Charlene's parents expressed dissatisfaction with her academic progress and felt that she had made a poor adjustment from the time she entered school. School records, achievement test results and teacher's comments were consistent with the parents' appraisal. It was not clear as to the reasons Charlene's parents took her to a medical center for an evaluation when she was about eight years of age. Perhaps the mother's employment as a nurse's aide and an offer of help from one of the professional staff provided the impetus needed. The mother also had strong needs to have a child to be proud of and to show off among friends. To have a child who was not living up to her expectations was a disappointment to the

mother and also strengthened the father's belief that Charlene had a mental problem that nothing could be done about. By maintaining that her problems were inherited, he thus attempted to absolve himself of any blame for maladjustment which might be the result of the home environment. Whatever the reasons were for seeking help, the evaluations at the medical center were not completed and the recommendations which were made were not followed. Nevertheless, Charlene showed some progress in her academic work and the teacher's comments noted that Charlene was doing better. The improvement continued on into the third grade and may have been due in part to the extra attention from both parents and teacher. Charlene's school work showed a sharp decline before the end of the third grade, which coincided with the father's consultation with juvenile authorities regarding her removal from the home.

Much of Charlene's misbehavior during this time period seemed to be successful bids for attention and affection from her father, as well as a reaction to the inconsistent and unrealistic expectations of her mother. As a result of the parents' request to the Court, the family was referred to an agency for counseling in addition to having regular contacts from a member of the Court staff. During the evaluation which followed, Charlene was found to have average ability with the potential of performing in the above average range. Intense anxiety and strong feelings of insecurity which had led to acting out behavior and excessive demands for attention prevented her from working up to her potential.

Throughout the elementary grades, Charlene's achievement test scores were below the mean, with her highest occurring during the third grade when she placed

at the 35th percentile in Arithmetic. Her report card showed below average or average grades throughout the elementary years. Little of a positive nature was recorded in the form of teacher's comments, and generally consisted of "could do better" or "needs improvement." By the end of the sixth grade, Charlene's teacher commented that she was "lazy, hostile, and lacked respect for others." The fact that she had been taken to three or four agencies during a period of four years in an attempt to find serious problems or a reason to remove her from the home may have had some bearing on her attitude toward adults. Despite their attempts to seek help, contacts were terminated before any real progress could be made.

Lillian's mother claimed to have been concerned about her since she was about two years of age, primarily because of nervousness and "too much energy." In spite of her restlessness, Lillian was thought to have made a fair adjustment upon entry into school, and generally got along well with peers. Her report card confirmed that she did average work but no achievement test scores were recorded for the first grade. Her attendance record for the second semester was poor, and it seemed likely that she was absent when the tests were given.

When Lillian was eight years of age, the family physician prescribed a tranquilizer for what he believed to be excessive anxiety, and also referred her for a psychological evaluation. Lillian was found to be above average in intelligence with a good vocabulary, but anxious and without age relevant spontaneity. The examiner saw her as having little capacity for a warm relationship with others, and with tendencies toward masculine identification which could have been a means of escape from a domineering mother. The conclusions were of an incipient

borderline Schizophrenic process in a potentially bright girl. Recommendations were made for psychotherapy, with a re-evaluation in six months. The family did not return.

There was no record that the family sought any further help until Lillian had completed the fifth grade. At this time the mother's complaints were of restlessness and overactivity, but she claimed that Lillian was not a behavior problem. On the Wechsler Intelligence Scale for Children, Lillian was found to be functioning in the Normal range on the Verbal Scale, and in the Dull Normal range on the Performance Scale. Test results suggested that she was experiencing visual-perceptual difficulties which could have contributed to her earlier adjustment problems. Achievement tests administered at this time showed her to be from one to three years below her grade placement, although potentially she was capable of average performance. She was found to be oppositional toward authority figures, dejected and self-critical, probably as the result of many environmental conflicts. She lacked self-confidence, yet felt strong pressure to succeed. Recommendations for therapy were made to the mother, but she made no commitment and she did not follow through. An interesting comment was made by one of Lillian's teachers who wrote that "Lillian's hateful attitude came from the home and she would do better work if she had the backing."

Both Lillian and Charlene had extensive medical, neurological, and psychological examinations through private physicians, a Medical Center, and various other community agencies in addition to the testing which was done at school. Records did not indicate that either of these parents was ever informed that the

tests used had been standardized on samples of white children. Some of the teachers noted that Charlene was interested in sports and displayed leadership qualities, yet these assets were not used to enrich her learning experiences or to give her a feeling of success. Lillian too was noted to have leadership qualities and showed interest in Reading and in Art, but there was no indication that she was particularly encouraged to develop these interests.

Kate's mother and father derived a great deal of pleasure and gratification from child-rearing during the pre-school years. The mother in particular had devoted most of her time and energy to the care of the family. Kate was not a planned baby but pre-natal care was begun early, and development was normal. Weaning and toilet training occurred without rigid expectations for cleanliness or performance, but was carried out with praise and affection. Although the parents had at times experienced uncertainty and anxiety, they generally availed themselves of guidelines from their physician or from other sources. These parents dealt with the child's negativism with understanding and with little evidence of power struggles during the pre-school years. Generally they encouraged the child to explore and satisfy her curiosity, and to play without overprotection and the fear of being injured.

Kate's parents were concerned about education and regarded learning as a goal for their child. A second expectation was that Kate would meet new friends and have an opportunity to associate more with peers. Kate entered school at the kindergarten level, made an excellent adjustment and maintained high scholastic standing through the elementary years. Her report card confirmed consistent

performance and the teacher's comments noted that she was an excellent and well adjusted student.

There was some disagreement between the parents regarding Kate's school work and interpersonal relationships during the fourth grade. She seemed to be overly sensitive, and was beginning to develop psychosomatic complaints. The parents conferred with the school counselor who informed them that Kate was doing her work, was no disciplinary problem, but did seem to be isolating herself and was less friendly to peers. Although it was thought to be a transient adjustment problem, the parents requested a psychological evaluation in order to determine whether or not anything serious might be developing.

On the Weschler Intelligence Scale for Children Kate earned a Verbal IQ of 130, a Performance IQ of 114, yielding a Full Scale IQ of 125. There were no perceptual problems. It was the examiner's impression that Kate felt insecure in close interpersonal relationships and had a tendency to become critical and bossy as a means of coping. Kate was assuming the role of a social isolate and was unaware that this role was a consequence of her own behavior. Her somatic complaints were seen as an expression of the resulting frustrations and hostility Kate felt toward others. The examiner felt that Kate's behavior was due to a lack of success in social areas.

When the evaluation results were communicated to the parents, they reported some insights as to the probable causes for Kate's change in behavior. During the period of time about which they were concerned the father had been ill and undergone surgery. He had been uncomfortable and irritable and had demanded attention

from the family rather than being able to give it. Further discussion revealed that there had been a tendency to compare Kate with her fourteen-year-old sibling who was described as intelligent, witty, and a favorite of adult friends. The school situation had also changed for Kate during this period. She encountered male teachers for the first time, and changed classrooms each hour. The father also pointed out that he had chosen not to serve on the school board any longer, and Kate was not the recipient of special favors or attention which she might have received previously as the result of his position.

Because of the parents' insight and their willingness to follow recommendations, only brief contacts with the counselor were thought to be needed. The family made real progress in stabilizing relationships, Kate showed new interest in school and happily resumed friendships with peers. It was felt that no further intervention was necessary, but contacts could be made on an "as needed" basis. There were no further contacts.

In contrast to Kate's smooth transition from the home to a school environment, Jody's entry into school was less successful. She was dependent upon the teacher, had difficulty in completing assignments, did not relate well to peers and tended to isolate herself or to have only one friend at a time. In addition she was subject to frequent colds and ear infections during which the mother usually kept her at home. Jody's mother believed that she had suffered a hearing loss as the result of numerous infections and felt that Jody's lack of interest in school was due to the fact that she could not hear. A medical examination revealed no hearing loss.

Jody completed the first grade and received passing marks in all subjects. Her teacher noted that Jody was slow, very timid and cried easily. The comment was also made that Jody's eyes needed attention. After a conference and recommendations from the family physician, Jody was taken to a Medical Center for an evaluation. Physical and neurological examination were within normal limits. Psychological test results showed that Jody was functioning in the lower end of the normal range of intelligence. She was apathetic, listless, and not interested in the tasks required during testing. In the examiner's opinion, Jody was immature and "not ready for any formal school work." The recommendation was made that Jody be placed in Special Education. The parents declined, and school personnel concurred that Jody was properly placed in a regular classroom setting.

Jody's school work deteriorated from the first through the fourth grade and then began to show improvement. The teacher's comments were that Jody was generally lazy and slow, was not interested in progressing, and did little homework. No further intervention was made until the fall of Jody's fifth grade school year, when her father was killed in an automobile accident. Jody had been very close to him and the mother became concerned because Jody was unable to express grief. She did not cry, but talked about him and visited the cemetery with the family. The family physician again referred them to a psychologist for consultation.

The psychologist found Jody to be emotionally constricted, socially withdrawn, and lacking in the usual childhood spontaneity. He described her as having all the earmarks of a schizoid adjustment pattern, and recommended therapy. He also offered to consult with school personnel in an attempt to work out a program

which would be more suited to her educational needs at that time. As far as could be determined none of the recommendations was carried out.

Despite some efforts to seek help in determining what Jody's problems were and how to cope with them, these efforts were not consistent and as far as could be determined the recommendations were not implemented. The mother sought outside help only after an authority figure such as the family physician provided the impetus to do so. During this period, the father was often away on long trips because of his truck driving job. As the mother became more dependent upon Jody for companionship, they both spent a great deal of time at home in non-productive activities. Jody and her mother sought gratification in food and both became overweight, which then provided another reason for unhappiness and more eating. Jody appeared to have had few opportunities for socialization. The family occasionally attended church or other adult social situations, but generally she did not engage in peer group activities. The mother appeared to be unaware of the process of sexual identification. Neither parent showed any recognition of the importance of the parental figures as models of identification and the necessity for the child to establish an appropriate sex role identity.

Benita's birth occurred at a time when both parents were experiencing marital problems and the mother in particular was under emotional stress. Indications were that she was immature and unprepared for the responsibilities of child-rearing. Her expectations for Benita were unrealistic. Early childhood management was inconsistent and often harsh. Benita was alternately indulged and punished, depending upon the mother's emotional state. Her efforts at mothering seemed to

consist mainly of teaching Benita to recite rhymes, play games, and show off in a way that would reflect favorably on the mother.

Benita's pre-school years were characterized by an unstable home environment and frequent moves between the mother and the two stepfathers in rapid succession. When the situation became unbearable for the mother, she sent Benita to live with her maternal grandparents. Despite the disapproval of their daughter's marriages and inability to rear her children, they always seemed willing if not eager to assume the parental role for Benita. She was allowed to stay in the grandparents' home for longer periods of time which resulted in further estrangement and friction among family members. As the grandparents' emotional ties to Benita grew stronger they became more reluctant to give her up and she was often placed in the position of having to choose between parental figures.

By the time Benita was ready to begin kindergarten, the mother recognized her as a very bright child who could easily outwit and manipulate other family members. The mother felt that she was unable to cope with Benita, but felt comfortable in the management of a younger sibling whom she described as slow. Benita was enrolled in a private kindergarten at age five, and seemed to have made a good adjustment. School records for that year were not available for this study. The mother's recollection of Benita's kindergarten year was that she learned quickly but became bored easily.

Throughout the elementary school years Benita showed an interest in her studies and took pride in making good grades. The teacher's evaluations in grades one through six were consistent in describing her as well liked in social relation-

ships, excellent in tool subjects, and very good in mental ability and effort. Each teacher noted that Benita was quiet and shy. The description of Benita in the school setting was inconsistent with that given by the mother who described her as quarrelsome, unable to get along with peers and was cruel to siblings.

Benita's behavior in the home was undoubtedly affected by the mother's remarriage and the birth of a third sibling shortly thereafter. The stepfather's three children were in the home for regular visits and the tension which resulted eventually led to a consultation with the school counselor. The visit was ostensibly for the purpose of seeking a professional opinion regarding the most suitable nome environment for Benita. Before an evaluation could be completed the decision had already been made to leave her in the maternal grandparents' home. Permission was given for Benita to undergo a psychological evaluation with the stipulation that the grandparents not be informed of the test results. Benita was found to be functioning in the Normal range of intellectual ability. She appeared to be lonely and socially inept, and unable to relate and get close to people. She had strong dependency needs, but did not know how to change her behavior in order to fit in with her peer group. The counselor stressed Benita's need for stability and consistent management, and recommended that specific limits be set for her behavior, both in the grandparents' home and when she visited her parents. The counselor also suggested family therapy. The recommendations were not followed.

Within the next year, Benita's mother became involved in an extramarital affair, left her husband and was divorced. Benita remained in the grandparents'

home.

Lucie was the youngest of five siblings, all of whom were unplanned. The mother experienced Lucie's pre-school years as a period in which she felt burdened with caring for all of the children, who ranged from two to fifteen years in age when Lucie was born. The father was in military service and was frequently away from home for long periods of time. When the family was together the mother assumed most of the responsibility for managing the family. Despite the stresses associated with a military life the mother's recollection was that Lucie had been a contented baby and demanded little attention and developed normally. Toilet training was difficult and there were regressions after Lucie started elementary school.

Lucie's school adjustment during the first two years was "fair." The teacher complained that Lucie was immature and lazy, would not do her classwork, but was thought to be capable of doing better. Lucie was labeled as an under-achiever.

When she was about nine years of age Lucie was taken to a physician because of numerous physical complaints. At that time the mother related that Lucie had had chronic nosebleeds, frequent sore throats and high fever, headaches, vomiting and insomnia. Another physician previously had begun a medical evaluation of Lucie, but for unknown reasons the mother had discontinued the tests before they were completed. She was again becoming concerned because Lucie was frequently absent from school due to illness. Her report card indicated satisfactory attendance through the elementary grades.

The physician referred Lucie for a psychological evaluation. Both parents were also scheduled to be interviewed, but the father declined on the basis that he did not believe it would be of any help. The psychologist observed Lucie to be tense and uncomfortable, but cooperative. Test results indicated that she was functioning in the Bright Normal range of intelligence. Her vocabulary, reasoning ability, and accumulation of knowledge were above that which was expected of a child her age. She was also thought to be an unhappy child with many unmet needs, who felt powerless and unable to control her environment. She wished to be dependent and cared for by her mother. Lucie's physical problems seemed to be related to her emotional needs, and they gave her power over her mother in that the symptoms demanded mother's close attention and care. Her sickness also served the function of giving her an outlet for pent-up feelings of frustration and anger. It was recommended that Lucie be seen in individual therapy, and that the mother and father be seen for parental counseling.

Lucie was permitted to continue in therapy for a brief time. During the sessions she expressed dissatisfaction with her appearance and claimed to hate her dark hair and "tan" complexion which was similar to that of her father. She actually was an attractive child who was becomingly dressed and well-groomed.

Summary

This case study research demonstrated that each child was a distinct, unique, highly individualized personality. Each one came into the school system "bringing his family with him." The pre-school years, which were thought by many to be

the most formative of a person's life, were spent almost exclusively in the family situation. Families had shaped each child's unique personality, and the home forces which had functioned in the past would continue to operate and express themselves in the child's behavior in the classroom and elsewhere. Emerging from the resolutions of the developmental phases was the acquisition of skills which were necessary for the child to learn. The appropriate use of dependent and independent relationships played a significant role in the life of the latency-age child, particularly in the child's relationship with the teacher. If early frustration developed a sense of mistrust toward adults the child might be unable to approach the teacher even in situations where dependency would be considered appropriate. The low achievers in this study were frequently unable to complete tasks and it was possible that the early frustration which created a sense of distrust prevented the child from discriminating between appropriate and inappropriate use of a dependent relationship with the teacher. These same children lacked adequate opportunities for socialization. In some instances the parents tended to force the child into social situations about which he was fearful and in others they did not permit him to engage in peer group activities. These parents claimed no problems in the initial separation upon entering school, but the data suggested that the parents might have been insensitive to the child's indications of anxiety and fear and that they dealt primitively and forcefully with any move on the child's part to withdraw from the school situation. The parents perceived the school as an additional source of discipline for the child rather than as an educational experience.

The parents of low achievers were concerned with the child's academic

adjustment from the time of his entrance into school. The impatience which had been noted in earlier developmental phases persisted and became focused on the child's school performance. In some instances, it seemed that the parents and child were locked in a power struggle that intensified the child's feelings about his own intellectual deficit and lack of mastery. It would be expected that the child's sense of inadequacy would result in despair at his own inferiority and account to some extent for his low academic achievement. These attitudes might reflect a lower-class family style in which firm control was exercised, role definitions were adhered to, and in which there was little meaningful involvement between parent and child, the expectation being that the child accepted responsibility for his own actions. The parents themselves had made a poor adaptation to school, usually withdrawing while still in high school. If parents provided an atmosphere in which independence and initiative could be achieved, it would be expected that a child would find the school situation a fertile ground for exploration of his interests, and he would have a more positive attitude toward achievement. Although it has been speculated that the attitudes of the low achieving children might be reflective of a particular class family style, it is possible that there is a difference in the extent to which people are able to internalize new values, depending upon personality factors as well as various life circumstances. There is also the suggestion that attitudes toward child rearing and toward achievement vary within each class. The parents of the children who performed well in school seemed to be more identified with middle-class values and standards of child rearing than the parents of the children who experienced school problems.

Even though the child's phase-specific needs may not be met at all phases, if basic trust has been established the child can still develop in a healthy manner. The parents, particularly the mother, have the capacity to generate an interaction with the child that produces a healthy adaptation to life. According to Erikson (1950) the lack of this capacity creates interpersonal relationships which are void of warmth and sensitivity.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Traditionally, American social welfare philosophy toward the family had been one of benevolence. For the most part it had espoused, in Erikson's terms (1950), a reverent attitude in support of the family. This philosophy, he maintained, was a crucial factor in enabling the child-rearing efforts of the family to promote healthy growth in their child. The society's approbation of the mother as the legitimate and responsible caretaker of her child was reaffirmed by the Children's Bureau in 1911 when they declared that the home and family were potent forces in molding the mind and character of the child.

The respect that was accorded the family has become more than sentimentality. Although there was incomplete agreement on the extent and persistence of the effects of early experiences, there was overwhelming theoretical consensus that the most significant influence in the early environment was the infant's relationship with its family, particularly the mother. Over the years theories concerning parent-child interaction have been supported by numerous researchers.

During the last twenty years rapid change has taken place with respect to social class structure. It has been increasingly more difficult to recognize social classes by the manner and style of living and their attitudes and values toward life.

Factors which contributed to this assimilative process included the increased exposure of the lower class to the communication media, the availability of inexpensive books about child rearing, the increased opportunity for higher education and more educational programs specifically for the poverty groups from preschool to college preparation programs.

Some preliminary reports indicated a failure on the part of some large scale educational programs to consider family variations in family-linked factors. These reports have raised questions about the effectiveness of some kinds of learning experience for some children. Some studies found that lower-class children generally fell below national norms in achievement and it was widely believed that they had negative attitudes toward academic learning. It was also found that little attention had been given to variability within the lower class group itself. Some children had achieved success despite economic and cultural handicaps. Contrary to general assumptions, a number of children from a severely deprived environment expressed favorable attitudes toward school-related and authority concepts. The indication that these children were aware of what was socially acceptable and valued was considered important. It suggested the possibility of internalization of parental attitudes. Other research pertaining to the influence of the home had found that personality characteristics were ingrained early in life and remained relatively stable.

With these considerations in mind, the purpose of this study was to explore through case studies the relationship between the social and academic achievement of the latency-age school child. Six children in a typical low socio-economic

school system were selected for the sample. Children in classes for the emotionally or mentally handicapped were excluded, so that the study group was comprised of children from regular classrooms. The subjects chosen were believed to be representative of the children who were attending this particular school. Obvious gaps in the information presented pointed to the need for more study and observation. Despite the gaps in information, the cases were used because they were similar to the case data that teachers and counselors would be able to gather.

Information was gathered from the parents and case study children by several semi-structured interviews, a questionnaire pertaining to developmental history, and a Behavioral Checklist. The child's academic performance was determined by school records and the results of achievement tests which had been administered each year from grades one through six. Teacher's comments regarding the child's social development during each school year were also included when it was possible to obtain them. In addition to the information provided by the parents, children, and the school, some data were gathered from other agencies with whom there had been contact. Each child had at least one full battery of psychological tests including intelligence, achievement, and projective techniques.

The selected sample of students included in the study particiapted willingly. Although irregular attendance was characteristic of students in this school, the case study children seldom missed a meeting. Almost all of the subjects expressed a desire to resume contacts the following academic year. The initial interviews were characteristically descriptive and informational in nature, but later interviews contained more opinions and feelings of the student. There was a general

feeling that factors contributing to problems affecting each student were largely beyond her control. They often functioned as if things would improve but took little responsibility for such action.

Each student had been exposed to similar testing experiences. The achievement tests were administered at the same time each year and the test results were included in the case study material if they were recorded. Each girl had undergone at least one psychological evaluation by the school counselor, or at another agency. Although test protocols were not made available for the purposes of this study, the results were presented as completely and in the examiner's own terminology whenever possible. If measured intelligence in an average range or above was considered sufficient for completion of the elementary grades and for the transition through junior high school, then individual intelligence testing would support an assumption that students who were selected for the study were probably capable of completion of these grades.

The compilation of the school history indicated that much pertinent information which could have been used to predict and possibly avert certain behavior and academic problems by the sixth grade was available through teacher observations. All of the students in the sample had dropped in measured school performance at some time during their elementary school years. Although each individual within the study was unique, there were also common characteristics. The student exhibiting characteristics of maladjustment was often comparatively unknown within the school setting. Information which would have allowed her to have been known was available but it was segmented. Unacceptable behavior such as

discipline problems had come to the attention of teachers and administrators. Often the school nurse knew of potential stress situations, the counselor was able to appraise potential, the teacher was prepared to make astute observations or had found a key in working with her, and the principal knew the family situation but such information was not compiled in order to really know the student. Records which were needed to identify potential problem students were often departmentalized to the extent that a concerted effort was required to afford a systematic appraisal of students in this category.

Eriksonian theory pertaining to the psychosocial phases of development served as the theoretical model for this study, which explored through case studies the relationship between the social and academic achievement of the latency-age child. In this study a parallel was drawn between the classical stages of psychosexual development and stages seen in any process of learning.

When a young child enters a school situation he finds himself surrounded by teachers and books and is flooded with information. His attitude during this intake process is generally one of acceptance and expectation, and his energy is directed toward absorption and orientation. He learns a new vocabulary and develops an awareness of what is happening to him. A change gradually develops and he takes a more active part in the learning process. As he begins to be more active in the intake process he may become overtly critical of his teachers and feel that they are indifferent to his special needs.

During the next stage the child begins to formulate ideas in his own way and to defy any implied demand that he relay information to his teachers in a

prescribed form. The child reacts to what seems to him to be a demand for attention to detail and accuracy of work. Sometimes more overt forms of aggressive defiance show themselves in refusal to work at certain tasks, and in tardiness or absences from school. Students are usually faced with the choice of conforming to the expected routine or being dismissed. The response in a great majority of children is a concealment of resentment and defiance beneath the mask of evasion and the subtler sarcasm of excessive obedience. The overt struggle may become a covert one. The student's struggle to master the subject matter is perhaps in part projected onto the teacher, who is then assumed to enjoy mastery over the rebelling student. If the teacher does not react autocratically to the child's effort to assert mastery over his own skill, he will usually enter the next phase of development. The child may now begin to assert himself in a different way from previous months or years in school. His ingenuity and imagination begin to show as he investigates new ideas and takes an active part in class discussions. He may also become more aware of criticism and complain about classmates who are competitive. This period is one of heightened tension within the group of students who are competing among themselves and yet trying to join with one another to overpower authority figures whenever they feel themselves opposed in their growing self-assertion. If independence can be gained without too much indirection and if the struggle with the teacher is fair, the stage of exhibition and competition can be the most productive of the child's school experience.

A parallel development between the learning process and psychosexual development has been described. At first there is the passive acceptance of

information and orientation, followed by a more active approach to the source of stimuli. Then there is a more or less obvious struggle of compliance and conformity versus an independent use of the new skill, and an effort to establish ownership over what has been gained. The following stage is that of the ambition to use and to show the new-gained strength and feeling of accomplishment.

Only after passing through these several stages of mastery, each with its own type of challenge to the teacher, and after avoiding a corresponding kind of defeat from the reactions of the teacher, does the child reach the stage of satisfaction in the skill or knowledge of and for itself. Psychosexual development itself is a learning process and the phases of infantile development may be thought of as steps in the most important learning task undertaken by an individual.

Whenever we try to understand growth it is well to remember the epigenetic principle which states that anything that grows has a plan, and out of this plan each phase has a crucial time to arise. Personality can be said to develop according to steps predetermined in the individual's readiness to move forward, to be aware of, and to interact with a widening circle of significant individuals and institutions.

Parents must not only have certain ways of guiding by prohibition and permission, they must also be able to represent to the child that there is a meaning in what they are doing. The child's sense of trust is a reflection of parental faith and the sense of autonomy is a reflection of the parents' dignity as autonomous beings.

The data in this investigation were consistent with the theory that both

formal and informal learning evolve out of an intricate parent-child interaction beginning with the earliest phase of dependency. From the information gathered in the study, two hypotheses for further research were formulated:

1. Parents who meet the needs of their children through the developmental phases will have children who achieve a higher academic adjustment than those who do not.

2. Parents who meet the needs of their children through the developmental phases will have children who attain a higher level of social maturity than those who do not.

The potential for generalizing from the findings to larger numbers of school children and their families would be enhanced by further research with samples comprising different socio-economic groups. Another aspect to be considered for further research concerns the method of study. The present study, an exploratory one, used retrospective data. Examining the parent-child interaction in prospective and longitudinal studies would have the value of highlighting the interaction at each psychosocial stage as it occurs, while observing its impact upon the child. Direct observations, with the use of objective observers and more precise instruments, could serve to reduce distortion obtained in retrospective data.

The information obtained in this study strongly suggested that any ameliorative or preventive-intervention program must consider the variations in the developmental parent-child relationships that existed prior to the child's entrance into school. One approach might emphasize maternal education programs for expectant mothers. Through discussion and direct observation of parent-child interactions

she could begin to anticipate reactions that tend to intensify or diminish the psychosocial conflicts. In this way parents could be helped to develop an awareness of the psychosocial crises so that her capacity for sensitivity relating to specific crises could increase. Parents could be helped also to offer the child more and earlier opportunities for internalization of positive aspirations. Those aspirations focusing upon the successful mastery of developmental tasks would have later application in the learning situation during latency. Parent discussion groups, led by trained staff, could help to resolve individual difficulties within the milieu of a potentially health-producing group. This approach is consistent with the underlying principles of the expanding community mental health programs.

This study also emphasized the importance of a differential treatment approach. If the child's conflict is relatively limited to the later developmental phases, then the school and home may be adapted to deal effectively with the resolution. If, on the other hand, the conflict is identified at an early phase and therefore likely to be consistent throughout the phases, then intensive treatment may be in order.

Although there has been considerable research demonstrating the relationship between parent attitudes and school failure, it has been focused upon children with specific learning problems or particular psychoneurotic disturbances. The sample in the present study represented a group of normal children, as yet not identified as having any gross psychopathology. Nevertheless, a majority of the children were found to have problems in achievement that appeared to be family-linked.

The combined results of the educationally enriched programs and the studies of parent-child interaction suggested that learning tasks were accomplished through a relationship which Erikson identified as mutual regulation. The establishment of trust, autonomy, initiative and industry was achieved through the resolution of the successive psychosocial crises of childhood as the mother regulates the need satisfaction associated with each phase. The Eriksonian schema allowed the achievement of learning tasks to be viewed as a continuous process within the familial context.

Since the members of the family have been recognized as an important influence in the child's readiness to learn in school, a more direct link needs to be made between learning in the developmental stages of childhood and later school learning. As a partial response to this need, the present study explored one of many possible factors, which was parental attitudes associated with the successive psychosocial phases.

APPENDIX A

CASE STUDIES

Case One: Kate

Kate, a white female, was eleven years, five months of age when she entered the sixth grade in September, 1973. She was a bright, outgoing youngster and an excellent student. Her wholesome attitude and good nature made her a favorite with both teachers and peers alike. She was usually an active participant and played by the rules. She particularly enjoyed games of skill, and often was the champion in activities such as spelling bees. If she was not always a winner she was a fairly good sport about losing but did not like to be teased about it. She attended church regularly with her family and seemed to have a stable home life. She was well-mannered, and behaved appropriately while showing the amount of interest and enthusiasm one would expect. She was one of the most patient in helping Jody to grasp the fundamentals of a new activity.

Obstetrical and Developmental History:

Kate was born in April, 1962. Her birth occurred after a normal pregnancy of nine months. She was born in a hospital with a physician in attendance. Her birth weight was recorded as six pounds, seven ounces, and her length was 19 inches. The mother was in labor for about seven hours, and could not recall anything abnormal about the delivery. Kate's condition at birth was good. The mother did not relate her own reaction when she first saw her baby.

Kate's mother could not be specific as to developmental milestones, but she thought that Kate had developed as expected. She answered only those items which could be verified from records kept in Kate's baby book. Kate was breast-fed until she was about four or five weeks of age, and then was changed to a formula given by bottle. She was weaned at 20 months, and weaning was no problem. Kate sat unsupported at five months, could crawl about the floor, and cut her first tooth at six months of age. She stood alone at eight months, walked without help at ten months, and could speak in short sentences at one year.

Kate was not a planned baby, but prenatal care was begun during the second month of pregnancy. The mother's health was generally good, although she was under some emotional stress because of the unexpected pregnancy. The mother emphasized that while the baby was unplanned, it did not mean that she was unwanted. Kate was the third child, and there was no history of miscarriage. The two siblings were both female, ages four and nine at the time of Kate's birth.

Childhood Diseases or Accidents

Kate had all innoculations for normal childhood diseases, including small pox and polio. She had measles, but the age at which this occurred could not be recalled. Kate had the usual sore throats, colds, and upset stomachs, but no serious illnesses.

Activities of the Child

Kate enjoyed bike riding, swimming, and family outings. The family belonged to the Church of Christ and they attended regularly. Kate was a member of the junior choir. The family planned activities together and particularly enjoyed visiting in friends' homes. Kate enjoyed animals and was responsible for the care and feeding of the family pet. She was reasonably cooperative about helping with household chores. She made her own bed, helped in the kitchen, and performed some other cleaning tasks when asked.

Family Information

Kate's mother and father were her natural parents. Neither had a previous marriage. The mother was born in 1932, the oldest of three siblings, and had been reared by rather strict parents who expected a great deal of her. She shared in household responsibilities and in the care of her two younger siblings. She graduated from high school, obtained a job working for an office supply firm and was married shortly before her 20th birthday. She and Kate's father had known each other approximately one year before their marriage. Their first child was born when the mother was about 21 years of age, and a second daughter arrived five years later. Kate's birth occurred when the mother was 30, and the pregnancy was not planned.

The father was born in 1932, and was a native Oklahoman. He was the third of five siblings who grew up in a rural area with many responsibilities at home and he was expected to excel in school. He graduated from high school around 1950, and worked at a variety of jobs for about the next five years then obtained employment with a drilling company and worked his way up into a department managerial position. He had experienced the usual amount of job frustrations but planned to stay with the position. His and his wife's combined annual income was in excess of $17,000.00.

Siblings

Mary, who was four years older than Kate, was described as a good student but one who worked harder for good grades. She was dependable about doing her homework immediately after school without any reminders. The girls sometimes did homework together, while they were watching television. When the mother was employed, they were at home alone for about two hours in the afternoons before the parents arrived home from work. Mary was also described as witty, well-mannered, and the kind of child whom adults enjoy having around. The parents thought that the girls had no more than the usual squabbles, with some competition for attention primarily from Kate.

The older daughter, Nancy, now age 19, had graduated from high school, was married and out of the home. No other information was obtained which specifically pertained to her.

Kate's School Adjustment

Both parents were in agreement that Kate's adjustment in school had been good, and that she was usually an "A" and "B" student. She had attended the same school from the first grade through the sixth.

The father believed that Kate had some difficulty in peer relationships because she teased and was inclined to be bossy. His impression was that Kate was not really accepted by her classmates. The mother disagreed and felt that Kate got along well with peers but was too easily influenced by the behavior of others. Both parents described her as a bright youngster who was an excellent reader, and who did good work in all subjects unless she became bored and allowed herself to daydream.

The parents generally seemed pleased with Kate's academic performance. However, there had been some concern toward the end of her fourth grade year. According to the mother's recollection, Kate did not seem happy and became overly sensitive and critical of others. She seemed to be constantly seeking approval, was developing numerous physical complaints, and just did not seem to be the "happy-go-lucky" youngster she had once been.

The father thought that she had been discouraged or depressed and was simply wanting attention. She sometimes behaved in ways which brought a reprimand from one or both parents, and then she would feel badly about it.

After talking over their concern for Kate, the parents requested a conference with the school counselor at mid-term in Kate's fifth grade year.

According to school records, both parents came in for the interview together in January, 1973. They were observed to be about age 40, both attractively groomed, spoke intelligently and seemed genuinely concerned about Kate. They were generally in agreement about Kate's irritability and unhappiness at home, and feared that her attitude might affect her school work. The counselor observed that Kate had been doing her class work and was no disciplinary problem in the classroom, but she was becoming more isolated and quiet and frequently complained of not having any friends. The mother had noticed that Kate seemed unable to concentrate when doing her school work at home, and had difficulty in remembering facts from her assignments after she had completed her homework. As the interview continued, it was learned that Kate usually did her school work while watching television. She knew all the stars' names as well as the parts they played on television. She could fully comprehend the plot of the stories and recalled past programs in vivid detail.

No issue was made at this time of Kate's physical complaints. She had undergone a thorough medical checkup about two years previously and was found to be in good health. The parents had considered having another medical consultation but had not requested one from their physician.

The parents made some effort to determine what factors might be influencing the changes they had noted in Kate's attitude and behavior at home. The father speculated that changing classes and teachers each hour instead of staying with a homeroom teacher for the entire day might have some bearing on it. Kate also had male teachers this year who "might be more competent, and they expect more." He added that they were not as likely to overlook her "little tempermental problems" as had been done in the past.

The father also mentioned that he had been a member of the school board, but chose not to file for the position this year. He wondered if Kate might have thought she had special privileges because of his connection with the school. He also wondered if the teachers had always been objective in their grading, and honest in evaluating her progress. It seemed to the counselor as if the father were not really making an issue of it, but was simply searching for a clue as to what might have a bearing on her present behavior. They requested that the counselor talk with Kate and do a psychological evaluation. In the event that she was developing emotional

problems, they hoped that some intervention at this time might prevent more serious problems later on.

According to the counselor's records, Kate was seen the following week. She was observed to be attractive, nicely dressed, very pleasant and cooperative in the testing interview. She talked freely with the understanding and vocabulary of a youngster beyond her years. She worked quickly and efficiently on pencil and paper tasks. The fact that timed tasks apparently placed no undue stress upon Kate was also noted. Rapport was easily established between Kate and the examiner.

Tests Administered

Kate was administered the Wechsler Intelligence Scale for Children (WISC), Wide Range Achievement Test (WRAT), Bender Gestalt Visual Motor Test, and Draw-A-Person.

Test Results

On the WISC, Kate achieved a Verbal I.Q. of 130, a Performance I.Q. of 114, and a Full Scale I.Q. of 125. In terms of verbal intelligence, she was functioning at the lower limit of the very superior range (130-up) of intelligence; her non-verbal functioning was in the bright normal range (110-119), and her overall functioning was in the superior range (120-129). Indications were that Kate's overall potential might be in the very superior range, although she was not presently functioning at that level.

WRAT results revealed Kate to be reading at grade level 11.3, spelling at 8.2, and doing arithmetic at 5.9. Bender reproductions were appropriate for Kate's chronological age. There were no apparent perceptual problems.

Projective test data suggested that Kate had a tendency to feel uneasy and insecure in close interpersonal relationships. As a result, it was easy for Kate to become critical and bossy and to establish a wall between herself and others. She perhaps tended to intellectualize her problems rather than to involve herself in their resolution. What Kate saw in others as rejection of her had a marked effect and she became more discouraged about herself. Kate sometimes assumed the role of a social isolate and she seemed unaware that this role was a consequence of her own behavior. Somatic complaints could have been an expression of the resulting frustration and hostility Kate felt toward others.

The Examiner's impression was that Kate's emotional problems were primarily due to lack of success in social areas.

Recommendations

1. That Kate be seen in regular counseling sessions.
2. That parents participate in parental counseling to help them initiate new ways of responding to Kate.
3. In order to help Kate's self-concept, Kate's teachers were asked to be supportive and positively reinforce Kate's behavior.

Test results were communicated to the parents approximately one week after the evaluation was completed. They seemed satisfied with the interpretation given to them and reported that there was already a noticeable change in Kate's attitude and behavior. The father recalled that just prior to his concern about the change in Kate, he had been ill and had undergone surgery for an ulcer. During that period of time he had been very irritable and abrupt, and he did not realize until later the extent to which family relationships might have been affected. The parents were agreeable to brief counseling sessions in order to discuss new ways of handling Kate, as well as her 14-year-old sibling.

Kate was seen in a separate interview. She was given a report of the results of the tests pertaining to her intellectual potential, as well as suggestions for making the most of her abilities.

Second Session

The parents reported some progress and they were very pleased about Kate "being more like her old self" again. She showed renewed interest in her school work and was trying to make friends. Following the counselor's recommendations, the parents had availed themselves of some reading material which they found to be appropriate for their needs. Because of the parents' insight into their problems and the way in which they had applied the recommendations made, it was felt that no further sessions needed to be scheduled. It was agreed that contacts could be left open on an "as needed" basis.

Kate was seen for one more session before terminating the file. The counselor's summary notes included the comment that Kate was a "bright, manipulative, somewhat spoiled youngster. In the counselor's opinion,

there did not seem to be a need to continue counseling for her on a regular basis. No further contacts were recorded.

Elementary School Academic Record

Kate was administered the SRA achievement test battery in April 1969, during the second semester of the first grade. Her grade placement at the time the test was taken was 1-8. Her composite score for all areas tested was a grade equivalent of 3-7, placing her at the 99th percentile. Her test performance was superior in all subject areas. In Arithmetic she earned 3-6 in concepts, 3-2 in Computations, 4-1 in Reasoning, for a composite of 3-6 and a percentile of 99. Her report card was consistent with her achievement test scores and showed a grade of "E" for both semesters.

In Reading, Kate earned a 3-3 in Comprehension, 4-1 in Vocabulary, 4-1 in Language-Perception, for a composite of 3-9. She was 2-1 above grade level, and ranked at the 99th percentile. Her report card showed "E-" for primer and first reader, with a grade of "E" by the end of the second semester.

Her Language score in Verbal-Pictorial Association, was a grade equivalent of 3-2, placing her at the 95th percentile. Her report card showed a grade of "E" for both semesters in Language. She made "S" and "S+" for the year in Writing. A grade was not recorded for the first semester in Spelling, but she earned "E" for the second semester. She also took a course in Art, and received "S+" and "E" for her efforts. No other course work was recorded. Kate was rated Satisfactory in Attendance, in Personal and Social Growth, and in Study and Work Habits. Her teacher's comments were briefly stated as "does very well--excellent reader." She was promoted to the second grade.

In March, 1970, Kate's SRA Composite score was a grade equivalent of 4-6, placing her at the 99th percentile. Her actual grade placement at the time of testing was 2-7.

In Reading her test score was 5-1 in Comprehension, 4-3 in Vocabulary, for a composite of 4-7. Her report card grades were Excellent for both semesters in Reading.

In Language Arts she was at 6-1 in Capitalization and Punctuation, 4-1 in Usage, 6-1 in Spelling for a composite of 5-4. Her report card showed grades of Satisfactory, which improved to "E-" by the end of the year. In Spelling she earned "E-" and "E" for the two semesters' work. Her grades in Writing were Satisfactory for the year.

Kate's test scores in Arithmetic were 6-1 in Reasoning, 4-3 in Concepts, 4-2 in Computations, for a composite of 4-9. She was 2-2 above grade level, at the 98th percentile. Her report card shows grades of Satisfactory and "E-" for the two semesters in Arithmetic. Except for grades of "S" and "E-" in Art, no other course work was recorded. She was judged to be Satisfactory in Attendance, in Personal and Social Growth, and in Study and Work Habits.

Her teacher's comments consisted only of "good student" and listed special interests in Reading. She was promoted to the 3rd grade.

During Kate's third year the same achievement test battery was given in March, 1971, when her grade placement was 3-7. Her overall composite score for the areas tested was 6-7, or 3-0 above grade level, placing her at the 99th percentile.

On the Reading test her grade equivalent was 8-9 in Comprehension, 7-5 in Vocabulary, for a composite of 8-7 and a percentile of 99. Her composite score in Reading was 5-0 above grade level. On the report card Kate's grades were "S+" and "E-" for the year in Reading.

Kate's Arithmetic test score was recorded as a composite of 5-7, at the 97th percentile. Her report card shows "E-" for both semesters' work in Arithmetic.

In Language Arts, Kate's scores were 9-1 in Capitalization and punctuation, 5-1 in Usage, 6-1 in Spelling, for a composite of 7-3, and a percentile of 97. Her grades in Language, Spelling, and Writing were all "S" for the first semester, and raised to "E-" by the end of the school term. In Science her grades were "E" for the year but no achievement test was given in that area.

In Social and Personal Growth, and in Study and Work Habits she received all Satisfactory grades. In Attendance she dropped from "E" to "S". No absences were noted.

The teacher's comments were limited to "Excellent" under achievement in tool subjects and in mental ability and effort. Under special interests she listed "reading." Kate was promoted to the 4th grade.

In March, 1972, Kate took the SRA achievement test battery administered to 4th grade students. Her grade placement at the time of testing was 4-7. Her composite score for all subjects tested was 6-4, which placed

her at the 87th percentile.

On the Reading test her Comprehension was 6-6, Vocabulary was 6-4, for a composite of 6-3, and a percentile of 80. Her report card shows grades of "S+" and "E-" in Reading for the two semesters.

On the Arithmetic test her grade equivalent was 9-1 in Reasoning, 6-1 in Concepts, 5-9 in Computations, for a composite of 6-5. She was at the 90th percentile. Her report card shows grades of Satisfactory for both semesters in Arithmetic.

In Language Arts Kate's scores were 7-3 in Capitalization and Punctuation, 4-6 in Grammar Usage, 8-4 in Spelling, for a composite of 6-8. She was 2-1 above grade level in Language Arts, and ranked at the 84th percentile.

Kate's report card shows Satisfactory for both semesters in Writing, "E" for the year in Spelling, and "S+" and "S" for Language.

In Social Studies her test score was 5-6, for a percentile of 68. Her report card shows a grade of Satisfactory for both semesters.

In Science, Kate's grade equivalent was 6-1, giving her a percentile of 71. Her report card shows a grade of Satisfactory for the first semester. No grade was recorded for the second. Kate took a course in Art the second semester and earned a grade of "A". In Physical Education the grades recorded were "S+" and "E-".

In the areas of Personal and Social Growth, and in Study and Work Habits, grades of "S" were recorded for the second half of the school term. Nothing was recorded for the first semester.

In Attendance, Kate was rated "S+" and improved to "E-" by the end of the year. Her teacher's comments were that "Kate is a very good student, and she works well with others." She was promoted to grade 5.

Kate entered fifth grade in the fall of 1972. Her class was given the SRA achievement test battery in March, 1973, when her grade placement was 5-7.

Kate's composite score for the academic areas tested was 8-3 or 2-6 above grade level and she ranked at the 90th percentile.

Kate's Reading test scores were 10-2 in Comprehension, 10-4 in Vocabulary, for a composite of 10-3 and a percentile of 98. Her report card shows grades of "E-" and "E" in Reading for the two semesters.

In Language Arts Kate was at 10-1 in Usage, 8-9 in Spelling, for a composite of 9-7, giving a percentile of 93. Her report card shows grades of "S+" and "E-" in Language, "E" for both semesters in Spelling and "S" in Writing.

Her test scores in Mathematics showed 8-5 in Concepts, 5-5 in Computations, for a composite of 6-5, and a percentile of 70. Her grades for the year were "S" and "E".

In Social Studies her score was 8-5 for a percentile of 86. Her grades for the course were "S+" for both semesters. On the Science test Kate's grade equivalent of 8-1 was 2-4 above grade level and placed her at the 84th percentile. Her report card shows no Science grade recorded for the first semester, and a Satisfactory made for the second semester.

Kate also took courses in Art, Music, and Physical Education, receiving "S" grades in all three classes.

She was judged to be Satisfactory in Attendance, in Personal and Social Growth and in Study and Work Habits.

Her teacher's comments under achievement in tool subjects were "very good. Excellent." In mental ability and effort she was rated "high." For social and emotional responses to and from others she stated "well-liked. Tries to please. Helpful." She added that Kate "works well with others." She was promoted to the 6th grade.

Kate entered 6th grade in the fall of 1973. In April, during the second semester, she was given the achievement test series when her grade placement was 6-8. Her composite test score over the academic areas tested was 10-7, giving her a percentile of 93.

On the Reading test Kate's grade equivalent was 11-1 in Comprehension, 10-9 in Vocabulary, for a composite of 11-3 and a percentile of 94. She earned a grade of "A" in Reading for both semesters.

In Language Arts, her grade equivalent was 12-1 in Usage, 12-9 in Spelling, for a composite of 12-5, and a percentile of 97. Her report card

shows a grade of "A" for both semesters in Language. No grades were recorded for Spelling or Writing.

On the Arithmetic test Kate was at 9-9 in Concepts, 7-8 in Computations, for a composite of 8-3. Her percentile was 77. Her report card shows "A-" in Arithmetic for the first semester and "A" for the second.

In Social Studies the grade equivalent was 9-5, at the 84th percentile. She earned a grade of "A" for both semesters.

On the Science test her grade equivalent was 9-2, for a percentile of 83. Her report card shows a grade of "A" for the first half of the year, and "A-" for the second semester.

No other entries were made on Kate's report card for the academic year. Her teacher's comments were "high in tool subjects, good reader in all areas, no weaknesses of any kind. Mental ability and effort are very superior. She is well-adjusted and gets along well with all students and teachers." As interests, the teacher listed Reading and outside activities. Additional comments were that Kate had potential as a leader. "A very sweet and nice girl. Very dependable student." She was promoted to the 7th grade.

Case Two: Benita

Benita, one-half Creek Indian, was 11 years, two months of age when she entered the sixth grade in September, 1973. She was an attractive girl, of average size, with long dark hair, smooth brown skin, and brown eyes. She wore eyeglasses with attractively shaped frames. Benita was intelligent and tried hard in all of her school work. She was very shy and not overtly friendly, yet seemed to thrive on attention which came to her from others. She did not actively seek to participate in group activities, but she would join in when she was asked. She was outwardly calm and controlled, and seldom displayed natural spontaneity. Because of her passivity, Benita was frequently on the receiving end of Charlene's aggressiveness. Benita sometimes made an attempt to stand firm but quickly gave up if Charlene persisted. She seemed to be an unhappy youngster who preferred to keep her thoughts to herself.

Obstetrical and Developmental History

Benita was born in July, 1962, after a normal pregnancy of nine months. She was delivered in a hospital with a physician in attendance. The mother was in labor for about five hours, and the baby's condition at birth was described as good. Her birth weight was recorded at eight pounds, one-half ounce, and her length was 20 inches. The mother's comment when she first saw her baby was "she's beautiful."

The mother was 20 years of age when Benita was born, and she said that the pregnancy was not planned. Prenatal care was begun during the third month. Her general health was good, although she was unhappy and under emotional stress because of marital problems, and criticism from her parents who had disapproved of her marriage and the pregnancy.

The mother relied upon her memory to provide information regarding certain developmental milestones. Benita held her head erect at two days, noticed noises at four days, and followed objects with her eyes at two weeks of age. She played with her hands at three months, rolled over alone from her back to her stomach and sat unsupported at four months. She reached for familiar persons by four or five months of age, stood alone at eight months, began teething at nine months and imitated sounds at ten months. According to the mother's recollection, Benita did not crawl but began walking alone by eleven months. She could follow simple directions, talked in short sentences, started counting, and could feed herself with a spoon by the age of one year. Benita was breast-fed for about two months and then

changed to a bottle formula for another ten months. Weaning was no problem. She was toilet trained at one year with some difficulty, which was not specified.

Childhood Diseases

Benita had measles at about age one, and chicken pox at age seven. No other illnesses or injuries were recalled except for the usual colds and sore throats. She had occasional fevers, sometimes as high as 105 degrees.

None of the family had chronic health problems or handicaps at the time the study was conducted.

Mother's Description of the Child

Benita's mother supplied the following information, which she wrote herself, concerning her own feelings and some of the events which occurred during Benita's pre-school years:

> I don't know the exact information you want, it's hard to put twelve years on paper. I'll start at the very first and tell it as it appeared to me. I don't know what is in Benita's mind or what memories she has. I was unhappy all the time I carried her, after six months of arguing with her father I went home to my folks which was almost as bad. I was subject to their disapproval of my marriage, much less having a baby! I cried the whole nine months of hell. Benita was born with a very easy delivery. An eight-pound girl, just what I wanted, beautiful I thought. I was completely devoted to this baby, nothing was too good for her, she would take dancing and music, and become a Miss America! But she was an unhappy baby, if she wasn't bawling, she was sullen, nothing made her happy, she never tried to crawl. Any toy we got her might hold her interest for a minute. One day she got up and walked, at eleven months she weighed 25-30 pounds, a very fat baby. Still she never played, she'd empty drawers, bookcases, pour bottles out. By now I could see she was different from other babies I knew, and my devotion was slowly dying. No one liked to keep her or see us bring her to their house. I was constantly spanking her, anything she did was wrong. I'd spank her for bawling. By now I was remarried and another baby was on the way. My husband tried to like her, she wouldn't have anything to do with him. He got to where he almost hated her, and we both spanked her too hard too often. He took her bottle away from her (I'd been trying to)

while I was at work and spanked her every time she cried for it; we spanked her every time she wet her pants (one year old). She could talk, she'd say she didn't want to pottie and wet her pants all at the same time. We thought she did it to be stubborn, we needed the spankings I know now. She didn't really know. I spent a great deal of time teaching her rhymes, to count and later write. She was very good. I enrolled her in a private kindergarten because it's the only thing that held any interest for her and she was ready to learn before school age. She also took dancing and swimming lessons. But at home, by now, she had two little brothers and she was mean to them, really mean. I couldn't hardly leave the room what the baby (crawling) didn't cry out, she pinched, kicked, stepped on them, jumped on them sometimes I didn't know what she'd done for sure, I'd get so mad I'd cry, now at times I hated her. I'd yell at her and spank her blindly. I didn't want to hurt her, I just wanted her to disappear. I left her with mother every chance I got and I hated to see her come back. The only way she'd play was to follow her little brother around and whatever he played with, take it away from him, mess it up, hide it. She didn't get along with kids at school, she couldn't talk without lying because most of the time she'd done something to someone. Her little brothers looked like angels beside her and suffered her cruelty. My second marriage didn't work out either. I tried hard, took his drunken beatings trying to keep us a family, hoping he'd stop running around. I often left Benita with mother to keep her away from him. He hated her, by now he wasn't allowed to touch her but he just completely ignored her and played with his sons. If she tried to play too he'd send her to bed or say "Come and get your kid." I hated him, she kept me upset till it was an effort to feel any love for her. I left him, my oldest son like to have never stopped crying for daddy. The kids were left with sitters, a long line of them, some good, some that locked them in their rooms all day, etc., they didn't last any longer than it took me to find out. Benita made a game of it, if they did something to make her mad she wanted me to fire them right then. It was hard to find one that'd stay. We had no money, all lessons stopped, as much to my despair as Benita's. We lived in a neighborhood overflowing with kids, Benita couldn't go outside for ten minutes without coming in bawling. No one liked her, she didn't know how to play. I couldn't work and take care of her, the truth is she was driving me out of my mind. The last summer I had her before I gave her to mother I got ahold of myself. I said I wouldn't yell, I wouldn't spank, we'd talk things out. I'd find out why. I never did, she used me, she used those talks to

get what she wanted, pretty soon I was saying, "Benita, I'm the mama, you're not!" I've never had a scheming mind, I've blundered through life straight on. My mind doesn't even work like that but hers does! Mother and Benita got along pretty good. It's hard to use mother, she's simple-minded and lazy, I might add. They have their arguments, Benita talks back awfully bad, but my Dad doesn't talk much, he just gets the belt and straightens her up. Benita is greedy, she'll have her own way at anyone's expense. I love her, she's mine, it makes me sad the way she is, I want help for her and wonder if I should try to take her back or leave her with Grandma. She's smart, she can act sweet now, but just cross her or tell her you know she's lying. She's an "A" student and delights in arguing, she's nosy about grownups business that doesn't concern her. Have her say some tongue twisters, she's a pro. She played cards at five years of age, Concentration, Solitaire, I don't know what her I.Q. is, I've never put her through any tests. I don't know if she's extra smart or not but her younger brother can't even compare, I had to make him take the first grade over, he's slow, but him I can deal with, I understand him.

Interests and Social Activities

Since Benita has spent most of her school age life in the home of her maternal grandparents, she has shared their activites. She has attended church functions and participated in Brownies. She enjoys card games, Bingo, and handcrafts which may be finished in a short time. She is easily bored, seems to enjoy looking for something new and different, then loses interest quickly.

At times she was congenial with other children and sought them out to play. At other times she liked to tease and aggravate so that other youngsters avoided her.

The mother claimed that the only thing to ever hold Benita's attention and interest was her school work, and she took pride in making good grades. She had maintained about an "A" average all through school and was thought to have made a good social adjustment. Spelling, Reading, and English were given as her best subjects, and Phonics was the most troublesome. A particular asset which the mother noted was that Benita was "quick-minded."

Family Information

In February, 1972, when Benita was age nine and in the 3rd grade, the mother married for the third time. The following October she gave birth to her fourth child. The new husband was employed as a welder, and was already the father of three children under the age of ten from a former marriage. His oldest child, a daughter, had been in therapy because of emotional problems, and that marriage was described as very unstable. These three children visited the father and his new family on a twice monthly basis, frequently causing a great deal of tension and quarreling.

In the spring of 1972, Benita's stepfather contacted the school counselor and requested an appointment, ostensibly to discuss Benita's progress. When he came in, he requested the counselor's opinion regarding Benita's living arrangement with the grandparents. He conveyed his wish that Benita live at home "where she belonged," but then expressed some doubt that it would be possible to make the change because of the emotional attachment of the grandparents. When the idea had been discussed with them previously, their reaction was to object to Benita leaving their home and return to her mother. The stepfather felt that Benita's mother had been wrong in not assuming the responsibility for her and had taken the easy way out by permitting Benita to live away from home. Before their marriage, the mother had described Benita to her husband-to-be as a spoiled, demanding, and aggravating child who could not get along with anyone. Now that some time had passed and he had had some opportunities to be with Benita, the stepfather disagreed with his wife's description of her personality and felt that he could cope with her if she were allowed to return home. He requested that the counselor administer some psychological tests to determine whether or not there were indications of emotional disturbance, and then give an opinion as to the effect a change in living arrangements might have. He gave written permission for Benita to be tested, and requested that the grandparents not be informed.

Counselor's Interview

Benita was seen approximately five weeks later. She was observed by the counselor to be an attractive youngster with medium dark skin, brown eyes and brown hair. She seemed very passive, yet responded to individual attention. She talked about her family, primarily her grandparents, describing their lives as all fun and everything "fine." The counselor noted that Benita talked like a "little old woman."

Tests Administered

Wechsler Intelligence Scale for Children (WISC), Bender Gestalt Visual Motor Test, and Projective Drawings.

Test Findings

Benita's intellectual functioning was found to be in the average range of mental ability (90-109). In the examiner's opinion there was wide variation in Benita's coping with different types of situations, suggesting uneven development and pointing to adjustment problems. Benita was thought to be lonely and socially inept, and in the examiner's words "part baby and part pseudo-adult." She had difficulty in peer relationships and was most often in the company of adults, whose behavior she imitated. The psychologist noted that in the drawings of her family Benita colored herself and her father black, saying that "he's kind of dark and I am too."

Recommendations

It was recommended that specific limits be set for Benita's behavior, both in the grandparents' home and when she visited her parents. The counselor declined to give an opinion as to whether or not changes should be made in Benita's living arrangements, as she felt this was a decision the family should make.

Test Results Conference

An appointment was made for the parents to come in for a conference approximately two weeks after the testing was completed. When they came for the interview, the mother appeared to be depressed. She said very little and made almost no eye contact with the counselor. The stepfather dominated the interview, and began by saying that he had decided he did not want Benita to live at home after all. He expressed concern about her, however, and wanted to help her in whatever way he could. He and his wife had discussed Benita's situation, and had decided that she should remain in the grandparents' home, with occasional visits with her mother and stepfather.

The counselor stressed Benita's need for stability and consistent management, for more opportunities to associate with her peer group. She also recommended that Benita and the parents might benefit from counseling, and suggested that they seek help from a private source or a community agency. The parent's response was that Benita's grandparents would never

allow it, but they would make some attempt to discuss it, and communicate their decision to the counselor.

School records do not indicate any further contact from the parents regarding Benita.

In early May, 1973, the stepfather contacted a family agency and requested an emergency appointment for himself. During the interview which followed he revealed that his wife had left a note to tell him that she was leaving and she had moved out of the house while he was at work. His first reaction was of desperation and he had literally torn the house apart searching for his gun, thinking that if he found it he would kill himself. He could not find the ammunition. He was still very depressed with suicidal thoughts but he was already beginning to hope that she would return.

At this time he revealed that when he and his wife were married, she was pregnant with another man's child. She had been having an affair with a married co-worker who was a Negro, and who declined to seek a divorce and marry her. Instead, Mr. and Mrs. J. decided to marry and offer the baby for adoption. After the baby's birth, both decided against it and the baby remained with them. Mr. J. said he felt as if the child were his own and it made no difference to him that it was fathered by someone else. By way of explanation he said that his own mother had provided for the children "on her back" and he tried to convey that he understood the reasons for it without condemning her. He came from a very deprived family whose father had deserted when he was about six months of age. He felt that his mother had done remarkably well in keeping the family together. His concern at this time was to persuade his wife to join him in therapy and work toward a reconciliation. She refused to become involved.

After a few sessions alone, Mr. J. gradually began to accept the separation and to recognize that a divorce was inevitable. He chastized himself for behaving foolishly and threatening to kill himself, and said that he had never reacted in that way before, even under difficult circumstances. He was still very upset over the thought of losing his wife to another man, but did not feel that it would be helpful to continue in therapy. With the help of his physician, who was providing him with tranquilizers, and his own "return to religion," he believed that he would be able to cope with his situation. He terminated therapy with the understanding that he could return when he wished. No mention was made of Benita or the other siblings during these brief contacts.

Elementary School Academic Record

School records were available from the first grade beginning with the 1968-69 term, and continuing through the sixth grade in 1973-74. The SRA achievement test battery was given in March, 1969, during the second semester of the first grade. At the time the test was administered, Benita's grade placement was 1-7. Her composite test score over the subject areas tested was 2-6, giving her a percentile rank of 88. On the Reading test her scores ranged from 2-3 in Comprehension, 2-6 in Vocabulary, giving a composite of 2-7, and a percentile of 90.

Her report card showed a grade of Satisfactory for the first semester, and Excellent for the second semester.

In Arithmetic her test scores were 1-8 in Reasoning, 2-5 in Concepts, 2-6 in Computation, giving a composite score of 2-4, and a percentile of 79. She was above grade level in each area. On her report card she earned a grade of "S-" for the first semester, bringing it up to "E-" by the end of the second semester. Her other grades were all Satisfactory except for Excellent in Writing. No Spelling grade was recorded for the first semester, but she earned "E-" for the second. In Phonics she had "S" the first semester and improved to "E-" by the end of the school year. She was rated Satisfactory in Attendance, and in Personal and Social Growth. In Study and Work Habits she progressed from "S" to "E-". Her first grade teacher noted that she was excellent in tool subjects, quiet, shy and well-liked in social relationships, and very good in mental ability and effort.

In the second grade, the achievement test battery was given in March, when Benita's grade placement was 2-7. Her composite score over the areas tested was 3-1, .4 above grade level, placing her at the 77th percentile. Her reading score was 2-6 in Comprehension, 2-8 in Vocabulary, giving a composite of 2-7, which was at grade level. She received grades of Excellent in Reading for both semesters.

Benita's Arithmetic scores were 1-8 in Reasoning, 2-5 in Concepts, 2-6 in Computation, giving her a composite of 2-4, and a percentile of 79. Her report card showed grades of "E-" and "E" for the two semesters.

In Language Arts her test scores were 3-6 in Grammar, 3-6 in Usage, 3-7 in Spelling, with a composite of 3-6, and a percentile of 91. Her grades in Language were "S-" and "E". In Spelling she earned an "E-" the first semester and improved to "E" by the end of the year. She was given "E" in

Phonics, and made Satisfactory grades in all other areas. She was rated Excellent in Attendance and in Study and Work Habits.

At the end of the second grade, the teacher's comments were "very good in tool subjects, excellent mental ability and effort, and well-mannered in social interactions."

The achievement test battery for third grade students was given in March, 1971. Benita's grade placement at that time was 3-7. Her composite score for the areas tested was 4-3, giving her a percentile of 69. Her Reading scores were 3-5 in Comprehension, 3-6 in Vocabulary, with a composite of 3-6, and a percentile of 47. Her report card showed a grade of "S-" in Reading for the first semester, and "E-" for the second.

The Arithmetic test score was recorded as a composite of 4-2, and a percentile of 68. She received grades of "S+" and "S" for the two semesters. In Language Arts her scores were 4-3 in Usage, 4-7 in Grammar, 6-9 in Spelling, with a composite of 5-2, and a percentile of 83. Her grade placement was 4-7 at the time of testing.

Her report card showed grades of Satisfactory in Language for both semesters. In Spelling she earned "E-" for the year, and in Writing her grade rose from Satisfactory to "E-" by the end of the second semester. Benita also took a course in Art that year, earning a grade of Satisfactory both semesters. In Social Studies she made "S+" the first semester, but no second semester grade was recorded. All other work was Satisfactory. Her Attendance was Excellent, as was her Work and Study Habits. Her teacher's comments were brief, but included a "very good" in tool subjects, "very good" in mental effort and ability. She noted that Benita was shy, but got along well with other students.

During fourth grade the achievement test battery was given in March, 1972, which made Benita's grade placement 4-7. Her composite score for the subject areas tested was 5-4, placing her at the 65th percentile.

In Reading Comprehension her test score was 5-5, Vocabulary 3-8, total score was 4-8, giving her a percentile of 49. She earned grades of Excellent in Reading for both semesters. On the Arithmetic test her score was 5-3 on Reasoning, 3-4 on Concepts, 7-4 on Computations, giving a composite of 5-4, and a percentile of 68. Her score on Computations was the highest she earned on this particular test administration.

In Language Arts her scores ranged from a 4-1 in Grammar Usage to a high of 9-4 in Spelling, which placed her at the 97th percentile. Her composite score was 7-1, for a percentile of 86. Her lowest grade equivalent scores were in Social Studies and Science, where she earned a 3-2, or 1-5 below grade level.

Benita's report card showed a grade of Excellent in Reading, Arithmetic, Language, and Spelling for both semesters. She earned "S+" in Social Studies and in Art. Her grade in Writing improved from "S+" to "E" for the second semester.

She was given a grade of "S+" in Personal and Social Growth, Excellent in Attendance and in Study and Work Habits. Benita's teacher noted that she was an excellent student, well-liked by others, but was very shy.

The following year, Benita's class was administered the SRA battery in March, 1973. At that time her grade placement was 5-7. Her composite score on the subject areas tested was 6-3, for a percentile of 65.

On the Reading test her scores were 5-8 in Comprehension, 5-6 in Vocabulary for a composite of 5-7. She ranked at the 49th percentile. In Mathematics, Benita's score of 5-9 in Concepts, 6-4 in Computations gave her a composite of 6-2, and a percentile of 63. Her highest scores continued to be in the area of Language Arts. She earned a 6-8 in Usage, a 9-4 in Spelling, for a composite of 7-8, placing her at the 80th percentile. In Science she scored 5-8, which was at grade level, and placed her at the 50th percentile. In Social Studies her grade equivalent was 6-2, for a percentile of 57.

On her report card Benita earned "S+" in Reading for the first semester and improved to "E-" by the end of the term. Benita's Arithmetic grades followed the same pattern as in Reading, with "S+" for the first semester and improving to "E-". She earned "E-" in Art for both semesters. A different designation was used for Music, which was recorded as an "A" and "A+". There was a grade of "E-" recorded for the first semester in a Health course, which apparently was changed to Science at mid-term. She also earned "E-" in that class. On the achievement test she was working at grade level, at the 50th percentile.

In Language her grade improved from "S+" to "E-". In Spelling she earned "E" for the first semester and dropped to "E-" by the end of the term. Her achievement test score in Spelling placed her at 9-4, or 4-7 above grade

level at the 92nd percentile.

The greatest improvement was shown in Social Studies where her grade rose from Satisfactory for the first semester to "E+" by the end of the year. Her achievement test score in Social Studies was 6-2, for a percentile of 57. In the areas of Social and Personal Growth, and in Attendance, she was rated "S+". For Study and Work Habits she was rated Excellent.

Her teacher's comments were "very good" in tool subjects. "Well-mannered, gets along well with others, and shy." Under mental ability and effort the comment was "tries very hard." For special interests the teacher noted that Benita was talented in Art.

In the sixth grade Benita took the achievement test battery in April, 1974, when her grade placement was 6-7. Her composite score over the academic areas tested was 8-1, and her percentile was 72.

Benita's strongest area was in Language Arts where she scored 9-7 in Usage, 10-2 in Spelling, for a composite of 10-1 and a percentile of 86. Her report card showed grades of "A" for both semesters in Reading. No grades were recorded for Spelling or Writing.

In Reading her test scores showed 6-9 in Comprehension, 7-4 in Vocabulary, for a composite of 7-2, and a percentile of 55. She received a grade of "A" for both semesters in Reading. In Mathematics she was at 7-1 in Concepts, 9-2 in Computations, for a composite of 7-9, and a percentile of 71. Her report card showed a grade of "A" for both semesters in Arithmetic. In Social Studies she was at 6-6, at the 44th percentile. Her actual grade placement was 6-8. No grades were recorded for this subject on her report card. Her Science score was 6-9, for a percentile of 52. Her report card showed a grade of "A-" for both semesters. Benita also received "A" for the year in Physical Education.

She was rated "A" in all other areas including Personal and Social Growth, and in Study and Work Habits. The teacher's comments were that she was "excellent" in tool subjects, shy and well-liked in social relationships, "above average and works at all assignments." The teacher noted that Benita was excellent in Art. It was recommended that she be promoted to the seventh grade.

Case Three: Charlene

Charlene, an attractive, vivacious Negro female was eleven years, nine months of age when she entered the sixth grade in September, 1973. Her ready smile, outgoing personality and wit gave the impression that she was a more capable student than her academic records indicated. With the other children she was domineering and bossy, and always wanted to be first in every activity. She tried to win and quickly became impatient and disgusted if a partner or another participant did not perform as quickly as expected. In spite of her bossiness, she was accepted by the other girls until her behavior became too overbearing, then they simply ignored her.

Her physical development appeared to be normal, and her coordination was good. She enjoyed games, particularly in the out-of-doors, and seemed to have a boundless supply of energy. Her attitude toward some of the teachers was somewhat hostile, but it was not a disruptive factor when the girls were together.

Obstetrical and Developmental History

Charlene, a Negro female, was born in January, 1962. She was an adopted child, therefore nothing was known of the pregnancy, labor and delivery and neonatal period. It was believed that her birth occurred after a normal gestation period of 40 weeks, and Charlene's birth weight was recorded as five pounds, seven ounces. Her condition at birth was unknown. It was not known if the natural mother had other children. Charlene was born in a hospital with a physician in attendance.

Charlene was adopted at approximately five months of age and information regarding her development from that time was provided by the adoptive parents.

Charlene reportedly played with her hands and rolled over from her back to her stomach by the age of five months, and sat unsupported by six months. At nine months of age she imitated sounds, cut her first tooth, and crawled about on the floor. At one year of age she reached for familiar persons, stood alone, walked about the room, ate with a spoon and talked in short sentences. She was bottle-fed for about one year, and weaning was no problem. She was toilet trained by one year. Training was described as "difficult" but the problems were not specified.

Childhood Diseases or Accidents

Charlene had measles at age three, and chicken pox at age ten. She was described as having numerous allergies but the parents were unable to say what she was allergic to. Charlene reportedly had been innoculated for Diphtheria-Pertussis-Tetanus, Polio, and Small pox.

Parents' Evaluation of the Child

The mother's assessment was that Charlene had not been able to adjust to the school situation and was unable to get along with other children. The father stated simply that he believed Charlene to have some kind of mental problem. The parents said that they had been concerned about Charlene from the time she had entered school. Their estimation of her overall school adjustment ranged from "poor" to "fair." Although the parents expressed dissatisfaction with Charlene's academic progress, she had not failed any grades. The mother thought that Charlene's best subjects were Arithmetic, Art and Spelling. She could list nothing as Charlene's poorest subjects. Charlene's current academic progress was judged to be "fair" as compared to that in the past.

Other Agency Contacts

The parents first sought help for Charlene when she was eight years of age. They took her for an evaluation at a nearby Medical Center when the mother was employed as a nurse's aide. The parents' complaints at that time were chiefly of Charlene's misbehavior and nervousness, rather than academic problems. They indicated to the staff at that time that Charlene was forgetful, seemed not to understand what was said to her, and talked to herself. She misbehaved at school and was frequently involved in fighting and agitating other children. The parents felt a need to maintain constant supervision in order to keep her out of trouble.

Information which was given to that agency included these developmental milestones: Charlene walked at one year, had normal speech development by three and one-half years, dressed herself including tying of shoes by age five. Although she was considered to be clumsy by the parents, Charlene learned to ride a trike and bicycle without difficulty, and could catch and throw a ball. She sucked her right index finger. Records did not indicate how long this habit persisted and the parents could not recall how they had dealt with it. The parents also complained that Charlene had a very short attention span, and she had never played well with her peer group.

Neurological Examination

The examiner noted that Charlene was restless and fidgety, but she was not considered to be hyperactive. She seemed bright, and was alert and cooperative. However, the parents claimed she was not exhibiting typical behavior. She was found to be right-handed, right-footed, right-eyed, and knew directionality well. She had good muscle tone and strength, and her development was equal bilaterally. She was tall and thin for her age but her trunk, gait, and stance were within the range of normal limits. There were no abnormal reflexes present. She had some difficulty in tandem walking. Her heart rate was 34, blood pressure 110/60. General examination was normal.

Impressions of the Examiner

On the basis of the history given by the parents and some findings in the neurological evaluation, it was thought that Charlene had a neurological problem. With her history of distractibility and inattention, the possibility of a seizure disorder was considered.

The psychological evaluation which was included as part of Charlene's diagnostic workup was not available for the purposes of this study. However, staff notes indicated that the findings were consistent with the neurological examination. The report concluded that "this child presents with neurological deficit and by psychological testing a visual-motor perceptual problem." Ths possibility of a seizure disorder was not ruled out, and it was further recommended that an electroencephalogram be performed to help determine whether or not medication was indicated. If an anticonvulsant were not needed, perhaps other medication to help with overactivity in the classroom would be recommended.

Records did not indicate any examination results which followed. However, three months later it was noted that Charlene had been placed on Mebarol 50 mg twice daily. According to the parents, it seemed to be helping her sleep pattern remarkably, but she was still nervous during the day, and was becoming more of a management problem for the sitter in charge of her care. It was recommended that the medication be continued, and that both parents and Charlene be seen in therapy. The family declined the offer of therapeutic intervention and there were no records of further contacts. It was not known how long the medication was continued, or whether it was administered according to the directions.

Approximately three months after the medical agency's diagnosis and recommendations, the adoptive parents went to a Juvenile Court counselor requesting that Charlene be removed from their home on the charge of "Beyond Parental Control." Their complaints at that time were that she lied, stole, was lazy, swore, was rude, associated with bad company, had temper tantrums, was destructive, emotional, had no initiative, bit her fingernails, was nervous, and talked to herself. The parents claimed that she could not be trusted at home by herself, but required constant supervision before and after school while the parents were at work. If she was left on her own, she was late in getting to school, and was destructive of family belongings. She reportedly played with matches and once burned some newspapers which she had piled on top of the kitchen range. On another occasion she turned on the gas oven without lighting it, then left the house to play while her father was asleep inside. The mother arrived home from work, smelled the escaping gas, and turned it off.

During the interview with the court counselor, Charlene stated that her main problem was stealing. The counselor's report noted that the child was friendly, seemed to be repeating what she had already been told about herself and was afraid to speak up against her parents. She seemed not to fully understand the implications of what might happen as a result of the interview.

The counselor also noted that the father did not seem concerned about the child's welfare and acted as though his main objective was to have her removed from the home. The mother showed some concern for Charlene, but gave the impression of going along with her husband's wishes in order to placate him.

The counselor explained to the parents their rights as far as filing a petition for the court to intercede and provide foster care or other placement for their child. Details of the procedures which followed were not provided, but records did indicate that a social worker from the Department of Social and Rehabilitative Services was assigned to work with the family in an attempt to keep Charlene in the home rather than to remove her.

Information regarding developments which followed was not available, however by March, 1972, when Charlene was in grade 4, the family had been persuaded to seek additional help from a community Mental Health Center.

The parents' presenting complaints at that time were similar to those given to the court counselor two years previously. Charlene was described

as having a long history of misbehavior. During this interview, the mother placed the beginning of her concern for Charlene as far back as infancy. She felt that their problems had become progressively worse, and since kindergarten Charlene's behavior had been a source of embarrassment. The parents related a long list of episodes including fighting, aggressiveness, disrupting the class, swearing, stealing, lying, refusing to mind the teacher and not doing her school work. She lied frequently so that it was almost impossible to determine when she told the truth. She preferred the company of younger children, whom she could manipulate into doing her bidding. Because of her reputation as a bully, few children liked her. According to the parents, she had never gotten along well with her peers.

During this interview (March, 1972) the parents mentioned their contact with the Medical Center two years previously. The mother said that Charlene had been taken there for tests but she could not recall why they went, what tests were administered, or whether any recommendations were made. She did recall that some medication was prescribed, but said she could not remember the name, its purpose, or how long it was given. She was vague as to the reasons why it was discontinued. The father disagreed with her version, saying that according to his recollection they were referred to a hospital in another city, but nothing was done there. They stated that they were now hoping to get something done to help Charlene. Mother felt that she was becoming increasingly unmanageable, and might get into more serious trouble. Charlene seemed drawn to males of any age and followed anyone who paid attention to her. She liked to put her arms around their neck, and sit on their lap. Mother was fearful that she would begin acting out sexually and become pregnant, which "would be a disgrace." The father said he was convinced that Charlene had bad blood, and there was "something in her brain that nobody can do anything about." He was of the opinion that the solution was to place her out of the home. The mother was undecided about what her real feelings were, but emphasized how nervous and embarrassed she was as a result of Charlene's behavior. The counselor assigned by the court had begun home visits twice monthly. The mother described her as a capable person who had offered many suggestions but nothing seemed to work for them.

The psychologist who interviewed the parents encouraged them to continue the counseling program already being carried on in the home. Charlene was scheduled to be seen at the Center for further evaluation.

When Charlene came for her first appointment the examiner observed her to be an attractive youngster who was well-dressed and had her hair

becomingly arranged. On the first visit she evidenced some shyness but soon became at ease. She talked freely and said that she wanted to be a secretary when she grew up, also that she wanted to "do good" for both her parents. Her vocabulary was quite well-developed for her age. She seemed eager to please and was very cooperative during the testing sessions.

Tests Administered

During the evaluation Charlene was administered the Wechsler Intelligence Scale for Children (WISC), Wide Range Achievement Test (WRAT), Bender Gestalt Visual Motor Test, and the Draw-A-Person.

On the WISC, she earned a Verbal I.Q. of 97, a Performance I.Q. of 96, which yielded a Full Scale I.Q. of 96, in the normal range (90-109) of intelligence. Scatter analysis of the WISC subtests revealed this youngster to have a good general fund of knowledge which reflected an alertness and interest in her environment. Her capacity for associative thinking, which is thought to correlate with general intelligence, was in the superior range. Low subtest scores generally were those affected by poor attention, distractibility and anxiety.

WRAT results revealed this youngster to be reading at grade level 4.8, Spelling 3.9, and doing Arithmetic at grade level 3.0. Her grade placement at the time of testing was 4.8, thus her Spelling and Arithmetic achievement were below grade level.

Bender reproductions were appropriate for her chronological age (10-3). There were no indications of visual-motor difficulties. DAP drawings suggested that she had been unable to make contact with those persons most important to her. Feelings of anxiety and insecurity were also indicated. The gratifications of these feelings had been sought through her excessive demands for attention and her acting-out behavior.

Recommendations were made that the parents return for counseling and that Charlene also be seen in a group of appropriate age children, with the goal of developing more acceptable social behavior.

Test results and recommendations were given to both parents and to the counselor who had been assigned by the court to work with the family. The psychologist noted that the father appeared to be very hostile but it could not be determined whether he was reacting to the conference itself or whether it related to his anxiety over Charlene. The mother was outwardly

composed and very verbal, but could find little of a positive nature to say. She admitted that she was a perfectionist and her expectations of Charlene were probably far beyond what a child of her age could hope to meet.

The parents did not seem pleased to hear that Charlene was in the average range, but had the potential of functioning in the above average range. Charlene's wish to please and her inability to do so was emphasized as being an important factor in her having strong feelings of insecurity and anxiety. Her acting-out behavior was thought to be the consequence of her desire to be accepted.

The parents appeared to be comfortable about the recommendations which were made to all three family members. They were to follow through with an appointment date to join a parent discussion group, and Charlene was to join a youngsters' group of the appropriate age. In addition, an offer was made to work with school personnel to assist them in coping with Charlene's classroom behavior. A suggestion was also made to consult regularly with the counselor, who had been assigned by the Court to work with the family.

The records indicated that the parents attended only one group session, and Charlene attended three sessions. The counselor made no further contacts with the Center except to request a copy of the psychological report. When the staff psychologist contacted the school, Charlene's teacher reported that she was doing average work, but was "one of the best readers in the class." She also observed that Charlene constantly sought attention from peers and teachers alike. Her social adjustment was described as inadequate, although there had been "no insurmountable problems thus far." Charlene's teacher requested a copy of the psychological report for the school records, and no further contacts were made. Charlene's file at the Center was terminated after several weeks' waiting period. The psychologist's diagnosis was Adjustment Reaction of Childhood.

Parental Information

The mother was born in 1927, in New Jersey. She graduated from high school about 1945, and was married shortly thereafter. The marriage ended in divorce in 1956, and it was not known whether or not there were any children. She listed her occupation as a nurse's aide which paid her $220.00 monthly income. She and Charlene's father were married in 1958. He gave his date of birth as 1936, and was a native Oklahoman. He completed the eleventh grade, and had no previous marriage. He was employed

as a machine operator, earning $360.00 monthly.

The mother was observed to be an attractive light-skinned Negro, very clean and carefully groomed. Her husband was dark-skinned, casually dressed and he seemed ill at ease. His manner of speaking was awkward and his word fluency was that of one with limited education or opportunity to acquire communication skills. The family had lived in the same home, which they were purchasing, for about seven years. Their religion was stated as Baptist and attendance was irregular.

Elementary School Academic Record

Charlene was administered the SRA achievement test battery in March, 1969, during the second semester of the first grade. Her grade placement at the time the test was taken was 1-7. Her composite score for all areas tested was a grade equivalent of 1-, placing her at the first percentile. The tests on which she scored higher were in Reading Comprehension and Arithmetic Concepts. In these areas her grade equivalent was 1-5 and 2-2, respectively. Charlene's report card was consistent with her achievement test scores. For the first semester she received Unsatisfactory in all course work except in Writing, Art, and Physical Education. Her grades in these three courses were Satisfactory. She was also graded Unsatisfactory in Attendance, Personal and Social Growth, and in Work and Study Habits. By the end of the second semester her grades were Needs Improvement in Reading, Social Studies, Language, Spelling, Science and Health. In Writing and Art her work was Satisfactory, and Arithmetic she remained at the Unsatisfactory level.

Her teacher's comments consisted only of "below average" in tool subjects and in mental ability and effort.

During the 1969-70 school year, the achievement tests were administered in March, when Charlene's grade placement was 2-7. Test results in all areas were not recorded. In Arithmetic her grade equivalent was 1-5, placing her at the 8th percentile. On the Reading test her grade equivalent in Comprehension was 1-1, in Vocabulary 1-8 for a composite of 1-4. She placed at the 7th percentile. Her composite grade equivalent for the areas recorded was 1-4, for a percentile of 5.

Charlene's report card for the first semester showed grades of "U+" in Reading and in Arithmetic. In Language and in Science she earned "N-", in Social Studies and in Writing she earned "N+". Grades of "S-" were

given in Spelling and in Physical Education. A Satisfactory grade was given in Art. In Personal and Social Growth her grades were "S-", and Needs to improve in Work and Study Habits. Attendance was Satisfactory. By the end of the second semester Charlene's grades were "S-" in Reading and in Health. She earned "N-" in Arithmetic, "N" in Language, "N+" in Writing and in Science. She did Satisfactory work in Art and in Physical Education, and "E-" in Spelling. In Attendance, and in Personal Growth she was graded "N", Social Growth remained "S-", and Study and Work Habits was Satisfactory.

The teacher's comments consisted only of "could do better" and "shows improvement over last year."

During the third grade, Charlene was tested in February, when her grade placement was 3-6. In Language Arts her grade equivalent was 1-6 in Capitalization and Punctuation, 2-1 in Grammar, 2-9 in Spelling, for a total of 2-2 and a percentile of 16. In Arithmetic her composite was 3-1, for a percentile of 35. On the Reading test her grade equivalent was 1-8 in Comprehension, 1-7 in Vocabulary, for a total of 1-4 and a percentile of 8. Her composite score for all areas tested was 2-6, placing her at the 17th percentile.

Charlene's grades for the first semester were "S-" in Reading, Writing, and in Science. She made "N-" in Arithmetic, "N" in Spelling, and "U" in Language. Satisfactory grades were recorded in Art, Physical Education, in Attendance and in Personal Growth. She was given "S-" in Social Growth and in Study and Work Habits. For the second semester, Charlene received grades of "U" in Arithmetic and Social Studies, "N-" in Language and Spelling, and "S-" in all other course work. She was also given "S-" in Physical Education, Attendance, and in Social Growth. Personal Growth was Satisfactory, and Study and Work Habits was graded as Needs Improvement. The teacher did not record any personal comments in Charlene's folder.

During the 1971-72 school term, Charlene was in grade 4. At the time the achievement tests were administered her grade placement was 4-7. Her composite score for the subject areas tested was 2-7, for a percentile rank of 2. On the Reading test her grade equivalent was 2-1 in Comprehension, 2-7 in Vocabulary, for a total of 2-1 and a percentile rank of 2. In Language Arts, her grade equivalent was 2-8 in Spelling, 2-2 in Usage, for a total of 2-3 and a percentile rank of 4. In Arithmetic, her score was 3-4 in Concepts, 3-1 in Computation, for a total of 3-2, placing her at the

9th percentile. Her grade equivalent was 3-1 in Social Studies, and 2-4 in Science.

Charlene's report card for the first semester showed grades of "S-" in Reading, Art, Language, Writing, and in Music. She was given "N+" in Arithmetic, Spelling, and in Science. In Social Studies her grade was "N". Her only Satisfactory grade was recorded in Health.

Charlene was given "S-" in Attendance and in Social Growth, and "N+" for Personal Growth and in Study and Work Habits.

For the second semester she performed Satisfactorily in Arithmetic and in Writing. In Reading, Art, Music and Physical Education she was given "S-". She earned grades of "N" in Social Studies and Language, and "U+" in Spelling. Her Attendance was Satisfactory, Social Growth was "S-", Personal Growth and Study and Work Habits were graded "N+".

The teacher's comments were "below average" in tool subjects and in mental ability and effort. No other notes were recorded.

During Charlene's fifth grade term, she was given the achievement tests in April, when her grade placement was 5-8. Her composite score of all the areas tested was 4-2, placing her at the 15th percentile. On the Reading test her grade equivalent was 3-9 in Comprehension, 4-2 in Vocabulary, for a total of 4-1 and a percentile rank of 21. In Language Arts, her score was 2-6 in Usage, 4-3 in Spelling, for a total of 3-3 and a percentile rank of 9. On the Arithmetic test her grade equivalent was 3-9 in Concepts, 4-7 in Computations, for a total of 4-5 and a percentile of 19. In Social Studies she was at 2-7, and in Science her grade equivalent was 3-9.

Charlene's report card for the first semester showed Satisfactory grades in Reading, Arithmetic, Art, Language, Writing and Physical Education. She was graded "S-" in Social Studies, Spelling and Health. Attendance, Personal and Social Growth were all Satisfactory, and Work and Study Habits was graded "S-".

For the second semester Charlene did Satisfactory work in all courses except for "S-" in Social Studies. The teacher's comments were "average" in tool subjects and in mental ability and effort.

During Charlene's sixth grade term the SRA achievement test was administered in April, 1974, when her grade placement was 5-2, placing

her at the 21st percentile. In Arithmetic, her grade equivalent was 4-7 in Concepts, 4-5 in Computations, for a total of 4-6, and a percentile rank of 12. On the Reading test her grade equivalent was 5-1 in Comprehension, 5-3 in Vocabulary, for a total of 5-3, which placed her at the 24th percentile. In Language Arts, she was at 3-1 in Usage, 4-9 in Spelling, and the total of 3-9 gave her a percentile rank of 16. In Social Studies her grade equivalent was 4-6, placing her at the 17th percentile. She was at the 29th percentile in Science with a grade equivalent of 5-6.

Charlene's report card showed that grades were recorded for five courses. For the first semester her grades were "D" in Arithmetic and Science, "C-" in Reading, Social Studies and Language. For the second semester her grades in Arithmetic and Language remained unchanged. In Reading and in Social Studies she improved both grades to "C". Her Science grade was "C-".

No entries were made regarding Charlene's attendance, Personal and Social Growth, or Study and Work Habits.

Charlene's teacher's comments were that she was below average in tool subjects but could develop into a better student if she would make more of an effort. In social interaction she was thought to be liked by female classmates but had trouble with teachers and was very hostile toward work assignments. In mental ability she was "below average" and "effort is not as good as she could produce." She was described as having a hostile attitude, lacked respect for others, was lazy and had to be pushed. Her interests were listed as outside sports.

It was recommended that Charlene be promoted to the 7th grade.

Case Four: Jody

Jody, a white female and the first of two siblings, was eleven years and two months of age when she entered the sixth grade in September, 1973. She was several pounds overweight and her appearance was generally untidy. She rarely smiled and had a rather petulant expression. She was cooperative when coaxed or directed but seldom showed eagerness or enthusiasm toward any activity. She was submissive, seemed slow to grasp the rules of whatever activity was going on, and usually was the least successful participant. She lost interest quickly, sometimes gave up her turn in whatever the group was doing and wandered about the room as if lost in her own thoughts. If she was criticized or became offended, she seldom spoke up in her own behalf. She often had her pockets filled with candy or gum which she ate without offering to share. She had little energy, expressed a distaste for school work, and seemed to have a negative outlook.

Obstetrical and Developmental History

Jody was born in July, 1962. The mother said it was a planned pregnancy, and prenatal care was begun during the second month. Her general health was good although she was placed on a diet in order to lose weight. She stated that she was not under any emotional pressure during her pregnancy. The baby was delivered in a hospital by a general practitioner. Jody was a full term plus two weeks pregnancy, making it necessary for the doctor to induce labor for her delivery. She was a breech delivery, and the mother was in labor for 30 hours. Birth weight was eight pounds, and her length was 21 inches. The mother's comment when she first saw the baby was "she looks just like her daddy." Jody was the first of two pregnancies, and there was no history of miscarriage. The mother's age at the time of Jody's birth was 25 years. Her health following the delivery was good except for gall bladder surgery which was performed approximately six months after Jody's birth.

The mother could not remember when certain developmental milestones occurred. She did recall that she spent a great deal of time with her baby during infancy and that Jody developed rapidly. By five months of age Jody sat unsupported and began to crawl by about six months. She began teething at eight months, stood alone at ten months and began walking shortly thereafter.

She could talk in short sentences and follow simple instructions by one year of age. She was bottle-fed until eleven months of age, and

weaning was not a problem. She was toilet trained by age two, but later regressed when a male sibling was born.

Childhood Diseases

Medical history included frequent ear infections and the mother feared for a time that Jody had some hearing loss. A medical examination revealed that her hearing was normal. Jody had chicken pox at age seven, and the mother estimated that she had had three-day measles about five times. Jody also had had asthma attacks as a pre-school age child, but it had not been a problem for several years. The mother was also asthmatic but she mentioned no health problems for other family members.

Social Activities and Interests

Jody was fond of animals and often said that she would like to become a Veterinarian when she grew up. She assumed full responsibility for caring for the family dog. She disliked having to do household chores but she would help readily with outside work. She enjoyed family picnics, swimming, and outdoor activities whenever possible. She also liked attending movies and riding her bicycle.

School Adjustment

Jody tended to isolate herself from peers, and generally had only one or two friends at a time. Her overall adjustment and academic performance was thought to be "fair."

In comparing Jody's achievement in Reading to that of her classmates, the mother thought that she was up to her grade level. Arithmetic, Jody's most difficult subject, was judged to be the subject hardest for her. Jody's handwriting was poor, and the mother attributed it to poor coordination. The mother listed Social Studies, Reading, Science, and Art as Jody's best subjects. Writing and Physical Education were also listed as difficult subjects. The mother could not list any particular talents or assets which Jody had.

Mother's Present Evaluation of the Child

The mother believed that many of Jody's early school problems were related to frequent ear infections which made it difficult for her to hear. She felt that Jody had become very frustrated from wanting to do her school

work and not being able to do it. The mother described Jody as a very serious child, who at times seemed older than she actually was. At other times she seemed very immature and acted too childish. She had never mixed well at school and had made few close friends. Her associations seemed to be on a superficial level. She was always very quiet around other people, and seemed pre-occupied with her own thoughts. Jody sucked her thumb until about age ten, but the mother did not specify how the habit was given up.

The mother voiced many negative comments about the quality of education Jody had received in the public school system. She had been concerned about Jody's academic performance since she entered school and had always believed that she needed special help in Reading and in Arithmetic.

The mother also expressed concern over problems the school was experiencing because of the busing and integration situation, and felt that it was an injustice for children to be forced to travel many miles from their neighborhood school for the purpose of providing racial balance. She had considered changing both of her children from public school to a parochial school where she felt they would receive better quality instruction, as well as some protection during the period of racial tension. She had not been able to reach a decision regarding a change, and the children had remained in the same setting.

In discussing Jody's academic progress, the mother said that Jody did not work well under pressure. She responded well to praise and encouragement, and could do the work if allowed to proceed at her own pace. She had some coordination problems and the mother specified past awkwardness in the use of scissors, and messiness with paints and colors. When Jody tried to write, she seemed to go through laborious motions, holding the pencil too tightly and too close to the end. When she was printing, Jody made very large letters, but in cursive writing her letters were extremely small and difficult to read.

The mother also said that Jody was becoming self-conscious about her size. Jody had not wanted to participate in gym class because of her physical appearance and problems in coordination. Jody claimed that she could not do some of the exercises which were required of her.

Both Jody and her mother were several pounds overweight, and they had made jokes and half-hearted attempts to diet. Neither had had the

willpower to stay with it long enough to lose weight. The mother could not recall when either of them had had a physical check-up, but she estimated that it had been about two years. She had been planning to take Jody to the doctor again for a check-up, but had not done so.

Contacts with Other Agencies

The mother said that she had sought help for Jody on two or three other occasions but did not feel that much, if anything, had been accomplished. She had taken Jody for an evaluation at the end of the first grade but she could not remember what the test findings were or what recommendations had been made. She had been concerned because of Jody's poor school adjustment and her academic performance during the first grade. The mother had sought help for Jody at a clinic associated with a Medical Center, following a conference with their family physician. A summary of their evaluation was made available for this study.

At the time the referral was made, Jody had completed the first grade. Her chronological age was seven years, eight months. The presenting problems which were given by the mother at that time included both learning and behavioral difficulties at school and at home. Jody did not complete her work, and her handwriting and drawing were considered poor. She was overly sensitive, her feelings were easily hurt, she was often embarrassed and cried when she felt frustrated. She was described as very jealous of a sibling who was two years younger than she, and who already excelled in a number of skills.

During that interview the mother stated that she had had pyelonephritis approximately one month before Jody's expected birth. She had also had elevated blood pressure on the last two or three visits to the doctor before delivery. She lost weight during pregnancy because of dieting under the physician's direction, and reduced from 190 pounds to 155 pounds.

Physician's Summary

A physical examination revealed a mild degree of clumsiness in alternate motions, and the physician noted that Jody did not seem to use her left hand adequately. Deep tendon reflexes and strength were thought to be equal bilaterally on physical examination. General physical and neurological examination were grossly within normal limits.

Behavioral Observations

The psychologist who evaluated Jody noted that she was extremely apathetic and listless during the examination. Her energy level seemed extremely low and she was not interested in the tasks required.

Tests Administered

Jody was administered the Wechsler Intelligence Scale for Children (WISC), the Peabody Picture Vocabulary Test, the Draw-A- Person, and the Bender Gestalt Visual Motor Test.

Test Results

Test results showed her to be functioning in the lower end of the Normal Range of intelligence. Both remote and auditory memory were impaired. Her ability to cope with every day problems was below a six-year level. Her ability to pay attention to essential details was also low. The Bender designs were very poorly copied. Severe distortion, lack of integration, and rotation were all present. "According to the Bender, Jody is not ready for any formal school work." In the psychologist's opinion, Jody should be placed in Special Education.

By the time an interpretative interview was scheduled with the parents, the school term had begun and Jody was enrolled in the second grade. The parents were advised by the medical staff that Jody should have Special Education. The staff also recommended that the mother avail herself of help in child management techniques and offered regular sessions for that purpose.

It was noted that the parents seemed interested and understood what they were told regarding the test findings. However, it was their feeling that Jody had shown improvement since the beginning of the current school year and they did not wish to have her school placement changed. They indicated that the school supported them in their decision. No commitment was made to return for counseling sessions. A summary of test results was sent to the school. Records did not indicate any further contact with the agency.

The mother could not recall any other evaluations conducted by the school, and had no contacts with professional agencies until the fall of Jody's fifth grade school year. It was about this time that her father was killed in an automobile accident, and the mother became concerned over

Jody's inability to express grief. She was very close to her father and was deeply hurt over his death. She did not cry but she talked about him freely and visited the cemetary with her mother and her younger brother. After discussing her concern with the family physician, the mother was referred to a psychologist for further consultation.

Psychologist's Interview

The mother presented two major problems for the psychologist to consider; Jody's failure to express grief, and her poor school work since the first grade.

In giving the developmental history, the mother said that Jody was weaned from the bottle at ten months, but reverted back to it following an illness which occurred when she was about one year old. The mother could not recall what the illness was, but she did remember that Jody developed an allergic reaction to the penicillin which was given. Developmental milestones were said to be within normal limits.

At that time Jody was described as being somewhat negative, shy, seclusive, and distrustful. She had never been able to express feelings easily, and had never cried or shown other emotions. Jody had not cried since the death of her father, but she had talked about him with a reasonable degree of openness and frankness.

Behavioral Observations

In the testing interview Jody was cooperative, although somewhat shy and emotionally inhibited. She showed a lack of confidence in her own ability and had developed a habit of speaking in partial sentences and allowing her voice to trail off into a meaningless jumble of words.

Tests Administered

The psychologist administered the Weschler Intelligence Scale for Children (WISC), Bender-Gestalt Visual Motor Test, Incomplete Sentences Blank (Children's Form), and the Gilmore Oral Reading Test.

Test Results

Jody's scores on the WISC placed her at the upper limits of the "low average" intellectual range. She appeared to be approximately one-year

delayed in her mental development. Her Bender-Gestalt drawings were poorly executed and she did appear to have some difficulty in the area of visual-motor coordination. In educational achievement, she was at the third grade level in Reading, Spelling and Arithmetic. Spelling was her most deficient area. The psychologist felt that her poor achievement in Spelling was related to a visual-motor coordination problem.

The personality evaluation confirmed that she was a rather emotionally constricted, socially withdrawn youngster. She was aloof, distant, and was lacking in the usual childhood spontaneity. The psychologist described her as having all the earmarks of a Schizoid adjustment pattern, characterized by a blunting of affect, excessive fantasies and a fear of close contact with others. In his opinion, it was a fairly typical adjustment pattern of some youngsters who have difficulty with school work. Accordingly, the fact that she had not been able to show grief over the death of her father was not anything that would be considered unusual, but characteristic of her total adjustment pattern.

In view of her level of mental development at that time he expected her to be having some difficulty with academic work at her current grade level. Her problem had been compounded by the fact that she seemed to have a significant problem in hand-eye coordination.

Recommendations were made for supportive therapy for the mother. He offered also to consult with the school to work out an educational program which would be more nearly suited to her educational needs at that time.

Records did not indicate how this information was relayed to the mother, or what her reaction was. There was no record of contact with the school to discuss an educational program for Jody.

Elementary School Academic Record

Jody entered the first grade in the 1968-1969 school year. Her academic record of grades and the results of achievement tests which were administered once each year were made available.

Jody took the SRA Achievement Test Battery in April, 1969, during the first grade. Her grade placement at the time of testing was 1-8. On the Reading test she earned a 2-5 in Comprehension, 2-6 in Vocabulary, for a composite of 2-7, ranking her at the 90th percentile. Her report card

showed that she had three grades recorded for the first semester in Reading. She began with "S-", received "N+" for Reading in Pre-Primer, and "S-" in Primer. Her grade for the second semester was "S+".

On the Arithmetic test battery, Jody's grade equivalent was 2-5 in Concepts, 1-1 in Reasoning, 2-8 in Computations, for a composite of 2-2, and a percentile of 70. Her report card showed "S+" for the first semester, which improved to Satisfactory by the end of the term. In Language-Perception she was at 3-2, at the 87th percentile. In Verbal-Pictorial Association her grade equivalent was 2-5, at the 80th percentile.

Grades were not recorded in Language for either semester. She received a grade of "S+" for the second semester in Spelling, and none was recorded for the first semester. In Writing, she was graded less than Satisfactory "S-" for the first semester, and raised it to Satisfactory by the end of the year.

Jody also had course work in Phonics, earning a grade of "N+" and "S". In Art she was graded "S-" and "S". Her highest grades were above Satisfactory "S+" in Reading and in Spelling. On the achievement test battery her best work was in Arithmetic Computation and in Reading Vocabulary. Her composite score for the academic areas tested that year was 2-5, placing her at the 85th percentile. In Personal and Social Growth and in Study and Work Habits she improved from "S-" to Satisfactory. She was rated "E-" in Attendance.

The teacher's comments during the 1968-69 school year were as follows: Achievement in tool subjects was judged to be "slow, but is working. Very timid." In social interactions the teacher wrote "good. Very timid and cries very easily." Under mental ability and effort Jody was believed to have the ability to do good work. An added comment was "her eyes need attention."

In second grade the achievement test battery was administered in March, 1970. Jody's grade placement at that time was 2-7.

The test results from this administration were handwritten into Jody's file, and were incomplete. In Arithmetic Reasoning and in Concepts, her grade equivalent was 2-5 and her percentile rank was 54. In Computations, she was at 1-2, and her percentile was recorded as 7. In Language Arts she was at the 41st percentile with a grade equivalent of 2-2 in Capitalization. In Usage she was 2-4, and ranked at percentile 49. She did better

in Spelling with a grade equivalent of 3-6 and a percentile of 87. Her best work was on the Reading test where she ranked at the 84th percentile with a grade equivalent of 3-7. In Vocabulary she was at 2-8, and a percentile rank of 68. Her composite score for the academic areas tested was 2-7, which was at grade level, and her percentile was 64.

Her report card shows "N" for Needs Improvement for both semesters in Arithmetic. She earned Satisfactory for both semesters in Language, Spelling, Writing, and in Reading.

She was graded "S" in Phonics for both semesters. She was also graded "S" in Personal Social Growth and "Needs to Improve" in Work and Study Habits. Attendance improved from "S" to "E-". The teacher's comments were that Jody was "lazy and slow." It was recommended that she be promoted to the third grade.

Jody entered school in the 1970-71 term, and was administered the achievement test battery in March, 1971, when her grade placement was 3-7.

On the Reading test she was at 4-3 in Comprehension, at 5-3 in Vocabulary, for a composite of 4-8. She ranked at the 75th percentile. Her report card shows that she progressed from Satisfactory the first semester to "E-" by the end of the term.

Her Mathematics test result was recorded as a grade equivalent of 2-6, for a percentile of 19. She received a grade of "N" for Needs Improvement the first semester, and dropped to "Unsatisfactory by the end of the school term.

In Language Arts, her grade equivalent was 4-7 in Grammar, 3-7 in Spelling, 3-1 in Capitalization and Punctuation for a composite of 3-6, and a percentile of 45. Her report card showed Satisfactory work in Language and Spelling. Her first semester's grade in Writing was "Needs Improvement" which improved to "S". Her grades ranged from "E-" in Reading to "U" in Arithmetic. Her composite test score was 3-3, ranking her at the 30th percentile.

Jody received Satisfactory grades in Social and Personal Growth and in Attendance. In Work and Study Habits she had "N" for the first semester and raised it to "S" by the end of school. Her teacher's comments were "good reader" under achievement in tool subjects. In mental ability

and effort she wrote "does good in all subjects except Math." She was promoted to the fourth grade.

During Jody's fourth school year which began in the fall of 1971, she took the achievement test battery in March, 1972. Her grade placement was 4-7.

On the Reading test, Jody's grade equivalent was 3-1 in Comprehension, 3-8 in Vocabulary, for a composite of 3-4, and a percentile of 21. Her report card showed "S+" and "E-" for the two semesters' grades in Reading.

On the Arithmetic test Jody's grade equivalent was 4-1 in Reasoning, 3-1 in Concepts, 3-1 in Computations, for a composite of 3-1. She was ranked at the 2nd percentile. Her report card showed grades of "S-" and "N+" for the two semesters.

In Language Arts, she placed at 4-6 in Capitalization and Punctuation, 3-2 in Grammar, and 3-1 in Spelling. Her composite score of 3-1 placed her at the 15th percentile. Her course work showed "S-" and "S+" for grades in Language. In Spelling she made "S+" and dropped to "S-" for the second semester. Her grades in Writing were "N+" and "S-".

Her test score in Social Studies was 4-4, at the 39th percentile. Her grades were "S-" and "N+". In Science she was at grade level with 4-7 and a percentile of 44. Her report card showed grades of "N+" and "S" for the year. Jody's composite score for all areas tested was 3-4, which was one month higher than when the test battery was taken the previous year.

Jody took a course in Music and her grades were recorded using a different system. She received "B" and "B-" for the two semesters.

In Attendance she was graded "S" and raised it to "E-" the second half of the school term. Personal and Social Growth was Satisfactory, and for Work and Study Habits she was given "N+" for both semesters.

Her teacher's comments were "very good in Reading and Language but needs to improve in Math." Under mental effort and ability she wrote "not very interested in progressing. Does little homework. Tries to get by. Prefers doing chores for the teacher." Comments on social relationships were "very quiet and mannerable." She was promoted to the fifth grade.

The school records for the following year did not indicate that Jody took an achievement test battery. No scores were recorded, and there was no entry into her file which might indicate the reason for the omission.

Her report card showed grades of "S+" in Reading for the first semester, and changed to "C+" for the second half of the year. In Arithmetic she earned "S+" and "C-". She had a grade recorded in Art for the first semester only, which was "S". In Social Studies she made "S-" and "C+". In Language her semester grades were "S+" and "C". In Spelling a grade of "S+" was recorded for the first semester, with no grade entered for the second half. In Writing she made "S-". For Science she earned "C-" during both semesters. She received "S" for one semester of Physical Education.

In Personal Growth she was given "S+" for one semester, "S" in Social Growth, and "S+" for Study and Work Habits. No entries were made in these three areas for the second semester. Jody received no grades in Attendance for either semester.

Her teacher's comments were brief. She noted "good" in achievement in tool subjects, "good" in social interactions, and "very good" in mental ability and effort.

Records show that Jody took the SRA achievement test in April, 1974, during her sixth grade year. Her grade placement at the time the test was taken was 6-8.

Jody's highest test scores were in Reading, where her grade equivalent of 7-1 in Comprehension, 7-9 in Vocabulary, gave a composite of 7-4, and a percentile rank of 60. Her report card showed a grade of "C" recorded for the first semester, and no grade recorded for the second semester.

In Language Arts she had 5-2 in Usage, 6-4 in Spelling, for a composite of 5-9, placing her at the 33rd percentile. Jody's report card showed a grade of "C" for both semesters in Language, but no grades were recorded for either semester in Spelling or in Writing.

In Arithmetic her test scores showed a 4-7 in Concepts, 4-9 in Computations, and a composite of 4-9. She was at the 16th percentile. Her report card showed a grade of "F" for the first semester, and nothing was recorded for the second half of the school year. Jody's test score in Social Studies was 3-1, placing her at the 3rd percentile. She received grades of "C+"

and "C" for the two semesters' work in this course. In Science her grade equivalent was 5-6, at the 29th percentile. In her course work, she earned grades of "C-" and "C" for the year. Her composite score for the areas tested was 6-1, placing her at the 35th percentile. She was .7 below grade level. No other grades were recorded for course work during the first semester, and no entries were made for the second semester.

The teacher's comments were "good" in achievement in tool subjects, "well-adjusted and well-mannered in social interactions. She noted that Jody's mental ability and effort were "good ability but could work harder." She added that Jody had a "good assortment of interests," but did not specify what they were. It was recommended that she be promoted to the seventh grade.

Case Five: Lillian

Lillian, a Negro female, the fourth of five siblings, was eleven years, three months of age when she entered the sixth grade in September, 1973. She was slightly taller than average for her age, and she wore her hair cut short which showed small gold earrings in her pierced ears. She seemed self-conscious about her appearance and often would not remove her coat during school activities.

Lillian was shy and difficult to draw out in conversation. She seemed to want and enjoy interaction with other children but did not actively seek it. She was seldom selected first for games but when she was not chosen she seemed content to be an observer. She played well in simple games such as checkers and dominoes, and she followed the rules. In many ways she seemed mature and used common sense beyond her years. Because of a very hostile and domineering mother, school personnel were cautious in their relationship with Lillian and her siblings.

Obstetrical and Developmental History

Lillian was born in June, 1962, after a nine-month pregnancy which the mother described as difficult. The pregnancy was unplanned and prenatal care began during the third month. She said her health was "fair," and described her general condition after Lillian's birth as "good."

Lillian was born in a hospital with a physician in attendance. Her birth weight was recorded as seven pounds, three ounces and her length was 17 inches. The mother was in labor for six hours, and could recall nothing unusual about the delivery. The baby's condition at birth was believed to be good. The mother's reaction when she first saw her baby was that she was "happy to have a beautiful baby girl."

The mother relied on her memory to supply information regarding developmental milestones. Lillian noticed noises, played with her hands and followed objects with her eyes at three months, held her head erect and rolled over from her back to her stomach at four months of age. She reached for familiar persons and began teething at five months. She imitated sounds by six months of age, sat unsupported by seven months and began crawling by about nine months. She stood alone and began walking by the age of one year. By about fourteen months of age she could follow simple instructions, talk in short sentences, and feed herself with a spoon. She was on a bottle formula until she was 20 months old and weaning was no

problem. The mother said that Lillian was completely toilet trained by 16 months, and that training was not difficult.

Childhood Diseases or Accidents

Lillian's immunization record showed that she had had shots for Small Pox, Diphtheria, Tetanus and Whooping Cough between the years 1967-69. She had a Tuberculin test in 1969. Lillian had Measles at about age four and Mumps at age five. She had frequent colds and sore throats with fever sometimes as high as 105 degrees. Lillian's vision and hearing were checked by a school nurse during the third grade and again in fifth grade, and no visual or auditory problems were found.

Parents' Description of the Child

The mother claimed to have been concerned about Lillian since she was about six years of age. She was described as being nervous and restless, with too much energy and inclined to hold things inside instead of discussing them.

Lillian's adjustment when she entered school was "fair." Both parents thought she was accepted by her peers, generally got along well with them and sought opportunities to join in group activities. In the parents' estimation, Lillian's achievement had been average, with Social Studies, Language Arts, and Art given as her best subjects. Spelling and Mathematics were believed to be the most difficult for her. The parents were unable to cite any particular academic deficiencies, and could not think of any assets or abilities Lillian might have. They believed her current academic progress to be an improvement over previous years.

Contact with Other Agencies

The mother recalled that when Lillian was eight years of age and in the third grade, she was taken to the family physician for an examination. Because of what he believed to be an excessive amount of anxiety, he prescribed 10 mgs of Melloril daily, and referred her for further evaluation within the medical complex.

Examination Data

The physical examination was done in the presence of Lillian's mother, who seemed impatient and extraordinarily demanding of her. The

child was very clean and obviously dressed up for the trip to the clinic. The mother requested that the examination be carried out very carefully. The results of the physical examination were essentially normal.

Lillian's attention span seemed excellent. She volunteered little information but responded readily to questions. She seemed not to notice the physician's notetaking, but did show occasional interest in a medical student who sat in as an observer. Her concentration did not appear impeded despite many motoric activities indicative of considerable anxiety. The examiner noted that her cognitive and perceptive functions were quite keen. Her vocabulary was somewhat greater than one would expect at this age level. Her intelligence was thought to be above average. The examiner referred Lillian to a staff psychologist for further evaluation.

Behavioral Observations

Lillian was of average height for her age, nicely dressed and very polite without age relevant spontaneity. She conveyed the impression that she was accustomed to behaving in a way which would be pleasing to adults. Lillian told the examiner that she had come in for a check-up, and that she had had many physical examinations and X-rays on previous occasions.

During the testing interview Lillian seemed to relax somewhat, although some anxiety was obvious during the whole session. She was cooperative and the test results were believed to be valid.

Tests Administered

Lillian was administered the Wechsler Intelligence Scale for Children, the Rorschach Inkblot Test, Children's Apperception Test, and the Figure Drawing Test.

Test Results

Lillian was found to have above average intellectual endowment. Her potential was not always actualized and appeared to vary as a function of the task demands, the amount of structure given, and the effect of emotions. In a well-structured situation she was able to perform within the normal to bright level. Her thinking processes and verbal concept formation were well-integrated. Her language was well organized and she was able to elaborate on her responses in such a way as to improve them. In a relatively unstructured situation, however, she was easily overwhelmed by impulses

and emotions, which resulted in a decrease of productivity, and idiosyncratic thinking.

Lillian seemed to have little capacity for a warm give and take emotional relationship with others. In the examiner's opinion, she saw herself as a small person in a dangerous world, which may have been an attempt to cope with tendencies toward masculine identification. Perhaps one of the reasons for Lillian's wish for masculine identification was that she saw it as the way out from a domineering mother. The father was seen as a person who tried to maintain a myth of masculinity without success.

Lillian's defenses were mainly denial, oral aggression, and intellectualization. These defenses were not strong enough to prevent her from being overwhelmed by her own infantile impulses and wishes which at times affected her total psychic functioning.

Psychologist's Impressions

The test results showed an incipient borderline schizophrenic process in an eight-year-old potentially bright girl. Her ego states seemed to fluctuate. At times she appeared entirely appropriate while at other times she was inappropriate. Lillian's intelligence quotient was estimated to be between 115-120 from the three subtest scores obtained on the WISC: 13 on Similarities, 7 on Block Design, and 18 on Digit Span.

Recommendations

1. To continue the medication which had been previously prescribed, and to return to their physician for regular check-ups and re-evaluation of the medication.

2. Psychotherapy was recommended but not available. If and when an opening should occur at the Center the parents would be notified.

3. Lillian should be re-evaluated at the Center in six months. If the Medical Center did not contact them regarding another appointment, the parents should assume the responsibility for initiating contact themselves.

In the final interview it was noted that the test results were given to the parents, and the recommendations were fairly well received. Records did not indicate any further contact with this agency.

At the end of the 1972-73 school term, when Lillian had completed the fifth grade, her mother went to another physician requesting a complete physical examination of Lillian because of nervousness and what she believed to be hyperactivity. The previous year Lillian's teacher had complained that she was becoming rebellious toward authority figures, and appeared to be having more mood swings than was thought to be normal.

The physician was apparently not informed of Lillian's previous medical or psychological evaluations, and referred her for further testing in order to help him in making a diagnosis.

Presenting Problems

During this interview with a psychologist, the mother said that she was concerned about Lillian's restlessness and overactivity, but claimed that she was not a behavioral problem at school. Lillian was said to be very critical of her own school work, and was never satisfied with her efforts.

The mother stated that she had sought help for Lillian about two years prior to this interview but had not fully understood what was done. She had taken Lillian to a Medical Center where they had examined her but the family heard nothing about further appointments and had not pursued it. Their present physician was requesting an evaluation with the results and recommendations sent to him.

Behavioral Observations

Lillian was clean and appropriately dressed. She was well-mannered and had a pleasant smile, and was generally cooperative throughout the testing.

Tests Administered

Wechsler Intelligence Scale for Children (WISC), Wide Range Achievement Test (WRAT), Bender Gestalt Visual Motor Test, Draw-A-Person, and the Rorschach Inkblot Test.

Test Results

On the WISC, Lillian achieved a Verbal I.Q. of 99, a Performance I.Q. of 83 and a Full Scale I.Q. of 91. In terms of verbal intelligence she was functioning in the middle of the normal range (90-109), her non-verbal

functioning was in the dull normal range (80-89), and her overall functioning was in the normal range of intelligence. In the examiner's opinion, Lillian's overall potential could be above the middle of the average range, although she was not presently functioning at that level. An analysis of the WISC subtests suggested that she was experiencing visual-perceptual difficulties which could have contributed to her earlier adjustment problems.

WRAT results revealed that Lillian's achievement ranged from one to three years below her grade placement although potentially she was capable of average performance.

Lillian's Bender reproductions revealed visual-motor difficulties which possibly had been a factor in her early school adjustment. It appeared, however, that she had learned to compensate somewhat for these problems and was able to function satisfactorily, although not up to her potential.

Projective test results were interpreted as indicative of many environmental conflicts. Lillian apparently felt helpless in her situation and tended to cover up her hostile feelings by keeping to herself. The tendency to be oppositional with authority figures was also noted. Furthermore, she was becoming increasingly critical and unhappy with herself. The consequences of such feelings would be the dejection and moodiness which was becoming more evident in Lillian's relationships with others.

As a consequence of having a learning handicap coupled with deteriorating interpersonal relationships, Lillian possibly felt insurmountable pressure to succeed.

Recommendations

1. A complete physical examination for Lillian to determine whether there was a physiological basis for her restlessness, whether medication was indicated.

2. Counseling on a regular basis for Lillian.

3. Parental counseling for the mother to help re-open lines of communication and to improve the mother-daughter relationship.

Results Conference

The results of Lillian's testing were conveyed to the mother approxi-

mately three weeks after it was completed. The mother reacted rather passively and did not respond directly to the recommendation for counseling. She remarked only that she had gone through it before and had learned little if anything from other agencies. She was vague about what had been done before and why services were discontinued. It was the psychologist's impression that the mother made a pretense of seeking help by "shopping around" various agencies and that she would drift away whenever she was faced with having to become involved herself. The conference terminated with no commitment from the mother to follow any of the recommendations. There was no record of any further contact with the family.

Family Information

The mother was born in 1936, in the State of Texas. She was the mother of five children and it was not certain that she was legally married to any of the children's fathers. She gave birth to her first child, a son, at age sixteen, dropped out of school and existed by help from the Welfare Department's Aid to Dependent Children program. Two years later she gave birth to a second child, a daughter. These two children had the same father. He had also dropped out of school and worked occasionally as a laborer. No other information was made available regarding the children's father.

Sometime during the next five years, the mother moved to another state, where she continued to receive ADC assistance.

In 1960, she gave birth to her third child, a son, followed by Lillian's birth two years later. These two children are believed to have the same father. Nothing is known of the fifth child who was born in 1973.

At the time this study was conducted, during Lillian's sixth grade, her oldest sibling was twenty-one. He had completed the tenth grade and was well-known as an agitator, and was suspected of involvement in drug activities. He had no occupation, but received assistance from the Department of Public Welfare. Lillian's sister, now age 19, had graduated from high school, was married and had a child. The third sibling was in junior high school and his temperament was described as very much like the 21-year-old, Matthew. No other family information was made available.

Elementary School Academic Record

Lillian entered first grade during the 1968-69 school term. Her school records did not show any achievement test results for that year. School

records did not show any achievement test results for that year. School personnel determined that entries which had been made into her file, if any, had become lost, misfiled, or for some reason could not be located.

Her report card for the first semester indicated Satisfactory work in all courses listed. Reading, Arithmetic, Art, Spelling, Writing and Music. She was given "S-" in Attendance. For the second semester her grades remained the same, except for a drop to "S-" in Arithmetic. Her grade in attendance dropped from "S-" to Needs to Improve. Her poor attendance record for the second semester may be a possible explanation for the lack of achievement test scores in her school file for that year.

Lillian was administered the SRA achievement test battery in March, 1970, during the second grade. Her grade placement at the time of the test was 2-7. Her test scores were handwritten into her file and did not include a composite score or percentile for the three areas tested. Her test results were recorded as follows: In Reading Comprehension her grade equivalent was 3-7, with a percentile of 84. In Vocabulary, she was at 2-6, at the 59th percentile. In Language Arts Usage her score was 2-5, at the 54th percentile. In Capitalization her grade equivalent was 2-4, for a percentile of 50. Her lowest was in Spelling, a 2-1 for a percentile rank of 28. On the Arithmetic test her grade equivalent in Concepts was 2-9, for a percentile of 71. In Reasoning it was at the 54th percentile with a 2-5. In Computations she was at grade level 2-7 and a percentile of 62. Her composite grade equivalent was 2-7, giving her a percentile of 64.

Lillian's report card showed grades of "Satisfactory" for both semesters in Reading, Art, Health, and in Physical Education. In Arithmetic she dropped from "S-" to Needs Improvement. In Social Studies and in Language her grades were "S-" and "N+" for both semesters. In Spelling she progressed from "S+" to "E-" by the second semester. In Writing and in Science she dropped from "S" to "S-".

In Personal and Social Growth, and in Study and Work Habits she was graded Satisfactory. In Attendance she dropped from "S-" to Needs Improvement.

Her teacher's comments at the end of the year were "fair" in tool subjects, "average" in mental ability and effort, and "good" in social interactions. No other comments were recorded except that Lillian was "shy but responds well to praise."

In the third grade, the same achievement test battery was administered in March, 1971. Lillian's grade placement at that time was 3-7. Results were recorded for Language Arts and Reading only. In Language Arts her grade equivalent was 2-8 in Capitalization and Punctuation, 3-1 in Grammar, 3-9 in Spelling, for a composite of 3-3 and a percentile of 33. On the Reading test she was at 3-5 in Comprehension, 2-5 in Vocabulary, for a composite of 2-8 and a percentile of 23. Her Arithmetic test result was recorded only as a grade equivalent of 1-6, and a percentile of 4. Her composite for all subject areas tested was 2-7, for a percentile of 14.

Lillian's report card showed grades of "S" and "S+" in Reading for the two semesters. In Arithmetic she was given "S-" and "S" for the year. She progressed in Spelling from "S" to "S+". In Language she earned "S" for both semesters. No grade was recorded in Social Studies the first semester, but a Satisfactory was entered for a second semester grade. She received a Satisfactory grade in Science the first semester, but no grade was recorded for the second. Lillian's highest grade for the year was "E-" in Writing, which she earned during the second semester. Her performance in other areas was graded as Satisfactory.

The teacher's comments were as follows: "Lillian is a good student. Could do better than she does at times. Tends to want to loaf when work gets hard. Plays well with other children most of the time. Responds well in oral discussion. She earned a reading certificate."

During the 1971-72 school year Lillian's fourth grade class was administered the achievement test battery at the end of February, when her grade placement was 4-6. In Reading Comprehension she was 4-5, in Vocabulary at 4-1, for a composite of 4-2 and a percentile of 45. In Arithmetic she was 4-6 in Reasoning, 3-4 in Concepts, 3-4 in Computations, for a composite of 3-7 and a percentile of 24. In Language Arts she was 3-1 in Capitalization and Punctuation, 3-1 in Grammar Usage, 3-3 in Spelling, for a composite of 3-1 and a percentile of 12. In Science her grade equivalent was 3-1 for a percentile of 5. Her composite for all subject areas tested was 3-2, for a percentile of 15.

Lillian's report card indicated grades of "S-" and "S" in Reading and in Arithmetic for the year. In Spelling, Writing, and Science she received "S" for both semesters. In Art she earned "S+", and in Social Studies her grades were "E-" and "S" for the year. In Personal and Social Growth, in Attendance, and in Study and Work Habits she was graded Satisfactory.

The teacher's comments were "average" in tool subjects, and added "Lillian would do much better if she had the backing. This hateful attitude she has is derived from home. She is in the middle reading group. Knows her multiples to 12." It was recommended that Lillian be promoted to fifth grade.

During the following school term Lillian took the test battery in March, 1973, when her grade placement was 5-7. In Reading Comprehension her grade equivalent was 4-3, in Vocabulary 3-9, for a total of 4-1 and a percentile of 21. In Language Arts she was at 3-1 in Usage, 4-9 in Spelling, for a total of 3-9 and a percentile of 16. In Arithmetic her grade equivalent was 2-9 in Concepts, 3-2 in Computations, for a total of 3-1 and a percentile of 3. In Social Studies she was at 2-1, and ranked at the 1st percentile. In Science her grade equivalent was 4-9 for a percentile of 32. Her composite for all areas tested was 3-8, placing her at the 11th percentile.

Her report card showed grades of "S-" for both semesters in the following subjects: Health, Science, Writing, Spelling, Language and Social Studies. Her work was Satisfactory in Reading for both semesters. In Arithmetic she dropped from "S" to "S-". Her best grades were in Art, in which she earned "S+" for both semesters. In Physical Education she earned "S" and "S+".

In Personal Growth she was given Satisfactory for both semesters, but in Social Growth she was graded "Needs Improvement" and "S-" for the year. Study and Work Habits were also graded "N" for both semesters.

The teacher's comments were "fair" in tool subjects, "fairly good" in Social Interactions, and "average" mental ability and effort. Other comments were, "responds best to very quiet pleasant requests. Has leadership qualities. Interested in Art." She was promoted to the sixth grade.

In April, 1974, when Lillian's grade placement was 6-7, her achievement test results were recorded as follows: In Reading Comprehension her grade equivalent was 3-3, in Vocabulary 5-2, for a total of 4-3 and a percentile of 13. In Language Arts Usage she was at 4-8, in Spelling 6-9, for a total of 6-1 and a percentile of 35. In Mathematics her grade equivalent was 3-8 in Concepts, 4-7 in Computations, for a total of 4-4 and a percentile of 9. In Social Studies she was at 5-1, for a percentile rank of 23. In Science her grade equivalent was 4-6, placing her at the 17th percentile. Her composite score for all areas tested was 4-8, for a percentile of 16.

Lillian's report card indicated grades of "B" and "B-" for the year in Reading. She earned a grade of "D" in Mathematics for both semesters. Social Studies improved from "D" to "C-". In Language she received "A-" the first semester and dropped to a "B" by the end of the term. She received "C-" for both semesters in Science. No other entries were made on her report card.

The teacher's comments were "average" in tool subjects, "good" in social interactions, and "good" in mental ability and effort. Reading and Art were mentioned as Lillian's special interests. An added comment was "attitude greatly improved. Can and does very fine work." It was recommended that Lillian be promoted to the seventh grade.

Case Six: Lucie

Lucie, one-fourth Choctaw Indian, was eleven years, ten months of age when she entered the sixth grade in September, 1973. She was a well-developed youngster with dark, curly hair, olive skin and sparkling brown eyes. She was usually appropriately dressed and well-mannered. She was friendly with classmates, she participated in activities with enthusiasm and she liked to win. She showed leadership qualities and assumed an active role in suggesting what the group would do. She was alert, receptive, and quick to size up a new situation. She was generally thoughtful and considerate of others, and seemed to be conscientious in doing what was expected. She was quite open and verbal, yet did not dominate. She sought attention appropriately but if left to her own devices she functioned quite well. Lucie added a certain liveliness to the group and was a favorite participant.

Obstetrical and Developmental History

Lucie was born in November, 1961. Her birth occurred after a nine-month pregnancy. The mother was in labor for three hours, and she recalled nothing unusual about the delivery. Lucie's birth weight was six pounds, three ounces, and she was 19 inches in length. The mother could not remember her comment when she saw her baby for the first time.

Prenatal care began during the third month of pregnancy. It was not planned, and Lucie was the fifth of five such unplanned births. The mother's general health was good, although she was in an automobile accident and sustained minor injuries. She could not recall during which month of pregnancy the accident occurred, and she claimed to have been under no emotional stress during the pregnancy. Lucie's birth occurred in a military hospital, with a physician in attendance.

At the time Lucie was born, all of the family was living together. The other children in the home included fifteen-year old twin girls, Alta, age five, Jerry, age four, and George, age two. The mother was 35 years of age when Lucie was born. Because of the responsibilities of caring for all of the children, she had not kept careful records of Lucie's development. She recalled nothing unusual, and believed that certain developmental milestones had occurred when expected.

Lucie followed objects with her eyes and noticed noises at six weeks; she held her head erect, played with her hands, and reached for familiar

persons at two months. She sat unsupported by five months of age, crawled, and stood alone by nine months. She began teething at eight months, imitated sounds, and walked unattended at one year. Lucie was bottle-fed until she was about nine months of age, and weaning was not a problem. By age two, she talked in short sentences and could use a spoon to feed herself. The mother's recollections of this period of Lucie's development were that she was a happy, contented baby, who ate and slept well, and who demanded little attention.

Toilet training, which began at about eighteen months of age, was described as difficult, with some regressions occurring until Lucie entered school. By age five Lucie was trying to learn to count numbers, and could follow simple directions.

Childhood Diseases

Lucie had chicken pox at age three, and measles at about age four. She had frequent colds and sore throats with fever sometimes as high as 104 degrees. The mother described her as a generally healthy child.

Mother's Description of the Child

The mother thought that Lucie got along well with peers and sought opportunities to play with other children. She could think of no particular assets or talents which Lucie might have. Her achievement in Reading and Arithmetic was "good." Lucie's grades since entering school had been mostly "B" with about a "C" average in the third and fourth grades. The mother also remembered her general adjustment during those two years in school as "fair," but rated it as "good" for the other grades. She added that Lucie's progress during the 1973-74 term was much improved.

Lucie's mother described her personal appearance as "cute, and favoring her paternal grandfather who had a similar 'tan' complexion and dark brown, curly hair, which Lucie hated." She had lots of clothes, but preferred to wear pants to school. She was pleased when her mother dressed up and had often told her, "I want to be like you when I am grown." The mother said that all of the children were proud of her looks and the fact that she appeared to be several years younger than she actually was.

The mother said that she had first become concerned about Lucie's behavior when she entered kindergarten while the family was stationed in Europe. She attended only about one month before they were transferred

back to the United States. During that time the teacher informed the mother that Lucie would not go to the bathroom during recess, but would urinate in her panties. Lucie did not mention any of these accidents to the teacher or ask to go home and change her clothing. Her classmates reported these occurrences to the teacher and complained about the odor. The teacher made several telephone contacts with the mother and they also had conferences at school to discuss the situation. Lucie's mother said that her own reaction was frustration about what to do. She had had the same problem with Alta, who was then ten years of age, and she was convinced that it was due to emotional problems. She had tried ignoring it, scolding and whipping, finally trying not to make an issue of it, but simply asking that the child change her clothing.

The teacher had also complained that Lucie was immature and lazy, she would not assume any responsibility for doing her classwork, and did not try to excel in any area. Her papers were not neat and she made no effort to keep her desk tidy. The teacher felt that Lucie was capable of doing much better work, and labeled her as an underachiever.

Contacts with Other Agencies

In the spring of Lucie's fifth grade in school the mother sought help through the Base Hospital Services Unit. At that time the presenting problems were Lucie's numerous physical complaints including frequent headaches, fatigue, vomiting and insomnia. She was ill two or three times each week, and her school attendance was irregular. The physician referred the mother and Lucie to another department for a psychological evaluation to help him in making a diagnosis of Lucie's problem.

Psychologist's Interview

At the time the physician's referral was made, an appointment was scheduled for both parents to be interviewed. The mother came in alone and said that her husband was glad that a business trip had made it necessary for him to be out of town. He did not believe that psychologists could be of much help with the kind of problems Lucie was having. The mother explained that Lucie had a long history of physical complaints and doctors had never found anything organically wrong. She was described as overly sensitive, easily upset, restless and often unable to sleep. The mother sometimes suggested that Lucie find something interesting to read until she became sleepy or would tell her to pray. In this interview, the mother said that Lucie had chronic nose bleeds since infancy. She had learned to pinch her nose and

hold her head back until the bleeding stopped. She also had frequent sore throats. A physician who had examined Lucie previously thought she might have a peptic ulcer, but for some unexplained reason the mother did not return for the complete examination which he recommended.

Behavioral Observations

The psychologist who evaluated Lucie observed that she was quiet but alert and cooperative. She was at times restless and fidgety, shifted often in her chair and swung her feet. Her fingernails and cuticle showed some signs of biting and chewing. Lucie impressed the examiner as a youngster who wanted to please, but whose feelings made her tense and uncomfortable.

Tests Administered

Lucie was administered the Wechsler Intelligence Scale for Children, Bender-Gestalt Visual Motor Test, Projective Drawings, Thematic Apperception Test, and the Rorschach Inkblot Test.

Test Results

Test results showed Lucie to be in the bright normal range of intelligence (110-119). Her vocabulary, reasoning ability, and accumulation of knowledge were above that which was expected of a child her age. She appeared to be a child who would have no problems in school.

It was the examiner's impression that Lucie was a very unhappy child. She had a strong need to please adults, to be polite and ladylike, but she also had a great deal of anger which she expressed in various ways when she was made to do something she didn't want to do. She had learned that others have the power to make her do as they say and consequently she felt powerless and unable to control her environment. In the examiner's opinion, Lucie was both anxious and depressed, and had many unmet needs. One of the most important was her need to be dependent, and to be cared for by her mother. Lucie's physical complaints seemed to be related to her deep emotional needs, and they gave her power over her mother in that the symptoms demanded mother's close attention and care. Her physical problems kept Lucie at home several times each week where she was the focus of attention. Her sickness also served the function of giving her an outlet for pent-up feelings of frustration and anger.

It was recommended that Lucie be seen in individual therapy, and that the mother and father be seen for parental counseling.

Family Information

The mother was attractive, nicely groomed and looked much younger than her 45 years. She was poised, outgoing and gave a feeling of warmth. She described herself as one who showed her feelings. She was the fourth of twelve siblings, only four of whom were presently living. She described her childhood as very deprived, and she dropped out of school during the eleventh grade in order to go to work. Her father was employed but was barely able to provide food and shelter, and some of the children died in infancy because of a lack of food and medical care. She was married for the first time at age seventeen. She had three children before the marriage ended in divorce five years later. The older child was taken by the father, and was later reared by the paternal grandmother. She retained custody of twin girls, and reared them. Lucie's mother said the divorce was her own decision, for she wanted to become independent. She dreaded the prospect of being tied down and having too many children as her own mother had.

Lucie's mother did not plan to have more children when she married her present husband. None of the four pregnancies was planned.

Her husband, also age 45, one-half Choctaw Indian, had been in military service approximately twenty years. He had been married previously for one and one-half years and had one child, a daughter, from that marriage. He reportedly divorced his wife because she drank excessively and refused to have more children. She was an artist who spent much of her time pursuing her own interests. Lucie's mother had often said that the first wife showed good sense in leaving, and wished for as much courage herself.

The father had discussed very little of his own childhood with anyone. He was the older of two siblings, and his brother was still unmarried and very attached to their domineering mother. His father died in 1966, and he was described as having been a very quiet and gentle person. Lucie's father, his mother and brother maintained a distant relationship with each other.

Lucie's mother described her husband as having a terrible temper, which he sometimes expressed in tantrums. He drank occasionally and became overly sensitive and critical of her and the children. When his mother came for an occasional visit he became intoxicated and caused an unpleasant family argument.

Lucie's father had never enjoyed a close relationship with any of the

children. When the children were small, he was unwilling to help care for them and the mother assumed full responsibility for the children and running the household. She had since wondered that if she had insisted on more participation from him, they might have had an opportunity to enjoy each other's companionship. The father had never joined in any kind of social life with the family. When he was at home he seemed content to sleep on the couch, which irritated the members of the family.

The mother had been willing to assume all responsibility in the home, but later felt resentful because her husband did not assume the management of the boys. She felt now that her decision to run everything was a mistake, that she had been "too stupid" at the beginning. When they were first married, her husband was stingy with his money, and after about a year she decided to handle their financial affairs in addition to her other responsibilities. There were no problems particularly under her husband's management, and he seemed not to object to her taking charge of the money.

For a period of two years prior to Lucie's birth and until she entered kindergarten the mother said she "drank herself into oblivion." She and her husband quarrelled constantly, often in front of the children. As the bickering became more frequent and severe, her drinking increased. The mother said that she was never an alcoholic. She was always ill the day after drinking and could not tolerate even the smell of beer or alcohol of any kind. She finally decided to stop drinking, and with psychiatric help was able to do so. She described herself now as a social drinker but one who did not need or rely on it as she once had.

Siblings

Lucie's twin sisters lived in the home until she was about five years of age. The twins took over the rearing of the children and the mother actually had very little responsibility for their care until the older girls left home. She spent much of her time attending social functions, such as bridge and cocktail parties. She was very upset when the twins left home to attend college and to be married. The married daughter did remain in the city, however, and whenever the younger children became angry with the mother they would threaten to telephone the older sibling and ask that she come and take them to her home. Lucie's mother said that she had a difficult time adjusting to the abrupt change from a care-free social life to that of being a full-time housewife.

Alta

She was the oldest child still in the home, and five years older than Lucie. The mother recalled that she had many problems with Alta and felt that she had done everything wrong in trying to cope with her behavior. Alta had continued to have toilet accidents after she reached school age and the mother had often whipped her with a belt. Alta was described as having the same temperament as her father. She was irritable, critical and had violent temper outbursts when she could not have her own way.

Alta had repeated the second grade. Her teacher recommended retention because of inability to concentrate on her school work. She had a short attention span, and seemed to tune out the teacher. At the time the family was living at a military base overseas. Alta was seen by a pediatrician who wanted to prescribe tranquilizers. She later was in therapy with a psychiatrist who placed her on Meprobamate. The mother thought that the medication did not help. Her estimate of Alta's school performance thus far was "fair." The mother was drinking heavily during this time, and continued until Alta was in the fourth grade.

In the spring of 1972, Alta took an overdose of medication, and left a note telling her parents how much she hated them. The mother had known she was unhappy but did not realize the seriousness of it. She had encouraged Alta to seek psychiatric help but she had refused. After the apparent suicide attempt, the mother scheduled an appointment for Alta at a Psychiatric Clinic. When she was informed of the scheduled visit, Alta ran away from home and was gone for four days. When she returned home the mother tried to be understanding and was successful in persuading Alta to accept therapy. She was later hospitalized and received group therapy for several weeks.

After her release from the hospital Alta asked to go to another state to live with an aunt. The father was opposed to the idea and refused to give his consent. He suggested instead that all of the family move back to that area which had been their former home.

Alta went to visit her aunt and stayed for several weeks. By the time fall arrived, Alta had not come home and the mother was becoming concerned that she return in time to enroll in school. The family then learned that Alta was pregnant, and an abortion had already been arranged before the parents were informed. The mother accepted the arrangement with some difficulty for she would have preferred that Alta have the baby and then arrange for its care.

Jerry

Jerry was four years older than Lucie, and was described as "just like his father." The mother had been very concerned about Jerry's feminine tendencies. He had always said that he would like to be a girl. He had often dressed up in his sister's clothes and shoes. The mother became more alarmed when George, the younger brother, began imitating him. Jerry's best friend also claimed he wanted to be a girl. Jerry was described as an average student, and he had frequently been in trouble for misbehaving in the classroom and calling the teacher names. The father had seldom shown any interest in Jerry or tried to spend time with him. He joined Cub Scouts but soon lost interest. The mother blamed her husband for not taking part in any of the children's activities and she thought Jerry would have continued if his father had participated.

The mother believed that Jerry had been around females too much. As a small boy he had dressed up in his sister's clothing, played with their toys and was in female company all of the time. He had never shown the normal masculine interest in sports. The father had been away from home frequently, and had made only occasional efforts to provide companionship.

George

George was two years older than Lucie, and was described as being very much like his father in disposition. They clashed frequently and the mother felt that her husband was overly critical of him.

George had repeated the first grade. The mother was very concerned about him because he hit other children, could not sit still in the classroom and paid no attention to the teacher. In the second grade he seemed unable to learn and had been given a conditional promotion. The mother had wondered many times if George were brain-damaged. He was nervous, and had a poor memory. The doctor once prescribed 25 mg of Atarax daily for his hyperactivity, but the mother did not believe it had helped. George went through a period of imitating Jerry, who said he wanted to be a girl and liked to put on his sister's clothing.

George was destructive with toys and liked to smell of everything he touched. He particularly destroyed dolls, pulled off their arms and legs, and tore out their hair. The mother had sought help for him when he was about eight years of age. The therapist had recommended family therapy, since there were multiple problems. The mother recalled that the sessions

lasted over a period of nine months, and were more beneficial to her than to anyone else in the family. When they went in for therapy, George would lie down and pretend to be asleep, Alta wandered about the room and marked on the blackboard, and Lucie stared out of the window. All of the children refused to talk, and none would participate in therapy. The sessions were terminated.

Elementary School Academic Record

Lucie entered first grade during the 1968-69 school term. In April, 1969, the achievement test battery was administered when her grade placement was 1-8. Test results were handwritten into her school record. On the Arithmetic test her grade equivalent was 1-9 in Concepts, 1-4 in Reasoning, 2-3 in Computation, for a total of 1-9 and a percentile of 49.

In Reading Comprehension her grade equivalent was 1-9, and Vocabulary was 2-2. Language-Perception was 1-1, and Verbal-Pictorial Association was 1-7. Her total was a grade equivalent of 1-6, for a percentile of 42.

Of all the academic areas tested, Lucie's composite grade equivalent was 1-7, for a percentile of 48.

Lucie's report card for the first semester indicated grades of "S-" in Reading and in Writing. Satisfactory credit was given for course work in Arithmetic, Art, Music and in Attendance. No other entries were made for that semester.

During the second half of the school term, Lucie earned a Satisfactory in Reading, Arithmetic, Art, Music, and in Attendance. She was graded "S-" in Writing and "E" in Spelling. No other entries were made on her report card for that year.

The teacher's comments at the end of the year were a "fair" in tool subjects, and "good" in mental ability and effort. In social interactions, the teacher wrote "other children like her," and added the comment that "Lucie does her best in her work." She was promoted to the second grade.

During the 1969-70 school year, Lucie took the achievement test series in April, when her grade placement was 2-8. Her test results were handwritten into the school record, and they were incomplete. The following information was given: In Reading Comprehension her grade equivalent

was 2-9, for a percentile of 57. In Vocabulary, she was also at 2-9, for a percentile of 58. In Language Arts her grade equivalent was 2-9 in Capitalization, 3-1 in Usage, and 3-6 in Spelling. On the Arithmetic test her grade equivalent was 2-3 in Reasoning, 2-7 in Concepts and 2-5 in Computations. Her composite score for the academic areas tested was 2-8, which was at grade level, for a percentile of 52.

Lucie's report card for the first semester showed grades of "Excellent" in Reading and Spelling. She did Satisfactory work in Arithmetic, Art, Writing, and Music. For the second semester, Lucie's work was again "E" in Reading, Spelling, and in Writing. Her work in Arithmetic, Art, and Music was Satisfactory. She was also Satisfactory in Personal and Social Growth, and in Study and Work Habits. Her attendance grade improved from "S" to "E" by the end of the school year.

The teacher's comments were "very good" in tool subjects, and "high" in mental ability and effort. She added that "Mathematics is her greatest weakness." In social interactions the teacher noted that "Lucie is pleasant and happy, liked by everyone." She was promoted to the third grade.

According to Lucie's record for the 1970-71 school year, the achievement test series was given in April, when her grade placement was 3-8. Her test results were handwritten into the file and contained three entries. Lucie's grade equivalent was 4-5 in Language Arts, 3-3 in Arithmetic, and 4-3 in Reading. No other information was given.

Her report card for the first semester indicated grades of "S+" in Reading, Spelling and Art. In Arithmetic she earned "S-", but did Satisfactory work in Writing and in Music. During the second semester she earned the same grades in Reading and in Art, but dropped to Satisfactory in Spelling. She improved from "S-" to "S" in Arithmetic, but remained at the Satisfactory level in Writing and Music.

In Personal and Social Growth, and in Study and Work Habits she was graded "S+". Her attendance for both semesters was judged to be Satisfactory.

The teacher's comments were "very good in Reading, but has lots of trouble with Arithmetic." In mental ability and effort she wrote "high average ability. Works hard to please." In social interactions Lucie was a "very sweet child. Gets along well with everyone." She was promoted to the fourth grade.

During the 1971-72 school year, Lucie took the achievement tests in March, when her grade placement was 4-7. On the Reading test her grade equivalent was 7-2 in Comprehension, 5-9 in Vocabulary for a total of 6-3 and a percentile of 80. In Arithmetic, she was at 3-1 in Reasoning, 3-7 in Concepts, 4-8 in Computations, for a total of 3-3 and a percentile of 10. On the Language Arts tests her grade equivalent was 5-9 in Capitalization and Punctuation, 6-3 in Grammar Usage, 5-3 in Spelling, for a total of 5-7 and a percentile of 68. In Social Studies she was at 3-6, for a percentile of 23. Her grade equivalent in Science was 3-2, for a percentile of 19. Lucie's composite grade equivalent for all academic areas tested was 5-1, ranking her at 54th percentile.

Her report card for the first semester indicated Satisfactory grades in Reading, Spelling, Writing, and in Music. Her Arithmetic grade was "S-". Her best mark was "S+" in Art. For the second semester her grades remained the same in Reading, Writing, Music, and in Art. She improved from "S-" to "E-" in Arithmetic. She was given a Satisfactory in Attendance, Personal Growth and in Study and Work Habits. In Social Growth she was graded "S+".

The teacher's comments were "satisfactory" in tool subjects, "above average" and "good" in mental ability and effort. In social interactions she wrote "well-adjusted." No other entries were made. Lucie was promoted to the fifth grade.

During the 1972-73 school year Lucie took the achievement tests in April, when her grade placement was 5-8. On the Reading test her grade equivalent in Comprehension was 9-1, 6-5 in Vocabulary, for a total of 7-9 and a percentile of 82. In Language Arts her grade equivalent was 8-1 in Usage, 6-8 in Spelling, for a total of 7-5 and a percentile of 77. In Mathematics she was at 6-1 and a percentile of 65. In Social Studies she was at 8-1, and ranked at the 83rd percentile. In Science her grade equivalent for the academic areas tested was 7-1 for a percentile of 77.

Lucie's report card for the first semester indicated grades of "E-" in Language and Spelling, "S+" in Reading, Writing, Science, and in Art. She earned "S" in Arithmetic, Social Studies, Health, and in Music. At the end of the second semester she maintained the same grades in Reading, Arithmetic, Art, Spelling, Writing, Science and in Music. Her Social Studies grade improved from "S" to "S+", and her grade in Language improved from "E-" to "E". She was given Satisfactory in Attendance, Personal Growth, and in Study and Work Habits. Her Social Growth was "S+" for both semesters.

The teacher's comments were "good average" in tool subjects, "tries hard to get all work in. A little slow. Very good in written work. Very neat." In social interactions she wrote "very well adjusted. Is a leader among girls. Keeps peace." She noted that Lucie had served as class secretary, and was "a lovely student."

Lucie entered sixth grade during the school term of 1973-74. The achievement tests were administered in April, when her grade placement was 6-8. On the Reading test her grade equivalent was 7-5 in Comprehension, 6-9 in Vocabulary, for a total of 7-3 and a percentile of 58. In Language Arts she was at 8-5 in Usage, 8-4 in Spelling, for a total of 8-3 and a percentile of 72. In Arithmetic her grade equivalent was 5-6 in Concepts, 6-2 in Computations, for a total of 6-1 and a percentile of 34. In Social Studies she was at the 86th percentile with a grade equivalent of 9-8. In Science she was at 6-6, for a percentile of 46. Her composite grade equivalent for the academic areas tested was 7-1, placing her at the 55th percentile.

Lucie's report card for the first semester showed grades of "A" in Reading, Language, and in Spelling. For her work in Arithmetic, Social Studies, and Science, she earned a grade of "B". For the second semester Lucie maintained her same grades except for Social Studies which improved from "B" to "A", and her grade in Science dropped from "B" to "B-". In Attendance, Personal and Social Growth, and in Study and Work Habits she received "A" for both semesters.

The teacher's comments were "above average" in tool subjects, and "works hard" in mental ability and effort. In social interactions she wrote "very mature. Interested in adult things." It was recommended that Lucie be promoted to seventh grade.

APPENDIX B

BEHAVIORAL CHECKLIST

BEHAVIORAL CHARACTERISTICS OF THE CHILD

Below is a list of behavioral problems. Write in a number on the line before each problem to indicate how much of a problem it is. Use the numbers 0, 1, 2, and 3 as follows:

0 means the behavior is no problem
1 means the behavior is a slight problem
2 means the behavior is a frequent problem
3 means the behavior is a severe problem

0 Wets bed or clothes	1 Restless, overactive	0 Lies
0 Poor bowel control	0 Short attention span	0 Steals
0 Sucks thumb	1 Angers easily	0 Dishonest
0 Feeding problem	2 Wants own way	0 Acts peculiar
0 Sleeping problem	2 Jealous of others	0 Talks strange
2 Cries easily	0 Cruel to animals	1 Bizarre ideas
1 Temper tantrums	1 Disobeys parents	2 Avoids people
2 Selfish	0 Disobeys teachers	2 Shy
0 Slow learner	0 School truancy	2 Discouraged
2 Pretends sickness	0 Runs away	2 Sad
2 Picks on others	0 Drug abuse	1 Moody
2 Gets picked on	1 Sex problems	2 Worries

KATE

BEHAVIORAL CHARACTERISTICS OF THE CHILD

Below is a list of behavioral problems. Write in a number on the line before each problem to indicate how much of a problem it is. Use the numbers 0, 1, 2, and 3 as follows:

0 means the behavior is no problem
1 means the behavior is a slight problem
2 means the behavior is a frequent problem
3 means the behavior is a severe problem

0 Wets bed or clothes	1 Restless, overactive	2 Lies
0 Poor bowel control	0 Short attention span	0 Steals
0 Sucks thumb	3 Angers easily	1 Dishonest
1 Feeding problem	3 Wants own way	0 Acts peculiar
1 Sleeping problem	3 Jealous of others	0 Talks strange
2 Cries easily	0 Cruel to animals	0 Bizarre ideas
2 Temper tantrums	2 Disobeys parents	2 Avoids people
3 Selfish	0 Disobeys teachers	2 Shy
0 Slow learner	0 School truancy	3 Discouraged
2 Pretends sickness	0 Runs away	3 Sad
2 Picks on others	0 Drug abuse	3 Moody
2 Gets picked on	0 Sex problems	3 Worries

BENITA

BEHAVIORAL CHARACTERISTICS OF THE CHILD

Below is a list of behavioral problems. Write in a number on the line before each problem to indicate how much of a problem it is. Use the numbers 0, 1, 2, and 3 as follows:

0 means the behavior is no problem
1 means the behavior is a slight problem
2 means the behavior is a frequent problem
3 means the behavior is a severe problem

0 Wets bed or clothes	2 Restless, overactive	0 Lies
0 Poor bowel control	2 Short attention span	1 Steals
0 Sucks thumb	2 Angers easily	0 Dishonest
2 Feeding problem	1 Wants own way	0 Acts peculiar
2 Sleeping problem	2 Jealous of others	0 Talks strange
2 Cries easily	2 Cruel to animals	0 Bizarre ideas
1 Temper tantrums	0 Disobeys parents	2 Avoids people
3 Selfish	1 Disobeys teachers	2 Shy
2 Slow learner	0 School truancy	3 Discouraged
2 Pretends sickness	0 Runs away	3 Sad
2 Picks on others	0 Drug abuse	3 Moody
1 Gets picked on	0 Sex problems	3 Worries

CHARLENE

BEHAVIORAL CHARACTERISTICS OF THE CHILD

Below is a list of behavioral problems. Write in a number on the line before each problem to indicate how much of a problem it is. Use the numbers 0, 1, 2, and 3 as follows:

0 means the behavior is no problem
1 means the behavior is a slight problem
2 means the behavior is a frequent problem
3 means the behavior is a severe problem

0 Wets bed or clothes	1 Restless, overactive	0 Lies
0 Poor bowel control	1 Short attention span	1 Steals
0 Sucks thumb	2 Angers easily	0 Dishonest
1 Feeding problem	2 Wants own way	1 Acts peculiar
1 Sleeping problem	1 Jealous of others	0 Talks strange
2 Cries easily	0 Cruel to animals	0 Bizarre ideas
1 Temper tantrums	1 Disobeys parents	0 Avoids people
1 Selfish	2 Disobeys teachers	1 Shy
1 Slow learner	0 School truancy	2 Discouraged
1 Pretends sickness	0 Runs away	3 Sad
0 Picks on others	0 Drug abuse	2 Moody
3 Gets picked on	0 Sex problems	3 Worries

JODY

BEHAVIORAL CHARACTERISTICS OF THE CHILD

Below is a list of behavioral problems. Write in a number on the line before each problem to indicate how much of a problem it is. Use the numbers 0, 1, 2, and 3 as follows:

0 means the behavior is no problem
1 means the behavior is a slight problem
2 means the behavior is a frequent problem
3 means the behavior is a severe problem

0 Wets bed or clothes	3 Restless, overactive	2 Lies
0 Poor bowel control	2 Short attention span	1 Steals
0 Sucks thumb	2 Angers easily	1 Dishonest
1 Feeding problem	2 Wants own way	2 Acts peculiar
2 Sleeping problem	2 Jealous of others	1 Talks strange
2 Cries easily	0 Cruel to animals	0 Bizarre ideas
3 Temper tantrums	2 Disobeys parents	1 Avoids people
3 Selfish	2 Disobeys teachers	0 Shy
2 Slow learner	0 School truancy	2 Discouraged
2 Pretends sickness	1 Runs away	2 Sad
3 Picks on others	0 Drug abuse	2 Moody
3 Gets picked on	0 Sex problems	2 Worries

LILLIAN

BEHAVIORAL CHARACTERISTICS OF THE CHILD

Below is a list of behavioral problems. Write in a number on the line before each problem to indicate how much of a problem it is. Use the numbers 0, 1, 2, and 3 as follows:

0 means the behavior is no problem
1 means the behavior is a slight problem
2 means the behavior is a frequent problem
3 means the behavior is a severe problem

0 Wets bed or clothes	2 Restless, overactive	1 Lies
0 Poor bowel control	1 Short attention span	0 Steals
0 Sucks thumb	2 Angers easily	0 Dishonest
2 Feeding problem	2 Wants own way	0 Acts peculiar
2 Sleeping problem	2 Jealous of others	0 Talks strange
2 Cries easily	0 Cruel to animals	0 Bizarre ideas
2 Temper tantrums	2 Disobeys parents	1 Avoids people
1 Selfish	2 Disobeys teachers	1 Shy
0 Slow learner	0 School truancy	2 Discouraged
3 Pretends sickness	0 Runs away	1 Sad
1 Picks on others	0 Drug abuse	2 Moody
1 Gets picked on	0 Sex problems	2 Worries

LUCIE

APPENDIX C

ACADEMIC RECORDS

STUDENT Kate

LAST FIRST MIDDLE

GRADE	1		2		3		4		5		6							
TEACHER																		
BUILDING																		
YEAR	68-69		69-70		70-71		71-72		72-73		73-74							
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2						
E-EXCELLENT	S-SATISFACTORY				N-NEEDS IMPROVEMENT								U-UNSATISFACTORY					
READING																		
PRE-PRIMER																		
PRIMER	E-																	
FIRST	E-	E																
SECOND			E	E														
THIRD					S+	E-												
FOURTH							S+	E-										
FIFTH									E-	E								
SIXTH											A	A						
ARITHMETIC	E	E	S	E-	E-	E-	S	S	S	E	A-	A						
ART	S+	E	S	E-				A	S	S								
SOCIAL STUDIES							S	S	E+	S+	A	A						
LANGUAGE	E	E	S	E-	S	E-	S+	S	S+	E-	A	A						
SPELLING		E	E-	E	S	E-	E	E	E	E								
WRITING	S	S+	S	S	S	E-	S	S	S	S								
SCIENCE					E	E	S			S	A	A-						
HEALTH									S									
MUSIC									S	S								
HOME EC.																		
PHY. EDN.							S+	E-	S	S								
ATTENDANCE	S	S	S	S	E-	S	S+	E-	S	S								
PERSONAL GROWTH	S	S	S	S	S	S		S	S	S								
SOCIAL GROWTH	S	S	S	S	S	S		S	S	S								
STUDY AND WORK HABITS	S	S	S	S	S	S		S	S	S								
PROMOTED TO	2nd		3rd		4th		5th		6th		7th							

Figure 1. Elementary School Academic Record -- Kate.

STUDENT Benita

LAST FIRST MIDDLE

GRADE	1		2		3		4		5		6							
TEACHER																		
BUILDING																		
YEAR	68-69		69-70		70-71		71-72		72-73		73-74							
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2						
E-EXCELLENT S-SATISFACTORY N-NEEDS IMPROVEMENT U-UNSATISFACTORY																		
READING																		
PRE-PRIMER																		
PRIMER	S																	
FIRST		E																
SECOND			E	E														
THIRD					S+	E-												
FOURTH							E	E										
FIFTH									S+	E-								
SIXTH											A	A						
ARITHMETIC	S-	E-	E-	E	S+	S	E	E	S+	E	A	A						
ART	S	S	E	E	S	S	S+	S+	E-	E-	A	A						
SOCIAL STUDIES					S+		S+	S+	S	E+								
LANGUAGE			S+	E	S	S	E	E	S+	E-	A	A						
SPELLING		E-	E-	E	E-	E-	E	E	E	E-								
WRITING	E	E	S	E	S	E-	S+	E	E-	E-								
SCIENCE	S	E-	E-	E		S		S+		E-	A-	A-						
HEALTH	S	S	S	S	S-		E	E	E-									
MUSIC	S	S	S	S					A	A+								
HOME EC.																		
PHY. EDN.	S	S	S	S	S-						A	A						
ATTENDANCE	S	S	E-	E	E	E	E	E	S+	S+	A	A						
PERSONAL GROWTH	S	S	S	S	S	S	S+	S+	S+	S+	A	A						
SOCIAL GROWTH	S	S	S	S	S	S	S+	S+	S+	S+	A	A						
STUDY AND WORK HABITS	S	E-	E	E	E	E	E	E	E	E	A	A						
PROMOTED TO	2nd		3rd		4th		5th		6th		7th							

Figure 2. Elementary School Academic Record -- Benita.

STUDENT Charlene (LAST / FIRST / MIDDLE)

GRADE	1		2		3		4		5		6							
TEACHER																		
BUILDING																		
YEAR	68-69		69-70		70-71		71-72		72-73		73-74							
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2						
E-EXCELLENT S-SATISFACTORY N-NEEDS IMPROVEMENT U-UNSATISFACTORY																		
READING	N	N	U+	S-	S-	S-	S-	S-	S	S	C-	C						
PRE-PRIMER																		
PRIMER																		
FIRST																		
SECOND																		
THIRD																		
FOURTH																		
FIFTH																		
SIXTH																		
ARITHMETIC	U	U	U+	N-	N-	U	N+	S	S	S	D	D						
ART	S	S	S	S	S	S-	S-	S-	S	S								
SOCIAL STUDIES	U	N	N+			U	N	N	S-	S-	C-	C						
LANGUAGE	U	N	N-	N	U	N-	S-	N	S	S	C-	C-						
SPELLING	U	N	S-	E-	N	N-	N+	U+	S-	S								
WRITING	S	S	N+	N+	S-	S-	S-	S	S	S								
SCIENCE	U	N	N-	N+	S-	S-	N+				D	C-						
HEALTH	U	N		S-			S		S-	S								
MUSIC							S-	S-										
HOME EC.																		
PHY. EDN.	S		S-	S	S	S-		S-	S	S								
ATTENDANCE	U	U	S	N	S	S-	S-	S	S	S								
PERSONAL GROWTH	U	U	S-	N	S	S-	N+	N+	S	S								
SOCIAL GROWTH	U	U	S-	S-	S-	S	S-	S-	S	S								
STUDY AND WORK HABITS	U	U	N	S	S-	N	N+	N+	S-	S								
PROMOTED TO																		

Figure 3. Elementary School Academic Record -- Charlene.

STUDENT Lillian (LAST / FIRST / MIDDLE)

GRADE	1		2		3		4		5		6											
TEACHER																						
BUILDING																						
YEAR	68-69		69-70		70-71		71-72		72-73		73-74											
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2										
E-EXCELLENT S-SATISFACTORY N-NEEDS IMPROVEMENT U-UNSATISFACTORY																						
READING																						
PRE-PRIMER	S																					
PRIMER		S																				
FIRST		S																				
SECOND			S	S																		
THIRD					S	S+																
FOURTH							S+	S														
FIFTH									S	S												
SIXTH											B	B-										
ARITHMETIC	S	S-	S-	N	S-	S	S+	S	S	S-	D	D										
ART	S	S	S	S	S	S+	S+	S+	S+	S+												
SOCIAL STUDIES			S-	N+		S	E-	S	S-	S-	D	C-										
LANGUAGE			S-	N+	S	S	S+	S	S-	S-	A-	B										
SPELLING	S	S	S+	E-	S	S+	S	S	S-	S-												
WRITING	S	S	S	S-	S+	E-	S	S	S-	S-												
SCIENCE			S-	S-	S		S	S	S-	S-	C-	C-										
HEALTH			S	S	S	S+	S	S+	S-	S-												
MUSIC	S	S																				
HOME EC.																						
PHY. EDN.			S	S	S	S	S+	E	S	S+												
ATTENDANCE	S-	N	S-	N	S	S+	S+	S	S	S+												
PERSONAL GROWTH			S	S	S	S+	S	S	S	S												
SOCIAL GROWTH			S	S	S	S+	S	S	N	S-												
STUDY AND WORK HABITS			S	S	S	S+	S	S	N	N												
PROMOTED TO	2nd		3rd		4th		5th		6th		7th											

Figure 4. Elementary School Academic Record -- Lillian.

STUDENT Jody

LAST FIRST MIDDLE

GRADE	1		2		3		4		5		6							
TEACHER																		
BUILDING																		
YEAR	68-69		69-70		70-71		71-72		72-73		73-74							
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2						
E-EXCELLENT	S-SATISFACTORY				N-NEEDS IMPROVEMENT								U-UNSATISFACTORY					
READING	S-																	
PRE-PRIMER	N+																	
PRIMER	S-																	
FIRST		S+																
SECOND			S	S														
THIRD					S	E-	S+	E-										
FOURTH																		
FIFTH									S+									
SIXTH										C+	C	C						
ARITHMETIC	N+	S	N	N	N	U	S-	N+	S+	D-	F	D-						
ART	S-	S	S	S			S-	N+	S									
SOCIAL STUDIES							S-	N+	S-	C+	C	C						
LANGUAGE			S	S	S	S	S-	S+	S+	C	C	C						
SPELLING	S+	S+	S	S	S	S	S+	S-	S+									
WRITING	S-	S	S	S	N	S	N+	S-	S-									
SCIENCE					S	S	N+	S	C-	C-	C	C-						
HEALTH							S	S-										
MUSIC							B	B-										
HOME EC.	N+	S	S	S														
PHY. EDN.							S	N+	S									
ATTENDANCE	E-	E-	S	E-	S	S	S	E-	S+	S	S	S+						
PERSONAL GROWTH	S-	S	S	S	S	S	S	S+	S+	S	S	S						
SOCIAL GROWTH	S-	S	S	S	S	S	S	S-	S	S	S	S+						
STUDY AND WORK HABITS	S-	S	N	N	N	S	N+	N+	S+	S	S-	S-						
PROMOTED TO	2nd		3rd		4th		5th		6th		7th							

Figure 5. Elementary School Academic Record -- Jody.

STUDENT Lucie

LAST FIRST MIDDLE

GRADE	1		2		3		4		5		6											
TEACHER																						
BUILDING																						
YEAR	68-69		69-70		70-71		71-72		72-73		73-74											
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2										
E-EXCELLENT S-SATISFACTORY N-NEEDS IMPROVEMENT U-UNSATISFACTORY																						
READING																						
PRE-PRIMER	S-																					
PRIMER		S																				
FIRST		S																				
SECOND			E	E																		
THIRD					S+	S+																
FOURTH							S	S														
FIFTH									S+	S+												
SIXTH											A	A										
ARITHMETIC	S	S	S	S	S-	S	S-	S	S	S	E	B										
ART	S	S	S	S	S+	S+	S+	S	S-	S-												
SOCIAL STUDIES									S	S-		A										
LANGUAGE									E-	E	A	A										
SPELLING		E	E	E	S+	S	S	E-	E-	E-	A	A										
WRITING	S-	S-	S	E	S	S	S	S	S+	S+												
SCIENCE									S+	S+	B	B-										
HEALTH									S	S+												
MUSIC	S	S	S	S	S	S	S	S	S	S												
HOME EC.																						
PHY. EDN.																						
ATTENDANCE	S	S	S	E	S	S	S	S	S	S	A	A										
PERSONAL GROWTH			S	S	S+	S+	S	S	S	S	A	A										
SOCIAL GROWTH			S	S	S+	S+	S+	S+	S+	S+	A	A										
STUDY AND WORK HABITS			S	S	S-	S-	S	S	S	S	A	A										
PROMOTED TO	2nd		3rd		4th		5th		6th		7th											

Figure 6. Elementary School Academic Record -- Lucie.

APPENDIX D

PUPIL PROFILE CHARTS

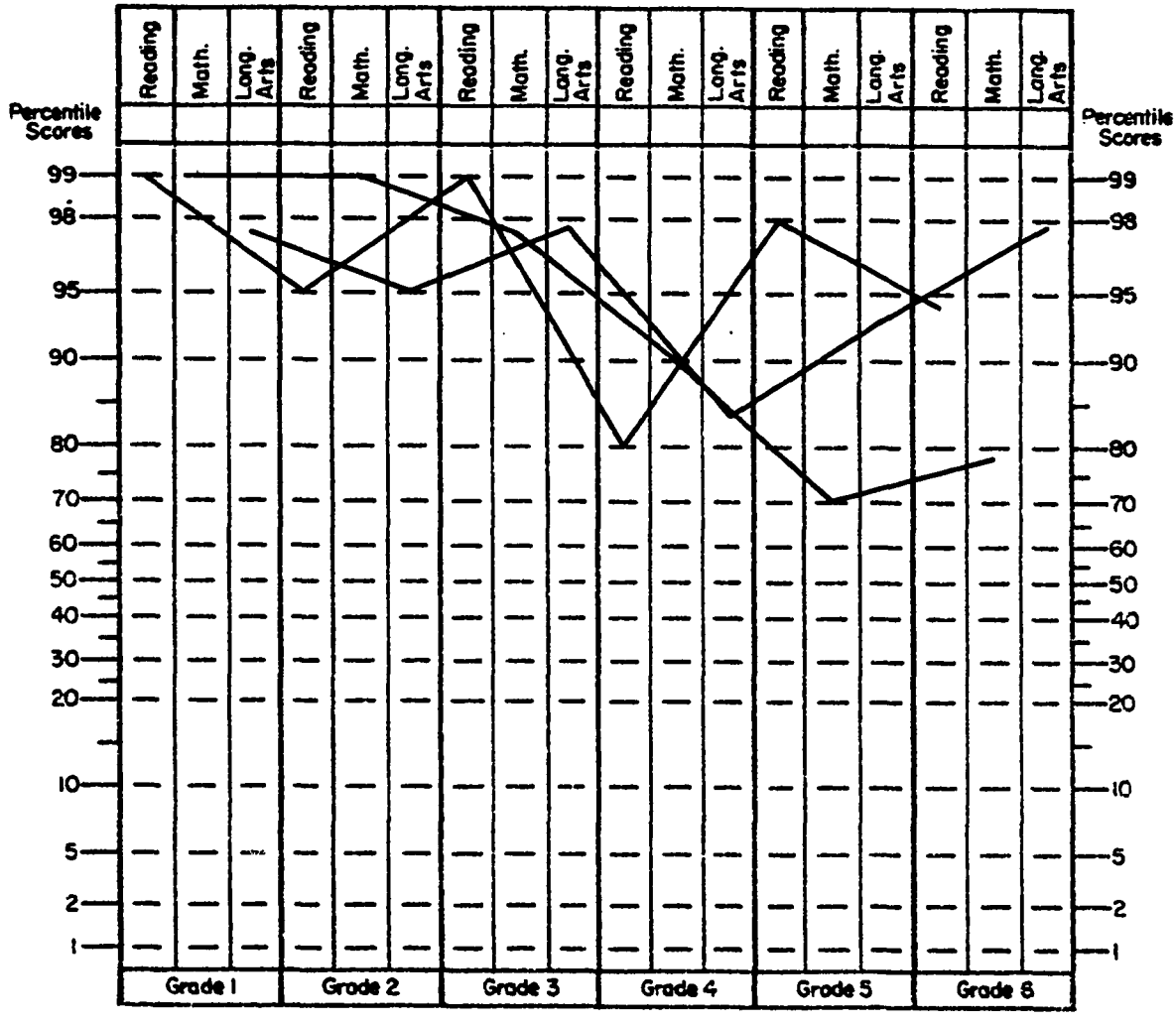

Figure 7. Pupil Profile Chart -- Kate.

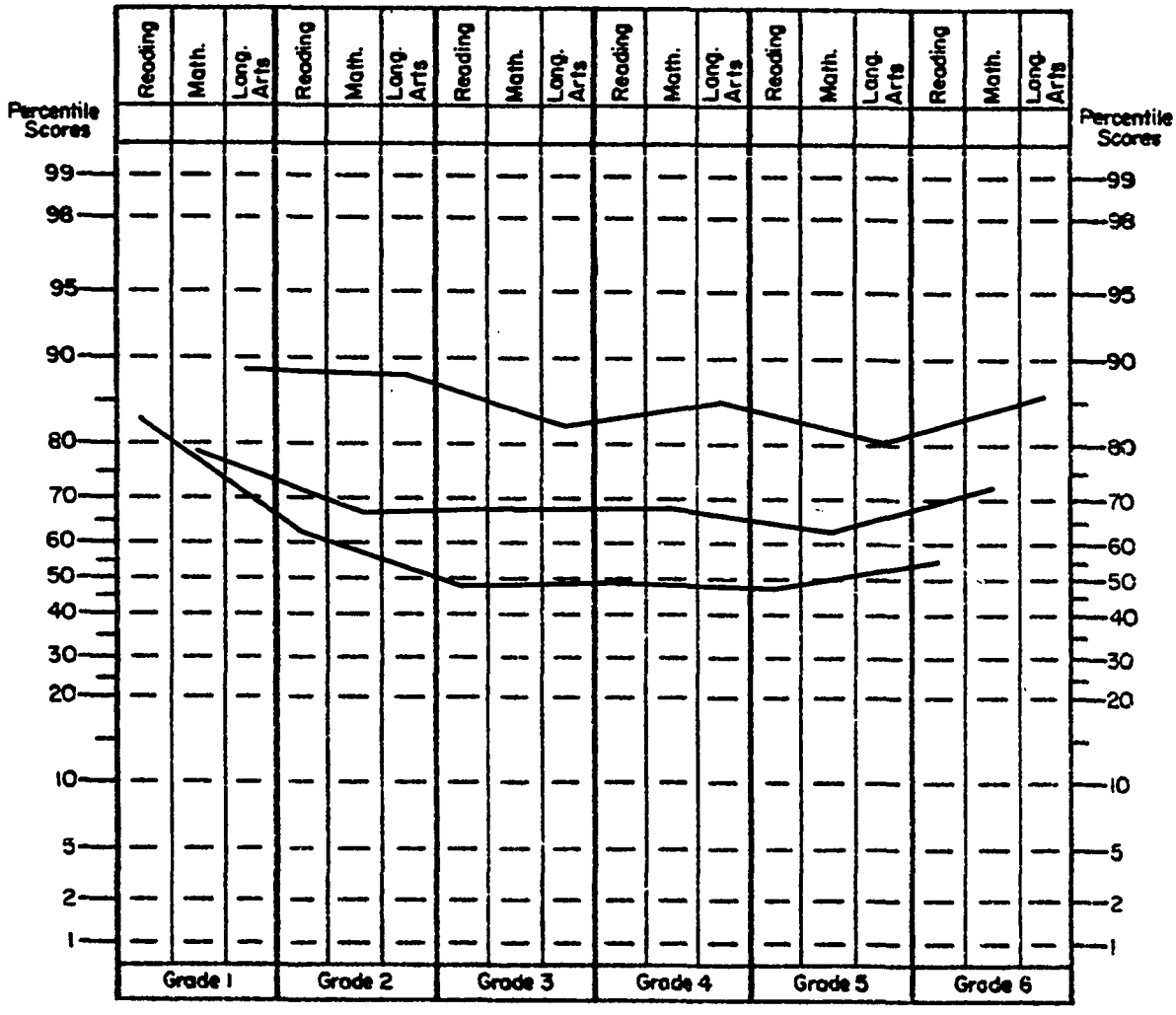

Figure 8. Pupil Profile Chart -- Benita.

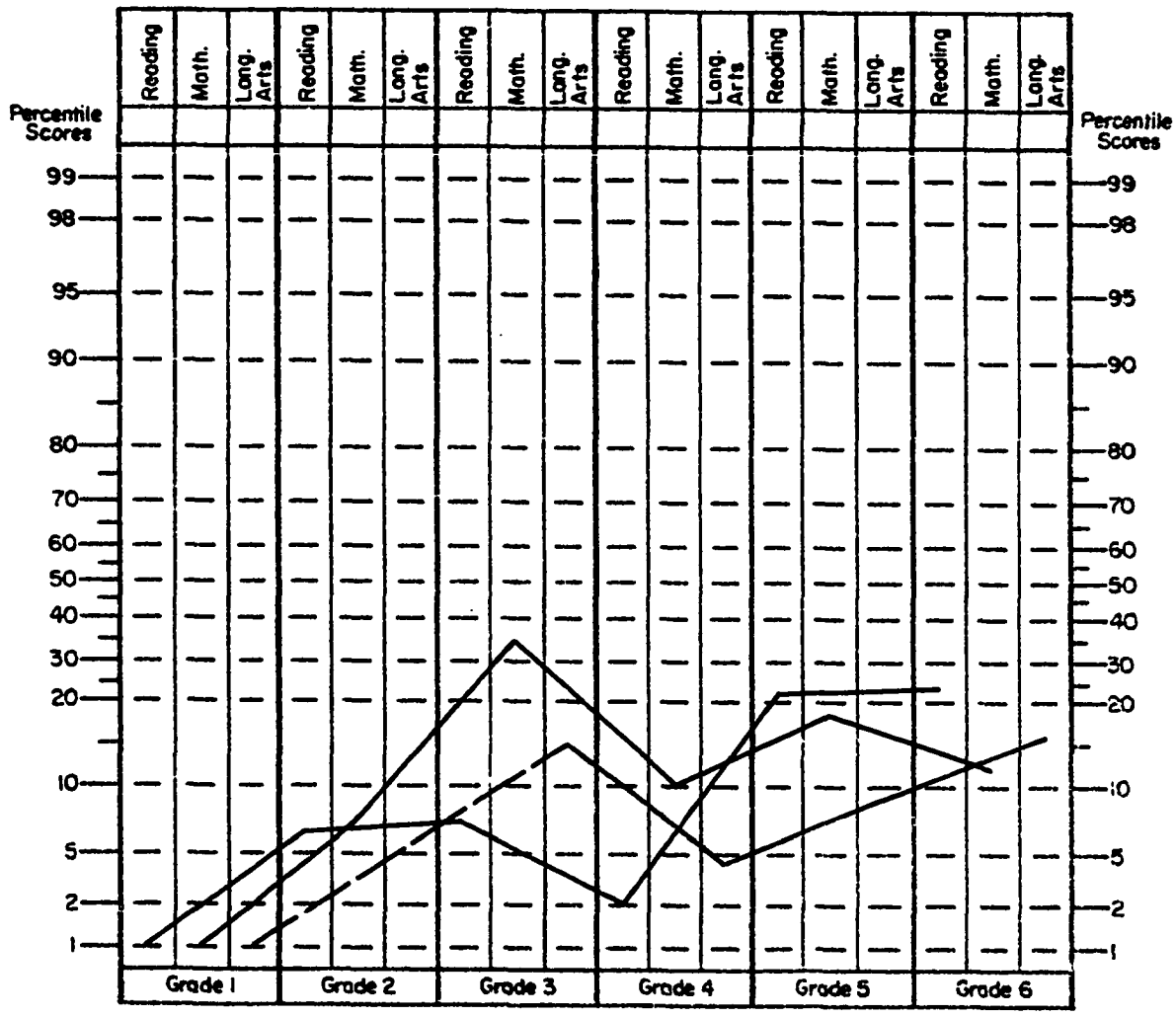

Figure 9. Pupil Profile Chart -- Charlene.

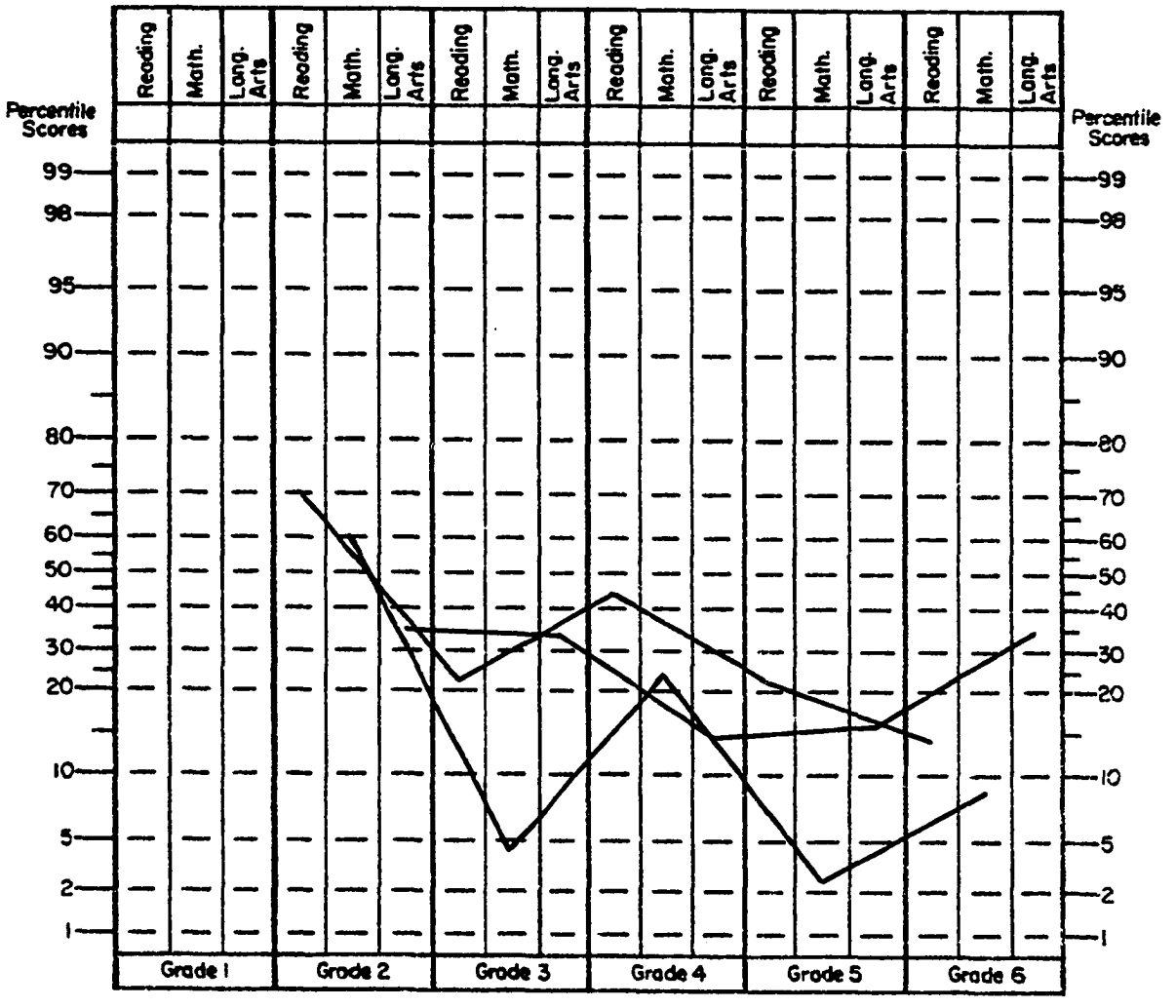

Figure 10. Pupil Profile Chart -- Lillian.

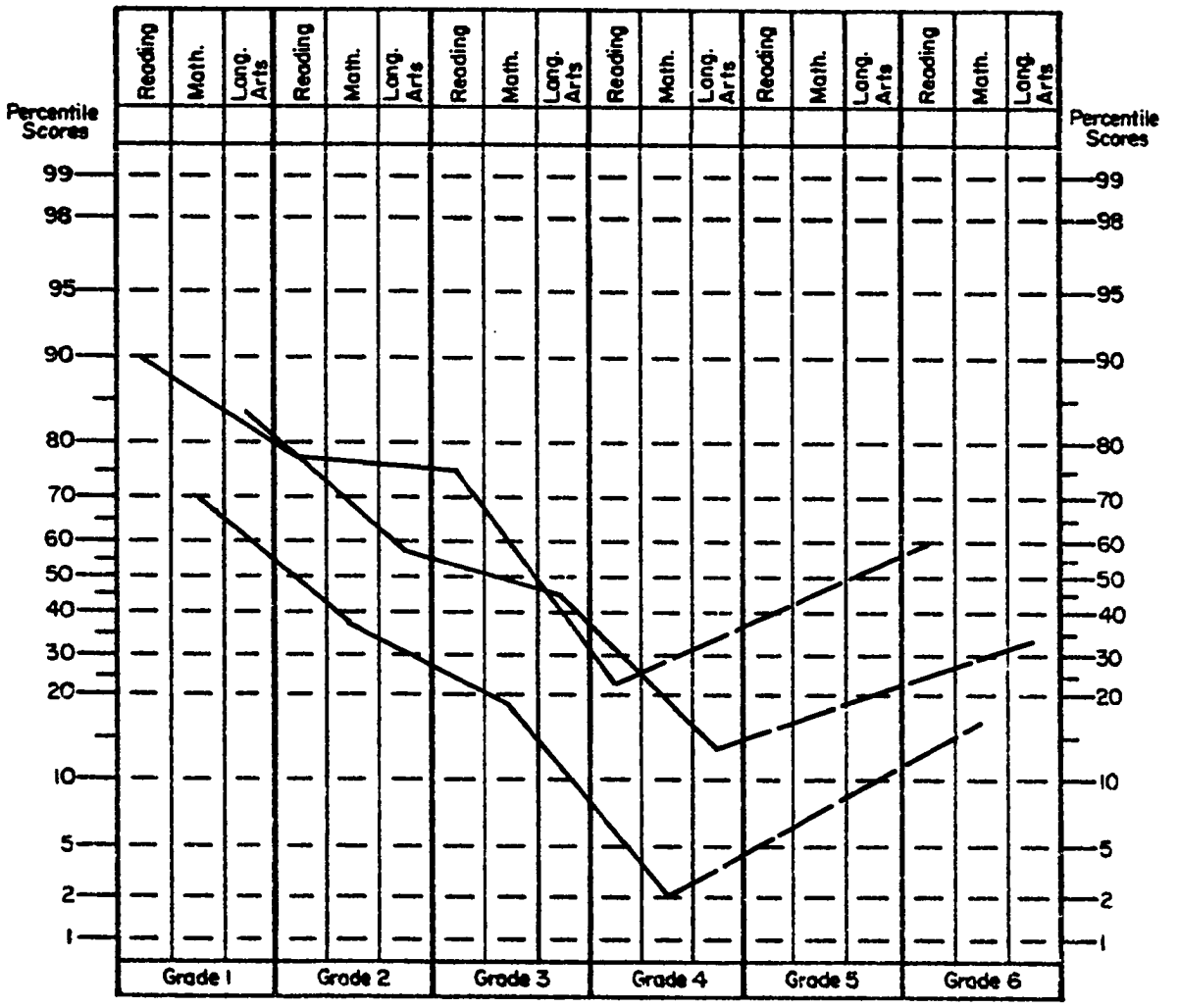

Figure II. Pupil Profile Chart -- Jody.

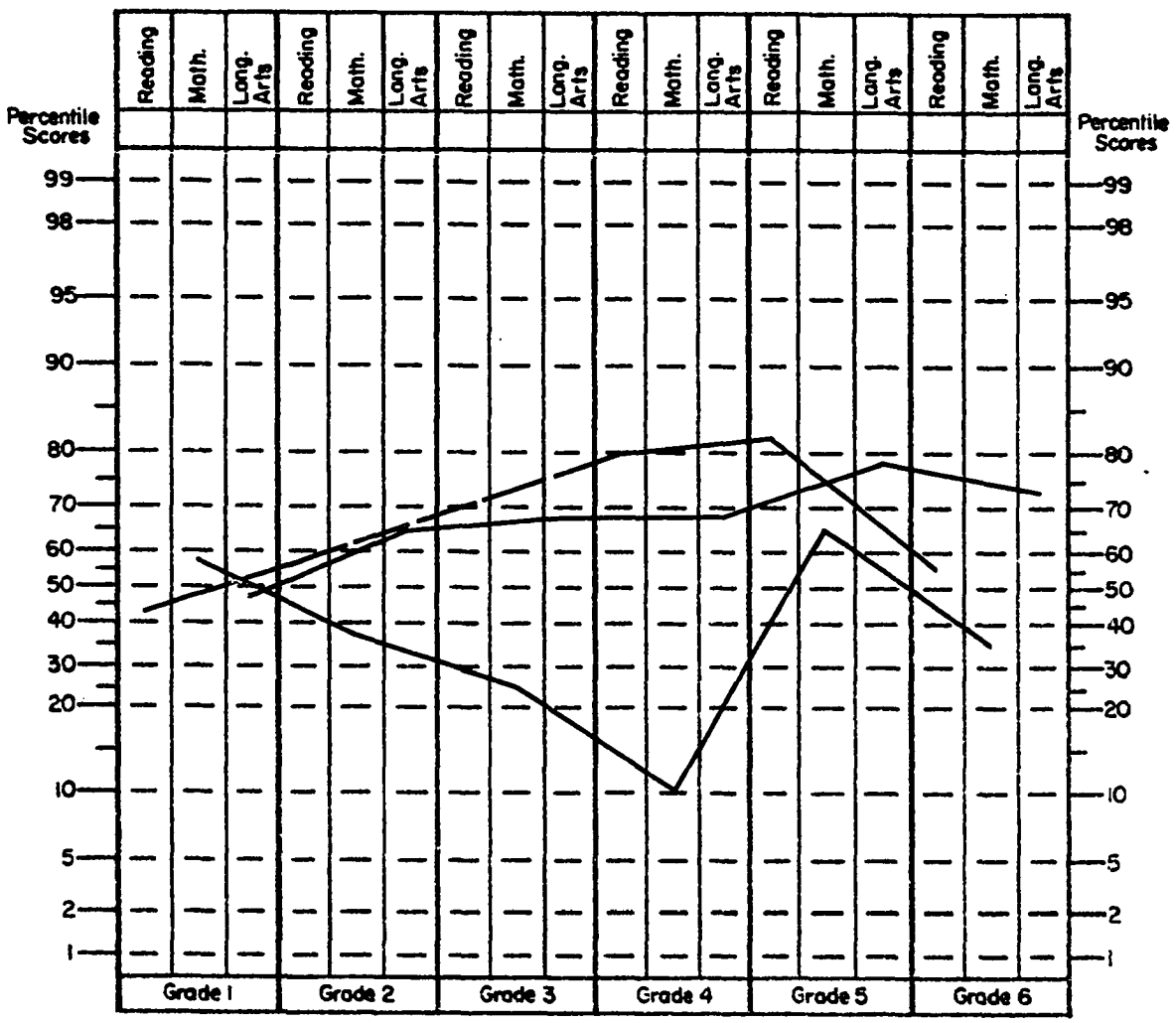

Figure 12. Pupil Profile Chart -- Lucie.

APPENDIX E

SRA ACHIEVEMENT TEST RESULTS

SRA Assessment Survey	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	G.E.		G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%
Arithmetic Composite	3-6	99	4-9	98	5-7	97	6-5	90	6-5	70	8-4	77
Concepts	3-6	98	4-3	96			6-1	78	8-5	90	9-9	87
Reasoning	4-1	99	6-1	99			9-1	98				
Computation	3-2	99	4-2	99			5-9	81	5-5	44	7-8	63
Reading Composite	3-9	99	4-7		8-7	99	6-3	80	10-5	98	11-3	94
Vocabulary	4-1	99	4-3	92	7-5	98	6-4	82	10-4	99	10-9	94
Comprehension	3-3	97	5-1	97	8-9	99	6-6	80	10-2	96	11-1	92
Language Arts												
Lang.-Percept.	4-1	99										
Cap. & Punct.			6-1	98	9-1	99	7-3	85				
Verbal Pict.	3-2	95										
Usage			4-1	89	5-1	75	4-6	43	10-1	92	12-1	93
Spelling			6-1	99	6-1	91	8-4	95	8-9	90	12-9	98
Total					7-3	97	6-8	84	9-7	93	12-9	97
Social Studies							5-6	68	8-5	86	9-5	84
Science							6-1	71	8-1	84	9-2	83
Sources									8-4	86	10-6	89
Total Composite	3-7	99	4-6	99	6-7	99	6-4	87	8-3	90	10-7	93
Month Given	April		March		March		March		March		April	
Chronological Age	7-0		7-11		8-11		9-11		10-11		12-0	
Year	68-69		69-70		70-71		71-72		72-73		73-74	

Figure 13. SRA Achievement Test Results -- Kate.

SRA Assessment Survey	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%
Arithmetic Composite	2-4	79	2-4	79	4-2	68	5-4	68	6-2	63	7-9	71
Concepts	2-5	80	2-9	71			3-4	17	5-9	55	7-1	54
Reasoning	1-8	54	2-5	54			5-3	59				
Computation	2-6	89	2-9	72			7-4	96	6-4	69	9-2	81
Reading Composite	2-7	90	2-7		3-6	47	4-8	49	5-7	59	7-2	55
Vocabulary	2-6	88	2-8	68	3-7	47	3-8	28	5-6	46	7-4	59
Comprehension	2-3	76	2-6	60	3-5	43	5-5	63	5-8	52	6-9	50
Language Arts												
Lang.-Percept.	2-8	79										
Cap. & Punct.			3-6	87	4-3	64	7-3	85				
Verbal Pict.	3-5	97										
Usage			3-6	83	4-7	70	4-1	34	6-8	66	9-7	80
Spelling			3-7	91	6-9	96	9-4	97	9-4	92	10-2	88
Total			3-6	91	5-2	83	7-1	86	7-8	80	10-1	86
Social Studies							3-2	17	6-2	57	6-6	44
Science							3-2	19	5-8	50	8-9	76
Sources									5-9	54	8-9	76
Total Composite	2-6	88	3-1	77	4-3	69	5-4	65	6-3	65	8-1	72
Month Given	March		March		March		March		March		April	
Chronological Age	6-8		7-8		8-8		9-8		10-8		11-9	
Year	68-69		69-70		70-71		71-72		72-73		73-74	

Figure 14. SRA Achievement Test Results -- Benita.

SRA Assessment Survey	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%
Arithmetic Composite			1-5	08	3-1	35	3-2	9	4-5	19	4-6	12
Concepts	2-2	39					3-4	17	3-9	15	4-7	18
Reasoning	1-	1										
Computation	1-	1					3-1	6	4-7	25	4-5	10
Reading Composite			1-4	7	1-4	8	2-1	2	4-1	21	5-3	24
Vocabulary	1-	1	1-8	18	1-7	8	2-7	11	4-2	23	5-3	24
Comprehension	1-5	16	1-1	4	1-8	10	2-1	1	3-9	19	5-1	23
Language Arts												
Cap. & Punct.	1-	1			1-6	9						
Usage	1-	1			2-1	18	2-2	4	2-6	5	5-6	31
Spelling	1-	1			2-9	32	2-8	8	4-3	24	6-1	36
Total					2-2	16	2-3	4	3-3	9	5-9	33
Social Studies							3-1	14	2-7	5	4-6	17
Science							2-4	7	3-9	18	5-6	29
Sources							3-1	12	3-2	9	6-5	45
Total Composite	1-	1	1-4	5	2-6	17	2-7	11	4-2	15	5-2	21
Month Given	March		March		Feb.		March		April		April	
Chronological Age	7-2		8-2		9-1		10-2		11-3		12-3	
Year	68-69		69-70		70-71		71-72		72-73		73-74	

Figure 15. SRA Achievement Test Results -- Charlene.

SRA Assessment Survey	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%
Arithmetic Composite					1-6	04	3-7	24	3-1	3	4-4	9
Concepts			2-9	71			3-4	23	2-9	5	3-8	8
Reasoning			2-5	54			4-6	50				
Computation			2-7	62			3-4	19	3-2	4	4-7	12
Reading Composite					2-8	23	4-2	45	4-1	21	4-3	13
Vocabulary			2-6	59	2-5	15	4-1	43	3-9	18	5-2	21
Comprehension			3-7	84	3-5	43	4-5	50	4-3	25	3-3	6
Language Arts												
Cap. & Punct.			2-4	50	2-8	21	3-1	18				
Usage			2-5	54	3-1	29	3-1	8	3-1	9	4-4	22
Spelling			2-1	28	3-9	56	3-3	23	4-9	34	6-9	52
Total					3-3	33	3-1	12	3-9	16	6-1	35
Social Studies							3-1	5	2-1	1	5-1	23
Science							3-1	10	4-9	32	4-6	17
Sources									3-1	7	5-3	26
Total Composite			2-7	64	2-7	14	3-2	15	3-8	11	4-8	16
Month Given			March		March		Feb.		March		April	
Chronological Age			7-9		8-9		9-8		10-9		11-10	
Year			69-70		70-71		71-72		72-73		73-74	

Figure 16. SRA Achievement Test Results -- Lillian.

SRA Assessment Survey	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%
Arithmetic Composite	2-2	70			2-6	19	3-1	02			4-9	16
Concepts	2-5	80	2-5	54			3-1	01			4-7	18
Reasoning	1-1	21	2-5	54			4-1	31				
Computation	2-8	95	1-2	07			3-1	02			4-9	15
Reading Composite	2-7	90			4-8	75	3-4	21			7-4	60
Vocabulary	2-6	88	2-8	68	5-3	83	3-8	28			7-9	66
Comprehension	2-5	85	3-7	84	4-3	63	3-1	16			7-1	53
Language Arts					3-6	45	3-1	15			5-9	33
Lang.-Percept.	3-2	87										
Cap. & Punct.			2-2	41	3-1	27	4-6	43				
Verbal Pict.	2-5	80										
Usage			2-4	49	4-7	70	3-2	17			5-2	26
Spelling			3-6	87	3-7	48	3-1	01			6-4	42
Total					3-6	45	3-1	15			5-9	33
Social Studies							4-4	39			3-1	3
Science							4-7	44			5-6	29
Sources											5-1	24
Total Composite	2-5	85	2-9	64	3-3	30	3-4	13			6-1	35
Month Given	April		March		March		March				April	
Chronological Age	6-9		7-8		8-8		9-8				11-9	
Year	68-69		69-70		70-71		71-72				73-74	

Figure 17. SRA Achievement Test Results -- Jody.

SRA Assessment Survey	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%	G.E.	%
Arithmetic Composite	1-9	59			3-3		3-3	10	6-3	65	6-1	34
Concepts	1-9	57	2-7	48			3-7	21	6-1	59	5-6	30
Reasoning	1-4	34	2-3	33			3-1	1				
Computation	2-3	75	2-5	36			4-8	49	6-4	69	6-2	37
Reading Composite	1-6	42			4-3		6-3	80	7-9	82	7-3	58
Vocabulary	2-2	70	2-9	58			5-9	73	6-5	66	6-9	53
Comprehension	1-9	59	2-9	57			7-2	87	9-1	89	7-5	61
Language Arts												
Lang.-Percept.	1-1	32										
Cap. & Punct.			2-9	57			5-9	69				
Verbal Pict.	1-7	48										
Usage			3-1	60			6-3	74	8-1	79	8-5	70
Spelling			3-6	78			5-3	61	6-8	69	8-4	70
Total	1-6	42			4-5		5-7	68	7-5	77	8-3	72
Social Studies							3-6	23	8-1	83	9-8	86
Science							3-2	19	6-6	65	6-6	46
Sources									6-8	67	8-3	69
Total Composite	1-7	48	2-8	52	3-7	48	5-1	54	7-1	77	7-1	55
Month Given	April		April		April		March		April		April	
Chronological Age	7-5		8-5		9-5		10-4		11-5		12-5	
Year	68-69		69-70		70-71		71-72		72-73		73-74	

Figure 18. SRA Achievement Test Results -- Lucie.

APPENDIX F

GROWTH SCALE VALUES

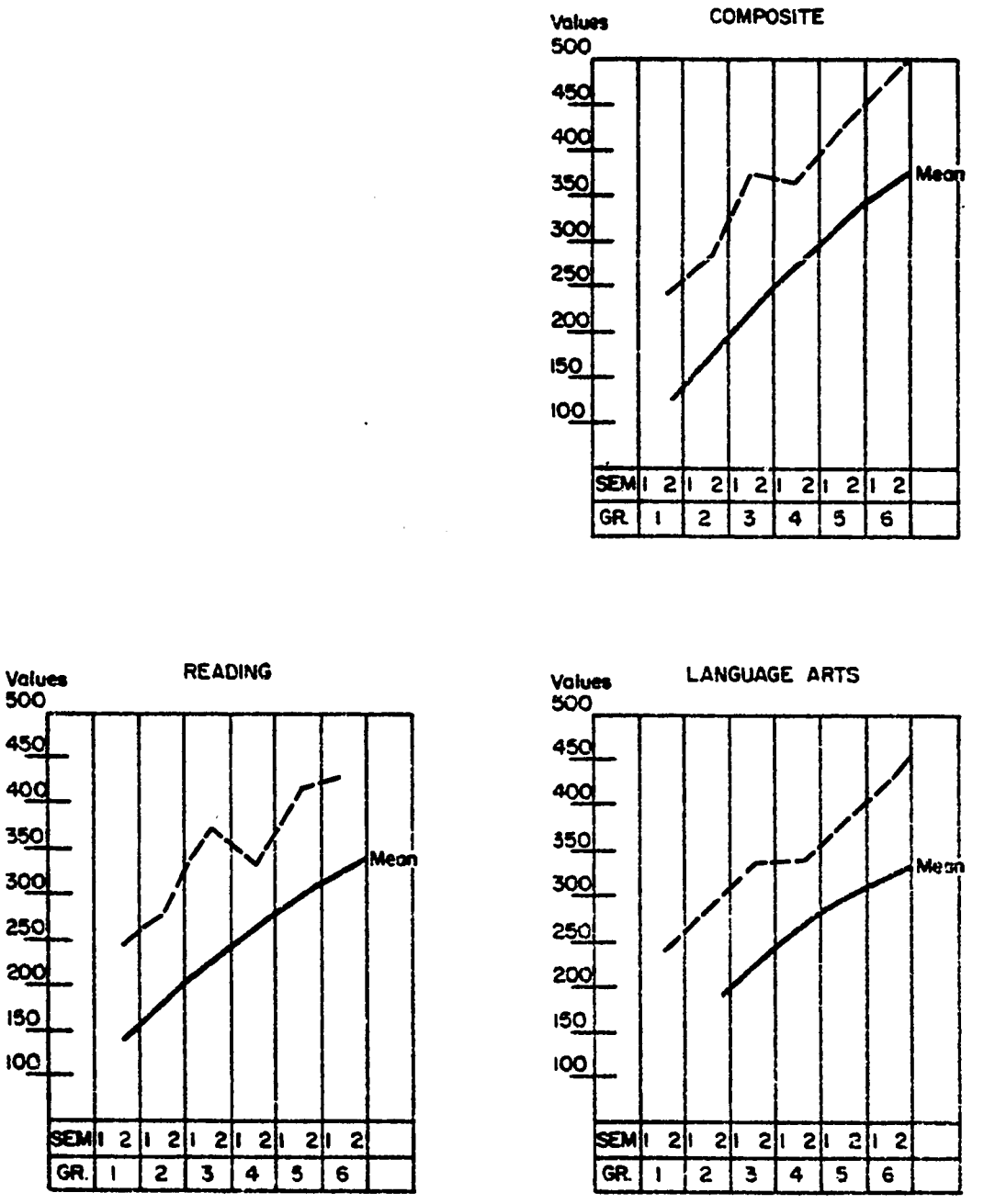

Figure 19a. Growth Scale Charts -- Kate.

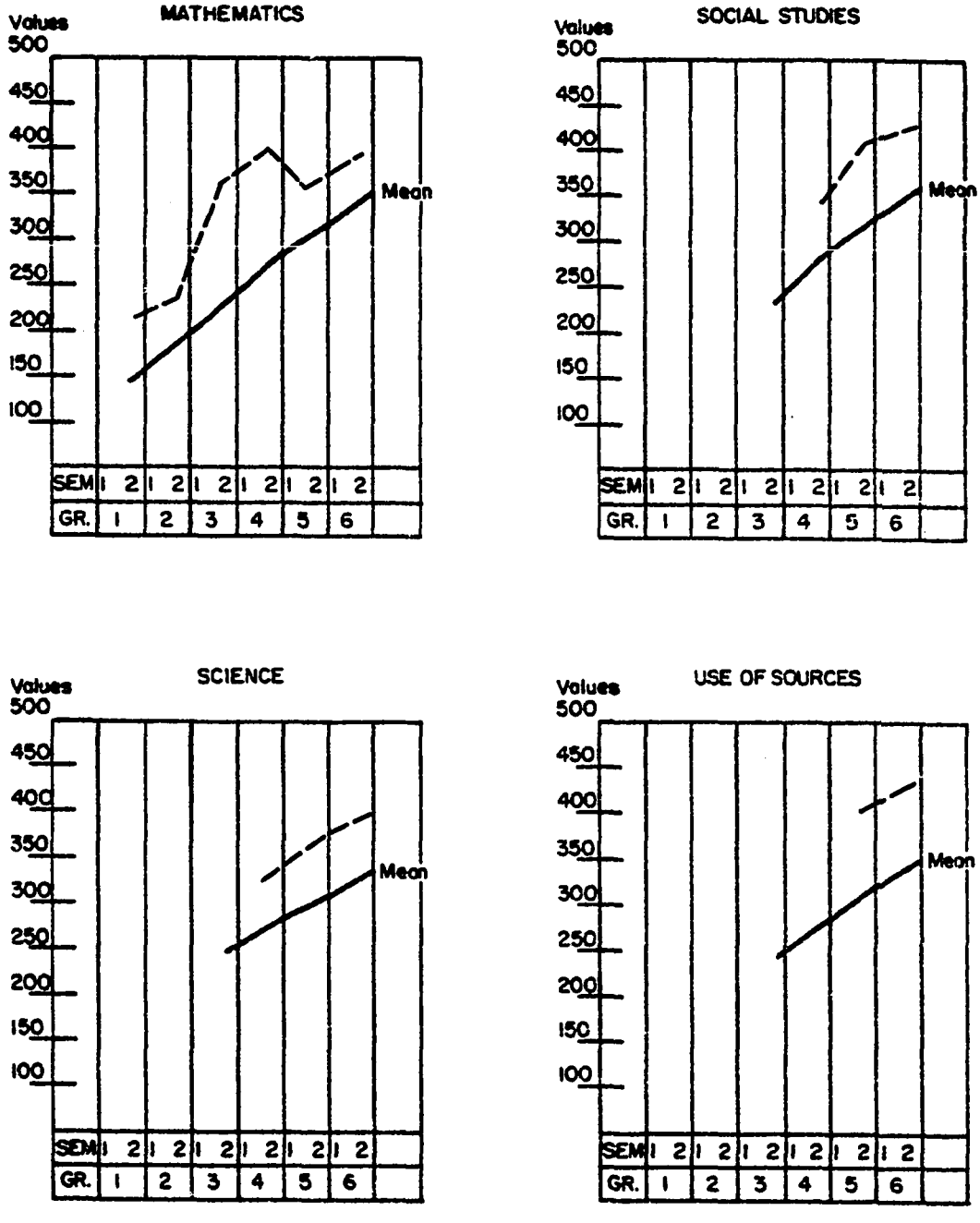

Figure 19b. Growth Scale Charts -- Kate.

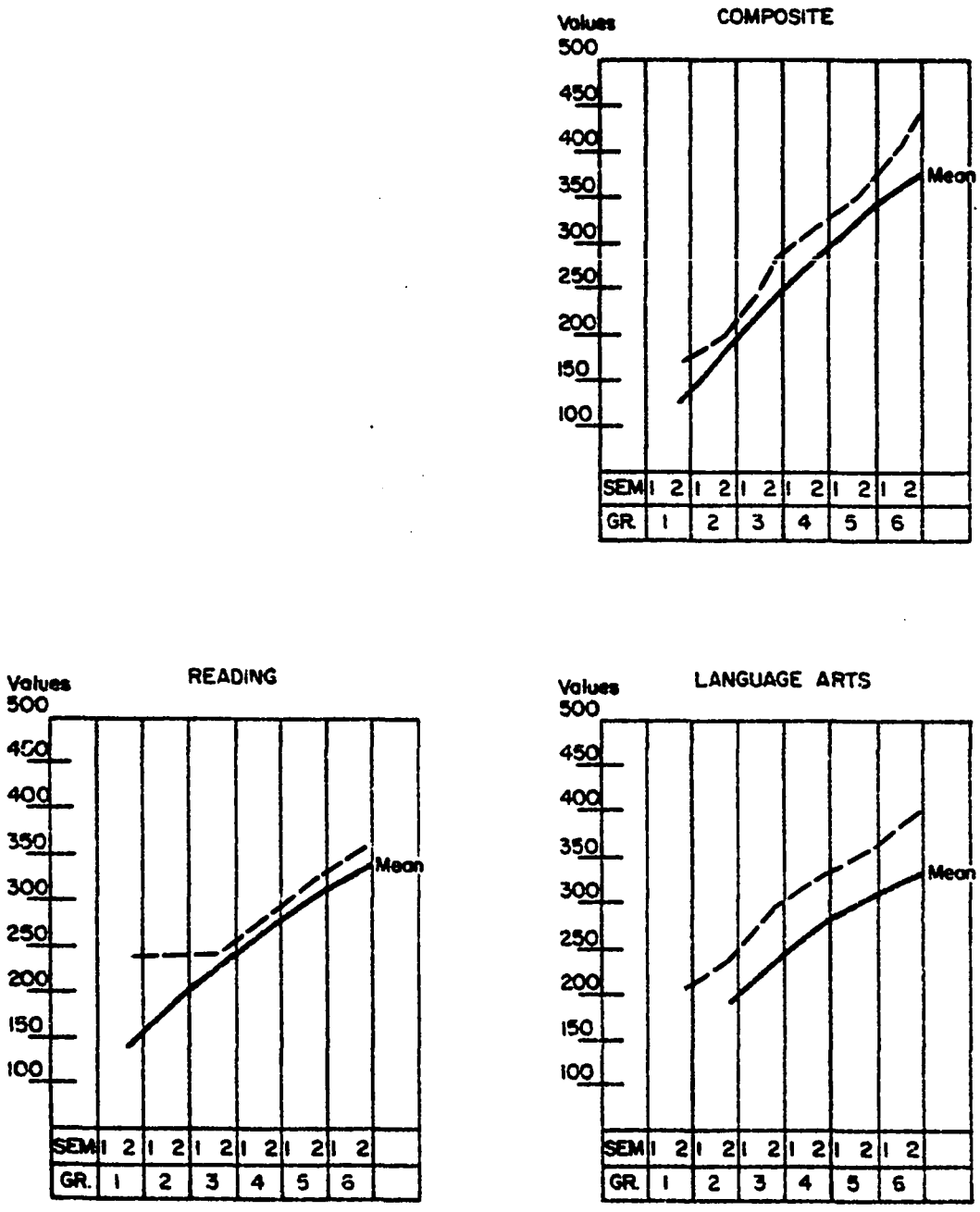

Figure 20a. Growth Scale Charts -- Benita.

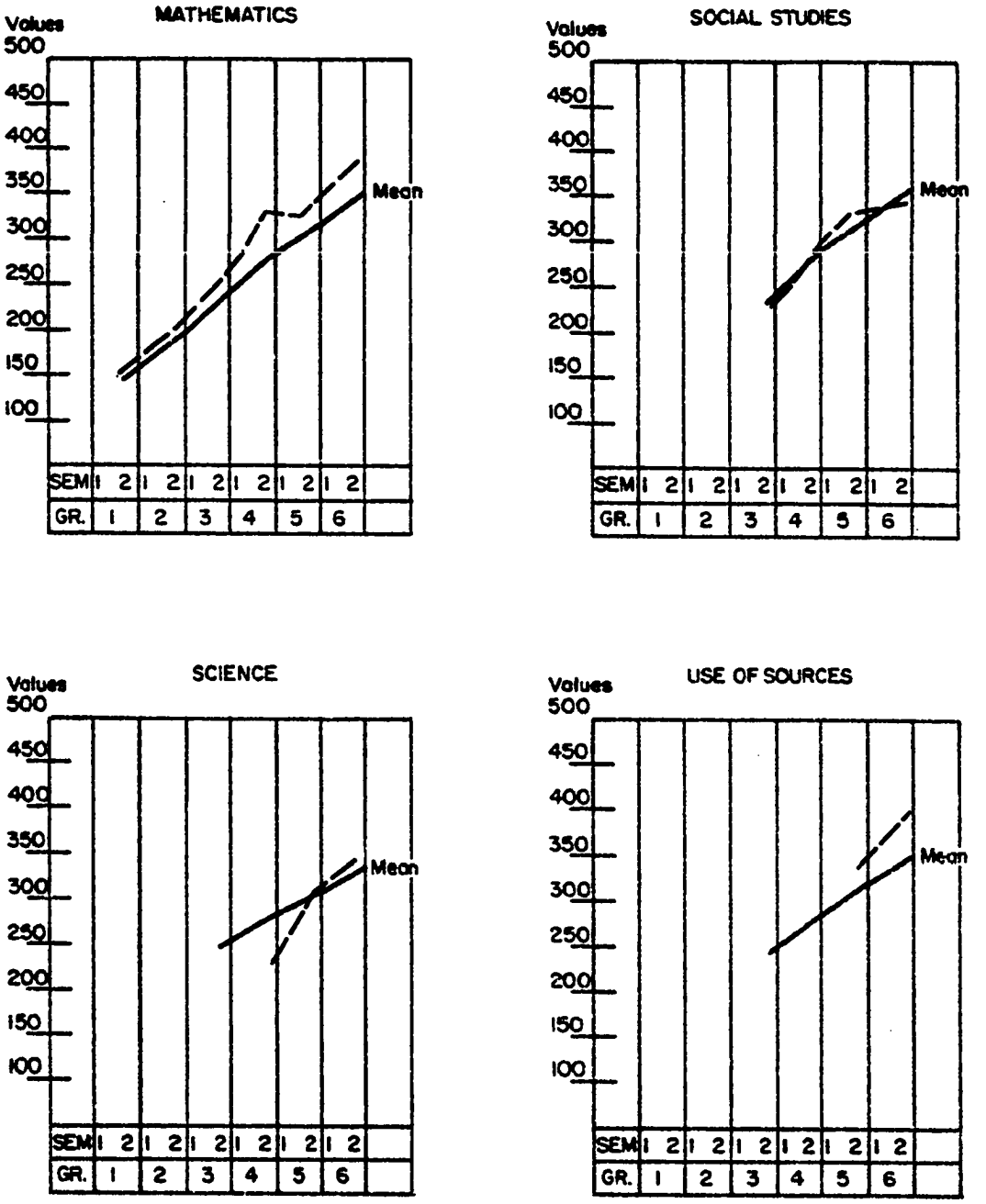

Figure 20b. Growth Scale Charts -- Benita.

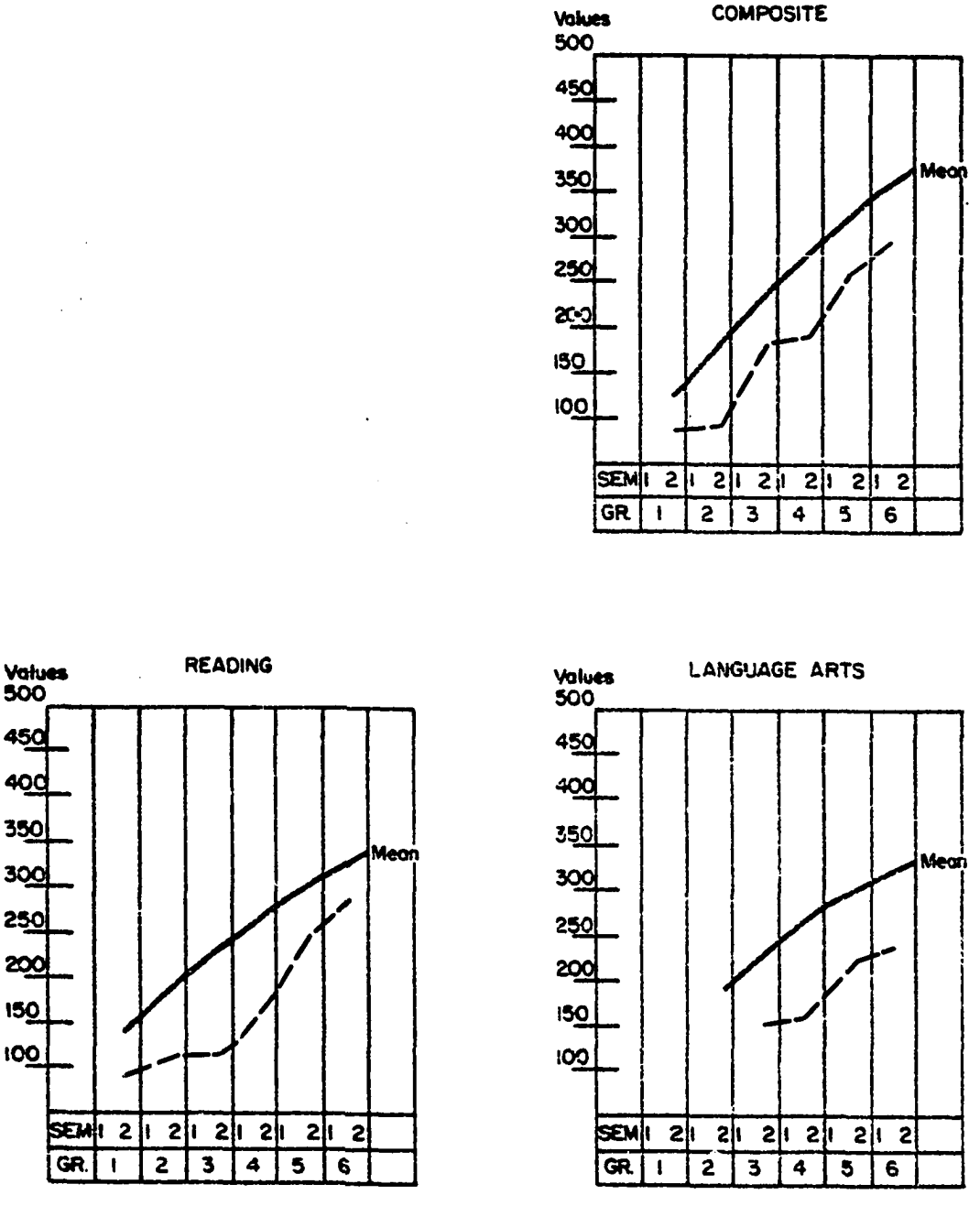

Figure 21a. Growth Scale Charts -- Charlene.

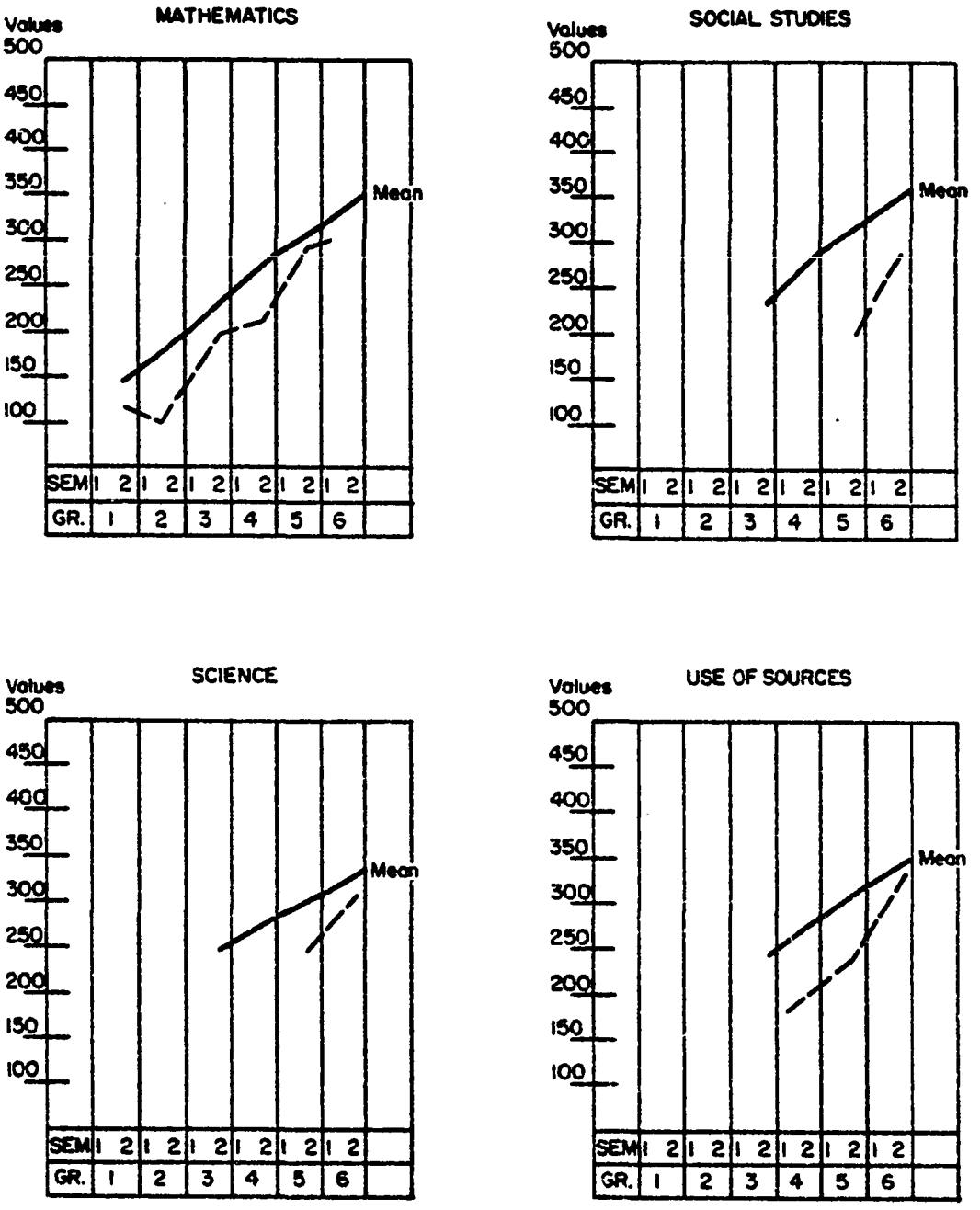

Figure 21b. Growth Scale Charts - Charlene.

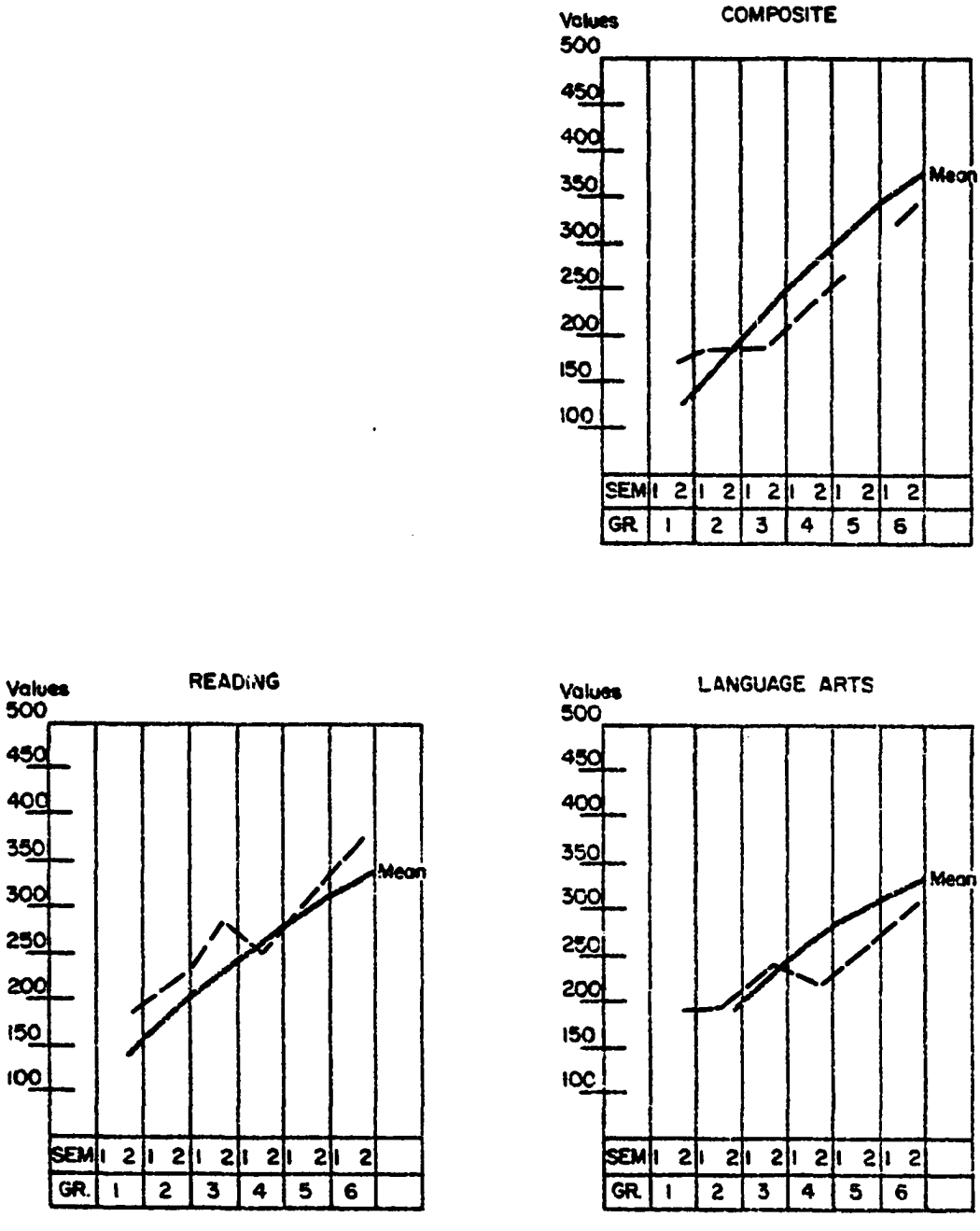

Figure 22a. Growth Scale Charts -- Jody.

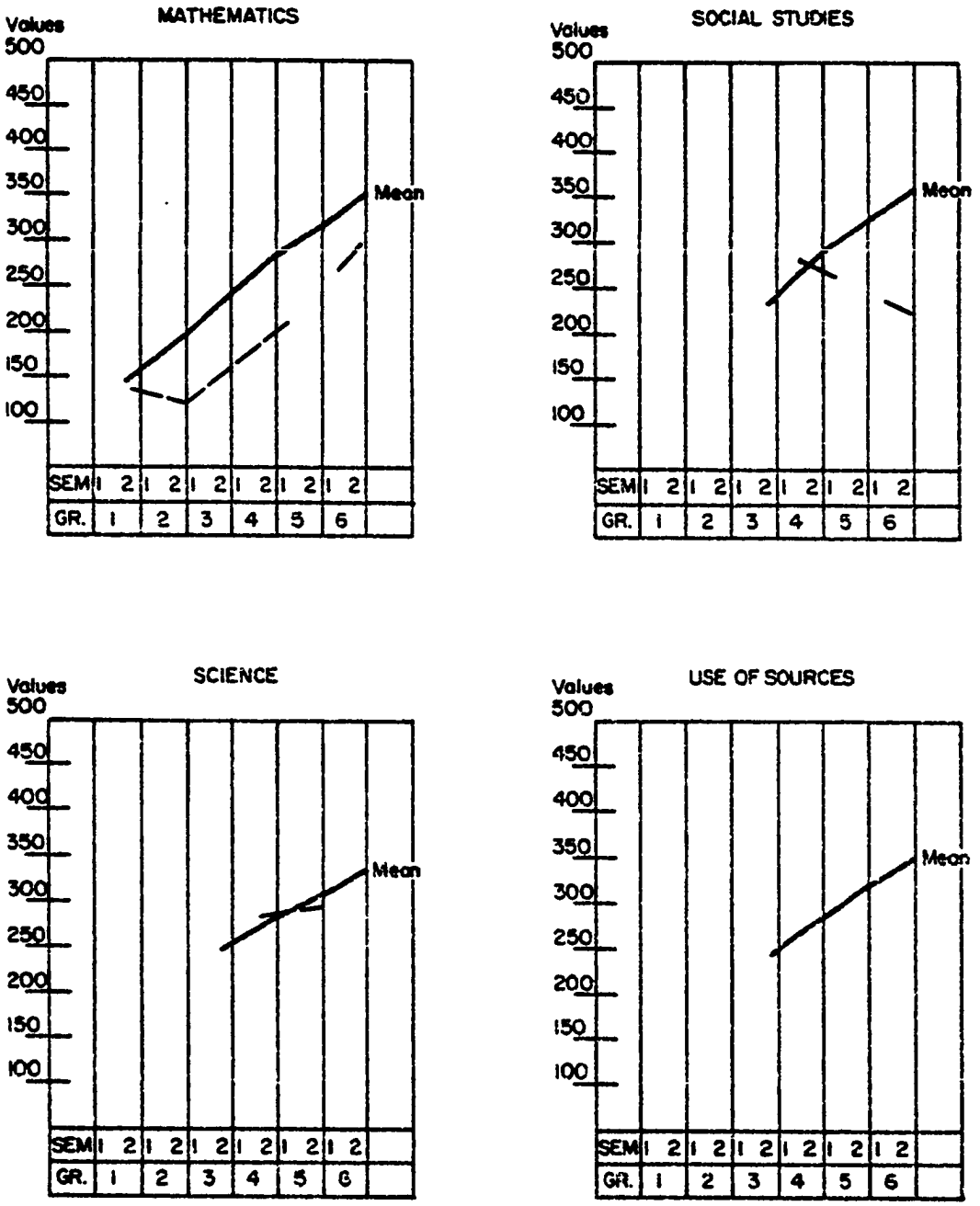

Figure 22b. Growth Scale Charts -- Jody.

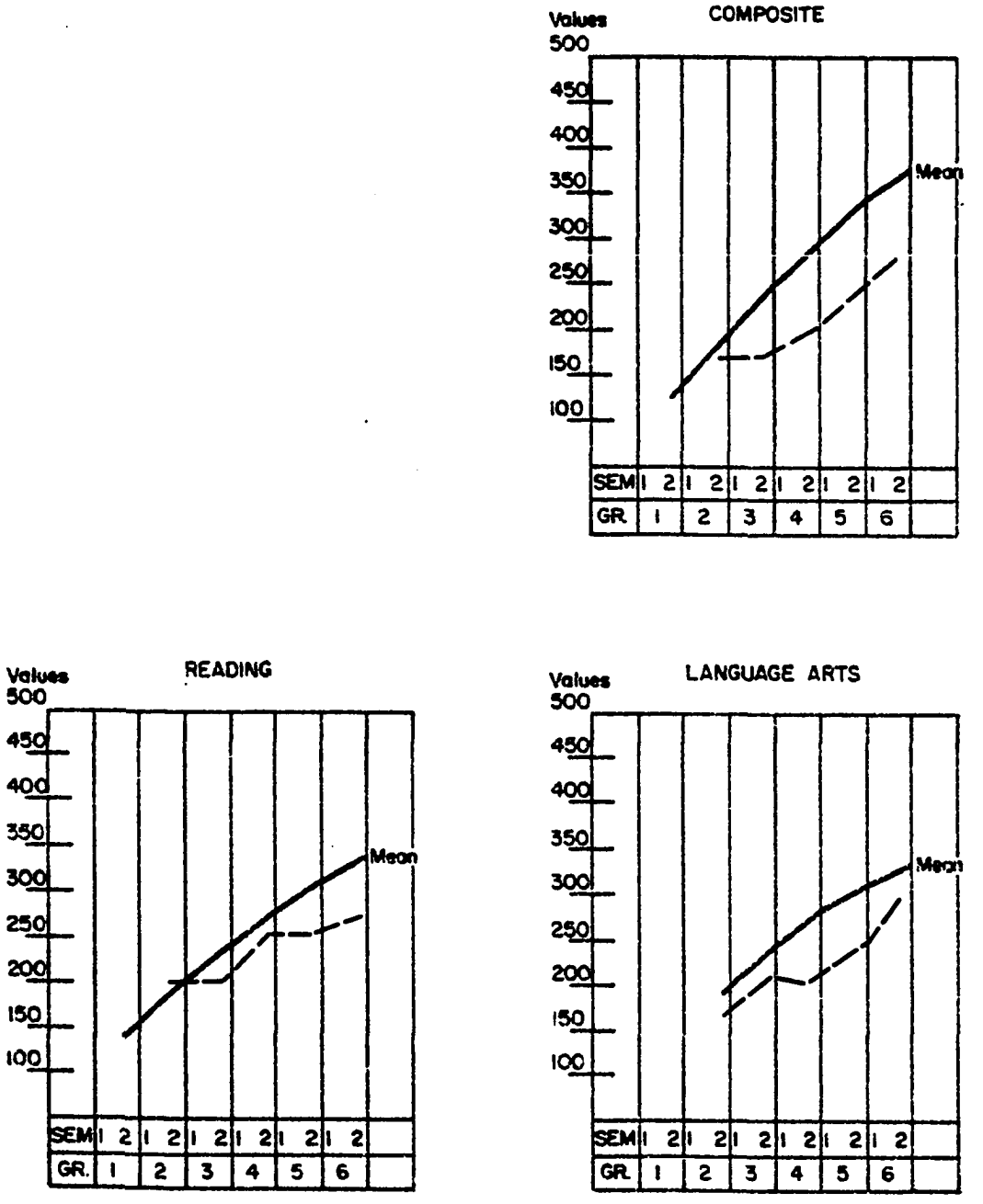

Figure 23a. Growth Scale Charts -- Lillian.

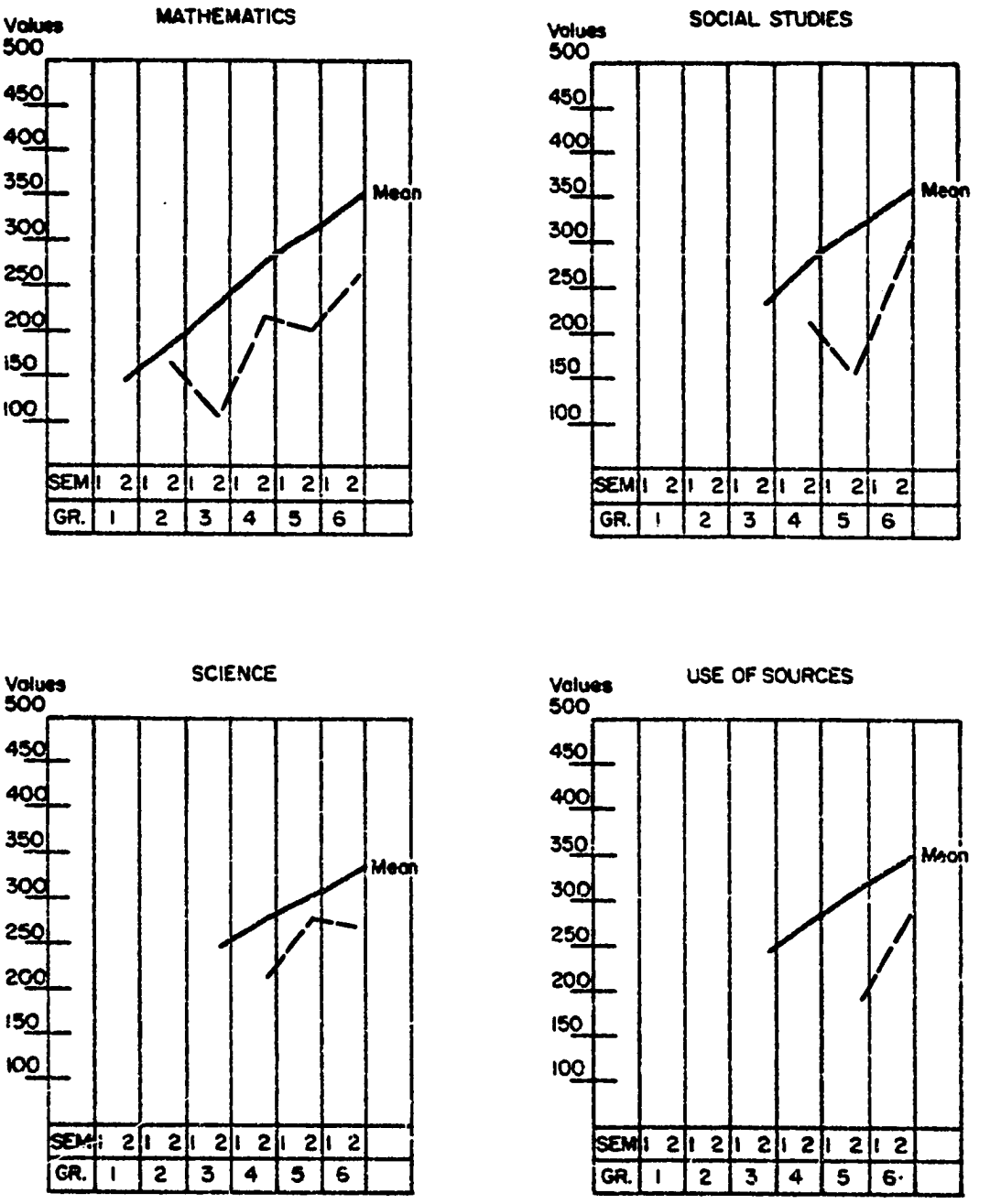

Figure 23b. Growth Scale Charts -- Lillian.

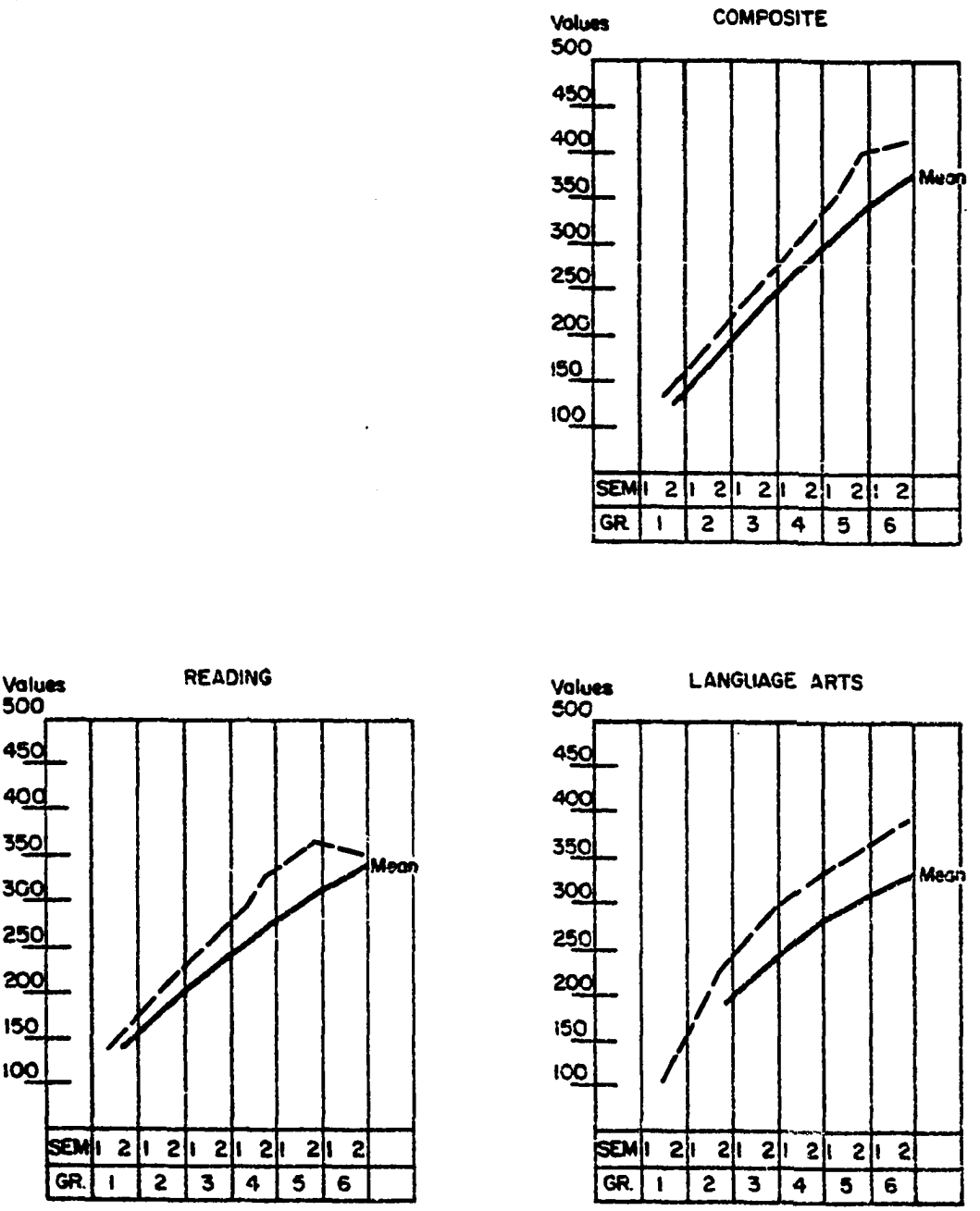

Figure 24a. Growth Scale Charts -- Lucie.

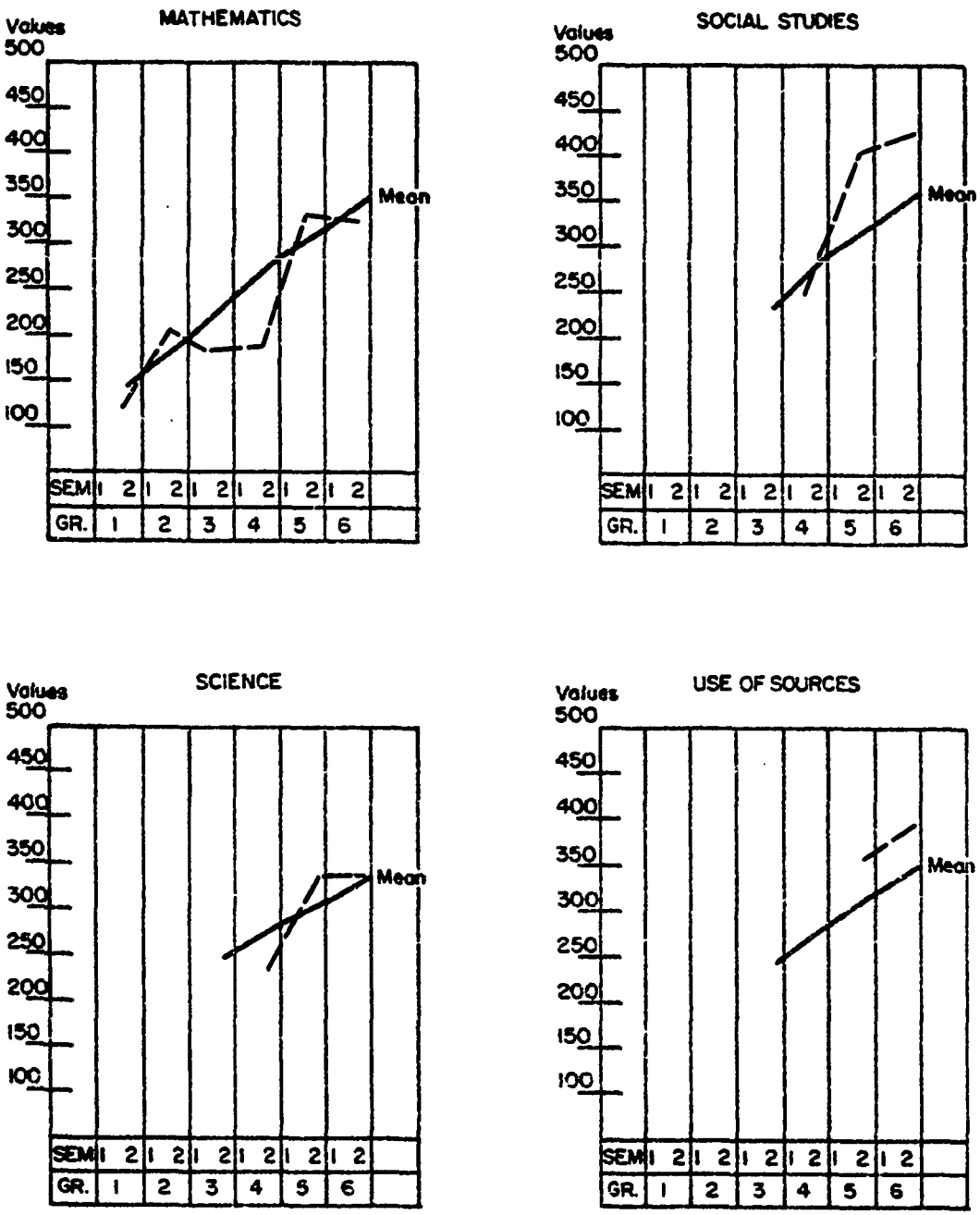

Figure 24b. Growth Scale Charts -- Lucie.

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