

Attention Test Score Form

This form is used to record the results of sort 3 through sort 8, sort 1 and sort 2 need not be recorded. The symbols T and E indicate where the time measure and the error measure should be recorded.

[illegible]

Test 4 - Figure Ground Perception¹

Test Materials:

1. Simple Forms: Cut-out models of the two forms (TENT and HOUSE) which are embedded in the complex figures. Each of these forms is the basis for a single test series (that is, a series of complex figures using the same simple form).
2. Discrimination Series (D1-8): A set of 8 plates, each of which shows one of the simple forms (TENT or HOUSE) and three similar, but obviously incorrect forms. There are 4 such cards for the TENT and 4 for the HOUSE forms.
3. Demonstration Series (E1 and E2): Three incomplete pictures, representing stages of "embeddedness" of the simple TENT form in a complex figure. (There is no parallel series for the HOUSE simple form.)
4. Practice Series (P1-P3): Three complex figures which are designed to illustrate the procedure for the child, two for the TENT series, and one for the HOUSE series.
5. Test Series: A series of complex figures, 11 of which (T1-T11) have the simple TENT figure embedded in them and 14 of which (H1-H14) have the simple HOUSE figure embedded in them. (All figures should be presented so that the identifying number appears in the upper right hand corner of the card.)
6. Additional Supplies: In order to protect the 38 plates, they

¹The directions are taken from the test manual for the Children's Embedded Figures Test.

should be covered with a set of clear plastic sheets or envelopes. Twenty envelopes are enclosed with the set; two cards may be inserted, back to back, in each envelope in proper sequence. For younger children, a washable-ink stamp pad and a star-shaped stamp can be used by the child to stamp on the plastic overlay to indicate the location of his solution. The marks can then be wiped away after testing. The star stamp is included with the set but users should furnish their own ink pad.

Training Procedure:

1. Training on the discrimination figures (D1-D4): E shows the child the first simple cut-out form (TENT) and says: "This looks something like a TENT, doesn't it? This black line at the bottom shows where our TENT rests on the ground. See if you can find another TENT that looks exactly like ours on this page." E then shows the first discrimination card, D1, and says, "Go ahead and point to the one like ours." The cut-out is then placed over the subject's choice and they are compared. Whether or not the choice is correct, it is often helpful to examine each of the incorrect alternatives on the card and explain to the child why they are incorrect. For example, E might say: "You see, this is not like our TENT because it is too small," or "This one is not like our TENT because it is upside-down," etc. The concepts of correct shape, size and orientation on the page should be stressed.

The child is then shown the second discrimination card, D2, and so on, until he gets two items right in succession. If the child fails to reach this standard on the first trial, the series may be

repeated two additional times. If the child cannot achieve two successive correct discriminations on the third repetition, testing should be discontinued.

2. Demonstrating the embedding process for children aged 6 and under (E1 and E2): Following the TENT discrimination procedure, the process of embedding a TENT figure is illustrated, using cards E1 and E2. The child holds the cut-out simple form and E says: "Find the TENT here," pointing in turn to each of the three complex figures on cards E1 and E2. E should be careful not to point near the area where the TENT is embedded. If the child has any difficulty in locating the TENT in any of these figures, E should show him where it is. E should also point out that the TENT in the complex figures is the same as the form in the child's hand, even though, for example, a line may cross it or the top part may be a different color from the bottom.

3. Practice on the embedding figures (P1 and P2): P1 is presented and E says: "A TENT like ours is hidden somewhere in this picture. The idea of our game is to find the hidden TENT. Show me where the TENT is."

The child is permitted to retain the simple cut-out form for comparison with P1. If he indicates a correct choice, he is given the rubber stamp and stamp pad* and told: "Now you may stamp the place where you saw our TENT. That's fine; now let's see how our TENT will fit."

The child is then asked to verify his choice, with the Examiner's help, if necessary, by placing the cut-out over the area where he

* An older child may, if he prefers, outline the embedded figure with his finger, instead of stamping it.

stamped to show that they match. If the child does not indicate the correct choice, E shows him where it is and asks the child to stamp the area.

E then presents P2, after taking the cut-out form from the child. E should point out that although, up to now, the embedded figure has appeared as an unbroken unit, it might also be made up of several shapes and/or colors. To encourage the child to view the picture as a whole, E says: "What does this picture look like to you?" (If necessary, E can suggest an appropriate name.) The child is then told: "Now find our TENT and stamp it (or outline it) just the way you did before." The response is again verified with the cut-out form. E can correct or help when necessary. If the child cannot find the TENT, E shows him where it is, outlining the sides of the TENT and explaining that it is the same TENT even though it has two different colors and a line inside it. E then says: "Now you show me with your stamp where the TENT is."

Testing:

For children below the age of 8 years, testing begins with item T1. Older children begin with T6 and are automatically credited with having passed T1 through T5. However, if the subject fails three or more of TENT items T7-T11, he loses this automatic credit and is given T1 through T5.

Testing is stopped upon completion of the TENT series if the subject fails all items T7-T11. If at least one of these five items is passed, testing continues with the HOUSE series.

Before presenting the items in the HOUSE series (H1-H14), E presents Discrimination Series D5-8, following the directions given for D1-4. E then gives card P3 as the single practice item for the HOUSE series and after that proceeds to H1, continuing until there have been five consecutive failures.

In presenting the first three test items in each series, E follows the procedure given for P2, saying: "What does this look like to you?" and after the child has named the figure in any appropriate way, E says, "Now find our TENT (or HOUSE) and stamp it just the way you did before." E should make sure the cut-out TENT or HOUSE forms are not visible to the child. The Examiner may assist or correct a child who does not arrive at the solution, although these are scored as failures.

After the first three items in each series, the child is not shown the cut-out unless he specifically asks to see it, unless he fails three consecutive items, or as already described, when it is shown to enable him to verify his choice. The child is informed whether he has succeeded or failed on any item only under the conditions specified earlier.

Timing:

In the standardization study no specific limit was imposed on search time for finding the simple form. This "open" procedure was

adopted since, within a moderate period of time, most children either pointed out the simple form they had selected or gave signs of wanting to discontinue the search.

Scoring:

Responses are scored 1 or 0. A score of 1 is given only when the first choice is correct and verified, as previously described in the "Training" section. If an incorrect choice is spontaneously corrected before the child sees the cut-out model, full credit is given. Correct choices made after the model is seen are scored as failures. The total score equals the number of items passed, 25 being the maximum score.

Addendum to Instructions:

The instructions presented on the last six pages and taken from the Children's Embedded Figures Test are not as clear as they might be in certain places. The following comments should clarify these instructions:

(1) Training Procedure - The first section of the training procedure suggests that ". . . it is often helpful to examine each of the incorrect alternatives on the card and explain to the child why they are incorrect." For each child you should make sure to explain the incorrect alternatives on cards D1-D4 and D5-D8.

(2) Testing - The last two paragraphs of the testing section are somewhat unclear. The entire procedure for P2 is not followed. For the first three items in each series E begins by saying, "What does this look like to

you?" and continues as indicated in the section on testing. For these items the cut-out is open for viewing by each child. For all other items the cut-out is shown only to verify a response, if the child specifically requests it, or if the child misses three consecutive items.

(3) Timing - For the ANISA testing program, individual cards are not timed. The "open" procedure is utilized.

Test 5 - Measurement of Verticality
(Static Balance)

Overview

This test measures a child's ability to maintain his balance while keeping his eyes closed. The child's eyes are closed in order to eliminate visual factors in the maintenance of balance. Thus the child's performance should depend on how well he has learned to respond to proprioceptive cues in order to maintain balance. The only materials required for this test are a stop watch and a Balance Test Scoring Form. Please read the entire instruction booklet before administering any tasks.

Task 1: Standing Normally

This task requires the child to stand with his feet parallel and at shoulders width apart (i.e., to assume a "natural" standing position). The examiner should recite the following directions to each child (Instructions in parentheses are directions of the examiner):

Hi! I'm _____ (examiner's name).
What's your name? _____ (child's name). I'm
going to ask you to do some things, okay? First I want you to stand
like this. (Demonstrate the position described above.) Now you do
it. (Make sure the child is in the correct position. Demonstrate
again if necessary.) Now when I ask you to close your eyes, close
them and just stand there until I ask you to stop. Make sure you
don't open your eyes until I tell you to. O.K., close your eyes.
(When the child closes his eyes, start the stop watch. Stop the

watch only if the child lifts his foot from the floor while attempting to balance. If the child balances successfully for thirty seconds, ask him to open his eyes and rest. In addition to timing the child's performance you must rate the performance on the Static Balance Tasks Scale which is presented in the section on scoring. Record the results on the Balance Test Scoring Form in the same section.)

Each child is required to complete two trials. Ask the child to resume the position, demonstrating again if necessary. Ask the child to close his eyes and repeat the test. The results should be recorded on the Balance Test Scoring Form.

Most children at the end of kindergarten will have little difficulty with this task. It will be helpful to observe this performance carefully, since the ease of the task for most children means that these children will display an adequate balance pattern. Typically a very slight, almost imperceptible sway will be observed. There may also be a tendency for the child's back to suddenly "collapse" and then immediately regain its former position. Neither of these occurrences indicate inadequate balance patterns. In particular, the nature of this slight almost imperceptible motion should be noted when it occurs as performance on the other more difficult tasks may be compared to this standard in using the Static Balance Task Scale.

Task 2: Modified Romberg

This task requires the child to stand with one foot ahead of the other. The heel of the front foot and the toe of the rear foot should lie in a straight line. The feet should be parallel and about shoulders

width apart. Demonstrate this position to the child and ask him to take the position. Point out that he may choose whichever foot he wishes to as the front foot. Make sure the child has adopted the correct position. Ask him to close his eyes and then score the performance in the same manner as the previous subtest. Two trials should be completed and the results recorded on the Balance Test Scoring Form.

Task 3: Romberg

This subtest requires the child to stand with one foot in front of the other, that is, in a heel to toe position. The feet should be in a straight line. Demonstrate the position and then ask the child to assume the position. Tell the child to close his eyes and score the subtest in the same manner as before. If the child does not appear to get his balance at all, the trial may be repeated. In some cases it will be helpful to support the child until he gets his balance and to begin timing when you stop supporting the child. Again, two trials should be completed, and the results of both trials recorded.

Task 4: Standing on One Foot

This task requires the child to stand on one foot. Demonstrate the position to the child and ask him which foot he prefers to stand on. Ask the child to close his eyes and then tell this child, "Lift this foot, do not hop or move around." The stopwatch is started as soon as one foot is lifted and stopped when the foot is placed on the ground again even momentarily, or when the child hops or moves the foot on which he is standing. If the child does not catch his balance at all, the

trial may be repeated. This should only be done when the child loses his balance immediately. In some cases it will be helpful to support the child until he gets his balance and to start the stopwatch when you stop supporting the child. Again two trials should be completed. This task is not scored on the Static Balance Task Scale.

Description of Adequate Balance Patterns

In all tasks the child should stand or move easily with a very slight almost imperceptible rhythmic flow of movement from front to back or from side to side if any sway or tendency to deviate from an erect position occurs. Undesired deviations from this pattern include jerky, rigid, or overemphasized control throughout -- or at any point during a task, or a great deal of movement of the arms or legs, or a great deal of rocking back and forth or from side to side in an effort to maintain balance. Extremes of these two faults would be stiff, uncomfortable appearing erect positions and actual falling. These descriptions are to be used in rating the children on each task.

Static Balance Task Scale

Assign a numerical rating of one to five to each child's performance on the static balance task according to the following criteria:

1. Removes a foot from the floor in order to maintain balance
2. Exhibits a jerky motion to regain balance more than once during the 30 second time period.
3. Exhibits a jerky motion to regain balance once during the 30 second time period or exhibits a large though rhythmic sway

throughout most of the thirty second time period

4. Exhibits a slight though rhythmic sway throughout most of the 30 second time period
5. Maintains balance throughout the 30 second time period without exhibiting undesired deviations (see Description of Adequate Balance Pattern)

Test 6 - Measurement of Co-operation

Co-operation is a human value which underlies the ability to establish and maintain ordered relationships wherein human behavior is mutually beneficial. The quality of this value is determined by the extent to which acts of assistance and contribution are observable during the performance of some group enterprise. This test provides the group enterprise in the form of an assigned task to be completed by a group working together. An instrument for tallying categories of behavior is used to "score" individual and group performance.

Since the use of observational techniques is employed it is very important that the observer meet the following conditions before administering the test:

1. thorough understanding of the nine categories of behavior.
2. familiarity with the tally sheet.
3. accuracy in estimating 5 second intervals.
4. comfortability in the process of test administration.

Trial runs are recommended in order to test whether or not the above conditions have been met.

Descriptions of Categories of Behavior

There are nine categories of behavior:

Assisting - child helps another child with a specific task within the overall assignment. This assistance is given spontaneously and not as a result of attending

to another child's request (the latter would fall in the responding positively category).

Taking Turns - child shares materials or waits to do a specific task that cannot be done until another child has completed his specific task.

Contributing Verbally - child speaks to other children concerning the task. This verbal behavior must be in the form of either praising another child's work, requesting assistance, giving suggestions, or describing any specific task in terms of its relationship with the overall task.

Responding Positively - child responds positively to the verbal or non-verbal initiation of others. Initiation can be in the form of requests, suggestions, or assistance.

Contributing Independently - child is working alone but contributing directly to the task.

Onlooking - child just watches other children and is not contributing to the task.

Non-Participation - child is not participating in group task. He may be preoccupied with another task even though he has close proximity to other children.

Responding Negatively - child responds negatively to the verbal or non-verbal initiation of others.

Distracting/Disrupting - child distracts others from group task intentionally or unintentionally. He compels others

to do what he wants them to do (placed in this category even though what he wants them to do may contribute directly to the task.) Child annoys the others.

Assigned Tasks

Three group tasks were found to be good indicators for testing co-operation: 1) coloring a mural or any large picture that must be decided by the group; 2) clearing, cleaning, and restocking book shelves; and 3) building some structure (to be determined by the group) with building blocks. The third task seems to be the best one for detecting co-operative and non-cooperative behavior.

Instructions for Test Administration

1. Randomly pick 3 children and place names in the appropriate places on the tally sheet.
2. Give instructions to the children. For example, if they are to use the building blocks, one might say:

"You are to build one structure and it can be anything you want it to be. But all 3 of you must decide on one thing only. You cannot build things separately. You must build the one structure together. Okay, begin."

3. Write down starting time.
4. Observe first child for 5 seconds, assess behavior, and check off assessed category of behavior in column one on the tally sheet (see the next page for a copy of the tally sheet). Do

the same for the second child and then the third child.

5. Repeat #4 using column 2. Continue this process until assessed category of behavior is checked off in column 10 for the third child.
6. Write down the time observations were completed and not the time the task was completed. Note: It is a good educational practice to allow the children to complete the task even though the observer is finished with his observations.

The observer should understand that he may require a little time to assess behavior that was observed during the 5-second time interval. In fact, added behavior may have to be observed before he can properly assess the behavior observed during the time interval. For example, if a child was observed to be watching another child do a specific task, the observer has to find out if the former child is simply "on-looking" or if he is waiting to take his turn. There is a great difference between these two possible categories and in order to make the appropriate choice, the observer is warranted in waiting for observed "confirmatory" behavior.

Tally Sheet

There are 3 grids on the tally sheet, one for each of 3 children being observed in a single administration of the test. Each grid has 9 rows and 10 columns. The 9 rows comprise the categories of behavior; the 10 columns are the 10 separate 5-second time intervals during which observations are made. Therefore, there are 10 observations on each child totalling 30 observations in a single administration of the test.

STOP

[illegible][illegible]

Co-operation Tally Sheet (continued)

START

STOP

Child #3 _____

[illegible]

Test 7 - Inflections

General Directions

Students should come individually to the examiner. The examiner should introduce him (or her) self to the child. Every effort should be made to make the child feel comfortable and to make the task enjoyable. Frequent praise should be given for correct responses. The examiner should not make the child aware of incorrect responses.

The examiner should use the following system to record responses to the items on the Response Sheet provided:

1. a check mark in Column 1 if the child's response is the expected response;
2. a check mark in Column 2 if the child does not attempt the item;
3. the phonetic spelling of the child's response if it is not the expected response in Column 3.

Answers should be recorded immediately after every response. The answer sheet should be concealed from the child when possible.

Materials

- 19 cards with cartoon-like figures
- 1 mounted figure capable of action
- 1 three-dimensional wooden figure capable of action

The 19 cards are to be used as follows:

1. 13 cards used for the plural of nouns (2 cards used twice),
2. 3 cards used for the possessive of nouns,

3. 3 cards used for the comparative and superlative of adjectives.

The mounted and three-dimensional figures are to be used for:

1. present indication of verbs,
2. past tense of verbs,
3. third person singular verbs,
4. noun derived form.

Specific Directions

The examiner should begin the test session by saying:

"I'm going to show you some pictures and give you some unfinished sentences. What you have to do is tell me what you think should finish the sentence. Here's an example."

Examiner holds up one hand and says, "Here is one hand." Then holding up both hands, "Now here are two _____."

The examiner proceeds by saying, "Now I'm going to make it a little harder. I'm not going to use real words. I'm going to use made-up words when I show you these pictures. Each time you have to finish the sentence using the made-up word. Now let's try one."

The examiner begins with the first set of pictures.

To test for noun plural forms, eight (8) tasks are used. The first 6 are production tasks requiring the child to produce responses on demand, while the last two are recognition tasks requiring the child to recognize instances of correct usage.

For the first six tasks, a singular and a plural picture is used for each task (a total of 12 cards). In each case, the examiner will show the child the first card, reading the dialogue printed on the

back, and then present the second card, again reading the dialogue from the back of the card. The dialogue on the second card is an incomplete sentence which the child is to complete. The expected response is the plural form of the nonsense word provided in the text.

In the seventh task, two cards from the first 12 just presented are used. (They are the singular picture of a FOOCH and the plural picture of two YUSHES.) The examiner shows these two pictures together and asks the child to point to the picture which goes with the name FOOCH.

In the eighth task, the examiner shows one plural picture giving both the singular and plural forms of the nonsense words and asks the child to choose the best name for the picture.

For the possessive of nouns there are three tasks (tasks 9, 10, and 11) each requiring one picture. The examiner shows the child each picture and reads the dialogue from the back. The expected response is the possessive form. The examiner may provide additional explanation of the task if required.

For the comparative and superlative of adjectives again there are three tasks (tasks 12, 13, and 14) and three pictures. The examiner shows the child the picture and reads the given dialogue. The child is expected to provide the comparative form and then the superlative form of the given nonsense word (adjective). If the child fails to respond with the comparative form, the examiner should provide some further explanation of the task required, and if the child still does not respond with the correct form, the examiner should provide the answer and then proceed with the given text to try to elicit the super-

lative form.

For the next task (task 15) the GOG mounted on a spring is used. The examiner sets the GOG in motion and has the child do the same. The examiner reads the text from the back of the card stopping at the required points for the child to answer. Three responses are required. The examiner should provide further explanation if needed to ensure that the child understands the task.

For the last three tasks (tasks 16, 17, 18) the wooden LEB is used. For the first task the examiner moves the LEB so that it slowly flips over; for the second task the LEB should swing slowly back and forth; and for the last task the LEB should quickly swing completely around several times. Each of these three actions is given a nonsense word (verb). The examiner may have the child also put the LEB in the prescribed motions if it seems to be appropriate. The required text for each task is printed on three separate cards provided with the materials.

DIALOGUE TO BE PRINTED ON EACH CARD

TASK #

1. a. Here is a BIP
b. and here are three _____.
2. a. This is a FOOCH, and he belongs to a family.
[to be used again in Task #7]
b. This is his family. This is a family of _____.
3. a. This is a GOG
b. Here we have two _____.
4. a. Here is one YUSH
b. and here are two _____.
[to be used again in Task #7]
5. a. Here is a LEB
b. and here is a whole group of _____.
6. a. If this is a NIZ,
b. Then these are three _____.
7. [use single FOOCH card and plural YUSH card]
Point to the picture which goes with the name FOOCH.
[to be printed on card #2 a]
8. Choose the word which sounds the best as a name for this picture.
Would you call this picture MAJ or MAJES?

9. This is a BIP again who owns this wagon. Whose wagon is it?
It's the _____.
10. Here is another YUSH. This is his balloon. Whose balloon is it?
It's the _____.
11. This a MUV. He's wearing a funny hat. The hat belongs to the MUV. Whose hat is it? It's the _____.
12. Here are three more NIZZES. If this NIZ is long (point to first NIZ), then this NIZ is (point to the second NIZ) _____, and this NIZ is the (point to the third NIZ) _____.
13. Here is a whole family of BIPS. These BIPS are all the same (point to all that are the same), but this BIP (point to first tall one) is a little different. We're going to call him a TIG BIP. So, if this BIP (point to) is TIG, this BIP (point to second tall one) is more TIG, so we say he is _____. This BIP is even more TIG (point to the tallest one). He is the most TIG of all the BIPS, so we say he is the _____.
(If the child fails to respond with the comparative form, provide some further explanation of the task required, and if the child still does not respond with the correct form provide the answer and then proceed to elicit the superlative form. Do the same for the next task.)
14. Here are three MUVS. What's different about these three MUVS?
(If the child doesn't say that the ears are different, point it

out to him [or her]). Now when MUVS have ears like these we say they are GUPPY. So this MUV is GUPPY (point to first one), but this MUV (point to second one) is more GUPPY so he is _____. And this MUV is the most GUPPY (point to last one, so he is the _____).

15. This is a GOG who likes to TIZ. Watch, I'll make him TIZ. (Do it) Now you make him TIZ. (Child does it) What is he doing? He is _____. He does this every day. Every day he _____. Now he has stopped TIZZING. What did he just do? He _____.

16. (on separate card)

[LEB slowly flips over]

This is a LEB who knows how to FOD. (do it) He is FODDING now. He does this all the time. He always _____. He has finished FODDING now. He has _____.

17. (on separate card)

[LEB swings slowly back and forth]

This LEB can also SWICK. (Do it) He is SWICKING now. He does this whenever he can. Every chance he gets he _____.

(after LEB stops)

What did he just do? _____.

18. (on separate card)

[LEB swings slowly back and forth]

This LEB also like to PLING. (Do it) He is PLINGING now. He

did this yesterday, too. What did he do yesterday? Yesterday

he _____.

What would you call someone whose job is to PLING? He would

be a _____.

Inflection Scoring Sheet

Student Name: _____ School: _____

Coding:

- (1) If the child gives the expected response, place a " ✓ " in column one.
- (2) If the child does not attempt the item place a " / " in column two.
- (3) If the child gives a response which is different from the expected one, record it phonetically in column three.

Task	Expected Response	(1) Exp. Res.	(2) No. Att.	(3) Ph. Spell.	Comments
1.	BIPS				
2.	FOOCHES				
3.	GOGS				
4.	YUSHES				
5.	LEBS				
6.	NIZZES				
*7.	(Point to) FOOCH				
8.	MAJES				
9.	BIP'S				
10.	YUSH'S				
11.	MUV'S				
12.a)	LONGER				
b)	LONGEST				
13.a)	TIGGER				
b)	TIGGEST				

Scoring Sheet / continued

TASK	Expected Response	(1) Exp. Res.	(2) No. Att.	(3) Ph. Spell.	Comments
14.a)	GUPPIER				
b)	GUPPIEST				
15.a)	TIZZING				
b)	TIZZES				
c)	TIZZED				
16.a)	FODS				
b)	FODDED				
17.a)	SWICKS				
b)	SWICKED				
18.a)	PLINGED				
b)	PLINGER				