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N.E.D. PSY. 21

NATAL EDUCATION DEPARTMENT
PRINCIPAL'S REFERRAL FORM

INSTRUCTIONS:

1. The purpose of the form is to describe the child and his behaviour at school.
2. Where alternatives are given, mark an "X" in the box next to one or more that apply and then specify with examples where possible.
3. The form should be completed comprehensively.

A. GENERAL:

Pupil's name:

Date of birth: Home Language:.....

School

Standard:..... Medium:.....

Name of Parent/Guardian:.....

Address:.....

Telephone: Home..... Business.....

Child referred by:

Parent/Guardian ; Principal ; Teacher ; Medical Practitioner ; Educational Specialist .

Any others.....

Reasons for referral:

Specific low achievement ; General low achievement ; Behaviour problem ; Emotional problem ;

Home problem ; Speech problem ; Guidance ; School readiness .

Describe the problem briefly.....

Has this pupil been seen by any of the following? :

Psychologist ; Speech Therapist ; Teacher of Partially Hearing ; Remedial Teacher ; Social Agency ;

School Medical Officer ; Provincial Inspector ; Medical Practitioner ; Teacher Counsellor .

HAS THE SCHOOL TAKEN ANY MEASURE TO ALLEVIATE THE PROBLEM (E.G. EXTRA HELP, PARENTS

INTERVIEWED, COUNSELLING ETC. SPECIFY)

Results of Intelligence Test: N.V. V. T.

Name of test: School where administered:.....

Date

B. CLASSWORK AND ATTITUDES:

1 Level in basic subjects (Indicate as Very Weak (VW), Weak (W), Average (A), Above Average (Abv.).
(For High Schools indicate stream and percentage.)

Main Language:	Reading Written Work Spelling	Comprehension Oral Handwriting
Second Language		
Arithmetic		
Content Subjects		
Other (specify)		

.....

.....

.....

.....

.....

2. Attitude to work:

Interested ; Indifferent ; Deliberately avoiding ; Variable ; Other .

Specify.....

3. Conduct in class:

Disruptive ; Co-operative ; Attention-seeking ; Withdrawing ; Easily distracted ;

Defiant ; Dependent ; Variable ; Other .

Specify

4. Ability to mix with other Pupils:

(a) In organised activity

Withdrawing ; Aggressive ; Disruptive ; Co-operative ; Assertive ; Variable .

(b) On the playground:

Self isolating ; Aggressive ; Leadership ; Follower ; Rejected ; Variable .

(c) Specify examples.....

.....

5. School attendance:

Regular ; Irregular ; Prolonged absences .

C. SCHOOL HISTORY: (Refer to Ed Lab 1 Card).

1. Year of first admission: 19.....

2. How many schools has the child attended?.....

3. Which standards has the child repeated?.....

Reasons (if available: indicate whether condoned or promoted on age).....

4. In which standards was the child promoted on age?.....

5. How many years were spent in:

1st phase

2nd phase

3rd phase

4th phase

D. EXTRA-CURRICULAR ACTIVITIES:

(State which activities: whether voluntary or compulsory; and relative degree of success):

E. PHYSICAL CONDITION: (Consult medical card).

1. Speech defects:.....

2. Suspected or diagnosed Visual and/or Auditory weakness:.....

3. Other:.....

F. HOME CONDITIONS:

1. Occupation of Father/Guardian.....

Mother/Guardian.....

2. Marital status of Parents:

Married ; Divorced/Separated ; Widowed ; Remarried .

3. Number of children in the family.....

4. Position of child in family:.....

5. Attitude of Parents to:

(a) Child's problem: (e.g. over-protective, rejecting, concerned, etc.)

(b) Homework:.....

(c) School Activities:.....

(d) School discipline:.....

6. Any other relevant information about home:.....

G. GENERAL REMARKS:

CLASS TEACHER/TEACHER COUNSELLOR.....

N.B. LEGALLY THE PARENTS SHOULD HAVE BEEN INFORMED OF THIS REFERRAL. HAS THIS BEEN DONE? YES/NO.

PRINCIPAL:.....

DATE:.....

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BYLAE B

NATAL EDUCATION DEPARTMENT
PSYCHOLOGICAL SERVICES

INITIAL INTERVIEW FORM

A. GENERAL INFORMATION

DATE:

NAME OF CHILD:

DATE OF BIRTH SCHOOL: STD: ..

PARENT/GUARDIAN:

ADDRESS: TELEPHONE: (HOME)

..... FATHER: (WORK)

..... MOTHER: (WORK)

MARITAL STATUS

OCCUPATION: FATHER: EDUCATIONAL LEVEL.....

MOTHER: EDUCATIONAL LEVEL.....

SIBLINGS: NAME.....

AGE.....

STD.

RELEVANT INFORMATION ON ANY SIBLING:.....

.....

PREVIOUS REFERRALS OF CHILD:

.....

PARENTS' STATEMENT OF PROBLEM:.....

.....

PARENTS' ATTITUDE TO PROBLEM (Interviewer's Assessment)

.....

.....

B. MEDICAL HISTORY

ILLNESSES/ACCIDENTS	AGE	DURATION	SPECIALIST?
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PRE-NATAL PROBLEMS

COMMENCEMENT OF FEEDING (+ 12 hours?).....
INCUBATION SUCTION
JAUNDICE RESPIRATORY
TRANSFUSION INFECTIONS
OXYGEN FEEDING
POST-NATAL HEALTH.....

C. DEVELOPMENTAL HISTORY

PRE-SCHOOL

1. FEEDING

POST-NATAL DELAY
BREASTFED ?
SCHEDULE/DEMAND?
DIFFICULTIES (chewing, sucking, swallowing, salivation, digestion, allergies, etc.)
WEANING (when, how)
PARENTS' ATTITUDE (Interviewer's assessment)
.....

2. ELIMINATION

CHRONIC PROBLEMS (Diarrhoea, constipation, soiling, etc.)
.....
ENURESIS (Frequency, when)
TOILET TRAINING (when, how)
PARENTS' ATTITUDE (Interviewer's assessment)
.....

3. SLEEPING

MODE (Restless, heavy, nightmares, waking, etc.)
.....
SLEEPING ARRANGEMENTS (Where, with whom, times)
.....

FEARS?
SECURITY OBJECTS
PARENTS' ATTITUDE (Interviewer's Assessment)
.....

4. MOTOR DEVELOPMENT

SAT: CRAWLED: WALKED:
CLUMSY?
FINE CO-ORDINATION (manipulation)
LATERALITY: LEFT. RIGHT MIXED (specify)
.....

5. SOCIAL DEVELOPMENT

PLAY (aggressive, sharing, constructive, withdrawn, etc.)
.....
SELF-HELP (what, child's attitude, parents' attitude)
.....
COMMUNICATION (Keeps to self, talkative : when)
.....
.....

6. EMOTIONAL DEVELOPMENT

RELATES TO PARENTS (How?)
CONTROL (Tantrums, mood-swings, etc.)
.....
SPECIFIC FEARS/AVERSIONS
.....

D. FAMILY RELATIONSHIPS

SIBLINGS (jealousies, adequacy feelings, etc.)
.....
DISCIPLINE (How: F. or M. : consistency - inter and intra)
.....

CHILD'S RESPONSE
FATHER'S RELATION TO CHILD
MOTHER'S RELATION TO CHILD
INTER-PARENT ACCORD
RELATIVES IN HOME (Grandparents, etc.)
FAMILY ACTIVITIES

E. SCHOOL HISTORY

1. NURSERY SCHOOL/CRECHE? (which, age, reason, duration,
reactions).....
.....

2. SCHOOL ADMISSION AGE
SCHOOL READINESS (Interest in books, paper and pencil activi-
ties, story comprehension, etc.)
.....

ANTICIPATORY ATTITUDE (Parent/child)
.....

REACTION TO SCHOOL ATTENDANCE
1ST WEEK
SUBSEQUENT

.....
.....

3. SCHOOLS ATTENDED	YEAR	CLASS
.....
.....
.....
.....

4. SPECIAL SCHOLASTIC ABILITIES
.....

SPECIAL SCHOLASTIC DISABILITIES (Area, duration, observed by,
attitude - parent and child).....

.....	
5. HOBBIES/INTERESTS	
.....	
6. CONCENTRATION (Task persistence, distractability, impulsivity, dreaminess, etc.: under what conditions)	
.....	
7. SOCIAL ADJUSTMENT (Withdrawn, aggressive, friendless, easily led, etc.)	
.....	
8. CHILD-TEACHER RELATIONSHIP (Co-operative, antagonistic, afraid, etc.)	
.....	
9. HOMEWORK (Supervision, facilities, time, type, duration, stresses)	
.....	
10. PARENT-SCHOOL CONTACT	
.....	
11. CLUB ACTIVITIES	
.....	
12. HOME EDUCATION (Story-time, library, discussions, creative activities)	
.....	
13. PARENTAL EXPECTATIONS	
.....	
14. SCHOOL REPORTS - SUMMARY	
.....	
.....	
15. GENERAL SUMMARY (Principal difficulties, parental attitudes)	
.....	
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.....	

GENERAL IMPRESSION OF HOME AND HANDLING:

.....
.....
.....
.....

CLINICAL SUMMARY:

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.....
.....
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BYLAE C

REVISED SCALE FOR PERCEPTUAL ADIENCE-ABIENCE

(Hutt, H.L., 1969, p.132-134)

Section A : Directions for scoring

1. Using the Copy Phase of the HABGT, score for the drawings for each of the following factors by circling the weight that is relevant for that factor.
2. Each factor is assigned a weight from +2 to -2, or for maximum weight in adience to maximum weight in abience.
3. The Adience-Abience Score is the algebraic total of the circle scores. The Corrected Score is this total plus the constant of 20.
4. Use Table 1, Chapter 5, to determine height and width limits applicable to test figures.

Section B : Definitions and weights for adient-abient factors

Weight a) Factors relating to space and size

-2	Space 1	Three or more of the figures are <u>less</u> than the limits for <u>either</u> height or width as indicated in "Bylae D"
-2	Height 2a	One or more figures are <u>less</u> in height than the limits for height, as indicated in "Bylae D".
-2	2b	Three or more figures are <u>less</u> in height than the limits indicated in "Bylae D".
+1	3	Use of page. Uses more than three-fourths of page for drawings.

Weight	<u>b) Factors relating to organization</u>	
+1	4a	Sequence. (Defined in terms of shift or change from the preceding sequence of figures. Thus, when the preceding sequence is in the horizontal plane and from left to right, a shift in sequence is counted when the next figure is placed below, above, or to the left of the preceding figure. Allowance should be made, of course, for natural shifts, as when the edge of the page is reached).
-2	4b	Irregular or confused sequence. It is <u>irregular</u> when <u>3 or more shifts</u> occur. It is <u>confused</u> when there is no apparent plan or the figures are obviously jumbled on the page.
<hr/>		
<u>c) Placement of 1st figure</u>		
+2	5a	Normal placement . At least 1 inch from top or side edge of the page, and within the upper third of the page.
-1	5b	Abnormal placement. Any of the following: within 1 inch of any margin; centre of figure within 1 inch of centre of page; centre of figure is below upper one third of page.
<hr/>		
<u>d) Factors relating to change in form of the Gestalt</u>		
		Closure difficulty. (Defined as <u>obvious difficulty</u> in joining within a figure - as when there is discontinuity in the line of the circle or the diamond - or the joining at an apex is not accurate - or obvious difficulty at the point of joining of contiguous figures. The difficulty may be manifested by any of the characteristics described in

<u>Weight</u>	<u>Factor</u>	
		chapter 5. Figures 1, 3, 5 and 6 are <u>not</u> scored for closure difficulty. <u>No more than 2 closure difficulties</u> are scored for any single figure).
+1	6a	Moderate closure difficulty. No more than 5 closure difficulties.
-2	6b	Marked closure difficulty. Six or more closure difficulties.
		Crossing difficulty. (Defined as redrawing, sketching, erasing, or increase of pressure at the point where lines cross each other in figures 6 and 7. Note that 2 crossing difficulties may occur on figure 7. Note also that when figure 6 is drawn as 2 tangential curves, this is <u>not</u> counted as crossing difficulty).
+1	7a	No crossing difficulty.
-2	7b	Marked crossing difficulty. Two or more crossing difficulties.
		Change in angulation. (Counted on figures 2,3,5,6 and 7 when there is an increase in angulation of <u>15 degrees or more</u>).
+2	8a	Increased angulation, moderate. Present on 1 or more figures.
-2	8b	Decreased angulation, marked. Present on 3 or more of the figures.
		<u>e)Factors related to distortion</u>
		Rotation. (Defined as a shift in or rotation of the figure - not the paper - from the standard orientation on the card).
+2	9a	Rotation, absent or mild. No rotation more than 14 degrees on <u>any</u> of the figures.

<u>Weight</u>	<u>Factor</u>	
-2	9b	Rotation, severe. Rotation of more than 80 degrees.
+2	10a	Fragmentation. (Breaking the Gestalt into component parts, or gross separation of the 2 parts of figures A,4 and 7).
-2	10b	No fragmentation present.
		Marked fragmentation. Present on 2 or more of the figures.
+1	11a	Simplification. (The use of a "substitute" figure which is simpler to draw or execute, <u>other than by fragmentation</u> , or by making symmetrical figures out of asymmetrical ones).
-1	11b	No simplification present.
-2	11c	Moderate simplification. On 1 or 2 figures.
		Marked simplification. On more than 2 figures.
+1	12a	Elaboration. (Any elaboration or doodling).
-2	12b	No elaboration.
		Marked elaboration. On more than 2 figures.

It will be noted that on three factors (height, angulation and simplification) the rater can be circle one of 2 degrees of adience-abience, but the maximum score on any factor can only be either +2 or -2. Thus uncorrected scores can range from +14 to -21.

The Corrected Score is obtained by adding +20 to the algebraic total. This is done to eliminate negative scores.

BYLAE D

Normal height and width limits for factor 4 (in inches)

(Hutt, 1969, p.76)

Figure No.	Height Limits	Width Limits
A	0,67 to 1,00	1,18 to 1,97
1		3,11 to 5,20
2	0,27 to 0,40	2,94 to 4,96
3	0,67 to 1,10	1,14 to 1,89
4	1,10 to 1,81	1,00 to 1,67
5	0,79 to 1,34	0,79 to 1,34
6	1,02 to 1,76	1,97 to 3,31
7	0,97 to 1,53	1,10 to 1,81
8	0,35 to 0,59	1,85 to 3,07

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