

A. JOB: Summary and Scoring

A. 1 -- What are you doing now? (note order of answer)

(If they don't mention a job, ask A-2) or go on to A-3

job _____

family _____

training _____

education _____

outside interest _____

social life _____

other _____

A.2 What was your last job? (Description)
Job title.

job title _____

occ. level _____

How long did you work at this job?

MONTHS _____

Why did you leave? (then go on to A-6)
(How long ago?) _____

A.3 What is your present job?

Describe what you do.

job title _____

occ. level _____

What is your job title?

Are you part or whole owner? (if needed)

A.4 What are your hours of work? Average hours per day; _____

average hours per week? _____

How long have you had this job? _____

A.5 How long have you been preparing for/and/or in this line of work?

MO _____

YRS _____

A.6 Did you find this job by:

^{get}
working your way up _____
through job training or apprenticeship _____
training or education _____
help from friends or family _____
your special skills or talents _____
luck _____
only thing you could find _____
other _____

A.7 Are you reaching toward your job goal with this kind of work?

very much _____ some _____ a little _____ not at all _____

A-8 If not what is your job goal?

P.3

Job level _____

realistic goal ?

yes _____

no _____

? _____

A-9 What do you think interferes with reaching your job goal?

A-10 Of all the jobs you have had since leaving high school which one have you enjoyed most?

same as present job?
yes _____
no _____

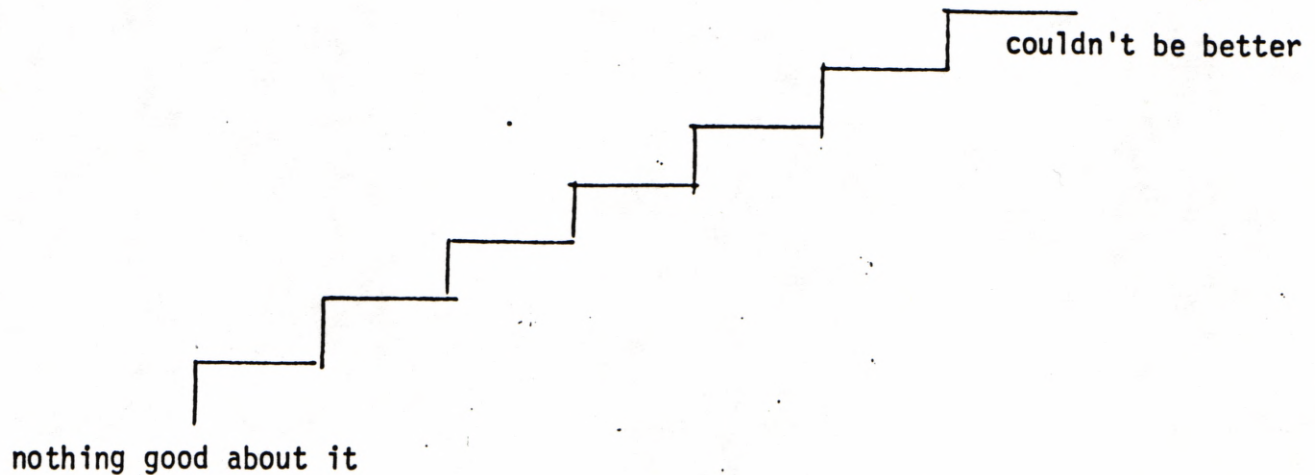
About how many different jobs have you had since leaving high school?

A-11 LIKERT SCALE

JOB SATISFACTION

Step # _____

A.11 After all this discussion about jobs, where on this stairway would you put yourself in terms of your present job or activity?



B. School History

B.1 Have difficulties with any of the subjects I'm going to list affected your education? (go through the list for each period in school 1,2,3,4. If so, the degree of difficulty.

- 1) in elementary school?
- 2) in middle school?
- 3) in high school?
- 4) after high school?

V.M. = very much
 S. = some
 L. = a little
 N. = not at all

	Elementary	Middle	High	After High School
Reading				
Spelling				
Handwriting				
Speaking or Reciting				
Math				
Did you speak a language other than English at home? If so, what?				
(If above answer is yes) Did you have difficulty with English at school?				
Did you take a foreign language in the upper grades?				
Was it difficult?				

B.2a Do you remember when you became aware of difficulty with school work?

yes _____ grade _____
no _____
DK _____

B.2b Do you remember when your difficulty was first noticed by your family or your teacher?

If yes, how could you tell?

yes _____
no _____
DK _____

1

Do you remember when you began to receive help with this/these?

Where?

yes . no DK age _____

For how long?

MO

YR

DK _____

Do you think it helped or hindered or made no difference?

HELPED _____
HINDERED _____
NO DIFF _____
DK _____

6-5
B.3a Do you feel that you have any special talents (interests or hobbies) that are not usually recognized in school classrooms?

If so, what?

How much time were you able to spend with your special interests, talents, or hobbies during your school years?

(much _____ some _____, little _____ none _____)

Were they recognized by anyone during your school years?

By whom?

B.3b Do you get recognition or self satisfaction from your special talents, interests, or hobbies now?

(much _____ some _____ little _____ none _____)

WHICH?

Are any of them used on your job?

(much _____ some _____ little _____ none _____)

WHICH?

2-4

B.4A What from this list gave you satisfaction or enjoyment at school? (Go through list for each time section)

	Elementary	Middle or Jr.Hi	High
subjects or courses (if so) which? why?			
vocational or shop courses P.E. (if so) which? why?			
Any you especially disliked? Why?			
sports (if so which?)			
school or class offices (if so, which?)			
activities: music (which?) drama clubs other ROTC			
using own special talents or hobbies in school life			
school job or school program job (3-3 program)			
other			
B. 4B Did you receive enjoyment or satisfaction outside of school? If so, what?			
outside job			
hobby/talent/interests			
doing things with friends, like parties, sporting events			
T.V.			
Listening to music			
other			

B.5 Are there any teachers you had during your school years that you especially remember?

and Why?

B.6 Did your high school counsellor help you with planning for job training or higher education?

If yes -

yes _____
much _____
some _____
little _____
no _____

B.7 Was there any person who helped you most in your education?

B.8 Where would you put yourself on this stairway about the enjoyment and satisfaction you received during your school years?
LIKERT SCALE STEP# _____

B.9 Were written tests or oral tests easier for you?

WRITTEN _____

ORAL _____

Were written reports or oral reports easier for you?

WRITTEN _____

ORAL _____

~~(Let's try it out here)~~

B.10 Pretend you had two weeks off. Please write 6 to 8 sentences about what you would like to do.

Note: length of time to carry out task

Written _____
Oral _____

handedness

Right _____ Left _____

pencil grasp

good _____ fair _____ poor _____

~~which hand~~ handwriting fluency

good _____ fair _____ poor _____

~~- printing~~

good _____ fair _____ poor _____

dashing off vs. checking or revising

yes _____ no _____

persistence - steady production

yes _____ no _____

other _____

physical or emotional response to task
enumerate

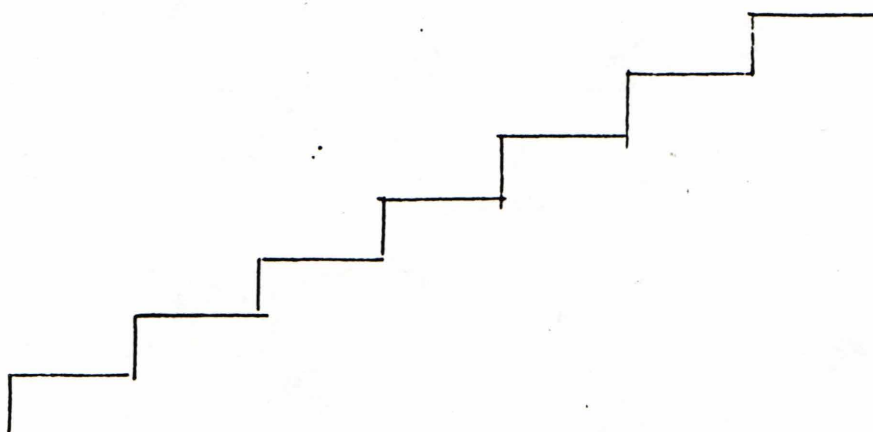
any comments by subject
enumerate

other

B.11 Without having to write, tell me what you would like to do if you had two weeks off.

B.8 Where would you put yourself on this stairway about the enjoyment and satisfaction you received during your school years?

I received great
enjoyment and
satisfaction during
my school years



I received no enjoyment or
satisfaction during my
school years

B.12 What is the highest level in training or education you have completed?

If graduated from high school, what date?

If higher education ask about: (see table below)

Education/ Training	Name of Institute	Major Subject	How you did?			how long degree or #mos/yrs certificate
			Exc gd	Av fair	Fail inc	
make-up for grad						
vocational						
Military/ branch						
on job training/ apprenticeship						
Jr.College						
College or University						
Post Grad						
Professional						
other						

B.13 Did anyone write requesting special consideration for your job training, college entrance, special tests, military service, SSI, or other? Who? Did it help?

Other .

yes —

no —

who?

Did it help ?

yes —
no —

# physical prob	INTERFERENCE FROM MED/PHYS PROBLEMS	# area
MUCH	1	1
SOME	1	1
NONE	1	1

C.22 As a child were you ever considered to be overly active, or restless, or distractible with trouble concentrating?

	MUCH	SOME	NONE	D.K.
OVERLY ACTIVE, RESTLESS				
DISTRACTIBLE				
TROUBLE CONCENTRATING				
OTHER:				

Do you remember taking any medication for this? YES
NO
D.K.

LIST WHAT - IF KNOWN

When?
AGES
DK

How long?
DK

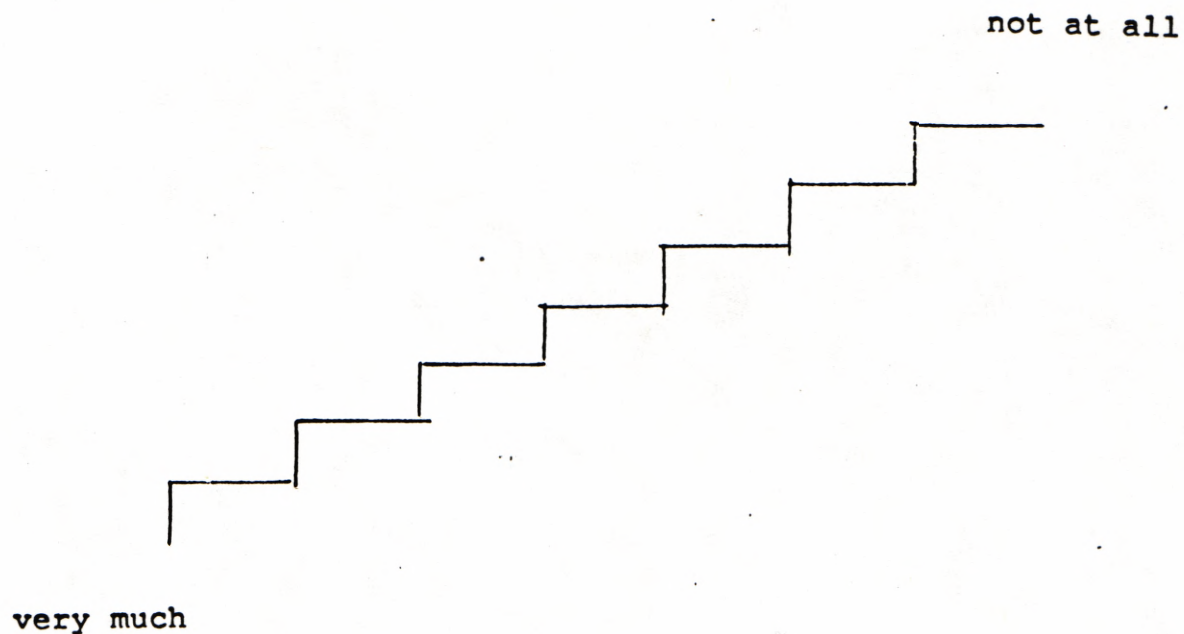
Did it help? YES
NO
DK

C-26 Do you ever feel overly restless or have trouble concentrating now? (underline which) DISTRACTIBLE YES
NO
DK

Does it interfere with with your job, family, or social life?

INTERFERES WITH	MUCH	SOME	NONE	What do you do about it?
JOB				
FAM. LIFE				
SOCIAL LIFE				
OTHR				

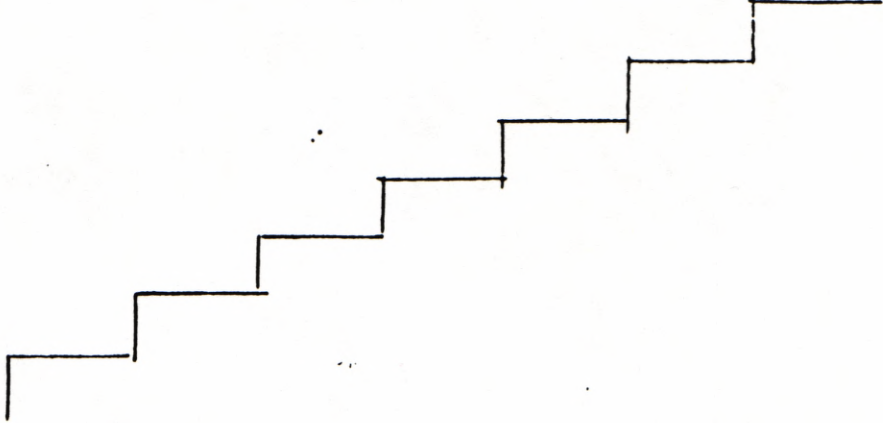
C.3 Where on this stairway would you put yourself about how much your physical or health problems interfered with your school success or progress?



C. 4 Where on this stairway would you put yourself about how much your physical or health problems interfere with your daily life now? (job, family, recreation)

not at all

very much



C-3 Likert Scale
Health and school success

step # _____

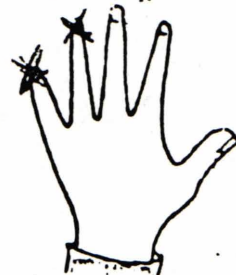
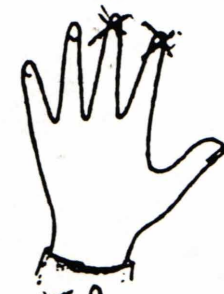
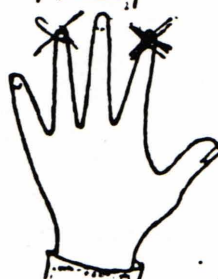
C-4 Likert Scale .
Health and daily life now

step # _____

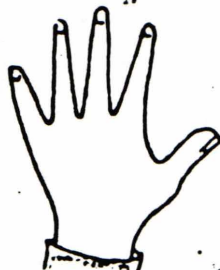
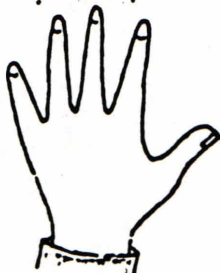
TRIAL
L.



MASTER
FINGER SEQUENCE



TRIAL
L



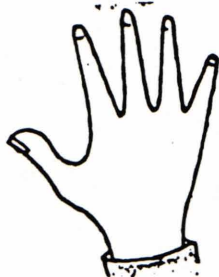
TRIAL
R.



MASTER
FINGER SEQUENCE



TRIAL
R



C. 7 Instructions:

Show me your right hand, my left hand, point to my right ear with your left hand.

<u># correct</u>	
Self	Examiner
<u>Rt.hand</u>	<u>Lt.hand</u>
<u>Show</u>	
<u>Lt.hand</u>	<u>Rt.ear</u>
<u>Point</u>	

(Note whether easy or hard)

C. 8a WAIS Digits Forward

C. 8b WAIS Digits Backward

C-8a DIGIT SPAN WAIS

The following tests, Digits Forward and Digits Backward, are administered separately. For both, say the digits at the rate of one per second, not grouped. Let the pitch of voice drop with the last digit of each series. The series denotes the number of digits in an item.

DIGITS FORWARD

→ **DIRECTIONS** Start with the Trial I of Series 3 for all subjects. Begin by saying I am going to say some numbers. Listen carefully, and when I am through say them right after me.

In any series, if the subject repeats Trial I correctly, proceed to the next higher series. If the subject fails Trial I, give Trial II of the same series, then proceed to the next series if he passes. The second trial of a series is given only if the first trial is failed.

DISCONTINUE After failure on both trials of a given series.

SCORING The score is the number of digits in the longest series repeated without error in Trial I or II.

Maximum score: 9

SERIES	TRIAL I	TRIAL II
(3)	5-8-2	-6-9-4 . .
(4)	6-4-3-9	7-2-8-6
(5)	4-2-7-3-1	7-5-8-3-6
(6)	6-1-9-4-7-3	3-9-2-4-8-7
(7)	5-9-1-7-4-2-8	4-1-7-9-3-8-6
(8)	5-8-1-9-2-6-4-7	3-8-2-9-5-1-7-4
(9)	2-7-5-8-6-2-5-8-4	7-1-3-9-4-2-5-6-8

C-86

WAIS

Digits Backward

DIRECTIONS Start with Item 1. Say,

Now I am going to say some more numbers, but this time when I stop I want you to say them backwards. For example, if I say 7-1-9, what would you say?

Pause for the subject to respond.

If the subject responds correctly (9-1-7), say,

That's right,

and proceed to Item 1. As with Digits Forward, read the digits at the rate of one per second and administer both trials of each item, even if the subject passes Trial 1.

However, if the subject fails the example, say,

No, you would say 9-1-7. I said 7-1-9, so to say it backwards you would say 9-1-7. Now try these numbers. Remember, you are to say them backwards. 3-4-8.

Whether the subject succeeds or fails with the second example (3-4-8), proceed to Item 1. Give no help on this second example or on any of the items that follow.

DISCONTINUE After failure on both trials of any item.

SCORING Each item is scored 2, 1, or 0, as follows:

- 2 points if the subject passes both trials
- 1 point if the subject passes only one trial
- 0 points if the subject fails both trials

Maximum Score on Digits Backward: 14 points

Item	Trial 1	Trial 2
1.	2-4	5-8
2.	6-2-9	4-1-5
3.	3-2-7-9	4-9-6-8
4.	1-5-2-8-6	6-1-8-4-3
5.	5-3-9-4-1-8	7-2-4-8-5-6
6.	8-1-2-9-3-6-5	4-7-3-9-1-2-8
7.	9-4-3-7-6-2-5-8	7-2-8-1-9-6-5-3

Total Score for Digit Span Test: Sum of scores on Digits Forward and Digits Backward

Maximum Score: 28 points

ask

→ How did you do the numbers backward?

5. DIGIT SPAN		SCORE
Digits Forward		Circle
5-8-2		3
6-9-4		3
6-4-3-9		4
7-2-8-6		4
4-2-7-3-1		5
7-5-8-3-6		5
6-1-9-4-7-3		6
3-9-2-4-8-7		6
5-9-1-7-4-2-8		7
4-1-7-9-3-8-6		7
5-8-1-9-2-6-4-7		8
3-8-2-9-5-1-7-4		8
2-7-5-8-6-2-5-8-4		9
7-1-3-9-4-2-5-6-8		9
Digits Backward		Circle
2-4		2
5-8		2
6-2-9		3
4-1-5		3
3-2-7-9		4
4-9-6-8		4
1-5-2-8-6		5
6-1-8-4-3		5
5-3-9-4-1-8		6
7-2-4-8-5-6		6
8-1-2-9-3-6-5		7
4-7-3-9-1-2-8		7
9-4-3-7-6-2-5-8		8
7-2-8-1-9-6-5-3		8
F _____ + B _____ = _____		
Highest numbers circled		

C.8 Digit span form WAIS (use form)

WAIS SCORE

	ADULT	CHILD	DIFFERENCE
DIGITS FORWARDS			
DIGITS BACKWARDS			

METHOD USED FOR DIGITS BACKWARDS

VISUAL _____

AUDITORY _____

OTHER _____

C.9 Repeat sentences (use form)

1
2
3
4

CORRECT _____
1. _____
2. _____
3. _____
4. _____

C.9 Memory for Sentences

Directions: Repeat these sentences after me.

The circus came to town.

Ken painted a picture for his mother's birthday.

The airplane's engines sputtered, then stopped, forcing an emergency landing.

The weather was hot and dry all summer, so that by September the drought had reached critical proportions.

C.10 When you are on a trip, who does the map reading?

C.11 Instructions: Here is a map of California. Please label what is on the left border and on the right border. Mark X for the position of Los Angeles and a circle for the position of San Francisco.

After they do this ask: What direction would you travel to go from San Francisco to Los Angeles?

C.10 When you are on a trip who does the map reading?

SUBJECT _____
OTHER _____
Paint to the left, right

C.11 Here is a map of California. Please label what is on the left ~~border~~ and right ~~border~~ and mark X for the position of Los Angeles and a circle for San Francisco. What direction would you go to travel from S.F. to L.A.?

(Note. # times the instructions need to be repeated.)

CORRECT _____
LEFT BORDER _____
RIGHT BORDER _____
POSITION S.F. _____
POSITION LA _____
DIRECTION SF to LA _____
REPETITION NEEDED _____

C.12 Copy Bender figures -

COMMENTS

time _____
position of paper _____
rotation " " _____
erasures _____
SCORE _____

COMMENTS ON CHILD'S BENDER



C.12 Here are some figures (or designs) for you to copy; just copy them the way you see them.

(Suggest starting in upper left corner but don't insist.)

Permit erasures.

No time limit (but note: time _____)

position of paper _____

rotation of paper _____

erasures _____

C.13 If today is Monday, what day would three days ago be?

CORRECT

How many hours from 6 A.M. to 3 P.M.?

About how many months from the 4th of July to Christmas?

D 1a From birth to "leaving home" how many
different places did you live?

#

Preschooler

—

Elementary school

—

Middle school

—

High School

—

Since High School

—

D. Family and Social Life

(I'm going to ask you some personal questions. Remember you don't have to answer any question you would rather not answer.)

D.1 1b What are your living arrangements now?

Do you own or rent?

D. 1b -- What are your living arrangement now?

home or condo _____ own?
apartment _____
shared condo/home _____
apartment _____
rooming house _____
other _____

D.2 With whom are you sharing your living arrangements?

alone _____
mate _____
children(_____) _____
children elsewhere _____
where _____

sibs _____
friends _____
parents _____
other _____

If with mate..... how long? _____
Ever married?..... # _____
divorces..... _____

Were your learning problems a factor?

yes _____
no _____
DK _____

D.3 Most young adults today find it difficult to support living arrangements with one income. Can you finance your present living arrangements by yourself?

yes _____
no _____

If not, who helps in financing your living arrangements?

self support _____
mate _____
parents _____
friends _____
other _____

D.4 What do you usually do in your free or leisure time?

Do you do this by yourself or with someone?

D.5 How much time do you spend

watching T.V.
listening to the radio
going to sporting events
going to night clubs
 movies
 concerts
 other

D.6 Do you belong to any special groups or teams or clubs or church?

If so what?

—

About how many hours per month do you spend with each of those you belong to?

—

D.7 When you get upset or worried or discouraged what do you do?

Do you talk to anyone?

If so usually who?

NO — YES —
 often —
 some —
 seldom —

D.8 Is there any one thing that stands out as being the biggest stumbling block for you in your life?

no _____

yes _____

9th -

DATE _____ FATHER _____
OTHER _____

[illegible]

D.9b Family History

(Explain that some studies show that reading, spelling, or speech problems sometimes run in families, so we would like their histories)

[illegible]

8-1
D.10 Does any one person stand out as being especially helpful to you while you were growing up or during your adult life so far?

Who?

How were they helpful?

D.11 Are your parents (if alive) pleased with you now?

yes _____

no _____

DK _____

How do you know?

What pleases them?

Were your parents pleased with you when you were ^{in school} ~~growing up~~?

yes _____

no _____

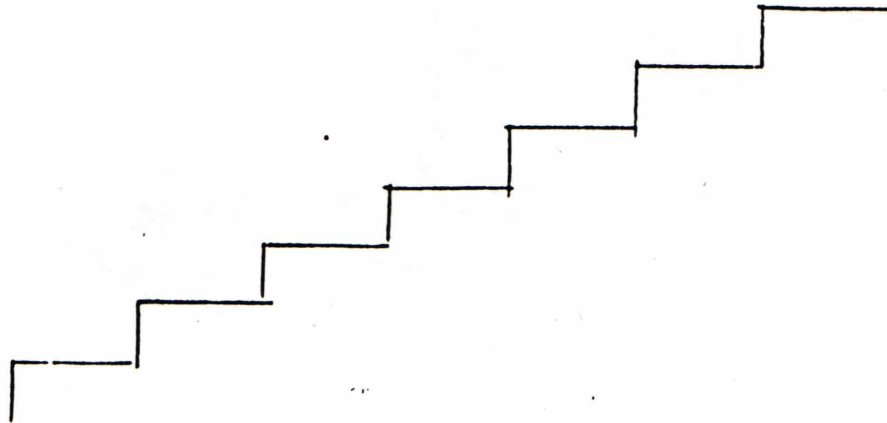
DK _____

How could you tell?

What pleased them?

D. 12 Where would you put yourself on this stairway about the understanding and appreciation you receive now in your daily life?

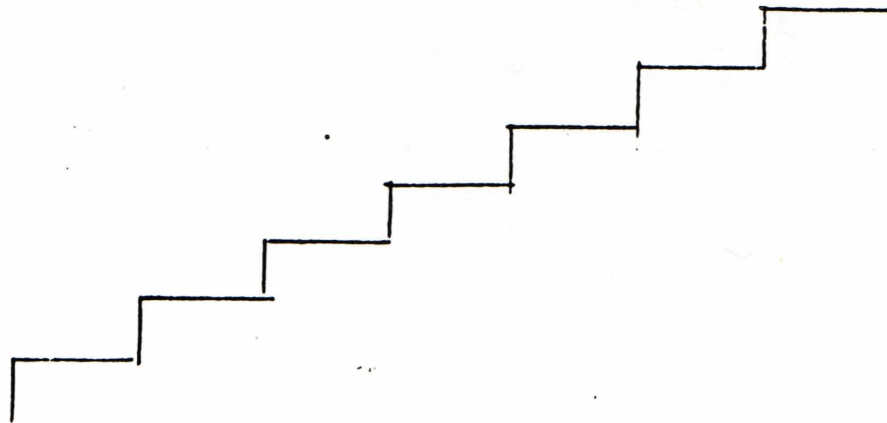
Now I receive all the
understanding and
appreciation I need in my
daily life



Now I receive no understanding
or appreciation in my daily life

¹³
D.14 Where would you put yourself on this stairway about how much
you feel good about yourself now at work?

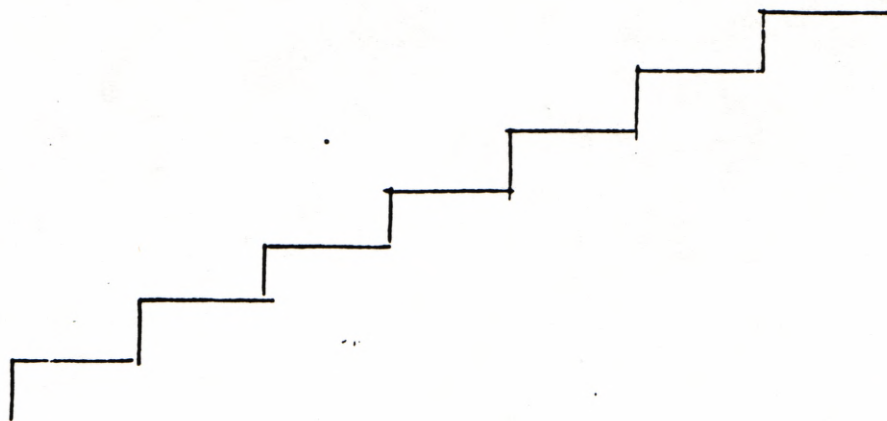
I'm completely pleased
with myself at work



Find nothing in myself
to please me at work

¹⁴
D.15 Where would you put yourself on this stairway about how much
you feel good about yourself now at home?

I'm completely pleased
with myself at home

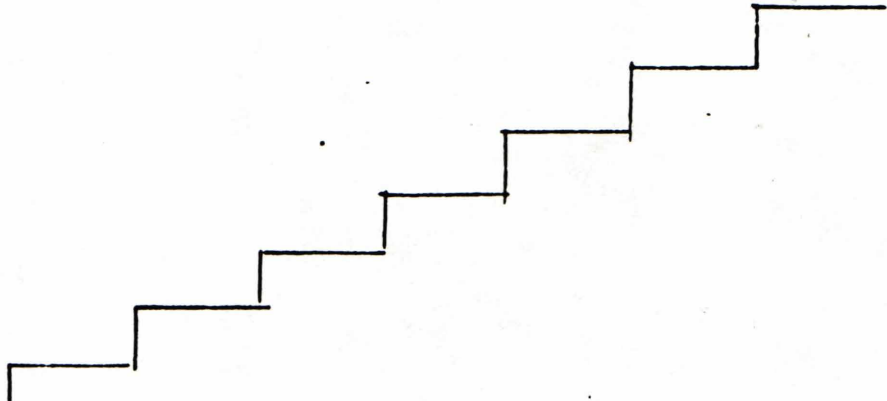


I find nothing in myself
to please me at home

15

D.16 Where would you put yourself on this stairway about how much you feel good about yourself now in your recreation time and social life?

I'm completely pleased with
myself in recreation and social
life



Find nothing in myself
to please me in my
recreation and social life

LWEAT SCALES

- D-12 understanding appreciation - now step # _____
- D-13 how feel about self at work step # _____
- D-14 " " " " " home step # _____
- D-15 " " " " " in rec time step # _____

E. Reading and Writing Activities

E.1 How do you keep up with the daily news?

T.V _____
 radio _____
 newspapers _____
 magazines _____
 people talking _____
 other _____

Do you read for pleasure? What?

How much

E. 2 -- What reading do you have to do for your job? Describe.

much _____
 some _____
 little _____
 none _____

Is this reading more difficult for you to read and understand than it is for fellow workers in your position?

MUCH _____
 SOME _____
 NO _____
 DK _____

How much
 E.3 ~~What~~ writing do you have to do for your job?

MUCH _____
 SOME _____
 LITTLE _____
 NONE _____

Is this writing more difficult for you than it is for fellow workers in your position?

MUCH _____
 SOME _____
 NO _____
 DK _____

E.4 In your daily life are any of the following difficult for you to read and understand?

	YES	SOME	NO
application forms			
bills			
instructions			
written tests			
notices			
letters			
advertisements			
menus in restaurants			
signs			
others you think of			

If so, what do you do?

use context clues _____
 try to sound it out _____
 ask for help _____
 give up _____
 other _____
 D.K. _____

E.5 In your opinion is your reading speed fast, medium, or slow?

E.6a Do you have a driver's license?

YES _ NO _

Did you pass the written test or oral test?

ORAL _ WRITTEN _

E.6b Do you vote?

YES _ NO _

Do you think your reading problem interferes with getting informed on the issues?

yes _ no _
much _
some _
little _

E.7 Many in your group, whom we saw in the the Reading Clinic, say spelling and writing are still problems. How about for you?

YES _ NO _ DK _

E.8 Do you have trouble putting your thoughts in writing in any of these tasks?

	MUCH	SOME	NONE
writing a message for someone?			
answering letters?			
filling out forms?			
writing reports?			

what do you do if you are asked to do any of these?

get help _____
use words can spell _____
use dictionary _____
get someone else _____
to do it _____
put off _____
don't do it _____
other _____

E.9 If you can't spell a word you want to use when you are writing what do you do?

E.10a Who usually handles finance chores like:

	SELF	OTHER
paying bills		
keeping records		
income tax data		
balancing check books		

E-10b

Is it is hard for you to do it? YES NO —
WHAT MAKES IT HARD?

E.11 Do you feel you are well organized?

e.g. closet, car, personal papers, tools

YES —
SOMEWHAT —
NO —

E.12 Were any of the following available to you in high school or during your early adult life?

	yes, helpful	no	Do you wish they would have been more available?
Job training			
Using calculators			
Audiotapes or videotapes to be able to listen to or view for: instructions for doing job reviewing lectures book chapter assignments			
Having more time for written tests			
Being able to have your written work proofread by someone else for spelling errors			
Do you type? Yes___ No___ Using a typewriter or word processor with a spelling corrector			
Receiving oral instructions on the job instead of written instructions			

E-13a examiner's copy

Please read this silently

note: how paper held

lip mvt.s. _____

use finger _____

other mvt.s. _____

time _____

Robert Fulton's Steamboat

In 1807 Robert Fulton took the first long trip in a steamboat. He went one hundred fifty miles up the Hudson River. The boat went only five miles an hour, but this was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this strange boat as it passed. Fishermen objected to it because they were afraid that its noise and splashing would drive away all the fish. The fishermen tried to keep other steamboats from traveling on the river, but they could not stop them. _____

- ____ 1. What did Robert Fulton do in this story?
- ____ 2. What kind of boat was it?
- ____ 3. What river was the trip made on?
- ____ 4. How far did the boat go?
- ____ 5. How fast did it go?
- ____ 6. Who did not like the boat?
- ____ 7. What were the fishermen afraid would happen?

Were there any difficult words
which? under line above
what did you do?

yes — no —

Word analysis _____

Context clues _____

Other _____

Robert Fulton's Steamboat

In 1807 Robert Fulton took the first long trip in a steamboat. He went one hundred fifty miles up the Hudson River. The boat went only five miles an hour, but this was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this strange boat as it passed. Fishermen objected to it because they were afraid that its noise and splashing would drive away all the fish. The fishermen tried to keep other steamboats from traveling on the river, but they could not stop them.

Please read this silently

note: how paper held

lip mts _____

use of fingers _____

other mts _____

time _____

The History of Golf

Golf started in Holland as a game played on ice. The game in its present form first appeared in Scotland. It became very popular there, and kings enjoyed it so much that it was called "the royal game." James IV, however, thought that people neglected their work to indulge in this fascinating sport, and so it was forbidden in 1457. At last, someone persuaded James to try the game, and he relented when he found how attractive the game was. Golf immediately regained its former popularity, spreading gradually to other countries, and being introduced into North America in 1890. It soon gained a wide following and has grown in favor until there is hardly a town that does not boast of either a public or a private golf course.

- ____ 1. Where did golf originate?
- ____ 2. How was it first played?
- ____ 3. Where did it first appear in its present form?
- ____ 4. Why was golf forbidden by James IV?
- ____ 5. Why did he change his mind?
- ____ 6. When was golf first introduced in America?
- ____ 7. What evidence have we of its popularity?

correct

were there any difficult words?
which? underline above
what did you do?

yes _____ no _____

word analysis _____

context clues _____

other _____

The History of Golf

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3-13C examiner's copy
Please read and check answers. you can refer back to the reading
Check lip mts, finger. how paper held

Even most skeptics, because they seem to share the hope that there is life on Mars, try hard not to discount the possibility. But it was a comedown in the mid-1960's when scientists involved in the Mars exploration studied photos taken by some of the early Mariner space flights. No canals. No seas. No busy Martian engineers. No menacing warlike Martians as huge as skyscrapers. Just mountains, craters, cold winds, and dust storms. It was almost as if scouts for Columbus had returned to Isabella's court with the news that the world had turned out to be flat after all.

Hopeful astronomers reminded us that the Mariner IV had photographed a mere one percent of the Martian surface from 2,000 miles away. And they pointed out that the Earth-orbiting Tiros weather satellite shot over 20,000 pictures before uncovering any evidence of life on Earth. But still, public enthusiasm for Martian exploration wilted.

By the time Viking I touched down on the Plain of Chryse in August, few seemed to care at all. J. Richard Keefe, one of the Viking scientists, declared himself "disgusted" at what he called the "blase . . . apathetic" public response and the skimpy television coverage of what was certainly one of the magnificent scientific and technical accomplishments in human history.

One weather satellite was named

- A. Latos.
- B. Tiros.
- C. Prometheus.
- D. Sonar.
- E. Satelos.

One of the Mariners photographed how much of the surface of Mars?

- A. One percent
- B. Two percent
- C. Three percent
- D. Four percent
- E. Five percent

Interest in Mars diminished largely because

- A. no Martians were found.
- B. the TV coverage was poor.
- C. the photos were all black and white.
- D. nothing was brought back to earth.
- E. the media did not appreciate the accomplishment.

Mention of the flat world was used to point up

- A. the flatness of Mars.
- B. the lack of canals.
- C. the lack of seas.
- D. the lack of Martians.
- E. the lack of mountains.

time —

13

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- C. the lack of seas.
- D. the lack of Martians.
- E. the lack of mountains.

LIST 2.

1. back	Come <i>back</i> .	back
2. draw	<i>Draw</i> a picture.	draw
3. thin	It's a <i>thin</i> slice of bread.	thin
4. spend	Don't <i>spend</i> too much.	spend
5. money	Save your <i>money</i> .	money
6. question	Ask me a <i>question</i> .	question
7. minute	Wait a <i>minute</i> .	minute
8. engine	The <i>engine</i> is going.	engine
9. promise	You gave your <i>promise</i> .	promise
10. furniture	The <i>furniture</i> was loaded on the truck.	furniture
11. valuable	A <i>valuable</i> ring was stolen.	valuable
12. shoulders	He had broad <i>shoulders</i> .	shoulders
13. customer	The <i>customer</i> was in a hurry.	customer
14. invitation	She got an <i>invitation</i> to the party.	invitation
15. hospital	The doctor went to the <i>hospital</i> .	hospital
16. weather	The <i>weather</i> is cold this morning.	weather
17. different	This is a <i>different</i> knife.	different
18. measure	<i>Measure</i> how tall he is.	measure
19. necessary	It is <i>necessary</i> to rest now.	necessary
20. disappointed	The football game <i>disappointed</i> her.	disappointed

GRADE	Mid 2	Mid 3	Mid 4	Mid 5	Mid 6
LIST 1	8	12	—	—	—
LIST 2	—	—	9	12	15

Note:

pencil control
paper position
other.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

E.15 There are a number of treatments for reading, spelling, math, speech, coordination. (mention subject's problems only)
Which have you tried?

I'd like to ask you about this list of "HELPS"	Did you try?			Did it help you?		
	no	yes	when	yes	no	don't know
UC Reading Clinic						
tutor-other than U.C.						
special classes-where						
<u>sometimes these "helps"</u> <u>are advertised:</u> eye exercises						
special glasses (most recent) colored glasses						
sensory-motor integration						
patterning						
mega vitamins						
special diets						
anti motion sickness pills						
meditation						
hypnotism						
so called mind expanders e.g. L.S.D., etc						
other						

E.16 Do you ever think of getting more help with reading or writing skills (or anything else) now?

READING YES — NO —

SPELLING YES — NO —

WRITING YES — NO —

OTHER

E.17 When you were a child what did you think was the reason you had reading or spelling (or other) difficulties?

E.18^{a)} Did anyone explain it to you? ^{b)} Would it have helped?

a) yes no —

b) yes no —

E.19a) Now what do you understand and think about it?

b) what do your co-workers understand about
(your) reading/writing difficulties?

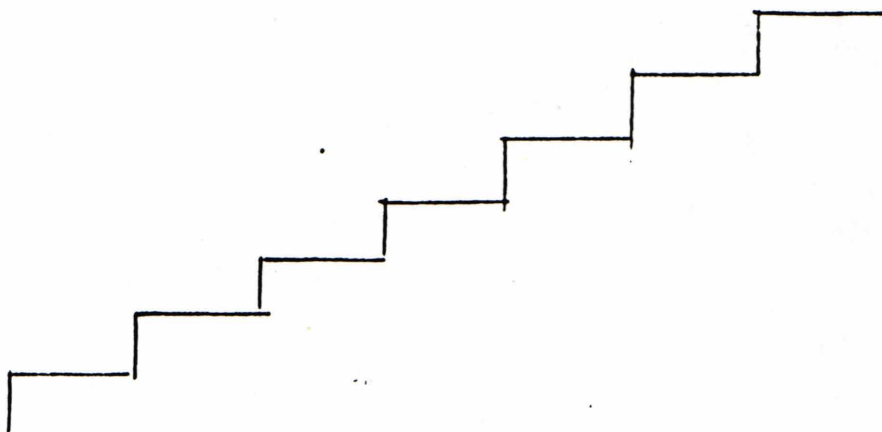
E.20 Would you like to talk with anyone about it now or have it
explained to anyone else (e.g. your wife/husband/mate, boss)?

E.21 Where would you put yourself on this stairway about how you
feel your present reading, spelling, or speech interfere with
your life now? (see next page)

Likert scale step # _____

E.21 Where would you put yourself on this stairway about how you feel your present reading, spelling, or speech interfere with your life now?

I feel my reading, spelling,
or speech (underline which)
in no way interfere with my
life now



I feel my reading, spelling,
or speech(*underline which)
severely interferes with my
life now

6.

F. Advice

(This is the most important part of the interview and where you can give us important help from your own experiences. We really need to learn from you what works and how we could do it better for this generation of children with dyslexia.)

F.1 If your child's teacher in Kindergarten or 1st grade tells you your child is having trouble with reading or paper and pencil work.....

What would your reaction be?

What would you do first?

Where would you seek help?

Compare to B-2

F.2 As a parent, if your child had a problem with academics, what would you do about your child's homework sessions?

Was this different for you as a child? In what way?

F.3 Would you expect your child to do chores?

How was it for you as a child?

F.4 Any suggestions about things to do to help your child with:

Was this different for you? In what way?

a) making friends

"

"

b) self confidence

"

"

F.4 Any suggestions about things to do to help your child with:
(Cont)

Was this different for you? In what way?

c) talking about troubles

"

"

d) learning to handle criticism "

"

e) dealing with anger/frustration "

"

F.5 Some of the students we saw in the Reading Clinic at first didn't respond when their teacher praised them. They seemed to think the praise was not genuine or they didn't seem to care about praise. What if your child didn't respond to your praise? What would you do?

F.6 How was it for you as a child when you received praise?

7
F.7 Many of our former students were afraid to ask for help for
fear of ridicule or because the teacher was too busy.

How was it for you as a child?

What would you do to encourage your child to ask for help?

F.8 Most of us have ways of coping when we are afraid we can't do something that is expected from us like answering questions, performing a new task in the classroom...e.g. some may try not to be noticed by the teacher, some may joke or clown or misbehave, some may daydream or doodle, some may give up, some may act as though they don't care.

Do you remember what you did?

What would you want your child to do in this situation?

F.9 Were any of the following understanding or supportive of you as you grew up or now?

	THEN		NOW		WOULD IT HAVE MADE A DIFFERENCE?	
	YES	NO	YES	NO	YES	NO
Brothers or sisters						
Relatives (parents, aunts, uncles)						
Classmates						
Teachers						
Professors						
Co-workers						
Bosses/Supervisors						
Present family						
Others						

If not, would it have made a difference for you if they had been?

F.10 Do you have any other suggestions or advice for parents, teachers, bosses of individuals with dyslexia?

G. Summary

G.1 Would you like us to answer any questions? Yes _____ No _____

G.2 Do you want to hear the results of this study? Yes _____ No _____

G.3 If you have future additional answers to questions or any other suggestions or concerns of your own, would you call us?
Yes _____ No _____ Don't Know _____

G.4 If we need to clarify any of your answers, may we call you?
Yes _____ No _____

G.5a How has this interview been for you?

b) Were there any difficult parts?

G 5 c) Were there parts that you enjoyed?

FINAL CHECK LIST

APPEARANCE:

CLEAN - NEAT _____
MOD " - UNTIDY _____
DIRTY - UNKEPT _____

RAPPORT:

EASILY ATTAINED _____
SLOWLY " _____
NEVER " _____

GAIT AND POSTURE: (DESCRIBE)

ACTIVITY LEVEL:

NOT UNUSUAL _____
CONSTANTLY MOVING _____
INHIBITED, CONSTRAINED _____

DISTRACTIBILITY

ALMOST NONE _____
SOME _____
MUCH _____

ATTENTION:

CLOSE AND PERSISTENT _____
VARIABLE _____
IN ATTENTIVE _____

PERFORMANCE AND ATTENTION:

STEADY _____
FLUCUATES _____
ALWAYS DIFFICULT _____
DETEIORATES WITH TIME _____

VERBAL ACTIVITY:

NOT UNUSUAL _____
VERBOSE _____
TACITURN _____

LANGUAGE EXPRESSION:

CLEAR AND SUCCINCT _____
SOMEWHAT DISORGANIZED _____
KAMBLING _____
UNCLEAR _____

RESPONSE TO FAILURE OR POTENTIAL FAILURE:

INCREASED ACTIVITY _____
DISTRACTIBILITY _____
CLOWNING _____
DENIAL _____
INDIFFERENCE _____
TUNING OUT _____
SOMATIC EFFECTS _____
UNAWARE OF _____
ACCEPTING OF _____
OTHER: _____

OTHER LANGUAGE OBSERVATIONS:

POOR SYNTAX _____
POOR ARTIC. _____
ACCENT _____
STOTTER _____

MATURITY AND POISE

MUCH _____
SOME _____
LITTLE _____

A. JOB: Summary and Scoring

A. 1 -- What are you doing now? (note order of answer)

(If they don't mention a job, ask A-2) or go on to A-3

job _____

family _____

training _____

education _____

outside interest _____

social life _____

other _____

A.2 What was your last job? (Description)
Job title _____

job title _____

occ. level _____

How long did you work at this job?

MONTHS _____

Why did you leave? (then go on to A-6)
(How long ago?) _____

A.3 What is your present job?

Describe what you do.

job title _____

occ. level _____

What is your job title?

Are you part or whole owner? (if needed)

7.
A.4 What are your hours of work? Average hours per day; _____

average hours per week? _____

How long have you had this job? _____

A.5 How long have you been preparing for/and/or in this line of work?

MO _____

YRS _____

A.6 Did you find this job by:

^{get}
working your way up _____
through job training or apprenticeship _____
training or education _____
help from friends or family _____
your special skills or talents _____
luck _____
only thing you could find _____
other _____

A.7 Are you reaching toward your job goal with this kind of work?

very much _____ some _____ a little _____ not at all _____

A-8 If not what is your job goal?

P.3

Job level _____

realistic goal ?

yes _____

no _____

? _____

A-9 What do you think interferes with reaching your job goal?

A-10 Of all the jobs you have had since leaving high school which one have you enjoyed most?

same as present job?

yes _____

no _____

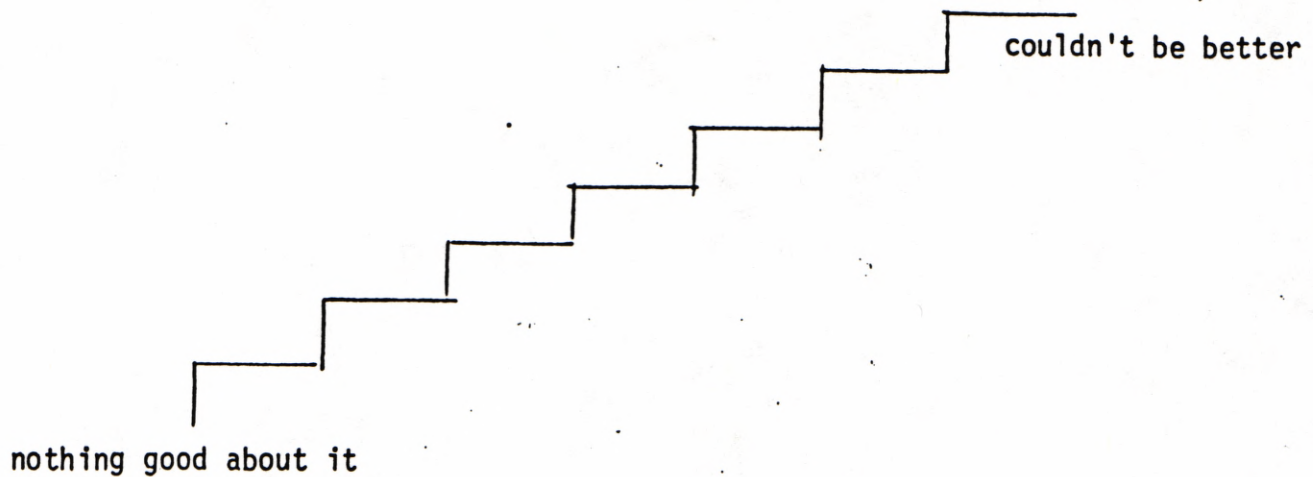
About how many different jobs have you had since leaving high school?

A-11 LIKERT SCALE

JOB SATISFACTION

Step # _____

A.11 After all this discussion about jobs, where on this stairway would you put yourself in terms of your present job or activity?



B. School History

B.1 Have difficulties with any of the subjects I'm going to list affected your education? (go through the list for each period in school 1,2,3,4. If so, the degree of difficulty.

- 1) in elementary school?
- 2) in middle school?
- 3) in high school?
- 4) after high school?

V.M. = very much
 S. = some
 L. = a little
 N. = not at all

	Elementary	Middle	High	After High School
Reading				
Spelling				
Handwriting				
Speaking or Reciting				
Math				
Did you speak a language other than English at home? If so, what?				
(If above answer is yes) Did you have difficulty with English at school?				
Did you take a foreign language in the upper grades?				
Was it difficult?				

B.2a Do you remember when you became aware of difficulty with school work?

yes _____ grade _____
no _____
DK _____

B.2b Do you remember when your difficulty was first noticed by your family or your teacher?

If yes, how could you tell?

yes _____
no _____
DK _____

Do you remember when you began to receive help with this/these?

Where?

yes . no DK age _____
DK _____

For how long?

MO # YR _____ DK _____

Do you think it helped or hindered or made no difference?

HELPED _____
HINDERED _____
NO DIFF _____
DK _____

6-3
B.3a Do you feel that you have any special talents (interests or hobbies) that are not usually recognized in school classrooms?

If so, what?

How much time were you able to spend with your special interests, talents, or hobbies during your school years?

(much _____ some _____ little _____ none _____)

Were they recognized by anyone during your school years?

By whom?

B.3b Do you get recognition or self satisfaction from your special talents, interests, or hobbies now?

(much _____ some _____ little _____ none _____)

WHICH?

Are any of them used on your job?

(much _____ some _____ little _____ none _____)

WHICH?

2-4

B.4A What from this list gave you satisfaction or enjoyment at school? (Go through list for each time section)

	Elementary	Middle or Jr.Hi	High
subjects or courses (if so) which? why?			
vocational or shop courses P.E. (if so) which? why?			
Any you especially disliked? Why?			
sports (if so which?)			
school or class offices (if so, which?)			
activities: music (which?) drama clubs other ROTC			
using own special talents or hobbies in school life			
school job or school program job (3-3 program)			
other			
B. 4B Did you receive enjoyment or satisfaction outside of school? If so, what?			
outside job			
hobby/talent/interests			
doing things with friends, like parties, sporting events			
T.V.			
Listening to music			
other			

B.5 Are there any teachers you had during your school years that you especially remember?

and Why?

B.6 Did your high school counsellor help you with planning for job training or higher education?

If yes -

yes _____
much _____
some _____
little _____
no _____

B.7 Was there any person who helped you most in your education?

B.8 Where would you put yourself on this stairway about the enjoyment and satisfaction you received during your school years?
LIKERT SCALE STEP#

B.9 Were written tests or oral tests easier for you?

WRITTEN _____

ORAL _____

Were written reports or oral reports easier for you?

WRITTEN _____

ORAL _____

~~(Let's try it out here)~~

~~B.10 Pretend you had two weeks off. Please write 6 to 8 sentences about what you would like to do.~~

~~Note: length of time to carry out task~~

~~Written _____
Oral _____~~

~~handedness~~

~~Right _____ Left _____~~

~~pencil grasp~~

~~good _____ fair _____ poor _____~~

~~which hand - handwriting fluency~~

~~good _____ fair _____ poor _____~~

~~- printing~~

~~good _____ fair _____ poor _____~~

~~dashing off vs. checking or revising~~

~~yes _____ no _____~~

~~persistence - steady production~~

~~yes _____ no _____~~

~~other _____~~

~~physical or emotional response to task
enumerate~~

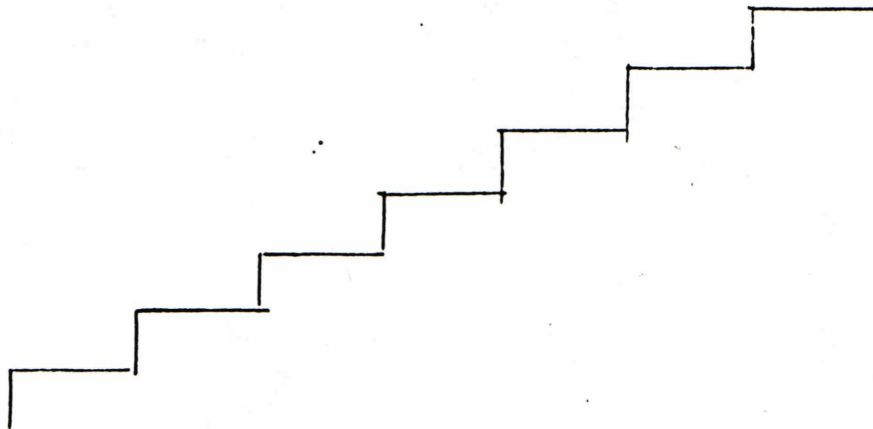
~~any comments by subject
enumerate~~

~~other~~

B.11 Without having to write, tell me what you would like to do if you had two weeks off.

B.8 Where would you put yourself on this stairway about the enjoyment and satisfaction you received during your school years?

I received great
enjoyment and
satisfaction during
my school years



I received no enjoyment or
satisfaction during my
school years

B.12 What is the highest level in training or education you have completed?

If graduated from high school, what date?

If higher education ask about: (see table below)

Education/ Training	Name of Institute	Major Subject	How you did?			how long degree or #mos/yrs certificate
			Exc gd	Av fair	Fail inc	
make-up for grad						
vocational						
Military/ branch						
on job training/ apprenticeship						
Jr.College						
College or University						
Post Grad						
Professional						
other						

B.13 Did anyone write requesting special consideration for your job training, college entrance, special tests, military service, SSI, or other? Who? Did it help?

other

yes —

no —

who?

Did it help ?

yes —
no —

# physical prob	INTERFERENCE FROM MED/PHYS PROBLEMS	# areas
MUCH	1	1
SOME	1	1
NONE	1	1

C.22 As a child were you ever considered to be overly active, or restless, or distractible with trouble concentrating?

	MUCH	SOME	NONE	D.K.
OVERLY ACTIVE, RESTLESS				
DISTRACTIBLE				
TROUBLE CONCENTRATING				
OTHER:				

Do you remember taking any medication for this? YES
NO
D.K.

LIST WHAT - IF KNOWN

When?
AGES
DK

How long?
DK

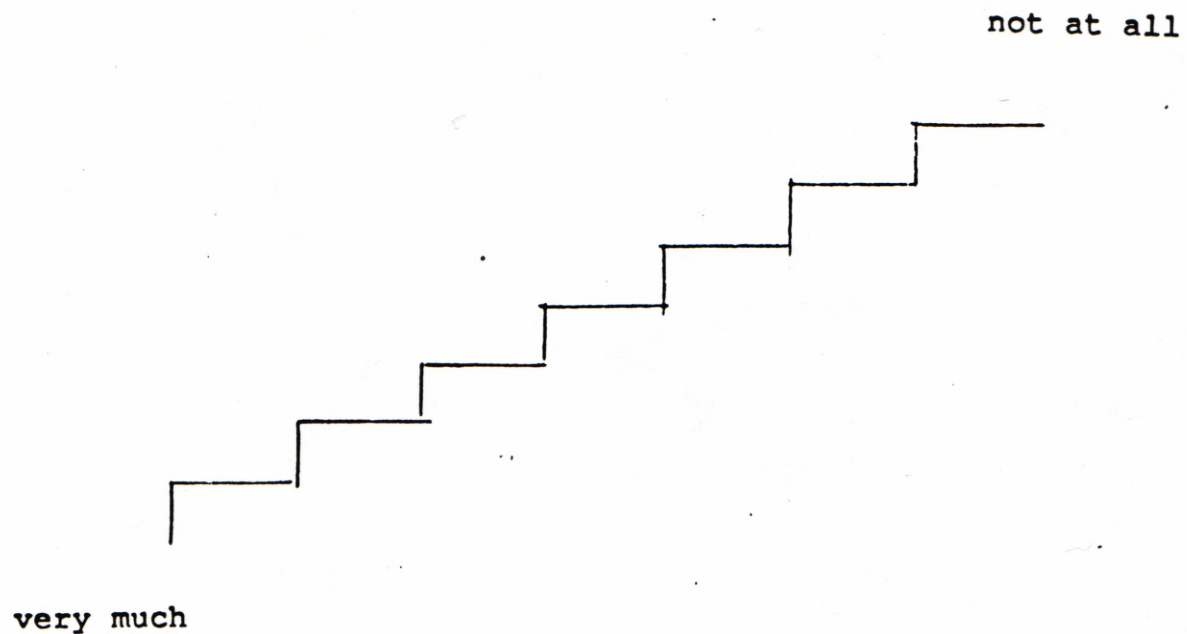
Did it help? YES
NO
DK

C.26 Do you ever feel overly restless or have trouble concentrating
now? (underline which) DISTRACTIBLE YES
NO
DK

Does it interfere with with your job, family, or social life?

INTERFERES WITH	MUCH	SOME	NONE	What do you do about it?
JOB				
FAM. LIFE				
SOCIAL LIFE				
OTHR				

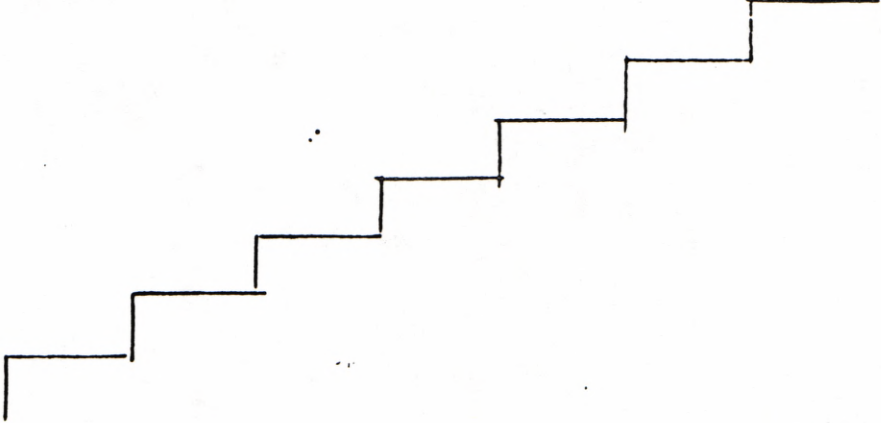
C.3 Where on this stairway would you put yourself about how much your physical or health problems interfered with your school success or progress?



C. 4 Where on this stairway would you put yourself about how much your physical or health problems interfere with your daily life now? (job, family, recreation)

not at all

very much



C-3 Likert Scale
Health and school success

step # _____

C-4 Likert Scale .
Health and daily life now

step # _____

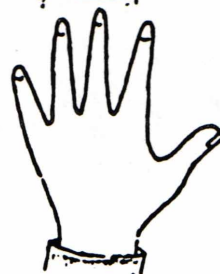
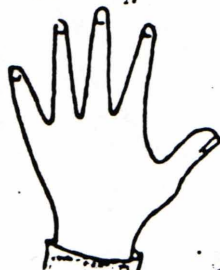
TRIAL
L.



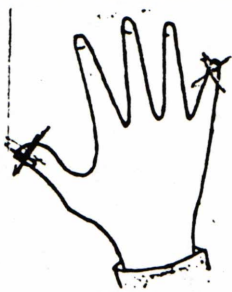
MASTER
FINGER SEQUENCE



TRIAL
L



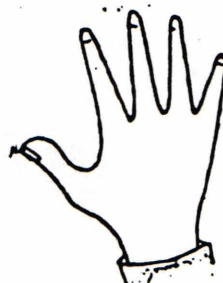
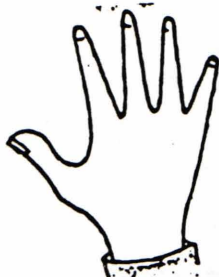
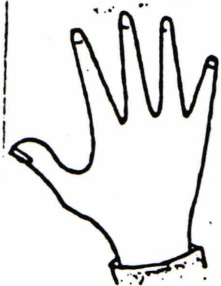
TRIAL
R.



MASTER
FINGER SEQUENCE



TRIAL
R



C. 7 Instructions:

Show me your right hand, my left hand, point to my right ear with your left hand.

<u># correct</u>	
Self	Examiner
<u>Rt.hand</u>	<u>Lt.hand</u>
<u>Show</u>	
<u>Lt.hand</u>	<u>Rt.ear</u>
<u>Point</u>	

(Note whether easy or hard)

C. 8a WAIS Digits Forward

C. 8b WAIS Digits Backward

C-8a DIGIT SPAN WAIS

The following tests, Digits Forward and Digits Backward, are administered separately. For both, say the digits at the rate of one per second, not grouped. Let the pitch of voice drop with the last digit of each series. The series denotes the number of digits in an item.

DIGITS FORWARD

→ **DIRECTIONS** Start with the Trial I of Series 3 for all subjects. Begin by saying I am going to say some numbers. Listen carefully, and when I am through say them right after me.

In any series, if the subject repeats Trial I correctly, proceed to the next higher series. If the subject fails Trial I, give Trial II of the same series, then proceed to the next series if he passes. The second trial of a series is given only if the first trial is failed.

DISCONTINUE After failure on both trials of a given series.

SCORING The score is the number of digits in the longest series repeated without error in Trial I or II.

Maximum score: 9

SERIES	TRIAL I	TRIAL II
(3)	5-8-2	-6-9-4.
(4)	6-4-3-9	7-2-8-6
(5)	4-2-7-3-1	7-5-8-3-6
(6)	6-1-9-4-7-3	3-9-2-4-8-7
(7)	5-9-1-7-4-2-8	4-1-7-9-3-8-6
(8)	5-8-1-9-2-6-4-7	3-8-2-9-5-1-7-4
(9)	2-7-5-8-6-2-5-8-4	7-1-3-9-4-2-5-6-8

C-88

WAIS

Digits Backward

DIRECTIONS Start with Item 1. Say,

Now I am going to say some more numbers, but this time when I stop I want you to say them backwards. For example, if I say 7-1-9, what would you say?

Pause for the subject to respond.

If the subject responds correctly (9-1-7), say,

That's right,

and proceed to Item 1. As with Digits Forward, read the digits at the rate of one per second and administer *both* trials of each item, even if the subject passes Trial 1.

However, if the subject fails the example, say,

No, you would say 9-1-7. I said 7-1-9, so to say it backwards you would say 9-1-7. Now try these numbers. Remember, you are to say them backwards. 3-4-8.

Whether the subject succeeds or fails with the second example (3-4-8), proceed to Item 1. Give no help on this second example or on any of the items that follow.

DISCONTINUE After failure on *both* trials of any item.

SCORING Each item is scored 2, 1, or 0, as follows:

- 2 points if the subject passes both trials
- 1 point if the subject passes only one trial
- 0 points if the subject fails both trials

Maximum Score on Digits Backward: 14 points

Item	Trial 1	Trial 2
1.	2-4	5-8
2.	6-2-9	4-1-5
3.	3-2-7-9	4-9-6-8
4.	1-5-2-8-6	6-1-8-4-3
5.	5-3-9-4-1-8	7-2-4-8-5-6
6.	8-1-2-9-3-6-5	4-7-3-9-1-2-8
7.	9-4-3-7-6-2-5-8	7-2-8-1-9-6-5-3

Total Score for Digit Span Test: Sum of scores on Digits Forward and Digits Backward

Maximum Score: 28 points

ask

→ How did you do the numbers backward?

5. DIGIT SPAN		SCORE
Digits Forward		Circle
5-8-2		3
6-9-4		3
6-4-3-9		4
7-2-8-6		4
4-2-7-3-1		5
7-5-8-3-6		5
6-1-9-4-7-3		6
3-9-2-4-8-7		6
5-9-1-7-4-2-8		7
4-1-7-9-3-8-6		7
5-8-1-9-2-6-4-7		8
3-8-2-9-5-1-7-4		8
2-7-5-8-6-2-5-8-4		9
7-1-3-9-4-2-5-6-8		9
Digits Backward		Circle
2-4		2
5-8		2
6-2-9		3
4-1-5		3
3-2-7-9		4
4-9-6-8		4
1-5-2-8-6		5
6-1-8-4-3		5
5-3-9-4-1-8		6
7-2-4-8-5-6		6
8-1-2-9-3-6-5		7
4-7-3-9-1-2-8		7
9-4-3-7-6-2-5-8		8
7-2-8-1-9-6-5-3		8
F_____ + B_____ = _____		
Highest numbers circled		

C.8 Digit span form WAIS (use form)

WAIS SCORE

	ADULT	CHILD	DIFFERENCE
DIGITS FORWARDS			
DIGITS BACKWARDS			

METHOD USED FOR DIGITS BACKWARDS

VISUAL _____

AUDITORY _____

OTHER _____

C.9 Repeat sentences (use form)

- 1
- 2
- 3
- 4

CORRECT _____
1. _____
2. _____
3. _____
4. _____

C.9 Memory for Sentences

Directions: Repeat these sentences after me.

The circus came to town.

Ken painted a picture for his mother's birthday.

The airplane's engines sputtered, then stopped, forcing an emergency landing.

The weather was hot and dry all summer, so that by September the drought had reached critical proportions.

C.10 When you are on a trip, who does the map reading?

C.11 Instructions: Here is a map of California. Please label what is on the left border and on the right border. Mark X for the position of Los Angeles and a circle for the position of San Francisco.

After they do this ask: What direction would you travel to go from San Francisco to Los Angeles?

C.10 When you are on a trip who does the map reading?

SUBJECT _____
OTHER _____
Paint to the left, right

C.11 Here is a map of California. Please label what is on the left ~~border~~ and right ~~border~~ and mark X for the position of Los Angeles and a circle for San Francisco. What direction would you go to travel from S.F. to L.A.?

(Note # times the instructions need to be repeated.)

CORRECT _____
LEFT BORDER _____
RIGHT BORDER _____
POSITION S.F. _____
POSITION LA _____
DIRECTION SF to LA _____
REPETITION NEEDED _____

C.12 Copy Bender figures -

COMMENTS

time _____
position of paper _____
rotation " " _____
erasures _____
SCORE _____

COMMENTS ON CHILD'S BENDER



C.12 Here are some figures (or designs) for you to copy; just copy them the way you see them.

(Suggest starting in upper left corner but don't insist.)

Permit erasures.

No time limit (but note: time _____)

position of paper _____

rotation of paper _____

erasures _____

C.13 If today is Monday, what day would three days ago be?

CORRECT

How many hours from 6 A.M. to 3 P.M.?

About how many months from the 4th of July to Christmas?

D1a From birth to "leaving home" how many
different places did you live?

#

preschooler

—

elementary school

—

middle school

—

High School

—

Since High School

—

D. Family and Social Life

(I'm going to ask you some personal questions. Remember you don't have to answer any question you would rather not answer.)

D.1 1f What are your living arrangements now?

Do you own or rent?

D. 1f -- What are your living arrangement now?

home or condo _____ own?
apartment _____
shared condo/home _____
apartment _____
rooming house _____
other _____

D.2 With whom are you sharing your living arrangements?

alone _____
mate _____
children(_____) _____
children elsewhere
where _____

sibs _____
friends _____
parents _____
other _____

If with mate..... how long? _____
Ever married?..... # _____
divorces..... _____

Were your learning problems a factor?

yes _____
no _____
DK _____

D.3 Most young adults today find it difficult to support living arrangements with one income. Can you finance your present living arrangements by yourself?

yes _____
no _____

If not, who helps in financing your living arrangements?

self support _____
mate _____
parents _____
friends _____
other _____

D.4 What do you usually do in your free or leisure time?

Do you do this by yourself or with someone?

D.5 How much time do you spend

watching T.V.

listening to the radio

going to sporting events

going to night clubs

movies

concerts

other

D.6 Do you belong to any special groups or teams or clubs or church?

If so what?

—

About how many hours per month do you spend with each of those you belong to?

—

D.7 When you get upset or worried or discouraged what do you do?

Do you talk to anyone?

no —

yes —

often —

some —

seldom —

If so usually who?

D.8 Is there any one thing that stands out as being the biggest stumbling block for you in your life?

no _____

yes _____

9th

DATE _____ FATHER _____

FATHER -

OTHER _____

[illegible]

8-1
D.10 Does any one person stand out as being especially helpful to you while you were growing up or during your adult life so far?

Who?

How were they helpful?

D.11 Are your parents (if alive) pleased with you now?

yes _____

no _____

DK _____

How do you know?

What pleases them?

Were your parents pleased with you when you were ^{in school} ~~growing up~~?

yes _____

no _____

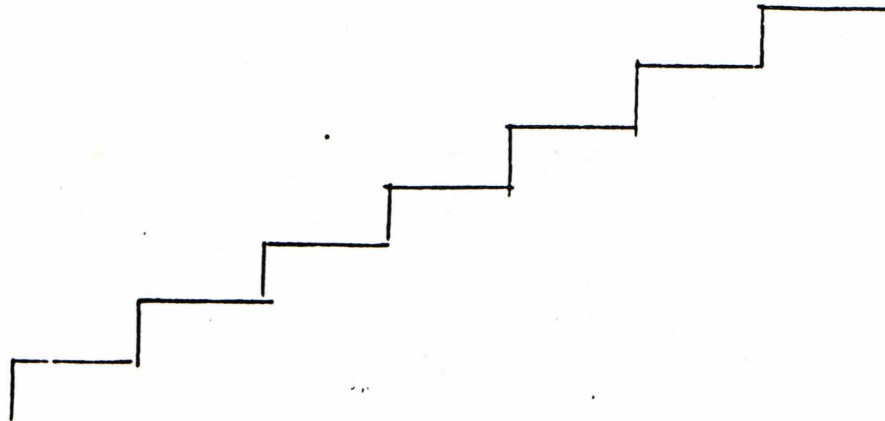
DK _____

How could you tell?

What pleased them?

D. ~~12~~ Where would you put yourself on this stairway about the understanding and appreciation you receive now in your daily life?

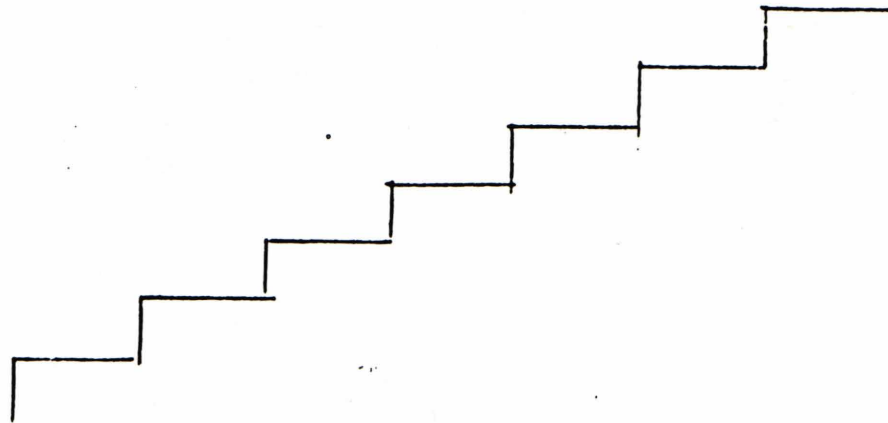
Now I receive all the understanding and appreciation I need in my daily life



Now I receive no understanding or appreciation in my daily life

13
D.14 Where would you put yourself on this stairway about how much
you feel good about yourself now at work?

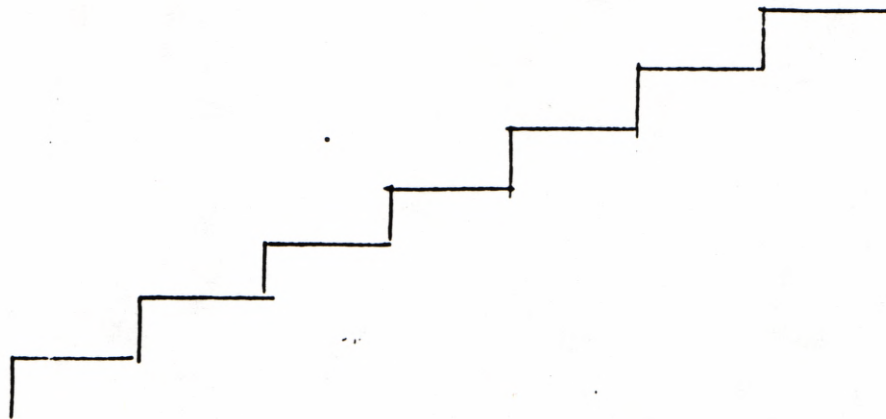
I'm completely pleased
with myself at work



Find nothing in myself
to please me at work

¹⁴
D.15 Where would you put yourself on this stairway about how much
you feel good about yourself now at home?

I'm completely pleased
with myself at home

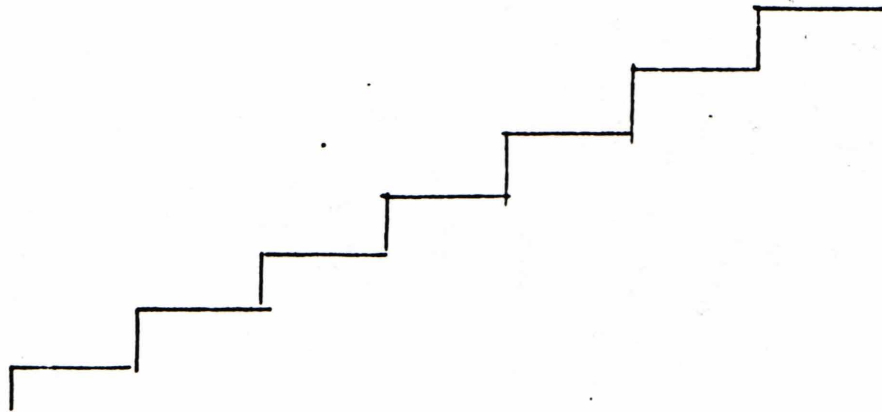


I find nothing in myself
to please me at home

15

D.16 Where would you put yourself on this stairway about how much you feel good about yourself now in your recreation time and social life?

I'm completely pleased with
myself in recreation and social
life



Find nothing in myself
to please me in my
recreation and social life

LIKERT SCALES

- D-12 understanding appreciation - now step # _____
- D-13 how feel about self at work step # _____
- D-14 " " " " home step # _____
- D-15 " " " " in rec time step # _____

E. Reading and Writing Activities

E.1 How do you keep up with the daily news?

T.V _____
radio _____
newspapers _____
magazines _____
people talking _____
other _____

Do you read for pleasure? What?

How much
E. 2 -- What reading do you have to do for your job? Describe.

much _____
some _____
little _____
none _____

Is this reading more difficult for you to read and understand than it is for fellow workers in your position?

MUCH _____
SOME _____
NO _____
DK _____

How much
 E.3 ~~What~~ writing do you have to do for your job?

MUCH _____

SOME _____

LITTLE _____

NONE _____

Is this writing more difficult for you than it is for fellow workers in your position?

MUCH _____

SOME _____

NO _____

DK _____

E.4 In your daily life are any of the following difficult for you to read and understand?

	YES	SOME	NO
application forms			
bills			
instructions			
written tests			
notices			
letters			
advertisements			
menus in restaurants			
signs			
others you think of			

If so, what do you do?

use context clues _____

try to sound it out _____

ask for help _____

give up _____

other _____

D.K. _____

E.5 In your opinion is your reading speed fast, medium, or slow?

E.6a Do you have a driver's license?

YES _ NO _

Did you pass the written test or oral test?

ORAL _ WRITTEN _

E.6b Do you vote?

YES _ NO _

Do you think your reading problem interferes with getting informed on the issues?

yes _ no _
much _
some _
little _

E.7 Many in your group, whom we saw in the the Reading Clinic, say spelling and writing are still problems. How about for you?

YES _ NO _ DK _

E.8 Do you have trouble putting your thoughts in writing in any of these tasks?

	MUCH	SOME	NONE
writing a message for someone?			
answering letters?			
filling out forms?			
writing reports?			

what do you do if you are asked to do any of these?

get help _____
use words can spell _____
use dictionary _____
get someone else _____
to do it _____
put off _____
don't do it _____
other _____

E.9 If you can't spell a word you want to use when you are writing what do you do?

E.10a Who usually handles finance chores like:

	SELF	OTHER
paying bills		
keeping records		
income tax data		
balancing check books		

E-10b

Is it is hard for you to do it? YES NO —
WHAT MAKES IT HARD?

E.11 Do you feel you are well organized?

e.g. closet, car, personal papers, tools

YES —
SOMEWHAT —
NO —

E.12 Were any of the following available to you in high school or during your early adult life?

	yes, helpful	no	Do you wish they would have been more available?
Job training			
Using calculators			
Audiotapes or videotapes to be able to listen to or view for: instructions for doing job reviewing lectures book chapter assignments			
Having more time for written tests			
Being able to have your written work proofread by someone else for spelling errors			
Do you type? Yes ___ No ___			
Using a typewriter or word processor with a spelling corrector			
Receiving oral instructions on the job instead of written instructions			

E-13a examiner's copy

note: how paper held

Please read this silently

lip mts. _____

use finger _____

other mts. _____

time _____

Robert Fulton's Steamboat

In 1807 Robert Fulton took the first long trip in a steamboat. He went one hundred fifty miles up the Hudson River. The boat went only five miles an hour, but this was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this strange boat as it passed. Fishermen objected to it because they were afraid that its noise and splashing would drive away all the fish. The fishermen tried to keep other steamboats from traveling on the river, but they could not stop them. _____

- ____ 1. What did Robert Fulton do in this story?
- ____ 2. What kind of boat was it?
- ____ 3. What river was the trip made on?
- ____ 4. How far did the boat go?
- ____ 5. How fast did it go?
- ____ 6. Who did not like the boat?
- ____ 7. What were the fishermen afraid would happen?

Were there any difficult words
which? under line above
what did you do?

yes — no —

Word analysis _____

Context clues _____

Other _____

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Please read this silently

note: how paper held

lip mts _____

use of fingers _____

other mts _____

time _____

The History of Golf

Golf started in Holland as a game played on ice. The game in its present form first appeared in Scotland. It became very popular there, and kings enjoyed it so much that it was called "the royal game." James IV, however, thought that people neglected their work to indulge in this fascinating sport, and so it was forbidden in 1457. At last, someone persuaded James to try the game, and he relented when he found how attractive the game was. Golf immediately regained its former popularity, spreading gradually to other countries, and being introduced into North America in 1890. It soon gained a wide following and has grown in favor until there is hardly a town that does not boast of either a public or a private golf course.

- _____ 1. Where did golf originate?
- _____ 2. How was it first played?
- _____ 3. Where did it first appear in its present form?
- _____ 4. Why was golf forbidden by James IV?
- _____ 5. Why did he change his mind?
- _____ 6. When was golf first introduced in America?
- _____ 7. What evidence have we of its popularity?

correct

Were there any difficult words?
 which? underline above
 what did you do?

yes _____ no _____

word analysis _____

context clues _____

other _____

The History of Golf

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3-13C examiner's copy
Please read and check answers. you can refer back to the reading
Check lip mts, finger. how paper held

Even most skeptics, because they seem to share the hope that there is life on Mars, try hard not to discount the possibility. But it was a comedown in the mid-1960's when scientists involved in the Mars exploration studied photos taken by some of the early Mariner space flights. No canals. No seas. No busy Martian engineers. No menacing warlike Martians as huge as skyscrapers. Just mountains, craters, cold winds, and dust storms. It was almost as if scouts for Columbus had returned to Isabella's court with the news that the world had turned out to be flat after all.

Hopeful astronomers reminded us that the Mariner IV had photographed a mere one percent of the Martian surface from 2,000 miles away. And they pointed out that the Earth-orbiting Tiros weather satellite shot over 20,000 pictures before uncovering any evidence of life on Earth. But still, public enthusiasm for Martian exploration wilted.

By the time Viking I touched down on the Plain of Chryse in August, few seemed to care at all. J. Richard Keefe, one of the Viking scientists, declared himself "disgusted" at what he called the "blase . . . apathetic" public response and the skimpy television coverage of what was certainly one of the magnificent scientific and technical accomplishments in human history.

One weather satellite was named

- A. Latos.
- B. Tiros.
- C. Prometheus.
- D. Sonar.
- E. Satelos.

One of the Mariners photographed how much of the surface of Mars?

- A. One percent
- B. Two percent
- C. Three percent
- D. Four percent
- E. Five percent

Interest in Mars diminished largely because

- A. no Martians were found.
- B. the TV coverage was poor.
- C. the photos were all black and white.
- D. nothing was brought back to earth.
- E. the media did not appreciate the accomplishment.

Mention of the flat world was used to point up

- A. the flatness of Mars.
- B. the lack of canals.
- C. the lack of seas.
- D. the lack of Martians.
- E. the lack of mountains.

time —

13

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- C. the lack of seas.
- D. the lack of Martians.
- E. the lack of mountains.

LIST 2.

1. back	Come <i>back</i> .	back
2. draw	Draw a picture.	draw
3. thin	It's a <i>thin</i> slice of bread.	thin
4. spend	Don't <i>spend</i> too much.	spend
5. money	Save your <i>money</i> .	money
6. question	Ask me a <i>question</i> .	question
7. minute	Wait a <i>minute</i> .	minute
8. engine	The <i>engine</i> is going.	engine
9. promise	You gave your <i>promise</i> .	promise
10. furniture	The <i>furniture</i> was loaded on the truck.	furniture
11. valuable	A <i>valuable</i> ring was stolen.	valuable
12. shoulders	He had broad <i>shoulders</i> .	shoulders
13. customer	The <i>customer</i> was in a hurry.	customer
14. invitation	She got an <i>invitation</i> to the party.	invitation
15. hospital	The doctor went to the <i>hospital</i> .	hospital
16. weather	The <i>weather</i> is cold this morning.	weather
17. different	This is a <i>different</i> knife.	different
18. measure	<i>Measure</i> how tall he is.	measure
19. necessary	It is <i>necessary</i> to rest now.	necessary
20. disappointed	The football game <i>disappointed</i> her.	disappointed

GRADE	Mid 2	Mid 3	Mid 4	Mid 5	Mid 6
LIST 1	8	12	—	—	—
LIST 2	—	—	9	12	15

Note:

pencil control
paper position
other.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____
 11. _____
 12. _____
 13. _____
 14. _____
 15. _____
 16. _____
 17. _____
 18. _____
 19. _____
 20. _____
-

E.15 There are a number of treatments for reading, spelling, math, speech, coordination. (mention subject's problems only)
Which have you tried?

I'd like to ask you about this list of "HELPS"	Did you try?			Did it help you?		
	no	yes	when	yes	no	don't know
UC Reading Clinic						
tutor-other than U.C.						
special classes-where						
sometimes these "helps" are advertised: eye exercises						
special glasses (most recent) colored glasses						
sensory-motor integration						
patterning						
mega vitamins						
special diets						
anti motion sickness pills						
meditation						
hypnotism						
so called mind expanders e.g. L.S.D., etc						
other						

E.16 Do you ever think of getting more help with reading or writing skills (or anything else) now?

READING YES — NO —

SPELLING YES — NO —

WRITING YES — NO —

OTHER

E.17 When you were a child what did you think was the reason you had reading or spelling (or other) difficulties?

E.18^{a)} Did anyone explain it to you? ^{t)} Would it have helped?

a) yes no —

t) yes no —

E.19a) Now what do you understand and think about it?

b) what do your co-workers understand about
(your) reading/writing difficulties?

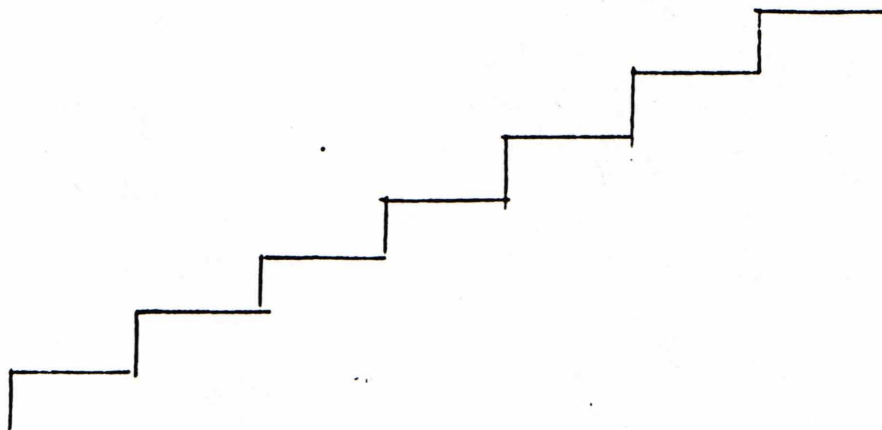
E.20 Would you like to talk with anyone about it now or have it
explained to anyone else (e.g. your wife/husband/mate, boss)?

E.21 Where would you put yourself on this stairway about how you
feel your present reading, spelling, or speech interfere with
your life now? (see next page)

Likert scale step # _____

E.21 Where would you put yourself on this stairway about how you feel your present reading, spelling, or speech interfere with your life now?

I feel my reading, spelling,
or speech (underline which)
in no way, interfere with my
life now



I feel my reading, spelling,
or speech(*underline which)
severely interferes with my
life now

1.

F. Advice

(This is the most important part of the interview and where you can give us important help from your own experiences. We really need to learn from you what works and how we could do it better for this generation of children with dyslexia.)

F.1 If your child's teacher in Kindergarten or 1st grade tells you your child is having trouble with reading or paper and pencil work.....

What would your reaction be?

What would you do first?

Where would you seek help?

Compare to B-2

F.2 As a parent, if your child had a problem with academics, what would you do about your child's homework sessions?

Was this different for you as a child? In what way?

F.3 Would you expect your child to do chores?

How was it for you as a child?

F.4 Any suggestions about things to do to help your child with:

Was this different for you? In what way?

a) making friends

"

"

b) self confidence

"

"

F.4 Any suggestions about things to do to help your child with:
(Cont)

Was this different for you? In what way?

c) talking about troubles

"

"

d) learning to handle criticism

"

"

e) dealing with anger/frustration

"

6

F.5 Some of the students we saw in the Reading Clinic at first didn't respond when their teacher praised them. They seemed to think the praise was not genuine or they didn't seem to care about praise. What if your child didn't respond to your praise? What would you do?

F.6 How was it for you as a child when you received praise?

7
F.7 Many of our former students were afraid to ask for help for
fear of ridicule or because the teacher was too busy.

How was it for you as a child?

What would you do to encourage your child to ask for help?

F.8 Most of us have ways of coping when we are afraid we can't do something that is expected from us like answering questions, performing a new task in the classroom...e.g. some may try not to be noticed by the teacher, some may joke or clown or misbehave, some may daydream or doodle, some may give up, some may act as though they don't care.

Do you remember what you did?

What would you want your child to do in this situation?

F.9 Were any of the following understanding or supportive of you as you grew up or now?

	THEN		NOW		WOULD IT HAVE MADE A DIFFERENCE?	
	YES	NO	YES	NO	YES	NO
Brothers or sisters						
Relatives (parents, aunts, uncles)						
Classmates						
Teachers						
Professors						
Co-workers						
Bosses/Supervisors						
Present family						
Others						

If not, would it have made a difference for you if they had been?

F.10 Do you have any other suggestions or advice for parents, teachers, bosses of individuals with dyslexia?

G. Summary

G.1 Would you like us to answer any questions? Yes _____ No _____

G.2 Do you want to hear the results of this study? Yes _____ No _____

G.3 If you have future additional answers to questions or any other suggestions or concerns of your own, would you call us?
Yes _____ No _____ Don't Know _____

G 5 c) Were there parts that you enjoyed?

FINAL CHECK LIST

APPEARANCE:

CLEAN - NEAT _____
MOD " - UNTIDY _____
DIRTY - UNKEPT _____

RAPPORT:

EASILY ATTAINED _____
SLOWLY " _____
NEVER " _____

GAIT AND POSTURE: (DESCRIBE)

ACTIVITY LEVEL:

NOT UNUSUAL _____
CONSTANTLY MOVING _____
INHIBITED, CONSTRAINED _____

DISTRACTIBILITY

ALMOST NONE _____
SOME _____
MUCH _____

ATTENTION:

CLOSE AND PERSISTENT _____
VARIABLE _____
IN ATTENTIVE _____

PERFORMANCE AND ATTENTION:

STEADY _____
FLUCTUATES _____
ALWAYS DIFFICULT _____
DETERIORATES WITH TIME _____

VERBAL ACTIVITY:

NOT UNUSUAL _____
VERBOSE _____
TACITURN _____

LANGUAGE EXPRESSION:

CLEAR AND SUCCINCT _____
SOMEWHAT DISORGANIZED _____
RAMBLING _____
UNCLEAR _____

RESPONSE TO FAILURE OR POTENTIAL FAILURE:

INCREASED ACTIVITY _____
DISTRACTIBILITY _____
CLOWNING _____
DENIAL _____
INDIFFERENCE _____
TUNING OUT _____
SOMATIC EFFECTS _____
UNAWARE OF _____
ACCEPTING OF _____
OTHER: _____

OTHER LANGUAGE OBSERVATIONS:

POOR SYNTAX _____
POOR ARTIC. _____
ACCENT _____
STOTTER _____

MATURITY AND POISE

MUCH _____
SOME _____
LITTLE _____