

Schedule of Handicaps, Behaviour and Skills

Instructions for completion

INTRODUCTION

This schedule was compiled for use with children and adults who are moderately, severely or profoundly retarded (as defined in the International Classification of Diseases, 9th Revision), and also for those who are severely retarded in some but not all aspects of their development (e.g. due to autism or developmental speech disorders).

It is intended as a measure of achievements and problems as they are shown in everyday activities and not in formal intelligence tests. Each item contains questions which discriminate very low levels of performance. The schedule is therefore not appropriate for those who are not retarded in any respect.

INSTRUCTIONS
1. System of scoring

This schedule is designed to describe the person's level of functioning and present behaviour.

The schedule can be adapted for history taking by asking for the age range during which each item of behaviour was shown and the ages at which steps in the developmental sequences were attained.

Two kinds of items are included:-

- a) Those indicating the stage of development reached (e.g. use of language, ability to walk, dress and feed). The sub-items under each heading are arranged in order according to the usual sequence of development, and the higher the stage reached, the higher the score. The subject should be rated on his latest achievement. The usual level of current performance should be rated - not the occasional 'high point' which is not characteristic.
- b) Those concerning abnormal or difficult behaviour (e.g. disturbance of sleep, echolalia, stereotyped movements, physical aggression). The sub-items under each heading are arranged in order of severity, and the least abnormal behaviour receives the highest score. The subject should be rated on his behaviour over the past month, or whatever period of time has been chosen for the study concerned.

Each sub-item is numbered. The number for the sub-item which best describes the level of skill or behaviour of the child concerned is entered into the numbered space provided on the right hand side of the schedule page, or into the appropriate space on the coding sheet.

For each item, 9 = Not known or Not applicable (use 99 for items with 2-digit codes). If 9 is used when the evidence is equivocal, note examples of the behaviour and the reasons why a decision could not be made.

For each developmental item, instructions are given for when 0 (= skill absent) should be used and when 9 (= not applicable) is appropriate.

2. Administration of the schedule

- a) The schedule is not intended as a questionnaire which always has to be administered in the same way and using the same words. The informant should be questioned, using phrases that she can understand, in order to establish how the subject functions or behaves. The questions should be rephrased until it is quite clear that an accurate rating has been obtained.
- b) Suggestions for introductory questions are made for each section - the replies determine how the questioning should proceed. The questioning in each individual case must be adapted to the knowledge of the subject's level of functioning which is gained as the interview proceeds. In some cases, as, for example, that of someone with severe physical handicaps, it is unnecessary to ask the questions concerning activities of which he is incapable, and the items should be coded as 0 or 9 as appropriate. However, such subjects should be given a rating for their behaviour whenever it is reasonable to do so. For example, a person who cannot walk cannot jump up and down, but may be able to flap his arms (see Section 26 Abnormal bodily movements).
- c) Leading questions which suggest a specific answer should be avoided as far as possible when introducing each item, but, eventually, specific questions, using examples as illustrations, are necessary to make sure that the correct rating is made. If you feel the informant cannot grasp the idea behind the questions, and cannot give useful examples of the subject's behaviour, rate 9 (Not known).

- d) When dealing with items which rate level of development, it is best to begin the questioning at approximately the level at which you expect the subject to perform, based on information from previous items, or from acquaintance with the subject.
- e) When dealing with items which rate abnormal behaviour, it is best to phrase the initial question in a fairly neutral manner, to avoid any tendency for the informant to deny abnormality.
- f) Some items are rated on the frequency of abnormal behaviour. Other items are rated on severity rather than frequency, because this is more appropriate in certain cases. If a subject shows variable behaviour on such items (e.g. insistence on routines, clinging to objects - Section 27) then rate the problem as present if it has occurred within a specified time period (defined according to the purposes of the study) and has lasted long enough to present difficulties of management.
- g) For each item, concrete examples of the subject's behaviour should be noted.
- h) Sometimes a person can be given a high rating on one item, but does not show the behaviour necessary for one or more of the lower levels of achievement. In this case, note the rating which occurs below the 'gap' in achievement, as well as that for the highest level reached. The decision as to which one is entered in the list of codes depends upon the purpose of the study.

- i) The ratings should be based on each person's actual behaviour and not on what the informant thinks he could do if he tried.
- j) When the schedule has been completed, the items should be considered again in case changes in earlier ratings are necessary in the light of information obtained later in the interview.

Note: The Vineland Scale of Social Maturity can be completed from information obtained by using this schedule.

k) These behaviors or need sometimes appear with a developmental delay, as for what she can do.

l) When assessing a group of care need as () role what is currently done.

(m) for

A person who is in a state of distress

gives rise to distress vi which is not as covered

in which the person is in a state of distress

1. MOBILITY

$g = g_{ex}$ $n = 1$
 $F = 2$

Throughout this section, if a subject is unable to walk for any reason, use 0.

a. Walking on level surfaces

9 10

Q. How much can he move around?

How much help does he need to sit up/walk?

Age

	1	00	Cannot lift head	
4m	7	01	Can lift head	
6m	3	02	Turns on to back when lying prone. and vice versa	
6m	4	03	Sits up with support (e.g. cushion, special chair)	
7m	2	04	Sits up without support	
9m	2	05	Crawls or shuffles along at least a few yards	
	1	06	Pulls himself upright by holding on to furniture, etc.	
	1	07	Can stand unsupported, not holding on, for a minute or more	
	4	08	Walks with support	
1y	2m	2	09	Walks without support indoors, but needs pram, or pushchair, or wheelchair when taken out for longer distances
1y	5m	2	10	Walks without support, no need for pram or pushchair
2y	2	11	Runs more than 50 yards (45 metres).	

b. Walking up and down stairs

11

Q. How does he manage stairs?

Age

	2	6	0	Cannot walk upstairs
1y	6m	2	1	Walks upstairs with help (not crawling)
2y	6m	9	2	Walks upstairs without help bringing feet together on each step
3y		6	3	Walks upstairs without help, alternating feet on stairs, but walks downstairs bringing feet together on each step
4y		1	4	Walks up and down stairs, alternating feet
		2	(5	Climbs up and down wall bars without help
5y		2	8	(6 Climbs with marked agility.

2. SKILLED MOVEMENTS

Throughout this section, if the subject cannot perform these actions for any reason, use 0.

- a. Riding a tricycle or bicycle
Q. Can he sit on a tricycle?
Can he ride it by himself?

12

Age

- | | | | |
|----|----|---|---|
| | | 0 | Cannot ride a tricycle |
| 2y | 6m | 1 | Sits on tricycle but pushes it along with feet on floor |
| 2y | 9m | 2 | Rides a tricycle a few yards- pedalling |
| 4y | | 3 | Rides tricycle well |
| | | 4 | Rides bicycle a few yards- pedalling |
| 7y | | 5 | Rides bicycle well |

- b. Manual dexterity

- Q. How much can he do with his hands and fingers?

13

Age

- | | | | |
|-----|-----|---|---|
| | | 0 | Does not use hands at all |
| | | 1 | Grasps but cannot let go |
| | 3m | 2 | Grasps with whole hand - can let go |
| | 9m | 3 | Grasps with finger and thumb |
| | 9m | 4 | Uses both hands in tasks needing two hands to complete |
| 1y | 1m | 5 | Uses both hands but shows definite preference for right or left |
| 1y | 10m | 6 | Can unwrap sweet - clumsily |
| 2y+ | | 7 | Can unwrap sweet - neatly |

- c. Hand-eye coordination

- Q. Does he play with a ball?
Can he throw a ball?
Can he catch?

14

Age

- | | | | |
|-------|----|---|---|
| | | 0 | Cannot throw a ball at all |
| 9m-1y | 6m | 1 | Throws ball indiscriminately |
| 2y | | 2 | Throws ball fairly accurately |
| 3y | | 3 | Holds out arms to catch a ball but does not coordinate hand and eye |
| | | 4 | Catches a ball clumsily |
| 4y | | 5 | Catches a ball neatly |

3. FEEDING

For items a, b, and c, if subject is unable to feed himself, chew etc., for any reason, use 0.

a. Feeding

15 16

Q. (Those who cannot sit up)
How do you manage with feeding?

(Those who can sit up)
Can he feed himself, or do you have to feed him?

Can he use a spoon or a fork (even if he prefers fingers)?

Age

- | | | |
|-------------------------|-----|--|
| | 00 | Always has to be fed |
| 9m | 01 | Feeds self with fingers |
| 1y | 02 | Feeds self with spoon - messy, may need help |
| 1y 6m | 03 | Feeds self with spoon, no help, little or no mess |
| 3y | 04 | Feeds self with spoon and fork |
| Between 5 yrs and 8 yrs | (05 | Feeds with spoon and fork but uses knife for spreading butter, etc., |
| | (06 | Feeds self with knife and fork but needs help with cutting difficult foods |
| | (07 | Feeds self with knife and fork without help |
| 9y | (08 | Can manage all foods for himself (boiled eggs, fish with bones) |
| | 09 | Can manage all foods for himself and helps himself at table. |

b. Ability to chew

Q. Can he chew his food?

17

Age

- | | | |
|----|---|--------------------------------|
| | 0 | Needs a liquid diet |
| 1y | 1 | Chews minced or mashed food |
| 2y | 2 | Chews some solid food |
| | 3 | Chews meat and other hard food |

c. Drinking

Q. Does he need a special cup or bottle. or can he drink from an ordinary cup?

18

Age

- | | | |
|-----------|---|---|
| | 0 | Needs a special drinking container (e.g. bottle or feeding cup) |
| 8m | 1 | Drinks from a cup with help (helps to hold cup) |
| 1y | 2 | Holds own cup - but some spilling |
| 2y | 3 | Holds own cup without spilling |
| 2y 6m- 3y | 4 | Can get himself a drink from a jug or a tap |

3. FEEDING (Continued)

d. Dribbling

19

Q. Does he dribble a lot? Does he often have a runny nose?
Do you have to wipe his mouth and chin or nose often to keep him dry?

Age

- ly
- 0 Dribbles and has a runny nose frequently
 - 1 Dribbles frequently, but no problem with runny nose
 - 2 No problem with dribbling, but frequently has a runny nose
 - 3 No problems

N.B. If 0, 1 or 2 is rated, then a rating should also be made under Section 28j - Difficult or objectionable personal habits, depending upon the degree to which the problem makes S socially unacceptable.

4. WASHING

Throughout this section, if subject is unable to wash himself for any reason, use 0.

a Washing

20

Q. Can he wash himself at all or does he need help?

Age

- | | | |
|--------|---|--|
| | 0 | Always needs to be washed |
| | 1 | Beginning to try to dry and wash hands |
| 2y 7m | 2 | Dries own hands without help |
| 3y 7m | 3 | Gets hands acceptably clean and dry without help |
| 4y- 5y | 4 | Washes and dries hands and face, without help |
| | 5 | Baths himself with help |
| 6y 3m | 6 | Baths himself without help but needs supervision |
| 8y 10m | 7 | Baths and dries himself without help.
(Can be left alone in the bathroom and will complete the task himself - except for washing and drying hair) |
| 12y 5m | 8 | Can bath, dress, shave, cut nails, wash and dry hair, without help, or with help on rare occasions only. |

5. DRESSING

Throughout this section, if subject is unable to dress and undress himself etc. for any reason, use 0.

a. Dressing

21 22

Q. How much help does he need with dressing?

If you dress him, does he do anything to help, or is it like dressing a doll?

Age

- | | | |
|--------|-----|---|
| | 00 | Has to be dressed and gives no help at all |
| | (01 | Holds out arms or legs |
| 1y | (02 | Helps by putting arms in sleeves or head |
| | (| through neck if garment is held for him |
| 2y | 03 | Puts on shoes (may not fasten) |
| | 04 | Puts on coat (may not fasten) |
| 2y 6m | 05 | Pulls up pants and then arranges other clothing properly |
| 3y | 06 | Can pull clothes over head unaided |
| 4y | 07 | Dresses self completely but may not do up fastenings (zips, laces, buttons).
But needs clothes arranged in sequence and right way round (otherwise puts items on in wrong order, back to front etc.) |
| 5y | 08 | Dresses self completely and gets clothes right way round (may need some help with difficult garments) |
| 12y 5m | 09 | Can be left to choose own clothes from wardrobe without help, makes appropriate choice to suit weather, type of occasion etc. |

b. Buttons

23

Q. Can he do up buttons?

Age

- | | | |
|-------|---|---|
| | 0 | Cannot do up own buttons |
| 3y 6m | 1 | Does up large and easy buttons (e.g. on coat) |
| 4y | 2 | Can do up most buttons - needs help with buttons on cuffs |
| 5y | 3 | Can do up all buttons |

5. DRESSING (Continued)

c. Undressing

Q. Adapt questions to reply for dressing

Age

- 00 Has to be undressed and gives no help at all
- 1y 01 Holds out arms or legs
- 1y 6m 02 Pulls off socks and shoes (if unfastened for him)
- 2y 03 Takes arms out of sleeves (can take coat off)
- 2y- 3y 04 Pulls off pants
- 3y 05 Pulls off clothes over head
- 3y- 4y 06 Undresses self with some help
- 4y 07 Undresses self except for laces, or laces and buttons
- 5y 08 Undresses self without help
- 6y 9m 09 Undresses and goes to bed, turns out light etc., without assistance or supervision

d. Hair brushing and combing

Q. Do you have to brush and comb his hair or can he do this for himself?

Age

- 0 Does not brush and comb own hair
- 2y 1 Brushes and combs hair with help
- 5y 2 Brushes and combs hair without help, and hair looks acceptably tidy (But may be lower or higher depending on hair style).

6. CONTINENCE

If subject is incontinent for any reason, or cannot perform the skills in c. and d, use 0.

a. Incontinence during day

27

Q. Is S wet or dirty during the day?

What do you do about toilet training?

Age

- 0 Doubly incontinent during day
- 1 Incontinent of urine during the day
- 2y 2 Usually clean and dry if taken to toilet or pot - occasional accident
- 3y 3 Reliably clean and dry if taken to toilet or pot
- 4 Takes self to toilet or pot if told.
- 5 Takes self to toilet or pot without being told - occasional accident
- 3y- 4y 6 Takes self to toilet or pot without being told - completely reliable

b. Incontinence during the night

28

Q. Is S wet or dirty at night?

Can you avoid this by lifting him during the night?

Age

- 0 Doubly incontinent, or encopretic at night - weekly or more often
- 1 Doubly incontinent, or encopretic at night - less than weekly
- 2 Enuretic - weekly or more often
- 3 Enuretic - less than weekly
- 4 Dry at night if lifted during night
- 3y 5 Dry at night - no problem

6. CONTINENCE (Continued)

c. Indication of toilet needs

29

Q. How do you know when he wants to go to the toilet?

Age

- 0 Never indicates need to use toilet
- 1 Involuntary indication (goes red in the face, restless movements etc.)
- 1y 6m 2 Sometimes indicates by speech or gesture that he needs to use toilet (occasionally indicates when it is too late)
- 2y 3 Asks to go to toilet, by speech or gesture, in good time, whenever this is necessary, (e.g. can ask or indicate if he is in an unfamiliar place and does not know where to find the toilet)

d. Cleaning and dressing after toilet

30

Q. Can S look after himself when he goes to the toilet? Does he need help with cleaning himself and with his clothes?

Age

- 0 Needs cleaning and help with clothes after using toilet
- 1 Some supervision necessary
- 3y 10m 2 No supervision necessary

7. COMPREHENSION OF SPEECH

Throughout this section if subject is known to be too deaf to hear speech, use 9. Otherwise use the appropriate rating

a. General level of comprehension of speech

31

- Q. How much does S understand when you speak to him?
Can he obey some simple instructions?
Can he understand something a little more complicated?

Age

- | | | |
|-----------|---|---|
| | 0 | No response when spoken to |
| | 1 | Responds to name only |
| 1y- 1y 3m | 2 | Understands simple phrases in context, because of a learned sequence of events, e.g. "Give Mummy a kiss", "Come and get your dinner", "Time for bed". The cues come from actions and gestures with the words. The individual words are not recognized on their own (e.g. Would kiss mother if her <u>actions</u> were appropriate even if mother <u>said</u> "Give Mummy an apple") |
| 1y 3m- 2y | 3 | Knows the meaning of some words, even if <u>not</u> linked to a special learned phrase, (e.g. understands and responds appropriately to a phrase that is not said regularly every day e.g. "Where is your teddy-bear?" Also can respond to, e.g. "Give me your cup". Use examples based on the phrases the informant says the subject understands). |
| 2y- 2y 6m | 4 | Can follow instructions involving 2 named objects e.g. "Put the doll on the chair" "Put the brush in the drawer" (N.B. These must not be the familiar phrases learnt in context). |
| 2y 6m+ | 5 | Can be sent out of the room to fetch 2 or more objects reliably (e.g. "Go upstairs and fetch Mummy's handbag and gloves"). |
| 3y | 6 | Understands a sequence of commands (e.g. "First put your paints in the cupboard, then wash your hands and then lay the table") |
| 4y | 7 | Understands instructions involving decisions (e.g. "See if your coat is in the hall, and, if not, then look for it in your bedroom"). |

b. Understanding of prepositions

32

- Q. Does he know what you mean if you use words like "in", "under" or "on"?

Age

- | | | |
|----|---|---|
| | 0 | Does not understand words like "in", "under", "on" or "behind", "before", "after" |
| 2y | 1 | Understands some but not all |
| 3y | 2 | Fully understands all these words. |

(Use example of "under the cupboard" as opposed to "in the cupboard")

8. ABILITY TO USE SPEECH

For items a. and b., if the subject is known to be too deaf to hear speech, use 9 or 99. Otherwise use the appropriate ratings. If subject is mute in some situations but speaks in others, rate him on his performance in the environment where he does speak.

a. Development of grammar 33 34

Rate on level that subject has attained and not just on his willingness to speak. Do not give credit for meaningless echolalia.

Q. How much can S talk? What can he say?
Can he make sounds that have any meaning?

Age

- 00 No speech or sounds at all, or makes noises (not normal baby sounds) - without meaning
- 3m 01 Babbles, gurgles, coos, laughs without meaning
- 9m 02 Babbles or makes noises with meaning
- 1y 4m 03 Gives the names of some people or things when asked
- 1y 8m 04 Spontaneously says names of several familiar objects for some purpose
- 2y 05 Says phrases of 2 words (e.g. "Want dinner", "Have sweet")
- 2y-3y 06 Says some longer phrases with nouns and verbs, missing out the small linking words (e.g. "When time go on holiday?")
- 07 Talks in spontaneous sentences using small linking words - present tense only
- 08 Can form sentences using "but", "because" etc.
- 4y 09 Uses past, present and future tenses, and complex grammatical constructions (eg. "Perhaps I will go out tomorrow if it has stopped raining".

b. Asking questions 35

Q. Does S ever try to ask you questions?
What sorts of questions?
How does he ask this - what does he say?

Age

- 0 Does not ask questions
- 1 Asks for objects using a simple, learnt phrase
- 3y 2 Asks a limited range of questions only, (eg. "Where are we going?" "who is that?" "when are we going home?")
- 4y 3 Asks more complex "why" and "how" questions (eg. "Why does the sun go down at night?" "how does it work?" "why is X unhappy?")

8. ABILITY TO USE SPEECH (Continued)

c. Intelligibility - execution of speech

36

Rate item only if subject has phrases of two words or more. Otherwise use 9.
If only speech is meaningless echolalia, use 9

- Age
- Q. How easy is it to understand what he says?
- 0 All, or almost all speech unintelligible
1 Most speech unintelligible but a few words can be understood
2 Speech can be understood by people who know subject well - but with difficulty
3 Speech can be understood by people who know subject well - fairly easily
3y 4 Speech can be understood by strangers - but with difficulty
4y 5 Speech easily understood by strangers - but pronounces some letters incorrectly
5y 6 No problems

N.B. The lower ratings should be used if problems are caused by poor pronunciation or articulation or by rapidity, jerkiness, inaudibility or other abnormalities of delivery of speech.

d. Intelligibility - content of speech

37

Rate item only if subject has sufficient speech to make it possible to rate the content, otherwise use 9.
If speech is entirely echolalia, use 9.

- Q. Does what he says make sense to people who know him well?.
- 0 Speech is garbled, nonsensical, vague, inconsequential even to those who know him well - marked problem
1 Sometimes a problem, or minor problem
2 Content of speech may seem odd to strangers, but people who know subject well recognize its relevance
3 No problem

9. COMPREHENSION OF SIGN LANGUAGE

(relevant for those who cannot understand speech)
Throughout this section if S is known to be too visually impaired to see signs - Use 99 or 9.
Otherwise use the appropriate ratings.

38 39

a. General level of comprehension of sign language

- Q. Has anyone tried to teach S. a sign language?
How much does S understand when you sign to him?
Can he obey some simple instructions?
Can he understand something a little more complicated?

Age

- 00 No response when signed to, though attempts made to teach signs
- 01 Responds to name only
- 1y-1y 3m 02 Understands simple signs in context because of a learned sequence of events e.g. "Give Mummy a kiss", "Come and get your dinner", "Time for bed". The cues come from actions and gestures with the words. The individual signs are not recognized on their own (e.g. Would kiss mother if her actions were appropriate even if mother signs "give Mummy an apple").
- 1y 3m-2y 03 Knows the meaning of some signs, even if not linked to a special learned phrase, e.g. understands and responds appropriately to a phrase that is not signed regularly every day, (e.g. "Where is your teddy-bear?" Also can respond to, e.g. "Give me your cup". (Use examples based on the signs the informant says S understands).
- 2y- 2y 6m 04 Can follow instructions involving 2 named objects e.g. "Put the doll on the chair", "Put the brush in the drawer", (N.B. These must not be the familiar phrases learnt in context).
- 2y 6m+ 05 Can be sent out of the room to fetch 2 or more objects reliably (e.g. "Go upstairs and fetch Mummy's handbag and gloves")
- 3y 06 Understands a sequence of commands (e.g. "First put your paints in the cupboard, then wash your hands and then lay the table")
- 4y 07 Understands instructions involving decisions (e.g. "See if your coat is in the hall, and if not, then look for it in your bedroom").
- 08 Cannot comprehend speech, but no attempt made to teach signs
- 09 S comprehends speech

9. COMPREHENSION OF SIGN LANGUAGE (Continued)

b. Understanding of prepositions

40

Q. Does he know what you mean if you use signs to indicate 'in', 'under', or 'on'?

Age

- | | | |
|----|---|--|
| | 0 | Does not understand signs meaning 'in', 'under', 'on' or 'behind', 'before' 'after' |
| 2y | 1 | Understands some but not all |
| 3y | 2 | Fully understands all such signs (Use example of "under the cupboard" as opposed to "in the cupboard") |
| | 3 | Cannot comprehend speech, but no attempt made to teach signs |
| | 4 | S comprehends speech |

SPECIFY ON CODING SHEET TYPE OF SIGN LANGUAGE USED

10 ABILITY TO USE SIGN LANGUAGE

(relevant for those who cannot use speech)

For items a. and b. if S is known to be too visually impaired to see signs - Use 99 or 9. Otherwise use the appropriate ratings. If uses no signs in some situations but signs in others, rate him on his performance in the environment where he does use signs.

a. Development of grammar

41 42

Rate on level that S has attained and not just on his willingness to use signs
Do not give credit for meaningless echopraxia.
Can he make signs that have any meaning?

Q.

Age

- | | | |
|-------|----|---|
| | 00 | No use of signs, though attempts have been made to teach some signing |
| 3m | 01 | Makes a few 'signs' but these have no meaning |
| 9m | 02 | Copies signs only when prompted |
| 1y 4m | 03 | Signs the names of some people or things when asked (not a direct copy) |
| 1y 8m | 04 | Spontaneously uses signs for several familiar objects for some purpose |
| 2y | 05 | Signs phrases of 2 words (e.g. "Want dinner", "Have sweet") |
| 2y-3y | 06 | Signs some longer phrases with nouns and verbs, missing out the small linking words (e.g. "When time go on holiday?") |
| | 07 | Signs in spontaneous sentences using small linking words - present tense only |
| | 08 | Can form sentences using "but", "because" etc. |
| 4y | 09 | Uses past, present and future tenses, and complex grammatical constructions |
| | 10 | Cannot speak, but no attempt made to teach signs |
| | 11 | S uses speech |

b. Asking questions

43

- Q. Does S ever try to ask you questions, using signs?
What sorts of questions?
How does he do this - what does he try to ask with his signs?

Age

- | | | |
|----|---|--|
| | 0 | Does not ask questions |
| | 1 | Signs for objects using a simple, learnt phrase |
| 3y | 2 | Signs a limited range of questions only, (eg. "Where are we going?") |
| 4y | 3 | Asks more complex questions, (eg. "How does it work?") |
| | 4 | Cannot speak, but no attempt made to teach signs. |
| | 5 | S uses speech. |

11 ABNORMALITIES OF SPEECH OR SIGN LANGUAGE (Continued)

- e. Repetitive speech 48
(To be distinguished from pure echolalia which is not part of a conversation Rate item only if S has enough speech (or signs) to hold a "conversation", otherwise use 9.)
- Q. Does he tend to talk to you about the same things over and over again?
- 0 Repetitive speech very marked
(e.g. Repeats some questions over and over again and does not seem to take in answer. Always reverts to same topic of conversation regardless of context. Frequently makes irrelevant remarks which recur in conversations. May talk incessantly about abstruse subjects. The above occurs in a conversational context).
- 1 Conversation partly repetitive, partly varied and appropriate
- 2 Minimal or no problems
- f. Muddling of sequence of words and phrases 49
Rate only if S. has phrases or sentences Otherwise use 9.
- Q. Does he ever get his words in the wrong order?
(e.g. "Put salt it on", "Take park to doggy", "Shake-milk")
- 0 Marked
- 1 Minor
- 2 No problem
- g. Tone of voice 50
Rate only if S has spoken phrases of 2 words or more - Otherwise use 9.
- Q. Does his voice have normal changes in tone and pitch or does it always sound the same?
(Voice is flat or monotonous, or all phrases have exactly the same intonation as each other. The voice may sound 'mechanical')
- 0 Marked
- 1 Minor
- 2 No problem

12. COMPREHENSION OF NON-VERBAL COMMUNICATION

This section refers to understanding of spontaneous gestures common to people sharing the same culture. The understanding of formal sign language is rated under Section 9.

Throughout this section, if S. is too visually handicapped to see gestures, use 9.

a. Understanding of gesture and miming

- Q. How much does he understand gestures? *and miming* 51
- Age
- 0 No understanding of gesture
- 3m 1 Understands concrete demonstration
(e.g. holding up coat to show it is time for a walk or touching a chair to ask him to sit down)
(Normal child at 3m knows when it is bathtime etc.)
- 1y 2 Understands pointing, beckoning
- By 2y 3 Clearly understands nodding and shaking of the head to mean yes and no.
- 4 Understands more complex social gestures (e.g. shaking fist to mean anger or 'thumbs-up' sign to mean things are going well).

b. Understanding of facial expressions

- Q. How much can you control his behaviour by your facial expression without saying anything? 52
- Age
- 0 No understanding of facial expression
- By 2y 1 Behaviour can be controlled by exaggerated expressions.
- By 3y 2 Behaviour can be controlled by small changes of facial expression (including a slight frown or lift of an eyebrow)

13 ABILITY TO USE NON-VERBAL COMMUNICATION

Throughout this section, if S. is too visually handicapped to see gestures, or too physically handicapped to make movements, use 9.

a. Copying gesture

Q. Can he copy any movements or actions that you show him?

53

Age

- 0 Cannot copy other people's movements (e.g. clapping, waving, a dance step, a miming game). Does not learn even if limbs are moved for him.
- 1 Cannot copy movements but can learn if limbs are moved for him
- 9m 2 Can copy simple movements (e.g. clapping, waving bye bye) but not complicated ones.
- 3 Copies many different movements (e.g. in miming games at school) but tends to be stiff, awkward or inaccurate.
- 1y 6m - 2y 4 Can copy many movements well (singing games with hand movements, dance steps)
- 3y 9m 5 Can act in school plays or do a little song and dance with appropriate movements and facial expression etc. Does this for class, parents or friends.
Does actions convincingly (memory of actions is needed for this)

b. Use of symbolic gesture (with or without speech)

54

Q. Does he use any gestures like pointing or nodding his head to mean "Yes"? and other body language with specific meaning?

Age

- 0 Never nods to mean "Yes" or shakes head to mean "No" or uses thumbs up sign, pretend to shake fist etc.
- Shakes head by 10m 1 Sometimes uses such gestures &/or uses only a limited number, &/or makes markedly limited movements when gesturing
- Nodding by 2 yrs. 2 Uses the normal range and frequency of these gestures clearly, and knows their meaning.

c. Use of facial expression

Q. Can you tell how he is feeling from the expression on his face?

55

- 0 Face almost expressionless
- 1 Has some facial expressions
- 2 Clear and frequent changes in facial expression (compare with normal people of same age, e.g. can look surprised, puzzled, scornful as well as happy and miserable)

13 ABILITY TO USE NON-VERBAL COMMUNICATION (Continued)

d. Gesture as a substitute for speech

56

This can be rated (a) for subjects who cannot express themselves in speech and (b) for subjects who can speak. For the latter ask about behaviour when trying to converse with someone who cannot understand or for communicating at a distance etc.

Q. How well can he communicate in gesture?
(vary the question depending on the subject's level of speech)

Age

- | | | |
|-------|---|--|
| | 0 | No gesture at all |
| | 1 | Shows needs by concrete demonstration
e.g. takes food from cupboard, leads people by hand |
| 9m | 2 | Points by touching the object concerned |
| 1y | 3 | Points to objects from a distance |
| | 4 | Shows needs by simple gestures (e.g. points to teapot and then cup or points to mother's handbag, then to ice-cream van) |
| 2y-3y | 5 | Shows need by miming (e.g. pretends to drink if thirsty) |

N.B. This question refers to spontaneous gestures common to people sharing the same culture. The use of formal sign language is rated under Section 10.

14 INTEREST IN COMMUNICATION (Verbal and non-verbal)
Throughout this section, if S does not communicate for any reason, use 0.

- a. Usual method of obtaining needs
Rate on the subject's preference, not his capability 57
- Q. If he wants something, such as a drink; how does he let you know?

Age

- 0 Never communicates, or seems to want anything
1 Screams or makes noises without specifically indicating his needs
2 Mostly gets what he wants for himself
3 Takes you by the hand and leads you to the object
ly 4 Points to the object
5 Gestures or mimes (not a formal sign language)
6 Tries to say the words, and gestures at the same time
7 Makes requests in words
8 Makes requests in formal sign language

b. Initiation of communication

Does he talk to or communicate in any way with other people (even if this is in a one-sided, egocentric manner) 58

- 0 Never communicates in speech, or babbling, gurgling, facial expression, gesture, mime, eye contact etc.
1 Communicates needs only
2 Minimal response if others initiate
3 Willing response if others initiate communication
4 Sometimes initiates communication
5 Frequently initiates communication with parents/staff, but not peers
6 Shy in a group with strangers etc., but initiates communication when at ease with peer group.

N.B. differentiate from 4.

- 7 Easily initiates communication with peer group.

c. Sharing of interests

Q. Does he like to point things out to you so that you can share the interesting experience? The emphasis here is on sharing interests. 59

Age

- 0 No attempt to communicate with others
7m-8m 1 Will look when attention is drawn to things in immediate environment
9m-1y 2 Spontaneously shares interest with other people in a simple way (e.g. shows he wants to be talked to, points things out to others for interest, brings toys etc. to show)
3y 2m 3 Gives narrative accounts of his experiences spontaneously, reasonably coherently and with detail (speech or gesture or mime or signs)

15 EDUCATIONAL ACHIEVEMENTS

Throughout this section, if S cannot perform skills for any reason, use 0.

a. Visuo-spatial skills

Q. Does he play with rattles, bricks and so on? Can he make jig saw puzzles? Can he do fitting and assembly tasks?

60 61

Age

- 3m 00 Does not hold objects in hands
- 3m 01 Holds objects in hands - no exploration of them
- 5m 02 Examines objects for simple sensations (tastes, smells, strokes etc.)
- 9m-10m 03 Handles and rattles and bangs objects on floor etc.
- 1y 04 Rolls appropriate baby toys along the floor
- 1y 6m 05 Builds tower of 2 to 5 bricks if shown how to do this
- 2y 06 Builds towers of 6 bricks or more
- 2y- 2y 9m 07 Can arrange objects in order of size e.g. nest of cubes
- 3y 6m 08 Can make a simple jig saw puzzle of 10 or more pieces, or simple constructional toy, or perform a simple assembly task
- 5y+ 09 Can make complicated constructional toys or can assemble a complex object.

b. Use of scissors

Q. Can he use scissors?

62

Age

- 2y 0 Cannot cut with scissors
- 3y 1 Can with help
- 3y 2 Can without help

c. Three-dimensional modelling

Q. Does he play with plasticine, or with any toys meant for making models, such as Meccano, or make objects in pottery?

63

Age

- 0 None
- 1 Plays with clay, Lego etc., but makes no shapes
- 2y 6m- 3y 2 Tries to make shapes - results unrecognizable
- 4y 3 Makes recognizable shapes.

15. EDUCATIONAL ACHIEVEMENTS (continued)

d. Drawing - executive skill 64
 Q. Can he use a pencil?
 Does he try to draw pictures?

Age

	0	Does not use pencil at all
	1	Makes a few marks on paper
1y3m-1y8m	2	Scribbles all over the paper, does not break point or tear paper.
3y	3	Makes simple patterns - circle, or square.
3y	4	Tries to draw objects - unrecognizable
4y	5	Draws recognizable objects. but proportions are peculiar
5y+	6	Draws recognizable objects with fairly good proportions

e. Drawing - content 65
 Q. What kinds of things does he draw?

Age

	0	No content
2y+	1	Individual objects
6y+	2	Individual objects against background
8y+	3	Action scene, involving movement or interaction between objects or people.

f. Painting 66
 Q. Does he use brushes and paints?

Age

	0	None
1y	1	Finger paints
1y 3m	2	Marks with brush, one colour
	3	Uses more than one colour
3y	4	Attempts picture, inappropriate colours
5y	5	Attempts picture, appropriate colours

g. Colouring inside lines 67

Q. Can he colour inside guide lines?

Age

	0	Does not use pencil or paints
1y	1	Scribbles over paper
3y-4y	2	Tries to keep inside lines but fails
5y	3	Can keep inside lines ..

15. EDUCATIONAL ACHIEVEMENTS (Continued)

h. Interest in picture books 68
Q. Does he like pictures or picture books?

Age
1y 3m 0 Never looks at picture books
1 Looks at picture books but turns pages over very fast - soon loses interest (or will look at one picture but will not turn pages in a book)
2 Looks at picture books, turning pages slowly for a minute or two
1y6m-2y 3 Looks at picture books, turning pages slowly, for longer than 2 minutes.

i. Understanding of pictures 69
Q. Does he point out things he sees in pictures?

Age
1y 6m 0 Does not point out objects or scenes
1 Picks out individual elements (e.g. horse, cow, pig, etc.)
2y-2y 6m 2 Recognizes nature of whole scene (e.g. farm-yard)

j. Interest in mirror-images 70
Q. Does he look in a mirror?
Does he know himself?

Age
2y 0 Does not recognize himself in a mirror
2y+ 1 Some brief interest in his own mirror image
2 Obviously recognizes himself in a mirror
3 Spontaneously uses a mirror to check on his own appearance

k. Response to photographs 71
Q. Does he recognize anyone in a photograph?

Age
1y 6m-2y 0 Does not recognize himself or others in photographs
1 Recognizes himself and/or others in photographs

15. EDUCATIONAL ACHIEVEMENT (Continued)

75

o. Money
Q. Does he know money is needed to buy things?
Age

- 0 Has no idea of the value of money
3y 6m 1 Has some idea that money is needed
to buy things
6y-7y 2 Can identify coinage

p. Days, months, years
Q. Does he know the names of any of
the days of the week?

76

- Age
0 Has no idea of days, months, years
6y 1 Can name days of week with some
understanding
7y 2 Can name months of the year with
some understanding or can give
dates correctly

q. Telling the time by the clock

Q. Can he tell the hours on the clock?
Age

77

- 0 Has no idea of time of day
5y 1 Can tell hours and half hours
on the clock
7y 2 Can tell time by clock fairly well
(quarter hours at least)

r. Understanding of time
Q. Does he have any idea about time?
Age

78

- 0 Understands nothing outside his own
immediate experience (if that)
In 2nd 1 Understands if told in simple terms
year of events occurring on same day
(e.g. "We are going to the park
after dinner). (If S has no
understanding of the future he may
think he is going for a ride in a
car at once if told he is going out
tomorrow).
3y-4y 2 Understands if told of familiar events
occurring next day or later (e.g. "We
will visit Granny next week")

15. EDUCATIONAL ACHIEVEMENTS (Continued)

L.	<u>Reading</u>	
Q.	Can he read any words?	72
<u>Age</u>		
	0 Has no understanding of written words,	
3y6m-4y	1 Can recognise own name	
3y6m-4y	2 Can match words to pictures	
4y-5y	3 Can recognize up to 10 familiar words	
5y-6y	4 Can read simple first reading books and comprehend them (possibly made up by teacher)	
7y+	5 Can read books for children aged 7+ and comprehend them	
8y 7m	6 Reads on own initiative	

m.	<u>Writing</u>	73
Q.	Can he write any letters or words?	
<u>Age</u>		
	0 Cannot write any letters of the alphabet	
4y	1 Can write some letters by copying	
4y 6m	2 Can write simple words by copying	
5y	3 Can write some letters without copying	
5y 3m	4 Can write a few simple words without copying	
6y	5 Can write 12 or more words without copying-correct spelling	
9y 8m	6 Can write a short letter <u>on</u> <u>own initiative</u>	

n.	<u>Numbers</u>	74
Q.	Can he count? Does he understand what numbers mean?	
<u>Age</u>		
	0 Has no understanding of numbers	
3y	1 Can count to 2 (knows meaning)	
4y	2 Has one-to-one correspondence (e.g. can give 2 cups, 3 pencils etc.)	
5y 6m	3 Can classify objects using a single numerical attribute (e.g. can match 3 cats with 3 dogs, 4 cups with 4 mice etc.)	
	(4 Has the concept of numbers up to 10 ((e.g. can say how many pencils there are (when shown pencils all bunched together (- does <u>not</u> reply "one")	
5y -7y	(5 Can do simple addition	
	(6 Has the concept of numbers up to 30	
	(7 Can do simple addition and subtraction	

16. ENTERTAINMENTS

Television, films, plays etc.

a. If S is too visually impaired
to see TV, use 9.

79

Q. Does he enjoy watching television?

Age

- | | | |
|-------|---|--|
| | 0 | No interest in TV |
| | 1 | Likes simple items such as a car chase, sport, a moving train, picture of water etc.- is interested in the movement, not the meaning |
| 3y-4y | 2 | Enjoys cartoons, musicals, simple shows for children |
| 3y-4y | 3 | Can follow a very simple story for children on TV. |
| 5y | 4 | Can follow a fairly complicated story on TV. |

b. Stories read out loud

Q. Does he enjoy listening to stories?
(include stories or plays heard on the radio)

80

Age

- | | | |
|-------|---|--|
| | 0 | No interest in stories |
| | 1 | Listens but does not really understand the story |
| 1y 6m | 2 | Understands simple narration of his own recent experiences |
| 2y | 3 | Can follow a simple story adapted to his level |
| 4y-5y | 4 | Can follow a new story read from a book or a radio play. |

17. IMAGINATIVE ACTIVITIES

- a. Level of play and imaginative activities 9
If S has no play or other imaginative activities for any reason, use 0.
If S is too old for pretend play, ask about past behaviour. Also, ask about more adult imaginative activities such as the ability to make up stories, to join in with fantasies such as "what would happen if creatures from outer space landed on earth" and so on. - Adapt ratings appropriately.
- Q. Does he have any pretend play or other imaginative activities?
- Age
- | | | |
|-----------|---|--|
| | 0 | No play with model toys (no interest in the <u>function</u> of trains, cars and dolls, although he may handle them in the same way as any other objects). |
| 1y-1y 6m | 1 | Plays with real household equipment using it for its real purpose - no interest in miniatures, (e.g. sweeps with real broom, digs with real spade). |
| 1y3m-1y6m | 2 | Holds doll, toy animals as if real, at least some of the time (hugs and kisses) |
| 1y 9m | 3 | Goes through simple sequences of actions with toys (e.g. pushes toy trains and cars along floor as if real, and makes appropriate noises, or tucks doll in bed). |
| 1y 9m | 4 | Will pour out and give pretend cup of tea to other person <u>spontaneously</u>
(If S only drinks from cup himself, rate 3) |
| 2y 6m | 5 | Goes through longer sequences of actions with toys e.g. has a doll's tea party, sets up a garage, road and road bridges for play with toy cars. |
| 3y | 6 | Plays simple make-believe games with other children. |
| 4y | 7 | Pretends to be, e.g. a cowboy or nurse, using special dressing up clothes, with other children and with awareness of the dramatic role, not just putting on clothes, not just copying. |
| 8y 3m | 8 | Has imaginative play. Has been through stage of believing in Father Christmas. but now knows he doesn't exist. |

17. IMAGINATIVE ACTIVITIES (Continued)

b.

Spontaneity of play or other imaginative activities

If S has no pretend play or other imaginative activities, use 9.
Refer to answer already given to item 9 on previous page.

Q.

Does S invent pretend play or other imaginative activities for himself or does he just copy other people's activities with no ideas of his own?

- 0 All imaginative activities are copied
- 1 Some copying, some inventive
- 2 Most are spontaneous and inventive (apart from normal willingness to join in with suggestions from others at appropriate times)

(NOTE From 12 months to 18 months a normal child copies play but elaboration soon occurs.)

18. ABNORMAL IMAGINATIVE ACTIVITIES

Throughout this section, if S has no imaginative activities, use 9. (Refer to previous section- 17a)

11

a. Stereotyped play or other symbolic activities

Q. If S does have some relevant activities - Does he play in many different ways (or draw, invent stories etc.) or does he have just a few very special interests only, such as loading and unloading a toy truck, continually ironing, playing at batman, talking about science fiction etc. For adults, adapt questions to suit age and level of function.

- 0 Imaginative activities confined to making models or drawings of same object(s). Does not play with models. No action in, or stories told about drawings (e.g. draws series of identical dolls, cars etc.)
- 1 Has imaginative activities but limited to one or two themes which recur over and over again, (e.g. putting a doll to bed, loading and unloading a truck, acting batman, drawing, modelling and acting out symbolic but repetitive themes such as lively scenes of aeroplanes crashing with much action and detail). These activities are not modified by suggestions from others. They do not develop in complexity nor incorporate new themes - though one theme may be replaced by another after a time (e.g. from batman to bionic man)
- 2 Minor problems - a bit repetitive but some flexibility
- 3 Has imaginative activities appropriate for mental age

b. Fantasies

Q. (Ask only if S has enough speech and symbolic activity)

12

Does S talk about day dreams and fantasies?

- 0 Constant preoccupation with fantasy interfering with activities.
- 1 Present, but not interfering with activities.
- 2 Minor or absent - normal for age.

19. EYE CONTACT

Throughout this section if S is too visually handicapped to make eye contact, use 9.

If S does not look at people in authority but has good eye contact with his companions, rate on the latter. If he has been taught to look at certain specific people, but has poor eye contact with others, especially his age peers, rate on the latter.

a. Amount of eye contact

Q. How easy is it to get him to look at you?

13

Does he make eye contact with his everyday companions, or people he meets occasionally? Does he make or break eye contact in a way that seems easy and normal?

- 0 Actively avoids eye contact - turns whole body, head or eyes away if others try to make contact
- 1 Usually avoids, or looks past or through others, but occasionally makes contact in a brief glance.
- 2 Has a blank, unfocussed stare, but no active avoidance of eye contact
- 3 Makes eye contact, but inappropriately. May stare hard and long, hold another person's head to fix their gaze, but also may not make eye contact at socially appropriate times, e.g. on first meeting.
- 4 Eye contact appropriate.

b. Social use of eye contact

14

Q. Does he try to give you messages with his eyes?

- 0 Does not use eye contact to help social interaction, convey information etc. Does not look when strangers enter a room (This should be differentiated from the person with normal eye contact who sometimes does not look up because of total absorption in activities)
- 1 Looks at familiar people, for reassurance that actions are correct, or to check if being observed prior to some forbidden act. Does not usually look at strangers entering a room.
- 2 Uses eye contact to invite physical play. cuddling, asking for help etc.
- 3 Uses eye contact to share a joke or convey subtle social meanings - use this code only if there is a real sharing of understanding on a symbolic, abstract level.

20. SOCIAL RESPONSIVENESS

Throughout this section if S is socially unresponsive for any reason, use 0.

a. Spontaneous show of affection

Q. Is he affectionate?

15

Does he show he wants to be held or cuddled? (Do not rate physical contact without social recognition)

0 Never shows affection to others spontaneously

1 Sometimes shows affection spontaneously

2 Frequently shows affection spontaneously (even if only to parents/staff)

N.B. Rate in relation to mental age, e.g. an older child or adult may no longer show physical affection, but may show feelings in other ways.

b. Response to age peers -

ability to make friendships

16

Q. How does he react to other companions of his own age.

Does he like having them around?

Age

-6m

0 No interest in age peers (Include those who actively withdraw from contact, or show, in any way, dislike or fear of others, which is not just due to shyness)

6m

1 Accepts or enjoys presence of age peers but does not join in activities. (Not just due to shyness)

2y

2 Accepts or enjoys presence of age peers and plays or carries out other activities in parallel, though does not interact with the group.

3y

3 Interacts (actively or passively), at least in a small group, but has no special friend.

4y

4 Seems to prefer some people to others, but has no special friend.

5y+

5 Makes friendships, even if soon broken.

N.B. Rate on enjoyment of company of age peers not simply willingness to join in activities.

6 to 7 years

6. Has a best friend

Adolescence

7. Has a boyfriend or girl friend

8. Has an appropriate sexual relationship.

21. SOCIAL PLAY

Throughout this section, if S does not play for any reason, use 0.

Physically handicapped people should be rated on the level of their actual performance.

a. Level of social play

Q. What sort of games will he play
- even if he has to be pushed to join in

17

Age

- | | | | |
|-----|----|---|---|
| | | 0 | No play at all |
| | | 1 | Likes tickling, romping games |
| 9m | | 2 | Plays peep-bo and similar baby games |
| 2y+ | | 3 | Plays very simple games of chasing etc. |
| 3y | 3m | 4 | Joins in simple group games
(Nuts in May etc.) |
| 5y | 2m | 5 | Plays simple competitive games
(e.g. racing, simple football etc.) |
| 5y | 8m | 6 | Plays simple table games with others
and understands rules and aims
(ludo, dominoes etc.) |
| 8y | 3m | 7 | Cooperative play in a group -
(e.g. organized football, complex
dramatic play etc). |

b. Willingness to join in leisure activities
of age peers

18

Q. Is he happy to join in games or other
leisure activities with his age peers
Does he have to be pushed into them?

Age

- | | | | |
|----|--|---|--|
| | | 0 | Does not join in with age peers |
| | | 1 | Will join in if parent/staff insists
and supervises |
| | | 2 | Will join in, and continue to engage,
if others initiate. Takes passive role. |
| 3y | | 3 | Shy about joining in, but joins in actively
with companions he knows well |
| | | 4 | Joins in actively, appropriately
for mental age. |

N.B: Subjects own activities should not be considered in above rating, e.g. if he initiates a game of chasing but will not join with others in different games, rate 0 and make note.

22. SOCIAL INTERACTION

19

All subjects can be rated.

a. Quality of social interaction

The following rating is made on the basis of the information obtained from the interview so far plus any further questioning that may be needed, and direct observation of the subject. Rate on behaviour within own social group, not with staff or parents or well known care givers.

This section is not strictly a hierarchy of development. Give S the rating which most nearly describes him, taking into account all aspects of his social behaviour.

Rate on the usual, not on the 'best' behaviour.

- Alloof*
- 0 Does not interact - aloof and indifferent
 - 1 Interacts to obtain needs, otherwise indifferent
 - 2 Responds to (and may initiate) physical contact only, - including rough and tumble games, chasing, cuddling etc.
 - 3 Generally does not initiate, but responds to social (not just physical) contact, if others, including age peers, make approaches. Joins in passively, e.g. as baby in game of mothers and fathers, or, for adults, in adult social situations. Tries to copy, but with little understanding. Shows some pleasure in passive role (unlike Groups 0, 1, 2, who move away once physical needs are satisfied)
 - 4 Makes social approaches actively, but these are usually inappropriate, naive, peculiar, or bizarre - 'one sided'. The behaviour is not modified according to needs, interests and responses of person approached.
 - 5 Shy, but social contacts appropriate for mental age with well known people, including age peers. Also use for children who refuse to talk to adults, but interact with other children.

PASSIVE

Active but odd

For older children and adults, this rating can be used for those who are not gregarious, but who can interact appropriately with people they like. Also use for those who have periods of social withdrawal due to psychiatric illness or moodiness, but who interact normally between.

- 6 Social contacts appropriate for mental age with children and adults. Looks up with interest and smiles when approached. Responds to the ideas and interests of people of similar mental age and contributes to the interaction. Non-mobile people without speech can show social interest by means of eye contact and 'eye pointing'.

23. ABNORMAL RESPONSE TO SOUNDS

Throughout this section, if S is totally deaf, use 9.

a. Distress caused by sounds

Q. Do any sounds upset him? 20

(e.g. vacuum cleaner, aeroplane,
fire engines, road drills etc.)

Is he distressed by sounds that
do not affect others?

- 0 Marked
- 1 Minor
- 2 No problem

b. Fascination with sounds

Q. Does he have an unusual interest 21

in some sounds? (not music)

(e.g. friction drive cars, bells,
water hissing in pipes, etc.)

Does he spend much time
listening to these sounds?

- 0 Marked
- 1 Minor
- 2 No problem

c. Other

Q. Does he show any other unusual responses 22

to sounds? (e.g. totally ignores loud
sounds but reacts to some that are
almost inaudible to other people).

- 0 Marked
- 1 Minor
- 2 No problem

SPECIFY ON CODING SHEET

24. ABNORMAL RESPONSE TO VISUAL STIMULI

For items a. and b., if S is too visually handicapped to see anything, use 9, but partially sighted subjects may have these problems to a marked degree.

a. Bright lights and shiny objects

23

Q. Is he unusually interested in shiny things? (e.g. silver paper, tinsel, patches of sunlight, or street lights at night)

- 0 Marked
- 1 Minor
- 2 No problem

b. Interest in watching things spin

24

Q. Does he get unusually excited if he sees things spinning? (e.g. a spinning top, wheels of toy cars, spin drier, record etc).

- 0 Marked
- 1 Minor
- 2. No problem

24. ABNORMAL RESPONSE TO VISUAL STIMULI (Continued)

For items c. and d., if S is too visually handicapped to see anything, use 9, but partially sighted people may have these problems to a marked degree. If S is too physically handicapped to use his hands, use 9.

c. Twisting or turning hands
or objects near eyes

25

Q. Does he twist or flick his hands
or objects near his eyes?

- 0 Marked
- 1 Minor
- 2 No problem

d. Interest in studying angles or objects

26

Q. Does he like to look at objects from
many different angles for no obvious
reason? (Demonstrate, for example,
with a small cube)

- 0 Marked
- 1 Minor
- 2 No problem

e. Other

27

Q. Does he have any other unusual responses
to visual stimuli? (e.g. frequently
makes holes in pieces of paper and looks
through them; makes tears come into his
eyes to obtain unusual visual effect)

- 0 Marked
- 1 Minor
- 2 No problem

SPECIFY ON CODING SHEET

25. ABNORMAL PROXIMAL SENSORY STIMULATION

Throughout this section if S is too physically handicapped to carry out these activities, use 9 but make a rating if possible.

a. Mouthing of objects
Q. Does S tend to put everything into his mouth? 28

Age

ly 6m
0 Marked
1 Minor
2 No problem
0

b. Smelling objects or people
Q. Does he tend to explore objects or people by smelling them? 29

0 Marked
1 Minor
2 No problem

c. Touching objects
Q. Does he have an unusual interest in the feel of surfaces? (e.g. fur coats, nylon stockings, hair, smooth plastic) 30

0 Marked
1 Minor
2 No problem

d. Scratching and tapping surfaces
Q. Does he scratch or tap on different surfaces, apparently in order to feel the sensation? 31

0 Marked
1 Minor
2 No problem

e. Repetitive destructive activities
Q. Does he tear or break things in an aimless repetitive way? (e.g. tears all paper into small pieces, picks at wallpaper, removes all loose parts from toys etc.) 32

0 Marked
1 Minor
2 No problem
0

25. ABNORMAL PROXIMAL SENSORY STIMULATION (Continued)

f. Repetitive. aimless manipulation
of objects (not near eyes)

33

Q. Does he flick things like pieces of string, sticks? Does he tap two objects together, roll pieces of cotton in his fingers, push toy cars to and fro without any real pretend play, etc? (If the child makes more elaborate, but still repetitive use of objects, code under 27b - Routines invented by child)

- 0 Marked
- 1 Minor
- 2 No problem

g. Self injury

34

Q. Does he bite or scratch or cut himself or push objects into his nose or ears producing injury if not prevented?

- 0 Marked
- 1 Minor
- 2 No problem

h. Self stimulation without injury

35

Q. Does he have any habits like pushing his eye, regurgitating food to rechew it, self induced vomiting, tapping his chin, grinding his teeth etc?

- 0 Marked
- 1 Minor
- 2 No problem

i. Other

36

Q. Does he have any other activities which appear to provide repetitive sensory stimulation. not classified elsewhere? (e.g. making repetitive noises)

- 0 Marked
- 1 Minor
- 2 No problem

SPECIFY ON CODING SHEET

26. ABNORMAL BODILY MOVEMENTS (Continued)

- f. Tip-toe walking 42
- Q. Does he walk on tip-toe?
- 0 Marked
 1 Minor
 2 No problem
- g. Aimless movement 43
- Q. Does he move around aimlessly,
 wandering about without any
 real purpose?
- 0 Marked
 1 Minor
 2 No problem
- h. Other 44
- Q. Does he have any other abnormal
 bodily movement not classified
 in this section, nor under
 Appendix A3?
- 0 Marked
 1 Minor
 2 No problem

SPECIFY ON CODING SHEET

27. ROUTINES AND RESISTANCE TO CHANGE

Throughout this section, if S is too physically handicapped to carry out any of these activities use 9, but make a rating if possible.

a. Dislike of change in the normal routine 45

Q. Is S abnormally distressed if everyday routines are changed? (e.g. sequence of dressing, sitting on same chair at table, route taken to familiar places, arrangement of ornaments or furniture)

- 0 Marked
- 1 Minor
- 2 No problem

b. Routines invented by the child (involving sequences of actions) 46

Q. Does he have some special routines of his own? (e.g. makes lines of all kinds of objects, tapping on chair before sitting down, standing up and turning round several times during each meal etc.)

- 0 Marked
- 1 Minor
- 2 No problem

c. Food fads 47

Q. Does S have very unusual food fads? (e.g. will eat only marmite sandwiches)

- 0 Marked
- 1 Minor
- 2 No problem

Note: At 12-18 months a normal child may show some repetitive manipulation of objects but he has many other activities as well. ..

27. ROUTINES AND RESISTANCE TO CHANGE (Continued)

d. Clinging to objects

48

Q. Does S have any special objects
he likes to carry around with him?
Does he get very upset if he loses them?

- 0 Marked
- 1 Minor
- 2 No problem

e. Interest in special objects
or parts of objects

49

Q. Is he fascinated by one type of
object e.g. light switches, church
steeple, people's teeth etc?

- 0 Marked
- 1 Minor
- 2 No problem

f. Special Fears

50

Q. Is he frightened of anything?
Does he mind the dark, big dogs, trains etc?
Do these fears interfere with everyday
activities?

- 0 Marked
- 1 Minor
- 2 No problem

N.B. Rate as marked only if the fear
is unusually intense, persistent,
and S cannot be comforted or
reassured, and it interferes
with everyday activities.

28. BEHAVIOUR PROBLEMS WITH LIMITED OR
NO SOCIAL AWARENESS

Throughout this section all subjects can be rated.

- a. Wandering 51
Q. Does S run away or wander, unless
constantly supervised?
0 Marked
1 Minor
2 No problem
- b. Destructiveness 52
Q. Does S tear books, wallpaper, spoil
furniture, own clothing etc. unless
constantly supervised?
0 Marked
1 Minor
2 No problem
- c. Noisiness 53
Q. Does S frequently scream or shout or
make other loud noises (not crying
or moaning)
0 Marked
1 Minor
2 No problem
- d. Temper tantrums 54
Q. Does S frequently have temper tantrums?
0 Marked
1 Minor
2 No problem
- e. Aggressive behaviour 55
Q. Is S frequently aggressive towards others?
(including spitting at them)?
0 Marked
1 Minor
2 No problem

N.B. If S is aware of the social implications
of his actions, (e.g. tries to justify
himself if scolded) do not rate here,
but rate under Section 29a -
Difficulties with other people.

28.16)

BEHAVIOUR PROBLEMS WITH LIMITED OR
NO SOCIAL AWARENESS (Continued)

- f. Hyperactivity 56
- Q. Does S never sit still? (even when interested in food, TV etc.)
- 0 Marked
1 Minor
2 No problem
- g. Behaviour in public places 57
- Q. Is S too difficult to take out because of marked problems in public places? (grabs things in shops, speaks loudly and tactlessly, screams, takes off clothes etc.)
- 0 Marked
1 Minor
2 No problem
- h. Lack of cooperation 58
- Q. Does S strongly resist attempts to make him join in, learn new things, or to change his behaviour - screams temper tantrums, scratches, bites, kicks if these are tried, or else passively resists?
- 0 Marked
1 Minor
2 No problem
- i. Crying and moaning 59
- Q. Does S cry or moan a great deal, appearing miserable most of the time, with no known cause?
- 0 Marked
1 Minor
2 No problem
- j. Difficult or objectionable personal habits 60
- Q. Does S spit, smear, make himself vomit, hoard rubbish, eat rubbish, continuously eat or drink, have inappropriate swearing, inappropriate sexual behaviour without social awareness etc?
- 0 Marked
1 Minor
2 No problem

28. BEHAVIOUR PROBLEMS WITH LIMITED OR
NO SOCIAL AWARENESS (Continued)

k. Scatters or throws objects around

61

Q. Does S create chaos aimlessly?

- 0 Marked
- 1 Minor
- 2 No problem

L. Other behaviour problems

62

Q. Does S have any other behaviour problems
with limited or no social awareness?

- 0 Marked
- 1 Minor
- 2 No problem

SPECIFY ON CODING SHEET

N.B. If any of the problems in this section
are due to repetitive behaviour rate here
and also rate under the appropriate item
in Section 23, 24, 25, 26 or 27.

29. BEHAVIOUR PROBLEMS WITH SOCIAL AWARENESS

Throughout this section all subjects can be rated.

- a. Difficulties with other people 63
- Q. Does S frequently tease, bully, refuse to take turns, make trouble etc? This can include physical aggression with full social awareness.
- 0 Marked
1 Minor
2 No problem
- b. Rebellious behaviour 64
- Q. Is S frequently rebellious, awkward or cheeky?
- 0 Marked
1 Minor
2 No problem
- c. Pestering for attention 65
- Q. Does S frequently pester for attention?
- 0 Marked
1 Minor
2 No problem
- d. Lying, cheating, stealing 66
- Q. Does S lie, cheat or steal, or, show other delinquent behaviour, at any opportunity?
- 0 Marked
1 Minor
2 No problem
- e. Other behaviour problems 67
- Q. Does S show any other behaviour problems with social awareness that cannot be classified under items a, b, c, or d?
- 0 Marked
1 Minor
2 No problem
- SPECIFY ON CODING SHEET

30. SLEEPING PROBLEMS

This question should be asked only if informant is with S at night or a night report is written. All subjects can be rated if information is available.

a. Night sedation

68

Q. Does S have any tablets or other medicine at night? Is this to help him sleep?

- 0 On night sedation every night
- 1 Occasional
- 2 None

b. Disturbance of sleep

69

(If S is on night sedation, rate on his behaviour when the medication has been given)

Q. Does S cause disturbance to others because of waking in night, restlessness, noisiness, or because late in going to sleep or waking very early in the morning?

- 0 Marked
- 1 Minor
- 2 No problem

31. PRACTICAL SKILLS

Throughout this section, if S cannot perform for any reason, use 0.

a. Tidying, cleaning etc.

Q. Can he give you any help with cleaning and tidying?

Age

- | | | | |
|-----|-----|---|---|
| | | 0 | Does not take part in any domestic task. |
| 1y | 9m | 1 | Helps a little but with no skill (e.g. may carry cup to kitchen with close supervision) |
| 2y | | 2 | Does simple, immediate tasks (e.g. carrying things, holding things on request, putting something on shelf) |
| 3y | | 3 | Fetches or carries to and from another room, or takes a simple message to someone in another room. |
| 3y | 7m | 4 | Gives some help with tasks involving a sequence of actions (e.g. clearing or laying table, dusting, tidying up) |
| 8y | 6m | 5 | Helps regularly in completing tasks (as in 4) without need for supervision |
| 10y | 11m | 6 | Does some tasks on own initiative for payment |
| 14y | 8m | 7 | Is responsible for some routine domestic task (e.g. cleaning car, weeding garden). |

b. Cookery, woodwork etc.

Q. Can he help with cooking, do any sewing, woodwork etc?

Age

- | | | | |
|-----|-------|---|---|
| | | 0 | Does not take part in any creative work |
| 1y | 6m | 1 | Gives minimal help with cooking, woodwork etc., under close supervision (e.g. stirs cake mix, breaks up jelly cube, hammers nail in wood) |
| 3y | 6m-4y | 2 | Can complete a small task under close supervision. (e.g. make a jelly, mix pastry, sew a hem, sandpaper wood) |
| 8y | 6m | 3 | Can complete such small tasks with minimal or no supervision |
| 11y | 3m | 4 | Can perform and complete more complex creative tasks (cook bacon and eggs, sew a kettle holder, simple woodwork etc.) |

31. PRACTICAL SKILLS (Continued)

c. Any special skill(s)

Rate this on all the information obtained throughout the interview. There is no need to ask this question if S is clearly profoundly handicapped in all areas, or if it is already clear that the child does have some outstanding skill.

11

Q. Is there anything he is especially good at?

- 0 No unusual skill
- 1 Has some special skill which is well above general level of functioning.

SPECIFY ON CODING SHEET

32. INITIATIVE AND PERSEVERANCE

a. Acquisition of objects

12

If S cannot perform for any reason,
use 0.

Q. How does he try to get things for himself?

Age

- | | | |
|--------|---|---|
| | 0 | Does not try to pick up objects |
| 3m+ | 1 | Grasps objects within arms length |
| 4m+ | 2 | Reaches for objects nearby but
beyond arms length |
| 1y | 3 | Looks for objects that are out
of sight, covered or hidden |
| 1y 9m | 4 | Some ability to overcome obstacles
in order to acquire objects (opens
doors, stands on chair to reach up high,
uses stick to bring objects nearer) |
| 3y- 4y | 5 | Good ability to overcome obstacles.
Can acquire most objects that he wants
(unbolts doors, uses keys etc.) |

b. Spontaneous initiation of activities

13

If S cannot perform for any reason
use 0.

Q. If he is left on his own, will he find
something to do for himself?

- 0 No spontaneous activities
1 Occasionally initiates activities
2 Frequently initiates activities (even
if these are repetitive in nature)

c. Nature of chosen activity

14

If S does not find any activity, use 9.

Q. If he does find something to do, is his
activity varied and constructive or
does he just repeat the same thing over
and over?

- 0 Mostly or always repetitive
1 Sometimes repetitive, sometimes varied
2 Mostly or always varied.

32. INITIATIVE AND PERSEVERANCE (Continued)

15

- d. Attention span (for activities chosen or known to be enjoyed by S)

If, for any reason, S has no self chosen or readily accepted activity, use 0.

- Q. If he does find or readily accept something to do to occupy himself, how long will he remain occupied without needing your attention? (Rate activity involving objects even if repetitive, but do not count body rocking, hand-twisting or similar self-directed activities)

Age

- 0 No self chosen activities with objects
1 Engages in such activities for less than 15 minutes and then needs attention.
5m 2 Engages in such activities for 15 minutes or more.

- e. Attention span (for tasks given by others)

16

If S for any reason, makes no attempt to carry out any task, use 0.

- Q. If you give S something to do will he persevere with it by himself or do you have to help him and supervise him?
0 No attempt to carry out task
1 Task attempted with adult supervision (one to one)
2 Task completed with minimal supervision
3 Task completed with no supervision.

33. LEVEL OF INDEPENDENCE

Throughout this section, all subjects can be rated.

a. Understanding of danger

17

Q. Does he have any understanding of danger?

Age

- 0 No understanding of danger
(1 Avoids hot stoves, sharp things
2y (2 Understands danger of falling
(from heights, ledges etc.
5y 3 Understands danger from traffic
10y-11y 4 Full understanding of danger

b. Need for supervision

18

19

Q. How far can you let him go by himself?

Age

- 00 Needs constant supervision
1y 01 Can move around room unattended
1y 8m 02 Can walk about house unattended
1y 8m 03 Can walk around garden unattended
(depending on size of garden)
4y 8m 04 Can walk around local street or
estate unattended
5y 1m 05 Can go around local street, estate
or park on a tricycle, bicycle,
scooter or skates (if streets are
traffic-free)
5y 10m 06 Can go to school or workshop or
other centre alone.
(Items 4, 5, & 6 above - ages vary
depending upon safety of streets)
9y 5m 07 Can go around home town or local area
alone, beyond own street or estate
15y 10m 08 Can go to nearby towns or areas alone,
makes own arrangements
18y 1m 09 Can go alone to distant places that are
relatively remote and strange

c. Staying at home alone

20

Q. Could you ever leave S alone at home,
while you cross the road to post a
letter, or go to a nearby shop?

Age

- 0 Could never be left at home alone
1 Could be left alone for a minute or two
10y 2 Could be left alone for an hour or so
11y-12y 3 Could be left alone for half a day
14y-15y 4 Could be left alone all day

33. LEVEL OF INDEPENDENCE (Continued)

d. Shopping

21

Q. Does he go shopping with you?
Does he show you things he wants?

Age

- | | | |
|---------|---|---|
| | 0 | Does not do shopping, or is taken to shops but does not ask for things by speech or gesture. |
| 1y6m-2y | 1 | Goes to shops with mother or other supervisor and asks her for things he wants |
| 3y6m-4y | 2 | Goes to shops with mother or other supervisor and makes small purchases with her supervision |
| 5y10m | 3 | Goes to local shops alone with written list and exact money |
| 7y | 4 | Has pocket money which he spends for himself. |
| 9y 5m | 5 | Buys one or two things for himself with money given for this purpose. Makes his own decisions. Is responsible for the change. |

e. Telephone calls

22

Q. Could he answer the telephone?
Could he make a telephone call?

Age

- | | | |
|-------|---|--|
| | 0 | No ability to use telephone |
| 3y-4y | 1 | Can answer telephone and fetch another person if required. |
| 7y-8y | 2 | Can make local telephone calls, look up a number, and hold a conversation. |

M.R.C. SOCIAL PSYCHIATRY UNIT
Schedule of Handicaps, Behaviour and Skills

(Second Edition - November 1978)

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APPENDIX

The items in this Appendix should be rated only if they are relevant in the light of the age of the subject, and the type and severity of his or her handicaps.

A1 ABNORMAL POSTURES AND MOVEMENTS

(Abnormalities of posture and movement as found in catatonic states)

Q. First ask if the informant has noticed any odd postures or movements. Then, depending on the reply to the general question, describe each of the following and ask if it has been observed.

a. Peculiar hand postures

(Hands and fingers twisted and hyperextended in positions that are difficult to copy - reminiscent of Balinese dancers)

23

- 0 Marked
- 1 Minor
- 2 No problem

b. Interruption of ongoing motor activities

(Sudden stopping of a half-completed movement, and holding of the posture for a period of time before the movement is resumed, e.g. spoon held motionless for several seconds when half way to the mouth - as if the whole person is temporarily 'frozen').

24

- 0 Marked
- 1 Minor
- 2 No problem

c. Repeated approach and withdrawal in motor actions

(For example, if the person is asked to put away crayons in a box, he picks one up, moves his hand to the box, but before he places the crayon in it, he moves his hand back again, then forward, then back again, several times over, before finally putting the crayon in the box)

25

- 0 Marked
- 1 Minor
- 2 No problem

d. Turning up of the eyes

(The eyes turn up and the iris and pupil are partly covered by the upper eyelid. This occurs in episodes and lasts for varying lengths of time)

26

- 0 Marked
- 1 Minor
- 2 No problem

e. Other abnormal postures and movements

eg. When walking, do the movements appear odd - no arm swinging, head bowed etc.

27

- 0 Marked
- 1 Minor
- 2 No problem

SPECIFY ON CODING SHEET

1
2
3
4

1/0
2 1 0
2 1 0
1/0

A2 SEXUAL PROBLEMS

These questions need be asked only if relevant to the age and general level of development of the child or adult concerned.

Q = 4
1 = 1
2 = 2

If it is clear that the behaviour is not present, for whatever reason, e.g. low physical age, low mental age, physical handicap etc, rate 2, even if the questions are not asked.

Q. For all items, when relevant, ask if the behaviour is present and how much of a problem it presents.

a. Masturbation in public

28

- 0 Marked
- 1 Minor
- 2 No problem

b. Inappropriate heterosexual behaviour

29

- 0 Marked problem
- 1 Minor problem
- 2 No problem

c. Inappropriate homosexual behaviour

30

- 0 Marked problem
- 1 Minor
- 2 No problem

d. Sexual interest in much younger children

31

- 0 Marked problem
- 1 Minor
- 2 No problem

e. Indecent exposure

32

- 0 Marked problem
- 1 Minor
- 2 No problem

f. Other inappropriate sexual behaviour

33

- 0 Marked problem
- 1 Minor
- 2 No problem

SPECIFY ON CODING SHEET

2.7

g. Menstruation

3438

Q. (If relevant) Does S have any problems taking care of herself when she has a menstrual period? Does she need help with changing pads, and keeping herself clean etc?

- 0 Marked problem
- 1 Minor
- 2 No problem
- 9 Not relevant

~~A3~~ PSYCHIATRIC CONDITIONS

If the relevant conditions are not present for any reason, e. g. age, mental level etc., 2 can be rated. If there is no available evidence, e.g. because of lack of speech, rate 2.

Notes on questions

During the course of the interview, it should become possible to decide if any psychiatric conditions are likely to be present. If so, the relevant questions, as for a psychiatric interview, should be asked. Do not ask about these conditions if this would clearly be inappropriate.

a. Depression

Q. Does S ever have long periods of unexplained and undue unhappiness or crying, perhaps associated with loss of appetite or sleep?

0 Severe enough to affect all or most activities

1 Moderate - present, but can take part in some activities

2 No evidence of depression

35

b. Mania or hypomania

Q. Does S ever have long periods of unexplained excitement or elation?

0 Severe

1 Moderate

2 No evidence

36

c. Anxiety state

Q. Is S ever anxious without apparent reason?

0 Severe

1 Moderate

2 No evidence

37

d. Hypochondriasis

Q. Is S preoccupied with his own health or body?

0 Severe

1 Moderate

2 No evidence

38

e. Obsessional neurosis

Q. (e.g. handwashing) (must have developed in adolescence or adulthood in a sociable mentally retarded person)

0 Severe

1 Moderate

2 No evidence

39

A3. PSYCHIATRIC CONDITIONS (Continued)

f. Other neurosis (including phobias

Q. Does S have undue fears of harmless things?
Does he worry a lot or have any other nervous troubles?

40

- 0 Severe
- 1 Moderate
- 2 No evidence

SPECIFY ON CODING SHEET

g. Schizophrenia

Q. Do you know if S ever talks to or hears imaginary voices? Does S ever complain that people are controlling him, or affecting him in some strange way?

41

- 0 Severe
- 1 Moderate
- 2 No evidence

h. Other psychosis

- 0 Severe
- 1 Moderate
- 2 No evidence

42

SPECIFY ON CODING SHEET

i. Personality disorders

- 0 Severe
- 1. Moderate
- 2. No evidence

43

SPECIFY ON CODING SHEET

j. Other psychiatric problems

- 0 Severe
- 1 Moderate
- 2 No evidence

44

SPECIFY ON CODING SHEET

k. Abnormalities of mood

Q. How would you describe his general mood?

45

- 0 Rather flat and emotionless
- 1 Unhappy or miserable most of the time
- 2 Very changeable - one minute he is happy, the next minute he is miserable
- 3 Sometimes happy, sometimes miserable
- 4 Usually happy, or at least appears contented.

L. Organic dementia or confusional state

- 0 Severe
- 1 Moderate
- 2 No evidence

46

SPECIFY ON CODING SHEET

A4. LEGAL PROBLEMS

N.B. The following questions are potentially distressing for relatives and should be asked only if they appear to be relevant and necessary and the information cannot be obtained elsewhere. The questioning should be as tactful as possible.

a. Compulsory hospital admission

Q. Has S ever been admitted to hospital on a legal order? Has he ever been certified?

47

- 0 Yes, in the last year
1 Yes, previously
2 No

b. Involvement with the police

Q. Has S ever been involved with the police because of his behaviour?

48

- 0 Yes - in the last year
1 Yes - previously
2 No

c. Appearances in court

Q. Has S ever appeared in court as a result of his behaviour?

49

- 0 Yes, in the past year
1 Yes, previously
2 No

d. Committal to prison

Q. Has S ever been in prison?

50

- 0 Yes in the past year
1 Yes, previously
2 No

e. Committal to a special hospital

Q. Has S ever been in Moss Side, Rampton, Broadmoor?

51

- 0 Yes in the past year
1 Yes previously
2 No

FOR ALL ABOVE ITEMS - SPECIFY DETAILS ON CODING SHEET

VINELAND SCALE

The following are the items from the Vineland scale achieved by those with mental ages equivalent to 15 years and above.

For subjects at this level, add 1 to the Vineland score extracted from the HBS schedule for each item achieved.

Only of those age of 11

55. (LA 5.13) Uses pencil or crayon for drawing.
Draws with pencil or crayon and produces simple but recognizable forms such as man, house, tree, animal, landscape. Credit detailed or differential coloring.
57. (LA 5.13) Uses skates, sled, wagon.
Takes care of self unsupervised outside of own yard in use of skates, sled, wagon, velocipede, skooter, and similar play vehicles involving some hazard.
71. (LA 8.50) Uses tools or utensils.
Makes some practical use of simple tools or utensils, such as hammer, saw, screw driver, household or sewing utensils, garden tools.
72. (LA 8.53) Does routine household tasks.
Helps effectively at simple tasks about house which recur routinely and for which some continuous responsibility is assumed, such as dusting, arranging, cleaning, washing dishes, setting or clearing table, making bed.
80. (LA 10.90) Does small remunerative work.
Performs occasional or intermittent work on own initiative about house or neighborhood for which small sums are paid or which merit payment, such as odd jobs, housework, helping in care of children, sewing, selling magazines, carrying newspapers.
82. (LA 11.25) Does simple creative work.
Makes useful articles or does simple repair or productive work; cooks, bakes or sews in small way; does simple gardening; raises pets, writes simple stories or poems; produces simple paintings or drawings.
89. (LA 14.65) Performs responsible routine chores.
Is responsible for performing recurrent and variable work such as family chores, waiting on table, assisting in housework, caring for garden, cleaning car, washing windows.
98. (LA 18.53) Has a job or continues schooling.
Is gainfully employed at such occupations as factory operative, servant, farmhand, common laborer, barber, artisan helper, housewife (allowance being made for unemployment due to special circumstances). Or continues schooling beyond high school.
106. (LA 25+) Performs skilled work.
Is employed at journeyman level of skilled (technical or clerical) or supervisory occupations, such as office clerk, artisan, nurse, farmer, small merchant, foreman, household manager. Or continues schooling at upper-class college level.

- 72
107. (LA 25+) Engages in beneficial recreation.
Makes profitable use of leisure time for safeguarding or improving mental and physical welfare through reading, games and sports, hobbies, gardening, music, art, theatres. Mere passive recreations, "low-brow" amusements, or timekilling pursuits not to be credited.
 108. (LA 25+) Systematizes own work.
Works on own initiative according to system designed to promote more effective use of abilities and opportunities. Makes program of work to allow for contingencies, and follows it with view to increasing quantity, quality, and variety of work. Uses new devices and methods to increase effectiveness of work.
 111. (LA 25+) Supervises occupational pursuits.
Manages own business above small merchant level, or holds position of minor executive capacity higher than foreman grade in routine occupation.
 113. (LA 25+) Directs or manages affairs of others.
Holds superior executive or technical supervisory position or employs several workers on own account. Plans or organizes work of others in a major way.
 114. (LA 25+) Performs expert or professional work.
Performs highly skilled or executive work above journeyman level or pursues professional, literary or artistic career of high merit.
 116. (LA 25+) Creates own opportunities.
Dominates environment or "runs own show"; designs ways of doing things; contributes ideas; departs from accepted routine; succeeds in developing new discoveries, improved operation, more efficient management. Sustains such creative or organizing activities over appreciable period of years.

COMMUNICATION

1. (LA .25) "Crows"; laughs.
Vocalizes inarticulately (other than crying or fretting). Spontaneously gurgles or coos with evident animation or satisfaction. Laughs spontaneously or when stimulated.
10. (LA .55) "Talks"; imitates sounds.
Babbles, or uses inarticulate speech which reveals apparent imitative or expressive attempts at words as something more than merely pleasurable vocalization.
17. (LA .93) Follows simple instructions.
Comes when called, goes short distances to particular points as directed; points to particular objects in pictures when asked; performs baby game pantomime on demand — in general, cooperates on verbal request in very simple activities.

31. (LA 1.70) Uses names of familiar objects.
Uses names of several familiar objects (not including persons) for particular purposes; not merely tells the names of such objects when presented, but calls for or refers to them by name spontaneously. Names may be substitutes for or corruptions of dictionary words, but should be more than merely recognizable sounds.
34. (LA 1.95) Talks in short sentences.
Uses short sentences or phrases, or subject-object combinations, with vocabulary of about 25 words or more. Speech is practically useful within those limits, and not mere "parrot talk."
44. (LA 2.15) Relates experiences.
Gives simple accounts of experiences or tells stories (unprompted) with sequential and coherent content and relevant detail. Vocabulary and language forms not so important as the continuity of the account.
58. (LA 5.23) Prints simple words.
Prints or writes legibly first name or a few familiar words of three or four letters not using copy. Does so either spontaneously or from dictation. Correct spelling not essential.
63. (LA 6.15) Uses pencil for writing.
Writes (not prints) legibly with pencil a dozen or more simple words with correct spelling. Does so on own initiative or from dictation, but not from copy.
73. (LA 8.55) Reads on own initiative.
Makes independent and effective use of simple reading material (at about 4th grade level), such as comic strips, movie titles, simple stories, notes, simple instructions, elementary news items, for own entertainment or information.
78. (LA 9.63) Writes occasional short letters.
Now and then writes brief letters to friends or relatives on own initiative or following mild suggestion, and does so without help except for spelling of unusual words and supplying unfamiliar addresses. Addresses envelopes and provides for mailing same.
79. (LA 10.30) Makes telephone calls.
Uses local telephone for practical purposes, that is, looks up numbers, places calls and carries on purposive conversation effectively, not including long-distance calls, and not including automatic or dial phones except where these are in common use.
-
81. (LA 11.20) Answers ads; purchases by mail.
Responds to magazine, radio, or other advertising by mailing coupons, requesting samples, sending for literature, ordering from catalogs.

Girls: Engages in dramatic play symbolizing domestic or social situations, such as playing house, school, doctor-nurse, store.

(Note sex differentiation in play at this stage and shift in girls' play to more sedentary type. However, credit item regardless of sex if this differentiation has not yet been established.)

85. (LA 12.30) Plays difficult games.
Participates in relatively complex or skilled games and sports, as Hoyle card games, baseball, basketball, tennis, pool. Understands rules and methods of scoring.
88. (LA 14.10) Engages in adolescent group activities.
Is an active member of a cooperative group, athletic team, club, social or literary organization. Plans or participates in dances, parties, trips, outdoor sports, etc., in groups representing a social set of similar ages and interests, without adult leadership.
103. (LA 21.5+) Assumes responsibilities beyond own needs.
Contributes to support of others; "is a good neighbor"; shares in the responsibilities of others.
104. (LA 25+) Contributes to social welfare.
Participates in local social work or activities of altruistic nature, and does so on own initiative; gives personal or financial support to such social groups as church, school, welfare organization. Is active member of semi-professional clubs or social groups such as P.T.A., church guild, occupational or political organization.
109. (LA 25+) Inspires confidence.
Is relied on in times of stress or need; is helpful in emergency. Is consulted in matters requiring leadership or good judgment. Fills position of social trust.
110. (LA 25+) Promotes civic progress.
Takes active part in advancing commercial, industrial, civic, educational, social movements beyond immediate occupational routine. Is a prominent member of professional, occupational, fraternal, religious, civic, or other group contributing to public welfare.
115. (LA 25+) Shares community responsibility.
Participates in general management of large affairs, e.g., as member of board of directors of important business, social, educational, institutional, civic organization. Holds major position of public trust.
117. (LA 25+) Advances general welfare.
Has attained wide recognition as one who promotes public progress in philanthropic, religious, educational, cultural, scientific, industrial, patriotic fields.