1950

Delinquency proneness in a group of educationally retarded children

Ramsdell, Evelyn Folk

Boston University

http://hdl.handle.net/2144/4957

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

DELINQUENCY PRONENESS IN A GROUP OF
EDUCATIONALLY RETARDED CHILDREN

Submitted by

Evelyn F. Ramsdell

(B.S. in French, Boston University, College of Liberal Arts, 1935)

In partial fulfillment of
the requirements for the degree of

Master of Education

1950
First Reader: William C. Kvaraceus, Professor of Education
Second Reader: J. Wendell Yeo, Professor of Education
Acknowledgement

The writer wishes to express sincere thanks and appreciation to Dr. William C. Kvaraceus, Professor of Education, for his helpful guidance and criticism.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Scope of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Procedure</td>
<td>1</td>
</tr>
<tr>
<td>Source and justification</td>
<td>2</td>
</tr>
<tr>
<td>Definition of terms</td>
<td>3</td>
</tr>
<tr>
<td>II. EDUCATIONAL RETARDATION AND MALBEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>Orientation</td>
<td>4</td>
</tr>
<tr>
<td>Delinquency and educational retardation</td>
<td>6</td>
</tr>
<tr>
<td>Educational retardation and malbehavior</td>
<td>10</td>
</tr>
<tr>
<td>Summary</td>
<td>12</td>
</tr>
<tr>
<td>III. PROCEDURE AND MATERIAL USED</td>
<td>13</td>
</tr>
<tr>
<td>Population data</td>
<td>13</td>
</tr>
<tr>
<td>Procurement of data</td>
<td>13</td>
</tr>
<tr>
<td>Description of tests</td>
<td>15</td>
</tr>
<tr>
<td>The K-D Proneness Scale</td>
<td>15</td>
</tr>
<tr>
<td>The Stogdill Behavior Cards</td>
<td>17</td>
</tr>
<tr>
<td>The California Test of Personality</td>
<td>19</td>
</tr>
<tr>
<td>Procedures</td>
<td>22</td>
</tr>
<tr>
<td>IV. ANALYSIS OF DATA</td>
<td>23</td>
</tr>
<tr>
<td>V. ANALYSIS OF INDIVIDUAL PROFILES</td>
<td>34</td>
</tr>
<tr>
<td>VI. CONCLUSIONS</td>
<td>67</td>
</tr>
<tr>
<td>Summary of results</td>
<td>67</td>
</tr>
<tr>
<td>Limitations</td>
<td>68</td>
</tr>
<tr>
<td>Suggestions for further study</td>
<td>69</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Distribution of General Data and Scores of Retarded Group</td>
<td>24</td>
</tr>
<tr>
<td>II.</td>
<td>Average Scores of All Groups on K-D Proneness Scale, Stogdill Behavior Cards, and California Test of Personality</td>
<td>26</td>
</tr>
<tr>
<td>III.</td>
<td>I.Q. and C.A. of K-D Proneness Scale Norm Groups and Retarded Group</td>
<td>26</td>
</tr>
<tr>
<td>IV.</td>
<td>Averages and Variability of Scores of Norm Groups and Retarded Group on the K-D Proneness Scale</td>
<td>28</td>
</tr>
<tr>
<td>V.</td>
<td>Mean I.Q., C.A., Grade and Scores of Stogdill Norm Groups and Retarded Group</td>
<td>28</td>
</tr>
<tr>
<td>VI.</td>
<td>Averages and Variability of Scores of Norm Group and Retarded Group on the California Test of Personality</td>
<td>30</td>
</tr>
<tr>
<td>VII.</td>
<td>Comparison of Averages of Retarded Group to Percentile Norms on the California Test of Personality</td>
<td>30</td>
</tr>
<tr>
<td>VIII.</td>
<td>Comparison of Scores of Retarded Group According to I.Q.</td>
<td>32</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM

Delinquency has been found to have many correlates, among which are educational retardation and a predominance of dull-normal intelligence quotients. This study is an attempt to find some of the relationships in these areas.

Scope of the problem. The scope of this thesis is a group of 31 students in the junior high school section of a remedial school for educationally retarded children. These students were referred to this school by various clinics, agencies, psychologists, psychiatrists, schools and parents because their educational retardation was interfering with their over-all development. They had deviated too far from the norm to be taken care of satisfactorily in the usual traditional school system, and in many cases they were behavior problems as well. In planning a study with this group of children, the many correlates between educational retardation and delinquency stood out as an area that needs further study and was chosen for this thesis in the hope that it may contribute to the research in the area of the early detection and prevention of juvenile delinquency.

Procedure. The method chosen includes an analysis of scores on the Kvaraceus Delinquency Proneness Scale, a delinquency test-interview, an
achievement test, an intelligence test, and a test of social and personal adjustment. Comparisons will be made with available norms as control groups. Individual profiles will also be analyzed.

Source and justification. The need for further validation of the Kvaraceus Delinquency Proneness Scale by correlations between this and tests designed for the individual diagnosis of malbehavior was mentioned in an unpublished master's thesis by Donahue. The scores obtained by this group of educationally retarded children would be significant in validating the scale.

This scale was developed as an attempt to meet the need for early diagnosis of proneness to delinquency, in the hope that more may be done in this way to detect possible pre-delinquents and enable preventive measures to be taken before confirmed malbehavior makes a reformative program necessary. Among the characteristics often found in schoolchild delinquents, educational retardation and placement in a grade where the majority of the children are much younger stands out as one of the most frequent occurrences. Emotional maladjustment should be taken into consideration, as environmental factors which are often associated with delinquent behavior are also frequently found in cases of educational retardation. The two groups also usually have an average I.Q. of five to fifteen points lower than the average child. The interrelation between these factors is a field that needs much further research and

should be of deep concern to educators and guidance workers in attempting to relieve the situation in which the school contributes to the forces which cause delinquency.

The emphasis in this thesis is on the ability of tests to detect incipient malbehavior, but it must be kept in mind that signs of internalized aggression is something which must also be detected and treated. This does not have quite as obvious an impact on society as overt aggression, but from the point of view of detecting and treating all serious maladjustments, it has as much, and, on occasion more importance. It is easy to let personalities which might be of great usefulness to society slip into the ranks of mental hospital patients, alcoholics, and other societal misfits. With early detection, help can often be made available to prevent serious maladjustment from taking place.

**Definition of terms.** Educational Retardation, as used in this thesis, means school retardation below the mental ability of the student.

Malbehavior, or delinquent behavior, is used to cover the area of conduct disturbances. This is behavior which deviates from the accepted code of morals, as differentiated from habit disturbances and neurotic traits, which are symptoms of internalization of aggression.¹

CHAPTER II

EDUCATIONAL RETARDATION AND MALBEHAVIOR

Orientation. The field of available tools and techniques for differentiating delinquent and non-delinquent children has been well covered in the Research Chapters of theses by Donshue and Macdowall. As this study is concerned with the relationships between educational retardation and delinquency, the relationship between behavior and retardation has been chosen for research background.

In the study of these particular correlates, in order to avoid the impression of looking at a single aspect of the interrelations involved in symptomatic behavior, consideration should be taken first of the dynamic nature and multiplicity of causes, correlates and symptoms of both educational retardation and malbehavior. Tappan brings out the fact that we must keep in mind the over-all view of the nature of delinquency causation, even though each individual cannot help but emphasize


the particular causes in his own field. Monroe\textsuperscript{1} emphasizes the fact that it is a constellation of factors which causes reading disability. Most authorities searching for causes in both of these areas emphasize this constellational aspect, and the difficulty in differentiating causes, correlates and symptoms.

With this in mind, however, let us look at the peculiar position of the school in relation to the problem of delinquency. All juvenile delinquents are of school age. Healey and Bronner\textsuperscript{2} point out the fact that the school next to the home, is the most widely operative influence in the life of children today, and has them in charge while they are developing anti-social attitudes and behavior. Lane and Witty\textsuperscript{3} speak of the school as "the great social laboratory in which the potential offender may be identified and through which he may be rehabilitated."

In specifically searching in the school for the delinquent child, we look for factors which differentiate him from the rest of the school population. Kvaraceus,\textsuperscript{4} in his Passaic study, found that low marks,

\begin{itemize}
\item \textsuperscript{1}Marion Monroe, \textit{Children Who Cannot Read} (Chicago: University of Chicago Press, 1932), Chapter V.
\item \textsuperscript{3}Howard A. Lane and Paul A. Witty, \textit{The White House Conference on Child Health and Protection, Section IV C-2, The Delinquent Child}, New York Century, 1932, pp. 99-133.
\item \textsuperscript{4}William C. Kvaraceus, \textit{Juvenile Delinquency and the School}, (New York: World Book Company, 1945)
\end{itemize}
truancy, non-promotion, early termination of formal schooling, and school transfers were factors found more frequently in the delinquent group than in the general school population. Many other studies have found similar pictures.

Delinquency and educational retardation. The Gluecks,¹ in their well-known careful study of 100 juvenile delinquents in Boston, found 58.6% of the delinquent population below 90 I.Q., whereas only 21% of the general population would be in this category. In a later study² it was found that of the entire group, 41% left school early, 33% of this group before even starting high school. Fifteen percent were not retarded, 23% were retarded one year, and 62% were retarded two years or more. Sixty four percent of the group had a truancy record. The Gluecks feel that mental deficiency is a complicating factor, rather than a cause, in delinquency, as it breaks down resistance to anti-social behavior. The need for schools fitted to the needs of the dull-normal and sub-normal child is emphasized.

In a relatively early study, Owens³ reports on observation of 1373 boys who came to the Daniel Boone School in Philadelphia, the disciplinary center for the entire city, in the 20's. In this group, truancy and educational retardation were prevalent. This group had a median I.Q. of 75 for whites and 60 for negroes. They were characterized by antago-

¹ Sheldon Glueck, One Thousand Juvenile Delinquents, Their Treatment by Court and Clinic (Cambridge; Harvard University Press, 1934), 341 p.
nistic and defiant attitudes toward all authority, school in particular. Owens found that retardation could often be traced back to early school years, and that this group was profiting little by the curriculum in the elementary schools.

The problem children (6.9 of the enrollment) in the Jersey City Schools were found by Snyder to be over age for their grade, and had an I.Q. 3 points lower than the non-problem group.

In a study, made by well known authorities in the field, of 650 boys at the St. Charles, Illinois, School for Boys, the median I.Q. was 33.25. The typical St. Charles boy was almost three years below the norm for his chronological age in school, and one year, three months below the grade consonant with his mental ability.

Hill's study of a group of delinquents 16 to 26 at the same time found a median achievement of seventh grade, retarded at least one year. Eighty percent of the group never went beyond eighth grade. Retardation, lack of interest, failure and poor adjustment to school were the outstanding characteristics of this group.


Fendrick and Bond\(^1\) report that 29% of New York City's children are retarded. This group contributes 84.4% to 92.8% of the delinquent groups they investigated. They found in a study of 137 cases of young male offenders, sixteen to nineteen years of age, 90% were school failures. The Binet mean I.Q. was 88.7 and the Otis 95.6. On the Gates Silent Reading Test, the mean reading age was 12-3, for a mean chronological age of 17-11. Even taking just I.Q.'s between 90 and 110, the reading age was only 12-11 for the same chronological age.

A study\(^2\) in Brockton, Massachusetts, of 135 delinquents revealed 57% of the delinquent population to be retarded.

The Passaic study\(^3\) shows 43.5% of the delinquent population of 661 retarded at least one half term, compared to 17% of the entire school system. The average I.Q. of this group was 88.74, with 50% below 90. In analyzing school grades in the Junior and Senior High School, 1.6% of the marks of the delinquent group were in the Excellent, Very Good or Good area, compared to 64% of the general school population, 71.9% Minimum Passing and 26.5% failures. Dr. Kvaraceus also reports truancy records in 34% of his cases, and other studies with percentages


\(^3\) William G. Kvaraceus, Juvenile Delinquency and the School (New York: World Book Company, 1945)
varying from 25% to 65%. The interrelationships among retardation, early school leaving, dislike for school and delinquency are emphasized. It is not surprising that aggressive and defensive reactions should result with this group, overage for their grade, with feelings of inferiority and failure predominating.

In a study\(^1\) in California of 300 delinquent children, compared with a control group matched for age, sex, and home neighborhood, the delinquent group was found to be five months under the control group in mental age, and retarded one year more than the control group.

From a non-experimental point of view, two renowned authorities\(^2\) in the field of delinquency speak of the way in which a bright child, retarded because of a reading disability finds more satisfaction in delinquent acts than in the meager offering of school, and the dull child here finds pleasurable returns, measurable in concrete terms of success and achievement. The subordination of manual accomplishments in school to facility in abstractions and symbols, dependent on reading ability, has a strong relation to anti-social conduct. In another report\(^3\) they speak of frequently having a boy, reported as extremely dull in school come to their attention for the accomplishment of very cleverly

---


executed delinquencies. These boys, held back because of an unrecognized reading disability, are completely blocked by feelings of inferiority and find a satisfying outlet for their ability in planning anti-social acts. Lack of acceptance in school is counteracted by acceptance and status in the delinquent group.

These studies show that educational retardation and below average I.Q. are predominant characteristics of the delinquent population. An examination of the literature on educationally retarded pupils should reveal behavior problems in this group.

Educational retardation and malbehavior. Most studies on educational retardation are concerned with the multiplicity of causes, correlates, and results, and do not always deal specifically with malbehavior. Educationally retarded pupils are considered those who are not working up to their ability, as opposed to those who are retarded in school, some of whom might not be educationally retarded. The comments of some authorities in the field are worth noting, however, even though they are not always specifically backed by such experimental statistics as are given in previously quoted studies.

Blanchard\(^1\) reports, in research done on the basis of case studies and review of the literature, that personality and behavior deviations may result from educational disabilities, but feels they more often precede and produce it.

---

An early study\(^1\) in two Junior High Schools, found that when children of like sex, age, intelligence and nationality were compared, those with conspicuously lower nervous and emotional stability were lower in grade placement and educational achievement.

Monroe\(^2\) claims that emotional and personality problems are more frequently a result of failure in reading than a cause, although they aggravate the reading disability once they are established.

Sherman\(^3\) emphasizes the fact that mental conflict and emotional disturbances are factors in the total behavior pattern of most children with an educational disability, and should be considered first in attempts to correct the disability.

In a study\(^4\) of public school advanced versus retarded readers in Dearborn, Michigan, the retarded readers were found to deviate considerably from the average in personality traits. This study also showed a larger proportion of boys were retarded.


\(^2\) Marion Monroe, *Children Who Cannot Read* (Chicago: University of Chicago Press, 1932), Chapter V.


Drawing his conclusions from eight studies made at Columbia, Gates estimates that in marked retardation 75% will show maladjustment. In one quarter of the cases this would be the cause and three quarters the result. These maladjustments may take any one of numerous forms: nervousness, withdrawal, aggression, defeatism, or chronic worry.

Wiksell, in a report on referrals of pupils with reading difficulties at Columbia, Missouri, found one half the referrals had emotional difficulties, the majority of which were introversion patterns.

Summary. The following conclusions can be drawn from the review of research:

1. The juvenile delinquent population is characterized by a much higher rate of school and educational retardation than the total school population.

2. Dislike of school, truancy, and low marks are also characteristic attitudes of delinquent groups.

3. The delinquent population has an average I.Q. of from 10 to 15 points lower than the total population. School retardations would inevitably include this group.

4. Maladjustment, with either introversion or extroversion aggression is found to a larger extent among educationally retarded students than those who are working up to their ability.


CHAPTER III

PROCEDURE AND MATERIAL USED

Population data. The boys and girls used in this study are the entire population of the older section, ages 10-11 to 17, of a school for educationally retarded students. Their socio-economic status varies, but is a fairly wide one, in spite of the fact that the school is a private one, as tuition arrangements are usually made if the need for the services of the school is indicated. The group consists of 24 boys and 7 girls, from urban, suburban and rural districts surrounding the city in which the school is located. This study does not take into consideration environmental factors, as such, except as they are revealed in the analysis of test scores, where the pupils indicate they are consciously aware of them as problems in responding to the questions in areas that the test-makers have labeled as significant.

The problem undertaken was to find the relationship between the scores on three tests, two constructed to measure delinquency or proneness to delinquency, and one emotional adjustment, intelligence and educational retardation.

Procurement of data. The following data are used:

1. Chronological age.
3. Grade scores on Stanford Achievement Tests.

4. Scores on the Kvaraceus Delinquency Proneness Scale.

5. Scores on the Stogdill Behavior Cards.

6. Scores on the California Test of Personality.


0 — retardation of less than one year
1 — retardation of 1 to 2½ years
2 — retardation of 2½ to 4 years
3 — retardation over 4 years

The chronological age, Stanford Binet I.Q. and Stanford Achievement test scores were taken from the school records. The Educational Retardation figures were obtained from a comparison of the W.A. on the Stanford Binet with the W.A. given in the Stanford Achievement criteria. These educational retardation figures would not be considered valid enough to use statistically, as they compare scores directly on two differently constructed tests. They are used to give a general idea of the extent of retardation only, and bring out the relationship between achievement and what could be expected at the ability level of the individual student.

The K-D Scale and California Test of Personality were administered in group form, and the Stogdill Behavior Card Test Interview individually to each student. The tests were presented to the students as follows:

Within the next few weeks you will be given a number of questionnaires of various kind for you to answer. We are trying to find out the kind of experiences this group has had, the way you feel about different things that happen, and the kind
of problems you have now and have had in the past. Where you have had the added problem of having more trouble with your school work than some boys and girls, we would like to know how other things you have had to face compare with those of other groups, in other schools. The information on these is primarily to use as group information, and everything depends on your answering the questions as accurately and honestly as you can. I will give you what help you need in reading the questions, but most of the work you should do by yourselves if possible. The individual test results will be kept completely confidential so you need not worry about having anything you write discussed with other people. Two of these tests will be written tests, and one sorting cards.

The reading level of all tests seemed to be satisfactory, as only one student had to have the questionnaires read to him. This student appeared to be at ease with the examiner and apparently answered all questions honestly. Other than this, there was only occasional difficulty with vocabulary.

Description of tests.

The K-D Proneness Scale

The experimental edition of the K-D Proneness Scale was administered to the students concerned in this study. This scale developed from the author's work with delinquents in Passaic, New Jersey, as an attempt to meet the need for instruments to detect delinquent tendencies early enough to make preventive measures possible, rather than waiting until confirmed malbehavior makes rehabilitation difficult and expensive.

In the words of the author, "The K-D Proneness Scale aims to aid in the early identification of those children who give evidence of responding like delinquent children and who may be in need of help and assistance from the parents, teachers, recreation workers, social workers, psychologists and psychiatrists."
The test consists of 74 multiple-choice questions. The items were chosen from areas where significant differences have been found by research workers between the attitudes of delinquents and non-delinquents, with some neutral items included to lessen the weight of the questions with social implications.

Item analyses have been made for the purpose of validation from norm groups of delinquents and public school children, resulting in separate scoring keys for boys and girls. Plus scores indicate delinquency proneness, minus scores indicate non-delinquency proneness. A critical score is given for both boys (-10) and girls (-2), above which is found a large percentage of the delinquents, a very small percent of the public school groups, and none of the high-morale groups.

Correlations have been run between the scale and intelligence test scores which showed an insignificant negative correlation, varying from -.225 to -.420. This indicates that although the correlation is not high enough to suggest the two tests are measuring the same thing, still there is a slight tendency for subjects with lower I.Q.'s to have higher scores on the Scale.

A reliability coefficient of .750 is reported, determined by the test-retest method with 53 delinquent girls in a Training School tested six weeks apart. As the scale is an attitudinal measure, this seems sufficiently high when compared with other similar instruments.

In the directions for the scale, the fact that it is not a test,
but just a questionnaire to see how the student feels about certain things is emphasized, in an attempt to elicit honest answers from the students.

A check list is also included with the scale which includes environmental and physical factors which are often found present in the backgrounds of delinquents. This is to be used, as a further screening process, and a means of obtaining a more accurate picture of the child in case of referral if the subject appears to have tendencies toward delinquency. This check list is not used as a part of this study.

The Stogdill Behavior Cards

The Stogdill Behavior Cards are a test-interview for delinquent children, having a reading grade of 4.5 or higher. They are an individual, untimed test-interview published in 1940 by Ralph M. Stogdill, Bureau of Juvenile Research, Columbus, Ohio, and distributed by the Psychological Corporation. There is only one form.

The purpose of the test, according to Stogdill in his manual, is to uncover delinquent experiences not previously mentioned by the child or revealed in the social history. The items deal largely with specific acts and observable behavior, rather than with subjective feelings, and cover a wide range of delinquencies and background experiences. The child, either in the presence of the examiner or in a room by himself, is presented with a pack of 150 cards (or the abbreviated form of 100 cards) which he sorts into a "Yes"
and a "No" box, depending on whether or not the card describes him. The score is the number of items placed in the "Yes" box. Stogdill feels this method has an advantage over paper and pencil tests as adjacent items are not confused, resistance is reduced through the impersonal situation, and the fact that the child knows the cards are replaced in their original order and do not make a permanent record. Kvaraceus¹ in Buros, says this method of presentation may get away from some of the evils of the usual paper and pencil tests, but doubts that the author's enthusiasm in terms of rapport is entirely warranted. Tuchin² feels that sympathetic questioning is more advantageous for the purpose for which the test was constructed and makes possible an evaluation of responses.

Four hundred items were selected from case histories of delinquent children and the Hayward "Family Inventory" and submitted to delinquent boys for phrasing, comprehension, offensiveness and vocabulary level. There were four revisions made on the basis of positive differentiation between delinquent and non-delinquent children, positive internal consistency index and satisfactory validity coefficients, resulting in the present one hundred and fifty items. Reliability coefficients ranging from .33 to .94 are presented. Validity was established in terms of total scores,

¹ William C. Kvaraceus in Mental Measurements Year Book by Oscar K. Buros (New Brunswick, New Jersey: Rutgers University Press, 1949)
² Ibid.
higher average for delinquents; item scores, percent of "Yes" answers higher for delinquents; positive internal consistency ratios of the items; and item validity. The average validity coefficients of the items that could be validated from the case histories were .63 and .72 for two groups of delinquent boys and .52 for delinquent girls.

An abbreviated form is available in which the more serious sex problems and violent delinquencies are omitted. This is the form used with the group in this study. Means and percentile scores are available for delinquent (200) and non-delinquent boys (75), delinquent girls (50) and boy scouts (25). Means are available for three of these groups in the abbreviated form.

The California Test of Personality

The California Test of Personality, Elementary Series, for grades 4 to 9, is a "Yes" or "No" questionnaire designed by Louis P. Thorpe, Willis W. Clark and Ernest W. Tiegs. There are two forms, A and B, published by the California Test Bureau.

The purpose of the test is to measure certain intangible factors in personality and social adjustment which will reveal to what extent children are adjusting to the problems and conditions confronting them and developing normal, happy, and socially effective personalities. The test is divided into two sections. Section one purports to evaluate a pupil's self-adjustment indicating his self reliance, estimate of his own worth, sense of personal freedom and feeling of belonging, withdrawing and nervous tendencies. Section
two evaluates his social adjustment—knowledge of social standards and skills, freedom from anti-social tendencies, and family, school and community relationships.

The test is based on a study of over 1000 specific adjustment patterns or responses to specific situations which confront children. The final items were selected on the basis of the judgments of teachers and principals as to their validity and significance, the reactions of pupils as to the extent to which they felt willing and able to answer them, the extent to which these two sets of evaluations agreed, and a study of the relative significance of items by means of a biserial r technique. The percentile norms given are based on 1000 pupils in grades four to eight in twelve different schools in and near Los Angeles. Boys' and girls' norms are combined, even though girls average slightly higher in some components than boys. At attempt was made to select 144 items that would make the questionnaire as reliable and useful as one of greater length. The items are disguised as much as possible in the hope of nullifying the tendency to present a better self-portrait than might actually be the case, and an attempt is made to keep the language difficulties at the third grade level.

Most reviewers in Buros' feel that this report of validation is vague and insufficient, and that not enough information is given on the construction and standardization of the test.

1 Oscar K. Buros, The Third Mental Measurements Year Book (New Brunswick, New Jersey: Rutgers University Press, 1949)
Reliability coefficients, arrived at by the split-halves method, corrected by the Spearman-Brown formula on 334 cases, range from .932 on the Total Adjustment Scale to .867 on the Social Adjustment Scale. Reliabilities of sub-tests vary from .60 to .80 which Schaffer\(^1\) feels are too low for satisfactory individual diagnosis. The reliability coefficients are usually low on this kind of test, however.

The authors admit that the term "personality" is an unfortunate one in that it is not a quality apart from ability or achievement, but includes them. The twelve components of the test were devised as representing functionally related groups of action patterns which indicated personal or social adjustment in a certain area. Their names correspond to what the authors consider present-day personality adjustment concepts, which are, however, not mutually exclusive. This is indicated by obtained correlations which emphasize the unity of normal individuals.

The authors claim that the diagnostic profile which results makes it possible to compare the adjustment pattern of a pupil with that of representative groups of similar pupils, and show when reactions are satisfactory, depart significantly, or deviate to the degree that possible or actual danger is indicated. Schaffer feels this profile is much too attractive and that the percentile scales

\(^1\) Oscar K. Buros, The Third Mental Measurements Year Book (New Brunswick New Jersey: Rutgers University Press, 1949)
are unduly sharp. Catell\(^1\) and Vernon\(^2\) also object to the "false impression of an objective picture of personality implied by the profile." All personality inventories, however, have low objective value, but this does not mean that they have no value or should not be used with caution and understanding of their limitations.

**Procedures.**

1. The averages of all scores will be compared with those of the norm groups.

2. The averages and central tendencies of each test will be further analyzed for comparison.

3. The scores, classified according to intelligence will be studied for observed trends.

4. Individual profiles will be presented and analyzed for relationships between scores, indications of maladjustment, and comparison to other profiles in the intelligence group.

---


2 Ibid.
CHAPTER IV

ANALYSIS OF DATA

An attempt is made in this chapter to compare the averages and distributions of the scores of the group of thirty one educationally retarded children with the scores obtained by norm groups of the various tests administered. The purpose is to see if the scores of this group show more proneness to delinquency and emotional maladjustment than average public school pupils, and other observations concerning observed trends in these scores as they pertain to background information.

Table I presents the scores and personal data used, arranged according to the I.C. of the pupils. Means and standard deviations are given for all data. If one found the scores one standard deviation above and below the mean, approximately 68% of the cases would be found between these two scores.

In Table II the averages of all test scores are presented. It can be observed that all scores deviate from the public school groups, the K-D Scale and Stogdill scores in the direction of proneness to delinquency, and the California scores in the direction of maladjustment. On the K-D Scale, the median scores of both boys and girls fall approximately half way between the medians of the public school and delinquent groups. The boys' average score on the Stogdill falls half
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b.</td>
<td>15-11</td>
<td>61</td>
<td>5.0</td>
<td>3</td>
<td>27</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>g.</td>
<td>17-7</td>
<td>66</td>
<td>5.3</td>
<td>-4</td>
<td>3</td>
<td>132</td>
</tr>
<tr>
<td>3</td>
<td>g.</td>
<td>13-2</td>
<td>67</td>
<td>4.4</td>
<td>5</td>
<td>14</td>
<td>102</td>
</tr>
<tr>
<td>4</td>
<td>g.</td>
<td>17</td>
<td>67</td>
<td>5.3</td>
<td>-10</td>
<td>31</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>b.</td>
<td>13-10</td>
<td>69</td>
<td>5.2</td>
<td>5</td>
<td>28</td>
<td>106</td>
</tr>
<tr>
<td>6</td>
<td>b.</td>
<td>15-4</td>
<td>71</td>
<td>4.2</td>
<td>1</td>
<td>33</td>
<td>111</td>
</tr>
<tr>
<td>7</td>
<td>b.</td>
<td>13-1</td>
<td>77</td>
<td>2.6</td>
<td>7</td>
<td>26</td>
<td>112</td>
</tr>
<tr>
<td>8</td>
<td>b.</td>
<td>13-7</td>
<td>81</td>
<td>4.7</td>
<td>-3</td>
<td>31</td>
<td>115</td>
</tr>
<tr>
<td>9</td>
<td>g.</td>
<td>14-7</td>
<td>84</td>
<td>5.5</td>
<td>-4</td>
<td>32</td>
<td>122</td>
</tr>
<tr>
<td>10</td>
<td>b.</td>
<td>13-6</td>
<td>86</td>
<td>4.7</td>
<td>3</td>
<td>43</td>
<td>96</td>
</tr>
<tr>
<td>11</td>
<td>b.</td>
<td>14-1</td>
<td>86</td>
<td>4.8</td>
<td>16</td>
<td>6</td>
<td>93</td>
</tr>
<tr>
<td>12</td>
<td>b.</td>
<td>13-11</td>
<td>86</td>
<td>6.0</td>
<td>5</td>
<td>38</td>
<td>88</td>
</tr>
<tr>
<td>13</td>
<td>b.</td>
<td>12-11</td>
<td>87</td>
<td>4.9</td>
<td>3</td>
<td>44</td>
<td>94</td>
</tr>
<tr>
<td>14</td>
<td>b.</td>
<td>15-1</td>
<td>87</td>
<td>5.9</td>
<td>13</td>
<td>43</td>
<td>88</td>
</tr>
<tr>
<td>15</td>
<td>b.</td>
<td>13-4</td>
<td>88</td>
<td>4.7</td>
<td>-2</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>g.</td>
<td>15-6</td>
<td>90</td>
<td>5.5</td>
<td>1</td>
<td>13</td>
<td>115</td>
</tr>
<tr>
<td>17</td>
<td>b.</td>
<td>14-8</td>
<td>91</td>
<td>4.8</td>
<td>-12</td>
<td>3</td>
<td>124</td>
</tr>
<tr>
<td>18</td>
<td>b.</td>
<td>13-3</td>
<td>93</td>
<td>4.6</td>
<td>-12</td>
<td>11</td>
<td>108</td>
</tr>
<tr>
<td>19</td>
<td>b.</td>
<td>14-6</td>
<td>94</td>
<td>4.0</td>
<td>3</td>
<td>16</td>
<td>110</td>
</tr>
<tr>
<td>20</td>
<td>g.</td>
<td>13-7</td>
<td>95</td>
<td>5.3</td>
<td>-4</td>
<td>33</td>
<td>104</td>
</tr>
<tr>
<td>21</td>
<td>g.</td>
<td>13-4</td>
<td>96</td>
<td>5.2</td>
<td>10</td>
<td>38</td>
<td>87</td>
</tr>
<tr>
<td>22</td>
<td>b.</td>
<td>13-1</td>
<td>97</td>
<td>4.3</td>
<td>-3</td>
<td>24</td>
<td>113</td>
</tr>
<tr>
<td>23</td>
<td>b.</td>
<td>14</td>
<td>98</td>
<td>3.8</td>
<td>-3</td>
<td>39</td>
<td>87</td>
</tr>
<tr>
<td>24</td>
<td>b.</td>
<td>14</td>
<td>99</td>
<td>5.4</td>
<td>-3</td>
<td>18</td>
<td>126</td>
</tr>
<tr>
<td>25</td>
<td>g.</td>
<td>10-11</td>
<td>100</td>
<td>4.6</td>
<td>1</td>
<td>19</td>
<td>127</td>
</tr>
<tr>
<td>26</td>
<td>b.</td>
<td>15-4</td>
<td>102</td>
<td>5.6</td>
<td>-13</td>
<td>56</td>
<td>90</td>
</tr>
<tr>
<td>27</td>
<td>b.</td>
<td>11-5</td>
<td>103</td>
<td>4.2</td>
<td>-11</td>
<td>26</td>
<td>95</td>
</tr>
<tr>
<td>28</td>
<td>b.</td>
<td>13-8</td>
<td>106</td>
<td>5.5</td>
<td>-11</td>
<td>25</td>
<td>96</td>
</tr>
<tr>
<td>29</td>
<td>b.</td>
<td>13-4</td>
<td>109</td>
<td>6.4</td>
<td>-16</td>
<td>11</td>
<td>103</td>
</tr>
<tr>
<td>30</td>
<td>b.</td>
<td>16-4</td>
<td>120</td>
<td>6.4</td>
<td>-14</td>
<td>33</td>
<td>113</td>
</tr>
<tr>
<td>31</td>
<td>b.</td>
<td>12-4</td>
<td>123</td>
<td>6.0</td>
<td>-13</td>
<td>28</td>
<td>90</td>
</tr>
</tbody>
</table>

Mean: 14.0 89.74 5.05 -4.03 27.3 10391 50.94 52.65
S.D.: 1.34 14.9 8.80 7.52 12.63 1373 7.92 7.76
way between the delinquent and "high morale" groups. The girls' Stogdilleaverage is just two points below that of delinquent girls. On the California all scores except the girls' Self-Adjustment average, are below the average of the norm population. There is far more difference, however, in the Social Adjustment area than the Self Adjustment. This observation will be analyzed further later.

Table III presents the average Chronological Age and I.Q. of the norm groups on the K-D Proneness Scale and the retarded group of this study. The Chronological Age is slightly lower, but not enough so to make a substantial difference. The I.Q.'s except for the girls', approximate the delinquent population, and are considerably lower than the other normative groups.

The median scores and variability of the K-D Scale are presented in Table IV. Q represents the interquartile range. Between the scores one Q above the median and one below will be found approximately 50% of the cases. It can be noted that 50% of the retarded boys' scores fall between -10 and ±3.4, so that 75% of these boys' scores would be above the critical score. This would indicate that, as even the first quartile does not reach the mean of the public school boys, this group shows much more proneness to delinquency than an average school population. The girls' scores cluster around the median and none of these exceeds the critical score of ±2 for girls. It might also be noted, however, that neither does any girl's score reach the median of the public school girls. Even with this very small number there is a trend toward some of the attitudes of delinquents as measured in this test.
### Table II

**AVERAGE SCORES OF ALL GROUPS ON K-D PROMENESS SCALE, STODGILL BEHAVIOR CARDS, AND CALIFORNIA TEST OF PERSONALITY**

<table>
<thead>
<tr>
<th></th>
<th>K-D Scale</th>
<th>Stodgill</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Self</td>
<td>Social</td>
</tr>
<tr>
<td>Delinquent Boys</td>
<td>37.1</td>
<td>23.7</td>
<td></td>
</tr>
<tr>
<td>Delinquent Girls</td>
<td>37.6</td>
<td>23.7</td>
<td></td>
</tr>
<tr>
<td>Public School -- Total</td>
<td>-13</td>
<td>-12</td>
<td>110 51.5 59</td>
</tr>
<tr>
<td>Boys</td>
<td>-13</td>
<td>-12</td>
<td>110 51.5 59</td>
</tr>
<tr>
<td>Girls</td>
<td>-13</td>
<td>-12</td>
<td>110 51.5 59</td>
</tr>
<tr>
<td>&quot;High Morale&quot; -- Boys</td>
<td>-18</td>
<td>17.5</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>-13</td>
<td>-12</td>
<td>110 51.5 59</td>
</tr>
<tr>
<td>Retarded -- Total</td>
<td>-3.8</td>
<td>27.3</td>
<td>103.9 50.9 52.7</td>
</tr>
<tr>
<td>Boys</td>
<td>-3.7</td>
<td>28.34</td>
<td>99.5 50 52.5</td>
</tr>
<tr>
<td>Girls</td>
<td>-4</td>
<td>21.4</td>
<td>112.4 54.9 57.6</td>
</tr>
</tbody>
</table>

### Table III

**I.Q. AND C.A. OF K-D PROMENESS SCALE NORM GROUPS AND RETARDED GROUP**

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>C.A.</th>
<th>I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;High-morale&quot; Boys</td>
<td>16</td>
<td>15-3</td>
<td>111.18</td>
</tr>
<tr>
<td>&quot;High-morale&quot; Girls</td>
<td>43</td>
<td>14-10</td>
<td>110.69</td>
</tr>
<tr>
<td>Public School Boys</td>
<td>138</td>
<td>14-7</td>
<td>109.35</td>
</tr>
<tr>
<td>Public School Girls</td>
<td>169</td>
<td>1/2-3</td>
<td>103.00</td>
</tr>
<tr>
<td>Delinquent Boys</td>
<td>99</td>
<td>-</td>
<td>90.20</td>
</tr>
<tr>
<td>Delinquent Girls</td>
<td>61</td>
<td>14-5</td>
<td>93.20</td>
</tr>
<tr>
<td>Retarded -- Total</td>
<td>31</td>
<td>14</td>
<td>89.74</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>13-11</td>
<td>92.1</td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
<td>14-7</td>
<td>81.3</td>
</tr>
</tbody>
</table>
The comparison of chronological age, I.Q., grade level, and scores on the Stogdill population are presented in Table V. The norms for the abbreviated form are not very complete, but give some basis of comparison. The Chronological ages are fairly close. Both boys' and girls' I.Q.'s are below those of the comparable norm group and the grade level is considerably lower. The boys' scores are just halfway between the norm of the "high morale" group and delinquent boys. As this is the same proportion found in other theses, there would seem to be enough difference, even though the norms are not adequate, to assume this group shows more proneness to delinquency than an average group. The girls' scores on this test approach the norm of delinquent girls, so there seems to be a tendency toward a delinquent history.

It should be noted that the Behavior Cards attempt to present delinquencies and background experiences of delinquents as specific acts and observable behavior. The F-D Scale is an attitudinal measure, constructed to differentiate children responding like delinquents from average children. These two different approaches to measuring delinquent and non-delinquent personalities show similar results in the location of the average scores of this retarded group in relation to other scores.

The California Test of Personality scores presented in Table VI show the scores of the entire group lower, with much less spread, than the norm group on Total Adjustment. Glancing at Table VII, which presents the percentile norms, it will be noted that the median score for the total retarded group falls at the 41st percentile, which means that in this group 50% fall below the score which only 40% do in the norm
TABLE IV

AVERAGES AND VARIABILITY OF SCORES
OF NORM GROUPS AND RETARDED GROUP ON THE K-D PRONESS SCALE

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Range</th>
<th>Md.</th>
<th>Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquent Boys</td>
<td>98</td>
<td>-12 to 23</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Public School Boys</td>
<td>156</td>
<td>-30 to 14</td>
<td>-13</td>
<td>5.1</td>
</tr>
<tr>
<td>&quot;High Morale&quot; Boys</td>
<td>16</td>
<td>-30 to -10</td>
<td>-18</td>
<td>4.5</td>
</tr>
<tr>
<td>Delinquent Girls</td>
<td>81</td>
<td>-15 to 23</td>
<td>6</td>
<td>4.4</td>
</tr>
<tr>
<td>Pre-delinquent Girls</td>
<td>73</td>
<td>-15 to 17</td>
<td>1</td>
<td>4.6</td>
</tr>
<tr>
<td>Public School Girls</td>
<td>200</td>
<td>-24 to 11</td>
<td>12</td>
<td>5.0</td>
</tr>
<tr>
<td>&quot;High Morale&quot; Girls</td>
<td>43</td>
<td>-24 to 2</td>
<td>13</td>
<td>3.0</td>
</tr>
<tr>
<td>Retarded -- Total</td>
<td>31</td>
<td>-16 to 16</td>
<td>3.8</td>
<td>5.3</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>-16 to 16</td>
<td>3.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
<td>-10 to 1</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>Critical score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td>-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE V

MEAN I.Q., C.A., GRADE AND SCORES OF
STOGDILL NORM GROUPS AND RETARDED GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>C.A.</th>
<th>I.Q.</th>
<th>Grade</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquent Boys</td>
<td>200</td>
<td>14.8</td>
<td>97.5</td>
<td>7.4</td>
<td>37.1</td>
</tr>
<tr>
<td>Delinquent Girls</td>
<td>50</td>
<td>14.6</td>
<td>85.0</td>
<td>7.3</td>
<td>23.7</td>
</tr>
<tr>
<td>School Boys</td>
<td>50</td>
<td>14.4</td>
<td>96.7</td>
<td>8.5</td>
<td>21.0*</td>
</tr>
<tr>
<td>Scouts</td>
<td>25</td>
<td>14.6</td>
<td>81.3</td>
<td>8.8</td>
<td>27.3</td>
</tr>
<tr>
<td>Retarded -- Total</td>
<td>31</td>
<td>14</td>
<td>89.74</td>
<td>5.1</td>
<td>27.3</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>13.9</td>
<td>92.1</td>
<td>5.0</td>
<td>28.5</td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
<td>14.6</td>
<td>81.3</td>
<td>5.3</td>
<td>21.4</td>
</tr>
</tbody>
</table>

* extrapolated score
group. The boys' scores are even lower than this, 50% falling below the 35th percentile. The girls' scores are slightly above the average. All scores cluster around the median more closely than those of the norm distribution. Fifty percent of the norm group are found between 37.5 and 127, whereas the total educationally retarded group is between 92 and 114.

On the Self Adjustment inventory, a picture of adjustment is presented which more nearly approaches the norm group. The girls, again, are above the average. There is a smaller interquartile range in the educationally retarded group than the norm group.

The Social Adjustment section shows a more marked deviation. In this section, 50% of the boys' scores fall between 46.5 and 58.8, so that the 75th percentile is about at the median for the norm group, which means 75% of the boys' scores fall below the point at which only 50% of the norm group are found. The girls do not deviate as far, but their median score, as seen in Table VII, falls at the 43rd percentile, which is 13 Percentile points lower than the point at which their median Self Adjustment Score falls. The interquartile range on the retarded scores is again smaller than that of the norm group, but not as marked as the other areas were.

This tendency of the scores on the Social Adjustment Inventory to be markedly lower than on the Self Adjustment area is indicative of characteristic delinquent adjustment. In a recent article, Kvaraceus¹ points out that delinquent behavior is adjustive behavior from the child's point

### TABLE VI

**Averages and Variability of Scores of Norm Group and Retarded Group on the California Test of Personality**

<table>
<thead>
<tr>
<th>No.</th>
<th>Total Adjustment</th>
<th>Self Adjustment</th>
<th>Social Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Range</td>
<td>Md.</td>
<td>Q.</td>
</tr>
<tr>
<td>Norm Group</td>
<td>1000</td>
<td>1-144</td>
<td>110</td>
</tr>
<tr>
<td>Retarded Total</td>
<td>31</td>
<td>85-132</td>
<td>103</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>85-126</td>
<td>98</td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
<td>85-132</td>
<td>112</td>
</tr>
</tbody>
</table>

### TABLE VII

**Comparison of Averages of Retarded Group to Percentile Norms on the California Test of Personality**

<table>
<thead>
<tr>
<th>Total Adjustment</th>
<th>Self Adjustment</th>
<th>Social Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Md. Percentile</td>
<td>Md. Percentile</td>
<td>Md. Percentile</td>
</tr>
<tr>
<td>Norm Group</td>
<td>110</td>
<td>50</td>
</tr>
<tr>
<td>Retarded -- Total</td>
<td>103</td>
<td>41.25</td>
</tr>
<tr>
<td>Boys</td>
<td>98</td>
<td>35</td>
</tr>
<tr>
<td>Girls</td>
<td>112</td>
<td>53.25</td>
</tr>
</tbody>
</table>
of view, and brings him temporary relief, even though it means more con-

flict with the dominant social group. This balance of scores in favor of

self adjustment and away from social adjustment would be what might be

expected of a group which had more tendency toward delinquent behavior

than the average.

Table VIII presents the average scores of the educationally retarded
group arranged according to I.Q. It can easily be seen that the 80 to 90
group shows a much more delinquent picture than the other groups. Only

three of the eighteen K-D Proneness Scale Scores and Stogdill Behavior

Card scores approach or exceed the mean of the public school group. Both

average scores show the most proneness to delinquency of the I.Q. groups.

The Total Adjustment picture is the poorest of all, but Self Adjustment

approaches the average. Social Adjustment drops 20 percentile points to

an extreme not approached by another group. This balance is what would

be expected of a delinquent group.

The best over-all picture from the delinquency point of view is the

high I.Q. group with 10 out of 14 K-D Scale and Stogdill scores approac-

ching or exceeding the public school norms. In this group, the Scale average

is significantly lower than that of the other groups, but the Stogdill is

quite high, approaching that of the group which showed the most delinquent

characteristics. This may be explained by the fact that several students

in this high I.Q. group are known to have delinquent histories, and have

been rehabilitated. The California adjustment scores are low, about the

same as the 80 to 90 I.Q. group, but the Self Adjustment and Social Ad-

justment scores are much closer, and do not present the off-balance
**TABLE VIII**

**COMPARISON OF SCORES OF RETARDED GROUP ACCORDING TO I.Q.**

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Number</th>
<th>K-D and Stogdill*</th>
<th>K-D Scale</th>
<th>Stogdill</th>
<th>California percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>Self</td>
<td>Social</td>
</tr>
<tr>
<td>Below 80</td>
<td>7</td>
<td>6 of 14</td>
<td>- 5</td>
<td>23</td>
<td>46 50 40</td>
</tr>
<tr>
<td>80 - 89</td>
<td>9</td>
<td>3 of 18</td>
<td>0</td>
<td>33</td>
<td>40 48 28</td>
</tr>
<tr>
<td>90 - 99</td>
<td>8</td>
<td>8 of 16</td>
<td>- 3</td>
<td>21</td>
<td>51 54 47</td>
</tr>
<tr>
<td>over 100</td>
<td>7</td>
<td>10 of 14</td>
<td>-11</td>
<td>28</td>
<td>41 44 38</td>
</tr>
</tbody>
</table>

*Total number of Scale and Stogdill scores in the group that approach or exceed the mean of the Public School Groups.*
picture of high self and low social adjustment.

The other two groups, below 80 I.Q. and 90-99 are fairly close together, with a slightly better picture in the 90-99 group. The Social Adjustment for the lower I.Q. group is down well below the Self Adjustment score, which is about average. Almost half of the Stogdill and K-D Scale scores approach or exceed the average of the public school group. In the 90-99 group, adjustment scores approach the mean, and half the Stogdill and K-D scores are above or close to the public school averages. Delinquency proneness is still indicated, however, in these groups as a whole, as the K-D scores do not approach the median of the public school group, and individual profiles would probably reveal some students with strong delinquent tendencies.
CHAPTER V

ANALYSIS OF INDIVIDUAL PROFILES

Chapter V presents the scores of the tests for each individual student in the educationally retarded group, analyzed with an attempt to see what the relationship of the individual's scores is to his intelligence group, and see what symptomatic indications there might be of maladjustment, anti-social attitudes developing, and disturbances which might have some relationship to his retardation. On the basis of the scores alone, further investigation is recommended for profiles which indicate either possible conduct disturbances or internalized aggression. In some instances, outside factors are mentioned which might account for unusual profiles.

The K-D Scale scores and Stogdill scores are compared to the average of the normative groups. Such areas as "Home unsatisfactory," "School difficulties," "Inadequate companions," and "Delinquent companions" on the Stogdill are combined with low scores on the California Social Adjustment Inventory to indicate unsatisfactory interpersonal relationships or Social Adjustment. Aggressive and anti-social attitudes are indicated by "Anti-Social Tendencies" on the California and aggressive acts such as "Stealing" and "Fights and aggressions" on the Stogdill. Defensive reactions are indicated by "Truancy" and "Stays away from home" on the Stogdill and "Withdrawing Tendencies" on the California. Personal in-
security, or possible internalized aggression is indicated by items on
the Self Adjustment Inventory of the California and such items as "Fears,
worries," and "Feels picked on" in the Stogdill Test-Interview.

Significantly low scores on the California Test of Personality are
taken to be those in the lowest quartile.

Educational retardation is estimated as follows:

  0 - Less than one year
  1 - One year to two and one half years
  2 - Two and one half years to four years
  3 - Over four years
Student I
Boy C.A. 15-11

IQ 61
Stanford Achievement 5.0
Educational (C.A.) 3
Retardation (M.A.) 0
K-D Scale -3
Stogdill 27
California—Total 85
Self 46
Social 39

Stogdill—areas with most "yes" answers
1 School difficulties 6
2 Home unsatisfactory 5
3 Delinquent companions 4
4 Inadequate companions 4
5 Fights, aggressions 3

Percentile Scores on California

<table>
<thead>
<tr>
<th>Self</th>
<th>1 Self Reliance 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Personal Worth 35</td>
</tr>
<tr>
<td></td>
<td>3 Personal Freedom 10</td>
</tr>
<tr>
<td></td>
<td>4 Feeling of Belonging 40</td>
</tr>
<tr>
<td></td>
<td>5 Withdrawing Tendencies 20</td>
</tr>
<tr>
<td></td>
<td>(freedom from)</td>
</tr>
<tr>
<td></td>
<td>6 Nervous Symptoms 15</td>
</tr>
<tr>
<td></td>
<td>(freedom from)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social</th>
<th>7 Social Standards 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 Social Skills 15</td>
</tr>
<tr>
<td></td>
<td>9 Anti-Social Tendencies 20</td>
</tr>
<tr>
<td></td>
<td>(freedom from)</td>
</tr>
<tr>
<td></td>
<td>10 Family Relations 90</td>
</tr>
<tr>
<td></td>
<td>11 School Relations 1</td>
</tr>
<tr>
<td></td>
<td>12 Community Relations 20</td>
</tr>
<tr>
<td></td>
<td>Total 25</td>
</tr>
</tbody>
</table>

The intelligence quotient of Student I is very low, but probably not as low as is indicated. He is seriously retarded according to his chronological age, but working at his mental age level. His scores on both the Stogdill and K-D Scale are in between the medians for these groups, seven points higher than the critical score on the Scale and slightly nearer the Public School Group on the Stogdill. He shows indications of personal insecurity (California 1, 3, 5, 6) and a great deal of social maladjustment (Stogdill 1, 2, 3, 4, 5; California 7, 8, 9, 11, 12). This may be due to difficulty in adjusting to his low mental ability. With a pattern of this kind, adjustive help should be made available to prevent possible delinquent behavior as a solution. All scores are lower than the average for his intelligence group, and indicate proneness to delinquency.
### Student II

**Girl** C.A. 17-7

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Achievement</td>
<td>5.8</td>
</tr>
<tr>
<td>Educational (C.A.)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Retardation (M.A.)</td>
<td>0</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-4</td>
</tr>
<tr>
<td>Stogdill</td>
<td>3</td>
</tr>
<tr>
<td>California—Total</td>
<td>85</td>
</tr>
<tr>
<td>Social</td>
<td>90</td>
</tr>
<tr>
<td>Self</td>
<td>70</td>
</tr>
</tbody>
</table>

**Stogdill—area with most "yes" answers**

| 1 Home unsatisfactory | 3 |

**Percentile Scores on California**

<table>
<thead>
<tr>
<th>I</th>
<th>Self</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self Reliance</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Personal Worth</td>
<td>99</td>
</tr>
<tr>
<td>3</td>
<td>Personal Freedom</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Feeling of Belonging</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>Withdrawing Tendencies</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>Nervous Symptoms</td>
<td>95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II</th>
<th>Social</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Social Standards</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Social Skills</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>Anti-Social Tendencies</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Family Relations</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>School Relations</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>Community Relations</td>
<td>55</td>
</tr>
</tbody>
</table>

**Total** | 85 |

Considering her low mental ability, this student is probably not educationally retarded, but working up to her ability. Her score on the K-D Scale is half way between the means of the Delinquent and Public School groups, and the Stogdill is indicative of no problems of any depth in the areas tested. California indicates superior adjustment throughout. The picture as a whole is one of good adjustment, both educationally and emotionally. She has the highest scores in her intelligence group.
Student III
Girl C.A. 13-2

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>67</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Achievement (C.A.)</td>
<td>4.4</td>
</tr>
<tr>
<td>Educational Retardation (M.A.)</td>
<td>0</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-5</td>
</tr>
<tr>
<td>Stogdill</td>
<td>14</td>
</tr>
<tr>
<td>California—Total</td>
<td>102</td>
</tr>
<tr>
<td>Self</td>
<td>49</td>
</tr>
<tr>
<td>Social</td>
<td>53</td>
</tr>
</tbody>
</table>

Stogdill-areas with most "yes" answers
1 Feels picked on 3
2 Inadequate companions 3

Percentile Scores on California

<table>
<thead>
<tr>
<th>I Self</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Self Reliance</td>
<td>70</td>
</tr>
<tr>
<td>2 Personal Worth</td>
<td>80</td>
</tr>
<tr>
<td>3 Personal Freedom</td>
<td>30</td>
</tr>
<tr>
<td>4 Feeling of Belonging</td>
<td>65</td>
</tr>
<tr>
<td>5 Withdrawing Tendencies 15 (freedom from)</td>
<td></td>
</tr>
<tr>
<td>6 Nervous Symptoms</td>
<td>20 (freedom from)</td>
</tr>
</tbody>
</table>

II Social

| 7 Social Standards | 35 |
| 8 Social Skills | 45 |
| 9 Anti-Social Tendencies 65 (freedom from) |
| 10 Family Relations | 20 |
| 11 School Relations | 5 |
| 12 Community Relations | 35 |

Total 40

When the low mental ability of this student is taken into consideration, she is probably not educationally retarded, but working up to her ability. Her score on the K-D Scale is nearer that of the Public School girls than that of the Delinquents, and her score on the Stogdill is very low, below any of the non-delinquent norms.

Her scores approximate those of her intelligence group, slightly positive on the Stogdill and negative on the California. There are signs of some trouble with interpersonal relationships (Stogdill 1; California, 5, 6), and withdrawing tendencies (Stogdill 1; California 5, 6), which would warrant investigation to see that serious withdrawal did not take place.
Student IV
Girl C.A. 17

I.Q. 67
Stanford Achievement 5.8
Educational (C.A.) 3
Retardation (M.A.) 0
K-D Scale -10
Stogdill 31
California--Total 85
Self 39
Social 46

Stogdill--areas with most "yes" answers:

1. Home unsatisfactory 6
2. Stays away from home 5
3. Anger, disobedience 5
4. Lies 3
5. Fears, worries 3

Percentile Scores on California

<table>
<thead>
<tr>
<th>Percentile</th>
<th>(freedom from)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>1 Self Reliance 70</td>
</tr>
<tr>
<td></td>
<td>2 Personal Worth 15</td>
</tr>
<tr>
<td></td>
<td>3 Personal Freedom 5</td>
</tr>
<tr>
<td></td>
<td>4 Feeling of Belonging 5</td>
</tr>
<tr>
<td></td>
<td>5 Withdrawing Tendencies 20</td>
</tr>
<tr>
<td></td>
<td>6 Nervous Symptoms 40</td>
</tr>
<tr>
<td>Social</td>
<td>7 Social Standards 35</td>
</tr>
<tr>
<td></td>
<td>8 Social Skills 30</td>
</tr>
<tr>
<td></td>
<td>9 Anti-Social Tendencies 10</td>
</tr>
<tr>
<td></td>
<td>10 Family Relations 5</td>
</tr>
<tr>
<td></td>
<td>11 School Relations 15</td>
</tr>
<tr>
<td></td>
<td>12 Community Relations 35</td>
</tr>
</tbody>
</table>

Total 25

This student has very low mental ability, and is probably working up to her capacity. Her score on the K-D Scale approaches the norm of Public School Girls, but on the Stogdill, she has a score which is closer to that of Delinquent Boys. In the analysis of scores, unsatisfactory home and school adjustment (Stogdill 1; California 10, 11) have been apparently balanced with both aggressive and defensive reactions (Stogdill 2, 3, 4; California 5, 9) and there is considerable evidence of personal insecurity (Stogdill 5; California 2, 3, 4, 5). Her Stogdill and California scores show more disturbance than the average for her intelligence group, and the general picture indicates help in adjustment is needed.
Student V
Boy C.A. 13-10

I.Q. Stanford Achievement 69
Educational (C.A.) 5.2
Retardation (M.A.) 0
K-D Scale 28
California—Total 106
    Self 52
    Social 54
Stogdill—areas with most "yes" answers
1 Home unsatisfactory 6
2 Stays away from home 5
3 Fears, worries 4
4 Feels picked on 3
5 Lies 3

Percentile Scores on California

Self
1 Self Reliance 70
2 Personal Worth 90
3 Personal Freedom 30
4 Feeling of Belonging 40
5 Withdrawing Tendencies 20
    (freedom from)
6 Nervous Symptoms 40
    (freedom from)

Social
7 Social Standards 35
8 Social Skills 35
9 Anti-Social Tendencies 30
    (freedom from)
10 Family Relations 1
11 School Relations 90
12 Community Relations 55

Total 45

Student V is well below normal in intelligence and achieving up to his mental ability. His score on both the Stogdill and the K-D Scale is about halfway between the mean of Public School Boys and Delinquent Boys, five points above the Critical Score for boys on the Scale. On the California, his score for social adjustment is below that of self adjustment. The breakdown of the California and Stogdill indicate adjustment problems centering around the home with some defensiveness (Stogdill 1, 2; California, 10) and a tendency to withdraw from the group, with indications of internalization of aggression (Stogdill 3, 4, 5; California 5). The profile as a whole indicates that further investigation of his adjusive pattern might mean more understanding handling, as he is probably having difficulty in adjusting his low mental level to an environment of people with higher mental ability.
Student VI
Boy C.A. 15-4

| I.Q.     | 71 |
| Stanford Achievement (C.A.) | 4.2 |
| Educational Retardation (M.A.) | 3 |
| K-D Scale | 1 |
| Stogdill | 13 |
| California—Total | 111 |
| Self | 55 |
| Social | 50 |

Stogdill—areas with most "yes" answers

1 Home unsatisfactory 6
2 Fears, worries 5
3 Anger, disobedience 4
4 School difficulties 3
5 Lies 3
6 Inadequate companions 3

Percentile Scores on California

| I Self | 55 |
| 1 Self Reliance | 35 |
| 2 Personal Worth | 65 |
| 3 Personal Freedom | 65 |
| 4 Feeling of Belonging | 65 |
| 5 Withdrawing Tendencies | 50 |
| (freedom from) | |
| 6 Nervous Symptoms | 30 |
| (freedom from) | |

II Social

7 Social Standards 10
8 Social Skills 30
9 Anti-Social Tendencies 45
| (freedom from) | |
10 Family Relations 35
11 School Relations 35
12 Community Relations 85

Total 50

Student VI is of very low intelligence, and still somewhat retarded in achievement. His score on both the Stogdill and K-D Scale approaches that of the mean of the delinquent boys. His score on the California shows adjustment about equal to that of the average, with slightly lower social than self adjustment. The high scores on the Scale and Stogdill indicate a tendency toward delinquent attitudes, and the analysis of the Stogdill carries this out (Stogdill 1, 3, 4, 5, 6) with some indications for his intelligence group, whereas the California is more positively weighted, with Social Standards the only significantly low score. This is a profile that would warrant further investigation.
Student VII

Boy C.A. 13-1

I.Q. 77
Stanford Achievement 2.6
Educational (C.A.) 3
Retardation (M.A.) 1
K-D Scale -7
Stogdill 26
California--Total 112
Self 55
Social 57

Stogdill--areas with most "yes" answers
1. School difficulties 7
2. Fights, aggressions 5
3. Inadequate companions 3
4. Home unsatisfactory 3

Percentile Scores on California

Self 60
1. Self Reliance 55
2. Personal Worth 80
3. Personal Freedom 65
4. Feeling of Belonging 90
5. Withdrawing Tendencies 60
6. Nervous Symptoms 15

Social 45
7. Social Standards 35
8. Social Skills 20
9. Anti-Social Tendencies 90
10. Family Relations 40
11. School Relations 15
12. Community Relations 55

Total 55

Student VII is the only student who had to have the tests read to him. He is of below average intelligence and seriously retarded. His score on both the Scale and the Stogdill lies between that of the Delinquents and that of the Public School groups, slightly closer to the Public School averages. The analysis of scores shows indications of social maladjustment and overt aggressiveness (Stogdill 1, 2, 3, 4; California 8, 11) and an indication of nervousness (California, 6). His scores approach those of his intelligence group except in the area of Self Adjustment, which is significantly higher. His adjustment and attitudes do not seem to show anything that would have a strong relationship to his retardation, except as school difficulties and inadequate companions (Stogdill 1, 3; California 11) bear directly on his problem.
**Student VIII**

**Boy C.A. 13-7**

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Stanford Achievement</th>
<th>Percentile Scores on California</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>4.7</td>
<td>I Self</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Self Reliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Personal Worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Personal Freedom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Feeling of Belonging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Withdrawing Tendencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>II Social</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Nervous Symptoms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Stogdill—areas with most "yes" answers

1. Home unsatisfactory 7
2. Inadequate companions 4
3. Delinquent companions 4
4. Anger, disobedience 4
5. Feels picked on 3
6. School difficulties 3

Student VIII has a very low intelligence quotient, and is still retarded according to his mental age on this test. On the K-D Scale his score is about half way between the median of the Public School group and the Delinquent group, seven points above the Critical Score, and on the Stogdill it is slightly nearer that of the Delinquent group. He shows signs of social maladjustment and unsatisfactory companions (Stogdill 1, 2, 3, 6; California 7, 11), some aggressiveness (Stogdill 4) and personal insecurity (Stogdill 5, California 3). His scores are all more positively weighted than those of his intelligence group, but show enough signs of unsatisfactory environmental conditions and trouble in adjustment to them to warrant further investigation.
Student IX

Girl  C.A. 14-7

I.Q.  84  Stanford Achievement  5.5
Educational  (C.A.)  2  Retardation  (M.A.)  1
K-D Scale  4.4  Stogdill  32
California—Total  122  Self  65
                      Social  59

Percentile Scores on California

I  Self  70
  1  Self Reliance  95
  2  Personal Worth  80
  3  Personal Freedom  45
  4  Feeling of Belonging  90
  5  Withdrawing Tendencies  80
      (freedom from)
  6  Nervous Symptoms  75
      (freedom from)

II  Social  45
  7  Social Standards  35
  8  Social Skills  30
  9  Anti-social Tendencies  65
      (freedom from)
 10  Family Relations  20
 11  School Relations  35
 12  Community Relations  55

Total  60

This student is below the normal range of intelligence, and still somewhat retarded when her mental age is taken into consideration. Her score on the K-D Scale is about half way between the means for Public School and Delinquent girls, and on the Stogdill she has a very high score, well above the mean of Delinquent Girls, and almost up to mean for Delinquent Boys. The analysis of scores shows some social maladjustment (Stogdill 1, 2, 4; California 10), aggressive and defensive reactions (Stogdill 3, 5, 6, 7) and some worry about herself (Stogdill 8). The Scale and California scores are above the average of her intelligence group, and the Stogdill about at the median. The off balance of the scores on the personality tests would indicate problems that might have some relation to her retardation, and would certainly warrant further investigation. (It might be interesting to note in regard to this profile that this student is known to have strong schizo-phrenic tendencies.)
Student X
Boy C.A. 13-6

I.Q. 86
Stanford Achievement 4.7
Educational (C.A.) 2
Retardation (M.A.) 1
K-D Scale +9
Stogdill 43
California--Total 96
Self 53
Social 43

Percentile Scores on California

I Self
1 Self Reliance 30
2 Personal Worth 20
3 Personal Freedom 80
4 Feeling of Belonging 45
5 Withdrawing Tendencies 6
(freedom from)
6 Nervous Symptoms 5
(freedom from)

II Social
7 Social Standards 35
8 Social Skills 20
9 Anti-Social Tendencies 65
(freedom from)
10 Family Relations 60
11 School Relations 20
12 Community Relations 1

Total 35

The range of the intelligence of this student falls in the very low normal area, and he is seriously retarded. He is nineteen points above the critical score on the K-D Scale, and 6 points above the mean for delinquent boys on the Stogdill, showing strong delinquent tendencies. The analysis of scores indicates poor social adjustment and choices (Stogdill 1, 7, 8; California 5, 6, 11, 12), aggressive reactions (Stogdill 2, 4, 5, 6) coupled with what might possibly indicate a narcissistic self-evaluation (California 2). The entire picture with all scores in the extremes of maladjustment and delinquent tendencies even in his intelligence group which shows the strongest tendencies, indicates the necessity of treatment and further investigation. This disturbed picture would probably be influencing his educational adjustment.
**Student XI**

**Boy C.A., 14-1**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.Q.</td>
<td>86</td>
</tr>
<tr>
<td>Stanford Achievement</td>
<td>4.8</td>
</tr>
<tr>
<td>Educational (C.A.)</td>
<td>3</td>
</tr>
<tr>
<td>Retardation (M.A.)</td>
<td>1</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-16</td>
</tr>
<tr>
<td>Stogdill</td>
<td>6</td>
</tr>
<tr>
<td>California—Total</td>
<td>23</td>
</tr>
<tr>
<td>Self</td>
<td>48</td>
</tr>
<tr>
<td>Social</td>
<td>45</td>
</tr>
</tbody>
</table>

**Stogdill—areas with most "yes" answers**

<table>
<thead>
<tr>
<th>Area</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School difficulties</td>
<td>3</td>
</tr>
</tbody>
</table>

**Percentile Scores on California**

<table>
<thead>
<tr>
<th>Group</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Self</strong></td>
<td></td>
</tr>
<tr>
<td>1 Self Reliance</td>
<td>80</td>
</tr>
<tr>
<td>2 Personal Worth</td>
<td>35</td>
</tr>
<tr>
<td>3 Personal Freedom</td>
<td>90</td>
</tr>
<tr>
<td>4 Feeling of Belonging</td>
<td>15</td>
</tr>
<tr>
<td>5 Withdrawing Tendencies</td>
<td>10</td>
</tr>
<tr>
<td>6 Nervous Symptoms</td>
<td>40</td>
</tr>
<tr>
<td><strong>II Social</strong></td>
<td></td>
</tr>
<tr>
<td>7 Social Standards</td>
<td>10</td>
</tr>
<tr>
<td>8 Social Skills</td>
<td>45</td>
</tr>
<tr>
<td>9 Anti-Social Tendencies</td>
<td>15</td>
</tr>
<tr>
<td>10 Family Relations</td>
<td>40</td>
</tr>
<tr>
<td>11 School Relations</td>
<td>5</td>
</tr>
<tr>
<td>12 Community Relations</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 30

This student is of low average intelligence, and still retarded two years according to his Mental Age. His score on the K-D Scale is very high, 12 points above the average of Delinquent Boys, and the highest in this group. The Stogdill is so low that it seems invalid in comparison to the other scores. Social adjustment seems poor in many areas (Stogdill 3; California 4, 5, 7, 9, 11, 12). This might have some relationship to his retardation, and warrants further investigation. His intelligence group, as a whole, shows the highest proneness to delinquency, and he is even lower on the social scale of California and higher on the K-D Scale than the group.
Student XII
Boy C.A. 13-11

I.Q. 86
Stanford Achievement 6.0
Educational (C.A.) 1
Retardation (M.A.) 0
K-D Scale +5
Stogdill 36
California--Total 86
Self 48
Social 45

Stogdill—areas with most "yes" answers
1. Inadequate companions 7
2. Stays away from home 5
3. Delinquent companions 4
4. Fights, aggressions 4
5. Anger, disobedience 3
6. School difficulties 3
7. Fears, worries 3
8. Home unsatisfactory 3

Percentile Scores on California

I  Self  35
1. Self Reliance 70
2. Personal Worth 80
3. Personal Freedom 20
4. Feeling of Belonging 10
5. Withdrawing Tendencies 5
(freedom from)
6. Nervous Symptoms 40
(freedom from)

II Social  15
7. Social Standards 35
8. Social Skills 30
9. Anti-Social Tendencies 5
(freedom from)
10. Family Relations 5
11. School Relations 15
12. Community Relations 5

Total  25

This student is of low average intelligence, and not seriously retarded according to his mental age. His scores on both the Scale and the Stogdill are about at the average for Delinquent Boys. He shows signs of poor interpersonal relationships (Stogdill 1, 4, 6, 8; California 9, 10, 11, 12), anti-social reactions (Stogdill 2, 3, 4, 5; California 9) and personal insecurity (Stogdill 7, California 3, 4, 5). On all scores, he is below the average of his intelligence group, which is the most prone to delinquency. This profile indicates further investigation and preventive action is very necessary.
Student XIII

Boy C.A. 12-11

Percentile Scores on California

I Self
1. Self Reliance 35
2. Personal Worth 80
3. Personal Freedom 50
4. Feeling of Belonging 65
5. Withdrawing Tendencies 1
   (Freedom from)
6. Nervous Symptoms 10
   (Freedom from)

II Social
7. Social Standards 25
8. Social Skills 20
9. Anti-Social Tendencies 30
   (Freedom from)
10. Family Relations 20
11. School Relations 1
12. Community Relations 20

Total 30

The intelligence of Student XIII falls within the low normal group, and he is not seriously retarded according to his mental age, but is according to his chronological age. His score on the K-D Scale is four points above the mean for delinquent boys, eighteen points above the critical score and he is seven points above the mean for delinquents on the Stogdill. The analysis of scores shows a picture of social maladjustment (Stogdill 1, 6; California 7, 8, 11, 12), both aggressive and defensive reactions (Stogdill 3, 5; California, 5) and feelings of insecurity and concern (Stogdill 1, 2; California 4). He shows one of the most disturbed pictures in his intelligence group, but the analysis shows less signs of overt aggression than some. It is a picture which demands further investigation and help.
Student XIV

Boy: C.A. 15-1

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Achievement</td>
<td>5.9</td>
</tr>
<tr>
<td>Educational (C.A.)</td>
<td>3</td>
</tr>
<tr>
<td>Retardation (M.A.)</td>
<td>1</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-13</td>
</tr>
<tr>
<td>Stogdill</td>
<td>43</td>
</tr>
<tr>
<td>California—Total</td>
<td>88</td>
</tr>
<tr>
<td>Self</td>
<td>46</td>
</tr>
<tr>
<td>Social</td>
<td>42</td>
</tr>
</tbody>
</table>

Stogdill—areas with most "yes" answers

1. Inadequate companions
2. Feels picked on
3. Fights, aggressions
4. Stealing
5. Home unsatisfactory
6. Lies
7. School difficulties
8. Stays away from home
9. Fears, worries

Percentile Scores on California

<table>
<thead>
<tr>
<th>I Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self Reliance</td>
</tr>
<tr>
<td>2. Personal Worth</td>
</tr>
<tr>
<td>3. Personal Freedom</td>
</tr>
<tr>
<td>4. Feeling of Belonging</td>
</tr>
<tr>
<td>5. Withdrawing Tendencies</td>
</tr>
</tbody>
</table>

(freedom from)

| 6. Nervous Symptoms | 55 |

(freedom from)

<table>
<thead>
<tr>
<th>II Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Social Standards</td>
</tr>
<tr>
<td>8. Social Skills</td>
</tr>
<tr>
<td>9. Anti-Social Tendencies</td>
</tr>
</tbody>
</table>

(freedom from)

| 10. Family Relations | 35 |
| 11. School Relations | 25 |
| 12. Community Relations | 5 |

Total | 25 |

Student XIV is of low normal intelligence, and still seriously retarded. There is a wide discrepancy between his score on the K-D Scale and the Stogdill, as on the Scale his score falls at the mean of the Public School group, and on the Stogdill it is six points higher than the average of the delinquent group. The analysis of Stogdill and California shows signs of severe social maladjustment (Stogdill 1, 5, 7; California 7, 10, 11), personal insecurity (Stogdill 2, 9; California 2, 3, 5) and aggressive and defensive reactions (Stogdill 3, 4, 6, 8; California 5, 9). The disturbed picture might have some relationship to his retardation. His Scale Score is much lower, and Stogdill much higher than his intelligence group, and his California indicates greater maladjustment in the areas tested. The discrepancy in the Scale Score, as compared with the others, might be accounted for by the fact that some rehabilitation has taken place.
### Student XV

**Boy G.A. 13-4**

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Stanford Achievement</th>
<th>Percentile Scores on California</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>4.7</td>
<td>(Self)</td>
</tr>
<tr>
<td></td>
<td>Educational (C.A.)</td>
<td>1 Self</td>
</tr>
<tr>
<td>2</td>
<td>Retardation (M.A.)</td>
<td>2 Self Reliance</td>
</tr>
<tr>
<td>1</td>
<td>K-D Scale</td>
<td>2 Personal Worth</td>
</tr>
<tr>
<td>-2</td>
<td>Stogdill</td>
<td>3 Personal Freedom</td>
</tr>
<tr>
<td></td>
<td>California—Total</td>
<td>4 Feeling of Belonging</td>
</tr>
<tr>
<td>100</td>
<td>Self</td>
<td>5 Withdrawing Tendencies (freedom from)</td>
</tr>
<tr>
<td>51</td>
<td>Social</td>
<td>6 Nervous Symptoms (freedom from)</td>
</tr>
<tr>
<td>4.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stogdill—areas with most "yes" answers**

1. Feels picked on 3
2. School difficulties 3
3. Inadequate companions 3
4. Stealing 3

**Total** 40

Student XV has low average intelligence, and is still retarded according to his mental age. His scores on both the Scale and the Stogdill lie between the averages of the Public School and the Delinquent groups—on the Scale it approaches the delinquents, eight points above the critical score, and on the Stogdill the Public School group. There are indications of social maladjustment (Stogdill 2, 3; California 10, 11, 12), insecurity (Stogdill 1; California 4), and some anti-social reactions (Stogdill 4). His scores, except for Stogdill which is below, approximate the means of his intelligence group. The general picture indicates difficulties which might have some relation to his retardation and should be examined further for indications of anti-social behavior and needed help.
Student XVI
Girl C.A. 15-6

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Achievement</td>
<td>5.5</td>
</tr>
<tr>
<td>Educational (C.A.)</td>
<td>3</td>
</tr>
<tr>
<td>Retardation (M.A.)</td>
<td>2</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>+1</td>
</tr>
<tr>
<td>Stogdill</td>
<td>18</td>
</tr>
<tr>
<td>California—Total</td>
<td>115</td>
</tr>
<tr>
<td>Self</td>
<td>54</td>
</tr>
<tr>
<td>Social</td>
<td>61</td>
</tr>
</tbody>
</table>

Stogdill—areas with most "yes" answers
1. Home unsatisfactory | 4 |

Percentile Scores on California

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Self Reliance</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Personal Worth</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Personal Freedom</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Feeling of Belonging</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Withdrawing Tendencies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Nervous Symptoms</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 60

This student is seriously retarded, even though she is in the low-normal range of intelligence. Her score on the Scale is closer to that of the mean of the Delinquent Girls than the Public School group, but the Stogdill is not significantly high. California scores as a whole indicate average adjustment, but the low score on Anti-Social Tendencies, and slightly high score on the K-D Scale might indicate problems that bear some relation to her retardation and warrant further investigation. The scores indicate better social adjustment than her intelligence group, but slightly more proneness to delinquent attitudes.
**Student XVII**

**Boy C.A., 14-8**

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Achievement</td>
<td>4.8</td>
</tr>
<tr>
<td>Educational (C.A.)</td>
<td>3</td>
</tr>
<tr>
<td>Retardation (M.A.)</td>
<td>2</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-12</td>
</tr>
<tr>
<td>Stogdill</td>
<td>3</td>
</tr>
<tr>
<td>California—Total</td>
<td>121</td>
</tr>
<tr>
<td>Self</td>
<td>61</td>
</tr>
<tr>
<td>Social</td>
<td>63</td>
</tr>
</tbody>
</table>

Stogdill—areas with most "yes" answers

| 1 | Inadequate companions | 2 |
| 2 | Lies | 1 |

**Percentile Scores on California**

<table>
<thead>
<tr>
<th>I Self</th>
<th>75</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self Reliance</td>
</tr>
<tr>
<td>2</td>
<td>Personal Worth</td>
</tr>
<tr>
<td>3</td>
<td>Personal Freedom</td>
</tr>
<tr>
<td>4</td>
<td>Feeling of Belonging</td>
</tr>
<tr>
<td>5</td>
<td>Withdrawing Tendencies</td>
</tr>
<tr>
<td>6</td>
<td>Nervous Symptoms</td>
</tr>
<tr>
<td>II Social</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Social Standards</td>
</tr>
<tr>
<td>8</td>
<td>Social Skills</td>
</tr>
<tr>
<td>9</td>
<td>Anti-Social Tendencies</td>
</tr>
<tr>
<td>10</td>
<td>Family Relations</td>
</tr>
<tr>
<td>11</td>
<td>School Relations</td>
</tr>
<tr>
<td>12</td>
<td>Community Relations</td>
</tr>
</tbody>
</table>

**Total** | 70 |

Student XVII has low normal intelligence and is seriously retarded. His score on Stogdill is abnormally low, and on the K-D Scale about at the norm for public school boys. The only items on the Stogdill with "yes" answers are two that indicate inadequate companions and one, lies, and the only area on the California that is low is in the Feeling of Belonging. The picture is one of good adjustment and socially acceptable attitudes. He has the highest scores for his intelligence group, and there appears to be no strong area of disturbance in the fields tested that might have a relationship to his retardation.
The intelligence of Student XVIII is within the low-normal range, and he is seriously retarded educationally. His score on the Stogdill is way below the mean for the Public School Group, and on the Scale, just at the mean for the Public School boys.

There are a few signs of personal insecurity (Stogdill 1; California 2, 4) and social maladjustment (California 7, 8, 12), but the picture as a whole is of average adjustment and good social attitudes. His picture is one of the best in his group. There seems little here that could have a strong relationship to his retardation, but the weak spots noted might bear further investigation to make sure they were not indications of a deeper disturbance.
Student XIX
Boy C.A. 14-6

L.Q. 94
Stanford Achievement 4.0
Educational (C.A.) 3
Retardation (M.A.) 3
K-D Scale +8
California—Total 110
Self 53
Social 57

Stogdill—areas with most "yes" answers
1 Home Unsatisfactory 5
2 Stays away from home 3

Percentile Scores on California

I Self
1 Self Reliance 35
2 Personal Worth 35
3 Personal Freedom 65
4 Feeling of Belonging 90
5 Withdrawing Tendencies 40
(freedom from)
6 Nervous Symptoms 55
(freedom from)

II Social
7 Social Standards 90
8 Social Skills 45
9 Anti-Social Tendencies 90
(freedom from)
10 Family Relations 60
11 School Relations 5
12 Community Relations 10

Total 50

The intelligence of Student XIX is within the normal range and he is very seriously retarded. His score on the Stogdill is below the norm of the Public School Groups, but the Scale Score is very high, above the median of the delinquent group and eighteen points above the critical score. Self adjustment is high, but there are some indications of problems in social adjustment (Stogdill 1, 2; California 11, 12). The high scale score is indicative of attitudes that are known to be possessed by delinquent boys, so further investigation for more signs of proneness to delinquency is warranted. Outside of this score, his profile is similar to that of his intelligence group.
Student XX

Girl C.A. 13-7

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Stanford Achievement</th>
<th>5-3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational (C.A.)</td>
<td>2</td>
</tr>
<tr>
<td>Retardation (M.A.)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-4</td>
<td></td>
</tr>
<tr>
<td>Stogdill</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>California—Total</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

Stogdill—areas with most "yes" answers

1. Fears and worries 5
2. Home unsatisfactory 5
3. Inadequate companions 5
4. Delinquent companions 4
5. Feels picked on 3
6. School difficulties 3

Percentile Scores on California

<table>
<thead>
<tr>
<th>I. Self</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self Reliance</td>
<td>70</td>
</tr>
<tr>
<td>2. Personal Worth</td>
<td>80</td>
</tr>
<tr>
<td>3. Personal Freedom</td>
<td>45</td>
</tr>
<tr>
<td>4. Feeling of Belonging</td>
<td>40</td>
</tr>
<tr>
<td>5. Withdrawing Tendencies</td>
<td>40</td>
</tr>
</tbody>
</table>

(freedom from)

6. Nervous Symptoms 20

(freedom from)

II. Social 30

<table>
<thead>
<tr>
<th>7. Social Standards</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Social Skills</td>
<td>20</td>
</tr>
<tr>
<td>9. Anti-Social Tendencies</td>
<td>30</td>
</tr>
</tbody>
</table>

(freedom from)

10. Family Relations 25
11. School Relations 15
12. Community Relations 35

Total 40

This student is of average intelligence and working well below her grade. Her score on the K-D Scale is between the norms for delinquent girls and public school girls, and on the Stogdill 10 points above that of delinquent girls, and almost up to that of delinquent boys. The analysis shows indications of social maladjustment and poor companionship (Stogdill 2, 3, 4, 6; California 8, 10, 11), and also personal insecurity (Stogdill 5; California 6). All scores are well below the average for her intelligence group, and indicate the need for help. The disturbances shown might easily have some relationship to her retardation. (The discrepancy in Scale and Stogdill scores might be accounted for by the fact that this student has had therapeutic help.)
Student XXI

Boy, C.A. 13-4

I.Q. 96
Stanford Achievement (C.A.) 5.2
Educational Retardation (M.A.) 1
K-D Scale +12
Stogdill 33
California—Total 87
Self 40
Social 47

Stogdill—areas with most "yes" answers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stays away from home</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Home unsatisfactory</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Fights, aggressions</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Stealing</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Feels picked on</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Inadequate companions</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Delinquent companions</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Fears, worries</td>
<td>3</td>
</tr>
</tbody>
</table>

Percentile Scores on California

I Self

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self Reliance</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Personal Worth</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Personal Freedom</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Feeling of Belonging</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Withdrawing Tendencies</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(freedom from)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Nervous Symptoms</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(freedom from)</td>
<td></td>
</tr>
</tbody>
</table>

II Social

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Social Standards</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>Social Skills</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>Anti-Social Tendencies</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(freedom from)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Family Relations</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>School Relations</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Community Relations</td>
<td>35</td>
</tr>
</tbody>
</table>

Total 25

Student XXI is of average intelligence, even though his score was probably influenced by his reading disability. His score on Stogdill is about at the mean of delinquent boys and his score on the K-D Scale is 8 points higher, 22 points above the critical score. On the California, he is consistently low on both Self and Social Adjustment. There are indications of inadequate social adjustment with defensive and aggressive attitudes (Stogdill 1, 2, 3, 4, 5, 6, 7; California 9, 10, 11) and some internalization of aggression (Stogdill 3; California 4, 6). The general picture is one of negatively weighted scores throughout in comparison to his group and a disturbed personality that needs help to prevent a delinquent pattern from developing. This might easily have some relationship to his retardation.
Student XXII

Boy C.A. 13-1

I.Q. Stanford Achievement Educational (C.A.) Retardation (M.A.) K-D Scale Stogdill California—Total 118 Self Social 97 4.3 2 2 -3 24 70

Percentile Scores on California

I Self
1 Self Reliance
2 Personal Worth
3 Personal Freedom
4 Feeling of Belonging
5 Withdrawing Tendencies
6 Nervous Symptoms

II Social
7 Social Standards
8 Social Skills
9 Anti-Social Tendencies
10 Family Relations
11 School Relations
12 Community Relations

Stogdill—areas with most "yes" answers
1 Stays away from home
2 Fights, aggressions
3 Delinquent companions
4 Stealing

This student is of average intelligence and seriously retarded. His score on the K-D Scale is just halfway between the mean of the Public School Boys and that of the Delinquents, but on Stogdill he falls just three points higher than the Public School boys' mean. His scores are about equal to the average of his group, except for the California which is higher. The analysis of the Stogdill, however, shows indications of delinquent influences and behavior (Stogdill 1, 2, 3, 4) and, with the Scale score, would indicate further investigation might be advisable. These attitudes might have some relationship to his severe retardation.
Student XXIII

Boys C.A. 14

I.Q. 98
Stanford Achievement (Gr.) 3.8
Educational (C.A.) 3
Retardation (M.A.) 3
K-D Scale 39
Stogdill 39
California—Total 87
Self 43
Social 44

Percentile Scores on California

I. Self 30
1. Self Reliance 80
2. Personal Worth 50
3. Personal Freedom 3
4. Feeling of Belonging 15
5. Withdrawing Tendencies 20
(freedom from)
6. Nervous Symptoms 20
(freedom from)

II. Social 15
7. Social Standards 20
8. Social Skills 30
9. Anti-Social Tendencies 30
(freedom from)
10. Family Relations 15
11. School Relations 5
12. Community Relations 5

Total 25

Student XXIII is of average intelligence, and severely retarded.

His score on the Scale is six points above the critical score, and his Stogdill score is slightly higher than the average of the delinquent boys. He shows much insecurity (Stogdill 3, 8; California 3, 4, 5, 6), poor social relationships (Stogdill 1, 2, 6; California 7, 10, 11, 12) and aggressive reactions to these unsatisfactory areas (Stogdill 4, 5, 7). The picture as a whole indicates a strong tendency toward delinquency, and a disturbance that might easily have a relationship to his retardation.

Help should be made available as a serious disturbance is indicated.
Student XXIV
Boy C.A. 14

I.Q. 99
Stanford Achievement 5.4
Educational (C.A.) 2
Retardation (M.A.) 2
K-D Scale 8
Stogdill 18
California—Total 126
Self 65
Social 61

Stogdill—areas with most "yes" answers
1 Home unsatisfactory 5
2 Inadequate companions 4

Percentile scores on California

I Self
1 Self Reliance 70
2 Personal Worth 65
3 Personal Freedom 80
4 Feeling of Belonging 90
5 Withdrawing Tendencies 80 (freedom from)
6 Nervous Symptoms 75 (freedom from)

II Social
7 Social Standards 60
8 Social Skills 80
9 Anti-Social Tendencies 65 (freedom from)
10 Family Relations 60
11 School Relations 65
12 Community Relations 35

Total 75

This student is of average intelligence and seriously retarded. His score on the Scale is slightly above the average for Public School boys, and slightly below the average on the Stogdill. The entire California Inventory is above the average. The Stogdill indicates some problems with relationships at home and with companions. All scores show a better adjustment and less proneness to delinquency than his intelligence group. There is nothing in the pattern to indicate anything that might have a relationship to his serious retardation.
Student XXV

Girl  C.A. 10-11

I.Q. 100
Stanford Achievement 4.6
Educational (C.A.) 0
Re tardation (M.A.) 0
K-D Scale +1
Stogdill 19
California—Total 127
Self 60
Social 67

Percentile Scores on California

I Self

1. Self Reliance 35
2. Personal Worth 90
3. Personal Freedom 90
4. Feeling of Belonging 65
5. Withdrawing Tendencies 70
(freedom from)
6. Nervous Symptoms 55
(freedom from)

II Social

7. Social Standards 90
8. Social Skills 65
9. Anti-Social Tendencies 90
(freedom from)
10. Family Relations 90
11. School Relations 35
12. Community Relations 65

Total 75

This student is of average mental ability and not seriously retarded. Her score on the Scale approaches the critical score, and on the Stogdill, which does not give adequate norms for girls, it is almost five points below the mean for Delinquent Girls. Her scores, except for the Scale, are more positive than those of her intelligence group. The scale score might be accounted for by the fact that she is younger than the majority of the norm groups, and as there are no other indications of serious antisocial attitudes or maladjustment, further investigation is not necessarily indicated.
Student XXVI
Boy C.A. 15-4

<table>
<thead>
<tr>
<th>I.O.</th>
<th>102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Achievement</td>
<td>5.6</td>
</tr>
<tr>
<td>Educational (C.A.)</td>
<td>3</td>
</tr>
<tr>
<td>Retardation (M.A.)</td>
<td>3</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-13</td>
</tr>
<tr>
<td>Stogdill</td>
<td>56</td>
</tr>
<tr>
<td>California—Total</td>
<td>90</td>
</tr>
<tr>
<td>Self</td>
<td>36</td>
</tr>
<tr>
<td>Social</td>
<td>54</td>
</tr>
</tbody>
</table>

Stogdill—areas with most "yes" answers

| 1 | Home unsatisfactory | 7 |
| 2 | Stays away from home | 6 |
| 3 | Fights, aggressions | 6 |
| 4 | Anger, disobedience | 5 |
| 5 | Stealing | 5 |
| 6 | School difficulties | 5 |
| 7 | Lies | 4 |
| 8 | Delinquent companions | 3 |

Percentile Scores on California

<table>
<thead>
<tr>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

| Social | 35 |
| 7 | Social Standards | 20 |
| 8 | Social Skills | 1.5 |
| 9 | Anti-Social Tendencies | 15 |
| 10 | Family Relations | 10 |
| 11 | School Relations | 20 |
| 12 | Community Relations | 55 |

Total | 25 |

The intelligence of this student is within the middle of the normal range, and he is seriously retarded educationally. His score on the K-D Scale falls at the norm for Public School boys, but on the Stogdill, he was the highest in the entire group, 19 points above the mean of the delinquents in the standardization group. Social maladjustment (Stogdill 1, 6, 8; California 7, 11) and aggressive and defensive reactions (Stogdill 2, 3, 4, 5, 7; California 9) are also accompanied by feelings of inadequacy and withdrawal (California 1, 3, 5, 10). The picture as a whole shows much less adjustment and more proneness to delinquency than his intelligence group. There would probably be some relationship between this picture of maladjustment and his retardation. (It is interesting to note that this student had an early record of delinquency and has since had therapeutic help. This might account for the off-balance picture.)
Student XXVII
Boy C.A., 11-5

I.Q. 103
Stanford Achievement 42
Educational (C.A.) 1
Retardation (M.A.) 2
K-D Scale -11
Stogdill 23
California—Total 95
Self 52
Social 43

Percentile Scores on California

I Self
1 Self Reliance 35
2 Personal Worth 15
3 Personal Freedom 45
4 Feeling of Belonging 15
5 Withdrawing Tendencies 95
(freedom from)
6 Nervous Symptoms 75
(freedom from)

II Social
7 Social Standards 20
8 Social Skills 1
9 Anti-Social Tendencies 45
(freedom from)
10 Family Relations 15
11 School Relations 5
12 Community Relations 20

Total 30

Student XXVII is of average intelligence, in spite of the influence of his educational disability on the mental ability test. His scores on both the Stogdill and K-D Scale approximate the means of the public school group. On the California, his score for self adjustment falls at the median of the standardization group, but his Social adjustment score falls way below, at the 15th percentile. His Social maladjustment (Stogdill 1, 2, 4; California 7, 8, 10, 11, 12) and insecurity (California 2, 4) might have some relationship to his educational retardation. His very low score on the Social Adjustment scale is the only outstanding deviation from his intelligence group. Help in social adjustments seems to be the outstanding need, but the picture as a whole does not indicate strong proneness to delinquency.
Student XXVIII
Boy C.A. 13-8

<table>
<thead>
<tr>
<th>Percentile Scores on California</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Self</strong></td>
</tr>
<tr>
<td>1 Self Reliance</td>
</tr>
<tr>
<td>2 Personal Worth</td>
</tr>
<tr>
<td>3 Personal Freedom</td>
</tr>
<tr>
<td>4 Feeling of Belonging</td>
</tr>
<tr>
<td>5 Withdrawing Tendencies</td>
</tr>
<tr>
<td>6 Nervous Symptoms</td>
</tr>
</tbody>
</table>

| **II. Social**                  |
| 7 Social Standards              | 60 |
| 8 Social Skills                 | 15 |
| 9 Anti-Social Tendencies        | 45 (freedom from) |
| 10 Family Relations             | 60 |
| 11 School Relations             | 10 |
| 12 Community Relations          | 1 |

| Total                            | 35 |

Stogdill—areas with most "yes" answers

| 1 Home unsatisfactory           | 5 |
| 2 Fights, aggressions           | 4 |
| 3 Feels picked on               | 4 |
| 4 Fears, worries                | 3 |

Student XXVIII is in the middle of the normal intelligence group, and seriously retarded. His score on the Scale is about at the mean of the public school group, and slightly above on the Stogdill. Feelings of inadequacy (Stogdill 3, 4; California 2, 4) and social maladjustment (Stogdill 1; California 8, 11, 12) might have some relationship to his retardation. His Social Adjustment on the California is the only score significantly lower than that of his intelligence group. Further investigation and help is indicated.
Student XXIX

Boy C.A. 13-4

I.Q. 109
Stamford Achievement 6.4
Educational (C.A.) 1
Retardation (M.A.) 2
K-D Scale -16
Stogdill 11
California—Total 103
Self 45
Social 58

Percentile Scores on California

I Self
1 Self Reliance 10
2 Personal Worth 35
3 Personal Freedom 65
4 Feeling of Belonging 25
5 Withdrawing Tendencies 40
(freedom from)
6 Nervous Symptoms 20
(freedom from)

II Social
7 Social Standards 60
8 Social Skills 20
9 Anti-Social Tendencies 90
(freedom from)
10 Family Relations 25
11 School Relations 20
12 Community Relations 55

Total 40

This student has good average intelligence, and is somewhat retarded. His K-D Scale score falls three points below the norm for the Public School Boys, and his Stogdill score is well below that of the Public School group. These scores indicate little tendency to overt aggression, but low scores (Stogdill 1, 2; California 1, 4, 6, 8, 10, 11) show signs of personal insecurity and unsatisfactory interpersonal relationships which might have some bearing on his retardation. He has the lowest scores in his intelligence group on both delinquency tests, and his California balance is reversed from the expected delinquent pattern. The feeling of personal inadequacy indicated warrants further investigation and help.
Student XX

Boy C.A. 16-4

I.Q. 120
Stanford Achievement 6.4
Educational (C.A.) 2
Retardation (M.A.) 3
K-D Scale -14
Stogdill 33
California—Total 113
Self 52
Social 61

Stogdill—areas with most "yes" answers
1 Inadequate companions 5
2 Delinquent companions 4
3 Home unsatisfactory 4
4 Stealing 3
5 Fears, worries 3
6 Smokes, drinks 3

Percentile Scores on California

I Self
1 Self Reliance 95
2 Personal Worth 25
3 Personal Freedom 45
4 Feeling of Belonging 40
5 Withdrawing Tendencies 50
(freedom from)
6 Nervous Symptoms 20
(freedom from)

II Social
7 Social Standards 35
8 Social Skills 20
9 Anti-Social Tendencies 65
(freedom from)
10 Family Relations 60
11 School Relations 50
12 Community Relations 85

Total 55

This student has an I.Q. well above normal, and is very seriously retarded. His score on the Scale falls just about at the mean for the Public School Group, but on the Stogdill he is much nearer the average of the Delinquent Group. The California on the whole is about at the median. The Stogdill analysis indicates unsatisfactory environmental influences and overt aggression (Stogdill 1, 2, 3, 4, 6). There are signs of personal insecurity (Stogdill 3; California 2, 6, 8) which might have some relationship to his severe retardation, but the Scale scores and analysis of other scores do not indicate strong anti-social attitudes at the present time. The California is above the average for his intelligence group in adjustment; the Stogdill shows a stronger delinquency trend and the Scale less than his group. (Here again, adjutive help has been available which might account for the discrepancy between the Stogdill and Scale scores.)
**Student XXXI**

**Boy C.A., 12-4**

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>123</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Achievement</td>
<td>6.0</td>
</tr>
<tr>
<td>Educational (C.A.)</td>
<td>0</td>
</tr>
<tr>
<td>Retardation (M.A.)</td>
<td>3</td>
</tr>
<tr>
<td>K-D Scale</td>
<td>-13</td>
</tr>
<tr>
<td>Stogdill</td>
<td>28</td>
</tr>
<tr>
<td>California—Total</td>
<td>90</td>
</tr>
<tr>
<td>Self</td>
<td>39</td>
</tr>
<tr>
<td>Social</td>
<td>51</td>
</tr>
</tbody>
</table>

Stogdill—areas with most "yes" answers

| 1 | Home unsatisfactory | 5 |
| 2 | Fights, aggressions | 4 |
| 3 | Feels picked on | 3 |
| 4 | Fears, worries | 3 |

### Percentile Scores on California

#### I Self

| 1 | Self Reliance | 10 |
| 2 | Personal Worth | 35 |
| 3 | Personal Freedom | 10 |
| 4 | Feeling of Belonging | 40 |
| 5 | Withdrawing Tendencies | 20 |
| 6 | Nervous Symptoms | 15 |

(freedom from)

#### II Social

| 7 | Social Standards | 10 |
| 8 | Social Skills | 15 |
| 9 | Anti-Social Tendencies | 20 |
| 10 | Family Relations | 90 |
| 11 | School Relations | 1 |
| 12 | Community Relations | 20 |

(freedom from)

### Total

25

Student XXXI has a superior intelligence quotient, is not seriously retarded according to his chronological age, but very seriously retarded according to his mental age. His score on the K-D Scale is at the median of the Public School group, and slightly above that of the Delinquent group on the Stogdill. His scores on the California, outside of Family Relations, are consistently below the median with only two scores above the 35%. The picture as a whole shows indications of internalized aggression (Stogdill 3, 4; California 1, 3, 5, 6) and social maladjustment (Stogdill 1, 2; California 7, 8, 9, 11, 12). This might have some relationship to his not finding an educational balance at his level of ability. All scores except the Scale are more negative than those of his intelligence group. The picture definitely indicates the need for adjustive help.
CHAPTE R VI

CONCLUSIONS

Summary of results.

1. The educationally retarded group of this study was found to have an average, low normal I.Q. This is the group from which most delinquents are drawn and therefore one would expect to find more proneness to delinquency here.

2. The median score of the retarded group of this study on the K-D Proneness Scale fell approximately halfway between the median scores of the public school and delinquent groups. This would indicate that there was more proneness to delinquency in this group than in an average school population.

3. On the Stogdill Behavior Cards, the mean score of this group fell halfway between the mean score of the "high morale" group and the delinquent group. This would indicate that there is a larger background of delinquencies and background experiences common to delinquents in this group than in a "high morale" group.

4. On the California Test of Personality, the scores of this group were lower than those of the Public School norm group on the Total Adjustment scale. On the Self Adjustment scale, however, the scores approached the average, whereas on the Social Adjustment scale they were considerably lower. This pattern of average self adjustment and poor
social adjustment is what might be expected of a group of delinquents.

5. When the scores were examined in terms of I.Q. groups, the "80-90" group was found to have the lowest scores, more nearly approaching those of delinquent groups, and the "above 100" group those approaching the average school population. This indicates that in the more careful analysis of this retarded population, there is a definite trend for more extreme delinquent tendencies in the dull normal group than in the high-average group.

6. Analysis of individual test profiles revealed many indications of both externalized and internalized aggression. On the basis of test profiles alone, it seemed to be possible to find those students who were in need of active help in making a more personally and socially satisfying adjustment.

7. Since the results of the K-D Proneness Scale coincided with other indications of proneness to delinquency in this study, from the point of view of validation it appears to be measuring what it purports to measure.

Limitations.

1. The size of this group is too small to make wide generalizations from the results. It did have the advantage, however, of being the entire population, in the age group wanted, of the remedial school for educationally retarded pupils.

2. It was considered that any statistical analysis would be invalid, due to the size of the group. If the observed differences in scores could have been shown to be true differences by statistical
means, one could be more sure of the validity of the results.

3. The use of just test results without any background information makes conclusions, especially in individual cases, inferential. A more complete study might have included the use of the K-D Proneness Check List.

4. Since intelligence tests, including the Stanford Binet, are negatively influenced by a reading disability, the validity of the intelligence quotients of this retarded group is questionable. This fact further influences the educational retardation figures, which compare the scores of two differently constructed tests directly, and are therefore used only to give a general idea of the extent of retardation.

Suggestions for further study.

1. Further studies, comparing the results on the K-D Scale of retarded and non-retarded school children would have value in further validation of the K-D Proneness Scale, and demonstration of its use in detecting children who are prone to delinquency.

2. More complete studies of the adjustment patterns of retarded children as compared with non-retarded children are needed, using other techniques.

3. Studies combining the use of the K-D Proneness Check List and K-D Proneness Scale would be of value in showing the usefulness of combining test information with personal and environmental information.

4. Studies to show the value of the K-D Proneness Scale in a battery of school tests would be of value.
BIBLIOGRAPHY


Blanchard, Phyllis, "Reading Disability in Relation to Maladjustment," Mental Hygiene, 12:772-788, October, 1925.


________, "The Role of Personality Maladjustment in Reading Disability," Pedagogical Seminary, 59:77-83, September, 1941.


Healy, William and Augusta F. Bronner, "How Does the School Produce or Prevent Delinquency?" Journal of Educational Sociology, 6:450-70, 1933.


1. Is teased
2. Can't get along
3. Accused of temper
4. Often tardy
5. Gets angry
6. Hitchhikes
7. Nose trains
8. Cuts school
9. Accused of lying
10. Lies
11. Is picked on
12. Likes younger children
13. Children beat him
14. Fights
15. Hates school
16. Hates play with girls
17. Hates play with boys
18. Runs from home
19. Stays out all night
20. Runs from school
21. Teacher blames
22. Like to beat someone
23. Swears when mad
24. Stays after school
25. Hurt an animal
26. Hurt children
27. Friends have shack
28. Friends get into trouble
29. Friends play hookey
30. Goes with bad boys
31. Coaxed to do wrong
32. Sold papers at night
33. Gathers junk
34. Has had dates
35. Tells dirty stories
36. Takes things
37. Stole money
38. Stole from stores
39. Persists when told to stop
40. Parents told to stop
41. Mother upset by smoking
42. Mother afraid of illness
43. Gets on mother's nerves
44. Mother beats
45. Gets mad at parents
46. Mother left home
47. Bad dreams
48. Bad habit ruins health
49. Afraid of hell
50. Afraid may do bad
51. Trying to get him
52. Angry often
53. Hit teacher
54. Had spells
55. Where babies come from
56. Indiscretion with child
57. Talks dirty with girls
58. Sex experience with girl
59. Shoots craps
60. Took drugs
61. Sets fire
62. Indiscretion with boy
63. Indiscretion with man
64. Bad habit ruins mind
65. Broke into house
66. Robbed store
67. Hurt someone with gun
68. Pointed gun at someone
69. Robbed person
70. Parents prefer sibs
71. Made to leave home
72. Wants to beat someone
73. Sibs pick on
74. Upset about home
75. Something can't tell
76. Many arguments
77. Sneaks from home
78. Stays out at night
79. Skips school
80. Called names
81. Talked into things
82. Breaks things
83. Gets mad
84. Teacher bawls out
85. Poor clothes
86. Pretends doesn't hear
87. Does things told not to do
88. Hurt someone when mad
89. Wants to run from school
90. Punished in school
91. Skips to go to movies
92. Wants to quit school
93. Tells untruths
94. Lies out of trouble
<table>
<thead>
<tr>
<th>Record</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.</td>
<td>Plays with older children</td>
<td>123. Parents upset by drink</td>
</tr>
<tr>
<td>96.</td>
<td>Friends quit school</td>
<td>124. Parents prevent dates</td>
</tr>
<tr>
<td>97.</td>
<td>Boy friends in court</td>
<td>125. Terrible worries</td>
</tr>
<tr>
<td>98.</td>
<td>Belonged to gang</td>
<td>126. Was double crossed</td>
</tr>
<tr>
<td>99.</td>
<td>Secret place</td>
<td>127. Someone poisoned food</td>
</tr>
<tr>
<td>100.</td>
<td>Girl friends in trouble</td>
<td>128. Made fun of</td>
</tr>
<tr>
<td>101.</td>
<td>In court</td>
<td>129. Hates girls</td>
</tr>
<tr>
<td>102.</td>
<td>In court more than once</td>
<td>130. Hates boys</td>
</tr>
<tr>
<td>103.</td>
<td>Sibs in court</td>
<td>131. All night shows</td>
</tr>
<tr>
<td>104.</td>
<td>Stole things</td>
<td>132. Swears a lot</td>
</tr>
<tr>
<td>105.</td>
<td>Stole bicycle</td>
<td>133. Wrote dirty notes</td>
</tr>
<tr>
<td>106.</td>
<td>Stole automobile</td>
<td>134. Worry about babies</td>
</tr>
<tr>
<td>107.</td>
<td>Broke into building</td>
<td>135. Indiscernion with girl</td>
</tr>
<tr>
<td>108.</td>
<td>Girl friends in court</td>
<td>136. Plays with self</td>
</tr>
<tr>
<td>109.</td>
<td>Fears bad boys</td>
<td>137. Sex experience with boy</td>
</tr>
<tr>
<td>110.</td>
<td>Fears bad men</td>
<td>138. Sex experience with girl</td>
</tr>
<tr>
<td>111.</td>
<td>Wishes was dead</td>
<td>139. Money for doing bad</td>
</tr>
<tr>
<td>112.</td>
<td>Parents get angry</td>
<td>140. Forged check</td>
</tr>
<tr>
<td>113.</td>
<td>Mother worries</td>
<td>141. Carried gun for holdup</td>
</tr>
<tr>
<td>114.</td>
<td>Father catches in wrong</td>
<td>142. Letter to scare someone</td>
</tr>
<tr>
<td>115.</td>
<td>Afraid of devil</td>
<td>143. Burned building</td>
</tr>
<tr>
<td>116.</td>
<td>Dirty talk</td>
<td>144. Can't get along with sibs</td>
</tr>
<tr>
<td>117.</td>
<td>Mother hurt by doings</td>
<td>145. Afraid of father</td>
</tr>
<tr>
<td>118.</td>
<td>Friends drink</td>
<td>146. Afraid of mother</td>
</tr>
<tr>
<td>119.</td>
<td>Got drunk</td>
<td>147. Parents beat</td>
</tr>
<tr>
<td>120.</td>
<td>People lie about</td>
<td>148. Not wanted at home</td>
</tr>
<tr>
<td>121.</td>
<td>Smokes cigarettes</td>
<td>149. Wants to leave home</td>
</tr>
<tr>
<td>122.</td>
<td>Upset when can't smoke</td>
<td>150. Wants to tell but can't</td>
</tr>
</tbody>
</table>

**Feels picked on**
1, 2, 11, 13, 51, 56, 120, 126, 128

**Anger, disobedience**
3, 5, 39, 52, 83, 86, 87

**School difficulties**
4, 15, 21, 24, 53, 84, 90, 92

**Stays away from home**
6, 7, 18, 19, 32, 33, 77, 78, 89, 131

**Truancy from school**
8, 20, 79, 91

**Lies**
9, 10, 93, 94

**Fights, aggressions**
14, 22, 23, 25, 26, 67, 68, 72, 76, 82, 83, 142

**Inadequate companions**
12, 16, 17, 27, 34, 85, 95, 96, 98, 99, 129, 130

**Delinquent companions**
28, 29, 30, 31, 51, 57, 97, 100, 108, 109, 110, 118, 119

**Stealing**
36, 37, 38, 65, 104, 105, 106, 107, 140

**Obscenity**
35, 57, 116, 132, 133

**Sex experience**
53, 58, 62, 63, 135, 136, 137, 138

**In court**
101, 102

**Robbery**
66, 69, 141

**Smokes, drinks**
59, 60, 119, 121, 122

**Sets fires**
61, 143

**Fears, worries**
47, 48, 49, 50, 54, 55, 64, 75, 111, 115, 125, 127, 134, 150

**Home unsatisfactory**
112, 113, 114, 117, 123, 124, 144, 145, 146, 147, 148, 149
**CALIFORNIA TEST OF PERSONALITY—ELEMENTARY, FORM A**

A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Louis P. Thorpe, Ernest W. Tieg, and Willis W. Clark

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>POSSIBLE SCORE</th>
<th>PUPIL'S SCORE</th>
<th>PERCENTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self Adjustment</td>
<td>72</td>
<td>12</td>
<td>10 20 30 40 50 60 70 80 90 99</td>
</tr>
<tr>
<td>A. Self-reliance</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Sense of Personal Worth</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Sense of Personal Freedom</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Feeling of Belonging</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Withdrawing Tendencies</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Nervous Symptoms</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Social Adjustment | 72 | 12 | 10 20 30 40 50 60 70 80 90 99 |
| A. Social Standards | 12 | | |
| B. Social Skills | 12 | | |
| C. Anti-social Tendencies | 12 | | |
| D. Family Relations | 12 | | |
| E. School Relations | 12 | | |
| F. Community Relations | 12 | | |

**TOTAL ADJUSTMENT** | 144 | | |

---

Copyright, 1942, by California Test Bureau
Published by California Test Bureau
5816 Hollywood Boulevard, Los Angeles 28, California
You have finished all of them. Go right on to one page another until you do about things. The answers are not right or wrong. But on the next pages are more questions.

**INSTRUCTIONS TO PUPILS**

**INTERESTS AND ACTIVITIES**

First look at each thing in this test. Make a circle around the L for each thing that you like or would very much like to do. Then make a circle around the D for things you really do.

1. L  D  Play the radio  
2. L  D  Read stories  
3. L  D  Go to movies  
4. L  D  Study reading  
5. L  D  Study arithmetic  
6. L  D  Study history  
7. L  D  Study science  
8. L  D  Study spelling  
9. L  D  Study geography  
10. L  D  Study trees  
11. L  D  Study birds  
12. L  D  Study animals  
13. L  D  Study butterflies  
14. L  D  Draw  
15. L  D  Paint  
16. L  D  Model  
17. L  D  Design  
18. L  D  Sing  
19. L  D  Play piano  
20. L  D  Make a scrapbook  
21. L  D  Keep a diary  
22. L  D  Write  
23. L  D  Speak pieces  
24. L  D  Play a harmonica  
25. L  D  Take pictures  
26. L  D  Collect stamps  
27. L  D  Collect coins  
28. L  D  Collect autographs  
29. L  D  Collect pictures  
30. L  D  Cut out pictures  
31. L  D  Practice writing  
32. L  D  Sew  
33. L  D  Knit  
34. L  D  Make boats  
35. L  D  Make airplanes  
36. L  D  Use building toys  
37. L  D  Work with tools  
38. L  D  Make a garden  
39. L  D  Play on sandpiles  
40. L  D  Play with pets  
41. L  D  Visit rivers  
42. L  D  Go fishing  
43. L  D  Climb  
44. L  D  Skate  
45. L  D  Ride a bicycle  
46. L  D  Ride a horse  
47. L  D  Play cards  
48. L  D  Play dominoes  
49. L  D  Play checkers  
50. L  D  Play chess  
51. L  D  Go to church  
52. L  D  Go to Sunday School  
53. L  D  Belong to a club  
54. L  D  Belong to YMCA or YWCA  
55. L  D  Go to parks  
56. L  D  Go to a carnival  
57. L  D  Go to a circus  
58. L  D  Sing in a chorus  
59. L  D  Sing in a glee club  
60. L  D  Belong to a gang  
61. L  D  Play ping pong  
62. L  D  Play croquet  
63. L  D  Play ball  
64. L  D  Play tennis  
65. L  D  Go hunting  
66. L  D  Go hiking with a group  
67. L  D  Play in a band  
68. L  D  Play in an orchestra  
69. L  D  Go to a church social  
70. L  D  Go to a party  
71. L  D  Go to a dance  
72. L  D  Be officer of a club  
73. L  D  Belong to Scouts  
74. L  D  Go camping
SECTION 1 A

1. Would you rather plan your own work than to have someone else plan it for you?  
   YES NO

2. Do you usually apologize when you are wrong?  
   YES NO

3. When you have some free time, do you usually ask your parents or teachers what to do?  
   YES NO

4. When someone tries to cheat you, do you usually try to stop him?  
   YES NO

5. Is it easy for you to recite or talk in class?  
   YES NO

6. Do you like to meet new people or introduce them to others?  
   YES NO

7. Do you usually go to bed on time, even when you wish to stay up?  
   YES NO

8. Is it hard to do your work when someone blames you for something?  
   YES NO

9. Do you usually eat food that is good for you, even if you do not like it?  
   YES NO

10. Do your parents or teachers usually need to tell you to do your work?  
    YES NO

11. Do you get excited when things go wrong?  
    YES NO

12. Do you usually keep at your work until it is done?  
    YES NO

Score Section 1 A: ____________________________

SECTION 1 B

13. Do your friends generally think that your ideas are good?  
    YES NO

14. Do most of your friends and classmates think you are bright?  
    YES NO

15. Are your friends and classmates usually interested in the things you do?  
    YES NO

16. Do you wish that your father (or mother) had a better job?  
    YES NO

17. Do your classmates seem to think that you are not a good friend?  
    YES NO

18. Do your friends and classmates often want to help you?  
    YES NO

19. Are you sometimes cheated when you trade things?  
    YES NO

20. Do your classmates and friends usually feel that they know more than you do?  
    YES NO

21. Do your folks seem to think that you are doing well?  
    YES NO

22. Can you do most of the things you try?  
    YES NO

23. Do people often think that you cannot do things very well?  
    YES NO

24. Do people often do nice things for you?  
    YES NO

Score Section 1 B: ____________________________
| Section 2 C |
|-----------------|-----------------|
| 97. Do people often ask you to do such hard or foolish things that you won’t do them? | YES | NO |
| 98. Are the tests at school often so hard or unfair that it is all right to cheat? | YES | NO |
| 99. Do you often make friends or classmates do things they don’t want to? | YES | NO |
| 100. Are things sometimes so bad at school that you stay away? | YES | NO |
| 101. Do people often act so badly that you have to be mean or nasty to them? | YES | NO |
| 102. Do you often have to make a "fuss" or "act up" to get your rights? | YES | NO |
| 103. Is anyone at school so mean that you tear, or cut, or break things? | YES | NO |
| 104. Is it hard to make people remember how well you can do things? | YES | NO |
| 105. Is someone at home so mean that you often have to quarrel? | YES | NO |
| 106. Do you sometimes need something so badly that it is all right to take it? | YES | NO |
| 107. Do classmates often quarrel with you? | YES | NO |
| 108. Do you like to scare or push smaller boys and girls? | YES | NO |

| Section 2 D |
|-----------------|-----------------|
| 109. Do you have a hard time because it seems that your folks hardly ever have enough money? | YES | NO |
| 110. Do your folks seem to think that you are just as good as they are? | YES | NO |
| 111. Are you unhappy because your folks do not care about the things you like? | YES | NO |
| 112. When your folks make you mind are they usually nice to you about it? | YES | NO |
| 113. Do your folks often claim that you are not as nice to them as you should be? | YES | NO |
| 114. Do you like both of your parents about the same? | YES | NO |
| 115. Does someone at home pick on you much of the time? | YES | NO |
| 116. Does it seem to you that your folks at home often treat you mean? | YES | NO |
| 117. Do you try to keep boys and girls away from your home because it isn’t as nice as theirs? | YES | NO |
| 118. Do you sometimes feel like running away from home? | YES | NO |
| 119. Do you feel that no one at home loves you? | YES | NO |
| 120. Have you often felt that your folks thought you would not amount to anything? | YES | NO |
SECTION 2 E

121. Do you think that the boys and girls like you as well as they should? YES NO

122. Do you think that the children would be happier if the teacher were not so strict? YES NO

123. Is it fun to do nice things for some of the other boys and girls? YES NO

124. Is school work so hard that you are afraid you will fail? YES NO

125. Do many of the children get along with the teacher much better than you do? YES NO

126. Does it seem to you that some of the teachers have it in for pupils? YES NO

127. Do your schoolmates seem to think that you are nice to them? YES NO

128. Would you like to stay home from school a lot if it were right to do so? YES NO

129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO

130. Do your classmates choose you as often as they should when they play games? YES NO

131. Do many of the other boys or girls claim that they play games fairer than you do? YES NO

132. Do the boys and girls usually treat you nice at school? YES NO

SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO

134. Do you sometimes do things to make the place in which you live look nicer? YES NO

135. Do you think there are too few interesting places near your home? YES NO

136. Do you ever help clean up things near your home? YES NO

137. Do you take good care of your own pets or help with other people's pets? YES NO

138. Do you sometimes help other people? YES NO

139. Do you try to get your friends to obey the laws? YES NO

140. Do you help children keep away from places where they might get sick? YES NO

141. Do you usually try to be nice to people who are not the same color or race as you are? YES NO

142. Is it right to do what you please if the police are not around? YES NO

143. Does it make you glad to see the people around your house get along fine? YES NO

144. Do you dislike many of the people who live near your home? YES NO

Score Section 2 E

Score Section 2 F
ATTITUDE AND BEHAVIOR SCALE

(Experimental Edition)

William C. Kvaraceus
Boston University

NAME ___________________________ BOY ___________________ AGE __________ YRS.

Last First GIRL ________________

SCHOOL __________________________ GRADE ____________ MA _______

IQ ______

GROUP __________________________ DATE ____________ TEST ______

DIRECTIONS

This is a questionnaire to discover how you feel about certain things. This is not a test. There are no right and wrong answers. Read each question and the four answers that follow it. Select the answer that best describes how you really feel about the question. Do not skip any questions. Answer every question as you come to it. Be sure to select the answer that best describes how you feel or what you think about the question. Remember there is no right or wrong answer. Be sure to choose the answer that best tells how you feel about the question.

Here is a sample question to show you how you are to mark the answers.

1. The color I like best is

   A. red    B. pink    C. blue    D. purple  1. ( )

   In the parenthesis, at the right side of the page, write the letter A, B, C, or D which tells which color you like best. Be sure to write only the letter in the parenthesis.

   Mark all questions in the same way. Be sure to answer each question as you come to it. You will be given enough time to answer all questions. Turn the page and begin.
1. The drink I like best is
   A. soda pop  B. milk  C. water  D. coffee

2. Of the following subjects, which do you like to study best?
   A. English  C. Art or Drawing
   B. Science  D. Manual Training or Home Economics

3. Those who get the best jobs are usually the ones
   A. who know the right person  C. who are the luckiest
   B. who are the best trained  D. who work the hardest

4. Going to high school
   A. is a waste of time
   B. is all right for some people but not for me
   C. is all right if you can take the course you want
   D. is necessary for success

5. If I were called a dirty name, I would
   A. fight the person
   B. tell him where to get off
   C. say and do nothing
   D. laugh it off

6. I like best to watch
   A. baseball games
   B. prize fights
   C. horse races
   D. basketball games

7. When you do your school work
   A. you always get your reward
   B. you sometimes get your reward
   C. you seldom get your reward
   D. you never get your just reward

8. Parents usually understand their children
   A. very well  B. quite well  C. not very well  D. not at all

9. If you want to be popular you have to do what the crowd does
   A. all the time
   B. most of the time
   C. some of the time
   D. seldom or never

10. I believe that failure is usually due to
    A. bad habits
    B. bad companions
    C. lack of ability
    D. lack of hard work

11. The pupils who have the best attendance records are almost always
    A. honor students
    B. good students
    C. poor students
    D. sissies

12. During the summer I would like best to stay
    A. around the house
    B. at a summer camp away from home
    C. at a YMCA (YWCA) day camp
    D. at the playground near home

13. I would never like to be a
    A. teacher
    B. minister
    C. doctor
    D. crooner

14. You have lots more fun if you live in a family with
    A. no brothers or sisters
    B. only one brother or sister
    C. two brothers or sisters
    D. more than four brothers or sisters
15. Most boys stay in school because
A. the law makes them
B. they have to learn to make a living
C. they want to go to college
D. they like school

16. Most teachers are
A. very fair
B. fair most of the time
C. seldom fair
D. never fair

17. Smoking is a habit that hurts you
A. not at all
B. a little
C. more than a little
D. a great deal

18. The secret of success is
A. just luck
B. hard work
C. ability
D. money

19. I would like most to be a famous
A. movie actor/actress
B. athlete
C. scientist
D. writer

20. Most people who get in trouble do not think that
A. they will be caught
B. they will be punished
C. they are really doing wrong
D. they are hurting others

21. I like best to drink
A. ginger ale
B. coke
C. root beer
D. milk shake

22. If I am asked to do something which I think is not reasonable, I will
A. just refuse to do it
B. argue first and then do just enough to get by
C. do what I'm told and then argue later
D. do what I'm told and say nothing

23. The work that you get in school is usually
A. very hard
B. hard
C. pretty easy
D. very easy

24. You have the most fun when you play
A. in your own house
B. in your own yard
C. on your street
D. on the playground near your house

25. Being successful usually means
A. having a big fortune
B. having many friends
C. having your name in the paper
D. having the respect of many people

26. The best teachers are the ones who are
A. very easy
B. easy
C. hard
D. very hard

27. Most policemen try to
A. help you
B. scare you
C. boss you
D. get something on you

28. I would like to attend the movies
A. once a week
B. twice a week
C. three or four times a week
D. every day

29. It is true that cheating in school is usually done by
A. only a few bad pupils
B. some of the pupils
C. most of the pupils
D. all the pupils

30. You usually have the best time when you do things
A. all by yourself
B. with one friend
C. with two or three friends
D. with a big gang

31. In school I have found that the teachers know what they are talking about
A. always
B. most of the time
C. some of the time
D. seldom or never
32. I have found that older people understand younger people
   A. very well    B. rather well    C. a little    D. not at all

33. Of the following subjects, which do you dislike the most?
   A. history or social studies    C. English
   B. mathematics                  D. shop classes

34. A boy or girl should be allowed to be his own boss when he is
   A. 14 years old    C. 18 years old
   B. 16 years old    D. 21 years old

35. People who live in fine houses usually are
   A. the best people in town
   B. smarter and more educated than most people
   C. just lucky
   D. crooked in business

36. In my family I would like to be
   A. the oldest one    C. the only child
   B. the youngest one   D. one of a large family

37. In school the good marks are usually given to those
   A. who do the best work
   B. who work the hardest
   C. who only make believe they are working
   D. who are teachers' pets

38. When I leave school or graduate, I shall
   A. take any job that comes along
   B. find a good job
   C. take it easy for a while
   D. go to another school or college

39. Happiness is impossible without
   A. love    B. friends    C. a home    D. money

40. Whenever I get into serious trouble, other people are to blame
   A. always
   B. almost always
   C. sometimes
   D. seldom or never

41. The color I like best is
   A. red    B. black    C. yellow    D. blue

42. For the most serious trouble I have ever been in
   A. others were to blame more than I was
   B. others were as much to blame as I was
   C. I was partly to blame
   D. I was wholly to blame

43. I would like to stay in bed late in the morning
   A. every day    B. Saturdays and Sundays    C. Sundays    D. never

44. The sport I like best is
   A. fishing or hunting    C. football or baseball
   B. over-night hiking    D. wrestling

45. The vegetable I like best is
   A. squash    B. potato    C. spinach    D. carrot

46. In the schools teachers can usually be depended upon to do
   A. nothing to help me
   B. a little to help me
   C. much to help me
   D. all they can to help me
47. In school my friends
   A. always get me in trouble
   B. almost always get me in trouble
   C. sometimes get me in trouble
   D. never get me in trouble

48. Of the teachers I know, I like to study with
   A. all of them
   B. most of them
   C. some of them
   D. one of them

49. During the past month I have worried about my family
   A. all the time
   B. most of the time
   C. some of the time
   D. not at all

50. I think about what I'll do when I get out of school
   A. all the time
   B. most of the time
   C. some of the time
   D. not at all

51. Going to school causes one to be worried and upset
   A. all the time
   B. most of the time
   C. some of the time
   D. never

52. I have usually been
   A. very lucky
   B. lucky most of the time
   C. unlucky most of the time
   D. unlucky all the time

53. Taking part in school clubs is
   A. very important
   B. quite important
   C. not very important
   D. very unimportant

54. The most popular boys are the ones
   A. who almost always get into mischief
   B. who sometimes get into mischief
   C. who seldom get into mischief
   D. who almost never get into mischief

55. When not in school, you can have the most fun
   A. in the mornings
   B. in the afternoons
   C. in the evenings
   D. late at night

56. The pupils who skip school are usually the ones
   A. who get the best marks
   B. who get good marks
   C. who get fair marks
   D. who get the poorest marks

57. Going to college is
   A. necessary for success
   B. all right if you can afford it
   C. all right if you have the ability
   D. just a waste of time and money

58. Most teachers act like other human beings
   A. always
   B. most of the time
   C. some of the time
   D. seldom or never

59. I look forward to the time when I shall leave home
   A. not at all
   B. some time
   C. often
   D. very often

60. Going to school right now is doing me
   A. a great deal of good
   B. some good
   C. doing me more harm than good
   D. doing me a great deal of harm
61. During the past month I have been worrying about my health
   A. all the time       C. some of the time
   B. most of the time   D. none of the time

62. Teachers and principals usually treat pupils
   A. like slaves of work animals  C. like little children
   B. like someone beneath them   D. like their equals

63. It is usually true that the police
   A. are very fair         C. play favorite to the rich
   B. make some mistakes    D. are unfair

64. Failing marks on your report card usually mean
   A. you didn't do your work   C. your teacher doesn't like you
   B. you are dumb              D. you have been absent a lot

65. The best season of the year is
   A. Christmas time          C. summer time
   B. Easter time             D. Thanksgiving time

66. The dessert I like best is
   A. jello  B. bread pudding  C. custard  D. pie

67. On my report card I usually get
   A. all honor marks         C. fair marks
   B. mostly good marks       D. some failure marks

68. The game I like best is
   A. checkers  B. bingo  C. marbles  D. authors

69. School rules and regulations have good reasons behind them
   A. always          C. some of the time
   B. almost always   D. seldom or never

70. When I am with someone else and we want something to drink, I
    like to
   A. buy my own drink
   B. match to see who will pay
   C. fix it so the other person usually pays
   D. pay for all the drinks

71. People who wear fine clothes usually are
   A. just lucky          C. better educated than others
   B. smarter than other people  D. the best people in town

72. If I had the money I would like best to go to a
   A. dance  B. movie  C. concert  D. bowling alley

73. It is the most fun to have
   A. one girl (boy) friend
   B. a few girl (boy) friends
   C. lots of girl (boy) friends
   D. no girl (boy) friends

74. I have learned that
   A. most people can be trusted
   B. some people can be trusted
   C. a few people can be trusted
   D. no one can be trusted