BINET-KAHATH TEST FOR GENERAL MENTAL ABILITY

M FOR YEAR III:

1. (1) POINTING TO PARTS OF THE BODY: (3 out of 4):
   "Show me your nose"; "hit your finger on your nose"
   Same with eyes, mouth and hair.

   If two or three repetitions fail to bring a response, overcome
  idity by pointing to chin or ear and questioning:
   "Is this your nose?"; "No? Then where is your nose?"

   Answering by winking, opening the mouth, etc., should be
   uated as satisfactory.

I. (2) NAMING FAMILIAR OBJECTS: (3 out of 5):

   Use (1) a key; (2) a piece, (3) a closed pen knife;
   (4) a watch; and (5) an ordinary lead pencil (taking care
   uing things in common use).

   "What is this?" or "Tell me what this is".

I. (3) REPEATING TWO DIGITS (1 out of 3. Order correct.
   Read 1 every half second).

   "Listen: say 4-2" (Practice series)
   "Now say: 3-7, 6-4; 7-2"

I. (4) ENUMERATION OF OBJECTS IN A PICTURE (AT LEAST TWO OBJECTS
   IN ANY ONE PICTURE ARE SATISFACTORY FOR THIS TEST).

   a) Railway station; (b) Reception; (c) Motor accident

   "Now I am going to show you a pretty picture. Tell me what
   ou see in this picture".

   "Look at the picture and tell me everything you can see in it"
   "Show me the -----" (Only one such question is permissible).
   "That is fine, now tell me everything that you see in the
   picture"
   "And what else"

II. (5) REPEATING SIX TO SEVEN SYLLABLES (1 out of 3):

   "Can you say, "Mamma"?", "Now say, "nice kitty"
   o much is for practice or to overcome shyness. Then continue
   sking the child to say,

   (a) "I have a little dog"; (b) "The dog runs after the cat";
   (c) "In summer the sun is hot".

III. (6) COMPARISON OF LINES: (3 out of 3 or 5 out of 6):

   Put the card before the child with the lines in a horizontal
   position. Say,
"Here are two lines. This is one and this is another. Look closely and tell me which one is longer. Put your finger on the longest one."

Reverse the position of lines and say,
"Now show me the longest."

Turn the card, make a third presentation and repeat the same formula.

I. ALTERNATIVE 1: GIVING SIX:
"To a boy: "Are you a boy or a girl?"
"To a girl: "Are you a girl or a boy?"
If there be no answer say,
"Are you a girl?" (If a boy). "Are you a boy?" (If a girl).
"Well what are you? Are you a boy or a girl? (or vice versa.)"

I. "What is your name?"
"How do people call you?"

TESTS FOR YER IV

(1) REPEATING THREE DIGITS (1 out of 3 Order correct, Read 1 every half second):
"Listen. Say 7-3" (Practice series)
"Now, say: 6-4-1; 3-5-2; 6-3-7."

(2) DISCRIMINATION OF FORMS (Kuhlman, 7 out of 10):
Use the double set of geometrical figures supplied in the packet test material. One of these should be cut out so that the several geometrical figures are separated.

Place the uncut card before the child, put the cut out figure a circle in the position marked with a on the uncut card and say, "show me one like this", At the same time pass the finger round the circumference of the cut out circle.

"Do you see all these things?" (simultaneously run the finger for the various forms on the uncut card).

"And do you see this one?"
Now, find me another one just like this" Take the square next, then the triangle, and then the others any order.
Correct first error, saying, "No, find one just like this."

(3) COMPREHENSION, FIRST DEGREES (2 out of 3):
a) "What must you do when you are sleepy?"
b) "What ought you to do when you are cold?"
c) "What ought you to do when you are hungry?"

After waiting about 20 seconds for an answer the question may be repeated more than once. It is most important at this age to secure attention and for this purpose it is frequently necessary at the questions should be repeated more than once.
(4) REPEATING TWELVE TO THIRTEEN SYLLABLES: (1 out of 3 absolutely correct: or 2 with 1 error each):

"Listen, say this: "Where is Kitty?" (For practice only)

I say this:

a) "The boy's name is John. He is very good boy"
b) "When the train comes you will hear the whistle blow"
c) "We are going to have a good time in the country".

(5) COUNTING FOUR PICES:

Place the piece on the table before the child in a horizontal

"See these pieces. Count them and tell me how many they are.

Count them with your fingers this way"

"One—" "Now go ahead"

"Now count them with your fingers, this way"

Test is passed only if the counting tallies with the pointing.

Lastly ask, "How many?"

(6) COPYING A SQUARE (1 out of 3 Pencil):

Put the printed model of a square before the child and say;

"See that" (Point to the square). "I want you to make one just like it. Make it right here."

"I know you can do it nicely."

Don't run the finger around the four sides. Give three trials, using each time, "Make it exactly like this."

After the child has drawn all three, ask:

"Which one do you like best?"

ALTERNATIVE. COMPARISON OF THE SQUARS (3 out of 3; or 4 out of 3)

Use the two boxes of 3 grammes and 15 grammes in weight and present them during the trials in the following order, 3-15, 15-3; 3-15, 15-3;

"You see these blocks. They look just alike but one of them is heavy and one is light. Try them and tell me which one is for"

"Tell me which one is the heaviest"

If the child does not know how to proceed and simply lifts one, blindly and hands it over say,

"No, that is not the way. You must take the boxes in your hands and try them, like this".

Show the child the proper method of weighing the boxes in hands by taking the boxes in your own hands one after the other.

In the second trial, the weights are shuffled and their positions reversed.
ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಸ್ವಪನ್ನಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ. ಅನುಕ್ರಮದಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸ್ವಲ್ಪ ಹೆಸರುಗಳಿಂದ ಪ್ರತಿ ವಿಷಯವನ್ನು ಸೇವಾಗೊಳ್ಳುತ್ತಾರೆ.