

HUMOR



NEW [Is this man crazy?](#) Can you help us interpret this Cliff's Bender?

NEW [WISC IV MAZES:](#) When the new WISC-IV is released will it include this new, updated Maze?

[NEW HAMPSHIRE SPECIAL EDUCATION DICTIONARY](#)

[HOUSE TREE PERSON Projective Drawings](#) A series of often disturbing drawings showing the projective usefulness of this drawing technique.

[Spanking debate?](#) A series of back and forth correspondence debating the usefulness of "a severe whipping."

[New Processing Speed Test of the WJ III](#) Given how well the WJ III measures the abilities of folks, and given that we are "Test-maker Wannabees", John and I have created a processing speed test that we hope Dr. Woodcock will include in his next test.

[Florida Version of the WJ III](#) Absolutely more proof that John has too much time on his hands. The new, Butterfly Ballot Test of Cognitive Abilities.

[Interpreting Research Results](#) Whenever a researcher publishes data and results, one needs to understand what they are really saying. Take a look at this annotated abstract.

[New Classification System](#) When John and I re-standardize our [DWEEEB](#) IQ test, we plan to include this new classification system.

Interesting thoughts Just some random thoughts to addle your brain a bit.

Consent Form A fictitious consent form for a special education evaluation.

Grades A letter from a student to her parents that highlights the relevance (or lack of relevance) of grades.

NONSENSE A semi-humorous approach to testing often seen in "real life"

Sexist Story Memory An alternative sexist story to replace the one on the WRAML

A Manuscript Review A humorous give and take between Cisco and Eggbert and a Journal Editor

Dumont Willis Extra Easy Evaluation Battery (DWEEEB) A new and easy IQ test rivaled only by the Wrigley IQ test
[Chew gum and walk]

Testing the Dead: The Story of Sam McGee What would happen if you tested someone and they all zero raw scores? "There are strange things done in the midnight sun, by the men who moil for gold..." Thanks to John O. Willis with apologies to Robert Service.

Classification Terms These terms were found on the Web. They are DEFINITELY not to be used in a real report.

Mortimer Snerd Was Mortimer Snerd a child with a language disorder?? You decide.

K-TEA News Release More proof that John has just a wee bit too much time on his hands. Actually not a bad idea at all...if only AGS would follow through.

Crazy John It is incredible what flows through John's mind. Take a look at his ideal report writer. Will Bill Gates take note??

Bathroom problems So how should schools handle behavior problems? Here is one creative solution.

RIP Another creative solution to the behavior problems in schools.

WISC-III from Hades Examples of actual WISC-III answers that are at times funny, but always difficult to score. Why don't any of the kids we test ever answer with answers that the manual gives??

Male Answer Syndrome A newly discovered problem that may effect a vast majority of the male population. Makes one wonder if "adult male" isn't an oxymoron.

Why Joanie Can't Read Given the problems with the English language, is it any wonder that anyone ever learns to read and write?

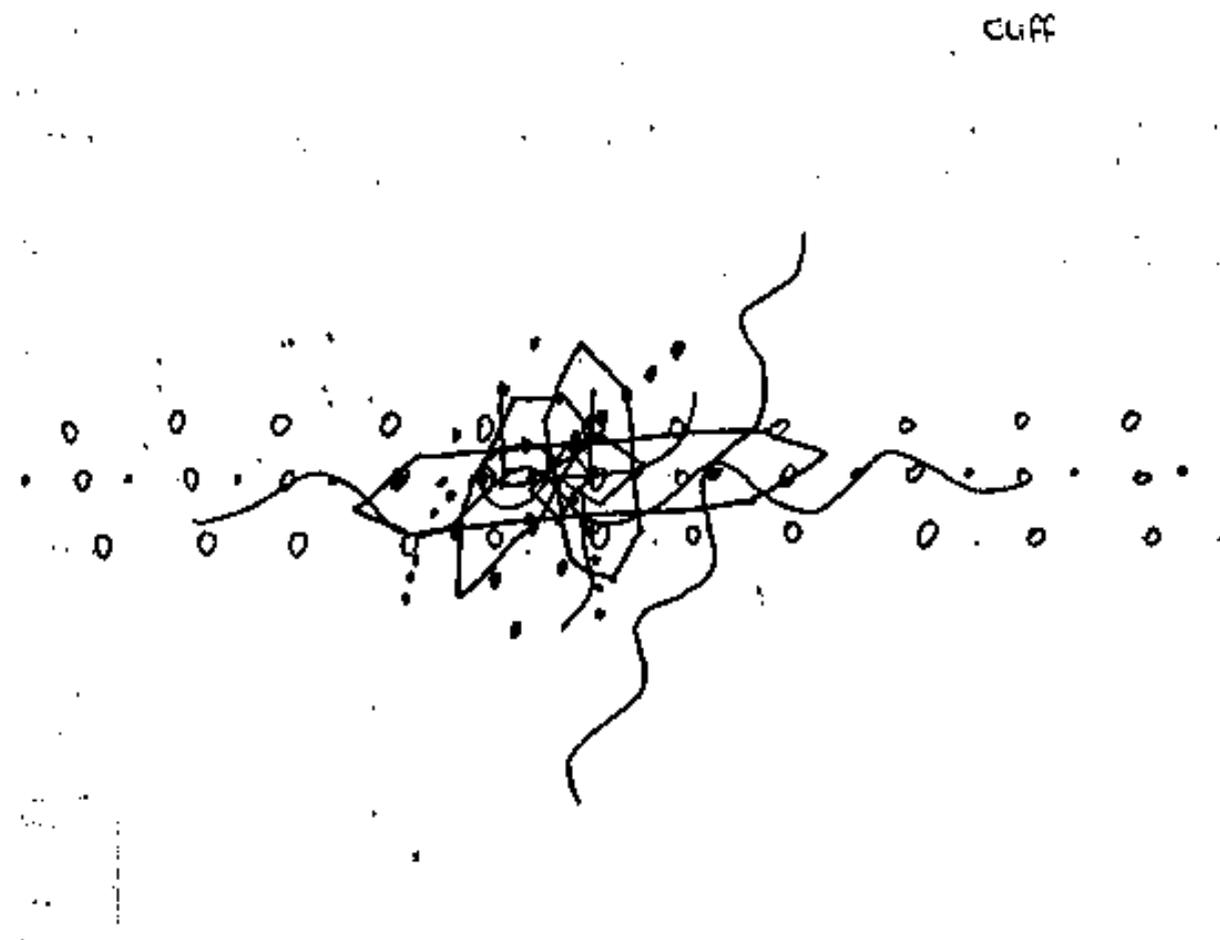
When Hell Freezes Over A clear explanation about this phenomenon

Letter to a parent What would happen if a teacher with ADHD asked for accommodations for the disorder?

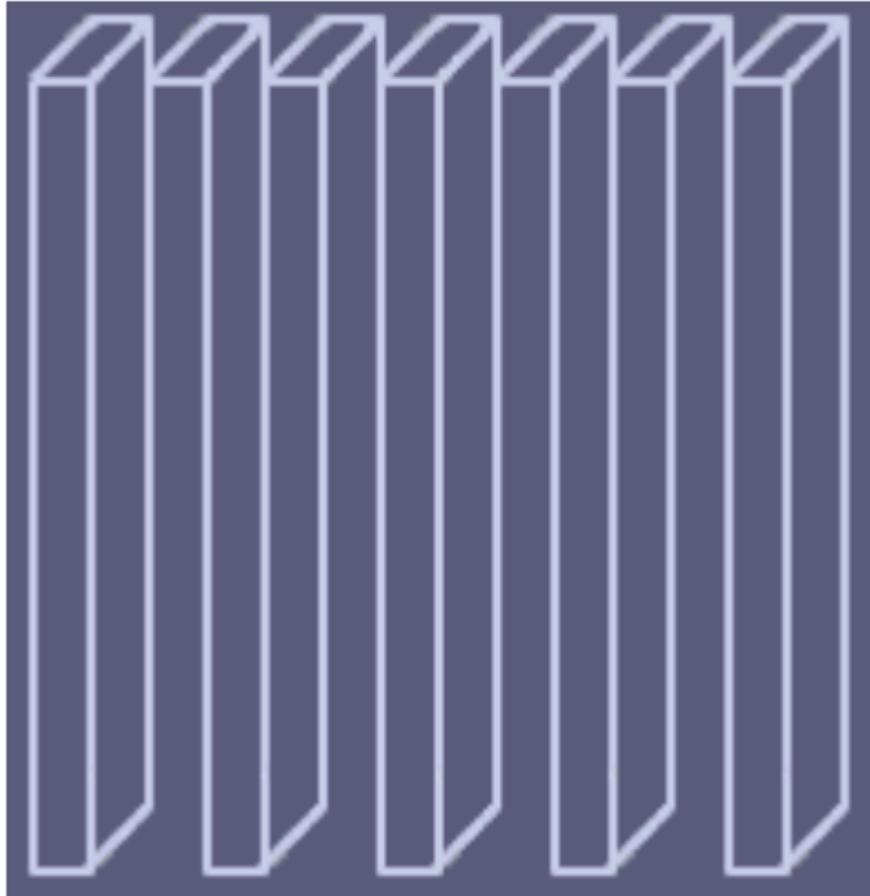
[Click Here!](#)

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Cliff's Bender



WISC-IV MAZES



NEW HAMPSHIRE SPECIAL EDUCATION DICTIONARY

[Apologies to Ambrose Bierce and Samuel Johnson.]

Annual Statement of Placement (ASP) The form that shows student 312576 from 357 was given an 01, 02, 03, 06, and 08 by an 04, 14, 16, and a 20 and was therefore identified as 09 and 04 and placed in an M01 in 3578997 with 2 units of 18. The parent signs the **ASP** to indicate informed consent.

Calendar Day The legal unit of measurement for all special education deadlines and time limits, without exception, especially during holidays, vacations, and school closings for blizzards, tornadoes, and backed-up septic systems. This information is available from Congress and the Department of Education, but don't try to get copies of the laws and regulations during holidays and vacations.

Inclusion The complicated, difficult, challenging, and expensive effort to provide, for a student with educational disabilities, a program of intensive, individualized special education services entirely within the confines of regular classrooms. The complicated, difficult, challenging, and expensive undertaking simultaneously to pursue remedial special education instruction and the mainstream curriculum. The popularity of inclusion stems in part from the conviction that it is cheaper than regular special education services.

Individualized Education Program (IEP) A mass-produced, computer-generated document describing in considerable detail the pre-existing program into which the student will be placed. The individualization occurs when the student's name, age, grade, and birth date are entered in the appropriate computer program fields.

Language-Based Program An educational program in which teachers strive to impart oral and written language skills and rely, for the most part, on language to communicate with their students. Reportedly, such programs are very rare.

Least Restrictive Alternative 1. Wherever the attorney's client currently wishes the child to attend school.
2. Whatever the school has available.

Master Contract A document guaranteeing that teachers do not have to attend meetings more than 30 minutes after the end of the last class period. This contract is signed by the same superintendent and school board chairperson who sign federal assurances that all special education meetings will be held at the reasonable convenience of parents.

Mental Ages/Grade Equivalents The worst possible test-score statistics; the statistics most commonly demanded by readers of test reports.

Multi-Disciplinary Evaluation Several relative strangers reading aloud, but not listening to others reading, reports of their various interactions with a student. The independent and possibly contradictory assessments are then "integrated" with a staple as the group disbands. This is a team in the sense that a pole vaulter, a hurdler, a shot putter, and a runner constitute a track team.

%ile The favorite abbreviation for "percentile rank," employed to guarantee the already probable confusion between "percentile rank" and "percent correct."

Phonetically Based Reading Instruction The attempt to persuade a student with auditory perception difficulties, a history of otitis media, and a severe sequential processing disorder that *kuh - ah - tuh* spells "cat."

Prenatal Ultrasound The ultimate in early identification. Womb with a view.

School District Meeting An annual exercise in participatory democracy during which special educators are lambasted for spending 13% of the school budget to educate the 11% of the school population that needs the most intensive, specialized, and individualized education. In any other forum, that feat would be considered a miracle.

Severe Discrepancy One of the regulatory requirements for identification of a specific learning disability: "a severe discrepancy between [academic] achievement and intellectual ability." Frequently misinterpreted as a severe discrepancy between other pairs of variables never contemplated in the regulations, such as Verbal IQ

and Performance IQ, height and weight, or hope and experience. Despite Congress's wise and explicit rejection of proposed mathematical formulae to quantify the severe discrepancy, some school districts impose various and wondrous arithmetic criteria that blindly identify students with no particular learning problem and deny services to students with severe learning disabilities. These school districts tend over time to come to mistake their policies for state law.

Speech/Language Disability Any disability -- particularly a very severe one involving everything except speech and language -- in a preschool child.

State Aid to Education

Substantially Separate, Self-Contained, Language Learning Disabilities Program Any private school.

Ten-Day Waiver A document reluctantly signed by a parent, grudgingly permitting the Team not to wait ten days to hold the meeting that the parent demanded be held immediately.

Triennial Re-evaluation Retesting every three years to see if the student with deafness, blindness, or cerebral palsy still has a disability. A special case exists for specific learning disabilities. If, as a result of three years of special education, the student's achievement remains low, and the student's IQ score drops, there is no longer a severe discrepancy between levels of achievement and intellectual ability, so the student no longer has a learning disability and is no longer entitled to special services.

Whole Language A triumph of hope over experience in which young children are expected to learn to read and spell – without instruction – through exposure to good literature and by practice in pretending to write with “invented spelling.” To date, this approach has not been attempted for teaching trigonometry.

Written Prior Notice An oxymoronic document written in the future pluperfect subjunctive in which the Team informs the parent of what the Team is going to be about to have already done, much as a nimble-fingered nurse with a hypodermic says, “This won't hurt, did it?”

Burl Pickering 5/20/97

HOUSE-TREE-PERSON

Click on the small picture below to see a larger version

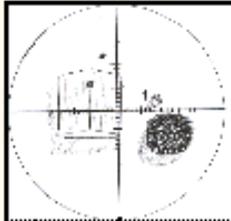
HTP1



HTP5



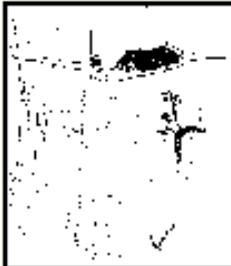
HTP2



HTP6



HTP3



HTP7



HTP4



HTP8



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Spanking Correspondence

Ø To: dumont@fdu.edu
Subject: Get off it!!!

Would you people please stop telling the American people how to raise our children!! We are tired of being told the same old lies. The fact is that corporal punishment is a necessity in our children's lives--especially today. Are you blind? Can't you see the ventful rage and anger our children are displaying daily? Something has gone terribly wrong over the past thirty years. And it's thanks to people like you and the infamous Dr. Spock. Just get off our backs. We know how to raise children. Corporal punishment brings positive effects, because it shows children that there is such a thing as pain. And we ask why our children have no conscience? Corporal punishment is being recognized again, because people are tired of nothing going right. People are tired of turning on the news to hear about school shootings, and bomb threats galore. Brace yourself. What works and what should not have been taken away in the first place is coming back, and we will be a better people for it.

Chris
Kentucky

Dear Chris

Thank you for your comments.

A couple of points:

I am not blind, although a bit myopic. Maybe that is why I do not see the "ventful rage and anger" our children display. Actually, I work with quite a few young people and have totally missed this in them. Must

be the water?

Thank you so much for placing me in the same category as Dr. Spock. Much better pairing than some I have been coupled with before.

I think I would agree that corporal punishment shows that there is such a thing as pain, but I am a bit in the dark - that myopia gain? - as to how that translates into "positive effects" and just what these positive effects are?

Your suggestion that I "get off" your and others backs is a good one. I must admit I didn't know I was on them. I am light, but I can see that if I were on your back it might cause some pain - but according to you that would result in a positive effect.

Could you tell me how I got on your back. I don't think I know you, and I think that if we had met I would remember.

Have a nice day.

Ø Subject: Smart remarks

You really proved yourself to be a professional doctor, my friend. You are on our backs by constantly charging the people of America with abuse when they are simply trying to raise their children in a way that they were raised and their parents were raised, and people for thousands of years were raised--by spanking. It seems to me that you gave no real reason for being anti-corporal punishment. You just danced around the issue with your jokes. And if you were literally "on my back," and did cause me pain, it would not bring positive effects. I'm not saying pain for no reason causes positive effects. I am simply saying that when a child does something wrong, a good old fashioned whipping is the answer. As for your comment about missing the rage in our youth, have you ever heard of Columbine, Santee, Jonesboro, Paducah, drug abuse, gangs, and premarital sex? Or have you missed all that too? Corporal punishment is a good thing. So, Get Off It!
Have a nice day:)

Chris

Again I would ask "How am I on your back?" The idea that a child just needs a "good old fashion whipping" strikes me as a bit strong. Could you show me some convincing research that will help me become more informed. I would love to see the work that says a "good whipping" has positive, long lasting, effects.

I have "real reason" to be anti-corporal punishment. Mainly it is my readings of both sides of the issue and my strong bias toward reality. Please, Chris, show me the money. Provide me with empirical evidence that a good whipping works.

You mention that I am "constantly charging the people of America with abuse when they are simply trying to raise their children in a way that they were raised and their parents were raised, and people for thousands of years were raised--by spanking." I have one page on my web site devoted to this aspect and am pleased to see that it must be having some effect.

I take it you were spanked as a child. I am sorry. There are better ways to teach discipline.

I look forward to your sharing with me the evidence. I, like Dr. Spock, have the ability to change. As you are probably aware, Dr. Spock originally advocated spanking but changed his mind in the '80s. I always like to keep an open mind - but not so much so that my brain falls out.

I look forward to hearing the evidence.

Ron

Walter Williams, an economics professor, gives strong arguments for corporal punishment. He asks if we have the guts and willpower to control our youngsters. Or, are we going to play costly games, such as having metal detectors at our school entrances, teacher panic alarms, and hallway guards, and accept a jail-like atmosphere in our schools? Is that what you want to see happen? Because it is already beginning.

Until we bring back corporal punishment it will only get worse. Mr. Williams also points out that as a child, when he was told to do something, he replied with "Yes sir, or ma'am." Now, he says, an adult who tells a child to do something risks being cursed or assaulted. An internet survey at the "Mr. Poll" web site shows that a great majority of those surveyed who were spanked do not consider themselves to be violent people, and approved of their parents disciplining them in this manner. It also shows that a great majority of people did not think it was okay to hit others just because they were spanked. And yes, I was spanked, and am not ashamed to admit it. So please don't say, "sorry." I am a better person for it. Spanking is the only true effective discipline tool. If you want evidence, go out and find people who were spanked, and ask them if they believe they turned out a better person for it. The people that should be ashamed are those who send their kids to "time-out," or try to get in touch with their "feelings." Give me a break. It is time to stop babying our children. Spare the rod, spoil the child, sir. Best phrase in history. It's also a shame that Dr. Spock's turn-around wasn't as widely-publicized as his mistake.

Chris in K

Chris

Thanks again for the comments.

You are making a good and strong argument for "a good old fashion whipping." With schools in such turmoil, it may just be that corporal punishment would be better than the metal detectors, teacher panic buttons, and all the other things we are doing. Of course, if a good old fashion whipping is a good thing, I say "Give it to them all." Don't hold back.

If the effect of corporal punishment is ennobling; if it tends to make children more disciplined and more respectful, then a good old fashion whipping develops character, self-reliance, courage, and contempt of pain.

I assume you will agree with me and advocate the whipping of children who obey their parents, or of pupils who violate no rule. It follows that such children are in great danger of growing up as less disciplined, and less respectful than those for whom we have given the lash. If whipping is really a blessing it should not be withheld from the good and lavished only on the unworthy. We should all take great comfort in knowing that whippings are helpful and we should no longer be guilty of calling a benefit a punishment. What is to become of the boys and girls who "behave themselves," who attend to their studies, and comply with the rules? They lose the benefits conferred on those who defy their parents and teachers, they reach maturity without character, and so remain withered and worthless.

You were spanked and you are "not ashamed to admit it.... I am a better person for it." That's my point. Let's not withhold from anyone the chance for a good whipping. They will be a better person for it. This also is making me really wonder. When the children are young and weak, the parents and teachers who are strong whip the children in order that they may be respectful and disciplined - better people. Now, when the children grow up and get strong and the parents are old and weak, shouldn't the children beat them, so that they too may continue to be respectful and disciplined?

"Spare the rod, spoil the child, sir. Best phrase in history." Yes, Samuel Bulter was a good poet.

Love is a boy by poets styl¹d;
Then spare the rod and spoil the child.
Hudibras. Part ii. Canto i. Line 843.

That was who you were quoting, I assume. Some often think that the phrase came from the bible, but not so. Butler had a quote for those who might use biblical verse to support certain ideas. It was right up the alley of this discussion:

And prove their doctrine orthodox,
By apostolic blows and knocks.
Hudibras. Part ii. Canto i. Line 199.

But perhaps it was the biblical verse from the book of Proverbs in the King James Version of the Bible. They were written by King Solomon, and presumably reflect his parenting beliefs with respect to his son Rehoboam:

Prov 13:24: *"He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes (diligently)."*

The problem with this is that Rehoboam, the one for whom the rod was not spared, became a tyrant and had to escape his kingdom before being assassinated. He had been asked to help his people by becoming kinder, unlike his father, and his older counsel had advised just such a plan. However, Rehoboam "forsook the counsel which the old men gave him, and took counsel with the young men that were brought up with him, that stood before him." So, presumably, all the young counsel, raised by loving parents who gave out a couple of "good old fashion whippings", appear to have become just what you, I assume, would not want them to become - mean, vindictive people.

Mr. Williams is a very bright and interesting man. His solution to the problem of children bringing guns to school is easy:

"Youngsters could be stopped very easily from bringing weapons to school.

You say: "How, Williams? What makes you smarter than the experts who haven't figured it out?" Here's my prediction: If the punishment for the first offense of bringing a weapon to school was five lashes on the butt with a cane, and the punishment was carried live on the six o'clock news, there'd be an end of weapons being brought to schools.

Children, especially boys, are born barbarians. We as parents and teachers have a mere 18 years to civilize them before foisting them off on the rest of society, and we're not doing the best job that we can."

Now why didn't we think of that? Five lashes on the butt carried live at 6, and all our problems are solved.

I hope to hear more evidence from you, but I am beginning to lean your way. I know a few adults who could use a "good old fashion beating" and I know there are a few who think I could use one too.

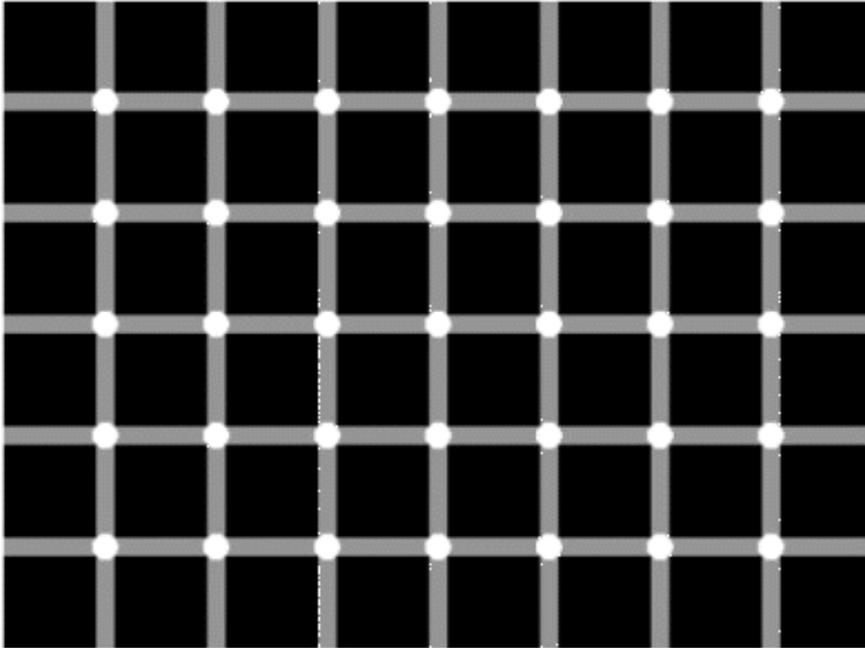
Test 28 Count the Black Dots ¹

Basal: Item 1
Time Limit: 30 seconds

*If not using a stopwatch,
 be ashamed of yourself.*

End time: ___ ___
 - Start time: ___ ___
 = Time: ___ ___

**"Count all the black dots
 in the matrix below as
 quickly as you can."**



Test 28 Count the Black Dots

Scoring Table

Encircle row for the Number Correct

Number Correct	AE (Est.)*	GE (Est.)*
0	>55-0	>18.0
1	55-0	>18.0
2	54-11	>18.0
3	54-10	>18.0

*AE and GE are estimates of the precise values provided by the software scoring program.

Number Correct (0-3)

Test 23 Butterfly Ballot ¹

Basal: Item 1
Time Limit: 30 seconds

*If not using a stopwatch,
 be ashamed of yourself.*

End time: ___ ___
 - Start time: ___ ___
 = Time: ___ ___

**"Mark all the color names
 in the correct circles as
 quickly as you can."**

Score 1 point for each correct choice.

- RED** ä **0**
- 0** ã **WEST**
- HOUSE** ä **0**
- 0** ã **PALM**
- BLUE** ä **0**
- 0** ã **BEACH**
- WHITE** ä **0**
- 0** ã **BUSH**
- IN** ä **0**
- 0** ã **RACE**

Test 23 Butterfly Ballot

Scoring Table

Encircle row for the Number Correct

Number			
Correct	AE (Est.)*	GE (Est.)*	
0	>55-0	>18.0	
1	55-0	>18.0	
2	54-11	>18.0	
3	54-10	>18.0	
4	54-9	>18.0	
5	54-8	>18.0	
6	54-7	>18.0	

FRUIT	ä	0		7	54-6	>18.0	
		0	ã	RED	8	54-5	>18.0
ORANGE	ä	0		9	54-4	>18.0	
		0	ã	PUCE	10	54-3	>18.0
TEST	ä	0		11	54-2	>18.0	
		0	ã	GORE	12	54-1	>18.0
HOT	ä	0		13	54-0	>18.0	
		0	ã	VIOLET	14	53-11	>18.0
BLACK	ä	0		15	53-10	>18.0	
		0	ã	VOTE	16	53-9	>18.0
TWIST	ä	0		17	53-8	>18.0	
		0	ã	GREEN	18	53-7	>18.0
YELL	ä	0					
		0	ã	GRASS			
YELLOW	ä	0					
		0	ã	GROPE			
GREEN	ä	0					

*AE and GE are estimates of the precise values provided by the software scoring program.

		0	ã	GRAPE
MYSELF	ä	0		
		0	ã	ECRU
ANIMAL	ä	0		
		0	ã	BLUE
SETTLE	ä	0		
		0	ã	HUE
WHITE	ä	0		
		0	ã	HARP
MAPLE	ä	0		
		0	ã	INDIGO
GRAB	ä	0		
			ã	MOOD

Number Correct (0-18)



Interpreting Research Results

It has long been known (*I didn't look up the original reference*) **that the Wechsler Scales are the most commonly used tests of intelligence.** This suggests that a definite trend is evident (*These data are practically meaningless*) **in the field of school psychology.** while it has not been possible to provide **definite answers to the questions** (*An unsuccessful experiment, but I still hope to get it published*) **regarding the over-use of the Wechsler Scales, this study attempts to add to the research literature base** (*We hope to get it published*).

Samples of children identified as having a learning disability were gathered. Three of the samples were chosen for detailed study (*The other results didn't make any sense*). **Based on this research, typical results are shown** (*This is the prettiest graph*) **in Table 1.** According to statistical analysis (*Rumor has it*) as well as a careful analysis of obtainable data (*Three pages of notes were obliterated when I knocked over a glass of beer*), a statistically oriented projection of the significance of these findings (*A wild guess*) found results that were considered to be correct within an order of magnitude (*Wrong*).

These results confirm what in my experience (*Once*) as well as in case after case (*Twice*) has been proven to be true. It is believed that (*I think*) much additional work will be required before a complete understanding of the phenomenon occurs (*I don't understand it*). After additional study by my colleagues (*They don't understand it either*) it is determined that this study provides a highly significant area for exploratory study (*A totally useless topic selected by a committee*), and it is hoped that this study will stimulate further investigation in the field (*I'm not doing it*).

All results will be in a subsequent report (*I might get around to this sometime, if pushed/funded*). **Thanks are due to John Willis for assistance with the experiment and to Jennifer Pascarella for valuable discussion** (*Dr. Willis did the work and Ms. Pascarella explained to me what it meant*).

Scores Used in This Report

There are, of course, 52 cards, so each card represents about 1.9% of the total sample. Ace through three (below average range) includes approximately the lowest quarter of scores. Four through six is approximately the middle half (average range) – roughly half of a full deck. Seven through nine (above average range) is approximately the highest quarter of scores. Only the highest four percent are actually playing with a full deck. Half of a deck is normal.

					♠ ♥				
				♠ ♥	♣ ♦	♠ ♥			
		♠ ♥	♣ ♦	♠ ♥	♣ ♦	♠ ♥	♣ ♦	♠ ♥	
	♠ ♥	♣ ♦	♠ ♥	♣ ♦	♠ ♥	♣ ♦	♠ ♥	♣ ♦	♠ ♥
Description	Need to Draw Three	Can Discard One	Almost a Quarter Deck	Almost Half a Deck	Half a Deck	More than Half a Deck	Almost a Full Deck	Nearly a Full Deck	Playing with a Full Deck
Range	Below Average Range			Average Range		Above Average Range			
Number	Ace	2	3	4	5	6	7	8	9
Percent in Each	4%	7%	12%	17%	20%	17%	12%	7%	4%



NEW AND REVISED AND EVEN BETTER CONSENT FORM (in brief)

Dear _____:

(Parent)

We want to do a case study evaluation on your child because he/she is evidently having **B-I-G** trouble at school. He/She can't (check all that apply)

- _____ read
- _____ write
- _____ do math
- _____ go potty alone
- _____ play without biting someone (often a child, occasionally a teacher)
- _____ all of the above

We want to find out why your child is such a mess. We suspect that it may be your fault, but need to know for sure. A whole bunch of professional people are going to spend hours and hours and hours with you and your child, pulling him/her out of class frequently so they can get even further behind with their work, pulling you out of your job so that you can get even further and further behind with your work, and generally disrupting your schedule and your life.

Eventually, we will get done. Don't ask us when, because we don't really know. Honestly, we are doing the best we can with a small and frustrated staff who have no office space in the schools and who, therefore, must test your child in the Janitor's broom closet or in the parking lot. If you fuss about how long it takes, we may cry.

When we do get done, we'll meet with you at school at a mutually inconvenient time. There will be 172 sheets of paper on the table, and we will pass it around, and around, and around, and you will get to sign it again, and again. You might get dizzy. If yours is the last meeting of the day, the staff will definitely be dizzy. We'll make an attempt to explain everything to you at this meeting. Don't worry if you don't understand all the big words, we don't understand all of them either, but they sure look impressive in the form, don't they?

At the end of all this, we'll all understand why your child is in **B-I-G** trouble at school and we'll have some new and exciting ideas for you and the teachers to try out. And, we'll all live happily ever after (until time for the re-evaluation, when the entire process starts again).

Sign Here

Sign here again, to show you really meant it last time you signed

Social Security #

Public Aid/Green Card #

Insurance Policy #

Master Card #

Permission to attach lien on your home

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What does the Grade Mean: A Matter of Perspective

Dear Mom and Dad,

Since I left for college I have been remiss in writing and I am sorry...I will bring you up to date now, but before you read on, please sit down. You are not to read any further unless you are sitting down, OK?

Well then, I am getting along pretty well now. The skull fracture and concussion I got when I jumped out the window when the dormitory caught fire shortly after my arrival here is pretty well healed now. I only spent two weeks in the hospital, and I can see almost normally, and I only get those sick headaches once a day. Fortunately, my jump was witnessed by an attendant at the gas station near the dorm. He was the one who called the ambulance and the fire department. He also visited me in the hospital, and since I had nowhere to live because of the burnt out dormitory, he was kind enough to invite me to share his apartment. It's really a basement room, but it's kind of cute. He is a very fine boy, and we have fallen deeply in love and are planning to get married. We haven't got the exact date yet, but it will be before my pregnancy begins to show.

I know you will welcome him into our family with open arms. He is a kind, and although not well educated, is ambitious. Although he is of a different race and religion than ours, I know you often expressed tolerance will not permit you to be bothered by that.

Now that I have brought you up to date, I want to tell you there was no dormitory fire, I did not have a concussion or skull fracture, I was not in the hospital, I am not pregnant, I am not engaged, and there is no boyfriend in my life.

However, I am getting a D in history and F in Science, and I want you to see those marks in their proper perspective.

Your loving daughter,

NONSENSE

A way of testing that uses a simple approach. This approach does not meet state standards but others are using it so why can't we! Following are the eight rules of NONSENSE:

1. **N**umber of tests: The more the merrier! Don't choose a few well normed, statistically valid and reliable tests for your battery. Whole tests are time consuming. Instead give as many tests, or preferably subtests of tests, as you can in the time allotted for evaluation. The more you give the better. Remember, the more tests given, the easier it is to find the problem and to be the expert.
2. **O**pinion: This is extremely valuable and refers only to your opinion. What you think is probably true so use it to your advantage. Don't ever call it opinion though. Dress it up and call it "clinical judgment." Your clinical judgment is better than any test, and better yet, who can challenge it?
3. **N**orming samples: They don't really matter. Tests are published and therefore they are good. Publisher wouldn't sell a test if it weren't doing what it says it is and if it weren't a good test. If the number of children in the norming sample happens to be low, that's okay. Parents don't need to know that the judgment being made about their 3rd grade child's ability is based on only 5 3rd graders. No one in a team meeting will ever dare to challenge you anyway. You're the expert. (Remember rule #8 and if you follow rule #5, no one will ever be able to challenge you.) Let the child you test be the norm sample.
4. **S**tandardization procedure: Digress from standard practice all you want. Really how much can that effect a score? You know best how to evaluate. Raise or lower scores when necessary by careful probing. It wont matter that the manual says not to, your the boss and you have a job to do. Remember rule #2. Prove what you set out to prove.
5. **E**soteric: Using many unknown or little used tests is always best. They are hard to challenge and have a strong tendency to show what you know to be true. It will be difficult to prove your judgment wrong when no one can dispute the tests. Subrule 5a: Never provide the norms to others. You spent valuable time finding the norms you use. If you had to find them, so shouldn't everyone else!
6. **N**othing wrong?: This is impossible. If you evaluated properly, you will find the offensive problem. Remember, you're an expert. If you

don't find it, someone smarter and with more experience or better clinical judgment will surely find it. When in doubt, return to rule #1. Give more. Keep looking. You'll find it.

7. **S**tatistics are not important: If challenged, remember and use Mark Twain's remark about lies: "There are three kinds of lies: Big lies, little lies, and damned statistics." Disregard the statement of Johnson: "Beautiful ideas are often destroyed by ugly facts." No one will remember that one anyway. Quoting Mark Twain increases your stature and reinforces rule #8.

8. **E**xpert: That's you. Don't forget it. Act like it. That's why you are paid so much.

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SEXIST STORY MEMORY

Because we (John Willis and Ron Dumont) were concerned about what we felt was a sexist story used in the Story Memory subtest of the Wide Range Assessment of Memory and Learning (WRAML), we created an alternative sexist story (One bad turn deserves another).

It was the day after the Thanksgiving Day football game and **winter** was fast approaching. The team was to **assemble** for their annual **penny** sale and post-game **breakfast**. This was always an enjoyable event, but anything but **tranquil**. It was amazing to watch the players **consume** enormous quantities of food in such an **audacious** manner. Speeches were given and players got to **ponder** the team's ups and downs.

Superstitious Coach Willis could not **conceal** his **remorse** for the **tirade** he had subjected his players to over the **season**. He had been the captain of the **ship**, and the players his crew, and he was not about to **terminate** that bond. He was **reluctant** to **commence** his talk, but he felt it **imminent**. He knew he needed to **repair** the damage done to the very **fabric** of his team.

With no **tangible** way to retreat to a **sanctuary**, he summoned enough **fortitude** to begin his remarks. **Sentence** after sentence flowed from his mouth, only a few of which he had **plagiarized**. As he spoke, what he thought would be an **ominous** task became a **bed** of roses. He was giving a **dilatatory**, yet rousing pep talk to the team. Hoping they would **absorb** the message of his **boast**, he reminded them that the opposing team, Midvale, with its **donkey** mascot, had been undefeated, but that, despite the **unanimous** opinion of local fans, their success was no **aberration**. The **fable** of Midvale's invincibility was just **transparent nonsense**. Midvale could be, and was, defeated in the game. His **brave** team had put in a lot of **strenuous** work all season for one **precise** purpose. By practicing for up to three hours every day, they had been able to **mimic** Midvale's undefeated record. Coach Willis reminded them how they had to **regulate** and **designate** specific time to **seclude** themselves to study every play and every **amendment** in the playbooks as seriously as they did their **ancient** history text. Nothing could **obstruct** or **encumber** their goal.

Thanksgiving had now come and gone, and the **matchless** gridiron **rivalry** was over.

Coach Willis recalled his feelings in those final **victorious** moments when the gong of the **clock** was the signal to end the game. Our team had been the **thief** of the winning point. He reminded us of how the fans, each carrying a **cow** bell and wearing the official team **hat** and **umbrella** with the team initials printed in the Gothic **alphabet**, began to **migrate** toward the **perimeter** of the stadium so as to leave for home by car or **bicycle**.

What had been done to **generate** such success? Undoubtedly it was our lucky jock straps. After the very first victory of the year, the coach had tried to **compel** the team not to wash their lucky straps. Despite some **affliction**, and often making each player a **domestic** and social **island**, the players had left the jock straps unwashed. This had helped win the first game, and now it had helped win the championship!

Coach's final words were to the one girl on the team. She was the only player whom he had not allowed into the game. With little **compassion**, and without being at all **evasive**, he looked her in the eye, and cruelly explained why she had not been allowed in the game. He simply said "**A man you ain't, Sis!**"

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Interesting thoughts

1. Save the whales. Collect the whole set.
2. A day without sunshine is like, night.
3. On the other hand, you have different fingers.
4. I just got lost in thought. It was unfamiliar territory.
5. 42.7 percent of all statistics are made up on the spot.
6. 99 percent of lawyers give the rest a bad name.
7. I feel like I'm diagonally parked in a parallel universe.
8. You have the right to remain silent. Anything you say will be misquoted, then used against you.
9. I wonder how much deeper the ocean would be without sponges.
10. Honk if you love peace and quiet.
11. Remember half the people you know are below average.
12. Despite the cost of living, have you noticed how popular it remains?
13. Nothing is foolproof to a talented fool.
14. Atheism is a non-prophet organization.
15. He who laughs last thinks slowest.
16. Depression is merely anger without enthusiasm.

17. Eagles may soar, but turkeys don't get sucked into jet engines.
18. The early bird may get the worm, but the second mouse gets the cheese.
19. I drive way too fast to worry about cholesterol.
20. I intend to live forever -- so far so good.
21. Borrow money from a pessimist -- they don't expect it back.
22. If Barbie is so popular, why do you have to buy her friends?
24. Quantum mechanics: The dreams stuff is made of.
25. The only substitute for good manners is fast reflexes.
26. Support bacteria -- they're the only culture some people have.
27. When everything's coming your way, you're in the wrong lane and going the wrong way.
28. If at first you don't succeed, destroy all evidence that you tried.
29. A conclusion is the place where you got tired of thinking.
30. Experience is something you don't get until just after you need it.
31. For every action there is an equal and opposite criticism.
32. Bills travel through the mail at twice the speed of checks
33. Never do card tricks for the group you play poker with.
34. No one is listening until you make a mistake.
35. Success always occurs in private and failure in full view.
37. The hardness of butter is directly proportional to the softness of the bread.

38. The severity of the itch is inversely proportional to the ability to reach it.
39. To steal ideas from one person is plagiarism; to steal from many is research.
40. To succeed in politics, it is often necessary to rise above your principles.
41. Monday is an awful way to spend 1/7 of your life.
42. You never really learn to swear until you learn to drive.
43. Two wrongs are only the beginning.
44. The problem with the gene pool is that there is no lifeguard.
45. The sooner you fall behind the more time you'll have to catch up.
46. A clear conscience is usually the sign of a bad memory.
47. Change is inevitable except from vending machines.
48. Get a new car for your spouse -- it'll be a great trade!
49. Plan to be spontaneous -- tomorrow.
50. Always try to be modest, and be proud of it!
51. If you think nobody cares, try missing a couple of payments.
52. How many of you believe in telekinesis? Raise my hand...
53. Love may be blind but marriage is a real eye-opener!
54. If at first you don't succeed, then skydiving isn't for you.



Dumont Willis



A Manuscript Review

Dear Sir, Madame, or Other:

Enclosed is our latest version of "Intrasubtest Scatter on the WISC-III", that is, the re-re-re-revised version of our paper. Choke on it. We have again rewritten the entire manuscript from start to finish. We even changed the goddamned running head! Hopefully we have suffered enough by now to satisfy even your bloodthirsty reviewers. I shall skip the usual point-by-point description of every single change we made in response to the critiques. After all, it is fairly clear that your reviewers are less interested in details of scientific procedure than in working out their personality problems and sexual frustrations by seeking some sort of demented glee in the sadistic and arbitrary exercise of tyrannical power over hapless authors like ourselves who happen to fall into their clutches. We do understand that, in view of the misanthropic psychopaths you have on your editorial board, you need to keep sending them papers, for if they weren't reviewing manuscripts they'd probably be out mugging old ladies or clubbing baby seals to death. Still, from this batch of reviewers, C was clearly the most hostile, and we request that you not ask her or him to review this revision. Indeed, we have mailed letter bombs to four or five people we suspected of being reviewer C, so if you send the manuscript back to them the review process could be unduly delayed.

Some of the reviewers comments we couldn't do anything about. For example, if (as reviewer C suggested), several of our ancestry were indeed drawn from other species, it is too late to change that. Other suggestions were implemented, however, and the paper has improved and benefited. Thus, you suggested that we shorten the manuscript by 5 pages, and we were able to do this very effectively by altering the margins and printing the paper in a different font with a smaller typeface. We agree with you that the paper is much better this way.

One perplexing problem was dealing with suggestions #13-28 by reviewer B. As you may recall (that is, if you even bother reading the reviews before doing your decision letter), that reviewer listed 16 works the he/she felt we should cite in this paper. These were on a variety of different topics, none of which had any relevance to our work that we could see. Indeed, one was an essay on the Spanish-American War from a high school literary magazine. the only common thread was that all 16 were by the same author, presumably someone reviewer B greatly admires and feels should be more widely cited. To handle this, we have modified the introduction and added, after the review of relevant literature, a subsection entitled "Review of Irrelevant Literature" that discusses these articles and also duly addresses some of the more asinine suggestions by other reviewers. We hope that you will be pleased with this revision and finally recognize how urgently deserving of publication this work is. If not, then you are an unscrupulous, depraved monster with no shred of human decency. You ought to be in a cage. May whatever heritage you come from be the butt of the next round of ethnic jokes. If you do accept it, however, we wish to thank you for your patience and wisdom throughout this process and to express our appreciation of your scholarly insights. To repay you, we would be happy to review some manuscripts for you; please send us the next manuscript that any of these reviewers sends to your journal. Assuming you accept this paper, we would also like to add a footnote acknowledging your help with this manuscript and to point out that we liked this paper much better the way we originally wrote it but you held the editorial shotgun to our heads and forced us to chop, reshuffle, restate, hedge, expand, shorten, and in general convert a meaty paper into stir-fried vegetables. We couldn't or wouldn't, have done it without your input.

Sincerely,

CISCO & EGGBERT

Journal Of Psychoeducational Babble

Editor Associate Editor

Flintstone, F PhD Rubble, B Ed.D

Department of Geology No Affiliation

University of Bedrock

email: f.flintstone@mail.psych.geo.com.aol.genie.delphi.oforgetit

Dear CISCO & EGGBERT:

Thank you for your thoughtful response to my decision letter concerning the above-referenced piece of excrement. I have asked several experts who specialize in the area of research you dabble in to have a look at your pathetic little submission, and their reviews are enclosed. I shall not waste my LaserJet ink reiterating the details of their reviews, but please allow me to highlight some of the more urgent points of contention they raise:

1. Reviewer A suggests that you cite his work EXCLUSIVELY in the introduction. He has asked me to remind you that he spells his name with a final "e" (i.e., Scumbage), not as you have referenced him in the last version.
2. Reviewer C indicates that the discussion can be shortened by at least 5 pages. Given the fact that the present Discussion is only three pages long, I am not certain how to advise you. Perhaps you might consider eliminating all speculation and original ideas.
3. Reviewer D has asked that you consider adding her as a co-author. Although she has not directly contributed to the manuscript, she has made numerous comments that have, in her view, significantly improved the paper. Specifically, she believes that her suggestions concerning the reorganization of the acknowledgments paragraph were especially important. Please note that she spells her name with an em-dash, and not with the customary hyphen.
4. Reviewer B has asked that I inform you that, even though his suggestions were not mentioned in my decision letter, this doesn't mean that he is an imbecile.
5. My own reading of the manuscript indicates that the following problems remain:
 - a. By "running head," we do not mean a picture of your son's face with legs attached. Please provide a four- or five-word title

for the paper that summarizes the report's most important point. May I suggest, "Much Ado About Nothing"?

- b. Please make certain that you have adhered to APA style book guidelines for publication format. Please direct your attention to the section entitled, "Proper Format for an Insignificant Paper" (1995, p.46).
- c. Please submit any revision of the paper on plain, blank stationery. Submitting the article on SUNY University letterhead will not increase your chances of having the article accepted for publication.
- d. Please double-check the manuscript for spelling and grammatical errors. Our experience at the JOURNAL is that "cycle-logical" slips through most spell-check programs undetected.
- e. Although I am not a quantitative scientist, it is my understanding that the "F" in F-test does not stand for "f___ing". Please correct the manuscript accordingly.

Yours sincerely,

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Dr. D Talks About... the

Dumont/ **W**illis **E**xtra **E**asy **E**valuation **B**attery (DWEEEB)

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CHAPTER 1

Introduction

Nature of the Scale

The **Dumont-Willis Extra Easy Evaluation Battery (DWEEEB)** is rip off revision of an ever popular test we all know and love. It is an individually administered clinical instrument for assessing none of the intellectual abilities of children. Although intended to assess no ability in children aged 6 years through 16 years, 11 months, it has found extensive use by those wishing a quick and dirty assessment. Although it retains little if any essential features of its predecessor, it provides current normative data and updated test materials, test content, and administration procedures. As with its predecessors, a child's performance on the **DWEEEB** is summarized by the three composite scores: the Very Idiotic Quotient (VIQ), the Probably Idiotic Quotient (PIQ), and the Full of Shirt Idiotic Quotient (FSIQ).

Underlying Conception of Intelligence

Intelligence can manifest itself in many ways (none of which are measured here), and it is that reason that **Dumont and Willis** conceived of intelligence not as a particular ability by as an aggregate and global entity. In the manuscript for their tome, **The Measurement of Other Children's Intelligence** (unfortunately lost when moved from one apartment to another) they summarized intelligence as the "vocal tic of psychologists. It is the capacity for the individual to take a stupid test and then have someone generalize from it how well s/he (added for political correctness) will do on some other stupid task." Each activity in this assessment is intended to reflect all intelligent behavior. Assessors will find this test especially important when they have predetermined ideas about how a child should perform. Normative data is provided so that the scores can be manipulated to serve the purpose of the evaluator. (You would do it anyway. This test does it for you!)

Antecedents of the Scale

The genealogy of the **DWEEEB** began the day testers decided to give tests the way they wanted and to ignore how the test publishers described. Expert testers (that's you) know better how a test should be made and administered than do any of those "Ivory tower" bureaucrats and even more than those number crunching nerds who call themselves statisticians. Since the day of castrating tests - like the Stanford Binet, the CELF-R, the DTLA-1 (2, 3), and even that most venerable of all tests: the WRAT - visions of a quick and dirty IQ test have loomed in our heads. If only someone would develop and publish one, we could use it and blame the publisher for the results. Who cares if its good....its published! That, all by itself, makes it usable and justifiable.

Development of the **DWEEEB**

Research indicates a lot about the use of short form IQ tests. None of it will be quoted here. You don't need the research. You are the expert. (Keep saying that to yourself. Repeat it like a sacred mantra.) Besides, most of what the research says would suggest you shouldn't do what you are going to do with this instrument, so not knowing about it is probably best.

It would be nice to say that the development of the **DWEEEB** took a long time, just like it would be nice to say that there is an Easter Bunny. Unfortunately, it ain't so. The **DWEEEB** took maybe 10 minutes to create and it had its inception over a bottle of [Bud light](#).

Organization of the Scale

The **DWEEEB** is composed of 7 subtests, all revolving around a single item and a single concept. As mentioned earlier, it is organized into two scales: the VIQ and the PIQ. Table 1.1 lists the subtests under their respective groups; the number before the subtest indicates the subtest's position in the standard order of administration. (This order can obviously be changed at the whim of the expert. That is of course, YOU. Feel free!)

Table 1.1 The **DWEEEB Subtests Grouped According to Scale**

VIQ	PIQ
2. Name This	1. Silly Put Together
4. Jeopardy Question	3. What's Missing
5. By the Numbers	
6. Likeables	

7. I Know What to Do

The child's performance on these silly measures yields three composite scores. The sum of the scaled scores on the Verbal section yields the VIQ, and the sum of the scaled scores from the Performance section yields the PIQ. Add them together and what do you get? The FSIQ.

Table 1.2 Description of the DWEEEB Subtests

Subtest	Description
Silly Put Together	A single puzzle of a common object, presented in any configuration the expert decides, which the child assembles to form the meaningful whole.
Name This	The child is asked to verbally describe what the object is that was created during the Silly Put Together subtest.
What's Missing	The common object created during the Silly Put Together subtest is missing an important element which the child identifies.
Jeopardy Question	A single question that taps the child's knowledge is asked.
By the Numbers	A math problem is asked which the child solves mentally and responds to orally.
Likeables	An orally presented pair of words is given for which the child explains the similarity of the pair.
I Know What to Do	An orally presented question that requires the child to solve an everyday problem.

The DWEEEB in a nutshell

The child puts together the single silly puzzle that makes a lightbulb (Silly Put Together). The child is then asked to tell what it is (Name This). Next the child indicates what is missing (What's Missing), and then asked who invented it (Jeopardy Question). Next a math problem involving the lightbulb is asked (By the Numbers). Next, how are a lightbulb and a lamp alike (Likeables). Finally, why do you shut the lightbulb off? (I Know What to Do). Seven subtests, 1 item.

Applications of the DWEEEB

As a measure of global intellectual ability, the DWEEEB is useless and inappropriate for a number of purposes. These include psychoeducational assessment as part of educational planning and placement, diagnosis of exceptionality among school-aged children,

clinical and neuropsychological assessment, and research. Having said that, use it anyway. **Remember Rule #8.** (Special rules for evaluation will be discussed in detail later. Keep reading.)

- Diagnosing Mental Retardation

Use something else!

- Diagnosing Severely Intelligent

Use something else!

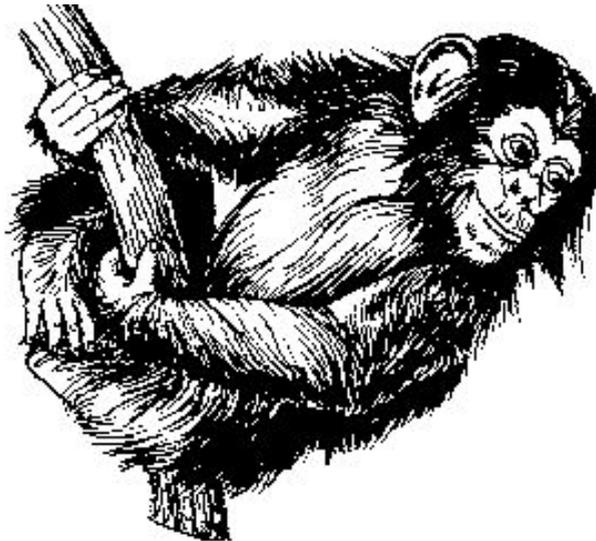
- Diagnosing Neuropsychological Impairments

Use something else!

User Qualifications

Because of the ease of test administration, diagnosis, and assessment, examiners who use the **DWEEEB** need not have any formal training and experience in the administration and interpretation of standardized, clinical instruments. Formal training may in fact hinder proper use of this tool. It is not the responsibility of the test user to ensure that the test materials, including the protocols, remain secure.

In most cases, examiners who use the **DWEEEB** will have completed at least the tenth grade in a public school. Although a trained monkey can administer the subtests and probably score the test as well as a qualified examiner, the results should always be interpreted only by the expert (that's you!) unless you can get this monkey to do it for you.





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CHAPTER 2

Development and Standardization (sic)

Development

The **DWEEEB** was developed with several goals in mind.

The primary goal in the development of the **DWEEEB** was, plain and simple: to make money.

A second, much less important goal was to maintain the integrity of the original test by providing a well standardized, reliable and valid measure of the enduring theoretical underpinnings of the scale - the general factor, better known as GEE. This goal was not reached.

The third goal of the **DWEEEB** was the destruction of factor structure. Because unpublished research has shown that examiners (experts) don't know or care about factor structure, and couldn't tell an oblique rotation from an orthogonal one if their wives depended on it, the test author simply ignored this and made up the whole chapter on Factors. (Don't tell anyone).

The fourth and final goal of the development of the **DWEEEB** was the improvement of subtest content. Extensive files of user inquiries, resulting from an unstructured questionnaire/ telephone survey of a few close friends who think very much as the test authors, detailed lists of improvements suggested by numerous unknown people at local bars, and comments from consultants provided a wealth of information not used in the revision process.

Having reached 3 out of 4 goals (75th percentile), this project was deemed a complete success.

Standardization

Description of the Sample

The **DWEEEB** norms presented in this manual are derived from the standardization sample that was not representative of the U.S. population of children. A stratified random sampling plan was not used to ensure that the representative proportions of children from each demographic group would be included in the standardization sample. The following sections presents the characteristics of the **DWEEEB** standardization sample.

Age: The standardization sample of 22 cases did not include 200 children in each of 11 age groups.

Gender: The sample included almost equal numbers of male, female, and neuter in each age group.

Race: For each age group in the standardization group, a three-legged, 200 yard dash was run. A great time was had by all.

Geographic region: The United States was divided into forty major geographic regions specified by no known source. (see Figure 2.1)

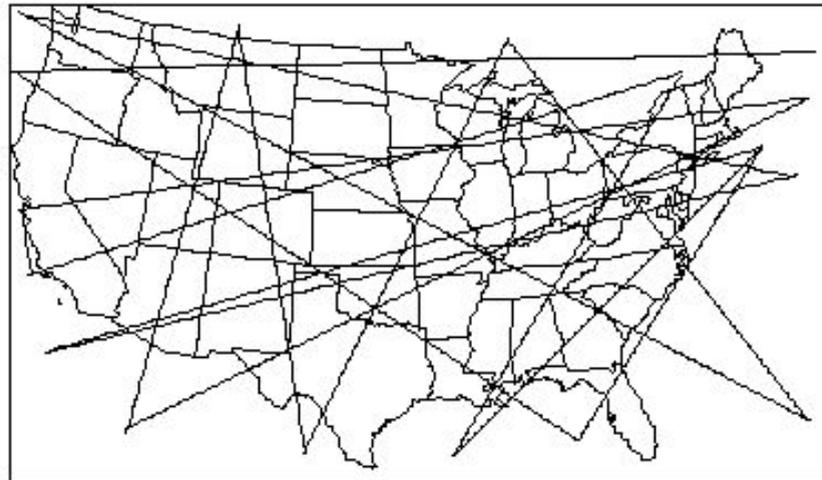


Figure 2.1 40 Geographic regions for Standardization Sample

Parent Education: The sample was stratified (whatever that means) according to the following parental education categories:

- Yes
- No

Locating and Testing the Sample

Invitations to participate in the **DWEEEB** standardization were mailed to every school district in the United States. Unfortunately, we forgot to include any return address and thus had a 100% non-return rate. Oops!! See Figure 2.2:



Figure 2.2 **DWEEEB** Invitation Sent to School Districts

Representativeness of the Sample

Figure 2.3 says it all.

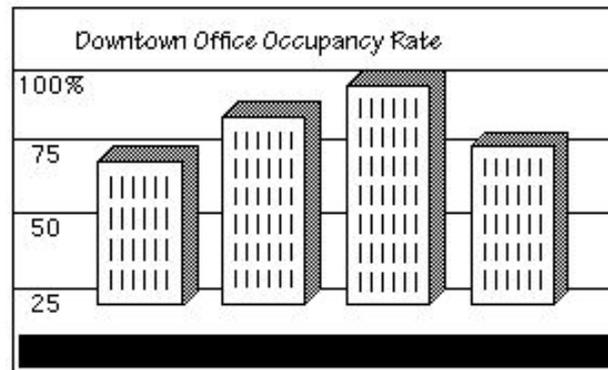


Figure 2.3 **Representativeness of the Sample**

Tables 2.2-2.5 should present in great and extensive detail the demographic characteristics of the standardization sample. This data would have been helpful but the charts were too difficult to create so they were faked. A picture of an outside consultant administering a **DWEEEB** at a table is presented instead.

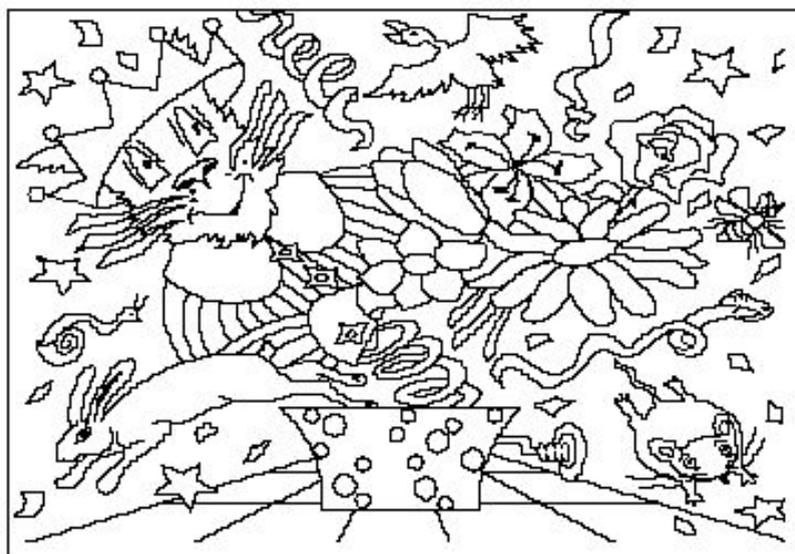


Table 2.2-2.5 Consultant Administering the **DWEEEB** on a Table

Sample by Community Size

Community Size	DWEEEB Sample	U.S. Population
Metropolis	0.0	?
Statistical Area (MSA)	0.0	?
Over a billion	0.0	?
A little less than a billion	100.0	100.0
Total	100.0	110.0

Table 2.6 Percentages of the Standardization Sample by Community Size

Qualitative Descriptions of the **DWEEEB FSIQ Scores**

Many examiners utilize a qualitative system as well as a quantitative system to describe a child's performance. Table 2.7 presents specific IQ score ranges and their corresponding categories and diagnostic classifications. Don't, however, let this stop you from developing your own labels. Everyone knows that if a test has a mean of 100, then any score (99 to 0) should be considered BELOW AVERAGE. The same holds true for the individual scaled scores with a mean of 10. All numbers, 9 to 0, are definitely below average and indicate some measure of

impairment. If a score does fall at the mean or above, don't let that stop you from reporting weaknesses and impairments. Attach statements to your report that indicate how easy it was for the child to get the score, or for that matter how 'difficult' it was for the child to get the score. Always remember regression to the mean, and since no one other than yourself will be able to explain its meaning, tell everyone it means that a high score is really a low score because it has to be regressed to the mean. Keep saying it and someone will believe they understand what you mean.

		Theoretical	Actual
FSIQ	Classification	Normal Curve	Sample
130	Very Good	2.2	2.222
120-129	Almost Very Good	6.7	6.7859
110-119	Pretty Good	16.1	83.0
90-109	Okay	50.0	50.123
80-89	Oops	16.1	12.03
70-79	Below Oops	6.7	21
69 and below	Come on!! Try harder!	2.2	2.2

Table 2.7. Qualitative Descriptions of the DWEEEB FSIQ Scores

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General Testing Considerations

Basic Principles for Using the DWEEEB

The basic principles to be utilized when administering the **DWEEEB** should follow the tenets of **NONSENSE**. (Cisco and Eggbert, 1992) This is a way of testing that uses a simple, time honored, and clinically unheard of approach. Following are the eight rules of **NONSENSE**:

1. **N**umber of tests: "The more the merrier" would be applicable except that we are trying to save time while making big bucks. Don't choose a few well normed, statistically valid and reliable tests for your battery. Whole tests are time consuming. Instead give as few tests, or preferably subtests of tests, as you can in the time allotted for evaluation. The fewer you give the better. Although the more tests given would generally make it easier to find the problem and to be the expert---you are the expert. You don't need as much as the next guy or gal.
2. **O**pinion: This is extremely valuable and refers only to your opinion. What you think is probably true so use it to your advantage. Don't ever call it opinion though. Dress it up and call it "clinical judgment." Your clinical judgment is better than any test, and better yet, who can challenge it?
3. **N**orming samples: They don't really matter. Tests are published and therefore they are good. The **DWEEEB** is a classic example. A publisher surely wouldn't sell a test if it weren't doing what it says it is and if it weren't a good test. If the number of children in the norming sample happens to be low or non-existent, that's okay. Parents don't need to know that the judgment being made about their 3rd grade child's ability is based on only 5 3rd graders. No one in a team meeting will ever dare to challenge you anyway. You're the expert. (Remember rule #8 and if you follow rule #5, no one will ever be able to challenge you.) Let the child you test be the norm sample. If you're especially lucky, his name will be Norm!

4. **S**tandardization procedure: Digress from standard practice all you want. That is one of the beautiful things about the **DWEEEB**: there is no standardized procedure to digress from. Really how much can that effect a score anyway? You know best how to evaluate. Raise or lower scores when necessary by careful probing. It won't matter that the manual says not to (and this one doesn't), you're the boss and you have a job to do. Remember rule #2. Prove what you set out to prove. Precognition increases your ability to be the big E: Expert.

5. **E**soterica: Using many unknown or little used tests is always best. And how many have heard of this little beauty? Test like the **DWEEEB** are hard to challenge and have a strong tendency to show what you know to be true. It will be difficult for anyone to prove your judgment wrong when no one can dispute the tests you've used. Subrule 5a: Never provide the norms to others. You spent valuable time finding the norms you use. If you had to find them, so shouldn't everyone else!

6. **N**othing wrong?: This is impossible. If you evaluated properly, you will find the offensive problem, and if that didn't work, evaluate improperly. Remember, you're an expert. If you don't find it, someone smarter and with more experience or better clinical judgment will surely find it. When in doubt, return to rule #1. Give more. Keep looking. You'll find it.

7. **S**tatistics are not important: If challenged, remember and use Mark Twain's remark about lies: "There are three kinds of lies: Big lies, little lies, and damned statistics." Disregard the statement of Johnson: "Beautiful ideas are often destroyed by ugly facts." No one will remember that one anyway. Quoting Mark Twain increases your stature and reinforces rule #8.

8. **E**xpert: That's you. Don't forget it. Act like it. That's why you are paid so much.

Applicable Age Ranges

The **DWEEEB** was designed for use with children aged 6 years to 16 years 11 months. The test items, materials, and administration procedures were supposed to be designed for their suitability for these age groups. Be that as it may, use the test any way you wish. Think of it as a womb to tomb test.

Standard Procedure

The purpose of the **DWEEEB** is to assess a child's performance under a fixed set of conditions. In order to obtain results that are interpretable according to the national norms, you might want to adhere carefully to the administration directions given in Chapter 4 but if you don't, that's okay. You can decide what a 'fixed set of conditions" is. Changes in the phrasing or presentation of the test items, modifications of the time limits, or other deviations from the standard subtest directions are

encouraged. Someone might tell you that this would reduce the validity of the test results, to which you should coolly reply "Prove it."

Administration Time

Administration of the regular battery of 7 subtests should be done at 9:00 AM EST.

Physical Conditions

The physical setting - whether in a clinic, school, office, bar, nightclub, storage closet, boiler room, or private home - can affect the child's performance. To maximize potential distractions or interference, conduct the test in a crowded, noisy, ill-lit, stuffy, smelly room. As a rule, the more people in the room the better.

Seating arrangements may be important. I'm not sure why or how, but the publisher wanted me to say so. "SO." Figure 3.1 illustrates the suggested seating arrangements. This suggested arrangement ensures that you can easily reach and handle all administration and scoring material.

Figure 3.1 Suggested Seating and Materials Arrangement



Table 3.1. Materials Included in the **DWEEEB**

Manual	Record Form (also available on CD or Tape)
Silly Put Together Puzzle	Handy Dandy Carrying Case

Establishing and Maintaining Rapport

A cooperative relationship between the child and the examiner must be avoided at all costs. As in all interaction with children, a loud, threatening, punitive tone will promote acquiescence. Do not attempt to put the child at ease. They are there because there is something wrong with them, otherwise why are they being tested? Do not engage in informal conversation about the child's activities or interests. You really don't care. Why waste the time? Stick to the test. If the child is shy or fearful, all the better. Any time devoted to building rapport is time poorly spent. However, if you are paid on a per hour contractual basis, disregard all you just read. Slow down. Take your time. Keep track of the hourly rate. Certainly do not give the **DWEEEB**. Give the Dumont-Willis Extra Easy Evaluation Battery-Very Very Long Form (**DWEEEB-VVLF**). This is used to ensure many billable contact hours. (That's another story.)

Figure 3.2. Rapport being established by the psychologist before administering the **DWEEEB**.



Teaching Items

None of the **DWEEEB** subtests provide any form of teaching or correction. The purpose is to ensure that the child who is low

functioning, or who you want to be, does not understand the task. To provide additional instruction to the child who has failed one of the items would only confound the results.

Teaching after failure on an item would be silly, since on the **DWEEEB**, there are no chances after the first. Consider this a 'power test.' Teaching simply serves to frustrate the child and to take more time. Don't bother.

Below is a fine example of two psychologists (Cisco and Eggbert) "team teaching" a student the rudiments of the **DWEEEB**. Note the cooperative way the two noted psychologists "assist" the student on this particular teaching item.



Repetition of Items and Probing of Responses

Except where specifically allowed in the directions you may never repeat the directions or the questions if the child requests repetition or appears not to understand the task. Think of the questioning as a clinically important sign. The child is being obstinate and willfully not listening, or is trying to 'pull your chain.' Don't feed into this. Hold your ground, its your test!

Sometimes a child will respond with "I don't know" to an item. If you believe that the child knows the answer to the question, fail them on the item anyway. Do not give credit if the child responds correctly after they have given an incorrect answer.

If a child refuses to respond to an item by saying "I can't do it" or stops working on an item before the time limit expires, harshly reprimand the child to proceed. Use statements such as What are you, a baby? Try it! or We'll stay here until hell freezes over or you get this correct! When needed repeat this command often and increase the threat from each.

All incomplete or ambiguous responses to Verbal subtest items must be queried. The item instructions for the Likeables, Name This and I Know What To Do subtests include a number of sample responses followed by a (Q). This (Q) indicates that the response or any equivalent response must be a queer verbalization and will need to be interpreted as part of a Serious Emotional Disturbance evaluation. Sometimes it can be fun to use a threatening tone and forceful statements such as What the heck does that mean? or Are you kidding. Give me a break. or finally Tell me more about your mother.

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CHAPTER 4

Directions for Administration and Scoring

Some general statements should have gone here, but we got tired of coming up with witty things to say so we didn't. Just turn the page.

1. Silly Put Together

Materials

- 1 Silly Put Together puzzle
- Something big to hide the puzzle from the kid
- Stopwatch

Description

For this subtest, the child tries as hard as they can to put together a silly puzzle depicting a supposed common object. For the puzzle, the child performs under a strict time limit that can be loosely monitored by the examiner.

Start

Since there is only one puzzle, start with it!

Discontinue

What do you think. One puzzle! One starting point! One stopping point! Pretty difficult?

General Directions

Lightbulb	120	6-119	4-5	3	1.1-2	.002- 1
-----------	-----	-------	-----	---	-------	------------

Maximum score: 22 points

2. Name This

Materials

- 1 Silly Put Together puzzle (assembled by the child)

Description

For this subtest, the child attempts to tell the examiner the exact name for the assembled Silly Put Together puzzle. Although there may be thousands of ways to correctly name the puzzle, only those recorded in the manual are correct.

Start

Since there is only one puzzle to name, guess what! (See the starting rule for Silly Put Together for further clarification.)

Discontinue

What do you think. One puzzle! One starting point! One stopping point! Dah!!

General Directions

- Before presenting the item as a test, say: **"I am going to show you the picture of a thing-a-magig. I want you to tell me what it is, because I can't remember it. "**

Item Instructions and Sample Responses

1. Lightbulb

Correct Responses	Incorrect but questioned	Clearly wrong
20 points:	1 point:	0 points:
Light	A stupid puzzle (Q)	What the F...
Bulb	Dawn's early (Q)	Lightboob

Hamster heater	Illuminator (Q)	Whitebulb
Knob	Blanched Egg (Q)	Your mother
Gobule		
Protuberance		
Sphere		
Corn		

Scoring

Record 20, 1, or 0 for the response given. In general, since there is a big difference between the 20 and the 1 point (12 points) you should feel free to assign as many or as few points as you feel, obviously dependent on the quality of the response.

3. What's Missing

Materials

- 1 Silly Put Together puzzle (assembled by the child)
- Stopwatch

Description

For this subtest, the child attempts to tell the examiner the exact name for the part of the Silly Put Together puzzle that is missing. The child must respond within a 20 minute time limit.

Start

Give me a break. If you don't know by now, you are a competent examiner. (See the starting rule for Silly Put Together for further clarification.)

Discontinue

Dah!!

General Directions

- Before presenting the item, say: " I'm going to show you a silly puzzle. That's right, this one right here. Stop laughing and fidgeting or you can stay in for recess. Look at this thing, and tell me what's been cleverly erased by high tech computer enhancement. It is the most important thing missing if you want this lightbulb to work correctly. Of course, if you want to fill it with gasoline and use it as a Molotov Cocktail, I suppose you could, but then I'd be asking you what is the thing to do if a boy (girl) much smaller than you.....wait a minute...just tell me what the heck ain't there! "

- Allow 20 minutes exposure time. After that put gloves on or you run the risk of frostbite.
- If the child responds incorrectly, say: **"Yes, but that isn't right. Try again. Look harder. Its near the middle."**
- If the child names some unessential part that is off the page, score as correct and move on.
- If the child throws up, you're on your own.

Item Instruction

Item	Missing Part
Lightbulb	Wires
	Filament
	Cobweb
	Gossamer
	Socket (wrench)
	[If the child says "The Doll," say Show me where you mean.]

Scoring

- Record 1 point for each correct response.
- Most children give a verbal response for the missing part. Sometimes, however, a child will merely point. Rapping the knuckles with a wooden ruler has been found to be particularly effective with this behavior. Typically a quick, direct assault on the second knuckle will cause the behavior to cease. If after a number of attempts this proves unsuccessful, gently turn the ruler sideways so that the sharp metal rule will make contact with the child's skin. One or two of these well placed 'contingency rewards' will surely suffice.
- Before giving credit, you should be reasonably sure that a child's verbal response is correct. Whenever you have a doubt about a response, say: **"What?"**
- This prompt is particularly helpful when the child uses an inexact or made-up word for the missing item, for example, **"Bedofegtere"** for the part.

Maximum score: 33.3

4. Jeopardy Question

Materials

Jeopardy question included in the manual. If you have excellent long term memory, try memorizing it. Come on, you can do it.

Description

For this subtest, the child attempts to tell the examiner the exact question for the answer given by the examiner. All answers must be in the form of a question.

Start

I won't tell you again.

Discontinue

See above!!

General Directions

- Before presenting the item, say: "**Hi. My name is Alek Trebeck and this is Final Jeopardy. After this commercial we'll return with the Final Jeopardy category. Remember to make your wager and to answer the answer in question form.**"
- After the commercial read the answer.

Item instruction

Category: Famous Inventors	Acceptable responses
1. Invented the electric lightbulb.	Who was Edison
	Who was GE
	Who was Thomas Alfalfa Edimum
	Who was Thomas something
	Who wasn't Ben Franklin
	Who was Thomas' English Muffin

Scoring

Record 1 point for each correct question. Acceptable questions are listed next to the question. For the item, the list of correct questions is not exhaustive; so give credit anytime you want.

5. By the Numbers

Materials

- By the Numbers question included in this manual. If you have a better question, ask it

Description

For this subtest, the child solves a mathematical/arithmetic/quantum physics problem. To make child feel incompetent, they must solve the problem mentally, using no paper and pencil, and must respond within a time limit.

Start

I'm getting tired of this.

Discontinue

Forget it.

General Directions

- Item 1 is read aloud to the child. If you have a visual problem or difficulty reading, you may ask the child to read the problem for you.
- While presenting the item created in the Silly Put Together subtest, say: "**Listen up. If I had two of these in each hand, how many do you have all together?** "
- You may repeat the question more than once, but every time you repeat the question, change the numbers around. For example, if asked to repeat the questions say: "**If I had six of these in each hand, how many do you have all together?**"
- The child may use a paper and pencil, only if they spontaneously brought one from the classroom. Otherwise, too bad. They should have thought of that before the testing. It is a sure sign of poor planning, disorganization, and attention deficit disorder.

Item Instruction

Score for *By The Numbers* Item with Time-Bonus Points Included

	Total Points per Item
	1 2
	Completion-Time Range (in Seconds)
1. Lightbulb	2.1 - 120 0 - 2

Maximum score: 2 points

Materials

- A Likeable subtest question found in the manual somewhere.

Description

The child is orally presented with two words that represent common objects. The child tells how the objects are the same.

Start

Number 1

Discontinue

After number 1.

General Directions

- For the single question ask: "**In what way are a ----- and a ----- alike?**"
- If the child's response is unclear: "**Explain it better? I'm not a mind reader. "**

Item Instructions and Sample Responses

- 1. "**In what way are a lightbulb and a lamp alike?**"

3 points:	
Both are liquids, like a lava lamp.	Both don't have shoelaces.
Both give off light ... if the filament is there.	Both are... (anything will do.)
2 points:	
They let you see.	They don't hurt you.
1 point:	

Parents use them when they are mad.	My brother turns them off when his girlfriend comes over.
0 points:	
They melt cheese.	One is big and the other is too.

7. I Know What To Do

Materials

- I Know What To Do subtest question found in the manual somewhere.

Description

The child attempts to tell the examiner the answer to a commonplace (?) problem.

Start

Number 1

Discontinue

After number 1.

General Directions

- Slowly read the question to the child. Some children may have difficulty remembering the entire question - can you believe it?! - therefore you can repeat the question again. If repetition is needed, re-read it slower...one word every 5 seconds. It is also good practice to repeat the question to a child who has not responded within 15 minutes or so. First check to see if the child is awake. If not shake violently. If awake, simply say: "**Answer the question now!**"
- If the child's response is unclear, or if you want to encourage the child along so they might gain more points, it is appropriate to say: "**What are you talking about? Come on, get it right. Try again and this time really try.**"

Item Instructions and Sample Responses

1. Why should you turn off this broken lightbulb when you leave the bathroom?

¥ General: Recognition that you will get punished if you don't.	My mom would kill me. There goes my weekend party.
¥ General: Recognition that there is no reason to shut if off because it is broken.	Who are you kidding? It don't work, stupid!
2 point response:	A response reflecting a 2 point response.
1 point response:	A response not reflecting a 2 point response.
0 point response:	It would be the right thing. Gee, I don't know. We don't have any in my house. Can I go to the bathroom now?



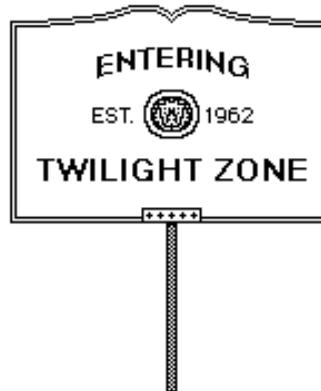
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Statistical Properties of this Test



The statistical properties of this test determine, in part, the confidence that an examiner can have with the results obtained. Most people are not comfortable with the numerical aspect of tests, and well they should be. As we know, it's better to accept dubious conclusions than to believe sensible ones. Another reason why we distrust numbers so much is that this nation is, on average, a nation of dyscalculics. The National Council on Unchallengeable Statistics reports that 88.47 percent of us make a number mistake 5.61 times per day, leading to 452,888,988,750 cases of dyscalculia recorded in the country annually!!!

Reliability

For the scales, no reliability coefficients were computed according to a formula for the reliability of a composite of several tests (Nunnally, 1978, p. 246). Because reliability estimates were not available for any of the age groups, "best-guess estimates" (Dumont & Willis, 1990, personnel communication) of the reliability of the subtests were used for computing the reliability of the scales. For each of the age groups, the "best guess estimate" was the coefficient obtained after careful study using the Anhauser-Busch method of extraction.

As indicated in Table 5.1, the reliability coefficients for the scales are sometimes greater than those for the individual subtests. This pattern of coefficients was, of course, expected because the scores are based on whatever we wanted them to be; thus, we conclude that they summarize a child's performance on a sample of

behaviors than can be sampled by a single sample. It also follows that greater confidence can be placed in the accuracy of other test scores than in the accuracy of a single DWEEEB score.

Standard Errors of Measurement and Confidence Intervals

Table 5.2 presents another one of those silly index of reliability, the shoe error of measurement (SEM), for the DWEEEB subtests, and scales. Somehow, the SEM provides an estimate of the amount of error in an individual's score. The SEM is inversely related to the size of the shoe worn by the examiner: the greater the shoe size, the less the SEM, and the more confidence one may have in the accuracy of whatever they want.

Confidence intervals provide another means of expressing the imprecision of scores. They also assist in avoiding due process hearings by providing a range of scores in which the true score is likely to fall. The reporting of confidence intervals also serves as a reminder that the observed score contains some amount of measurement error. We recommend the use of 0% confidence intervals. Remember, you are the expert. You can discover the person's TRUE score and thus their TRUE ability.

We have also chosen to try and confuse you more by creating our very own error measurement called the silly error estimate (SEE). This method is more technically imprecise Confidence intervals developed with this method are much less interpretable in the manner discussed poorly above.

Test-Retest Instability

The instability of scores on the DWEEEB was not assessed in a separate study of 353 children who were tested twice. We just didn't have the time or the inclination to bother with this sort of statistical gobblygook. Instead, we simply asked each child in our norming sample the same question twice. We were then able to calculate an instability score from those answers. The intervals between testings ranged from 12 to 63 second with a median retest interval of 23 seconds. The sample did not consist of 48% females and 52% males and 69% Whites, 15% Blacks, 13% Hispanics, and 3% children of other race/ethnic origin.

The retest coefficients were corrected for the variability of the weather in southern New Hampshire in order to obtain accurate estimates of something. (we still are not sure what, but that's another research project being funded with your hard earned tax dollar.) . As the table show, DWEEEB tables possess adequate instability across time and across vast expanses of lush green forests! This stability probably has something to do with the table legs. Practice effects on the DWEEEB scores are smaller over longer test-retest intervals (e.g., Ernest and Julio, 1988).

Confidence intervals in Norm's table (for use only with children named Norm) are based on the average silly error of estimate (SEE) for the scale and are centered on the absolute true score. This procedure is in absolute non-accordance with methods presented by some of those snotty social scientists who are always trying to tell us what to do. The true score is obtained by the formula, $1 + r(X - 0)$, where X is equal to 0 (the amount of error in question) and r is the reliability of that score. The silly error of estimate is derived by the formula $SEE = SAW$ (Willis and Dumont, 1945). Centering the confidence interval on the true score rather than on the other score results in an asymmetrical interval around the score that occurs because the score will be closer to the mean of the scale than will be the score, which results in a confidence interval based on the silly error of estimate that is a correction for true-score regression toward the mean when the reliability of a score is very high. That being said, take a deep breath, hold it till you turn blue, exhale, and continue to read on.

Interscorer Agreement

Most DWEEEB subtests are scored in an around about and subjective manner. Interscorer agreement on almost all subtests equaled the average temperature of Tucson, Arizona between May 1 and September 30 (in the high 90s). These authors, being as bright as they are and being adverse to any sort of argument or disagreement that might delay the publication of the DWEEEB, found no difficulty scoring the items. Thus the interrater reliability is astronomical. Some subtests (primarily Jeopardy Questions, Likeables, and I Know What to Do), however, require more judgment in scoring and are thus more likely to result in scorer error (see Chapter 3 for a discussion of standardization scoring procedures).

For the Jeopardy Questions, Likeables, and I Know What to Do subtests, the interscorer reliability was further assessed. A protocol was randomly selected from the standardization sample. Two scorers (the test authors) independently scored all of the subtests for all 1 case. For this study, a type of intraclass correlation for assessing interrater agreement that takes into account scorer leniency was not used. Interscorer reliabilities were good and these results show that those subtests that require more scorer judgment need more score judgment.

Differences Between Scores

An important consideration in interpreting DWEEEB results might be the amount of difference between the scores that is required to be meaningful. The issue has two quite different aspects; the statistical significance of the difference and the base rate, or frequency, of the difference in the population.

The statistical significance of a difference between two scores, for example, between the Red Sox and the Yankees, refers to the likelihood that the difference might occur because of chance variation or because of high priced ball players. Expressed another way, low probability levels associated with the difference between a teams earned run average indicate that such a difference is highly unlikely to be obtained if the "true" difference between the scores is zero. If you understood that, skip the whole next chapter.

The base rate of the difference between two scores refers to the incidence or frequency of getting on base (first, second, etc.). Often the difference between two team scores is significant in the pennant race sense but is not at all rare among baseball teams in general.



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CHAPTER 6

Validity

As described in the technical standards for educational and psychological testing (American Psychological Association, 1985), evidence of the validity of test interpretations is multifaceted and accumulated across many studies and cannot be reduced to a single number such as a correlation coefficient. Rather, a wide array of validity evidence is necessary to demonstrate that the test measures the constructs intended by its design, that it is significantly related to similar measures, that it discriminates among special populations of children, and much more. The **DWEEEB** has done none of these things and thus we do not have numerous sources of evidence of the validity of the inferences made from their resulting test scores.

Studies of the **DWEEEB**

None

Summary

This very important chapter has presented very little information on the reliability of scores and very little information on differences between a variety of derived scores, and did not include statistical significance and frequency. The accompanying tables (purchased at yard sales throughout the U.S.) provide none of the data that are necessary for the proper interpretation of relative strengths and weaknesses. Large and small discrepancies between two, or three, or four scores, for example, may not necessarily be statistically meaningful, but so what. You interpret any old way you want to. We say it's okay. As always when interpreting scores, the clinician should integrate irrelevant information from few sources, and not include the child's life history, educational performance, and other test scores.

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CHAPTER 7

Norm's Data

Scaled Score Equivalent of Raw Oysters

6 years 0 months 0 days

through

16 years 0 11 months 33 days

	Silly Put Together	Name This	What's Missing	Jeopardy Question	By the Numbers	Likeables	I Know What to Do
1	0	1	-	-	-	0	-
2	1	2	-	-	1	1	-
3	2	3	1	-	2	2	-
4	3	20	30	-	-	3	-
5	4	-	33	1	-	-	-
6	5	-	33.1	1	-	-	-
7	6	-	33.2	-	-	-	1
8	7	-	33.3	-	-	-	2

9	8	-	-	-	-	-	-
10	9	-	-	-	-	-	-
11	22	-	-	-	-	-	-
12	-	-	-	-	-	-	-
13	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-
16	-	-	-	-	-	-	-
17	-	-	-	-	-	-	-
18	-	-	-	-	-	-	-
19	-	-	-	-	-	-	-

IQ Equivalents of Sums of Scaled Scores

V SCALE		P SCALE		FS SCALE	
Sum of Scaled Scores	IQ	Sum of Scaled Scores	IQ	Sum of Scaled Scores	IQ
0-35	65	0-35	57	0-70	84
35-36	65	35-36	58	71-72	65
36-100	66	36-100	100	73-213	72

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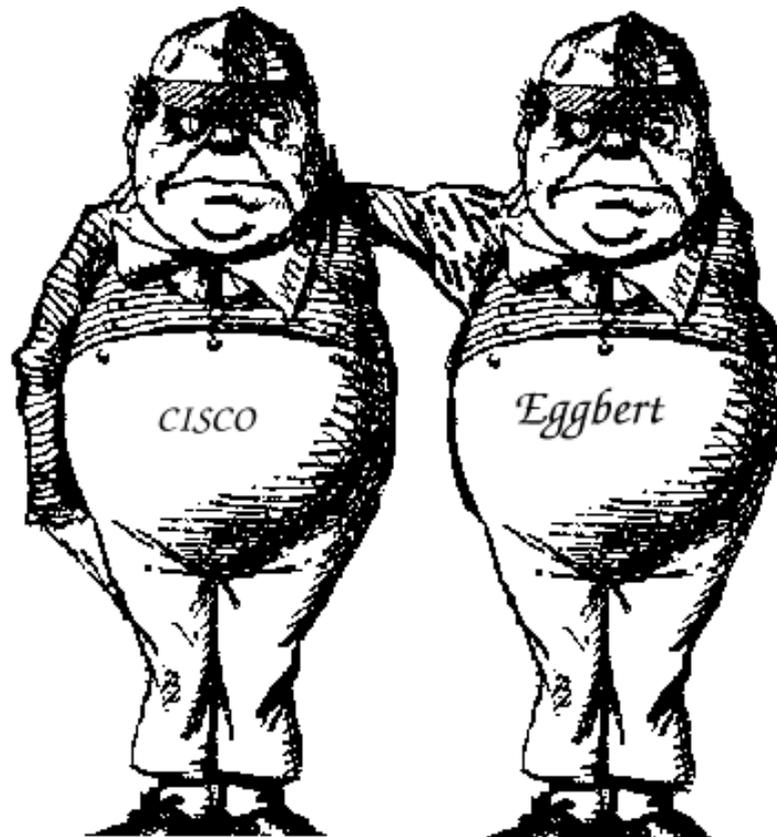
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About the authors:



Cisco: DWEEEB IQ scores: VIQ 59 PIQ 130 FSIQ 100

Photo taken on the day the DWEEEB was completed.



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**There are strange things done in the midnight sun
By the men who moil for gold;
The Arctic trails have their secret tales
That would make your blood run cold;
The Northern Lights have seen queer sights,
But the queerest they ever did see
Was that night on the marge of Lake Lebarge
I cremated Sam McGee.**

JIFFY EVALUATION CENTER

DIAGNOSTIC EDUCATIONAL EVALUATION

Name: Sam McGee	Test date: 2/16/99
Parents: Mr. & Mrs. Robert W. Service	Birth date 2/10/93
Address: 39 DawsonTrail	Death date: 2/15/99
Moose Creek, Alaska	Age: 6-0
School: Iditerod Elementary	(6 years, 0 months)
Examiner: John O. Willis, Ed.D.	Grade: 1.5

REFERRAL

Sam died in a dog sledding misadventure just after being referred, and was cremated on the marge of Lake Lebarge. However, pursuant to our best guess regarding the long-promised regulations for IDEA-97, we conducted the evaluation posthumously¹, just to be on the safe side.

TEST CONDITIONS

Sam was very quiet during the evaluation. He was not at all restless and showed no signs of distractibility. He exhibited no unusual behaviors. Sam and I worked together for two sessions in the Guidance Office, kindly loaned to us by Ms. Taken and the staff who would otherwise have been using the room. Physical conditions were excellent. Light, air, and temperature were comfortable. The table and chair were the right size. Outside noise was minimal.

The purpose of the evaluation was to help Sam's teachers learn more about the best ways to teach. Everyone is better at some things than at others, and the tests could help determine which were Sam's strengths. I also explained that there would be some items that would be too easy (*basal* items), designed for younger students, and some that would be much too difficult (*ceiling* items), designed primarily for older students. Those items are included to make sure we do not miss any extreme strengths or weaknesses². I explained to Sam that I was not allowed to indicate whether specific responses were right or wrong, although I would discuss the results at the end of the evaluation. Sam had no questions during or after the evaluation. The results appear to be valid indications of his current functioning levels.

FINDINGS

shown below. He achieved raw scores of zero on all subtests. Sam's oral reading scores were low, but his reading comprehension was fairly strong, Below Average to Low Average for his age. His spelling scores ranged from Very Low to Below Average for his age, his standard scores were mostly within a range from 68 to 85. Listening, speaking, and math skills were all weak.

Sam may need some help with math and spelling, Sam's strengths in oral reading on the WIAT and reading comprehension on the K-TEA suggest that his listening and speaking weaknesses are not seriously hindering his progress in reading, and he should do well in school.

SAM'S TEST SCORES³ IN PERCENTILE RANKS AND STANINES FOR HIS AGE

	Test Percentile Stanine			
	Score	Rank	123456789	
Reading words aloud from a list	58	01	1	Very Low
Reading words aloud from a list	89	23	4	Low Average
Oral comprehension questions about reading passages	92	30	4	Low Average
Oral comprehension questions about reading passages	87	19	3	Below Average
Spelling of dictated words	85	16	3	Below Average
Spelling of dictated words	75	05	2	Low
Spelling of phonetically "predictable" words	70	02	1	Very Low
Spelling of phonetically "unpredictable" words	78	07	2	Low
Spelling score	68	02	2	Low
Arithmetic computation on paper	69	02	1	Very Low
Arithmetic computation on paper	66	01	1	Very Low
Arithmetic computations ("story") problems with scratch paper	42	01	1	Very Low
Arithmetic computations ("word" or "story") problems with scratch paper	70	02	1	Very Low
Answering questions about paragraphs read aloud	73	04	1	Very Low
Writing composition: describing and explaining pictures	72	03	1	Very Low

Sam's parents and teachers will feel free to contact me at 555-0993 to arrange for further discussion and recommendations.

Dr. [Name], Ph.D., S.A.I.F.
Specialist

and procedures recommended by Jeri J. Goldman in "On the robustness of psychological test administration: Psychological evaluation of the dead" in Glenn C. Ellenbogen (Ed.) (1989). The Primal Test. New York: Guilford.

Items increase in difficulty from the lowest-numbered to the highest-numbered items and require that the student be given enough easier items to establish a "basal" or specified number of passed items and that the student continue until the student does not pass a specified number of items for a "ceiling."

"Test scores" are the scaled scores, standard scores, or T scores that are used with the various tests. Please refer to the Appendix for explanations of these different statistics. The various systems are not directly comparable to one another. The percentile ranks and stanines in the next two columns are provided to offer a common system that is consistent across all of the tests.

How long in the snow I wrestled with grisly fear;
I came out and they danced about
I shivered near;
I shivered, but I bravely said:
I peeped inside.
I asked, and it's time I looked"; . . .
The door opened wide.

And there sat Sam, looking cool and calm,
in the heart of the furnace roar;
And he wore a smile you could see a mile,
and he said: "Please close that door.
It's fine in here, but I greatly fear
you'll let in the cold and storm --
Since I left Plumtree, down in Tennessee,
it's the first time I've been warm."

JIFFY EVALUATION CENTER

DIAGNOSTIC EDUCATIONAL REEVALUATION

Name: Sam McGee	Test date: 2/18/99
Parents: Mr. & Mrs. Robert W. Service	Birth date 2/10/93
Address: 39 DawsonTrail	Death date: 2/15/99
Moose Creek, Alaska	Age: 6-0
School: Iditerod Elementary	(6 years, 0 months)
Examiner: Ron Dumont, Ed.D.	Grade: 1.5

REFERRAL

Though ironically, Sam, who had been thought to have been cremated on the marge of Lake Iditerod, was simply "defrosted" by the funeral pyre fire. At the behest of his parents, Mr. and Mrs. Service, he was referred for evaluation. His parents, and his prior examiner, had noted Sam's lethargic nature and his unwillingness to attempt testing to adequately perform the tasks at hand.

During the testing, Sam was brought willingly with this examiner to the testing room. He complained a bit about the cold and asked that the heat be turned off. He choose the seat closest to the heat vents and leaned back in his chair. The examiner was the father. Sam was administered the Mini-Battery of Achievement (MBA). Sam attempted all tasks but was only able to obtain a raw score of 1 for each subtest.

The results are shown below. He achieved raw scores of one on all subtests.

	A.E.	Percentile Rank	SS
reading, writing, and math skills	4-6	3	71
letter and word identification, vocabulary, and comprehension skills	6-5	70	108
punctuation, capitalization, spelling, and word usage skills	4-8	8	79
calculation, practical problems, and knowledge of math concepts and vocabulary	4-0	1	36

n's pre- and post-defrost performance, Sam's overall Basic Skills remain low (standard score of le). He has apparently shown dramatic increases in his Reading abilities (standard score of 108, , while his Writing skills have remained fairly close to those obtained on his prior evaluation of 79, 8th percentile). Most disconcerting is his drop in Mathematical abilities (standard score of le) as well as his overall dismal performance in Factual Knowledge (standard score of <1, 1st

Classification Terms Not To Be Used In Reports

(found floating on the Web)

1. A few Clowns Short Of a circus.
2. A few fries short of a Happy Meal.
3. An experiment in Artificial Stupidity.
4. A few beers short of a 6-pack.
5. Dumber than a box of hair.
6. A few peas short of a casserole.
7. Doesn't have all his corn flakes in one box.
8. The wheel's spinning, but the hamster's dead.
9. One Fruit Loop shy of a full bowl.
10. One taco short of a combination plate.
11. A few feathers short of a whole duck.
12. All foam, no beer.
13. The cheese slid off his cracker.
14. Body by Fisher, brains by Mattel.
15. Has an IQ of 2, but it takes 3 to grunt.
16. Warning- Objects in mirror are dumber than the appear.
17. Couldn't pour water out of a boot with instructions on the heel.
18. Too much yardage between the goal posts.
19. An intellect rivaled only by garden tools.
20. As smart as bait.
21. Chimney's clogged.
22. Doesn't have all his dogs on one leash.
23. Doesn't know much but leads the league in nostril hair.
24. Elevator doesn't go all the way to the top floor.
25. Forgot to pay his brain bill.
26. Her sewing machine's out of thread.
27. Her antenna doesn't pick up all the channels.
28. His belt doesn't go through all the loops.
29. If he had another brain, it would be lonely.

30. Missing a few buttons on her remote control,
31. No grain in the silo.
32. Proof that evolution can go in reverse.
33. Receiver is off the hook.
34. Several nuts short of a full pouch.
35. He fell out of the Stupid tree and hit every branch on the way down.

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Was Mortimer Snerd possibly a language disabled child? Following is a conversation between Mortimer and Edgar Bergen on the occasion of Charlie McCarthy's marriage to Marilyn Monroe November 1952.

Mortimer Snerd and Edgar Bergen

Have you heard the big news?

Yeah, yeah, yeah. My cat just had kittens. Poor thing is awful disappointed too.

Oh?

Yeah, yeah, she wanted a pup

That wasn't the news I was talking about.

Oh there's more.

Yes. You know Marilyn Monroe and Charlie are getting married.

Oh Yeah?

Yes

Oh well. Why?

Why?

Yeah.

You know, that when people get married they get married because they're in love.

Oh..yeah, yeah. Seems like there ought to be an easier way out of that.

Well, you know what marriage is?

Yeah..it's ah ... ah...it seems to me it's a friendship that gets all messed up

I hate to say it but Charlie and I are saying Goodbye

Saying what?

Goodbye.

Oh yeah, yeah. Goodbye, goodbye. I'll see you later.

No, no, not you. You see I want you Mortimer. I want you to fill Charlie's shoes.

Yeah.

Yes.

What do you want me to fill them with?

No, no., no, I want you to take Charlie's place.

Oh I see. You want me to marry Marilyn Monroe!

No. No. Right now we should get ready for Charlie's wedding. Now Mortimer, you're invited. I want you to watch your manners. I want you to put your best foot forward.

Oh, you mean the one with the six toes on it?

Yes, that's the one. When people speak to you, you should say "Yes Sir and yes Mam."

Umh.

Now is that clear?

Ahh...yup. Yup.

You mean yes sir don't you?

Oh..yah, yeah, yeah. Yup.

Cant you say anything but yup?

Oh, yes sir.

Ah isn't that better?

Yup....Want to go round again?

No. Now another thing, you know clothes are very important at the wedding.

Oh...I'll wear some.

Yes, I know you will. How do you think you'll feel in a top hat and a white tie?

Kinda chilly!

I'll have to rent a dress suit for you. Now let me see I'll need some measurements. Ah, what are you around the waist?

Oh a bit ticklish.

And how about the sleeves? Do you want 34 sleeves?

No, I think two ought to do!

No, Mortimer, that's a measurement. Where do you want your sleeves to come to.

Why, to me.

Would you describe yourself, Mortimer, as tall or short?

Well, I'd say I'm tall on one end and short on the other.

Now what about your trouser length.

Yeah, what about that.

How long are your legs?

Well, ah, starting from which end?

What I want to know is how long will you want your trousers?

Well just till the weddings over.

Yes I know. You don't seem to understand. Don't you see, if I have your exact measurements now, you'll get a better fit in the end.

Well, I was hoping it would fit good all over.

We really better hurry. I'm sure you'll want some of that wedding cake.

Oh, why.

Well you know, they say if a girl sleeps with a piece of her wedding cake under her pillow, that she'll get a husband.

Oh, ha ha. Well, That ain't what you get.

No.

No. Sir. You don't get that at all. I tried it.

Oh and what did you get.

Ants

John Willis' predictive fantasy??

NEWS RELEASE

American Guidance Service now has available the first calculator norms ever published for an individual mathematics achievement test. The **Kaufman Test of Educational Achievement Normative Update Calculator Supplement (K-TEA NUCS)** now provides these normative scores for the Mathematics Computation and Applications subtests:

- Age and grade norms for standard, paper-and-pencil administration
- Age and grade norms for scores after the student rechecks answers and attempts additional problems with a calculator
- Norms for the differences between scores with and without use of a calculator
- Supplemental age and grade norms for the student's score after errors have been pointed out and the student has been allowed to attempt the problems again.

Evaluators have long been frustrated by the ability accurately to measure students' proficiency with a calculator. Both students who are weak in math and those who have gone on to advanced math classes tend to forget such skills as long division. Students who are doing well in Algebra, Trigonometry, Geometry, or Calculus classes often earn below average scores on basic math tests in spite of their strong math abilities. Existing individual math achievement tests have been unable to predict success in classes or on tests, such as the Scholastic Aptitude Tests, which allow use of calculators. Supplementary norms also allow evaluators to report how much use of a calculator helped a student, compared to other students of the same age or grade.

Evaluators have also been frustrated by the need to report such problems as, "The student's math score would probably have been higher to an unknown extent if the student had read the operations signs correctly and had not made 'careless' errors." No standardized and normed method has existed for measuring the effects of such errors. Now, the **K-TEA NUCS** allows evaluators to readminister failed items and obtain a normed, supplementary score.

K-TEA NUCS norms were derived from scores of a small, carefully selected sample of students who were administered the K-TEA Mathematics subtests in the standard manner, allowed to recheck their work and attempt additional items with a calculator that used both decimal and common fractions, and then directed to check their work on all problems on which they had performed the wrong operation or made a simple computational error.

With these supplementary norms, the recent Normative Update, and the Error Analysis, the K-TEA is now the most diagnostically useful

individual achievement test currently available.

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W Microsoft Word – Document 1									
File	Edit	View	Extend	Insert	Format	Tools	Table	Window	Help
						Undo Stupid Changes	Ctrl+Shift+S		
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						Adjust Director's Attitude	Ctrl+Shift+A		
						Insert Brilliance	Ctrl+B		
		EDUCA				Create Idea	Ctrl+Alt+C	TION	
						✓ Extend Deadline	Ctrl+D		
						Enhance Salary	Ctrl+Y		
Name:	Ralph Williams					Find Better School	Ctrl+Alt+B	4/19/99	
School:	West Overshoe					Restore Wasted Evenings	Ctrl+E	3/12/89	
Grade:	4.7					Save Weekend	Ctrl+Shift+K	10-1	
REFERRAL									
<p>Ralph was referred for educational evaluation by mistake. There were no referral questions or concerns. Ralph's long history of total indifference to the educational process ("DILLIGAD") was matched by the utter lack of concern on the part of his teachers.</p>									
PREVIOUS TESTING									
<p>Ralph had had numerous previous evaluations by a variety of phrenologists and holistic healers plus at least two instances of exploratory neurosurgery. None of these procedures was even mentioned in his cumulative record.</p>									

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Creative approach to solving the problems associated with school behavior.

To: All Staff

From: Superintendent of Schools

Date: 9/1/1999

Re: Faculty Bathrooms

Five of our greatest concerns for the safety and well being of our students are drugs, weapons, arson, bomb and biohazard threats, and bullying. The dangers of drugs need no comment. Recent tragedies in schools around the country have underscored the dangers of disaster threats weapons and bullying.

Student bathrooms are the venue for many instances of these threatening behaviors, and our student bathrooms are very poorly supervised, amplifying the dangers to our students. Voluntary bathroom checks by faculty members are almost nonexistent. Assigned, scheduled bathroom checks are exceedingly unpopular with teachers and administrators, are too easy for students to predict, interfere with instructional duties, and therefore occur infrequently and ineffectively.

We have determined that the best, if not only, solution to the problem is to abolish faculty bathrooms and to have faculty use the same bathrooms as the students. This plan would make faculty appearances in the bathrooms frequent and unpredictable and should diminish the dealing and consumption of illegal drugs, the concealment and use of weapons, the placement of bombs and biohazard devices, and the instances of bullying throughout the schools. Therefore, in the best interests of the students and the school community, this policy will be implemented immediately.

However, in order to avoid offending currently employed staff members, the faculty bathrooms will not actually be closed until 6/30/2047, the projected retirement date of the youngest teacher currently on our staff. Until then, we ask for your continued alertness.

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Relentless Intervention Program (RIP)

If a student is being teased or picked on, I would recommend the Relentless Intervention Program (RIP). Every time any adult witnesses or overhears a student teasing or picking on another student, the adult takes the aggressor aside and – very gently, respectfully, politely, and softly – lectures the aggressor for as long as the adult's schedule allows, up to about five minutes for elementary and middle-school students and about eight minutes for high-school students (long enough to be agonizing for the listener). The adult needs to explain how the teasing or other abuse is hurtful to the target, how little good it actually does for the aggressor, how it sets a bad example for other students, how it leads to other students picking on the same target, how it forms a bad habit for the aggressor, how it could harm the reputation of the aggressor, and how it poisons the atmosphere of the school for everyone. This must be done very gently, respectfully, politely, and softly, because we cannot teach gentle behavior roughly. The aggressor should not be required to say or do anything but listen, although apologies and constructive responses would be welcomed. This intervention should be repeated very patiently, but relentlessly, at every opportunity, each time as if it were the first. This must be done immediately by the adult who actually saw or heard the behavior; it should not be used if the behavior is merely suspected. Therefore, the aggressor should never be asked to confess, just to listen.

WISC-III FROM HADES



Have you ever noticed that the children we test with the WISC-III (or any other test for that matter) seldom give us the answers that are listed in the manual. We have compiled a set of actual answers that we have found very difficult to score or even fathom sometimes. We did not attempt to keep only funny answers - just real answers that we found interesting and often a problem to score.

Choose the subtest of your choice and see what we got for answers. (It is useful to have a protocol handy since the items are copyrighted material and we have included only the number of the item.)

INFORMATION

SIMILARITIES

VOCABULARY

COMPREHENSION

INFORMATION

Item #	Actual Response
1	
2	
3	
4	The rest Wednesday Q What makes water boil Q What comes before Thursday Q
5	Put it in hot water Put gasoline in it Put it in a teapot Turn the hot switch on Use hot hot water and make steam out of it Put it in a pan
6	Canadian and our coins
7	
8	7 or 5
9	July, Fall, Spring, Summer, Winter Summer, Snow, Fall, Spring, Winter Autumn, Winter, Spring, Fall July, Fall, December, Summer Christmas, Easter, Halloween and Thanksgiving January, February, March, April
10	A lot Millions of things Eggs A dozen things

Since not all items had answers from HADES, we have left blanks in the sheet.

Since the Question itself is copyrighted material, we have included only the number of the question.

11

12:

Helps you eat

Growls

Eats the food

When you eat it goes into your stomach

It compacts the food

Helps you breathe

Breathe, help you move, keep your food in it, keeps your heart in it

Packs food Q has food in it

Squeezes the food Q it squishes all the juices out of the food

Pumps

It gets your food

13

A Sailor

Guy who sailed the ships Q the Mayflower

A sailor Q A famous sailor

Sailed around the world

Discovered that the world was round

He's the guy... wanted to go to a different....trying to discover some other place and discovered here

Big jerk...he took it away from the Indians

He did not discover America

He made the Indians the Indians

Second man in America Q after Lief Ericson

He sailed a boat

He sailed the seven seas

Famous sailor Q he sailed in 1490

He was first person to land in Caribbean

A sailor with three ships

Captain of a ship.. the Queen Mary

Captain of a ship.. the Tia Maria

14

Alantic, Pacific and India

Alantic, Pacific and Antartica

Alanta, Pacific, Indian, Artic

Alantic, Pacific and the Ocean Blue

Alantic, Pacific and Ireland

15

16 Down

Left

17 By planting trees

18 "I" Q. What are the consonants

19 Hydrogen peroxide

H₂O Q Hydrogen and oxide

20 Thomas Alfalfa

21

22 She was a writer...who was blind

23 Graphics...like different kinds of writing Q like on a computer

24

25

26 The peroxide in the water

Bacteria in the water

Air and water

27 Tells you what the atmosphere is like

Measures something

Measures a temperature

28

29

30

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SIMILARITIES

- 1 Wet
Both go in the refrigerator
- 2 You can light them on fire
Both holded by glass
Both have plugs
Both have fire
- 3 Both have strings and are the same color
- 4 They sing and they make noise and stuff that you play with
- 5
- 6
- 7
- 8 They are on something
Both have a bump
Both stick out
- 9 Call somebody on the telephone and listen to somebody on the radio
Has people coming on it
Both talk
- 10 Attitudes
Both meanings
Both a part of life
- 11 Both have people in them
Both together
A tribe is a family and a family is a family
What's a tribe?
Both people you live with Q friends
Same place like you both have sisters and sons and daughters and fathers Q both people
Both like a troop
- 12 Both models Q no
Both are painted
They don't move and they're things you make
Both masterpieces
Both stand still
Pictures in a way
- 13 Its like hot and cold
You can melt ice to make steam
Both water Q ones solid and ones not

Since not all items had answers from HADES, we have left blanks in the sheet.

Since the Question itself is copyrighted material, we have included only the number of the question.

Both made by moisture

Temperature...different temperature

14

15 Stick a temperature outside and with a length you measure something

Both sort of tell you something when you measure something

Both have numbers

16 Both have "st" at the end

A setting Q

17 Both end with "er"

Both bend

18 Both below 30

19 Both in the sea

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VOCABULARY

- 1 Its a time thing
Something that goes tick
It counts the time
- 2 To wear Q and you hang it up
- 3 Something you wear during the rain
Something you go out in the rain with
Something that keeps you not wet
Something you put in the sand at the beach
- 4 Like a bike Q like a motorcycle without a motor
- 5 Milking cows and meat cows
Makes milk and moos and has babies
- 6 Its words that help you learn the letters
To spell words
A long line of letters that doesn't make a word
- 7 Animal that lives in the desert
Something that carries a lot of stuff and makes a funny sound
It has a name I cant say
- 8
- 9 Like to leave a school because you're sick
When you say good bye
- 10 Somebody that stands up. Stands up and fights, like a dragon
Somebody who is not chicken to do something
Somebody who is brave enough Q Brave enough to talk back
Like if somebody told you to jump off a house and you did, that's brave
Somebody whose very strong
- 11 A little part of land but its split and half is in the ocean
Place in the water Q In middle of water
It's like a body of water surrounded by land
An island is surrounded by water Q has water all around it
Hawaii
Kinda like a beach...you can go swimming
Something that you come from...like you're on a ship
Point of land with a lot of sand on it
A body of sand in a big body of water
Furniture Q in the kitchen, middle of room

Since not all items had answers from HADES, we have left blanks in the sheet.

Since the Question itself is copyrighted material, we have included only the number of the question.

- 13 Baloney
Another way of saying "No that's not right"
Your mother says that cause it's not right to do Q Something your mother says if she doesn't think
its right
Type of behavior
Like when you're not paying attention
Like if you're tattling...and they say I don't want that nonsense...it means they don't want to hear it
at all
- 14 Like water Q Goes up in the air
- 15
- 16
- 17 Sleep
- 18
- 19 Like nothing can stop it...like if somebody shot somebody...if they were transparent the bullet
would go right through them
- 20 Something heavy to pick up, cant pick it up easily
- 21: Means like "My cars better than your car"
- 22 There's no question about it
You win by a landslide...you had it in the bag Q You win...you beat the guy a lot more
Oh boy...I know this word...I know what it means...perfect...like on TV. Its unanimous...you'd vote
and somebody would say it's a unanimous he won
- 23 A private area Q something somebody wants to keep quiet
Not to include somebody in a parade
- 24 Against...protest
- 25
- 26
- 27
- 28 Something that's there
- 29
- 30

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COMPREHENSION

- 1 Stick it in your mouth
- 2 Call the FD Q Call the police
Get out of the house
Go to the neighbors and ask them if its a fire
Call the police and tell mom or dad
Wave your hand like this
- 3 Because its against the law
So if you get in an accident you wont die.
They aren't. We have airbags.
They do?
So you wont fall out the window while you go down the street
- 4 Give it to him
Give it to the lady
- 5 Give it back
Ask him if he wants you to buy him a new one
Ask somebody if they know
Your friend will get mad
- 6 It helps the environment
Wastes electricity Q and your parents get angry
So it wont blow up
So that if they have to go to the bathroom they don' t have to wait...they would think someone is in there
and they would be waiting
Its a waste because no one is using it
Cause you can run out of power Q and you'll have to use a candle and you cant watch TV
It pollutes the air
It hurts the earth...makes it like bad Q electric light is powered by electricity and causes pollution
Because the power will go out and no one will have light
- 7 Without rules there is nothing to follow Q If you want to play it and you open and there are no rules you
don't know what to do
You don't want to get hurt Q You could get hurt without rules
It makes the game more fun.
Cause there might be a certain way to do it and if you don't it will break
Without rules you'd hear "Wee I win" Q Rules or people would win to quickly
Wouldn't be any fun...everybody gets to do what they want
Makes it more challenging
Cause you have to play it right Q Because if you break it you have to pay for it

Since not all items had answers from HADES, we have left blanks in the sheet.

Since the Question itself is copyrighted material, we have included only the number of the question.

- So nobody gets hurt Q without rules you get hurt
So you know how to play
So you know how to play right and so your friends know how to play right
Keep you from getting hurt Q rules on a bus so you don't get run over
- 8 Pick him up and take him to his mom
Tell
Go inside...go into the house
Tell them its not right
Don't try to hurt him...just try to get him away
Just play with him...pretend your fighting him
Push him out of your way and ignore him
Sit there and let him beat me up
- 9 So you'll know where they are
So you can find somebody by just opening the book Q no
If its not in alphabetical order you don't know the number for the pizza man
In case you need to look somebody up Q Like if you need your carpets cleaned you look under clean
- :10 So if there are worms in it you could get sick
So if there are worms in it people would get sick
To make sure it doesn't have any bad spots
- 11 If the cars speeding and hits you you know the License number
Cause if you don't you cant drive
So if you're speeding the police can pull you over
You could get arrested
If they do something wrong you take down the License number
- 12 You can read the sports page
It tells you more than you need to know
It helps you read better
If you miss something on TV it wont run away from you on the newspaper
You don't have to see the weather or your daughter being a show off
- 13 What's a secret ballot?
For privacy
Because they could know that your favoring somebody and nobody would get mad at you
So nobody has any complaints
So you vote for who you want and not for who somebody else wants
- 14 So you can send the letters
To send them away...without the stamp on it it wont go anywhere
To send it Q Without it the pm has no idea where its going
So it will go to the person
So they wont get lost in the mail
Sort of like a pass to go through the mail
Its a tax
So it wont cost money to go through the mail
- 15 They aren't.
Soft covers don't hurt as much
Paperbacks can get torn and ripped off more easily but the hard covered can be more useful
More durable...more flimsy. Wont break as easy

- 16 Because you said you would
So they will like you
If you break a promise the guy will get mad at you
Because its bad to promise and then not keep it
So nobody gets in trouble
So nobody knows your secret
- 17 The president doesn't have so much on his hands and in case the president does something wrong Q he
cant deal with everything, he's only one man
If the congressman is sick the senator will take over
- :18 So you can say what you feel
Because everyone has the right to say what they want to say

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THE MALE ANSWER SYNDROME

Have you ever wondered why:

Men who have never been west of Kentucky can tell you about the mentality of the Japanese?

Men who can't pay their credit card bills have a plan for dealing with the national debt?

Men who aren't on speaking terms with their families know how to achieve peace in the Middle East?

Men who flunked high school physics can explain what went wrong at NASA?

Men who haven't had a date in six months know what women really want?

I asked my friend Lou, who spends his weekends fixing up his Harley and watching female mud wrestling, how he thinks political autonomy will affect the economies of the Baltic states. His brow will furrow; he will purse his lips thoughtfully. "It's interesting that you mention that..." he will begin, and then he will come up with something—probably nothing remotely feasible—but something.

This behavior—the chronic answering of questions regardless of actual knowledge—is known as **Male Answer Syndrome**. The compulsion to answer varies from person to person, but few men are happy saying: "I don't know." They prefer: "That's not what's important here." They try not to get bogged down by petty considerations, such as: "Do I know anything about this subject?" or "Is what I have to say interesting?" They take a broad view of questions, treating them less as requests for specific pieces of information than as invitations to expand on some theories, air a few prejudices, and tell a couple of jokes. Some men seem to regard life as a talk show on which they are the star guest. If you ask: "What is the capital of Peru?" they hear: "So tell us a bit about your early years, Bob."

Many women actively encourage male answering behavior. There is in the female a correlative condition known as the **Say What? Complex**. Women, who behind closed doors expound eloquently on particle physics, may be found, in male company, gaping at the news that the earth is round.

MAS tends to be mild until puberty; boys begin to speak with authority on matters of foreign policy at the same time they start to grow facial hair. Scientists have developed this theory on how MAS developed: Since killing woolly mammoths and attacking enemies with rocks are now frowned upon, and since shirts open to the navel are not appropriate in every social situation, men

prove their masculinity by concocting elaborate theories about football.

Growing awareness of MAS has led some to call for a moratorium on all male-female conversation. This is alarmist. But care should be taken. Women must remind themselves that if a man tells them something particularly interesting there is a good chance that it is particularly untrue.

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TODAY'S ENGLISH LESSON

Given the problems with the English language, is it any wonder that anyone ever learns to read and write?

We'll begin with box, and the plural is boxes;
But the plural of ox should be oxen, not oxes.
Then one fowl is goose, but two are called geese-
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole lot of mice,
But the plural of house is houses, not hice.
If the plural of man is always called men,
Then couldn't the plural of pan be called pen?

The cow in the plural may be called cows or kine,
But the plural of vow is called vows, never vine.
And I speak of a foot, and you show me your feet,
But if I give you a boot - would a pair be called beet?

If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?
If the singular is this and plural is these,
Why shouldn't the plural of kiss be named kese?

Then one may be that, and two may be those,
Yet the plural of hat would never be hose;
We speak of a brother, and also of brethren,
But although we say mother, we never say methren.

The masculine pronouns are he, his and him,
But imagine the feminine—she, shis, and shim!
So our American English, I think you'll agree,
Is the trickiest language you ever did see.

I fairly assume that you already know
About tough and bough and cough and dough?

Others may stumble, but surely not you
On hiccough, thorough, slough, and through?

Well done! And now you might wish, perhaps
To learn some of the less familiar traps?
Beware of heard, such a chameleon word
That looks like a beard and sounds like a bird.

To be dead; said like bed, certainly not bead;
And for goodness sake, don't call it a deed!
Watch out for meat and great and threat,
(they rhyme with suite and straight and debt).

A moth is not spoken like the moth in mother.
Nor both as in bother, and broth as in brother.
And here is not spoken as if you were there.
And my dear and fear are not like bear and pear.

And then there's a dose and a rose and to lose --
You might go look them up — also a goose and to choose.
And toughies cork and work and card and ward,
And font and front and word and sword.

And do and go, then thwart and cart.
Come on now, I've hardly made a start.
You say: "Dreadful language?" Why, man alive,
I'd learned to speak it before I was five!

And yet when I write it, and try hard I do,
I still haven't learned it, and I'm fifty-two!

[I (RD) do not have the original source but I believe this was published in [The Best of an Almanac of Words at Play by Willard R. Espy \(Editor\)](#)]

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WHEN HELL FREEZES OVER

How Hot Is It In Hell? (A True Story from a Yale professor)

A thermodynamics professor had written a take home exam for his graduate students. It had one question: "Is Hell exothermic (gives off heat) or endothermic (absorbs heat)? Support your answer with a proof." Most of the students wrote proofs of their beliefs using Boyle's Law (gas cools off when it expands and heats up when it is compressed) or some variant.

One student, however, wrote the following:

"First, we need to know how the mass of Hell is changing in time. So, we need to know the rate that souls are moving into Hell and the rate they are leaving. I think that we can safely assume that once a soul gets to Hell, it will not leave. Therefore, no souls are leaving. As for how many souls are entering Hell, let's look at the different religions that exist in the world today. Some of these religion state that if you are not a member of their religion, you will go to Hell. Since there are more than one of these religions and since most people do not belong to more than one religion, we can project that all people and all souls go to Hell. With birth and death rates as they are, we can expect the number of souls in Hell to increase exponentially. Second, we look at the rate of change of the volume in Hell because Boyle's Law states that in order for the temperature and pressure in Hell to stay the same, the volume of Hell has to expand as souls are added. This gives two possibilities:

1. If Hell is expanding at a slower rate than the rate at which souls enter Hell, then the temperature and pressure in Hell will increase until all Hell breaks loose.
2. Of course, if Hell is expanding at a rate faster than the increase of souls in Hell, then the temperature and pressure will drop until Hell freezes over.

So which is it? If we accept the postulate given to me by Miss Theresa Banyan during my freshman year that, "It will be a cold night in Hell before I sleep with you." and take into account the fact that I still have not succeeded with her, then #2 cannot be true, and so Hell must be exothermic.

The student got the only A.

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Letter to a parent from a teacher with Attention Deficit Hyperactive Disorder

Dear Parent

I am sure you are familiar with ADD (Attention Deficit Disorder). Many students today have to deal with this difficult disorder. I am very able to empathize with them because I, too, suffer from ADD. Because of this, I hope you will be willing to make certain accommodations that will help me to be successful. Please consider the following accommodations:

Use a variety of techniques to communicate with me about your child. I may not remember to respond to a phone call, but repeated efforts by mail, telegram and fax are sure to elicit an eventual response.

When you write notes to me, consider using various colored markers to write your message. These help me to focus my attention.

Do not expect weekly progress reports on your child. Such reports require organizational skills that are beyond the ability of ADD subjects.

Please excuse any errors I might make in grading your child's paper. My attention wanders from time to time. I will be happy to re-grade papers with more than five significant errors, although it may take me several weeks to get to such papers.

Understand that I only grade a small percentage of your student's work so that I may be motivationally encouraged and predisposed to comply with my task.

I may occasionally mix up students grades. If you feel this has happened, please notify me (in the manner suggested above). If I am able to discover where the error was made, I will be happy to correct your student's grade.

Consider placing your child in one of my morning classes. I am much better focused before 10:00 a.m. If your child is in an afternoon class, do not be upset by the fact that one-half of our class time will be "free-time" due to the fact that I can only focus for short periods of time in the afternoon. Instead, consider this time as an opportunity for your child -- a built in "study hall."

Be prepared to teach the novel Lord of the Flies to your student at home.

Because I am frequently unable to reach this unit by the end of the year, you may need to cover this required material yourself. I will be happy to provide books and handouts.

Forgive me if I am late in arriving for parent conferences. I sometimes lose track of time. If I forget to come at all, do not hesitate to reschedule by contacting me (in

the manner suggested above).

When we meet for parent conferences, please remember to

- (a) Maintain proximity to me
- (b) Establish eye contact
- (c) Be concise
- (d) Use an appropriate rate of speech
- (e) Use visual aids (e.g., student papers, charts, pictures, etc..)

Your effort to comply with these accommodations is greatly appreciated. I know that together we will be able to create a rich and rewarding learning experience for your child. If you have any questions or comments, please feel free to contact me (in the manner suggested above).

Again, many thanks.

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