

[REDACTED]
[REDACTED]
Officer in Charge
Newfield House
Newfield Assessment Centre
Barochan Road
JOHNSTONE

[REDACTED]
22 November 1984

Dear [REDACTED]

SHEILA McKIRDY : 2.7.71
164 Candren Road, PAISLEY
Attends John Neilson High School

Sheila first came to the attention of Child Guidance in 1981 when she was referred by her primary school because of poor progress particularly in reading. An assessment was carried out which indicated that Sheila was appropriately placed in ordinary school.

Sheila was re-referred by her secondary school in September of this year because of disruptive and aggressive behaviour. Since that time Sheila and her mother have only managed to keep two of the five appointments offered and so my contact with them has been rather limited.

Sheila is the second youngest of the four children living at home. The family history is a somewhat difficult one and there are problems with the other three children, particularly [REDACTED]. [REDACTED] is under quite a lot of stress because of this and she feels disappointed at what she sees as a change in Sheila's behaviour. She previously viewed the girl as being quite supportive but now feels she has difficulty controlling her. Both Sheila and her mother cooperated well when they did attend for interview but it seemed that [REDACTED] was deeply concerned about [REDACTED] and this may help to account for her failure to keep some of the appointments offered.

[REDACTED] has a marked hearing loss and her speech is rather indistinct. This can make it difficult to communicate with her and it is also rather difficult for her to tune in to what is being said. As a result of this it seems likely that [REDACTED] sometimes responds to situations in a rather inappropriate manner and my impression was that this frustrates and irritates Sheila.

Sheila relates well in a one-to-one situation. She is quite an open, talkative girl and is willing to discuss the difficulties she is having. She expresses feelings of regret and feels she has upset her mother.

[REDACTED]

22 November 1984

However, she is clearly involved in the area in which she lives and identifies quite strongly with the sub-culture of Ferguslie. [REDACTED] died suddenly about 5 years ago and throughout my brief contact with Sheila and her mother, feelings about his death were frequently presented. My impression is that the marital relationship was a difficult one and that [REDACTED] was often in trouble. [REDACTED] indicated that there were times in the past when she had felt at the end of her tether. At the same time she suggests that the difficulties with the children began after her husband's death. She thinks that [REDACTED] was particularly affected and she herself feels that she hasn't yet got over it. Sheila was tearful when her father's death was being discussed and she discussed it again when I interviewed her alone. She expressed a lot of fears and presented some fantasies surrounding her father and his death and my impression was that there is still strong feeling about him in the family. Sheila described her father as "kind-hearted" - a description which is not borne out by other reports.

Although some aspects of Sheila's behaviour can be attributed to cultural factors and influences, there are some indications that there are factors within the family which could help to account for her difficulties. Unfortunately I was unable to explore these areas further because of Sheila's non-attendance at the clinic but I feel they may be relevant in the consideration of the kind of support to be offered to Sheila and her family.

Yours sincerely

[REDACTED]

Educational Psychologist

[REDACTED]

21 February 1985

[REDACTED]
EDUCATION OFFICER

SHEILA McKIRDY (2.7.71)

Thank you for your request of 28 January 1985 for a report on how to continue the above child's education.

Sheila was first referred to Child Guidance in 1981 because of poor progress in the primary school. An assessment was carried out which indicated that she was appropriately placed in ordinary school. She was re-referred in September 1984 because of her disruptive behaviour in John Neilson High School. Sheila and her mother were seen there by [REDACTED]. The contact was rather limited, however, as they only managed to keep 2 out of 5 appointments offered. (See report of 22 November 1984.) Sheila was discussed at a Community Assessment Team meeting on 23 November 1984, following attendance at a Children's Panel for truancy. The recommendation was home supervision.

Following the recent exclusion I offered Sheila and her mother two appointments in my office on the 8 and 15 February, both of which they failed to attend. I wrote to say that I would visit the home on 20 February, but when I visited they were not available.

In order to collate some form of assessment, I held a meeting with [REDACTED] Guidance Teacher, and [REDACTED] Social Worker, in the school on 20 February. I was able to refer to the school file and the C.A.T. reports.

There was agreement at this meeting that Sheila presents long-standing and intractable problems in the school (as outlined in the school report). Social Work reports indicate that Sheila's educational difficulties are a low priority to this 'multi-problem' family. [REDACTED] is beginning to say that Sheila is beyond her control. The feeling was that resolution of the school difficulties would help maintain her position within the family.

Unfortunately/...

2



21 February 1985

Unfortunately, I am not in a position to make any firm recommendations but it would appear that an alternative specialist day placement may have to be considered.



Senior Psychologist

PROFILE OF

Level 1

MATHEMATICAL SKILLS

Mr Norman France

name: Sheela M Kedy Boy or Girl: Girl

age: 13 Years 11 Months Today's Date: 21 / 8 / 85

ate of Birth: Day 2 Month 7 Year 1971

chool: Good Shepherd Centre Class: 6

o the pupil:

our teacher will explain to you how to do this test. Follow the instructions carefully. Always work om left to right across the page. Write your answers clearly in the spaces provided. Try to answer very question. You may find some hard. Do those you can first. Go back to those you have missed ut at the end. Always do your very best.

Standard Age score	ATTAINMENT (Ring the appropriate raw score)																					Stanine	Percentile
	Addition			Subtraction			Multiplication			Division			Operations			Measurement & Money			Extensions				
	9:0	10:0	11:0	9:0	10:0	11:0	9:0	10:0	11:0	9:0	10:0	11:0	9:0	10:0	11:0	9:0	10:0	11:0	9:0	10:0	11:0		
30-	27-	31-	32	26-	30-	32	14-	16	16	14-	16	16	27-	28	28	21-	23-	26-	26-	29-	32-	9	98
	26	30	32	25	29		13	15		13	15		26	27		19	22	25	24	28	31		95
25-						31			16			16			27								
	25	29		24	28		12	14		12	14		25	26		18	21	24	23	27	30	8	
20-	24	28	31	23	27	30							24	25	26	17	20	23	21	26	29		91
	23	27	30				11	13	15	11	13	15				16	19	22	20	25	28		
15-	22	26		22	26	29							23			15			19	24	27	7	84
	21	25	29				10	12	14	10	12	14	22	24	25	14	18	21	18	23	26		
10-	20	24	28	21	25	28													17	22	26		
	19	23	27	20	24	27			13				21	23		13	17	20	16	21	25		75
	18	22	26	19	23	26	9	11		9	11	13	20		24	12	16	19	15	20	24	6	
05-													19	22		11				19	23		
	17	21	25	18	22	25			12	8	10	12			23			18	14	18	22		63
	16	20	24	17	21	24	8	10					18	21		10	14	17	13	17	21		
00-									11	7	9	11	17	20	22							5	60
	15	19	23	16	20	23							16	19	21	9	13	16	12	16	20		
	14	18	22	15	19	22	7	9	10				16	19	21	8	12	15	11	15	19		
95-										6	8	10	15	18	20								
	13	17	21	14	18	21	6	8	9				15	17	19	7	11	14	10	13	17		37
	12	16	20	13	17	20				5	7	9	14	16	19	6	10	13	9	12	16	4	
90-													13	15	18	5	9	12	8	11	15		25
	11	15	19	11	15	19	5	7	8	4	6	8	12	14	17								
													12	14	16	4	8	11					
85-	10	14	18	10	14	18	4	6	7	3	5	7	11	13	15	3	7	10	7	10	13	3	16
	9	12	15	9	12	15	3	5	6	1	4	6	10	12	14	2	5	8	6	8	10		
80-																							
	8	11	14	8	10	13	2	4	5				9	11	13	1	4	6	5	7	9		9
	7	10	12	7	9	12							8	10	12								
75-																							
	6	8	11	6	8	10	1	3	4				7	9	11								
70-	-5	-7	-9	-4	-6	-8	0	-2	-3	0	0	0	-5	-7	-9	0	0	0	0	0	0	1	-2
Year group	J2	J3	J4	J2	J3	J4	J2	J3	J4	J2	J3	J4	J2	J3	J4	J2	J3	J4	J2	J3	J4	Year group	
Scot. & N. Ire.	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	Scot. & N. Ire.	

ADDITION

	(a)	(b)	(c)	(d)
1	$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline 17 \end{array}$
2	$\begin{array}{r} 3 \\ + 0 \\ \hline 3 \end{array}$	$\begin{array}{r} 17 \\ + 2 \\ \hline 19 \end{array}$	$\begin{array}{r} 30 \\ + 57 \\ \hline 87 \end{array}$	$\begin{array}{r} 14 \\ + 8 \\ \hline 22 \end{array}$
3	$\begin{array}{r} 47 \\ + 15 \\ \hline 62 \end{array}$	$\begin{array}{r} 79 \\ + 91 \\ \hline 170 \end{array}$	$\begin{array}{r} 128 \\ + 69 \\ \hline 197 \end{array}$	$\begin{array}{r} 274 \\ + 159 \\ \hline 433 \end{array}$
4	$\begin{array}{r} 26.4 \\ + 4.7 \\ \hline 31.1 \end{array}$	$\begin{array}{r} 38.6 \\ + 4.5 \\ \hline 43.1 \end{array}$	$\begin{array}{r} 71.91 \\ + 38.68 \\ \hline 110.59 \end{array}$	$\begin{array}{r} 500.06 \\ + 80.89 \\ \hline 580.95 \end{array}$
5	$\begin{array}{r} 601.80 \\ + 90.39 \\ \hline 692.19 \end{array}$	$\begin{array}{r} 48.79 \\ + 23.77 \\ \hline 72.56 \end{array}$	$5 + 13.4$	$9 + 17.8$
6	$26 + 10.4$	$18 + 2.7$	$11 + 69.6$	$5.5454 + 55.55$
7	$191.96 + 1.809$	$990.07 + 178.9$	$30.8 + 8$	$804.7 + 184.04$
8	$4.5 + 13.2 + 18.1$	$10.9 + 9.01 + 19.19$	$19.1 + 1.91 + 0.191$	$89.8 + 0.898 + 9$

SUBTRACTION

14

(a)

(b)

(c)

(d)

1

$$\begin{array}{r} 3 \\ - 2 \\ \hline 1 \end{array} \checkmark$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline 1 \end{array} \checkmark$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array} \checkmark$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array} \checkmark$$

2

$$\begin{array}{r} 3 \\ - 3 \\ \hline 0 \end{array} \checkmark$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline 6 \end{array} \checkmark$$

$$\begin{array}{r} 19 \\ - 16 \\ \hline 03 \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline 09 \end{array} \checkmark$$

3

$$\begin{array}{r} 357 \\ - 305 \\ \hline \end{array}$$

$$\begin{array}{r} 449 \\ - 410 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 24 \\ \hline \end{array}$$

4

$$\begin{array}{r} 53 \\ - 35 \\ \hline 18 \end{array} \checkmark$$

$$\begin{array}{r} 293 \\ - 185 \\ \hline 108 \end{array} \checkmark$$

$$\begin{array}{r} 186 \\ - 127 \\ \hline 059 \end{array}$$

$$\begin{array}{r} 544 \\ - 396 \\ \hline 148 \end{array} \checkmark$$

5

$$\begin{array}{r} 34.2 \\ - 30.7 \\ \hline 04.5 \end{array}$$

$$\begin{array}{r} 54.2 \\ - 49.6 \\ \hline 04.6 \end{array} \checkmark$$

$$\begin{array}{r} 83.45 \\ - 38.78 \\ \hline 44.67 \end{array} \checkmark$$

$$\begin{array}{r} 180.81 \\ - 189.92 \\ \hline 090.89 \end{array}$$

6

$$\begin{array}{r} 792.19 \\ - 701.80 \\ \hline 090.39 \end{array} \checkmark$$

$$\begin{array}{r} 380.91 \\ - 300.88 \\ \hline 080.03 \end{array} \checkmark$$

$$\begin{array}{r} 110.48 \\ - 81.83 \\ \hline 028.65 \end{array}$$

$$43.8 - 21 =$$

7

$$68.4 - 47 =$$

$$90.4 - 62 =$$

$$25 - 8.9 =$$

$$27.7 - 2.07 =$$

8

$$1010.06 - 99.007 =$$

$$301.04 - 29.195 =$$

$$1010 - 308.05 =$$

$$410.07 - 3.383 =$$

MULTIPLICATION

	(a) 7	(b)	(c)	(d)
1	$\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$ ✓	$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$ ✓	$\begin{array}{r} 21 \\ \times 3 \\ \hline 63 \end{array}$ ✓	$\begin{array}{r} 34 \\ \times 2 \\ \hline 68 \end{array}$ ✓
2	$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$ ✓	$\begin{array}{r} 16 \\ \times 4 \\ \hline 64 \end{array}$ ✓	$\begin{array}{r} 82 \\ \times 5 \\ \hline 410 \end{array}$ ✓	$\begin{array}{r} 532 \\ \times 8 \\ \hline 4256 \end{array}$ ✓
3	$\begin{array}{r} 68 \\ \times 6 \\ \hline 408 \end{array}$	$\begin{array}{r} 789 \\ \times 9 \\ \hline 7101 \end{array}$	$\begin{array}{r} 6.4 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 80.34 \\ \times 7 \\ \hline \end{array}$
4	$\begin{array}{r} 10.09 \\ \times 60 \\ \hline \end{array}$	$\begin{array}{r} 17.85 \\ \times 43 \\ \hline \end{array}$	$\begin{array}{r} 32.7 \\ \times 21 \\ \hline \end{array}$	$\begin{array}{r} 20.34 \\ \times 63 \\ \hline \end{array}$

DIVISION

	(a) 6	(b)	(c)	(d)
1	$2 \overline{) 8} \quad 4$ ✓	$5 \overline{) 10} \quad 2$ ✓	$3 \overline{) 6} \quad 2$ ✓	$4 \overline{) 12} \quad 3$ ✓
2	$5 \overline{) 45} \quad 9$ ✗	$2 \overline{) 68} \quad 34$ ✓	$7 \overline{) 35} \quad 5$ ✓	$5 \overline{) 15} \quad 3$ ✓
3	$6 \overline{) 8436} \quad 136$	$7 \overline{) 973} \quad 139$	$9 \overline{) 12.69}$	$14 \overline{) 44.8}$
4	$32 \overline{) 86.4}$	$27 \overline{) 92.07}$	$51 \overline{) 187.17}$	$0.7 \overline{) 364.7}$

OPERATIONS

15

(a)

(b)

(c)

(d)

Write in the missing sign +, -, x, ÷ for each question:

1

2 ☒ 3 = 5

3 ☒ 1 = 2

7 ☒ 2 = 5

6 ☒ 1 = 7

2

3 ☒ 4 = 12

4 ☒ 5 = 20

10 ☒ 5 = 5

9 ☒ 3 = 3

3

6 ☒ 6 = 1

0 ☒ 8 = 8

10 ☒ 10 = 0

36 ☒ 6 = 6

4

"I divide 10 by 5" can be written

10 ☒ 5

"Jack has 5p and is given 3p more" is written

5p ☒ 3p

"Mary has 9p and loses 2p" can be written

9p ☒ 2p

"How many twos in ten?" can be written as

10 ☒ 2 = ?

5

He went 2 km by bus and walked for 1 km. Altogether he went

2 ☒ 1 km

The total of 16 rows each with 10 chairs is found from

16 ☒ 10 chairs

The number of legs on 8 tables is

8 ☒ 4

Of 95 children, 39 are boys. The number of girls is

95 ☒ 39

6

Apples are 84p for 4 kg. The cost of 1 kg is

84 ☒ 4p

Altogether in 5 rows each with 13 men there are

5 ☒ 13 men

John is 14 and Mary is 8. John is 14 ☒ 8 years older than Mary

8 bars of chocolate each broken into quarters will make

8 ☒ $\frac{1}{4}$ quarters

7

Write in the missing number or sign for each question:

6, 3, ☐ 3, 6, 9

3, 4, 6, 9, ☐ 18

10 can be divided by 1, 2, 5, and 10. 12 can be divided by ☐ different numbers

Fred cycles 18 km in each hour. His time for 27 km will be

27 ☐ 18 h

(a)

4

(b)

(c)

(d)

Write down for each question which one of these units PENCE, METRES, KILOGRAMS, SECONDS, LITRES, PINTS is used to measure:

1

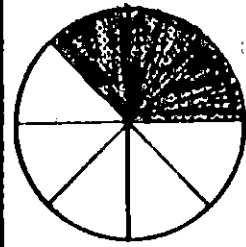
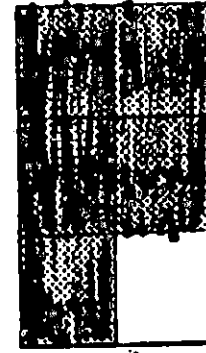
Pocket money penceMilk pintTime to run a race metresString metres

2

Time secondsCost penceLength metresWeight kg

3

Write in the missing numbers:

100p = £ 11 metre = 100 cm3/87/10

What fraction of each figure is shaded?

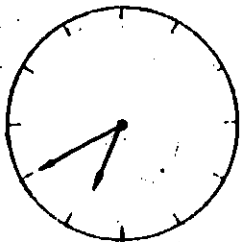
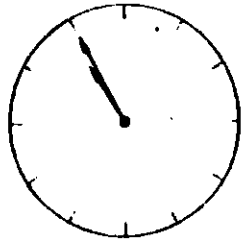
4

Find the cost of each item:

At 12p a metre
10 metres cost
£ 1.20At 48p a litre
3 litres cost
£ 1.44At £4.50 a square
metre, 6 square
metres cost
£ 27.00At 30p a kilogram
20 kilograms cost
£ 6.00

5

What is the time shown by each clock face?

7 h 10 min10 h 10 min

How long does each journey take?

Depart 9:25 am

Arrive 4:50 pm

7 h 25 min

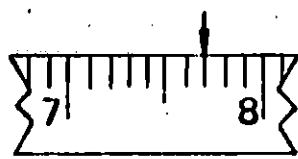
Depart 7:50 am

Arrive 10:30 am

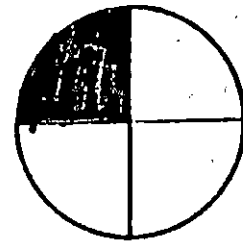
2 h 40 min

6

Write down the reading on each scale opposite the arrow (↓)



What percentage of each figure is shaded?

70 %25 %

7

A car travels 5 km
on 1 litre of petrol.
For 6 km it uses
1.2 litresA speed of 100m
per minute =
6 km per hThe cost of 400g
at 50p a kg =
20 pThe weight of
 $3\frac{1}{2}$ litres at
20g a centilitre =
70 g

EXTENSIONS

(a)

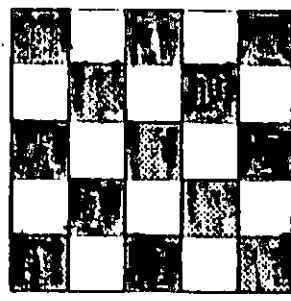
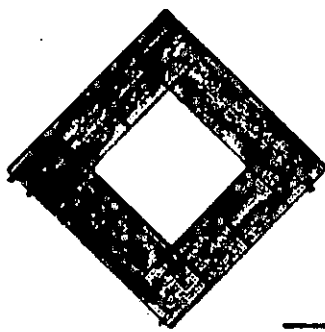
(b)

(c)

(d)

How many shaded squares  are there in each figure?

1



If x stands for 3, and y stands for 10, then

2

$$x + y = \underline{\hspace{2cm}}$$

$$y - x = \underline{\hspace{2cm}}$$

$$4x = \underline{\hspace{2cm}}$$

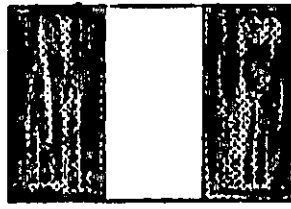
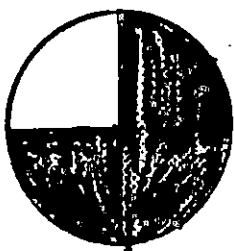
$$xy = \underline{\hspace{2cm}}$$

Draw a ring round the largest of the six numbers:

3

567, 756, 657
576, 765, 675

What fraction of each figure is shaded?



Write in the missing numbers:

4

$$\frac{1}{2} \text{ of } \pounds 1 = \underline{\hspace{1cm}} \text{ p}$$

$$\frac{1}{3} \text{ of } 6\text{m} = \underline{\hspace{1cm}} \text{ m}$$

$$\frac{1}{5} \text{ of } 10\text{p} = \underline{\hspace{1cm}} \text{ p}$$

$$\frac{3}{6} = \frac{\hspace{1cm}}{2}$$

Set A consists of all numbers which can be divided by 3(3,6,9, etc.)

Set B consists of all numbers which can be divided by 5(5,10,15 etc.)

For each number below, write down whether it belongs to "Set A", "Set B", "Set A and B", or "Neither".

5

25 is in

54 is in

31 is in

15 is in

Write down the approximate value for each quantity:

6

To the nearest hour

$$5 \text{ h } 35 \text{ min} = \underline{\hspace{1cm}} \text{ h}$$

To the nearest cm

$$23.4 \text{ cm} = \underline{\hspace{1cm}} \text{ cm}$$

To the nearest thousand

$$28399 = \underline{\hspace{1cm}}$$

To two decimal places

$$3.14159 = \underline{\hspace{1cm}}$$

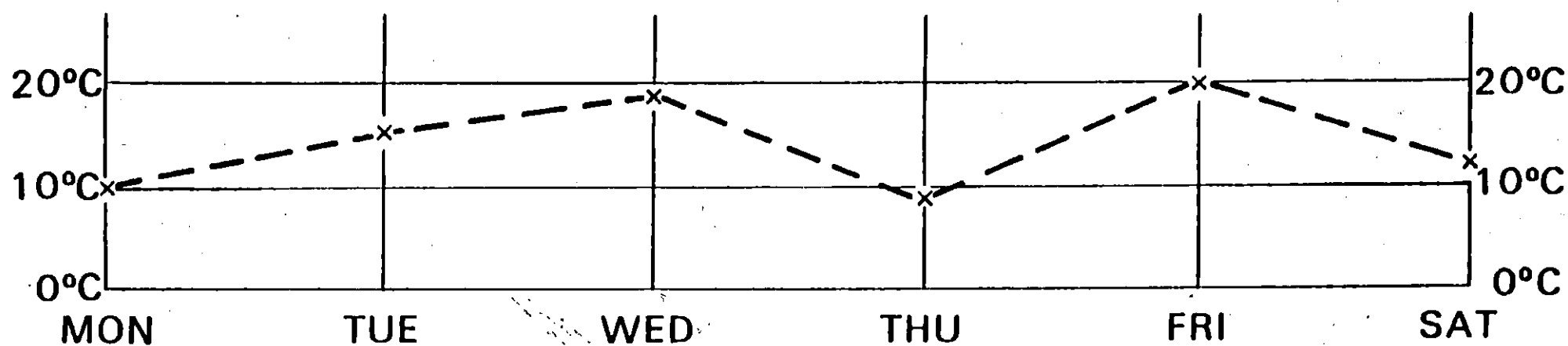
(a)

(b)

(c)

(d)

This graph shows temperatures in $^{\circ}\text{C}$ at noon on each day of one week, Monday to Saturday.



What was the highest noon temperature of the week?

_____ $^{\circ}\text{C}$

What was the noon temperature on Tuesday?

_____ $^{\circ}\text{C}$

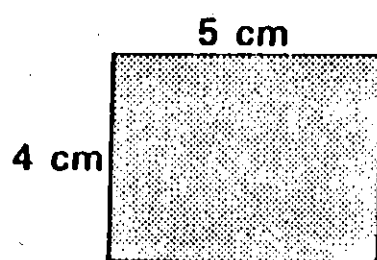
Between which 2 following days was there the largest rise in noon temperature?

_____ and _____

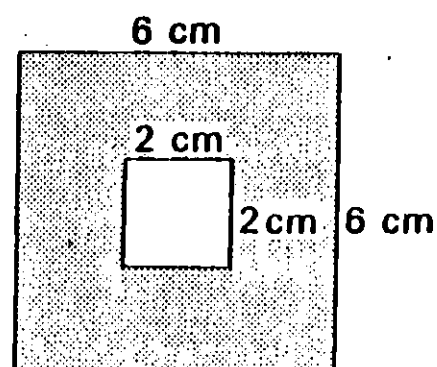
What was the average noon temperature for the 6 days?

_____ $^{\circ}\text{C}$

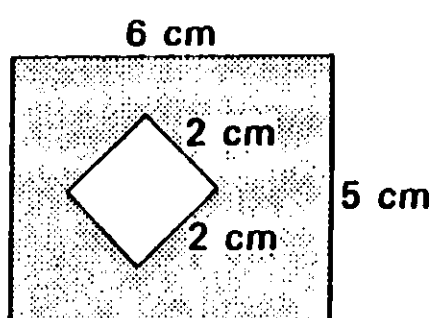
How many square centimetres are there in each shaded area?



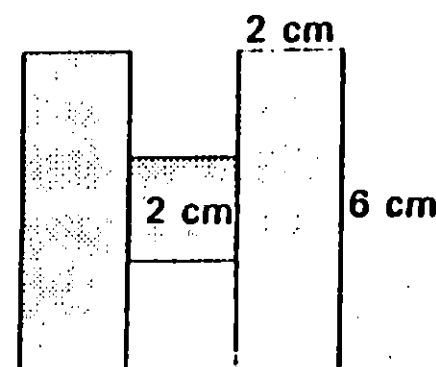
4 cm
3 cm cm^2



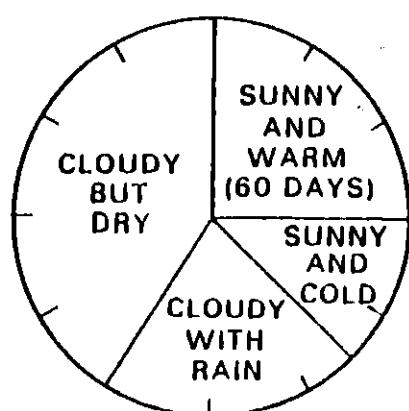
6 cm
2 cm cm^2



6 cm
2 cm
5 cm cm^2



2 cm
6 cm cm^2



This diagram shows the number of days of different kinds of weather over a total period of 240 days.

On how many days altogether was the weather....

Cloudy but dry?

7 days

Sunny and cold?

1 days

Cloudy with rain?

1 days

Sunny?

1 days

TEST RESULTS.

NAME: Sheila M'Kurdy. GROUP 6.
D.O.B. 2.7.71

[illegible]

Sheela M'Cuddy

Dussell Spelling

14/6/85

list 1

list 2.

run ✓
work ✓
back ✓
look ✓
call ✓
hard ✓
doyan ✓
hair ✓
time ✓
right ✓
broken ✓
papers ✓
train ✓
mowing ✓
market ✓
planted ✓
straight x
question x
minuant x
prom x

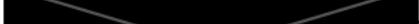
16 > 9

To
Just

back ✓
draw ✓
thin ✓
spend ✓
money ✓
question x
minuant x
engine ✓
promise x
funcher x
valueble x
shoulder ✓
customer ✓
in version x
hospital ✓
wedder ✓
diepent x
measure ✓
nessany x
desaponted x

11
20

INDIVIDUAL RECORD SHEET — FORM C

School Good Shepherd Centre
Date of Birth 2/7/71 I.Q. _____
Examiner  Date 17/6/85

Appearance _____

Hearing _____ Eyesight _____

Interests _____

Pertinent Emotional Difficulties _____

Attitude to Reading. Likes "a little" _____ "a lot" _____ "not really" _____

Attitude to School. Likes "a little" _____ "a lot" _____ "not really" _____

Needs encouragement to begin reading

Refuses to try unknown words

Repeats words or phrases habitually

Reads in a quiet loud

mumbled ☒ hurried voice

Guesses at unknown words _____

Reverses words _____

Uses contextual clues _____

Spells out words _____

Sounds out letter combinations
but cannot synthesize _____

Does not know letters _____

Does not know sounds _____

Reads word by word _____

Ignores punctuation _____

Enunciation. Poor _____ Average _____ Good _____

Holds reading close to face _____

Uses finger as pointer _____

Loses place frequently _____

Head movements. Marked _____ Slight _____

TEST SUMMARY					
Passage	Words read	Time in secs.	Errors	Accuracy score	Comprehension
1	26		2 =	14	3
2	75		2 =	14	8
3	147		10 =	6	5
4	238		12 =	4	6
5	356		=		
6	495		=		
Totals		*		38	22
Reading Ages			8.8	10.1	

* Words per min. = $\frac{\text{Words}}{\text{Time}} \times \frac{60}{1} = - \times \frac{60}{1}$

Choice of Story.....

Comments or Recommendations.....

Sheila reads without much fluency she pronounces words but she understands well what she reads.

1 ROBIN (26)	Mis*	Sub	Ref	Add	Oms	Rev
A						
robin						
hopped						
up						
to						
my						
window.						
I						
gave						
her						
some						
bread.						
She						
made						
a						

- Questions 1. Where was the little boy/girl standing when the robin hopped up to him/her?
2. What did the little boy/girl give the robin?

2 PARCEL (49)	Mis	Sub	Ref	Add	Oms	Rev
A surprise						
parcel						
for Jane						
and Peter						
arrived						
on Saturday.						
Peter						
looked at						
the strange						
stamps.						
Jane undid						
the string.						
Then they						
shouted						
with delight.						
Uncle						
had sent						

- Questions 1. On what day did the parcel arrive?
2. How do you know that Jane and Peter were not expecting the parcel?
3. Who undid the string?
4. How do you know that the parcel came from another country?

3 ALI (72)	Mis	Sub	Ref	Add	Oms	Rev
As Ali						
sheltered in						
a ruined						
temple.						
his shoulder						
knocked						
against						
a secret						
spring.						
Instantly he						
was thrown into						
an underground						
room. In the						
darkness the						
walls appeared						
to be decorated						
with precious						
jewels.						
Ali rested						
awhile. He						
remembered						

- Questions 1. Why did Ali go into the temple?
2. How did he find the secret spring?
3. What happened when he touched the spring?
4. What did he see there?

1 continued	Mis	Sub	Ref	Add	Oms	Rev
nest						
in						
my						
garden.						
Now						
I						
look						
after						
her						
little						
birds.						
Errors						
Time						
Comprehension						

3. What did the robin do in the garden?
4. How does the little boy/girl help the robin now?

2 continued	Mis	Sub	Ref	Add	Oms	Rev
some						
skates						
for Jane						
and an						
electric						
train						
for Peter.						
They were						
what the						
children						
had wanted						
for a long						
time.						
Errors						
Time						
Comprehension						

5. Who had sent the parcel?
6. What was in the parcel for Jane?
7. What was in the parcel for Peter?
8. Why were the children so pleased to receive these presents?

3 continued	Mis	Sub	Ref	Add	Oms	Rev
that desert						
travellers						
often imagined						
queer things.						
Later he						
explored						
the place						
for means of						
escape. To his						
amazement the						
treasure did						
not vanish. He						
had discovered						
a buried						
palace						
of former						
times.						
Errors						
Time						
Comprehension						

5. Why did Ali not rush to look at the jewels?
6. After he had rested, what did Ali try to find?
7. Why was he so surprised?
8. How had the jewels come to be there?

4 SPORTS DAY (91)	Mis	Sub	Ref	Add	Oms	Rev
Susan hurried						
to the starting						
position for						
the relay race.						
Last year her						
team had been						
disqualified						
for not						
transferring						
the baton						
properly. Now						
they were						
determined						
to avenge						
their defeat. But						
what was this?						
Susan inspected						
one shoe. The						
sole had broken						
loose in the						
obstacle						
event. Her						
heart sank.						
The track was						

- Questions
1. In what kind of race was Susan's team competing?
 2. Why was her team so keen to win?
 3. Why had they been disqualified last year?
 4. What did Susan suddenly discover?

5 THE FOX (118)	Mis	Sub	Ref	Add	Oms	Rev
Among animals						
the fox has						
no rival						
for cunning.						
Suspicious						
of man, who is						
its only natural						
enemy, it will,						
when pursued,						
perform						
extraordinary						
feats, even						
alighting on						
the backs of						
sheep to divert						
its scent						
trail.						
Parent foxes						
share the						
responsibilities						
of cub-rearing.						
Through their						
hunting						
expeditions						
they acquire						
an uncanny						
knowledge						
of their						
surroundings,						
which they use						
in an emergency.						

- Questions
1. Who is the chief enemy of the fox?
 2. Why does a hunted fox sometimes jump on to the back of a sheep?
 3. Who provides the food for the cubs?
 4. How do foxes know the best hiding places in their surroundings?

4 continued	Mis	Sub	Ref	Add	Oms	Rev
unsuitable						
for running						
barefoot. Her						
plight, however,						
had been						
observed. "Try						
mine," insisted						
Philip, a						
reserve runner,						
unfastening						
his shoes.						
Luckily they						
fitted, and						
later, Philip						
shared the						
honours when						
his school						
was awarded						
the athletic						
shield.						
Errors						
Time						
Comprehension						

Errors 12.

Time

Comprehension 1111x11

6.

5. In what race had the sole of her shoe broken loose?
6. Why was there no time to fetch another pair of shoes?
7. How did Philip help Susan?
8. How was Philip rewarded for his kind act?

5 continued	Mis	Sub	Ref	Add	Oms	Rev
This is well						
illustrated by						
the story of						
a hunted fox						
which led its						
pursuers to						
a neglected						
mine-shaft						
enclosed by a						
circular hedge.						
Swiftly it						
mounted the						
barrier. The						
hounds followed,						
only to be						
drowned in the						
accumulated						
water fifteen						
metres below. The						
fox, however,						
apparently on						
familiar						
territory,						
skirted						
the hedge						
and subsequently						
escaped.						
Errors						
Time						
Comprehension						

5. To where did the fox in this story lead the hounds?
6. Was the mine working or had it been closed down?
7. How did the fox avoid falling into the water?
8. Why were the hounds unable to see the danger?

6 MIGRATION (139)	Mis	Sub	Ref	Add	Oms	Rev
Each April, at the						
re-appearance						
of the cuckoo in						
its familiar						
haunts, bird-						
watchers must						
marvel at the						
accurate						
flights with						
which birds span						
the distances						
between their						
seasonal						
abodes. What						
causes these						
regular						
journeys? The						
theory						
that rigorous						
winters compel						
birds to migrate,						
is insufficient,						
for many migrate						
in summer.						
Likewise,						
it cannot						
be argued that						
the fledglings						
imitate the older						
generation,						
for the offspring						
generally migrate						
alone. The best						
explanation						
suggests that						
migration is an						
inborn custom,						

- Questions.
1. In which month can bird-watchers hope to see the cuckoo re-appear from its winter home?
 2. Why do bird-watchers think that birds are such remarkable creatures?
 3. Why is it wrong to say that cold weather makes all the birds migrate (fly away)?
 4. Do the young birds learn the migration routes from their parents?

SUPPLEMENTARY DIAGNOSTIC TEST 1.

a	c	o	e	l
f	t	k	h	l
p	d	b	g	q
m	w	n	r	u
				v

SUPPLEMENTARY DIAGNOSTIC TEST 2.

- | | |
|----------|--------|
| 1. tap | man |
| 2. beg | red |
| 3. tin | lip |
| 4. fold | bolt |
| 5. but | mug |
| 6. show | star |
| 7. every | bridge |
| 8. girl | grid |

SUPPLEMENTARY DIAGNOSTIC TEST 3.

- | | |
|-------------|----------|
| 1. c- old | d- ear |
| 2. m- ouse | l- augh |
| 3. ch- ill | br- ake |
| 4. pic- nic | thr- oat |

6 continued	Mis	Sub	Ref	Add	Oms	Rev
probably						
originating						
in some ancient						
era when the						
flights were						
necessary						
for survival.						
Most species						
favour						
particular						
routes. Thus,						
on one occasion						
when some storks						
from east						
Germany						
were captured						
and released						
among storks in						
west Germany,						
they did not						
accompany						
their relatives						
along the west-						
ern migration						
route. Instead,						
with unerring						
instinct, they						
re-discovered						
the traditional						
south-easterly						
path of their						
eastern						
ancestors.						

Errors

Time

Comprehension

5. Is migration an old or recent custom?
6. In what country was an experiment done with storks?
7. What route did the eastern storks usually take when migrating?
8. In which direction did the eastern storks fly when they were taken to the west?

What are the names and sounds of these letters?

s	z	x	i	j
A	H	K	F	E
C	G	O	Q	P
M	N	U	V	Y
				W
				S
				Z
				X
				J

Auditory discrimination through simple spelling.

rat
pet
ink
cold
hutch
sport
chicken
grumble

Blending and recognition of syllables.

l- ock	t- ask
s- ight	b- urnt
th- ief	gr- owl
fly- ing	str- ong

This leaflet is copyright in all countries which are signatories to the Berne Convention

Second Edition © 1966

Reprinted 1970, 1972 (twice), 1973, 1974 (twice), 1978

MACMILLAN EDUCATION LTD

London and Basingstoke

Printed in Great Britain

Associated companies and representatives throughout the world

The information on this form must be restricted to those professionally concerned with the child

FORM SEN 4

Strathclyde Regional Council

SUMMARY AND ACTION SHEET ON A CHILD WHO HAS SPECIAL EDUCATIONAL NEEDS

Surname of childMcKIRDY..... Other namesSHEILA.....
Date of birth2.7.71..... Sex.....F..... School attended.....John Neilson High.....
Name of parent or guardian.......... Division.....Renfrew.....
Telephone No..... Address (if different from home address)
Child's home address.....164 Candren Road.....
.....Paisley.....
Agency making initial referral.....School..... Date of referralSep 84.....
..... Date of completion24/5/85.....

DEGREE OF IMPAIRMENT	VISION	HEARING	MOBILITY		PHYSICAL HEALTH	EXPRESSIVE LANGUAGE	LANGUAGE COMPREHENSION	SPECIFIC LEARNING (IF ANY)	CURRENT INTELLECTUAL FUNCTIONING	SOCIAL AND EMOTIONAL BEHAVIOUR
			UPPER LIMB	LOWER LIMB						
NO IMPAIRMENT										
SLIGHT IMPAIRMENT								✓		✓
MODERATE IMPAIRMENT										
SEVERE IMPAIRMENT										✗
TOTAL IMPAIRMENT										✗

ACTION

- Recommended action The Good Shepherd Centre (day placement)
- Review not later than:
- Initial placement (state name and type of school or unit)
- Changes in placement
- If this form was completed on the basis of a meeting or case-conference, indicate its composition:

6. Signed.......... Designation.....Senior Educational Psychologist.....

SUMMARY

- | | | |
|-------------------------------------|---|--------------------------|
| | 7. Teaching methods involving Braille or other non-visual methods. | ☐ |
| | 8. Teaching methods requiring special assistance to vision. | ☐ |
| | 9. Methods of developing a hearing impaired child's communication which, although making use of residual hearing, rely mainly on a visual approach. | ☐ |
| sensory
and
language | 10. Teaching methods, based primarily on hearing, which foster the natural development of speech and language in a hearing impaired child. | ☐ |
| | 11. Attention from peripatetic teacher. | ☐ |
| | 12. Teaching methods based primarily on a tactile approach rather than on vision or hearing. | ☐ |
| | 13. Teaching methods designed to deal with specific disorders of speech and language, of a receptive or expressive nature. | ☐ |
| | 14. Speech therapy. | ☐ |
| | 15. A protective environment. | ☐ |
| | 16. Supervision by a medical specialist (non psychiatric). | ☐ |
| | 17. Twenty four hour nursing cover. | ☐ |
| physical/
medical | 18. Special therapy (e.g. physio, hydro, occupational)
Specify: | ☐ |
| | 19. Special dietary arrangements. | ☐ |
| | 20. Special facilities for the treatment of asthma, epilepsy, haemophilia, diabetes, etc.
Specify: | ☐ |

physical/
medical
(continued)

21. Arrangements to overcome difficulties in manipulation.
Specify:

☐

22. Arrangements to overcome difficulties in locomotion.
Specify:

☐

23. Remedial education for children who are functioning
markedly below their potential.

☐

24. Teaching facilities and curriculum designed for the slow
learner.

☐

cognitive

25. Teaching designed to develop practical and social skills
leading to independence within the community.

☐

26. Teaching, within a carefully structured environment,
designed for children who are unlikely to be able to
live independently within the community.

☐

Tick
only
one
of 23,
24, 25
and 26

27. Additional help from child guidance service or
child psychiatric service.
Specify:

☐

28. Teaching in a unit or small school capable of giving
specialist attention to abnormalities of behaviour.

☒

emotional

29. A regime which tolerates and provides for a wide range of
behaviour disorders.

☐

30. A regime which expects conformity to usually accepted
patterns of behaviour.

☐

4.

31. Siblings and place in family
(tick for subject and ring as appropriate for others).

1
M ☒ F

2
M ☒ F

3
M ☒ F

4
☒ M F

5
☒ M F

6
M ☒ F

7
☒ M F

32. Parental attitude to special education:
- | | |
|-------------|-------------------------------------|
| in favour | ☒ |
| indifferent | ☐ |
| unknown | ☐ |
| opposed | ☐ |

home
background
and
parental
attitude

33. Other factors.
Specify:

☐

34. Special need for school to enlist home support if
placement is to be effective.

☐

35. Need for counselling of parents before special education
may be initiated.
Specify appropriate agency:

☐

36. Nursery provision
Specify:

☐

37. Day school/residential school/hostel (underline which).

☐

type of
school or
education
etc.

38. Ordinary school.
Special school or unit.
Hospital school or unit.

☐☒☐

39. Home tuition.

☐

40. Education appropriate to a child of high ability or one
designed for special aptitudes.
Specify:

☐

41. Extended/further education indicated.

☐

42. Date of latest medical report: 14 May 1985

43. Date of latest psychologist's report: May 1985

reports

44. Date of latest school report: 24 April 1985

45. Other reports.
Specify with dates:

The information on this form must be restricted to those professionally concerned with the child.

Strathclyde Regional Council

REPORT BY HEAD TEACHER ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

Note: The parent(s) should be interviewed and informed of the child's difficulties in school before this form is forwarded to the Child Guidance Service.

1. School JOHN NELSON HIGH SCHOOL

Division RENFREW

Surname of child McKIRDY

Other names SHEILA

Date of birth 2/7/71

Sex FEMALE

Religion ?

Name of parent or guardian 

Telephone Number

Child's home address 164 CANDREN RD.

Address (if different from child's home address) PAISLEY

2. School attendance

School	Attended from	Attended to	Actual and possible attendances
<u>CRAIGIELEA PRIMARY</u>	<u>19/8/76</u>	<u>29/6/84</u>	
<u>JOHN NELSON H.S</u>	<u>AUGUST 1984</u>	<u>PRESENT</u>	

3. Give a brief description of child's difficulties and when they were first noted.

Report to Attendance Department, Social work Department, and Reporter to Children's Panel 23/5/77 at end of Primary 1. (only 125 attendances out of possible 334).
Home Supervision Order till 28/6/79.
Dec. 1981: Referred to Child Guidance: "Low average intelligence - evidence of emotional disturbance".
August 1984: Truancy. Lazy in class - easily distracted and distracts others. Often the centre of and cause of squabbles and feuds. She is a very plausible liar and has an aggressive manner at times.

4. Do you suspect any physical condition, e.g. defect of speech, hearing or vision, which might cause or contribute to the difficulties?

no

5. Do you think that the child's difficulties could be caused, wholly or partly, by circumstances outside himself, e.g. late enrolment, irregular attendance, frequent changes of school or teacher, etc?

Long history of irregular attendance starting in Primary 1.

6. What special attention has already been provided in the school, e.g. group teaching methods or remedial education in school or elsewhere? Please indicate in some detail the measures taken and methods employed, and the extent of any progress.

7. Educational Level

Has he repeated any classes?

No.

With children of what age is he working?

12-13 yrs

Has he made any progress in the last 12 months?

No

If so, in what directions and to what extent?

If not, are there any signs of deterioration?

?

State clearly what the child can do in the following areas.

(a) Level of speech and understanding of speech: *Understands speech. Not**very articulate (partly from choice?) but can make herself understood.*(b) Reading: *Reading is poor - shows lack of word**recognition for this stage and comprehension poor.*

(c) Writing:

Can he copy from the blackboard or from a printed book? If so, please append a specimen of his work, indicating from where it is copied.

Yes. No material available. Copying can be seen at times.(d) Number: *Limited ability*(e) Spelling: *Poor by first year standards.*(f) Practical abilities and creative skills and abilities: *Has imagination but has difficulty writing in structured form.*

(g) Physical skills and co-ordination:

Competent in most P.E. activities.

8. Play

(a) Does he associate with younger children at play?

(b) Does he join intelligently in school games? *No*(c) Does he ever lead at play? *No*

(d) In what play activities (if any) does he show sustained attention?

More interested in games than dance, gymnastics.

9. Home Environment

Give any important facts already known to you concerning the child's background, e.g. delinquency, absence from home, home conditions, and relevant family history.

Attach any previous reports by social worker, etc. which are in your possession.

Report Enclosed.

10. Interests

Does the child have any special interests at home or in school?

11. Behaviour Rating Scale

Below are a series of descriptions of behaviour often shown by children. After each statement are three columns: "Doesn't Apply", "Applies Somewhat" and "Certainly Applies". If the child definitely shows the behaviour described by the statement place a cross in the box under Column 2 "Certainly Applies". If the child shows the behaviour described by the statement but to a lesser degree or less often place a cross in the box under Column 1 "Applies Somewhat". If, as far as you are aware, the child does not show the behaviour, place a cross in the box under Column 0 "Doesn't Apply".

Please complete on basis of child's behaviour **IN THE PAST 12 MONTHS.**

Put ONE cross against EACH statement.

STATEMENT	0 Doesn't Apply	1 Applies Somewhat	2 Certainly Applies	FOR USE BY PSYCHO- LOGIST
1. Very restless, has difficulty staying seated for long	☐	☐	☒	☐
2. Truants from school	☐	☐	☒	☐
3. 'Squirmy, fidgety child'	☐	☐	☐	☐
4. Often destroys or damages own or others' property	☐	☐	☐	☐
5. Frequently fights <i>or</i> is extremely quarrelsome with other children	☐	☐	☒	☐
6. Not much liked by other children	☐	☐	☒	☐
7. Often worried, worries about many things	☐	☐	☐	☐
8. Tends to be on own—rather solitary	☐	☐	☐	☐
9. Irritable. Touchy. Is quick to 'fly off the handle'	☐	☐	☒	☐
10. Often appears miserable, unhappy, tearful or distressed ...	☐	☐	☐	☐
11. Has twitches, mannerisms, or tics of the face or body ...	☒	☐	☐	☐
12. Frequently sucks thumb or finger	☒	☐	☐	☐
13. Frequently bites nails or fingers	☐	☐	☐	☐

[illegible]

12. Attitude to adults (e.g. teacher) *very pleasant man. Has been unsupportive to some members of staff - mutters under breath.*

13. Parents' attitude

Give date of interview with parent(s) and indicate their reaction to the report of the child's difficulties and their likely attitude to any form of special education that may be decided.

Mother has been seen on a number of occasions. She is reasonably cooperative but has a hearing and speech problem and exerts little real control over Sheila.

14. Conclusions (including your opinion as to this child's future education).

Some form of protected and controlled environment would appear to be the best hope of effecting some improvement.

Date *25/4/85*

Signed

[Signature]

Head Teacher

The information on this form must be restricted to those professionally concerned with the child.

Strathclyde Regional Council

REPORT BY HEAD TEACHER ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

Note: The parent(s) should be interviewed and informed of the child's difficulties in school before this form is forwarded to the Child Guidance Service.

1. School JOHN NELSON HIGH SCHOOL

Division RENFREW

Surname of child MCKIRDY

Other names SHEILA

Date of birth 2/7/71

Sex FEMALE

Religion

Name of parent or guardian 

Telephone Number

Child's home address

Address (if different from child's home address)

164 CANDREN RD.

PAISLEY

School	Attended from	Attended to	Actual and possible attendances
<u>CRAIGIELEA PRIMARY</u>	<u>19/8/76</u>	<u>29/6/84</u>	
<u>JOHN NELSON H.S</u>	<u>AUGUST 1984</u>	<u>PRESENT</u>	

3. Give a brief description of child's difficulties and when they were first noted.

Report to Attendance Department, Social work Department, and Reporter to Children's Panel 23/5/77 at end of Primary 1. (only 125 attendances out of possible 334).

Home Supervision Order till 28/6/79.

Dec. 1981: Referred to Child Guidance. "Low average intelligence - evidence of emotional disturbance".

August 1984: Truancy. Lazy in class - easily distracted and distracts others. Often the centre of and cause of squabbles and feuds. She is a very plausible liar and has an aggressive manner at times.

2.

4. Do you suspect any physical condition, e.g. defect of speech, hearing or vision, which might cause or contribute to the difficulties?

No

5. Do you think that the child's difficulties could be caused, wholly or partly, by circumstances outside himself, e.g. late enrolment, irregular attendance, frequent changes of school or teacher, etc?

Long history of irregular attendance starting in Primary 1.

6. What special attention has already been provided in the school, e.g. group teaching methods or remedial education in school or elsewhere? Please indicate in some detail the measures taken and methods employed, and the extent of any progress.

7. Educational Level

Has he repeated any classes? *No.*

With children of what age is he working? *12-13 yrs*

Has he made any progress in the last 12 months? *No*

If so, in what directions and to what extent?

If not, are there any signs of deterioration? *?*

State clearly what the child can do in the following areas.

(a) Level of speech and understanding of speech: *Understands speech. Not very articulate (partly from choice?) but can make herself understood.*

(b) Reading: *Reading is poor - shows lack of word recognition for this stage and comprehension poor.*

(c) Writing:

Can he copy from the blackboard or from a printed book? If so, please append a specimen of his work, indicating from where it is copied.

Yes. No material available. Copying can be neat at times.

(d) Number: *Limited ability*

(e) Spelling: *Poor by first year standards.*

(f) Practical abilities and creative skills and abilities: *Has imagination but has difficulty writing in structured form.*

(g) Physical skills and co-ordination:

Competent in most P.E. activities.

8. Play

(a) Does he associate with younger children at play?

(b) Does he join intelligently in school games? *No.*(c) Does he ever lead at play? *No.*

(d) In what play activities (if any) does he show sustained attention?

More interested in games than dance, gymnastics.

9. Home Environment

Give any important facts already known to you concerning the child's background, e.g. delinquency, absence from home, home conditions, and relevant family history.

Attach any previous reports by social worker, etc. which are in your possession.

Report Enclosed.

10. Interests

Does the child have any special interests at home or in school?

11. Behaviour Rating Scale

Below are a series of descriptions of behaviour often shown by children. After each statement are three columns: "Doesn't Apply", "Applies Somewhat" and "Certainly Applies". If the child definitely shows the behaviour described by the statement place a cross in the box under Column 2 "Certainly Applies". If the child shows the behaviour described by the statement but to a lesser degree or less often place a cross in the box under Column 1 "Applies Somewhat". If, as far as you are aware, the child does not show the behaviour, place a cross in the box under Column 0 "Doesn't Apply".

Please complete on basis of child's behaviour **IN THE PAST 12 MONTHS**.

Put ONE cross against EACH statement.

STATEMENT	0 Doesn't Apply	1 Applies Somewhat	2 Certainly Applies	FOR USE BY PSYCHO- LOGIST
1. Very restless, has difficulty staying seated for long	☐	☐	☒	☐
2. Truants from school	☐	☐	☒	☐
3. Squirmy, fidgety child	☐	☐	☐	☐
4. Often destroys or damages own or others' property	☐	☐	☐	☐
5. Frequently fights or is extremely quarrelsome with other children	☐	☐	☒	☐
6. Not much liked by other children	☐	☐	☒	☐
7. Often worried, worries about many things	☐	☐	☐	☐
8. Tends to be on own—rather solitary	☐	☐	☐	☐
9. Irritable. Touchy. Is quick to 'fly off the handle'	☐	☐	☒	☐
10. Often appears miserable, unhappy, tearful or distressed	☐	☐	☐	☐
11. Has twitches, mannerisms, or tics of the face or body	☒	☐	☐	☐
12. Frequently sucks thumb or finger	☒	☐	☐	☐
13. Frequently bites nails or fingers	☐	☐	☐	☐

STATEMENT

	0 Doesn't Apply	1 Applies Somewhat	2 Certainly Applies	FOR USE BY PSYCHO- LOGIST
14. Tends to be absent from school for trivial reasons	☐	☐	☒	☐
15. Is often disobedient	☐	☐	☒	☐
16. Cannot settle to anything for more than a few moments	☐	☐	☐	☐
17. Tends to be fearful or afraid of new things or new situations	☐	☐	☐	☐
18. Fussy or over-particular child	☐	☐	☐	☐
19. Often tells lies	☐	☐	☒	☐
20. Has stolen things on one or more occasions in the past 12 months	☐	☐	☐	☐
21. Unresponsive, inert or apathetic	☐	☒	☐	☐
22. Often complains of aches or pains	☐	☐	☐	☐
23. Has had tears on arrival at school or has refused to come into the building in the past 12 months	☐	☐	☐	☐
24. Has a stutter or stammer	☐	☐	☐	☐
25. Resentful or aggressive when corrected	☐	☐	☒	☐
26. Bullies other children	☐	☐	☒	☐

Is there anything else unusual about this child's behaviour?—or are there any other comments you would like to make?

.....

.....

.....

.....

.....

.....

.....

.....

12. Attitude to adults (e.g. teacher) *Very plausible liar. Has been insolent to some members of staff - mutters under breath.*

13. Parents' attitude

Give date of interview with parent(s) and indicate their reaction to the report of the child's difficulties and their likely attitude to any form of special education that may be decided.

Mother has been seen on a number of occasions. She is reasonably cooperative but has a hearing and speech problem and exerts little real control over Sheila.

14. Conclusions (including your opinion as to this child's future education).

Some form of protected and controlled environment would appear to be the best hope of effecting some improvement.

Date

25/4/85

Signed



Head Teacher

Department of Reporter to the Children's Panel
Regional Reporter: [REDACTED] B

Renfrew Division
34 Newton Street
Paisley PA1 2RN

Divisional Reporter
[REDACTED]



Principal
The Good Shepherd Centre
BISHOPTON
PA7 5PF

Tel [REDACTED]

Our ref [REDACTED]

Your ref [REDACTED]

If phoning or
calling ask for [REDACTED]

Date 9 March 1987

Dear Sir/Madam

SHEILA McKIRDY (02.07.71)

The above named child is to appear at a Children's Hearing on Tuesday
17 March 1987 at 11.00 am.

I would be grateful, therefore, if you would submit a report as soon
as possible before the Hearing.

Yours faithfully

[REDACTED]

[REDACTED]

Assistant Area Reporter

Social Work Department
Director [REDACTED] RD BA DipASS FSW FEM

Area Office
Craigielea House
Blackstoun Road
PAISLEY

 Strathclyde
Regional
Council 13

[REDACTED]
Good Shepherd Centre,
BISHOPTON,
Renfrewshire.

Tel [REDACTED]

Our ref [REDACTED]

Your ref [REDACTED]

If phoning or
calling ask for [REDACTED]

Date 31st October 1986

Dear [REDACTED]

Child Abuse Case Conference

There is to be an initial/review Child Abuse Case Conference on the
undernoted child/ren.

The Conference will take place on Wednesday 5th November
at 11.00 am here in Craigielea House.

I would be grateful if you or your representative could attend.

If you are unable to attend, it would be helpful if you could telephone
any comments you may wish to make to myself or the Senior or Social Worker
involved with the family.

Yours sincerely,

[REDACTED]
[REDACTED]
Area Officer.

N.B. This conference relates to alleged sexual abuse to Sheila McKirdy.
She has a younger brother, and 2 pre-school neices living in the
same household, who should also be considered.

Children referred to:-

Sheila (15), [REDACTED]
[REDACTED]

Home Address: 164 Candren Road, Paisley.

[REDACTED]
Social Work Department,
Craigielea House,
Blackstoun Road,
Paisley PA3

9th October 1986.

Dear [REDACTED]

SHEILA McKEERDY

Sheila was involved in an incident today in school and we reluctantly decided to send her home. We feel that as her behaviour and attitude have deteriorated so badly that she should not return until we can have a meeting.

As we are on holiday next week we would appreciate if you could attend a meeting in the Centre on Tuesday 21st October 1986 at 2.30p.m.

Yours sincerely,

[REDACTED]
PRINCIPAL

Officer in Charge,
Carswood Children's Home,
Hillfoot Drive,
Howwood.

9th October 1986.

Dear Sir,

SHEILA McKIRDY

Sheila was involved in an incident today in school and we reluctantly decided to send her home. We feel that as her behaviour and attitude have deteriorated so badly that she should not return until we can have a meeting.

As we are on holiday next week we would appreciate if you could attend a meeting in the Centre on Tuesday 21st October 1986 at 2.30p.m.

Yours sincerely,



PRINCIPAL

Department of Reporter to the Children's Panel
Regional Reporter: [REDACTED] Ll B

Renfrew Division
34 Newton Street
Paisley PA1 2RN

Divisonal Reporter
[REDACTED]



Principal
Good Shepherd Centre
BISHOPTON

Tel [REDACTED]

Our ref [REDACTED]

Your ref [REDACTED]

If phoning or
calling ask for [REDACTED]

Date 31 October 1985

Dear Sir/Madam

SHEILA MCKIRDY (02.07.71), 164 CANDREN ROAD, PAISLEY

The above named child is to appear at a Children's Hearing on Monday
11 November 1985 at 6.30 pm for the purpose of reviewing her Supervision
Requirement.

I would be grateful if you would submit a report on Sheila to be in my
hands no later than 8 November 1985.

Yours faithfully

[REDACTED]

Assistant Area Reporter


Child Guidance Department,
Carbrooke Street,
Paisley.

29th May, 1985.

Dear 

SHEILA MCKIRDY

Sheila has been offered a day placement at this Centre from Monday,
10th June, 1985.

I have arranged a Case Conference to consider her progress for
Thursday, 22nd August, 1985 at 3.00p.m.

I hope this date will be convenient to you.

Yours sincerely,

 DEPUTE - SOCIAL WORK.

Department of Education
Director: [REDACTED] MA(Hons) MEd(Hons)

Renfrew Division
Regional Offices
Cotton Street Paisley PA1 1LE

Divisional Education Officer
[REDACTED]



Tel [REDACTED]

394

Our ref [REDACTED]

Your ref [REDACTED]

If phoning or
calling ask for [REDACTED]

Date 29 May 1985

[REDACTED]
Depute Principal
Good Shepherd Centre
BISHOPTON

Dear [REDACTED]

SHEILA McKIRDY: 2.7.71
164 CANDREN ROAD, PAISLEY.

I enclose copies of SEN forms 1, 2, 3 and 4 in respect of the above girl.

I should be grateful if consideration could be given to this case with a view to Sheila being admitted on a daily basis to the good Shepherd Centre.

I confirm that this authority will accept financial responsibility for Sheila's fees while she attends your school.

I look forward to your reply in due course.

Yours sincerely

[REDACTED]

[REDACTED]

Education Officer

All communications to be addressed to the Divisional Education Officer

c.c. Headteacher, [REDACTED]
Child Guidance
Area Clerk No2
Good Shepherd Centre ✓
Broadway Express
File

[REDACTED]
394

[REDACTED]
164 Candren Road
PAISLEY

[REDACTED]
3 June 1985

Dear [REDACTED]

I should like to confirm that a place has become available for your daughter, Sheila, at the Good Shepherd Centre, Bishopton on a daily basis and that she should enrol there on Monday 10 June 1985.

Each day a private car will call at your home at approximately 8.30 am to convey Sheila to school and return her home in the late afternoon.

I trust the above arrangements are suitable and that Sheila settles in her new school.

Yours sincerely

[REDACTED]
Education Officer



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5PF
Telephone: 

CASE CONFERENCE REPORTS

NAME: Sheila McKirdy

HOUSE: St. Margaret's

FORM TEACHER:

D.O.B.: 2.7.71

CLASS GROUP: 5

KEY WORKER:

D.O.A. 10.6.85

ENGLISH MODES:

Sheila is very remedial over the 4 modes of English. I have to say she tries very hard and works to her potential in the English class. I am aware that Sheila can be very difficult but she seems to like English therefore gives little trouble.

MATHS UNITS:

Sheila can manage over the four basic modes in maths. However she does require assistance and reassurance as she lacks confidence in her own ability. Her work is legible and neatly presented. Usually Sheila tries hard and works to her capabilities. Recently though she has shown extreme swings of mood - being defiant and boisterous then returning to her more usual hard working and pleasant self. Sheila is being presented for the Standard Grade Examination in Maths and hopefully will continue to work towards this goal. Unfortunately though, the signs are ominous that her standards of behaviour and attitude to staff and work are deteriorating quickly.

DRAMA:

Sheila can be a very useful member of the class, however she believes herself to be a poor reader and tends to give up in the huff. Pity really because she compares well with the others.

ART:

Sheila very seldom looks favourably on anything she does. She can be impatient, petulant, demanding. She can also be pleasant and amenable, but all too infrequently.

SOCIAL STUDIES:

Sheila can be an asset in class. She can work away quietly at her own pace and take a sensible part in discussion. However sometimes in class she appears to be in a bad mood for no apparent reason. At these times she does not want to take part at all. At times in class I have Sheila by herself and she can be a great pleasure to work with, but her blacker moods do give cause for concern.

HAIRDRESSING:

Sheila is a pleasant girl in class, tries hard, works away quite happily. Lately Sheila has seemed a bit off colour, does not seem herself although she works at her hairdressing.

HOME ECONOMICS:

Sheila last year tried hard, and was a pleasure to teach. However for some reason she has little interest, or incentive. I miss the old Sheila very much.

ACADEMIC POTENTIAL:

There has been a marked deterioration in Sheila's behaviour and general attitude to staff and peers. Before the ~~summer~~^{XMAS} break she was pleasant and hard working. Now she appears in taking great pleasure in being disruptive and nasty. This is a great pity as prior to this Sheila was considered to be an asset and a reliable worker. She allows herself to be led into trouble. Sheila's old self shows through occasionally and on this basis she is being encouraged to try for 2 Standard Grade Exams - English and Maths. However she will need to show more commitment and a greater effort. Hopefully she will return to her former self soon.

1985

14th June Grazed areas on top of (L) foot. Cetavlex dressings applied.
see again on Monday.

17th June requires dressings to infected area of (L) foot but refuses to
co-operate. Will not allow dressings to be applied.

18th June still refuses dressings to foot.

25th Nov. burns on backs of both legs - says she went too close to an electric
fire at the weekend. Dressings applied. See again tomorrow.

26th Nov. dressings to burns on legs.

27th Nov. says she fell on way to centre this a.m. O/E no grazing or bruising.
Algipan rub applied. Much happier after this.

1986

1st May face and mouth sore after dental extraction yesterday. Paracetamol
tabs. 2 six hourly for pain.

5th May still c/o ~~xxx~~ painful mouth after extraction on Wednesday.
Dentist on holiday today. See again tomorrow. Paracetamol for pain.

18th Sept. Pregnancy test and bacteriology specimen to Health Centre.

29th Oct. Was sick this a.m. c/o lower abdominal pain? UT? Specimen
to bacteriology tomorrow. Fluids ++ Periods late.

1987

6th May C/o sore nose, 2 paracetamol tabs given.

PUNCHED FOR OFREX ZIPCLIPS

MEDAN MAPU