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File: Sheila Muir McLean (Box No. 15)

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Signed

Date 16/5/22

HOME ADDRESS: 186 LANGHOLM STREET, GLASGOW, G13

NAME: SHEILA MUIR (MCLEAN)

DATE OF BIRTH: 1.3.69

ADMITTED: 6.11.84

RELEASED: 31.5.85

Social Worker: [REDACTED]

QUARRIERS HOMES

BRIDGE OF WEIR

Tel No. [REDACTED]

Sheila Muir
23.10.84

Came for informal visit. Brought by [REDACTED]
S.W. from Quarriers. Was shown around by [REDACTED].
Left after visit with time to think
and discuss with S.W. whether or not she would
like to come here as a day girl. [REDACTED] will phone
and should girl want to give us a try will
arrange for her to see [REDACTED].

Sheila Muir
26.10.84

Phoned [REDACTED], SW, Sheila's visit here went OK
though girl was a bit overawed by size etc.
Arranged that she would come to be interviewed by
[REDACTED] on Monday, 5th Nov. at 11.a.m. The
girl could then start, notwithstanding any strong
objections by [REDACTED], on Tuesday at 9.30a.m.
Authorised that S.W. may arrange for transport to
be fixed up. [REDACTED]

Sheila Muir
5.11.84

Letter of acceptance sent out & see file. Expressed
a bit of concern about getting into bother with
[REDACTED], but she was assured that we would
do all that we could to keep them apart and she
would have to do the rest. [REDACTED]

Sheila Muir
30.1.85

Refused to put on her uniform yesterday and no
way would she listen. [REDACTED]

Sheila Muir
18.2.85

Behaviour very bad. Also helped to break pelmet
and curtains. Language choice. Staff sent for
to take her home. [REDACTED]

Sheila Muir
4.3.85

██████████, Quarriers phoned to put us in picture about Sheila. She was charged with disturbing the peace on Friday night and was held overnight in Johnstone Police Station. He thought we may have problems with her today. ██████████

Sheila Muir
22.4.85

Has joined Goretti as a day gir. Bit upset but came round eventually. Will phone Quarriers. Court - Wed. 10a.m. Careers Office Thurs. at 2.30pm (S.C.)

Sheila Muir
26.4.85

Court appearance outcome, bound over for a year. Seems to be okay with others ██████████

Sheila Muir
1.5.85

Walked out this morning after a misunderstanding with ██████████. Did not return until 4pm. Spent the day in the local library ██████████

Sheila Muir
6.5.85

Care worker, from Quarriers brought Sheila over this morning. Sheila has a Panel on Tuesday so will not be in. Checked with ██████████ re Wed. Day girls will not be in Wed. Hurt her arm doing cartwheel in gym hall. Reported to ██████████. I bandaged it - couldn't do more as the taxi had arrived. She is going to see her own Dr. tomorrow anyway. When she arrived this morning she was complaining of a sore wrist ██████████

Sheila Muir
13.5.85

Arrived on time for school, then disappeared with ██████████, without going to school and returned at 4pm for their money and taxi ██████████

Sheila Muir
14.5.85

Did not come to school. Quarriers rang, Sheilas shoes ripped and she refused to wear any others. She has court appearance tomorrow. ██████████

Sheila Muir
23.5.85

Phoned Quarriers to let them know Sheila was missing along with ██████████. If they get any news about Sheila they will ring us back (612224) ██████████

Sheila Muir
14.5.85

Runner up school's annual Table Tennis Singles Championship ██████████

SHEILA MUIR.

MEDICAL REPORTS:

1985

- 8th Jan. Complained of abdominal cramp - 1 Ponstan Forte given at 1 p.m.
- 9th Jan. Still complaining of abdominal cramp - o/e no tender areas - abdomen soft - bladder and bowels O.K. 10 mls. Meibentyl syrup given.
- 21st Feb. Complained of dizziness, o/e feels warm - temperature normal - throat clear. - 2 Codis given.
- 4th Mar. Feels sick and dizzy - 2 Vit. C. Tabs.
- 14th Mar. Vit. C. Tablets given at 11.30 a.m.
- 15th Mar. Complained of cramp - 2 Disprin given at 12 noon.
- ~~27th MAR~~ ~~29th MAR~~ ~~2nd May~~ ~~SKIN TEST~~ ~~8 C.E.~~ Pholcodeine given for cough.

case Note.

Shiela Muir or McKeon (15)

living at Quarriers and no school to go to. Asking for day placement here.

Always difficult for an "outsider" to fit in when there are no previous links with the Centre. We would have to work closely with Quarriers but I would say yes provided she is not too bright. Who pays the ferryman - education or social work?

I'd agree to go ahead, but I would have liked an educational psychologist's report touching on her personality. Shiela might well be a girl who needs clear boundaries drawn so that she can settle and benefit.

I agree with [redacted] comments. We have very little information about ~~the~~ school, and no idea of her level of ability. Would Liz be able to get some information for us? If we are taking her, she should start after the October break.

ST. EUPHRASIA'S CENTRE

BISHOPTON

Renfrewshire

All communications to:

Telephone

APPLICATION FORM

NAME OF GIRLS	SHEILA MUIR OR McLEAN.
DATE & PLACE OF BIRTH	1.3.69 GLASGOW
HOME ADDRESS	186, LANGHOLM ST. GLASGOW G13.
OCCUPATION	—
RELIGION	PROTESTANT
SCHOOL ATTENDED	VICTORIA DRIVE SECONDARY - GLASGOW (FROM HOME). LINWOOD HIGH SCHOOL (FROM QUARRIES)
NAME & ADDRESS OF FATHER	(STEPFATHER)
NAME & ADDRESS OF MOTHER if different from above	186, LANGHOLM ST. GLASGOW.
FATHER'S OCCUPATION	UNEMPLOYED
MOTHER'S OCCUPATION	HOUSEWIFE
WHO IS RESPONSIBLE GUARDIAN ?	
REASON FOR APPLICATION	SCHOOL HISTORY DISRUPTED - SEVERAL SUSPENSIONS. SUSPENDED FROM LINWOOD HIGH - UNHAPPY TO TAKE HER BACK.
DETAILS OF ANY COURT ORDER	SOCIAL WORK SCOT. ACT 1968 - s44 1(b).
WHO WILL BE RESPONSIBLE FOR PAYMENT	RENFREW DIVISION EDUCATION DEPT.

If the girl is not coming through a Children's Hearing please answer questions below:

HOW LONG IS IT PROPOSED THAT SHE
SHOULD REMAIN IN THE CENTRE ?

DOES THE GUARDIAN AGREE TO REMOVE
GIRL IF REQUESTED TO DO SO ?

THIS FORM MUST BE ACCOMPANIED BY:-

- a) Academic School Report (incl. I.Q. information)
- b) Educational Psychologist's Report
- c) Psychiatric Reports (if available)
- d) Medical History
- e) Social Enquiry Report

SIGNATURE OF SOCIAL WORKER

ADDRESS

Quarriers Homes

Bridge-of-weir.

DATE: 23/10/84.

TELEPHONE NO.

1982

1982

Sheila has problems 'fitting in' to mainstream education due to her lack of internalised control in the face of confrontation - this is unacceptable to normal school staff

West 2
REA TEAM.....DATE OF REFERRAL.....
SOCIAL WORKER.....DATE REPORT COMPLETED.....18th April, 1984
REPORTER'S DEPARTMENT.....McKenzie House.....DATE OF HEARING.....
NAME OF CHILD.....Sheila MUIR (known as McLEAN)
AGE.....15.....DATE OF BIRTH.....1.3.69.....RELIGION.....Protestant
HOME ADDRESS.....186 Langholm Street,
GLASGOW G13
PRESENT LOCATION.....c/o [redacted] 15 Craigs Avenue, Faifley, CLYDEBANK
If different from above). (Short-term foster parents)

DETAILS OF HOUSEHOLD (Including non-family members). - Family home.

NAME	AGE	RELATIONSHIP TO CHILD	SCHOOL/EMPLOYMENT
[redacted]	42	Stepfather	Unemployed
	38	Mother	Housewife
	18	Brother	Not working
	17	Brother	Thomas Fortune Centre
	6	Half-brother	Yoker Primary School
	4	Half-sister	at home.

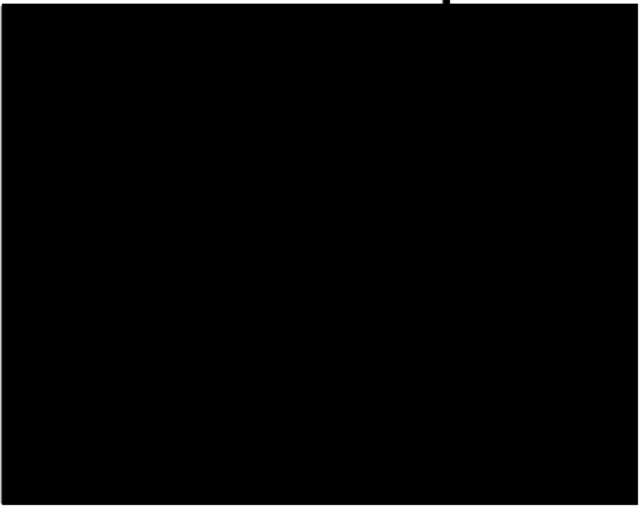
SCHOOL.....Victoria Drive Secondary.....CLASS.....3rd year

DETAILS OF PREVIOUS ACCEPTED OR ESTABLISHED REFERRALS (Including Police Warnings and Court Appearances).

per Reporters records.

ROUNDS OF REFERRAL.....Breach of the Peace.
OUTCOME.....

.W.D. WEST 2.



THE FAMILY HOME & BACKGROUND.

This is a 4 apartment tenement flat in what was a most deprived and delinquent area. In the past 3 years the houses and surroundings have been upgraded and modernised. [REDACTED] have occupied the house since their marriage in February 1977. The marriage appears to be a stable one. [REDACTED] had been in steady employment for a number of years, but had a 'nervous breakdown' about a year ago and is now on Invalidity Benefit. The 2 older sons, [REDACTED] and [REDACTED] who attended Special Schools are now in receipt of Non-contributory Invalidity Benefit. [REDACTED] remains at home whilst [REDACTED] attends the Thomas Fortune Centre in Drumchapel. Their N.C.I.B of £25.20 and £20.45 respectively is encashable by [REDACTED]. Material possessions are of the utmost importance to [REDACTED] and the living room is always well furnished, whilst the other rooms are less so. The family runs 2 cars, 1 for each parent, and have recently obtained 3 C.B. radios, 1 for each car and 1 for the home. [REDACTED] feels these are necessary to enable her to keep in touch with the family whilst she is out in her car.

PERSONAL HISTORY .

Sheila was taken into residential care in September 1971 together with her 3 siblings when she was 2 $\frac{1}{2}$ years old. Departmental records suggest home conditions were at that time very poor, and the children dirty and neglected. There had been a history of marital discord, financial problems and lack of co-operation with the various agencies trying to help at that time including the R.S.S.P.C.A. The parents appear to have separated some 6 months after the children's reception into care and [REDACTED] would seem to have led a fairly nomadic life until her marriage to [REDACTED]. She did however maintain sporadic contact with this department and with her children in Quarriers. The children were apparently very happy in Quarriers and often talk fondly of their time there.

Sheila and her siblings remained in Quarriers for some 6 years until August 1977 when they were returned to their mother, following her marriage to [REDACTED] in February of that year. The reunion appeared to be successful and [REDACTED] would seem to have had a stabilising influence on his wife and some insight into the difficulties the children might present after so many years in residential care.

[REDACTED] tends to be less realistic in her expectations of the children and often asks more of them emotionally than they are able to give. Ideally she wants perfect children who do not wrong and will obey her every order without question, and act on it instantly. This does cause problems. Each child is expected to do certain tasks within the home, usually connected with the domestic running, such as cleaning out bedrooms, washing up etc. and failure to complete these satisfactorily can lead to such punishments as being required to remain in their bedrooms each evening for several days on return from school, withdrawal of privileges such as watching television, no sweets, crisps, pocket money etc. with the result the children often feel they are being punished several times over for one misdemeanour.

During 1981 the family situation was causing some concern and this was reflected in [REDACTED], Sheila and [REDACTED] all exhibiting behavioural difficulties at school and in the home. This culminated in all 3 children being removed from home in February 1982 when William was noted to have facial bruising. The ensuing months were used to try to enable [REDACTED] and especially [REDACTED] to gain more insight into the needs of the children and intensive casework was undertaken jointly by ourselves and Lochgarry Children's Home.

/...

This had some limited success and [redacted] and Sheila returned to the family home some months later, with [redacted] remaining in residential care until March 1983.

Prior to coming into residential care again in 1982 Sheila's behaviour in school was not particularly acceptable and she was being considered for expulsion. This was avoided by a voluntary removal to North Kelvinside School once she was in care. On her return again to the family in August 1982, she was once more enrolled at Victoria Drive and although initially her performance was quite reasonable, it soon deteriorated and she showed aggression to both staff and pupils.

The home situation which was always quite volatile, again gave much cause for concern towards the end of the 1983 when both [redacted] and Sheila were on virtually constant punishment for alleged stealing, not doing their work within the home, talking back to the parents etc. Both parents were threatening and possibly carried out physical violence towards the children and intimated to us that "they would not be responsible for their actions" if they were not removed from home. Both children expressed a strong desire to be removed and [redacted] was taken into Ailsa Children's Home on January 11th 1984 and Sheila to Wilton Street Hostel the following day. [redacted] and her husband expressed extreme anger and blamed the children for wanting to be taken into care. We were initially refused any clothes for [redacted] and had to return the "Parka" jacket he was wearing together with his school tie. In Sheila's case, we were given what appeared to be vast quantities of clothes, and this was remarked on by [redacted] as Sheila invariably complained of having "nothing to wear". On examination by Hostel staff however, the clothing was found to be of very little use as it was dirty and badly worn. Funds had to be made available to provide the basic necessities of clothing for her. It must however, be said that Sheila is extremely hard on clothes and a pair of "fashion" boots bought by the Hostel costing some £20 had to be discarded only weeks later. Nevertheless within the family setting more financial emphasis is perhaps placed on cars, videos etc. than anything else as [redacted] is almost childlike in her desire for possessions, and it may be argued that as [redacted] has apparently not worked for over a year now, the recent acquisition of a second family car and the C.B. radios must tax their resources somewhat.

Since coming into care again, Sheila's relations with her mother have been at a very low ebb. [redacted] was so angry she apparently instructed family and friends to "have nothing to do" with either [redacted] or Sheila and intimated to me that as far as she was concerned they were "dead". This led to some problems and on one occasion when [redacted] went to visit his little half-brother at school, we and the Children's Home were contacted by a very irate [redacted] demanding that there should be no recurrence. [redacted] was duly informed of this. Sheila, also apparently anxious to see the younger children, made her way to Langholm Street on occasion, and again we were asked to instruct Sheila to refrain from so doing. She is also alleged to have made several abusive telephone calls to her mother. Although Sheila denies these, I feel there could be some substance to the allegations, as she has great difficulty in admitting to any misdemeanour even when the evidence is irrefutable. Both mother and daughter have a large vocabulary of obscenities and do not hesitate to use these if they feel the occasion demands. Indeed Sheila was recently excluded from school for using obscene language and assaulting a teacher.

/...

Within West Princes Street Hostel this was quite regularly the norm with Sheila and on 2 occasions during the week commencing March 26th, 1984, the police had to be called in to quieten riotous situations in which she was involved. There was one occasion when she arrived back at the Hostel at 5 a.m. apparently in a very inebriated condition and other occasions when she was known to be either buzzing gas or sniffing glue. In view of her difficulties within the hostel, she was withdrawn on April 2nd and placed temporarily with short-term foster parents. This experience of a more normal mode of family life appears to have had a calming effect on her, although her mother is very angry at her being placed in a family home and would prefer her to be put in an "approved school." As [REDACTED] has persistently refused to attend Reviews, this decision was taken by the Review Panel as being in Sheila's best interests, and in view of the threats of physical violence towards Sheila, made by her mother her current address has not been given as yet.

THE REFERRAL.

This is accepted by her mother as it was she who called in the police. Sheila does not accept it as she states she was never charged. There was however, a further incident in March when Sheila was removed from Langholm Street by the police and formally charged with Breach of the Peace and she accepts this. This was again at the instigation of her mother.

CONCLUSION.

Sheila, who is in the care of this department under the Matrimonial Proceedings (Children) Act 1958 Sec. 10(1) is a child who has suffered both material and maternal deprivation in her young life, and has spent about 7 of her 15 years in residential care. Many of her difficulties could be explained away in terms of these deprivations, but I feel the focus should be on how best she can be helped in the future. She expresses no desire to be rehabilitated with her mother and step-father, but would like to maintain contact with her siblings and half-siblings. This latter is fully contested by her mother. Her present placement is very much short-term, and is really an emergency one to allow time to look for alternatives. One such alternative may be consideration of List 'D' School in view of her school record, rejection by her mother and lack of any home base or the exploration of any other resource available. Sheila has expressed a strong desire to return to Quarriers Homes, Bridge of Weir, where she spent some 6 years, and this resource will be explored.

Although Sheila is already in our care under the Matrimonial Proceedings (Children) Act 1958 Sec. 10(1) and is therefore subject to supervision by this department until she becomes 16 years of age, I feel her difficulties should be discussed within a Children's Hearing and that consideration should be given to a formal Supervision Requirement under the Social Work (Scotland) Act 1968.

[REDACTED]
SOCIAL WORKER.

Quarrier's Homes

Our Ref:

Your Ref:

Registered Office:

BRIDGE OF WEIR,
RENFREWSHIRE PA11 3SA

Telephone: [REDACTED]

26/9/84.

REPORT ON SHEILA MUIR or McLEAN (1.3.69)

Sheila was admitted to Quarrier's in June, 1984, on a residential supervision order and she was placed in cottage 39 with houseparent, [REDACTED]. Sheila had previously been in the care of Quarrier's between 1971 and 1977 at which time she was returned home following her mother's re-marriage.

When it became necessary earlier in the year for Sheila to be received into care once more, following a breakdown in the home situation, she herself requested to return to Quarrier's as she has fond memories of her childhood here. On Sheila's re-admission she was enrolled at Linwood High School and for the last two weeks of term before the summer holidays she was involved in a wide range of sports activities which she thoroughly enjoyed. In August Sheila moved into fourth year to complete her final year of school and despite very positive statements about how she enjoyed her new school her settled behaviour was fairly short lived.

Residential situation:

Sheila is one of seven young people in cottage 39 aged between 13 and 16 years. Although Sheila finds it hard to get on with one of the 13 year old boys in the cottage overall her relationship with the other young people is reported as good.

[REDACTED] (housemother) finds Sheila generally co-operative and responsive and on the whole the other staff have had no major problems in their dealings with Sheila. Minor misdemeanors are dealt with by being kept in for the evening and Sheila appears to accept such punishments when they are imposed.

Within the cottage Sheila is generally pleasant and cheerful, although perhaps a little loud and excitable at times. Sheila's main problem is her quick temper and her inability to control her temper once aroused. To date this side of Sheila has not been evident within the cottage and she has not threatened staff or children within the unit. Sheila's aggressive side has shown itself more blatantly outwith the cottage in incidents involving other young people whom Sheila feels have hurt her feelings by remarks made. One such incident happened at Linwood High School which resulted in Sheila's suspension due to her uncontrollable behaviour. This incident involved Sheila threatening another pupil and despite the intervention of teaching staff in an attempt to calm the situation she responded with verbal abuse and refused to leave the school.

Sheila's stubborn refusal to return to Quarrier's, until as a last resort a police officer was called, caused the school concern for her future management.

Since/

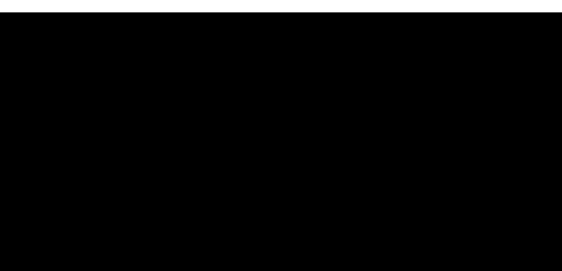
Since Sheila's suspension the staff in Quarrier's have as far as possible, structured her day during school hours involving her in written work, crafts and baking etc. and throughout she has accepted and undertaken these tasks set. In a one to one situation with an adult she responds well and works with interest and some enthusiasm, although her concentration span does appear limited.

Sheila's life has to date been fairly unsettled and this has been particularly evident in the school setting where she has repeatedly failed to cope with the normal disciplines which are imposed. Her recent moves appear to have avoided expulsion from any one school but clearly it is difficult for Sheila to sustain a level of acceptable behaviour in the main stream of education.

Assessment:

Despite minor problems which arise from time to time Sheila appears fairly well settled in the residential setting of Quarrier's. Because so much of her childhood was spent here she has sought a form of refuge from the familiar faces and surroundings in which she now lives and clearly it is important that she remains here until she is ready either to return home or move into an independent living situation.

Sheila has a generally pleasant outgoing personality, but she lacks confidence, insight and internalised controls when engaged in a confrontation and clearly the latter is unacceptable behaviour in mainstream schooling. In order to begin to help Sheila to overcome some of her difficulties and also encourage her to achieve in areas such as sports/gymnastics/swimming I would consider it important that she remain in Quarrier's with day attendance at an alternative school. To this end I would consider a day placement at St. Euphrasia's as the best option for Sheila as they would be able to provide the kind of supported but structured environment in which she may begin to learn how to control her quick temper.



SOCIAL WORKER QUARRIER'S

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

Strathclyde Regional Council

REPORT BY EDUCATIONAL PSYCHOLOGIST ON A CHILD WHO MAY HAVE SPECIAL EDUCATIONAL NEEDS

1. Surname of child	MUIR	Other names	SHEILA
Date of birth	1.3.69	Sex	F
Division	Renfrew	School attended	
Child's home address		Name of parent or guardian	
	Cottage 39	Address (if different from child's home address)	
	Quarrier Homes		
		Telephone number	

2. Intellectual assessment (give details of all tests used including dates of administration)

26.9.84 WISC-R Verbal I.Q. = 85

3. Perceptual and motor skills

Age appropriate.

4. Evaluation and interpretation of above results and their educational implications:

Sheila has the intellectual capacity to cope with a secondary school curriculum.

5. Educational assessment (including results of any standardised or diagnostic tests and difficulties noted)

(a) Language assessment

Sheila speaks clearly and fluently although her vocabulary is limited.

(b) Literacy skills

Burt Reading age - 11 years 7 months

C.A. - 13 years 6 months

Sheila's reading and spelling are poor, given her intellectual ability. Four changes of secondary school have no doubt affected her progress.

(c) Mathematical skills

Her score was within the 'average' range on the WISC-R, showing a reasonable level of conceptual understanding. However, her attainments are limited due to frequent change of school.

(d) Special interests or abilities noted

Gymnastics and swimming.

(e) Educational implications of above findings

Sheila's attainments are retarded, no doubt due in part to her frequent change of school. With regular remedial help and her own motivation, Sheila could raise the level of her basic skills considerably.

(For severely/profoundly mentally or physically handicapped)

5. Assessment

(a) Communication

(b) Self-help skills

(c) Social skills

(d) Motor skills

(e) Play

(f) Special interests

(g) Educational implications of above findings

6. Social and emotional development (including results of tests or inventories)

(a) Relevant developmental history

Sheila spent 6 years in Quarriers as a small child then returned home when her mother remarried. She returned to Quarrier's Homes in June 1984, after placement in a number of Children's Homes and a short term fostering in Glasgow. She has retained contact with her mother and stepfather and visits weekly although the relationship is stormy.

She has attended at least 4 secondary schools the most recent of which (Linwood H.S.) suspended her for physical and verbal aggression.

(b) Current social and emotional status

Sheila is an open forthright girl who readily admits to a quick temper and difficulties in accepting criticism. She tends to suppress the memory of bad events and situations, however, and thus does not learn through her mistakes or gain greater understanding of herself through later discussion of her actions.

(c) Educational/management implications of above observations

Sheila requires a stable environment where she can begin to predict the routine of the place and the behaviour of those around her. When she is confident in these essentials, she can then be helped to predict, monitor and control her own behaviour.

7. Assessment of home environment

- (a) Relationships within the family (including degree of support and interest, parental understanding of child's disability and parental ability and readiness to promote his growth and development)

Sheila's mother is apparently erratic in her attitude to her daughter. There are a number of siblings in the home, the youngest of whom Sheila is very fond.

- (b) Other relevant information about home environment

Sheila is to remain in Quarrier's Homes until she is at least 16. She, herself, is happy about the stability of environment this will provide.

She is residing in C39 where she has a good relationship with, and healthy respect for, the cottage mother.

- (c) Parent's reactions to recommendations of the Educational Psychologist

L.A.S.W. and Quarrier's Homes in favour of specialised schooling.

- (d) Implications of the above for the child's education

With the stability of Quarrier's Homes to support her and the consistent, tolerant regime of a special school, Sheila should begin to develop greater control of her behaviour

8. Summary of handicap(s)

Degree of Impairment	Expressive Language	Language Comprehension	Specific Learning (if any)	Current Intellectual Functioning	Social and Emotional Behaviour
No Impairment	✓	✓	✓	✓	
Slight Impairment					
Moderate Impairment					✓
Severe Impairment					
Total Impairment					

9. Recommendations for placement

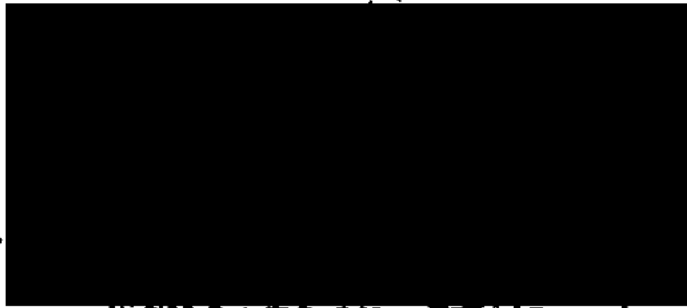
- (a) does not at present require any special arrangements other than a continuing review of progress ☐
- (b) education in ordinary school with special help (specify) ☐
- (c) placement in a day special school or class (specify) St Euphrasia's ☒
- (d) placement in a residential special school (specify) ☐
- (e) home tuition ☐

Recommendations for teaching arrangements

- (a) remedial education (for children functioning markedly below their potential) ☒
- (b) facilities and curriculum designed for slow learners ☐
- (c) teaching designed to develop practical and social skills leading to independence within the community ☐
- (d) teaching, within a carefully structured environment, designed for children who are unlikely to be able to live independently within the community ☐
- (e) education appropriate to a child of high ability or special aptitudes (specify) ☐
- (f) educational measures designed to overcome specific learning difficulties, e.g. in auditory or visual perception ☐

- (g) a supportive regime which is able to tolerate a wide range of behaviour disorders ☒
- (h) a regime which expects conformity to usually accepted patterns of behaviour ☐
- (i) continuing help from supportive services (indicate which, e.g. doctor, psychologist, therapist) to enable him to remain in ordinary school. ☐
- (j) other (specify) ☐

Date 10.10.84

Signed 

Designation Educational Psychologist

10. Review assessments

W1203

Strathclyde Regional Council

Surname of child MUIR
Date of birth 1.3.69 Sex F
Name of parent or guardian...
Telephone number 1

Child's home address
186 LANGHOLM ST., GLASGOW

Address (if different from home address)
COTTAGE 39, QUARRERS HOMES
BRIDGE OF WEIR

Name of general practitioner

Address of general practitioner
QUARRIES HOUSE, BRIDGE STREET

Siblings and place in family
(Tick for subject and ring as appropriate for others)

MF

2)
M/F

3 ✓
M F

④ MF

5
M/F

6
M F

7
M F

Present at interview:

Mother

Father

Other ☒ MEMBER OF CARS 574FF.
(State Relationship) QUARRIES NOTES

Referred by: CHILD GUIDANCE SERVICE For what reason: EDUCATIONAL PLACEMENT

Date of examination

24th SEPTEMBER 1984.

The child is handicapped only in the following areas
(Please place tick in appropriate box(es)):

		Degree of Impairment						
		DEGREE OF IMPAIRMENT	VISION	HEARING	MOBILITY		PHYSICAL HEALTH	SOCIAL AND EMOTIONAL BEHAVIOUR
					UPPER LIMB	LOWER LIMB		
1. Vision	☐							
2. Hearing	☐							
3. Speech and Language	☐	NO IMPAIRMENT						
4. Motor function	☐	SLIGHT IMPAIRMENT						
5. Physical health	☐	MODERATE IMPAIRMENT						✓
6. Behaviour and emotional development	☒	SEVERE IMPAIRMENT						
7. Intellectual development	☐	TOTAL IMPAIRMENT						
8. Ability to care for himself	☐							

- Notes:**
1. The section below DIAGNOSIS on this page and sections 1 to 8 on the following pages need be completed only for the particular handicap(s) which the child has. If the child is not regarded as handicapped, none need be completed. Sections 9 and 10 following should be completed where appropriate.
 2. Specialist reports (e.g. surgical or psychiatric) may be required before certain sections of the form can be completed.
 3. Where there is an asterisk, delete alternative(s) not applicable.

1. VISION *NORMAL*

a. Vision is impaired:

	Lt	Rt	Binoc
Visual acuity UNAIDED			
	distance		
	near		
AIDED			
	distance		
	near		

Child has slightly reduced acuity Lt/Rt*
which is corrected by
spectacles/contact lens* ☐

Child has amblyopia/squint/field defects* ☐

Child is significantly visually handicapped
(reduced acuity both eyes which cannot
be fully corrected by optical aids) ☐

Child is severely visually handicapped
(cannot be educated by sighted methods) ☐

b. Diagnosis

Treatment required:

surgical ☐

orthoptics ☐

Prognosis

likely to improve ☐

unlikely to improve ☐

likely to deteriorate ☐

uncertain ☐

Optical aids: spectacles
contact lens
low visual
none

Lt

☐

☐

☐

☐

Rt

☐

☐

☐

☐

Both

☐

☐

☐

☐

c. Teaching/management implications

Individual optical aids should be worn
(specify within brackets)

constantly () ☐

for close work () ☐

for distant viewing () ☐

Classroom aids (e.g. magnifiers) should be available ☐

Position needed in classroom (specify):

Child needs to work where lighting is: restricted ☐

average ☐

better than average ☐

Child needs Braille/other non-visual methods* (specify) ☐

Physical activities should be unrestricted ☐

restricted (specify) ☐

2. HEARING *NORMAL*

a. Hearing is impaired:

AUDIOGRAMS

Left

Right

Child has slight loss of hearing Lt/Rt* (which is well compensated by hearing aid)

☐

Child has fluctuating reduction of hearing

☐

Child has "high tone" deafness

☐

Child is partially hearing (severely reduced hearing Lt/Rt* which is NOT fully compensated by hearing aid)

☐

Child is deaf

☐

b. Diagnosis

Prognosis

likely to improve

☐

unlikely to improve

☐

likely to deteriorate

☐

Treatment required

uncertain

☐

c. Teaching/management implications

Hearing aid should be worn: constantly

☐

for class work only

☐

Child should keep close enough to the teacher for hearing and lip reading to be made easy, e.g. towards the front of a class and the side nearest the window

☐

Attention from teacher of the deaf

☐

Teaching methods based primarily on tactile approach

☐

3. SPEECH AND LANGUAGE *Normal*

- a. **Speech defect/language disorder*** is present

Speech-sound production is: intelligible to stranger

understood with difficulty

unintelligible to stranger

seldom/never* used

Spoken language (expression) is retarded

Comprehension of spoken language is limited

b. Diagnosis

Prognosis

likely to improve

unlikely to improve

likely to deteriorate

uncertain

Speech therapy required ☐

c. Teaching/management implications

4. MOTOR FUNCTION *NORMAL*

a. Motor disability is present:

Lt/Rt* finger/hand* movements:	weak	☐	Gait unsteady	☐
	clumsy	☐	Agility poor	☐
Lt/Rt* arm movements	weak	☐	Walks with aids	☐
	clumsy	☐	Cannot climb stairs	☐
Cannot sit without support		☐	Cannot walk	☐

b. Diagnosis

Prognosis

Surgical treatment required	☐	likely to improve	☐
Physiotherapy required	☐	unlikely to improve	☐
Wear appliances (specify)	☐	likely to deteriorate	☐
Use walking aids	☐	uncertain	☐
Use wheelchair	☐		

c. Teaching/management implications

Needs physical help in class:	some	☐
	a lot	☐

5. PHYSICAL HEALTH SATISFACTORY.

Ht. 161 cm Wt. 66 Kgs

- a. A disorder is present, with the following signs and symptoms†

A FEW SCRATCHES & BRUISES ARE PRESENT, ON FOREARMS,
KNEES & SHINS - SAID TO BE FROM "ROUGH-PLAY"

b. Diagnosis

Regular medication
(specify)☐

Surgical dressings

☐

Special diet (specify)

☐

Medical surveillance

☐

Other (specify)

☐

Prognosis

likely to improve

☐

unlikely to improve

☐

likely to deteriorate

☐

uncertain

☐

c. Teaching/management implications

Needs protective environment
(specify)☐Restrictions on physical activities
(specify)☐

Midday rest period

☐

Other (specify)

☐

† If the child has epilepsy, brief details should be given of the nature and frequency of the seizures.

6. BEHAVIOUR AND EMOTIONAL DEVELOPMENT

a. These present a problem

The child is 'over-active' ☐aggressive ☒quiet/withdrawn ☐antisocial ☒

Other behaviour described by parent and /or teacher, or observed by doctor:

RELATIONSHIP PROBLEMS WITH MOTHER & STEP-FATHER,
 & TO A LESSER EXTENT WITH ONE OLDER BROTHER.

WAS NOT FORTH-COMING ABOUT SCHOOL PROBLEMS -
 MOTHER SAID SHE CAUSED TROUBLE IN R.E. CLASS.

LACK OF INTEREST IN PERSONAL HYGIENE - GRADUALLY
 IMPROVED IN PAST THREE MONTHS.

ATTENDS MRS. MORRIS, CLINICAL PSYCHOLOGIST, AND
 FINDS THIS HELPFUL.

ADMITS TO ALCOHOL & SOLVENT ABUSE IN THE PAST.

b. Diagnosis

Requires psychiatric treatment
(specify) ☐Requires psychiatric surveillance ☐

Prognosis

likely to improve ☐unlikely to improve ☐likely to deteriorate ☐uncertain ☒

c. Teaching/management implications

Teaching in a unit or small school capable of giving special attention
to children with behaviour problems ☒A regime which can tolerate and provide for a wide range of
disordered behaviour ☐A regime which expects conformity to usually accepted patterns of
behaviour ☐

7. INTELLECTUAL DEVELOPMENT

- a. Observations on mental function from neuro-developmental and other examination if a learning difficulty is suspected:

b. Cannot guard against common dangers ☐

c. Cannot find way about alone ☐

8. ABILITY TO CARE FOR HIMSELF

NOW SATISFACTORY

Requires help: dressing ☐

washing ☐

feeding ☐

toileting ☐

Incontinent: never ☐

sometimes ☐

frequently ☐

night/day* ☐

wears urinary bag ☐

Soils: never ☐

sometimes ☐

frequently ☐

night/day* ☐

9. FAMILY, SOCIAL AND PERSONAL HISTORY

a. Normal as far as is known ☐

b. Father's occupation TAXI-DRIVER

c. Mother's occupation HOUSEWIFE.

d. Otherwise, essential information only:

WAS IN CARE (AT QUARRIER'S) FROM 1 YEAR OLD FOR 6 YEARS.

ALSO IN COLLEGEY CHILDREN'S HOME SHORT-TERM, WEST PRINCESS STREET HOSTEL, SHORT-TERM FOSTER PLACEMENT, PRIOR TO RE-ADMISSION TO QUARRIER'S (AT HER OWN REQUEST) IN JUNE 84.

10. OTHER SPECIAL NEEDS

a. Nil



b. Professional nursing care:

over 24 hours



day time only



For what reason?

surveillance



Daily transport to school



Residential school or hostel



Other (specify)



For what reason?

11. REPORTS FROM SPECIALISTS

I UNDERSTAND SHE WAS EXAMINED
 BY A POLICE SURGEON LAST MONTH,
 BUT DO NOT HAVE A REPORT.

12. ADDITIONAL NOTES AND COMMENTS ON RECOMMENDATIONS.

CONTINUED HELP FROM MRS MORRIS, AND
CONTINUATION OF PRESENT RESIDENTIAL PLACEMENT
SEEM ADVISABLE. I DO NOT HAVE ENOUGH
DETAIL ABOUT HER EDUCATIONAL PROBLEMS
TO COMMENT.

Signed...

Designation.....S. C. M. O.....

SHEILA MUIR

TUESDAY, 22nd January, 1985 - Period 5

GROUP 3 - Class group present -

Sheila Muir,

A few moments after class were just settling, though [redacted] and [redacted] none too quietly, Sheila arrived with as she said "my finger's stuck in my ear I can't get it out". This naturally caused the others considerable amusement etc. For 15 - 20 minutes general fooling around, constant talking, walking around, finger stuck in ear tactics, writing on class equipment (Box containing a game) then scoring her arm in a disturbed fashion with a biro pen, even after being asked several times to stop she continued until a large patch of her forearm was completely blue with ink.

Whilst trying to keep one eye on Sheila I continued with the lesson which the rest of the group (with the exception of [redacted] and [redacted]) made great attempts to concentrate on.

After what was probably 20 minutes of the above mentioned behaviour of Sheila's I felt that she was really going over the score in so far as it was impossible for anyone to do any work. I suggested that if she could not settle down to do the work or at least allow the others to do theirs, she should leave the room and sort herself out. She refused and continued the loud, disruptive fooling about. I then quietly said to [redacted] would she please go to [redacted] and say I'd like a word with him. When Sheila saw Mandy leaving the room she erupted, stood up, picked a desk up, threw it, picked a chair up, threw it, then another chair, or desk (not sure which) shouting at me for sending for that big Curran.

I advised her to pull herself together (thought about pressing 'panic' button decided against it) and as calmly as possible told her she was behaving in a way which was totally unacceptable to the rest of the group and myself. She then righted the furniture, sat down and just about that point [redacted] arrived. I told him I thought that Sheila did not really want to be in class and perhaps needed to sort herself out. [redacted] persuaded her to leave with him.

I must say I found the whole incident very frightening and disturbing. I have seen other girls on occasions 'lose the place' etc. but I was very conscious of Sheila's sheer strength and felt she could very easily have done some serious damage or injury to anything or anyone that might have got in her way.

I would also like to say the rest of the group through the whole period of time in class were excellent (exceptions [redacted] & [redacted]) but I'm sure they found the incident frightening and upsetting.

[redacted]

Social Work Department
Director: [REDACTED]



22.1.85.

Copy of minutes on Sheila Muir (Mrs) 's Review
for your information.

Wost 2.

With Compliments

Minutes of Review Meeting

Date of Review: 9th January, 1985
Name of Home: Quarriers
Name of Child: Sheila Muir (Known as McLean) Field Case Paper No:
Date of Admission: 13.6.84
Date of Birth: 1.3.69

Areas of concern as indicated in residential review form:

Areas of concern as indicated in Social Worker's review form:

Summary of Discussion:

██████████ S.W. Quarriers chaired the meeting and briefly outlined the decisions made at the last review.

Sheila's home situation has not changed, her mother has refused to talk to her and has forbidden her to come near the family including the grandmother with whom Sheila is said to have a good relationship. It was decided however, that ██████████ would visit the grandmother to establish her views on Sheila's visits. If she did not object to Sheila visiting her then arrangements would be made, without Sheila's mother's consent.

At school Sheila has made good progress, ██████████ Depute Head was pleased with her work at school and said that Sheila was showing promising signs of progress.

Discussions followed regarding new time tables and systems newly introduced to Sheila's class since the beginning of the new term. They have given Sheila an incentive to improve herself especially as one scheme includes prize money for good behaviour which is rewarded weekly. Sheila then expressed the difficulties she had when trying to save money and budget properly.

/...

Continued overleaf ►

Minutes of Review Meeting continued

Decisions taken (specifying action to be taken and by whom):

- [redacted] to visit Sheila's grandmother.
- Sheila to remain in Quarriers and St. Euphrasias until the end of school term.
- Social Work Department to investigate grant toward Gymnastic expenses.
- Careers advice to be followed up both by the school and [redacted]

Date of next review:

Names and Designations of review panel:

[redacted] Sheila McLean [redacted]	Officer in Charge	Hostel
	Depute in Charge	"
	Assistant Director	Quarriers
	Social Worker	"
	Depute Head	St. Euphrasias School
	Acting Senior Social Worker	West 2 Social Work Department
	Social Worker	"
	Subject of Review	"
	Minute Secretary	"

Chairman of
Review Meeting

Designation: Senior Clerical Officer

Date: 21st January, 1985

Summary of Discussion/...

Sheila went on to show her enthusiasm regarding her membership in the Gymnastic Club. It seems however that the outfits and membership fees are quite expensive. [REDACTED] S.S.W. said that the Social Work Department would investigate into awarding Sheila a £50 grant towards fees.

Concern was expressed regarding Sheila's future. She is due to finish school at the end of May, however she seems quite confident about how she will go about it. She wants to find work around Quarriers and be based there until she can find her own feet.

[REDACTED] said that a Careers Teacher would be visiting the school to give advice to school leavers. [REDACTED] said that she would be helping Sheila seek advice on this subject too.

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

Strathclyde Regional Council

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

Surname of child MUIR.....

Date of birth 1.3.69..... Sex...F.....

Name of parent or guardian.....

Telephone No.....

Child's home address.....Cottage 39.....
.....Quarrier's Homes.....

Agency making initial referral.....
.....Linwood High School.....

Other names SHEILA.....

School attended.....Linwood High School.....

Division.....Renfrew.....

Address (if different from home address)

Date of referral 13/9/84.....

Date of completion 9/10/84.....

DEGREE OF IMPAIRMENT	VISION	HEARING	MOBILITY		PHYSICAL HEALTH	EXPRESSIVE LANGUAGE	LANGUAGE COMPRE-HENSION	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

1. Recommended action Transfer to St Euphrasia's
2. Review not later than:
3. Initial placement (state name and type of school or unit)
4. Changes in placement
5. If this form was completed on the basis of a meeting or case-conference, indicate its composition:

6. Signed.....

.....

Designation.....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.

☐

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

Social Work

32. ~~Parents~~ attitude to special education: in favour
indifferent
unknown
opposed

☒
☐
☐
☐

home
background
and
parental
attitude

33. Other factors.
Specify:

In care at Quarrier's Homes.

☐

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. St Euphrasia's

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: 24/9/84

43. Date of latest psychologist's report: 9/10/84

reports

44. Date of latest school report: 19/9/84

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 LINWOOD HIGH Division RENFREW
 Surname of child MUIR (M'LEAN) Other names SHEILA
 Date of birth 01 03 69 Sex FEMALE
 Religion PROTESTANT Name of parent or guardian [REDACTED]

Telephone Number [REDACTED]

Child's home address

COTTAGE 39
QUARRIER'S HOMES
BRIDGE OF WEIR

Address (if different from child's home address)

2. School attendance

School	Attended from	Attended to	Actual and possible attendances
- QUARRIER'S PRIMARY	(POSSIBLY)		
- VICTORIA DRIVE SEC	(POSSIBLY AUG 83 - MAR 84)		
- [BRAIDFIELD - CLYDEBANK - but probably did not fully enrol]			
- LINWOOD HIGH	15-6-84	→	

* Vict Drive said most records "lost" while Sheila in Foster (Cleveland?) This attendance etc not known to me

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

* Arrived at LHS 3 days before Activities Week - pressure from [REDACTED] to make school as worthwhile as possible (fixed up with PE Activity: cost £26.00)

* Throughout my early contact was sullen & unresponsive (had not been in school since Mar 84 plus domestic breakdown that led to her taken into care again).

* When into S4 in Aug 84 was generally sulky, sullen, disinterested - almost sneering at help/support. The staff noticed a strong tendency to want attention, disrupt classwork, anger if things not going her way.

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

No — nothing overtly physical

The main problem seems to be inability to control responses / emotional disturbance / physical & verbal aggression.

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?

Given the domestic & educational disturbance, a considerable element of Sheila's difficulties must be due to "circumstances outside herself".

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.

On arrival Sheila was checked by our Principal Remedial teacher — we were unsure as to her potential. However, as a result of his investigations, Sheila was based on a full non-certificate course (except for SVS.)

No enough time in school to note any progress.

7. Educational Level

Has he repeated any classes?

With children of what age is he working?

Has he made any progress in the last 12 months?

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:

(b) Reading:

(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.

(d) Number:

(e) Spelling:

(f) Practical abilities and creative skills and abilities:

(g) Physical skills and co-ordination:

- As SA progressed it was clear that staff were attempting to deal with Sheila's disinterest and sometimes resentment. Thus detailed remarks are not appropriate in dealing with real educational level — always an undercurrent of hostility.
- Good coordination — great enjoyment of PE.

8. Play

- (a) Does he associate with younger children at play?
- (b) Does he join intelligently in school games?
- (c) Does he ever lead at play?
- (d) In what play activities (if any) does he show sustained attention?

not able to comment.

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.

Primary education era lived in Quarriers
Bank home - Glasgow ??
nb 'lost' records

Enclosed copy of SII comments from
Victoria Drive (Aug 83 - Mar 84) give a
flavour of the problems surrounding Sheila
at school prior to her going back
into care around June 84.

10. Interests

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

None known to me (other than considerable
talent at PE
activities.)

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~~ <i>verbally quarrelsome</i>	☐	☒	☐	☐
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. <i>Has been very dogmatic if small thing</i> ~~Often appears miserable, unhappy, tearful or distressed~~ <i>has inconvenienced/annoyed her.</i>	☐	☒	☒	☐
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 EXCEPT FOR FINAL DAY BEFORE SUSPENSION.	☒	☐	☐	☐
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 ~~REMOVING ?~~	☒	☒	☐	☐
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 verbally & physically	☐	☐	☒	☐

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

☐ ☐
☐
☐

As before - dislikes being rebuked in any way no matter how positive/sensitively done. Once on her high horse has no fear of consequences and cannot make rational decisions.

13. Parents attitude

Staff generally nervous with girl who displays both physical/verbal resistance. 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.

Meeting with Head Teacher Quinners

Sue

Horsemanter

in LHS - 5/9/84 where decision to ask for assessment team to meet as soon as possible

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

Given her violent outbursts / inability to control her responses / emotional upsets - it will be extremely difficult to offer Sinead the level of support she requires at LHSood High.

Date 19/9/84

Signed

Head Teacher

Horsemanter

TEST RESULTS.

NAME: Sheld Wren

GROUP

D.O.B.

ENGLISH				MATHEMATICS													
NEALE ANALYSIS				FRANCE													
Date	Reading Age		Comprehension	Graded Durrell Spelling Greater Than	Addition		Subtraction		Mult.		Division		Oper.		Money Meas.		Extens- ion.
	Y	M			Y	M	Y	M	Y	M	Y	M	Y	M	Y	M	
Nov 24	9	10	12	8	11	6	10	3	10	0	10	0	9	9	9	0	—

Sheila Muir

Back - Inverlation x
Draw - Hospatal x
Thin - wether x
Spend - ~~De~~ Difrent x
money - mesuir x
Question nesaserely x
minnite x Disappointed x
engian x
Promise ✓
furnatur x
valuball x
Sholders x
Coustomer x

7/20 > 8

Date _____

NAME: _____

HOUSE: _____

DISPOSITION (Please underline what applies.)

cheerful/even-tempered/willing/generous/petulant/

aggressive/gloomy/deceitful/insolent/apathetic/

dreamy/noisy and uncontrolled/moody

STANDARD OF CLEANLINESS/TIDINESS

STANDARD OF WORK - Efficiency/Responsibility/Progress

REACTION TO CORRECTION

LANGUAGE AND CONVERSATION

RELATIONS WITH STAFF/OTHER GIRLS

ANY OTHER COMMENTS

THIS GIRL HAS BEEN IN THIS HOUSE/CHARGE/CLASS _____ Months.

Signed _____

Sheila Muir

Back -

Draw -

Thru -

Spend -

money -

question -

minute -

engineer -

Promise -

furniture -

valuable -

shoulders -

customer -

invention -

hospital -

weather -

be different -

measure -

necessarily -

disappointed -

7/10 > 8

put							
it							
on							
the							
table							
She							
looked							
in							

- Questions 1. Who gave Pam the box?
2. Where did Pam put the box?

2 WOODMAN (49)	Mis	Sub	Ref	Add	Oms	Rev
John						
and Ann						
were fishing						
Suddenly						
they						
heard						
a splash						
A woodman						
had fallen						
into the						
lake						
He could						
not swim						
for he was						
hurt. The						
children						
tried						

- Questions 1. What were John and Ann doing at the lake?
2. What noise did they hear?
3. What had happened?
4. Why could the man not swim ashore?

3 PUPPET (72)	Mis	Sub	Ref	Add	Oms	Rev
The Swiss						
puppet						
watched						
the children						
arranging						
the puppet						
theatre. He						
felt useless						
He was not						
often						
chosen						
to act						
because he wore						
unusual						
clothes. Now the						
children were						
discussing their						
new play. "We						
need a brave						
person for						
the mountain						

- Questions 1. What was the Swiss puppet watching in the beginning of the story?
2. Why did he feel useless?
3. Why was the Swiss puppet not chosen very often for the plays?
4. What kind of hero did the boy want for the new play?

jumped							
a							
white							
rabbit							
Errors	0						
Time							
Comprehension	4						

3. What did she think would be in the box?
4. What was the surprise?

2 continued	Mis	Sub	Ref	Add	Oms	Rev
to pull						
him ashore						
He was						
too heavy						
Then John						
held the						
man's						
head						
above						
water						
and Ann						
ran for						
help						
Errors	0					
Time						
Comprehension	8					

5. What did the children try to do?
6. Why were they unable to pull him ashore?
7. How did John help the man?
8. How did Ann help?

3 continued	Mis	Sub	Ref	Add	Oms	Rev
rescue,"						
explained						
a boy. Each						
puppet tried						
to appear like						
the required						
hero						
Then cheers						
greeted						
the boy's						
choice. On						
to the stage						
was raised						
the shy						
but happy						
Swiss						
puppet						
Errors	0					
Time						
Comprehension	5					

5. What kind of work would the hero have to do in the play?
6. What did all the puppets hope?
7. How do you know that everyone was pleased with the hero that was chosen?
8. How did the Swiss puppet feel when he was chosen?

4 EXPLORING (92)	Mis	Sub	Ref	Add	Oms	Rev
It was midnight.						
A mournful	✓					
wailing sound						
echoed through						
the deserted						
castle. The						
girls ceased	✓					
exploring						
abruptly.	✓					
"Ghosts!"						
whispered one						
girl. "Nonsense!"						
replied the other,						
but nevertheless						
she proceeded						
cautiously in	✓					
the direction of						
the mysterious						
noise. Gathering						
courage, and	✓					
with mounting	✓					
curiosity, the						

- Questions
1. At what time did the girls go to the castle?
 2. What were the girls doing at the castle?
 3. What made them stop exploring?
 4. Why did they go cautiously in the direction of the noise?

4 continued	Mis	Sub	Ref	Add	Oms	Rev
girls approached						
the old kitchen.						
Then scarcely	✓					
daring to breathe,						
they swung open						
the door. Their	✓					
torches searched						
the darkness and						
immediately their						
excitement turned						
to pity. Before						
them, almost						
exhausted, lay						
the farmer's dog.						
He had been	✓					
imprisoned while						
hunting for rats.						
by a gust of wind.						
Errors	9					
Time						
Comprehension	8					

5. From where was the noise coming?
6. What did they discover?
7. What had the dog been doing there?
8. Why did the girls feel sorry for him?

5 ARABS (118)	Mis	Sub	Ref	Add	Oms	Rev
After a brief						
encounter						
with the Turks,						
Lawrence and						
his Arab force						
made a mock						
retreat. Although	✓					
out-numbered,						
Lawrence						
guessed that						
surprise tactics						
might retrieve						
the campaign.						
Accordingly, as						
his followers						
withdrew,						
they concealed						
themselves in						
the rocky	✓					
crevices						
of a narrow						
gorge	✓					
leading to the						
city. Meanwhile						
the women,						
acquainted with						
the circumstances,						
prepared to						
defend the city						
gates. The						
success of						

nothing

they were
p. as
the
roads

5 continued	Mis	Sub	Ref	Add	Oms	Rev
Lawrence's						
plan depended						
on whether						
the Turks						
would assume						
that the Arab						
retreat						
was genuine.						
There was an						
interval						
of terrible						
tension. Then	✓					
the unsuspecting						
Turks stormed						
in hot pursuit						
into the pass.						
At once,	✓					
concentrated						
rifle fire swept						
their column.						
The troops						
fell into a						
panic, for						
the confined						
space permitted						
no counter	✓					
attack.						
Errors	6					
Time						
Comprehension	2					

Reading not
difficult

again, the two
scientists
approached the
crater's edge.
Intent on their
photography,
they ignored
an ominous
rumbling. In
reproof, the
subterranean
cauldron
suddenly exploded
violently,
ejecting a
great quantity
of rocks.
Fortunately
these fell on
to the opposite
slopes. Greatly
alarmed by this
premature
eruption, the
men hastily
began the descent.
Instantly a
gigantic
avalanche
of fiery

abandoned all
equipment
except their
precious
cameras. Then
came an anxious
moment. As one
man was evading
a flying fragment,
he was struck
off-balance
by a rebounding
boulder. A
lengthy halt
would have been
disastrous. It
was, therefore,
with immense
relief that
they discovered
his injuries to
be superficial
and resumed
the fantastic
scramble to the
safety zone.

Errors
Time
Comprehension 6

- Questions 1. What were the scientists doing on the volcano?
2. Why was this volcano so interesting?
3. What warning should the men have noted?
4. Whereabouts were the men when the volcano exploded?
5. How did they escape from the first explosion?
6. What did they do to speed up their descent?
7. What kind of material was ejected by the volcano?
8. Were the man's injuries serious or slight?

SUPPLEMENTARY DIAGNOSTIC TEST 1.

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

What are the names and sounds of these letters?

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

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

Auditory discrimination through simple spelling.

rat
pet
ink
cold
hutch
sport
chicken
grumble

SUPPLEMENTARY DIAGNOSTIC TEST 3.

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

Blending and recognition of syllables.

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

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PROFILE OF
MATHEMATICAL SKILLS

Level 1

Dr Norman France

Name: Sheela Muir Boy or Girl: _____

Age: _____ Years _____ Months Today's Date: _____

Date of Birth: Day _____ Month _____ Year _____

School: _____ Class: _____

To the pupil:

Your teacher will explain to you how to do this test. Follow the instructions carefully. Always work from left to right across the page. Write your answers clearly in the spaces provided. Try to answer every question. You may find some hard. Do those you can first. Go back to those you have missed out 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		
130	27	31	32	26	30	32	14	16	16	14	16	16	27	28	28	21	23	26	26	29	32	9	98
125	26	30	32	25	29		13	15		13	15		26	27		20	22	25	25	28	31		95
	25	29		24	28	31	12	14	16	12	14	16	25	26	27	19	21	24	24	27	30	8	
120	24	28	31	23	27	30	11	13	15	11	13	15	24	25	26	17	20	23	21	26	29		91
115	23	27	30										23			16	19	22	20	25	28		
	22	26	29	22	26	29										15	19	22	19	24	27	7	84
110	21	25	28	21	25	28	10	12	14	10	12	14	22	24	25	14	18	21	18	23	26		
	20	24	28	20	24	27							21	23		13	17	20	17	22	25		75
105	19	23	27	20	24	27	9	11	13	9	11	13	20	22	24	12	16	19	16	21	24	6	
	18	22	26	19	23	26			12				20	22		11	15	18	15	19	23		63
100	17	21	25	18	22	25	8	10		8	10	12	19		23	10	14	17	14	18	22		
	16	20	24	17	21	24			11			(11)	18	21		9	13	16	13	17	21	5	50
95	15	19	23	16	20	23	7	9	10	7	9	10	17	20	22	8	12	15	12	16	20		
	14	18	22	15	19	22			(10)	6	8	10	16	19	(21)	7	11	14	11	15	19	4	37
90	13	17	21	14	18	21	6	8	9	5	7	9	15	17	20	6	10	13	10	13	17		
	12	16	20	13	17	20				4	6	8	14	16	19	5	9	12	9	12	16	4	25
85	11	15	19	11	15	19	5	7	8	4	6	8	13	15	18	4	8	11	8	11	15		
	10	14	18	10	14	18	4	6	7	3	5	7	12	14	17	3	7	10	7	10	14	3	16
80	9	13	17	9	13	17	3	5	6	2	4	6	11	13	16	2	6	9	6	9	12		
	8	12	16	8	12	15				1	4	6	10	12	14	1	5	8	5	8	11		9
75	7	11	15	7	11	14	2	4	5				9	11	13	0	4	6	4	7	10	2	5
	6	10	14	6	10	13	1	3	4				8	10	12		3	5	3	6	9		
70	5	9	13	5	9	12							7	9	11		2	4	2	5	8		
	4	8	12	4	8	11	0						6	8	10		1	3	1	4	7		
65	3	7	11	3	7	10							5	7	9		0	3	2	4	6		
	2	6	10	2	6	9							4	6	8		0	2	1	3	5		
60	1	5	9	1	5	8							3	5	7		0	1	0	2	4		
	0	4	8	0	4	7							2	4	6		0	0	0	1	3		
55	0	3	7	0	3	6							1	3	5		0	0	0	0	2		
	0	2	6	0	2	5							0	2	4		0	0	0	0	1		
50	0	1	5	0	1	4							0	1	3		0	0	0	0	0		
	0	0	4	0	0	3							0	0	2		0	0	0	0	0		
45	0	0	3	0	0	2							0	0	1		0	0	0	0	0		
	0	0	2	0	0	1							0	0	0		0	0	0	0	0		
40	0	0	1	0	0	1							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
35	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
30	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
25	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
20	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
15	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
10	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
5	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
	0	0	0	0	0	0							0	0	0		0	0	0	0	0		
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.I.	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	P4	P5	P6	Scot. & N. Ire.	

24

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	$\begin{array}{r} 601.80 \\ + 90.39 \\ \hline 692.19 \end{array}$	$\begin{array}{r} 48.79 \\ + 23.77 \\ \hline 72.56 \end{array}$	$5 + 13.4$ $= 18.4$	$9 + 17.8$ ~~$= 26.7$~~ $= 26.8$
6	$26 + 10.4$ ~~$= 36.6$~~ $= 36.4$	$18 + 2.7$ $= 20.7$	$11 + 69.6$ $= 80.6$	$5.5454 + 55.55$ ~~$= 61.0954$~~ $= 61.1954$
7	$191.96 + 1.809$ $= 193.769$	$990.07 + 178.9$ $= 1168.97$	$30.8 + 8$ $= 38.8$	$804.7 + 184.04$ $= 988.74$
8	$4.5 + 13.2 + 18.1$ $= 35.8$	$10.9 + 9.01 + 19.19$ $= 39.10$	$19.1 + 1.91 + 0.191$ $= 21.201$	$89.8 + 0.898 + 9$ ~~$= 100.698$~~ $= 100.698$

SUBTRACTION

	(a)	(b)	(c)	(d)
1	$\begin{array}{r} 3 \\ - 2 \\ \hline 1 \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline 1 \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$
2	$\begin{array}{r} 3 \\ - 3 \\ \hline 0 \end{array}$	$\begin{array}{r} 6 \\ - 0 \\ \hline 6 \end{array}$	$\begin{array}{r} 19 \\ - 16 \\ \hline 03 \end{array}$	$\begin{array}{r} 18 \\ - 9 \\ \hline 09 \end{array}$
3	$\begin{array}{r} 357 \\ - 305 \\ \hline 052 \end{array}$	$\begin{array}{r} 449 \\ - 410 \\ \hline 039 \end{array}$	$\begin{array}{r} 21 \\ - 15 \\ \hline 06 \end{array}$	$\begin{array}{r} 82 \\ - 24 \\ \hline 58 \end{array}$
4	$\begin{array}{r} 53 \\ - 35 \\ \hline 18 \end{array}$	$\begin{array}{r} 293 \\ - 185 \\ \hline 108 \end{array}$	$\begin{array}{r} 186 \\ - 127 \\ \hline 059 \end{array}$	$\begin{array}{r} 544 \\ - 396 \\ \hline 148 \end{array}$
5	$\begin{array}{r} 34.2 \\ - 30.7 \\ \hline 03.5 \end{array}$	$\begin{array}{r} 54.2 \\ - 49.6 \\ \hline 04.6 \end{array}$	$\begin{array}{r} 83.45 \\ - 38.78 \\ \hline 44.65 \end{array}$ X	$\begin{array}{r} 180.81 \\ - 189.92 \\ \hline 090.90 \end{array}$ X
6	$\begin{array}{r} 792.19 \\ - 701.80 \\ \hline 090.39 \end{array}$	$\begin{array}{r} 380.91 \\ - 300.88 \\ \hline 080.03 \end{array}$	$\begin{array}{r} 110.48 \\ - 81.83 \\ \hline 028.65 \end{array}$	$43.8 - 21$ $= 22.8$
7	$68.4 - 47$ $= 21.4$	$90.4 - 62$ $= 28.4$	$25 - 8.9$ X $= 17.9$	$27.7 - 2.07$ X $= 25.77$
8	$1010.06 - 99.007$ X $= 921.067$	$301.04 - 29.195$ X $= 271.855$	$1010 - 308.05$ X $= 702.05$	$410.07 - 3.383$ X $= 406.693$

⑩ MULTIPLICATION				
	(a)	(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	$\begin{array}{r} 68 \\ \times 46 \\ \hline 468 \end{array}$	$\begin{array}{r} 789 \\ \times 9 \\ \hline 7101 \end{array}$	$\begin{array}{r} 6.4 \\ \times 8 \\ \hline 503.0 \\ \times 523.0 \end{array}$	$\begin{array}{r} 80.34 \\ \times 700 \\ \hline 562380.00 \end{array}$
4	$\begin{array}{r} 10.09 \\ \times 60 \\ \hline \end{array}$	$\begin{array}{r} 17.85 \\ \times 43 \\ \hline \end{array}$	$\begin{array}{r} 32.7 \\ \times 21 \\ \hline \end{array}$	$\begin{array}{r} 20.34 \\ \times 63 \\ \hline \end{array}$

⑪ DIVISION				
	(a)	(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	$5 \overline{) 45} \quad 9$	$2 \overline{) 68} \quad 34$	$7 \overline{) 35} \quad 5$	$5 \overline{) 41.5} \quad 8.3$
3	$6 \overline{) 816} \quad 136$	$7 \overline{) 973} \quad 139$	$9 \overline{) 12.69} \quad 1.41$	$14 \overline{) 44.8} \quad 3.2$
4	$32 \overline{) 86.4}$	$27 \overline{) 92.07}$	$51 \overline{) 187.17}$	$0.7 \overline{) 364.7}$

OPERATIONS

(a)

21

(b)

(c)

(d)

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

1

$2 \boxed{+} 3 = 5$

$3 \boxed{-} 1 = 2$

$7 \boxed{-} 2 = 5$

$6 \boxed{+} 1 = 7$

2

$3 \boxed{\times} 4 = 12$

$4 \boxed{\times} 5 = 20$

$10 \boxed{-} 5 = 5$

$9 \boxed{\div} 3 = 3$

3

$6 \boxed{\div} 6 = 1$

$0 \boxed{+} 8 = 8$

$10 \boxed{-} 10 = 0$

$36 \boxed{-} 6 = 6$

4

"I divide 10 by 5" can be written

$10 \boxed{\div} 5$

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

$5p \boxed{+} 3p$

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

$9p \boxed{-} 2p$

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

$10 \boxed{\div} 2 = ?$

5

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

$2 \boxed{+} 1 \text{ km}$

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

$16 \boxed{\times} 10 \text{ chairs}$

The number of legs on 8 tables is

$8 \boxed{\times} 4$

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

$95 \boxed{-} 39$

6

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

$84 \boxed{\div} 4p$

Altogether in 5 rows each with 13 men there are

$5 \boxed{\times} 13 \text{ men}$

John is 14 and Mary is 8. John is 14 $\boxed{-}$ 8 years older than Mary

6 years older

8 bars of chocolate each broken into quarters will make

$8 \boxed{\div} \frac{1}{4} \text{ quarters}$

7

Write in the missing number or sign for each question:

$6, 3, \boxed{2}, 3, 6, 9$

$3, 4, 6, 9, \boxed{0}, 18$

10 can be divided by 1, 2, 5, and 10. 12 can be divided by $\boxed{3}$ different numbers

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

$27 \boxed{\div} 18 \text{ h}$

MEASUREMENT AND MONEY

(a)

(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 Pence ✓

Milk Pints ✓

Time to run a race seconds ✓

String Meters ✓

2

Time _____

Cost _____

Length _____

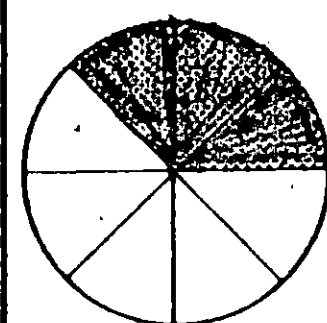
Weight Litres

3

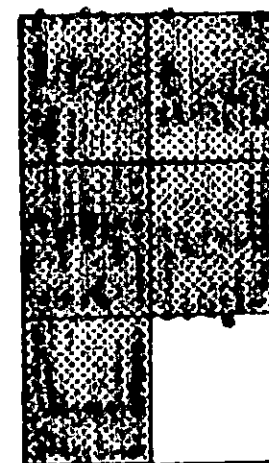
Write in the missing numbers:

100p = £ 1.00 ✓

1 metre = _____ cm



3/8 ✓



3/6 ✓

4

Find the cost of each item:

At 12p a metre
10 metres cost
£ 1.20 ✓

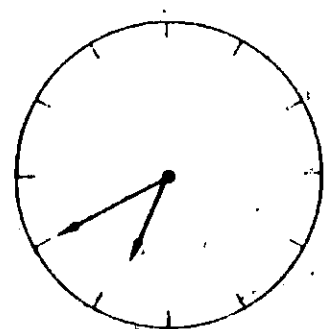
At 48p a litre
3 litres cost
£ 1.44 ✓

At £4.50 a square
metre, 6 square
metres cost
£ 24.50 ✗

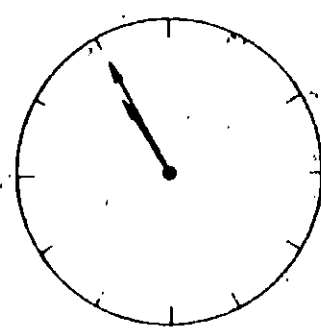
At 30p a kilogram
20 kilograms cost
£ 60p ✗

5

What is the time shown by each clock face?



7 h 40 min ✗



11 h 55 min

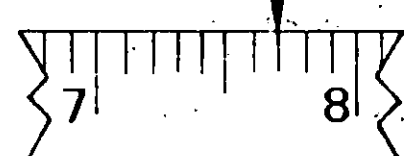
How long does each journey take?

Depart 9:25 am
Arrive 4:50 pm
_____ h _____ min

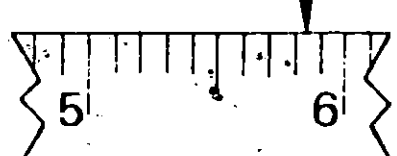
Depart 7:50 am
Arrive 10:30 am
_____ h _____ min

6

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

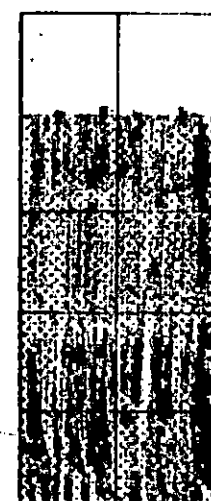


7.5

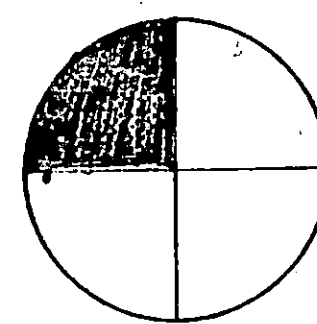


5.5 ✓

What percentage of each figure is shaded?



_____ %



_____ %

7

A car travels 5 km
on 1 litre of petrol.
For 6 km it uses
_____ litres

A speed of 100m
per minute =
_____ km per h

The cost of 400g
at 50p a kg =
_____ p

The weight of
3 1/2 litres at
20g a centilitre =
_____ kg

EXTENSIONS

(a)

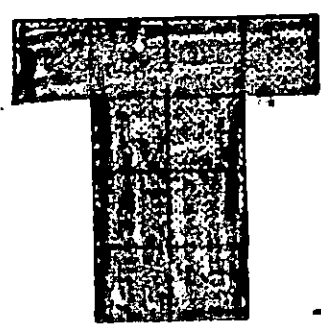
(b)

(c)

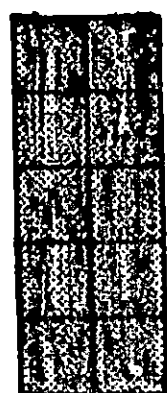
(d)

1

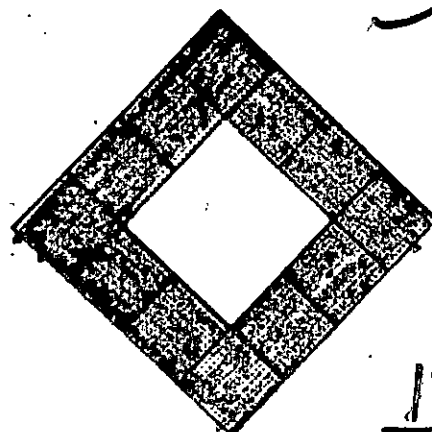
How many shaded squares  are there in each figure?



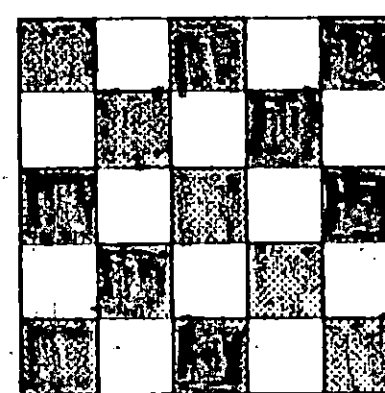
10



10



12



13

2

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

$$^3x + ^{10}y = \underline{13}$$

$$y - x = \underline{8}$$

$$4x = \underline{\quad}$$

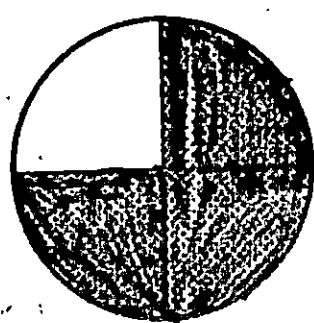
$$xy = \underline{\quad}$$

3

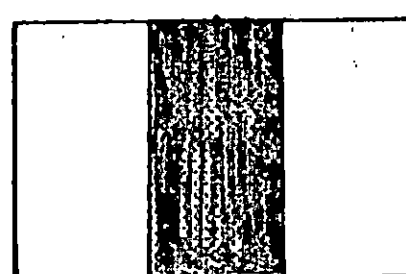
Draw a ring round the largest of the six numbers:

567, 756, 657
576, 765, 675

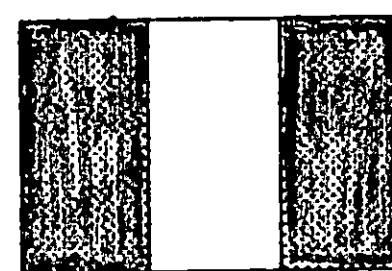
What fraction of each figure is shaded?



$\frac{3}{4}$



$\frac{1}{3}$



$\frac{2}{3}$

4

Write in the missing numbers:

$$\frac{1}{2} \text{ of } \pounds 1 = \underline{50} \text{ p}$$

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

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

$$\frac{3}{6} = \underline{\frac{1}{2}}$$

5

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".

25 is in Set B

54 is in Set A

31 is in Neither

15 is in Set A and B

6

Write down the approximate value for each quantity:

To the nearest hour

5 h 35 min
= 6 h

To the nearest cm

23.4 cm
= 23 cm

To the nearest thousand

28399
= 28000

To two decimal places

3.14159
= 3.14

EXTENSIONS (CONTINUED)

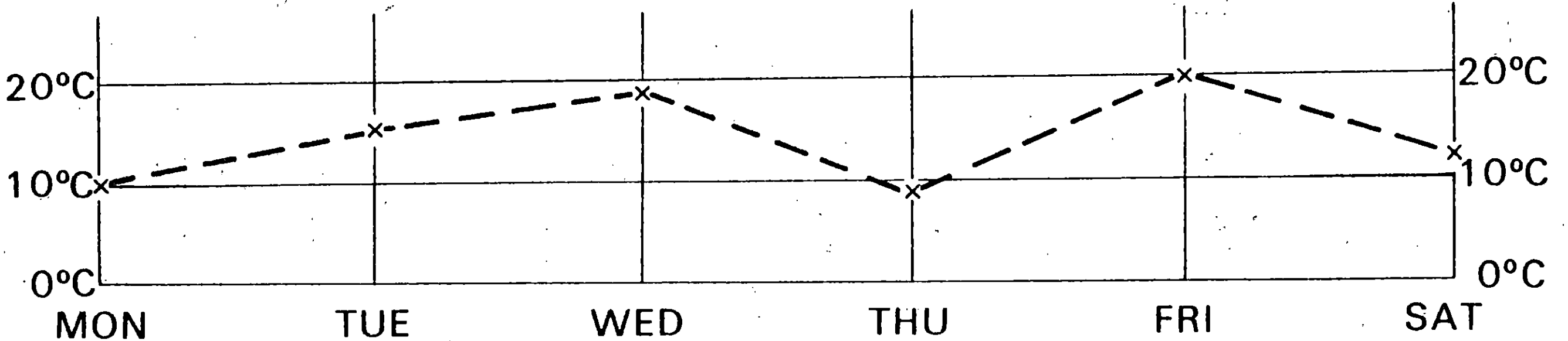
(a)

(b)

(c)

(d)

This graph shows temperatures in °C at noon on each day of one week, Monday to Saturday.



What was the highest noon temperature of the week?

20 °C

What was the noon temperature on Tuesday?

15 °C

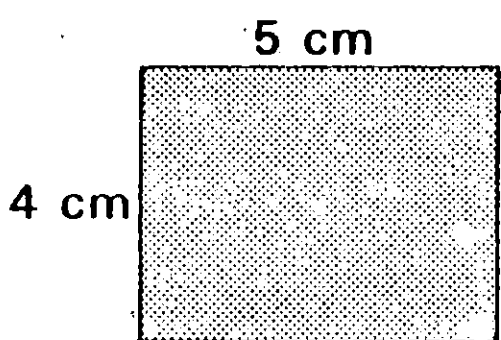
Between which 2 following days was there the largest rise in noon temperature?

wed and Friday

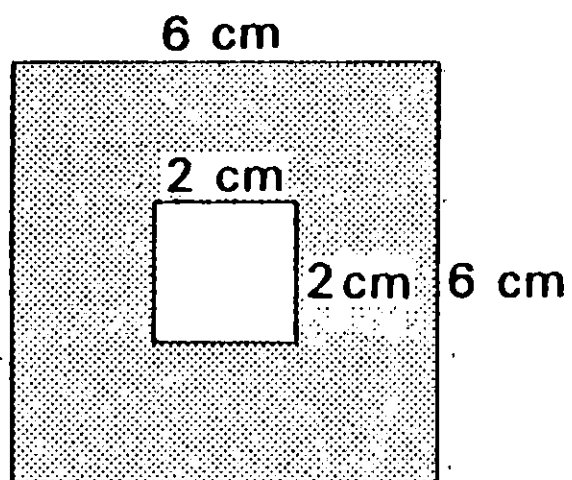
What was the average noon temperature for the 6 days?

 °C

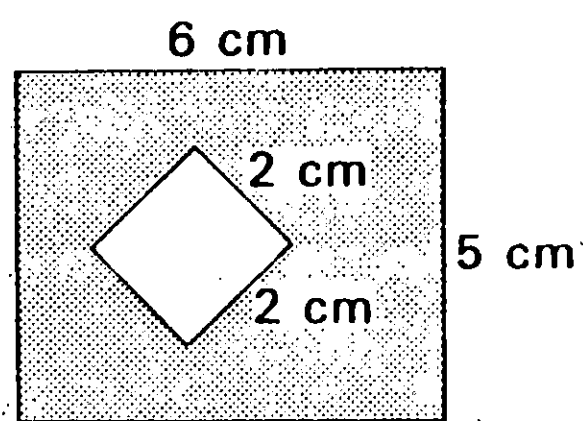
How many square centimetres are there in each shaded area?



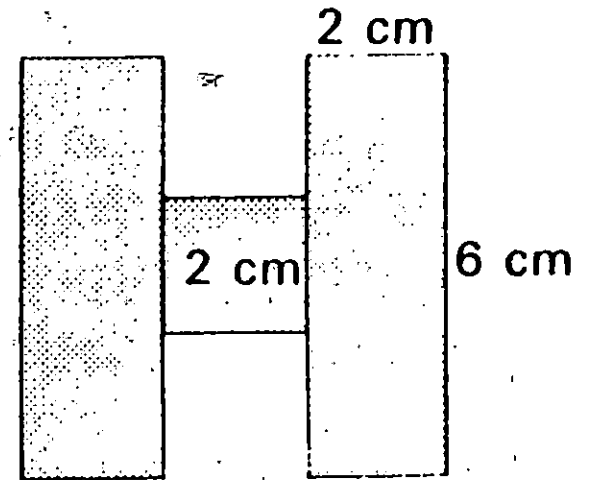
 cm²



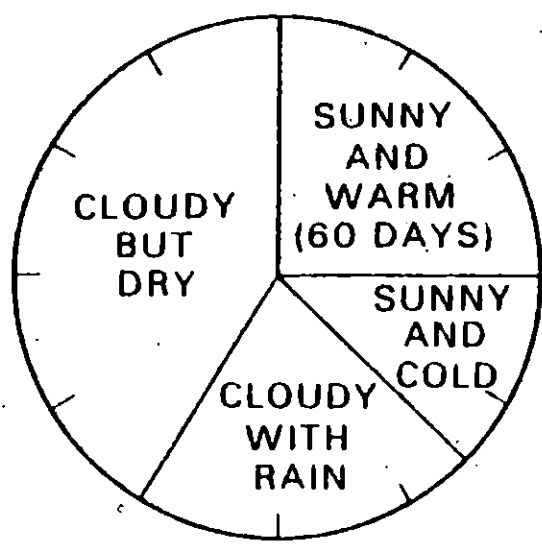
 cm²



 cm²



 cm²



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?

80 days

Sunny and cold?

55 days

Cloudy with rain?

45 days

Sunny?

60 days

ST. EUPHRASIA'S CENTRE

BISHOPTON

RENFREWSHIRE. PA7 5PF

ALL COMMUNICATIONS TO:
THE PRINCIPAL

TELEPHONES: [REDACTED]

OFFICE HOURS:
9.00 a.m. - 12.00 noon — 2.00 - 4.30 p.m.

[REDACTED]
Quarrier's Homes

3rd January, 1985.

Dear

re. Sheila Muir.

It is just over a year since we began to take girls, who were not able to manage in mainstream education, on a day basis. Since this is a residential school, and our work with the girls is done through building relationships, we have felt that we have not been able to offer the day girls as good an experience as we would like. Since it is likely that we are going to be asked to take greater numbers of day girls, we feel we would like to do some re-structuring so as to make the school days of these girls less of a 'hit-and-miss' affair.

One big problem has been regarding having girls in school at 9.15. For those who use public transport, there are inevitable difficulties but even those for whom transport is provided, are very seldom on time. This is a source of disruption in the classrooms and a bad start to the day. I intend to see the drivers of taxis on Tuesday to find out when each girl should be collected and I will communicate this information to you. I would be grateful if you would co-operate with the arrangements made.

A year ago many of the girls came into school wearing clothes which were totally unsuitable. It was for this reason that we started to provide a simple uniform. We feel the time has now come when we should ask the girls to provide their own uniform. This will eliminate the necessity of changing twice a day - a practice which tends to be 'institutional' as well as time-consuming. I would ask you to provide a simple blouse, of any colour, a brown skirt, a brown, or beige, cardigan or sweater, socks or tights, and suitable flat shoes - not trainers. Since the girls who are residential do not at present wear their uniforms on Friday, this could also apply to the day girls.

The third problem is that we have no sanctions for day girls, as we have for the residents. The teachers thought that if girls could have pocket money of £1 allocated each week, on the basis that 100 marks have to be earned - 50 from the teachers and 50 from [REDACTED] who looks after the girls. Any girl who does not have a valid excuse for being absent, in which case she produces a note, would automatically lose 20 marks for each day lost. Being late without a valid excuse would also cost a girl a certain number of marks.

there is a feeling however, that girls who come from children's homes already have much more pocket money than girls who are residential here. I would suggest therefor, that £1 of the normal pocket money be allocated for behaviour at school. Each Friday the girl will bring home her marks and entitlement. This would also help her to see that there is a certain co-operation between the home and school. Should this present difficulties, however, we will think again!

On Tuesday at 11 a.m., I intend, with [REDACTED] and the teachers to have a meeting with the girls. I would be grateful if you did not mention this last point until we have had this meeting.

Since we are having a full staff meeting at 10.a.m. on Tuesday, you will be notified on Monday about the time your girl will be collected.

Thanking you for your help and co-operation.

Yours sincerely,

[REDACTED]
Principal

SHEILA MUIR

BASIS OF CONTRACT

1. St. Euphrasia's have agreed to accept Sheila as a day pupil because she would have difficulty fitting into another day school.
 2. Sheila must attend school each day, unless there is a very good reason for her absence.
 3. Sheila agrees to follow all the rules of the school, including those connected with dress, behaviour and language; follow her timetable and do all that she can to make her attendance at St. Euphrasia's successful in every way.
 4. Sheila agrees to do all the work that is set for her in a way that is acceptable to her teachers.
-

[REDACTED]
Education Officer,;
Regional Offices,
Cotton Street,
Paisley PA1 1LE.

5th November, 1984.

Dear [REDACTED]

SHEILA MUIR

I write to confirm that we have offered Sheila a place as a day pupil and expect her to commence attendance on Tuesday, 6th November.;

If there is any further information you want connected with our offer of a place to Sheila, please do not hesitate to get in contact with me.

Yours sincerely,

[REDACTED] DEPUTE PRINCIPAL.

Department of Education

Director: [REDACTED]

Renfrew Division
Regional Offices
Cotton Street Paisley PA1 1LE

Divisional Education Officer
[REDACTED]



**Strathclyde
Regional
Council**

Tel [REDACTED]

Our ref [REDACTED]

Your ref [REDACTED]

If phoning or
calling ask for [REDACTED]

Date 26 October 1984

Dear [REDACTED]

SHEILA MUIR: 1.3.69

I enclose copies of SEN forms and your application form 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 St Euphrasia's School.

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

I look forward to your reply in due course.

Yours faithfully

[REDACTED]
Education Officer

All communications to be addressed to the Divisional Education Officer

[REDACTED]
Social Worker,
Quarrier's Homes,
Bridge of Weir,
Renfrewshire.

5th November, 1984.

Dear [REDACTED]

SHEILA MUIR

Thank you for arranging Sheila's second visit to the Centre to meet me.

We are happy to offer Sheila a place and a day girl and suggest that she start, as soon as possible, on Tuesday, 6th November. I hope this second visit has ironed out some of fears Sheila had about coming to St. Euphrasia's.

May I take this opportunity of saying that I am sorry I was not available last week and apologise for the inconvenience my absence caused you and Sheila.

I look forward to meeting you in the future.

Yours sincerely,

[REDACTED] DEPUTE PRINCIPAL

Quarrier's Homes

SOCIAL WORK DEPARTMENT "NITTINGSHILL"

Our Ref: [REDACTED]

Your Ref:

27th September 1984.

Registered Office:

BRIDGE OF WEIR,
RENFREWSHIRE PA11 3SA

Telephone: [REDACTED]

[REDACTED]
St. Euphrasias School
BISHOPTON

Dear [REDACTED]

Re: Sheila Muir or McLean (Referral for consideration)

Following our telephone conversation of last week, I enclose a copy of the background report completed in April 1984 (for Sheila's appearance before the Children's Panel) by [REDACTED] (local authority Social Worker) and a copy of a report prepared by myself for the Educational Assessment Panel to be held on 2nd October 1984.

Sheila was suspended from Linwood High School on 31st August, 1984, and the matter referred to the Education Department as they were unhappy about taking her back. To this end I will be recommending to the Educational Assessment Panel, that as it would appear to be unlikely that Sheila could sustain mainstream schooling until she leaves in May, 1985, that consideration be given to placing her in St. Euphrasias on a day basis IF your own establishment is in agreement to this proposition.

I realise I am enclosing limited information to you but as Sheila has only been with us since June this is all that is available, at present. If there is any further information you require please contact myself or [REDACTED] (L.A.S.W.)

Yours sincerely

[REDACTED]
A Social Worker.

1. St. Euphrasia's have agreed to accept Sheila as a day pupil because she would have difficulty fitting into another day school.
 2. Sheila must attend school each day, unless there is a very good reason for her absence.
 3. Sheila agrees to follow all the rules of the school, including those connected with dress, behaviour and language; follow her timetable and do all that she can to make her attendance at St. Euphrasia's successful in every way.
 4. Sheila agrees to do all the work that is set for her in a way that is acceptable to her teachers.
-

SHEILA MUIR - CONTRACT WITH ST. EUPHRASIA'S SCHOOL

1. Sheila has been accepted as a day girl at St. Euphrasia's, because she would have difficulty attending another day school.
2. Sheila must attend school each day, unless there is a very good reason for her absence.
3. Sheila agrees to obey all the rules of the school, including those connected with dress, behaviour and language, follow her timetable and do all that she can to make her attendance successful in every way.
4. Sheila agrees to do the work set for her in class in a way that is acceptable to her teachers.

SHEILA MUIR *Sheila H. Muir*

[Redacted]

[Redacted]

ST. EUPHRASIA'S CENTRE
BISHOPTON
RENFREWSHIRE PA7 5PF

Authority for Medical or Surgical Treatment

Child's Surname	CP NO.
MCLEAN (KNOWN AS <u>MUIR</u>)	
Forename(s)	
SHEILA	

Home Address	Name & Address of GP	
186, LANGHOLM ST.	THE SURGERY	
GLASGOW G13.	BRIDGE-OF-WEIR.	
PRESENTLY RESIDING: COTTAGE 32,		
QUARRIES HOMES		
BRIDGE-OF-WEIR.		

PARENT'S AGREEMENT

I hereby give my consent to vaccination against Poliomyelitis, Tuberculosis, Diphtheria, Whooping Cough, Tetanus, or any other disease, and to any treatment, injection, or operative measure, including the administration of an anaesthetic considered necessary by a registered medical practitioner or dental surgeon.

SIGNATURES		DATE
Parent / Guardian	Witness	17/1/85

Sheila Muir
Group 3

Dear [REDACTED]

I am writing this letter to apologise for the behaviour on Friday afternoon and for the damage that I done. I have learnt my lesson from my mistakes. I will promise that I will behave for the rest of my stay at the school.

Sheila Muir
Group 3

Sheila Muir
Group 3

Dear [REDACTED]
I am writing this letter to apologize
for my behaviour on Friday after noon and for
the damage that I done. I have learned my
lesson from my on mistakes. I will promise
that I will be good for the rest of my
stay at the school.

Sheila Muir
Group 3

TWINCLIP  FASTENER