

PSYCHOLOGICAL EVALUATION

Pollard, Stella
17 February 1962
Age: 10 yrs. 8 mos.

Douglas Elementary School

Observations:

Stella is a rather good looking negro child who tended to be shy and quiet but was pleasant and cooperative. She didn't know her birthday and she seemed to give up easily on verbal tasks. However, she enjoyed the performance tasks and seemed delighted when she got the simplest block designs and other performance tasks correct. There was nothing peculiar about her language or manner.

Exams: WISC
Figure Drawing.

Findings:

Stella achieved a full scale I. Q. of 56 on the WISC which is in the high mentally retarded classification of mental functioning. However, this I. Q. does place her within the lowest 2% of the all white U. S. standardization population. Both her verbal and performance scale I. Q.'s were 60, which are still definitely below the upper limit of mental deficiency which is 69. She tends to perform at a high retarded level on most of the subtests showing particular ^{marked} retardation in her verbal reasoning (similarities) and in her range of verbal concepts (vocabulary). Her common sense judgment, however, is a bit higher than her other mental functions, which suggests a fair ability to adapt to the simpler demands of her environment. She does surprisingly well on the block design subtest, ~~scoring~~ a good dull normal level on this important measure of general non-verbal skills at a level above her generally retarded mentality.

Recommend that she be considered for special ungraded classes in school if that is available and vocational guidance as she gets older so as to make the best of her potentialities. Her prognosis, if other behavioral indicators are at all favorable, is that she may be able to make adjustments to a simple environment and not need institutionalization.

Carl G. Lauterbach
Carl G. Lauterbach, PhD
Clinical Psychologist



RECEIVED

MAR 5 - 1962

**COUNTY SCHOOL BOARD
OF LOUDOUN COUNTY
LEESBURG, VIRGINIA**

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MISS RUTH M. EMERICK, CLERK

C
O
P
Y

January 17, 1950

Mr. and Mrs. Carl E. Reynard
Ashburn, Virginia

Dear Mr. and Mrs. Reynard:

It has come to my attention that Donald is not learning enough in the Ashburn School to justify his continued attendance. Because he has no interest in school he seems disposed to get into various difficulties.

In view of the fact that he will be sixteen years old next July I suggest that it would be better for him were he to stop school and go to work, and I suggest that you take him out of school and find some work for him to do.

Very sincerely yours,

O. L. Emerick
Division Superintendent

OLE:t

cc: Mr. James F. Grimes

cc: Mrs. Alice Cady

Loudoun County Schools

Grades Three to Seven

REPORT OF

Donnie Reynard
NAME

Ashburn
SCHOOL

Thelma F. Everhart
TEACHER

Grade 6

Session 1949-50

NOTICE TO PARENTS

This report will be sent to you at the end of each period of six weeks. You are requested to examine it carefully with your child, sign and return it to the school.

Signatures of Parent or Guardian

1. Carl E. Reynard
2. Carl E. Reynard
3. _____
4. _____
5. _____
6. _____

Grade placement for next year _____

COMMENTS BY TEACHER

1 Donnie does not try nor use his study periods. He does not read on a level required for the Sixth Grade. He talks too much but is very cooperative in other ways.

2

3

4

5

6

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6. _____

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Virginia, Marriage Records, 1936-2014 for Stella Louis Pollard

1975 > 40000-40499

SAVE

COMMONWEALTH OF VIRGINIA

DEPARTMENT OF HEALTH - BUREAU OF VITAL RECORDS AND HEALTH STATISTICS

STATE FILE NO.

75-040263

MARRIAGE RETURN

153

COPY 8
FOR BUREAU OF VITAL
RECORDS AND HEALTH
STATISTICS

CLERK'S NUMBER	130
NAME OF COURT	Circuit
COUNTY OF	Loudoun

1. FULL NAME OF GROOM		(first)	(middle)	(last)
Emmanuel Folarin				Ero-Phillips
2. AGE	27	3. DATE OF BIRTH	9 12 1947	4. PLACE OF BIRTH
Years		(month) (day) (year)		(state or foreign country)
				Nigeria 559
5. RACE	Negro	6. SINGLE, WIDOWED, OR DIVORCED	Single	7. NUMBER OF THIS MARRIAGE
(white, negro, etc.)		(specify)	1	(first, second, etc.)
				First
8. EDUCATION, SPECIFY, elementary HIGHEST GRADE COMPLETED	0, 1, 2 to 8	high school 1, 2, 3 or 4	college 1 to 4	9. USUAL RESIDENCE: STREET ADDRESS OR RT. NUMBER
	22		2	906 N. Iwerson St.
9a. CITY OR TOWN OF RESIDENCE	Alexandria	9b. COUNTY	--	9d. STATE OR FOREIGN COUNTRY
		(if independent city, leave blank)		Va.
10. NAME OF FATHER	Isaiah Taiwo Ero-Phillips	11. FULL MAIDEN NAME OF MOTHER	Magret Olayide	Oloyede
12. PRESENT NAME OF BRIDE	Stella	(first)	Louis	(middle)
		(last)	Pollard	(if different)
13. AGE	24	14. DATE OF BIRTH	April 7 1951	15. PLACE OF BIRTH
Years		(month) (day) (year)		(state or foreign country)
				Va. 547
16. RACE	Negro	17. SINGLE, WIDOWED, OR DIVORCED	Single	18. NUMBER OF THIS MARRIAGE
(white, negro, etc.)		(specify)	1	(first, second, etc.)
				First
19. EDUCATION, SPECIFY, elementary HIGHEST GRADE COMPLETED	0, 1, 2, 3 to 8	high school 1, 2, 3 or 4	college 1 to 4 or 5+	20a. USUAL RESIDENCE: STREET ADDRESS OR RT. NUMBER
	08			Rt. 2 Box 10

margin reserved for binding
rewriter or dark unfading ink. This a permanent record.

Hardest grade she can 7/1951

LOUDOUN COUNTY PUBLIC SCHOOLS ----- SCHOOL REGISTRATION

IMPORTANT: This information sheet is to be kept in the child's cumulative folder throughout all grades - 1 through 12. Grade Entering 1

Child's Name: [Redacted]
Last [Redacted] First [Redacted] Middle [Redacted] Nickname _____

Race w Sex m Date of Birth: Yr. 63 Mo. 6 Day 16 City Wash DC State _____

Birth Certificate No. _____ No. children in family _____

Child's position in family Middle

Parent or Guardian _____ Address: _____

Phone (Home) _____ Town Ashburn, Va.

Phone (Business) _____ Street _____

Distance from School 1.0 Road Number _____

R.F.D. _____

Received

	Full Name	Occupation	Education
Father	<u>[Redacted]</u>	<u>plumber</u>	<u>9th</u>
Mother	<u>[Redacted]</u>	<u>housewife</u>	<u>10th</u>
Guardian			

Whom shall the school call in case of emergency other than the parent? None Phone _____

Family Doctor None Address _____ Phone _____

PHYSICAL HISTORY:

Successful Smallpox Vaccination: Date of _____

D.P.T.: No. of shots _____ Date of Each _____

Oral Polio: No. of doses _____ Date of Each _____

Measles: No. of shots _____ Date of Each _____

Other: _____

Tuberculin Test: Date _____ Result _____

Has your child had the following diseases?

Chickenpox _____	Year _____	Diphtheria _____	Year _____
Small Pox _____	Year _____	Scarlet Fever _____	Year _____
Whooping Cough _____	Year _____	Mumps _____	Year _____
Measles _____	Year _____		

(Specify kind)

Pupil's Name [REDACTED]
Grade 6

Date 22 Jan 62 School ASHBURN
Teacher CALLAHAN

IS THIS PUPIL PHYSICALLY STRONG?

Is strong and active *yes*
-seldom tires *not physically*
Has ordinary endurance *yes*
Is listless, easily fatigued *no*

DOES HE HAVE GOOD WORK HABITS?

Completes what he starts *seldom*
Is able to evaluate his work *with difficulty and lots of assistance*
Capable of sustained attention *no, extremely short attention span*
Needs urging to stay with a task *yes*
Is easily discouraged *quite*
Seldom completes the job *yes*
Easily distractible *yes*

HOW DOES HE GET ALONG WITH OTHERS?

Is a successful leader *more a leader than a follower*
Works and plays well with others *his own crowd*
EARNS recognition *for negative goals*
Prefers to work by himself *no, seeks help in his own crowd*
Is destructive *innocently no*
Has bad temper when thwarted *no, just gives up*
Is quarrelsome *yes*
Is overaggressive *no*
Is easily led *mildly*
Often lies to get out of difficulty *would if permitted*
Is disobedient to teachers *when has own better reason*
Has few friends *attracted by those of higher I.Q.*
Is disliked and avoided by peers. *no, congenial in a comic way*

WHAT IS HIS USUAL DISPOSITION?

Cheerful, happy
Kind and sympathetic
Self-controlled, calm
Quiet, reserved
~~Impulsive~~
~~Suspicious~~
Moody

ARE THERE EVIDENCES OF EMOTIONAL TENSION OR NERVOUSNESS?

Is upset by changes in routine *yes*
Is extremely irritable, unduly annoyed by noise *no, he makes it by talking quite loud*
Often cries *no*
Is extremely restless and hyperactive - *mildly*
Stutters, speech is often blocked or garbled *yes, esp. when commencing a sentence*
Complains about his health *no*
Bites nails, fidgets, masturbates *not noticeable*
Has poor appetite, indigestion *no*
Sweated frequently *no*
Has tremors, nervous tics, or jerks *no*
Lacks control or bladder control in school *no*
Suffers from headaches or dizziness *no*
Fainting occasionally *no*
Has other habits *not specifically*

Is He SELF-CONFIDENT?

- Recites in class and talks freely in group *quiet unless called upon*
- Is willing to play games though unskilled *no*
- Takes pride in appearance or physique *typical physical toughness*
- Worries about personal popularity, success *no*
- Worries about family problems *no*
- Participates freely in most group activity *no*
- Makes excuses for his failure *yes*
- Is overly discouraged by criticism, failure *not bothered but slightly*
- Daydreams a great deal in school *yes*
- Is boastful about self and accomplishments *yes*
- Is reluctant to participate in group activity such as: sports, discussion, parties. *in his own way*

1. What specific behaviors cause the pupil the most trouble?
Controlled loud noise, wandering around room.
2. What forms of control have you used with the pupil? How does he respond?
formerly, extra work, but have avoided it as it fails to accomplish change.
3. Why is he usually punished? *actually he is unresponsive to punishment as a correction but it is necessary simply to keep him quiet & occupied and not disturb the others*
For what is he praised?
extra-curricular achievements and attempt at lessons (effort), art talent and fair reading aloud, despite
3. What have you found to be the most satisfactory ways of handling the pupil?
Removing him from temptation by sitting near the teacher, but quickly moving him back to his own choice of seating when he has decided to behave in order for him to feel behaving has its rewards.
4. How does he act when he fails?
Doesn't bother him, or else just gives up - the latter showing he has tried to an extent.
5. How does he act when he succeeds?
Unimpressed or else with an inner pride - which the teacher should not comment on, so he identified himself with those who fail & should not be proud of well-doing.
6. Reaction to I.Q. Grade
79 seems to be accurate.
7. What do you consider to be the pupil's chief problem, and what do you think is the cause.

Is working fair now and achieving fairly for his I.Q. Other the same, work less. Is doing what is expected of his mind, but must constantly be harped upon for discipline. His loud noise reactions reveal he is a discipline problem without intention.

...that he is unresponsive to punishment as a correction