APPENDIX 1

CHILDREN’S BEHAVIOR QUESTIONNAIRE

1. Name of the student: 
2. Age: 
3. Sex: 
4. Class and Section: 
5. School: 
6. Religion: 
7. Mother Tongue: 
8. Medium in School: 
9. Annual Income: 

___________________________________________________________

PROFORMA – B

A. Children’s Behaviour Questionnaire for completion by teachers.

Child Scale B:

To be completed by teachers.

Please read carefully:

Below are a series of descriptions of behaviour often shown by children. After each statement there are three columns: ‘Doesn’t apply’, ‘Applies somewhat’ and ‘Certainly applies’. If the child shows the behaviour described by the statement, but to a lesser degree, or less often, place the cross in the box under ‘Applies somewhat’. If as far as you are aware, the child does not show the behaviour, place a cross in the box under ‘Does not apply’. Please put one cross against each statement.

<table>
<thead>
<tr>
<th>Certainly Applies</th>
<th>Doesn’t Apply</th>
<th>Applies somewhat</th>
</tr>
</thead>
</table>

1. Very restless, often running about or jumping up and down.
   Hardly ever still.
2. Truants from school (leaves home for school, does not attend).

________________________________________________________________
4. Often destroys own or others’ belongings
5. Not much liked by other children.
6. Often worried/worries about any things.
7. Tends to do things on his own (rather – solitary).
8. Irritable, is quick to fly of the Handle’ (Gets angry very Quickly)
9. Often appears miserable, unhappy, tearful or distressed.
10. Has twitches, mannerisms or ticks of the face or body.
11. Frequently sucks thumb or fingers.
12. Frequently bites nails or fingers.
13. Tends to be absent from school for trivial reasons.
15. Has poor concentration or short attention span.
16. Tends to be fearful or afraid of new things or new situations.
17. Fussy or over particular child
18. Often tells lies.
19. Has stolen things on one or more occasions.
20. Has wet or soiled self at school this year.
21. Often complains of pain and aches
22. Has had tears on arrival at school
   Or has refused to come into the
   school building, this year.
23. Has a stutter or stammer
24. Has other speech difficulty.
25. Bully other children.

Are there any other problems of behaviour such as fainting attacks in the school or
possession of spirits or uncontrollable laughing or crying etc.?

How well do you know this child?
Very well / Moderately well / Not very well
APPENDIX 2
NUMBER CANCELLATION TEST

3 7 2 9 1 4 7 3 5 6 2 8 7 9 5 5 1 3 4 5 6 4 5 6 7 4 2 9
4 5 8 2 3 6 4 7 6 1 9 3 4 5 4 6 8 7 6 5 7 3 2 3 7 4 1 5 5 2
6 7 3 6 5 5 2 3 9 1 2 3 4 3 7 5 6 2 1 8 2 3 4 6 5 6 3 7 1 3
5 5 8 4 6 3 4 7 3 4 5 6 2 8 3 4 5 6 9 1 7 1 9 8 1 4 6 2 3 6
7 4 3 7 4 5 8 2 1 6 7 1 9 3 8 5 2 1 9 2 9 1 4 9 5 5 7 5 6 4
9 2 8 3 1 6 4 7 8 5 9 1 8 4 5 6 5 5 4 2 9 3 6 4 2 3 7 8 3
1 9 2 7 5 5 3 5 4 8 2 6 5 7 4 3 7 6 7 3 4 5 7 3 1 8 4 5 2 8
3 2 3 4 6 3 4 5 7 3 6 5 5 9 4 6 3 6 4 3 6 4 3 8 2 2 4 7 8 1 9 2
4 5 3 7 4 8 1 6 4 5 2 8 3 5 5 7 3 2 9 1 8 1 2 3 9 1 4 5
5 2 8 3 4 7 5 5 6 5 4 7 6 4 1 4 6 3 2 1 9 2 3 4 5 8 2 3 4 7
1 9 2 4 5 4 6 6 7 4 5 7 3 6 5 5 7 1 2 8 1 3 4 5 7 3 4 5 6 8
2 7 4 5 3 7 2 3 4 5 8 2 4 2 8 3 4 3 7 5 6 7 8 6 4 9 2 3 9 1
3 4 5 2 8 6 7 8 1 7 3 8 1 9 2 7 4 6 5 4 3 6 5 5 4 2 1 8 2 3
4 3 1 9 3 2 8 4 1 9 2 9 1 8 4 5 5 7 2 6 5 4 6 3 5 4 7 3 8 1
5 9 1 4 5 5 7 2 8 1 8 2 7 5 6 4 3 8 4 5 3 7 4 5 3 6 4 7 5 4
8 2 7 5 4 2 3 7 1 7 3 6 5 4 6 2 7 4 3 2 8 5 3 4 5 5 2 3 1 9
6 3 5 5 1 4 6 3 6 4 1 3 8 2 7 4 5 8 1 9 2 3 5 4 6 1 7 2 8 1
4 6 3 1 5 5 4 5 5 3 2 9 1 7 4 5 6 9 1 3 4 5 6 4 2 1 3 7 2 6
7 4 3 6 4 5 4 6 2 3 1 9 2 6 9 2 5 5 4 5 7 2 8 3 5 4 6 2 7 3
8 1 7 3 6 3 7 1 4 2 8 1 6 7 5 4 6 3 2 6 1 9 3 4 5 5 2 3 7 5
1 8 2 7 2 8 3 6 3 7 2 4 5 3 6 4 1 5 7 9 1 2 5 6 4 7 2 8 3 4
9 2 7 1 9 3 4 5 6 3 2 4 7 5 5 3 6 9 8 2 5 6 7 3 5 1 7 2 4 6
APPENDIX 3
TEST OF MEMORY FOR CHILDREN

NAME………………………AGE……………………SEX………CLASS……

I. Personal Information:
Each item of the test was read distinctly and slowly at a steady rate. If the subject failed to understand the item, it was repeated.
1. How many people are there in your family………
2. What day is it today…………………
3. When did you first join school…………..
4. What is the name of this month……………
5. In which state are you living……………..

II. Mental control:
Time taken errors/omission made by the subject on each of five sub tests were noted down verbatim.

<table>
<thead>
<tr>
<th>Error</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Repeating day of the week forward</td>
<td></td>
</tr>
<tr>
<td>2. Repeating day of the week backward</td>
<td></td>
</tr>
<tr>
<td>3. Repeating months of the year forward</td>
<td></td>
</tr>
<tr>
<td>4. Repeating months of the year backward</td>
<td></td>
</tr>
<tr>
<td>5. Deduct 5’s from 60</td>
<td></td>
</tr>
</tbody>
</table>

III. Sentence repetition:
Each of the sentences was presented one by one to the subject for immediate reproduction. Each sentence was read out slowly, distinctly and at a uniform rate during presentation. The subjects recall was either noted verbatim of each of the correctly recalled clauses was ticked. If the subject made any error, omission, in recalling the sentence, then while presenting the subsequent sentences, the subject was reminded once again to be attentive and careful and to reproduce the sentence as exactly as possible.
IV. Logical Memory:

Story Recall Immediate

“I am going to read a short story, listen carefully, because when I finish reading I want you to tell me everything that I told you. Do you understand?” after reading the story, say, “Now tell me everything that you can remember of the story, start at the beginning of the story and tell me all that happened.” The separate items in the story are indicated by slab (/) mark. As the subject retells the story indicate the number of ideas recalled. Immediately following the first trial, the examiner says, “In a little while I’m going to ask you to tell me how much of the story you can still remember. I am going to read the story to you again now so that you will have it fresh in your memory for the next time.” Recall following the second reading comes after approximately 20 minutes of testing involving verbal material.

Once again the, examiner asks the subject to “tell everything you can remember.”

a) Immediate

b) Story recall delayed

V. Word Recall (Meaningful Words)

“I will be showing you a card, on which some meaningful words have been written. Look at them carefully for (30 seconds) after sometime (2 minutes), I will show you a second card from which you have to show me the meaningful words you have already seen.”

VI. Digit span test

“I will say some numbers listen to me carefully, when I finish saying them, you will have to repeat in the same order.” The examiner after instructing the child.

a) Gives an example. If I say 3, 7, you say 3, 7.

b) Reads numbers at the rate of one per second to the child.

c) Notes whether the immediate response of the child is correct of incorrect. The digit span is the highest number of digits repeated correctly.

d) The child is instructed as follows, “ I will be saying some numbers, listen to me carefully and repeat them after me in a reversed order, for example if I say 2-5, you have to say 5-2.”
The procedure is the same as for digits forward. No digit should be repeated in a series.

4-2
5-7-3
5-3-8-7
1-6-4-9-5
3-4-1-7-9-6
7-2-5-9-6-8-5
4-7-2-9-1-6-8-5
5-8
7-5-4
3-6-5-8
1-9-2-7-4
3-8-4-9-5-2
2-9-1-6-8-5-3
6-4
4-1-7
6-1-5-8
2-9-7-3-4
6-1-5-8-3-9
4-7-1-5-3-8-6
9-2-5-8-3-1-7-4
8-2
1-5-8
9-5-7-3
4-8-5-2-9
6-9-3-5-1-7
5-8-4-1-7-3-6

VI. Word Recall (Non Meaningful)
“I will showing you a card, on which some nonsense syllables have been written, look at them carefully (for 30 sec), after some time (2 minutes) I will show you a second card from which you have to show me the nonsense syllables you have already seen.”

VII. Delayed Response learning
“I will tell you a small arithmetic problem, you keep the result of it in your mind, use it to solve another use it to solve another problem 10 seconds later.”

VIII. Picture Recall
“I am going to show you a row of little pictures. After I cover the pictures, I want you to tell me each time exactly what pictures you saw, start at one end of the row each time and tell me all the pictures you saw. Try to call them to me in the same order they were in a row.
The exposure time for each row is as follows
Row 1 : 2 Seconds
Row 2 : 3 Seconds
Row 3 :  4 Seconds
Row 4 :  5 Seconds
1. 2 Seconds  1)  2)
2. 3 Seconds  1)  2)  3)
3. 4 Seconds  1)  2)  3)  4)
4. 5 Seconds  1)  2)  3)  4)  5)

IX. Benton Visual Retention Test
“One by one I will showing you some cards, look at them carefully, after some time (10 seconds) I will take back the card and then you will draw on paper the same figures which you have seen” (provided the subject with 5 ½ * 8 ½ inches paper and pencil with and eraser).
No of correct reproductions

X. Paired Associate Learning
Tell the subject, “I am going to read to you a list of words two at a time. Listen carefully because I will expect you to remember the words that go together. For example, if the words are “big”, and “small”, when I say “big” you will have to say “small”. After the subject understands the instructions, read the first presentation at the rate of one pair every two seconds. After reading the first presentation, test for recall by presenting the first recall list. Give the first word of a pair and allow five seconds for a response. If the subject give a correct response, say, that is right and proceed with the next pair. If the subject gives an incorrect response, say, “No” provide the correct association and proceed to the next pair. After the first recall had been completed, allow a 10 second interval and give the second presentation list, proceeding as before.

XI. Cattell’s Retentivity Test
“I will be showing you card on which some geometrical figures have been drawn. Look at them carefully (for 30 sec) after some time (2 minutes) I will show you a second card from which you have to show me the geometrical figures you have already seen.”
APPENDIX 4
PRE-ADOLESCENT ADJUSTMENT SCALE (PASS)

Instructions:
Please read these sentences carefully. If the sentence is applicable to you, that is, if it occurs to you that the sentence is true for you, tick mark ( ) in front of that sentence. If the sentence is not applicable to you, do not write anything.

1. My parents get annoyed with me easily.
2. The school is a burden for me.
3. My neighbours are not good people.
4. My parents give full freedom to play.
5. My teacher encourages me very much in my studies.
6. I do not want to make many friends.
7. My friends don’t allow me to do my homework.
8. The teacher takes a lot of work from us in the school.
9. The teacher takes a lot of work from us in the school.
10. I hesitate to speak in front of others in my class.
11. My friends in school tease me.
12. My teacher listens to me.
13. My parents take care of my amusements.
14. I live very happily with my brothers and sisters at my house.
15. My parents interfere with my brothers and sisters at my house.
16. I feel inferior to others.
17. I feel very happy in the company of my friends.
18. I am not friendly with my companions.
19. I want more holidays.
20. Very few friends help me.
21. I don’t like my friends at all.
22. I go to school daily.
23. I don’t feel hesitant in asking questions to the teachers.
24. We have got sufficient freedom in the class.
25. Everybody listens to what I say.
26. My teacher does not make me understand anything properly.
27. I shall be very happy if my teacher is transferred.
28. The rules of the school seem senseless to me.
29. I do not get angry easily.
30. I like my parents very much.
31. My parents don’t allow me to go out alone.
32. Nobody at home helps me with my school work.
33. I like to study very much.
34. I don’t have the habit of quarrelling with others.
35. I don’t like frivolous jokes.
36. Some of my friends are good.
37. I can’t express myself properly.
38. I trust my friends.
39. I remember everything at home, but forget in the teacher’s presence.
40. My teacher is very strict.
APPENDIX 5
CHILDREN’S SELF CONCEPT SCALE

Name…………………………………………
Age……………………………………..Girl or Boy………………………..
Class…………………………………….Date………………………………
School/College……………………………………………………………….

INSTRUCTIONS
Here are a set of statements. Some of them are true for you so will encircle the yes. Some are not true of you and so you will encircle the no. Answer every question even if some are hard to decide, but do not circle both yes and no.
Remember, encircle the yes if the statement is generally like you, or encircle the no if the statement is generally not like you.
There is no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My classmates make fun of me.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>I am a happy person.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>It is hard for me to make friends.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>I am often sad.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>I am smart.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>I am shy.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>I get nervous when the teacher calls on me.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8</td>
<td>My looks bother me.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>When I grow up, I will be an important person.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>I get worried when we have tests in school.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>11</td>
<td>I am unpopular.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>12</td>
<td>I am well behaved in school.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>13</td>
<td>It is usually my fault when something goes wrong.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>14</td>
<td>I cause trouble to my family.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>15</td>
<td>I am strong.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>16</td>
<td>I have good ideas.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>17</td>
<td>I am an important member of my family.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>18</td>
<td>I usually want my own way.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>19</td>
<td>I am good at making things with my hands.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>20</td>
<td>I give up easily.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>21</td>
<td>I am good in my school work.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Yes</td>
<td>No</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>22</td>
<td>I do many bad things.</td>
<td></td>
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<tr>
<td>23</td>
<td>I can draw well.</td>
<td></td>
<td></td>
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<tr>
<td>24</td>
<td>I am good in music.</td>
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<tr>
<td>25</td>
<td>I behave badly at home.</td>
<td></td>
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<tr>
<td>26</td>
<td>I am slow in finishing my school work.</td>
<td></td>
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<tr>
<td>27</td>
<td>I am an important member of my class.</td>
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<tr>
<td>28</td>
<td>I am nervous.</td>
<td></td>
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<tr>
<td>29</td>
<td>I have fine eyes.</td>
<td></td>
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<tr>
<td>30</td>
<td>I can give a good report in front of the class.</td>
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<tr>
<td>31</td>
<td>In school I am a dreamer.</td>
<td></td>
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<tr>
<td>32</td>
<td>I tease my brother (s) and sister(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>My friends like my ideas.</td>
<td></td>
<td></td>
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<tr>
<td>34</td>
<td>I often get into trouble.</td>
<td></td>
<td></td>
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<tr>
<td>35</td>
<td>I am obedient at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>I am lucky.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>I worry a lot.</td>
<td></td>
<td></td>
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<tr>
<td>38</td>
<td>My parents expect too much of me.</td>
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<tr>
<td>39</td>
<td>I like being the way I am.</td>
<td></td>
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<tr>
<td>40</td>
<td>I feel left out of thing.</td>
<td></td>
<td></td>
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<tr>
<td>41</td>
<td>I have good hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>I often volunteer in school.</td>
<td></td>
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<tr>
<td>43</td>
<td>I wish I were different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>I sleep well at night.</td>
<td></td>
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<tr>
<td>45</td>
<td>I hate school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>I am among the last to be chosen for games.</td>
<td></td>
<td></td>
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<tr>
<td>47</td>
<td>I am sick a lot.</td>
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<tr>
<td>48</td>
<td>I am often mean to other people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>My classmates in school think I have good ideas.</td>
<td></td>
<td></td>
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<tr>
<td>50</td>
<td>I am unhappy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>I have many friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>I am cheerful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>I am dumb about most things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>I am good looking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>I have energy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>I get into a lot of fights.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>I am popular with boys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>People blame unjustly or tease me.</td>
<td></td>
<td></td>
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<tr>
<td>59</td>
<td>My family is disappointed in me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>I have agreeable face.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>When I try to make something, everything seems to go wrong.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>I am nagged at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>I am a leader in games and sports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>64</td>
<td>I am clumsy.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>65</td>
<td>In games and sports, I watch instead of play.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>66</td>
<td>I forget what I learn.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>67</td>
<td>I am easy to get along with.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>68</td>
<td>I lose my temper easily.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>69</td>
<td>I am popular with girls.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>70</td>
<td>I am a good reader.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>71</td>
<td>I would rather work alone than with a group</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>72</td>
<td>I like my brother (sister).</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>73</td>
<td>I have a good figure.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>74</td>
<td>I am often afraid.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>75</td>
<td>I am always dropping or breaking things.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>76</td>
<td>I can be trusted.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>77</td>
<td>I am different from other people.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>78</td>
<td>I think bad thoughts.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>79</td>
<td>I cry easily.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>80</td>
<td>I am a good person.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Here is a set of questions. Read each question carefully, understand the meaning and then write the answer which you feel as appropriate one in the place provided. There is no right or wrong answers. But the one you appropriate is what is needed. Answer all the questions.

**Feelings**
1. Who has feelings?
2. Where are feelings?
3. How can you tell how a person is feeling?
4. True or false – everyone feel the same about the things that they do or that happen to them.
5. What kind of feelings are there?
6. True or false – feelings always stay the same.
7. Name a good feeling.

**Problems**
1. What is a problem?
2. What must we do with problems?
3. Name a problem.
4. What is a goal?
5. Why is it important to stop and think before you act?
6. Name a problem and its goal.
7. How can we tell when we are having a problem?

**Solutions**
1. How many different ways are there to solve a problem?
2. How many solutions should we try to think?
3. Name a problem and 2 solutions.

**Consequence (end result)**
1. What is a consequence?
2. How can I tell if a solution is a good one?
3. When you think you have a good solution, what should you do next?
4. True or false – there is only one way to solve a problem.

Make solutions work

1. Does thinking of good solutions always solve your problem?
2. Name some reasons why good solutions might not solve your problem.
3. What should you do if the first solution does not work?
4. Do you think that you can usually solve problem if you try?