Speech and Language Assessments 2012

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Welcome to our new 2012 Speech and Language Assessments brochure

2012 is set to be a productive year for speech and language, following the success of last year’s *Hello*, national year of communication campaign, run by The Communication Trust. As co-sponsors, we were pleased to see that speech, language and communication is now officially on the Government’s agenda and that calls have been made for all curriculum subjects to embed these skills from September 2014.

2011 was the year in which the best practice by professionals working with young people and adults with Speech, Language and Communication Needs (SLCN) was championed, and it was great to meet so many of you at events and the inaugural Shine a Light awards. At Pearson Assessment we want the good practice that shone through to continue, which is why we are passionate about sharing our experience with you and producing new assessments that meet your needs.

On the following pages you will find key information on our range of new, core and bestselling products available for use by speech and language therapists. You can find out about the recent publication of the *Toddler Phonology Test (TPT)* by Beth McIntosh and Barbara Dodd, as well as the *Woodcock Reading Mastery Tests, Third Edition (WRMT-III)* which includes new subtests on phonological awareness and listening comprehension.

We’ve also expanded the range of products featured in this brochure to include those that will be useful for speech and language therapists working in forensic settings; recognising the 60% of young people in the youth justice system who have communication needs.

There’s also the opportunity to read about why SLCN is important to our Communication and Allied Therapies Manager, Lesley Munro.

Remember, if you have any questions about the tests featured here, please do contact us. Our Sales Consultants are on-hand to provide free, no obligation product demonstrations and would be happy to attend team meetings or open days. You’ll also notice our centre page has a pull-out poster featuring our new *TPT* fish! You’ll find all our contact details here as well as a handy space to add your registration number. Plus on the back we’ve added all your Sales Consultants’ details.

Amanda Wynn
Sales and Marketing Director

P.S. You can now follow @PsychCorpUK on Twitter and join our group on Facebook www.facebook.com/PsychCorpUK

Age Range: 1 month to 42 months

Overview:
Examine all the facets of a young child’s development

Materials and Prices
Complete kit:
978 0 158027 24 1  £1,070.00 exc VAT

Cognitive, language and motor record forms, pack of 25
978 0 158027 30 2  £110.50 exc VAT

WARNING: Not suitable for children under 36 months due to small parts. Choking hazard.

The Bayley Scales of Infant and Toddler Development (Bayley-III) are recognised internationally as one of the most comprehensive tools to assess children from as young as one month old. With Bayley-III it is possible to obtain detailed information on their functioning from both verbal and non-verbal children.

Children are assessed in the five key developmental domains of cognition, language, social-emotional, motor and adaptive behaviour. Bayley-III identifies infant and toddler strengths and competencies, as well as their weaknesses. It also provides a valid and reliable measure of a child’s abilities, in addition to giving comparison data for children with high-incidence clinical diagnoses. Growth scores can be used to chart intervention progress, and it’s useful in programme evaluation, ongoing monitoring of progress and outcome measurement.

Bayley-III UK Validation
The Bayley-III UK and Ireland Supplement reports the results of the UK and Ireland validation study, general considerations for use of the Bayley III in the UK and Ireland, and 8 case studies.

Bayley-III Screening Test
Nancy Bayley, 2005

Age Range: 1 month to 42 months

Overview:
Screen for cognitive, language and motor developmental delays

Materials and Prices
Complete kit:
978 0 158027 25 8  £236.50 exc VAT

Screener record forms, pack of 25
978 0 158027 38 8  £41.50 exc VAT

WARNING: Not suitable for children under 36 months due to small parts. Choking hazard.

With the Bayley-III Screening Test, professionals can quickly determine if a child is developing at the right pace or is in need of more comprehensive assessment.

Key features:
• Testing of cognitive, language and motor domains
• Can be quickly administered in 15 to 25 minutes
• Includes selected items from the full Bayley-III battery
• Child-friendly, playful activities encourage participation
• Cut scores according to age
• Ideal for use in early intervention centres, Sure Start programmes, paediatric offices and day care centres
• Screening of infants and toddlers at risk of developmental delays.

Bayley-III is invaluable … no expert should be without it.
Betty Hutchon, Royal Free Hospital, London

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Paediatric Assessments
The *Kaufman Survey of Early Academic and Language Skills (K-SEALS)* is perfect for preschools, schools, speech and language clinics or any other setting in which young children are assessed.

*K-SEALS* is valuable in a variety of situations—testing school readiness, identifying gifted children and researching children’s early development.

*K-SEALS* features three separate subtests for a well-rounded profile:

- **Vocabulary Subtest** – the child identifies, by gesture or name, pictures of objects or actions and points to or names objects based on verbal descriptions of their attributes
- **Numbers, Letters & Words** – the child selects or names numbers, letters, or words; counts; indicates knowledge of number concepts (“smallest,” “half”); and solves number problems
- **Articulation Survey** – the child pronounces the names of common objects or actions and is assessed for correctness of pronunciation.

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**Kaufman Survey of Early Academic and Language Skills (K-SEALS)**

*Alan S Kaufman and Nadeen L Kaufman, 1993*

**Age Range:**
3 years to 6 years 11 months

**Administration Time:**
15 to 25 minutes

**Overview:**
Measure of language skills (expressive and receptive vocabulary), numerical skills and articulation

**Materials and Prices**

- Complete kit: 978 0 749153 15 1 £284.00 exc VAT
- Record forms, pack of 25 978 0 749153 16 8 £41.00 exc VAT
Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
Alan S Kaufman and Nadeen L Kaufman, 2004

**Administration Time:**
20 minutes

**Overview:**
Measure of verbal and non-verbal cognitive ability

**Materials and Prices**
- **Complete kit:** 978 0 749153 19 9 £235.50 exc VAT
- **Record forms, pack of 25:** 978 0 749153 20 5 £49.50 exc VAT

**Age Range:**
4 years to 90 years

**With KBIT-2, you can:**
- Obtain a quick estimate of intelligence
- Estimate an individual’s verbal versus non-verbal intelligence
- Re-evaluate the intellectual status of a child or adult who previously received thorough cognitive assessment
- Identify high-risk children through large-scale screening who require a more comprehensive evaluation.

**KBIT-2 measures two distinct cognitive abilities through two scales – Crystallised and Fluid.**
- Crystallised (Verbal) Scale contains two item types: Verbal Knowledge and Riddles
- Fluid (Non-verbal) Scale is a Matrices subtest.

**KBIT-2 provides:**
- High reliability and validity
- Attractive, easy to use materials
- Scores provided on a familiar scale where mean = 100 and standard deviation = 15.

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Raven’s – Educational
John C Raven et al., 2008

**Administration Time:**
- SPM+/MHV: 60 to 90 minutes
- CPM/CVS: 30 minutes

**Overview:**
Measure non-verbal and verbal aspects of general ability

**Materials and Prices**
- **CPM/CVS complete kit:** 978 0 749142 07 0 £260.00 exc VAT
- **SPM+/MHV complete kit:** 978 0 749142 19 3 £260.00 exc VAT
- **CPM record forms, pack of 25:** 978 0 749142 06 3 £27.00 exc VAT
- **SPM+ record forms, pack of 25:** 978 0 749142 18 6 £27.00 exc VAT

**Age Range:**
- **CPM / CVS:** 4 years to 11 years
- **SPM+ / MHV:** 7 years to 18 years

**Raven’s enjoy a long and famous history in the assessment of general cognitive abilities in children. The Progressive Matrices usefully provide an assessment of non-verbal ability, an important feature for our ethnically diverse population, and the Vocabulary Scales provide scores in the verbal domain.**

In this standardisation study 640 children aged between 4 and 11 years were administered the Coloured Progressive Matrices (CPM) and the Crichton Vocabulary Scale (CVS) and 960 children aged between 7 years and 18 years received the Standard Progressive Matrices – Plus version (SPM-Plus) and Mill Hill Vocabulary Scale (MHV).

Along with this standardisation, Raven’s – Educational has been extensively redesigned, simplified and updated. This makes the test more attractive and easier to use.

The following kits are available for children:
- Raven’s – Educational CPM/CVS complete kit
  Individually administered test for children aged four to 11 years.
- Raven’s – Educational SPM+/MHV complete kit
  Individually and Group administered test for children and adolescents aged seven to 18 years.

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Toddler Phonology Test (TPT)
Barbara Dodd and Beth McIntosh, 2011

Age Range:
2 years to 2 years 11 months

It is important to be able to justify and direct intervention for children referred in this age group. Better outcomes following early intervention for phonological disorder indicate that it may be easier to shape a developing system than one which is well established.

The TPT is the only phonology test specifically designed for this age group. Thirty seven relevant target words from the phonology subtest of the Diagnostic Evaluation of Articulation and Phonology (DEAP) are used to identify and classify error patterns in a child’s speech as delayed or atypical.

The assessment includes 105 consonants in syllable initial (including consonant clusters) and syllable final positions, and 56 vowels and diphthongs. Quantitative measures include percent consonants, vowels and phonemes correct.

Diagnostic Evaluation of Articulation and Phonology (DEAP)
Barbara Dodd, Zhu Hua, Sharon Crosbie, Alison Holm and Anne Ozanne, 2002

Age Range:
3 years to 6 years 11 months

This unique assessment detects and differentiates between articulation problems, delayed phonology and consistent versus inconsistent phonological disorder. DEAP is time and cost effective. The 5 minute ‘Diagnostic Screen’ gives clear direction to specific areas which assess Articulation, Phonology, Oro-motor Ability and Inconsistency.

Features include:
• Diagnostic screen with 100% detection of disorder on clinical trials
• National UK norms
• Subset data on clinical group; children aged 2 years to 2 years 11 months and bilingual children speaking English and Punjabi languages
• Illustrative case studies and suggested therapy approaches
• Single sounds, words and connected speech including consonants and vowels
• Comprehensive listing and definition of processes, phonemes and symbols.
### Goldman-Fristoe Test of Articulation 2
Ronald Goldman and Macalyne Fristoe, 2000

**Administration Time:**
5 to 15 minutes for Sounds-in-Words Section, varied for the other two sections

**Overview:**
Measure articulation of consonant sounds

**Materials and Prices**
- Complete kit: 978 0 749153 03 8  £268.00 exc VAT
- Record forms, pack of 25 978 0 749153 04 5  £35.00 exc VAT

**Age Range:**
2 years to 21 years 11 months

Three sections sample a wide range of articulation skills:

- **Sounds-in-Words Section**
  Uses pictures to elicit articulation of the major speech sounds when the examinee is prompted by a visual and/or verbal cue.

- **Sounds-in-Sentences Section**
  Assesses spontaneous sound production used in connected speech. The examinee is asked to retell a short story based on a picture cue. Target speech sounds are sampled within the context of simple sentences.

- **Stimulability Section**
  Measures the examinee’s ability to correctly produce a previously misarticulated sound when asked to watch and listen to the examiner’s production of the sound. The examinee repeats the word or phrase modelled by the examiner.

### Khan-Lewis Phonological Analysis, Second Edition (KLPA-2)
Linda Khan and Nancy Lewis, 2002

**Administration Time:**
10 to 30 minutes (depending on age)

**Overview:**
Measure phonological processes

**Materials and Prices**
- Complete kit: 978 0 749153 07 6  £156.00 exc VAT
- Analysis forms, pack of 25 978 0 749153 09 0  £46.00 exc VAT

**Age Range:**
2 years to 21 years

The KLPA-2 works with Goldman-Fristoe 2 (see above) to give you a more comprehensive diagnosis of both articulation and use of phonological processes. First you administer Goldman-Fristoe 2 to get a detailed measure of articulation ability. Then you transfer the responses to the KLPA-2 Analysis Form.

Next, use the Sound Change Booklet to identify which phonological processes were used. Easy to read and colour-coded, the booklet gives you diagnostic phonological information at a glance. Finally, use the new Phonological Summary and Progress Report for parents to develop targeted treatment strategies.

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Paediatric Assessments
The PREST screens children in the nursery and reception age group. As a normed test, it produces a score for each child based on the actual performance on each test and gives quantitative, comparative data to underpin identification. It can routinely form the basis for important records of the child’s development.

PREST provides a profile of strengths and weaknesses that can be used to guide the development of in-school support for a child or group. It may also form a valuable first step in deciding whether to request full assessments for nursery children who show marked delays.

The PREST consists of PREST 1 (to screen all children) and PREST 2 (for those children with an ‘at-risk’ score result from PREST 1).

The PREST may be re-administered to check progress after a six month period.

The PLS-4UK is an individually administered test for identifying children from birth to 6 years, 5 months who have a language disorder or delay.

Featuring updated norms and expanded language coverage, the PLS-4UK comprises two subcales:

- The Auditory Comprehension (AC) subscale consists of 62 numbered tasks and is used to evaluate how much language a child understands
- The Expressive Communication (EC) subscale includes 68 numbered tasks, and is used to determine how well a child communicates with others.

New tasks have been developed and all tasks have been reviewed for ethnic, gender, regional and socio-economic bias, both by statistical analysis and by expert review. Comprehensive research was conducted to ensure that PLS-4UK task and test formats reflect current trends in the assessment of young children.

PLS-4UK is co-normed with the Early Repetition Battery.
The ERB is a UK-developed and standardised test battery, based on a nationally stratified sample of children, which assesses phonological and morphosyntactic processing abilities in children aged 2 to 6 years.

Nonword and sentence repetition tasks have been identified as clinical markers of Specific Language Impairments (SLI) and children’s performance has been found to correlate with a variety of language measures in both typically and atypically developing children.

The tests consist of two expressive tasks:

**PSRep (Preschool Repetition Test)** – assesses children’s recognition, recall and production of real words and made-up words. Children are introduced to a puppet, and are then asked to copy what the puppet says. After two practice items, the child is presented with 18 words and 18 phonologically matched non-words. One point is awarded for each word correctly repeated, with a maximum of 36. Standard scores and percentiles are provided for total performance.

**SIT (Sentence Imitation Test)** – children are required to repeat sentences, assessing for length and syntactic complexity. Standard scores and percentiles are provided for performance on whole sentences, content words, function words, and inflections. Additional optional analyses of errors are included.

The ERB can be used on three levels.

**Level 1** is used to identity children for referral and as part of the first stages of assessment. It can be used by teachers and SENCOs.

**Level 2 and 3** analyses the child’s performance in greater depth, identifying areas of strength and difficulties. This level is designed to be used by Speech and Language Therapists.

The ERB is easy for young children to understand and quick to administer; score and interpret.

Both tasks in the ERB are easy for young children to understand, and are quick to administer, making the test particularly useful when assessing children who suffer from short attention spans. The scoring system makes allowances for speech difficulties, and a special scoring system for SIT enables the assessment of morphosyntactic abilities in children with severe speech impairment.

For professionals with relevant training, the scoring system allows more detailed analysis of phonological and morphosyntactic performance to identify specific difficulties.
With improved diagnostic power, CELF-4UK uses a four-step assessment approach to identify students with language disorders quickly and with confidence.

- Simple to administer and score, CELF-4UK has two new easy-to-use record forms that provide only the subtests you need based on the student’s age
- Flexibility of subtest administration allows for shorter testing times while providing highly reliable, accurate results
- New composite scores include Language Structure, Language Content, Language Content and Memory and Working Memory Scores
- Culturally diverse contexts and visual stimuli make CELF-4UK appropriate and interesting for conditions and diagnosed language disorders
- New subtests include Expressive Vocabulary, Word Definitions, Number Repetition 1 & 2, Familiar Sequences level 2, Phonological Awareness, Pragmatics Profile and the Observational Rating Scales.

Norms: 871 UK children
Scores: Scaled, standard, percentiles, age equivalents, criterion

Clinical Evaluation of Language Fundamentals® – Fourth Edition UK (CELF®-4UK)
Eleanor Semel, Elisabeth H Wiig and Wayne A Secord, 2006

Age Range: 5 years to 16 years 11 months

Administration Time: 30 to 60 minutes
Overview: Quickly and accurately identify and diagnose language disorders

Materials and Prices
Complete kit: 978 0 749126 30 8 £565.00 exc VAT
Record form 1 (ages 5-8), pack of 25 978 0 749126 32 2 £69.00 exc VAT
Record form 2 (ages 9-16:11), pack of 25 978 0 749126 33 9 £69.00 exc VAT
Observational Rating Scale Forms, pad of 25 978 0 749126 37 7 £26.50 exc VAT

Find out more: Visit www.psychcorp.co.uk/celf4 to download a Technical Report on CELF-4UK.
The fourth edition of the renowned Peabody Picture Vocabulary Test (PPVT–4) is quick, easy, and reliable in assisting you in your key role of fostering growth in language and literacy. The fourth edition of PPVT includes:

- Illustrations designed in full colour
- More up-to-date, realistic art used, offering an exceptional balance of gender and race/ethnicity
- More stimulus words included (now 228 per form), with better representation of word types across all levels of difficulty
- Growth Scale Values (GSVs) added, a new metric for easily measuring progress over time
- Larger stimulus material (8.5 x 11 inches)
- Modernised core vocabulary
- Enhanced technology options enhanced for faster administration, scoring and reporting.

The second edition of the Expressive Vocabulary Test (EVT–2), often used in conjunction with the PPVT–4, offers an unbeatable system for comparing receptive and expressive vocabulary.

Both instruments meet the needs of both general and special education professionals for vocabulary and language assessment and progress measurement.

Several significant enhancements have been made in this first revision of the EVT:

- Two parallel forms, each with 190 items
- Stimulus questions included for more precise administration
- More up-to-date, realistic art used, offering an exceptional balance of gender and race/ethnicity
- Growth Scale Values (GSVs) added, a new metric for easily measuring progress over time
- Larger stimulus material used (8.5 x 11 inches)
- Modernised core vocabulary
- Enhanced technology options enhanced for faster administration, scoring and reporting.

The PPVT–4 and EVT–2 are normed on the same sample, making direct comparison of these two scales possible.
**Boehm-3 Preschool**

Ann E Boehm, 2001

**Age Range:**
3 years to 5 years 11 months

*Boehm-3 Preschool* measures concepts relevant to today’s early childhood curriculum with efficient tests that are quick and easy to administer and score.

In addition, children respond favourably to the colourful stimulus materials.

Each concept is tested twice to determine the child’s understanding of it across contexts. It includes a curriculum based test summary, observation and intervention planning tool, a parent report form, and suggestions for modifying and adapting administration directions and testing materials for differently able children.

**Administration Time:**
20 to 30 minutes

**Overview:**
Individually evaluate basic concept comprehension

**Materials and Prices**

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<tr>
<th>Item Description</th>
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<td>Complete kit:</td>
<td>978 0 158020 90 7</td>
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<td>Record forms, pack of 25</td>
<td>978 0 158020 93 8</td>
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**Boehm Test of Basic Concepts – Third Edition (Boehm-3)**

Ann E Boehm, 2000

**Age Range:**
5 years to 7 years

The *Boehm Test of Basic Concepts – Third Edition (Boehm-3)* helps you measure 50 basic concepts relevant to today’s early childhood curriculum. *Boehm-3* effectively identifies areas of concern and validates suspected or observed problems in concept acquisition. Two parallel forms, E and F, allow for pre- and post-testing.

**Administration Time:**
30 to 45 minutes

**Overview:**
Evaluate basic concepts essential for school success

**Materials and Prices**

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<th>Item Description</th>
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<td>Form E test booklets, pack of 25</td>
<td>978 0 158020 84 6</td>
<td>£76.00</td>
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<td>(Optional) Parallel Form F:</td>
<td>978 0 158020 81 5</td>
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<td>Form F test booklets, pack of 25</td>
<td>978 0 158020 85 3</td>
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Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R)
Bracken Basic Concept Scale: Expressive (BBCS:E)
Bruce A Bracken, 2006

**Age Range:**
3 years to 6 years 11 months

Used in conjunction or separately these two assessments can help gain a complete picture of a child’s expressive and receptive basic concept development.

**Overview:**
Assess a child’s receptive and expressive knowledge of basic concepts

**Materials and Prices**

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<td>978 0 158338 92 7</td>
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<td>978 0 158338 95 8</td>
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<td>Scoring Assistant</td>
<td>978 0 158339 05 4</td>
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Bracken School Readiness Assessment – Third Edition (BSRA–3)
Bruce A Bracken, 2007

**Age Range:**
3 years to 6 years 11 months

- Includes the first five subtests from the Bracken Basic Concept Scale – Third Edition (BBCS-3:R)
- Quick and easy to administer
- Record form has detachable Parent-Teacher Conference form that includes information about the child’s performance and activities the parent can do with the child at home
- Includes information showing how the subtests align to each state’s early childhood standards.

**Administration Time:**
10 to 15 minutes

**Overview:**
Screen readiness concept knowledge

**Materials and Prices**

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<th>Item Description</th>
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Sample Parent and Teacher reports available at www.psychcorp.co.uk

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Test of Word Knowledge (TOWK)
Elisabeth H Wiig and Wayne A Secord, 1992

**Age Range:**
Level 1: 5 years to 8 years
Level 2: 8 years to 17 years

Designed for use as part of a total diagnostic language battery, the Test of Word Knowledge (TOWK) evaluates students’ ability to understand and use vocabulary.

By probing for indications of a semantic language learning disability, TOWK is able to provide a detailed evaluation of semantic development and lexical knowledge. Level 1 includes the following core subtests – Expressive Vocabulary, Word Definitions, Receptive Vocabulary and Word Opposites. Synonyms, for use with 6 to 8 year olds, is a supplementary subtest. Level 2 includes the following core subtests – Word Definitions, Multiple Contexts, Synonyms and Figurative Usage.

Word Opposites, Receptive Vocabulary and Conjunctions and Transition Words are supplementary subtests.

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Test of Language Competence – Expanded Edition (TLC-Expanded)
Elisabeth H Wiig and Wayne A Secord, 1989

**Age Range:**
Level 1: 5 to 9 years
Level 2: 10 to 18 years

Use this tool to determine a child’s or adolescent’s language strategies, assist in developing remediation plans, and write Individual Education Plan (IEP) goals and objectives.

- Diagnose disorders of higher-level language function
- **TLC-Expanded** is an excellent complement to basic language skills testing with CELP®.UK
- Subtests include Ambiguous Sentences, Listening Comprehension: Making Inferences, Oral Expression: Recreating Speech Acts, Figurative Language, and a supplemental memory subtest
- Quick Screening Composite (based on two subtests) helps you determine the need for further testing.
Expression, Reception and Recall of Narrative Instrument (ERRNI)
Dorothy Bishop, 2004

**Age Range:**
6 years to Adult
(norms available from 4 years)

**Overview:**
The ERRNI assesses the ability to relate, comprehend and remember a story after a delay. It provides a rich source of information about children’s narrative skills. Two parallel forms are each linked to a sequenced story of 15 scenes. Retell of The Beach Story or The Fish Story is recorded with and without visual cues and a series of comprehension questions are completed. Samples are then transcribed and analysed. The parallel forms allow for retesting while minimising practice effect.

**Materials and Prices**
- Complete kit: 978 0 749126 05 6 £138.00 exc VAT
- Form A record forms, pack of 25 978 0 749126 08 7 £35.00 exc VAT
- Form B record forms, pack of 25 978 0 749126 09 4 £35.00 exc VAT

Test for Reception of Grammar – Version 2 (TROG-2)
Dorothy Bishop, 2003

**Age Range:**
4 years to Adult

**Overview:**
The TROG-2 is a fully revised and nationally re-standardised version of the widely used TROG.

**Materials and Prices**
- TROG-2 Complete kit: 978 0 749121 30 3 £193.50 exc VAT
- Record forms, pack of 25 978 0 749121 33 4 £44.50 exc VAT

The sample provides useful material for qualitative analysis of syntactic structure, hesitation phenomena and cohesion.
Preschool and Primary Inventory of Phonological Awareness (PIPA)
Barbara Dodd, Sharon Crosbie, Beth McIntosh, Tania Teitzel and Anne Ozanne, 2000

**Age Range:**
3 years to 6 years 11 months

**Administration Time:**
25 to 30 minutes (each subtest takes 4 to 5 minutes)

**Overview:**
Identify children at risk of literacy problems

**Materials and Prices**
Complete kit:
978 0 749117 65 8  £119.50 exc VAT

Record forms, pack of 25
978 0 749117 68 9  £38.00 exc VAT

PIPA assesses the nature and extent of a child’s phonological awareness development. Six subtests (three for young children) assess ability to detect, isolate, manipulate and convert sound units at the syllable, onset-rime and phoneme levels.

- Syllable segmentation
- Rhyme awareness
- Alliteration awareness
- Phoneme segmentation
- Letter knowledge
- Phoneme isolation.

**Features:**
- UK norms
- Standard scores and percentile ranks
- Profile graph
- Full colour stimulus material
- Case histories.

UK Norms

I found this assessment easy to use and score…It is a useful resource for SLTs working in clinics or schools.

Deborah Gibbard, Chief Speech and Language Therapist, RCSLT Bulletin, 2001

Phonological Abilities Test (PAT)
Valerie Muter, Charles Hulme and Margaret Snowling, 1997

**Age Range:**
5 years to 7 years (norms available for 4 year olds)

**Administration Time:**
30 minutes

**Overview:**
Assess the nature and extent of a child’s phonological weakness

**Materials and Prices**
Complete kit:
978 0 749111 75 5  £114.50 exc VAT

Level 1 record forms, pack of 25
978 0 749111 77 9  £38.00 exc VAT

The PAT consists of 6 subtests:
- Rhyme detection
- Letter-knowledge
- Rhyme production
- Speech rate
- Word completion – syllables and phonemes
- Phoneme deletion – beginning sounds and end sounds.

**Features:**
- Extensive UK sample
- Excellent reliability and validity
- Colourful, child-friendly material
- Simple to administer.
The Comprehensive Test of Phonological Processing (CTOPP) assesses phonological awareness, phonological memory and rapid naming. Individuals with deficits in one or more of these kinds of phonological processing abilities may have more difficulty learning to read than those who do not. The CTOPP was developed to aid in the identification of individuals from nursery through to college who may profit from instructional activities to enhance their phonological skills.

The CTOPP has four principle uses:

- To identify individuals who are significantly below their peers in important phonological abilities
- To determine strengths and weaknesses among developed phonological processes
- To document an individual’s progress in phonological processing as a consequence of special intervention programmes
- To serve as a measurement device in research studies investigating phonological processing.

The CTOPP consists of 13 subtests:

- Elision
- Blending words
- Sound matching
- Memory for digits
- Nonword repetition
- Rapid colour naming
- Rapid digit naming
- Rapid letter naming
- Rapid object naming
- Blending nonwords
- Phoneme reversal
- Segmenting words
- Segmenting nonwords.

Materials and Prices

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<tr>
<th>Description</th>
<th>ISBN</th>
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<tr>
<td>Complete kit</td>
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<td>Profile/examiner record booklets, ages 5 to 6</td>
<td>978 0 158735 04 7</td>
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<td>978 0 158735 05 4</td>
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Distributed Product

Visit www.psychcorp.co.uk for:

- sample reports
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Woodcock Reading Mastery Tests, Third Edition (WRMT-III™)
Richard W Woodcock, 2011

Age Range:
4 years 6 months to 79 years 11 months

Gain a sharper focus on reading difficulties

The WRMT-III™ offers significant enhancements, including:
• Comprehensive, contemporary reading coverage based on extensive research
• New photorealistic stimulus art to more readily engage children
• Two parallel forms that can be used to monitor reading growth
• Four new subtests to help you target specific problem areas
• Test items arranged in order of increasing difficulty
• Basal and ceiling rules and age-specific start points to help you administer only those items within the examinee’s functional range
• Item-level error analysis on Listening Comprehension, Passage Comprehension, and Phonological Awareness
• Within-item-level error analysis on Word Attack, Word Identification, and Oral Reading Fluency
• Simplified administration and scoring.

Features & Benefits

The WRMT-III™ offers significant enhancements, including:
• Comprehensive, contemporary reading coverage based on extensive research
• New photorealistic stimulus art to more readily engage children
• Two parallel forms that can be used to monitor reading growth
• Four new subtests to help you target specific problem areas
• Test items arranged in order of increasing difficulty
• Basal and ceiling rules and age-specific start points to help you administer only those items within the examinee’s functional range
• Item-level error analysis on Listening Comprehension, Passage Comprehension, and Phonological Awareness
• Within-item-level error analysis on Word Attack, Word Identification, and Oral Reading Fluency
• Simplified administration and scoring.

The WRMT-III™ helps:
• Evaluate struggling readers
• Identify specific strengths and weaknesses in reading skills to plan targeted intervention
• Screen for reading readiness
• Determine reading strategies for students with special needs
• Guide educational selection and placement decisions.

The WRMT-III™ contains four new and five revised subtests:
• NEW Phonological Awareness
  First Sound Matching
  Last Sound Matching
  Rhyme Production
  Blending
  Deletion
• NEW Listening
  Comprehension
• Revised Letter Identification
• Revised Word Identification
• NEW Rapid Automatic Naming
  Object & Colour Naming
  Number & Letter Naming
• NEW Oral Reading Fluency
• Revised Word Attack
• Revised Word Comprehension
  Antonyms
  Synonyms
  Analogies
• Revised Passage Comprehension

Norms:
A nationally (US) representative sample of 3,360 individuals aged 4 years 6 months to 79 years 11 months.

Materials and Prices

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<td>B record forms</td>
<td>978 0 749163 22 8</td>
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Find out more:
Want to view the new WRMT-III™ call 0207 010 2875 to make an appointment with your area sales consultant.

NEW
The DEST-2 battery contains screening tests of attainment and ability. These determine whether a young child is experiencing difficulty in areas known to be affected in dyslexia. An ‘at risk’ score for dyslexia determines whether further in-depth testing should be undertaken. A profile of skills provides valuable information that can be used to guide in-school support.


The revised Dyslexia Screening Test now covers primary and secondary school-aged children in two separate assessments. The division of the DST into two tests, DST–Junior and DST–Secondary include extra subtests which are particularly relevant to the age group. They reflect changes in theory and practice since the initial publication with additional subtests, validation studies and case histories and scoring software.

New theoretical developments in dyslexia research suggest that it should be possible to identify both slow learners and potential dyslexic children at the age of 5 or 6 years, in time for greater reading support.

The DST-J consists of the following subtests:
Rapid Naming, Bead Threading, One Minute Reading, Postural Stability, Phonemic Segmentation, Two Minute Spelling, Backwards Digit Span, Nonsense Passage Reading, One Minute Writing, Verbal Fluency, Rhyme, Vocabulary.

The DST-S consists of the following subtests:
Rapid Naming, Bead Threading, One Minute Reading, Postural Stability, Phonemic Segmentation, Two Minute Spelling, Backwards Digit Span, Nonsense Passage Reading, One Minute Reading, Verbal Fluency, Semantic Fluency, Spoonerisms and Non-verbal Reasoning.
Auditory Skills Assessment (ASA)
Donna Geffner and Ronald Goldman, 2010

Age Range:
3 years to 6 years 11 months

The ASA is designed to be a quick, reliable indicator of a young child’s auditory skills and includes the following features:

• Assesses auditory skills critical to the development of oral and written language skills
• Offers the youngest age range in a published auditory skills screening and can provide an early warning indicator
• Reflects best practices in behaviorally based auditory screening
• Serves as a low tech, friendly screener for young children, that doesn’t require headphones or an audiometer (a Stimulus CD is used to present stimuli)
• Helps point you in the right direction by providing an indicator of performance across each domain on the ASA, which may indicate a need for further follow-up evaluation, immediate intervention/instruction in auditory skills, or re-screening.

SCAN-3:C Tests for Auditory Processing Disorders for Children
Robert W Keith, 2009

Age Range:
5 years to 12 years 11 months

SCAN-3:C provides you with a valid and reliable test battery to help identify auditory processing disorders and describe their impact in daily life. Screen and diagnose auditory processing difficulties with one co-normed battery of tests.

Screening Tests
• NEW! Gap Detection – Indicates presence of a temporal processing problem which may influence the ability to comprehend running speech
• Auditory Figure Ground (+8dB) – Tests ability to listen with background noise
• Competing Words (Free Recall) – Dichotic listening task (poor performance may indicate lack of maturation or abnormality of the auditory nervous system).

Diagnostic Tests
• Filtered Words – Indicates ability to process speech when the signal is distorted or compromised by a poor acoustic environment
• Competing Words (Directed Ear) – Dichotic listening task that indicates a child’s auditory maturation or developmental level
• Competing Sentences – Provides information about the maturation of the auditory nervous system.

Supplementary Tests
• Auditory Figure Ground (+0 dB and +12 dB)
• NEW! Time Compressed Sentences.

Materials and Prices

Complete kit:
- 978 0 74916 023 4 £168.00 exc VAT
- 978 0 74916 022 7 £66.00 exc VAT

Related title:
Also available SCAN-3:A Tests for Auditory Processing Disorders in Adolescents and Adults.
– See page 35 for details.
Dorothy Bishop, Margo Sharp and Andrew Whitehouse, 2003, 2009

**Administration Time:**
5 to 15 minutes

**Overview:**
A screening tool and self-report instrument for children and adults with communication problems

**Materials and Prices**

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<th>Item</th>
<th>Code</th>
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<td>978 0 749126 10 0</td>
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<td>978 0 749126 01 8</td>
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<td>CC-SR Complete kit</td>
<td>978 0 749149 00 0</td>
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<tr>
<td>Summary sheets, pack of 25</td>
<td>978 0 749149 03 1</td>
<td>£17.00</td>
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**Age Range:**
- 4 years to 16 years (CCC-2)
- 10 years to 89 years (CC-SR)

With the CCC-2 you can screen for children who are likely to have language impairment and identify pragmatic impairment in children with communication problems. The test may also assist in identifying children who may merit further assessment for an autistic spectrum disorder.

Standard scores and percentiles are provided for each of the following 10 scales: A. speech, B. syntax, C. semantic, D. coherence, E. inappropriate initiation, F. stereotyped language, G. use of context, H. non-verbal communication, I. social relations, J. interests.

The CC-SR is a 70-item questionnaire suitable for older children, adolescents or adults who speak in sentences and have a reading age of at least 10 years. 50 behavioural statements focus on communicative weaknesses and 20 on communicative strengths. Z-scores, scales scores and percentiles are provided for the following 3 composites: Language Structure, Pragmatic Skills, Social Engagement.

**Author Profile:**
Dorothy Bishop is an internationally respected Professor of Developmental Neuropsychology, a Wellcome Principal Research Fellow at the Department of Experimental Psychology in Oxford and Adjunct Professor at The University of Western Australia, Perth.

Her research has focused on the investigation of the nature and causes of communication impairments in children, with a major focus on specific language impairment (SLI).

Dorothy is co-author of the Communication Checklists which screen for communication problems in children and adults as well as author of TROG-2 and ERRNI.

**Related product**
Also available the Communication Checklist – Adult (CC-A) – see page 33
Overall Assessment of the Speaker’s Experience of Stuttering (OASES)
J Scott Yaruss and Robert Quesal, 2010

Age Range:
7 years to 18 years;
18 years and older

Updated and expanded

OASES is a criterion-referenced self-assessment for individuals aged 7 years and above who stutter. From the perspective of the individual, the test evaluates the overall impact that stuttering has, including looking at the speaker’s perceptions of observable stuttering behaviours, reactions to stuttering and difficulties in performing daily activities involving communication. It is ideal for monitoring the impact that intervention can achieve.

Features and benefits
• Enables insight beyond a numerical stuttering severity rating to guide your intervention decisions
• Helps SLTs with less experience in stuttering assessment to better understand the complexity of a stuttering condition and provide more comprehensive assessment and treatment
• Promotes self-awareness for an individual who stutters of how the condition affects different areas of his or her life
• Offers a convenient tool for progress monitoring to evaluate treatment strategies
• Based on Yaruss and Quesal’s adaptation of the World Health Organisation’s original ICIDH and current ICF frameworks.

Q Local software (optional):
Enables you to score assessments, report results, store and export data. Download sample Profile, Progress and Interpretive Reports at www.psychcorp.co.uk

For ordering and pricing advice, please contact Customer Services on 0845 630 8888.

Administration Time:
20 to 45 minutes

Overview:
Measure the effect of stuttering on a person’s life

Materials and Prices

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<tr>
<th>Description</th>
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<td>Handscore starter kit (ages 7 to 18 years)</td>
<td>978 0 749160 83 8</td>
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<td>Q Local Software + USB Report Writer</td>
<td>978 0 749153 44 1</td>
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<td>OASES Q Local interpretive report (price per report)</td>
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<tr>
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Find out more:
Download sample Profile, Progress and Interpretive Reports at www.psychcorp.co.uk

• complete pricing information       • product details       • FAQs
Conners Early Childhood™ (Conners EC™)
C Keith Conners, 2009

Age Range:
2 years to 6 years

The Conners Early Childhood is an innovative psychological instrument designed to assess the concerns of parents and teachers/childcare providers of preschool children. This instrument aids in the early identification of behavioural, social and emotional problems. The Conners EC™ also assists in measuring whether or not the child is appropriately meeting major developmental milestones (Adaptive Skills, Communication, Motor Skills, Play and Pre-Academic/Cognitive).

- Multi-informant (parent and teacher/childcare provider) assessment allows for easy comparison across raters
- Full-length, Short, Behaviour, Developmental Milestones and Global Index forms
- Validity scales
- Excellent reliability and validity
- Easy administration, scoring and results interpretation.

Materials and Prices
Conners Early Childhood scoring software kit
978 0749140 63 2          £239.50 exc VAT
Conners Early Childhood Global Index handscore kit
978 0749140 75 5          £119.50 exc VAT

Autism Spectrum Rating Scales™ (ASRS™)
Sam Goldstein and Jack A. Naglieri, 2010

Age Range:
2 years to 18 years

A valid, reliable, and carefully crafted tool, ASRS™ can help guide diagnostic decisions, treatment planning, ongoing monitoring of response to intervention, and program evaluation.

The ASRS™ is brief and easy to administer in approximately 20 minutes (5 minutes for the short form) and can help guide diagnostic decisions, treatment planning, and ongoing monitoring of response to intervention and program evaluation. Using a five-point Likert rating scale, parents and teachers evaluate how often they observe specific behaviours in areas including:

- Peer Socialisation
- Adult Socialisation
- Social/Emotional Reciprocity
- Atypical Language
- Stereotypical Behaviour
- Behavioural Rigidity
- Sensory Sensitivity
- Attention/Self-Regulation (ASRS [2–5 Years] only)
- Attention (ASRS [6–18 Years] only).

Materials and Prices
Handscored Kit (2-5 years):
978 0 154010 21 6     £189.00 exc VAT
Handscored Kit (6-18 years):
978 0 154010 23 0    £189.00 exc VAT
Software options are also available

Find out more:
Download a product overview of ASRS at www.psychcorp.co.uk/ASRS

Visit www.psychcorp.co.uk for:
- sample reports
- reviews

Paediatric Assessments
Autism Diagnostic Interview, Revised (ADI-R)
Michael Rutter, Ann LeCouteur and Catherine Lord, 2003

Age Range:
2 years and older

Used in research for decades, this comprehensive interview provides a thorough assessment of individuals suspected of having autism or other autism spectrum disorders.

The ADI-R has proven highly useful for formal diagnosis as well as treatment and educational planning.

To administer the ADI-R, an experienced clinical interviewer questions a parent or carer who is familiar with the developmental history and current behaviour of the individual being evaluated. The interview can be used to assess both children and adults, as long as their mental age is above 2 years.

Composed of 93 items, the ADI-R focuses on three functional domains:
• Language/Communication
• Reciprocal Social Interactions
• Restricted, Repetitive and Stereotyped Behaviours and Interests.

Following highly standardised procedures, the interviewer records and codes the informant’s responses.

Distributed Product

Administration Time:
1 hour 30 minutes to 2 hours 30 minutes, including scoring

Overview:
Diagnose autism, plan treatment and distinguish autism from other developmental disorders

Materials and Prices
Complete kit:
978 0 749140 85 4 £199.50 exc VAT

Comprehensive algorithm forms, pack of 10
978 0 749140 87 8 £14.00 exc VAT

Childhood Autism Rating Scale – Second Edition (CARS2)
Eric Schopler, Mary E Van Bourgondien, Gilenna Janette Wellman and Steven R Love, 2010

Age Range:
2 years and older

Since its original publication, the CARS has become one of the most widely used and empirically validated autism assessments. Now the revised Second Edition expands the test’s clinical value, making it more responsive to individuals on the “high functioning” end of the autism spectrum — those with average or higher IQ scores, better verbal skills, and more subtle social and behavioural deficits.

While retaining the simplicity, brevity and clarity of the original test, the CARS2 adds forms and features that help you integrate diagnostic information, determine functional capabilities, provide feedback to parents and design targeted intervention.

The CARS2 includes three forms:
• Standard Version Rating Booklet
• High Functioning Individuals Rating Booklet
• Questionnaire for Parents or Caregivers.

Distributed Product

Administration Time:
Untimed

Overview:
Covers the entire autism spectrum, including Asperger’s Syndrome

Materials and Prices
Complete kit:
978 0 749144 83 8 £150.00 exc VAT

Standard version rating booklets, pack of 25:
978 0 749144 84 5 £35.00 exc VAT

*James E Gilliam, 2005*

**Administration Time:**
5 to 10 minutes

**Overview:**
Help to identify and diagnose autism

**Age Range:**
3 years to 22 years

This assessment consists of 42 clearly stated items describing the characteristic behaviours of a person with autism.

**The items are grouped into three subtests:**
- Stereotyped Behaviours
- Communication
- Social Interaction.

Using objective, frequency-based ratings, the entire scale can be completed and scored in 5 to 10 minutes. A structured interview form is included for gathering diagnostically important information from the child’s parents.

A separate booklet, *Instructional Objectives for Children Who Have Autism*, is included in the test kit to assist in the formulation of instructional goals and objectives based on the results from the GARS-2™ assessment.

**Materials and Prices**

| Complete kit: | 978 0 749120 98 6 | £115.50 exc VAT |
| Summary/response forms, pack of 25 | 978 0 749120 99 3 | £51.50 exc VAT |

**Distributed Product**

- Evaluate children with unique behavioural problems who may have Asperger’s Disorder and differentiate from those who have autism or other related pervasive developmental disabilities
- Use in the assessment process to document behavioural progress, to target goals for IEPs, and for research purposes
- A parent or professional who knows the child provides documentation about the essential behaviour characteristics of Asperger’s Disorder necessary for diagnosis
- Thirty-two clearly stated items divided into four subscales describe specific, observable and measurable behaviours
- Distinguish persons with Asperger’s Disorder from persons with autism.

**Gilliam Asperger’s Disorder Scale™ (GADS™)**

*James E Gilliam, 2000*

**Administration Time:**
5 to 10 minutes

**Overview:**
Identify children who might have Asperger’s Disorder

**Age Range:**
3 years to 22 years

**Materials and Prices**

| Complete kit: | 978 0 749120 50 4 | £150.50 exc VAT |
| Summary/response booklets, pack of 50 | 978 0 749120 53 5 | £51.50 exc VAT |

**Distributed Product**

- Visit www.psychcorp.co.uk for:
  - sample reports
  - reviews
Resiliency Scales for Children and Adolescents™
Sandra Prince-Embury, 2006

Age Range:
9 years to 18 years

Why do some children and adolescents adjust or recover and others do not? Now, you have a brief tool to profile personal strengths, as well as vulnerability that is theoretically based and psychometrically sound.

The Resiliency Scales contains:
- Sense of Mastery Scale:
  Optimism, Self-Efficacy, Adaptivity
- Sense of Relatedness Scale:
  Trust, Support, Comfort, Tolerance
- Emotional Reactivity Scale:
  Sensitivity, Recovery, Impairment.

Materials and Prices
Complete kit:
978 0 158234 63 2  £97.50 exc VAT
Combination scales booklet, pack of 25
978 0 158234 64 9  £55.50 exc VAT

Find out more: Request a Health and Wellbeing pack by emailing marketing@psychcorp.co.uk

Self Image Profiles (SIP)
Richard J Butler, 2001

Age Range:
7 years to 16 years

The Self Image Profiles (SIP) are brief self-report measures that tap the individual’s self-concept. There are 2 forms; the SIP-C for children aged 7 to 11 years and the SIP-A for adolescents aged 12 to 16 years.

The SIP provides a visual display of Self Image, enabling the child/young person to reveal to him/herself, as well as to the clinician, the way in which they construe themselves as they complete it. The SIP also provides a measure of Self Esteem, which is calculated by the discrepancy between ratings of ‘How I am’ and ‘How I would like to be’.

The SIP is child friendly and easy to administer and score. It is useful as a screening instrument where a quick assessment of self-concept is required.

Norms: SIP-C: 513 children in primary schools in the UK. SIP-A: 341 young people in secondary schools in the UK.
Social Skills Improvement System (SSIS)
Stephen N Elliott and Frank M Gresham, 2008

Age Range: 3 years to 18 years

The Social Skills Improvement System addresses the need for an evidence-based, multi-tiered assessment and intervention system to help students develop, improve and maintain important social skills.

Designed by experienced scientist-practitioners Stephen Elliott, PhD and Frank Gresham, PhD, this family of tools can be used early in the school year to facilitate the universal screening of students at risk for academic or social behaviour difficulties, help plan interventions for improving these behaviours, and evaluate progress on targeted skills after intervention.

Materials and Prices

SSIS Rating Scales

Hand-Scored Starter Kit:
978 0 749159 17 3 £241.50 exc VAT

Performance Screening Guide

Preschool, pack of 4
978 0 749159 29 0 £16.50 exc VAT

Elementary, pack of 10
978 0 749159 30 6 £41.50 exc VAT

Secondary, pack of 10
978 0 749159 31 3 £41.50 exc VAT

Intervention Guide with Resource Disk
978 0 749159 41 2 £111.50 exc VAT

Classwide Intervention

Preschool starter set (3 to 5 years):
978 0 749159 36 8 £345.00 exc VAT

Kindergarten starter set (5 to 6 years):
978 0 749159 37 5 £367.00 exc VAT

Lower elementary starter set (5 to 8 years):
978 0 749159 38 2 £367.00 exc VAT

Upper elementary starter set (8 to 12 years):
978 0 749159 39 9 £367.00 exc VAT

Secondary Starter Set:
978 0 749160 86 9 £105.00 exc VAT

Useful for Social and Emotional Aspects of Learning (SEAL)

Find out more: For further details visit our website or contact your Area Sales Consultant to request a free product demonstration.

For further details visit our website or contact your Area Sales Consultant to request a free product demonstration.

Visit www.psychcorp.co.uk for: • sample reports • reviews
The SSIS Rating Scales enable targeted assessment of individuals and small groups to help evaluate social skills, problem behaviors and academic competence. Teacher, parent and student forms help provide a comprehensive picture across school, home and community settings.


The SSIS Rating Scales may be hand-scored. For added convenience, use the ASSIST software which provides computer scoring and reporting, including individual, progress and multi-rater reports – and a direct link to suggested interventions with the SSIS Intervention Guide.

The SSIS Intervention Guide is designed to help you plan and implement remediation strategies. It offers in-depth interventions for 20 keystone social skills linked directly to results from the SSIS Rating Scales, and enables you to conduct meaningful pre- and post-intervention assessments ensuring confidence that your decisions are reliable and your documentation of changes is accurate.

The guide provides units that follow a step-by-step teaching model addressing:
- Communication (2 units)
- Co-operation (3 units)
- Assertion (3 units)
- Responsibility (3 units)
- Empathy (2 units)
- Engagement (3 units)
- Self-control (4 units)
- Administration Materials.

In addition to the 20 instructional units, the SSIS Intervention Guide provides many optional intervention strategies, resources that support instruction, and tools to monitor program effectiveness and student progress.

The SSIS Classwide Intervention Program provides a structured, yet flexible and efficient way to teach 10 of the most important social skills to students from preschool to early adolescence. The program has been designed in conjunction with the SSIS Performance Screening Guide to provide a co-ordinated system for improving social skills.

Program units focus on 10 social skills that consistently earned the highest importance ratings. Each of the 10 skill units is divided into three 20 to 25-minute lessons organised around the six phases.

Features & Benefits
- Includes ongoing monitoring and feedback components
- Offers materials that support home-school communications and student self-monitoring – critical elements in generalising social skills to environments beyond the classroom.

The SSIS Performance Screening Guide provides a time-efficient, technically sound tool for classwide screening of key social, motivational and academic skills. For use with students in preschool through to secondary school, this universal screening instrument helps assess and document the performance level of all students, not just those in greatest need of intervention.

The SSIS Performance Screening Guide focuses on observable behaviours in four skill areas:
- Pro-social Behaviours
- Motivation to Learn
- Reading Skills
- Maths Skills.

Educators identify the level of performance for the student using criterion-referenced performance rating for each of these areas to measure the student’s skills against age-level expectations.
Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)
Sara S Sparrow, Domenic V Cicchetti and David A Balla, 2005

Age Range:
Birth to 90 years

Administration Time:
20 to 60 minutes

Overview:
Measure adaptive behaviour from birth to adulthood

Materials and Prices
Survey forms starter kit:
978 0 749152 00 0 £132.00 exc VAT
Expanded Interview starter kit:
978 0 749157 78 4 £188.00 exc VAT

The leading assessment for diagnosing intellectual and developmental disabilities

Vineland-II is the leading measure of daily living skills. Clinicians continue to depend on it to identify and classify individuals who have learning difficulties, developmental delays, autism spectrum disorders and other impairments.

These tests can be used not only for diagnosis purposes, but also for qualification of special programs, progress reporting, program and treatment planning, and research. The new edition offers both semi-structured interview format which focuses discussion and gathers in-depth information, and also convenient rating forms.

Key features:
• Updated content reflects tasks and daily living skills that are attuned to current societal expectations
• More complete coverage of adult adaptive behaviour
• Semi-structured interview format now lists items by sub domain, making test administration easier.

Covers the full spectrum of adaptive behaviour
All Vineland-II forms aid in diagnosing and classifying learning difficulties and other disorders, such as autism, Asperger Syndrome and developmental delays. The content and scales are organised within a three domain structure: Communication, Daily Living, and Socialisation.

In addition, Vineland-II offers a Motor Skills Domain and an optional Maladaptive Behaviour Index to provide more in-depth information about your clients.

Vineland-II Survey Forms Assist™
The Vineland-II Survey Forms ASSIST software calculates derived scores for you – easily and accurately. The software also produces detailed reports at the click of a button.
Behavioral Assessment System for Children Second Edition (BASC-2)
Cecil R Reynolds and Randy W Kamphaus, 2004

Age Range:
2 years to 21 years 11 months

The BASC-2 family offers a comprehensive, integrated system that helps you identify and manage behavioural and emotional strengths and weaknesses in children and young adults – and incorporates the perspectives of parents, teachers, and the students themselves.

The BASC-2 comprises of a comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH). Together, they help you understand the behaviours and emotions of children and adolescents.

Benefits
• Uses a multidimensional approach for conducting a comprehensive assessment
• Strong base of theory and research gives you a thorough set of highly interpretable scales
• Enhanced computer scoring and interpretation provide efficient, extensive reports
• Differentiates between hyperactivity and attention problems with one efficient instrument.

An effective way to measure behaviour, BASC-2 provides the most comprehensive set of rating scales
These scales measure areas important for the DSM-IV classifications. In addition, BASC-2 is respected for its developmental sensitivity. Best of all, you receive the most extensive view of adaptive and maladaptive behaviour.

Multiple perspectives is the key to measuring behaviour
BASC-2 applies a triangulation method for gathering information. By analysing the child’s behaviour from three perspectives — Self, Teacher, and Parent — you get a more complete and balanced picture. Combined, these BASC-2 tools provide one of the most comprehensive systems currently available!

Administration Time:
10 to 30 minutes

Overview:
Assess behaviour and emotions in children and adolescents

Materials and Prices
Preschool (2-5yrs) kit:
978 0749159 76 4  £245.50 exc VAT

Child (6-11yrs) kit:
978 0749159 77 1  £319.00 exc VAT

Adolescent (12-21yrs) kit:
978 0749159 78 8  £256.50 exc VAT

Find out more:
To view the BASC-2 family call 0207 010 2875 to make an appointment with your area sales consultant.

Related titles:

• complete pricing information       • product details       • FAQs

Paediatric Assessments 29
Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
Alan S Kaufman and Nadeen L Kaufman, 2004

**Administration Time:**
20 minutes

**Overview:**
Measure of verbal and non-verbal cognitive ability

**Age Range:**
4 years to 90 years

The Kaufman Brief Intelligence Test, Second Edition is a highly reliable and well-normed assessment of intelligence. Developed by leading cognitive ability experts Alan and Nadeen Kaufman, the test provides a measure of both verbal (crystallised) and non-verbal (fluid) abilities.

**You can use KBIT-2 to:**
- Estimate an individual’s verbal versus non-verbal intelligence
- Obtain a quick estimate of intelligence
- Re-evaluate the intellectual status of a student who previously received thorough cognitive assessment
- Identify high-risk younger students, who require a more comprehensive evaluation, through large-scale screening
- Obtain a quick estimate of the intellectual ability of adults in institutional settings, such as prisons, group homes, rehabilitation clinics or mental health centres.

**Materials and Prices**

| Complete kit: 978 0 749153 19 9 | £235.50 exc VAT |
| Record forms, pack of 25 | 978 0 749153 20 5 | £49.50 exc VAT |

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Brief Cognitive Status Exam (BCSE)
David Wechsler, 2011

**Administration Time:**
15 to 20 minutes

**Overview:**
Assess cognitive abilities quickly and reliably

**Age Range:**
16 years and older

For a quick evaluation of cognitive functioning turn to the new BCSE

The Brief Cognitive Status Exam (BCSE), part of the internationally respected Wechsler family, is a brief and reliable screening tool for use by Psychologists and Allied Health Professionals. It evaluates global cognitive functioning in patients with suspected memory deficits or those who are diagnosed with a wide range of neurological, psychiatric and developmental disorders. Due to its brevity it is particularly useful for those with limited attention span, mild learning difficulties or dementia.

Quick and easy to administer, the BCSE consists of 12 items across 7 content areas, and takes only 15 to 20 minutes to administer. In contrast to other similar assessments, it has a wide age range, and can be used with patients from 16 to 90 years.

**Materials and Prices**

| Complete kit: 978 0 749162 24 5 | £130.00 exc VAT |
| Record forms, pack of 25 | 978 0 749162 20 7 | £40.00 exc VAT |
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)
Christopher Randolph, 1998

**Age Range:**
20 years to 89 years

The Repeatable Battery for the Assessment of Neuropsychological Status (RBANS) is a brief, individually administered test that helps you measure cognitive decline in adults who have neurological injury or disease such as dementia, head injury or stroke.

The 12 subtests can be administered to obtain a quick sampling of five important cognitive areas – immediate memory, visuospatial/constructional, attention, language and delayed memory. Two parallel forms are provided for measuring change in the client’s neuropsychological status over time.

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Cognitive Linguistic Quick Test (CLQT)
Nancy Helm-Estabrooks, 2001

**Age Range:**
18 years to 89 years

Enables you to quickly determine severity ratings for five cognitive domains: attention, memory, executive functions, language and visuospatial skills, and obtain a Composite Severity Rating for adults with neurological impairment due to strokes, head injury or dementia.

Use CLQT results to target areas for direct treatment or everyday management of impaired skills, identify the need for more in-depth testing, or help determine a different diagnosis. It can be administered at a table or bedside, as long as the patient can sit up and use a pen. Special effort was made to create some tasks with minimal language demands to assist in evaluating the cognitive functions of examinees with language disorders such as aphasia.
STW 2 allows you to assess premorbid verbal abilities, using a robust lexical decision task.

The test involves presenting an individual with pairs of items comprising one word and one non-word, for example, ‘flonty – xylophone’, the individual is required to point to the real word in the pair.

This format allows lexical decisions to be made through multiple methods including; meaning, familiarity, appearance and sound of words.

It is brief and easy to administer, and is particularly useful for clinical psychologists, occupational therapists, speech therapists, neurologists and geriatricians.

Features and Benefits

**STW 2 excels in the way it:**

- does not require individuals to make a verbal response
- requires familiarity, but not necessarily the capacity to pronounce correctly
- is resistant to the effects of stress or brain damage
- has been standardised on approximately 250 UK adults between the ages of 16 and 90
- has been normed alongside the new WAIS-IVUK, TOPFUK and TFLSUK
- is sensitive to the effects of closed head injury, normal ageing, Alzheimer’s disease, Schizophrenia, and to a wide range of drugs and stressors.
Communication Checklist – Adult (CC-A)
Andrew Whitehouse and Dorothy Bishop, 2009

Age Range:
17 years to 79 years

The 70-item questionnaire is completed by a respondent who has regular contact (3-4 days per week) with the individual and knows them well (partner, parent, friend or carer). 50 behavioural statements focus on communicative weaknesses and 20 on communicative strengths.

The CC-A is suitable for use with adults who have a developmental disorder such as Specific Language Impairment, an autism spectrum disorder, Down’s Syndrome, Fragile X syndrome, learning difficulties and for adults with an acquired disorder, such as head injury.

Materials and Prices
Complete kit: 978 0 749149 05 5 £124.00 exc VAT
Checklists, pack of 25 978 0 749149 09 3 £32.50 exc VAT
Summary sheets, pack of 25 978 0 749149 10 9 £17.00 exc VAT

Communication Checklist – Self Report (CC-SR)
Dorothy Bishop, Margo Sharp and Andrew Whitehouse, 2009

Age Range:
10 years to 89 years

This 70-item questionnaire is suitable for older children, adolescents or adults who speak in sentences and have a reading age of at least 10 years. 50 behavioural statements focus on communicative weaknesses and 20 on communicative strengths.

In order to circumvent lack of self-awareness, some items are rated on the feedback the informant has received from other people (e.g. “People tell me that I talk too much”).

Z-scores, scales scores and percentiles are provided for the following 3 composites; Language Structure, Pragmatic Skills, Social Engagement.

Materials and Prices
Complete kit: 978 0 749149 00 0 £124.00 exc VAT
Checklists, pack of 25 978 0 749149 02 4 £32.50 exc VAT
Summary sheets, pack of 25 978 0 749149 03 1 £17.00 exc VAT
Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)
Lloyd M Dunn and Douglas M Dunn, 2007

Expressive Vocabulary Test, Second Edition (EVT-2)
Kathleen Williams, 2007

Administration Time:
10 to 15 minutes

Overview:
Measure receptive and expressive vocabulary

Materials and Prices
PPVT-4 Form A handscoring kit:
978 0749157 44 9 £220.50 exc VAT
PPVT-4 Form B handscoring kit:
978 0749157 45 6 £220.50 exc VAT
PPVT-4 Form A and B kit:
978 0749157 62 3 £426.00 exc VAT
EVT-2 Form A kit:
978 0749157 88 3 £219.50 exc VAT
EVT-2 Form B kit:
978 0749157 89 0 £219.50 exc VAT
EVT-2 Form A and B kit:
978 0749157 95 1 £416.00 exc VAT

Age Range:
2 years 6 months to 90 years and older

The fourth edition of the renowned PPVT–4 is quick, easy, and reliable in assisting you in your key role of fostering growth in language and literacy. The EVT–2, often used in conjunction with the PPVT–4, offers an unbeatable system for comparing receptive and expressive vocabulary.

Both instruments meet the needs of both general- and special-education professionals for vocabulary and language assessment, and progress measurement. They include:

- Illustrations designed in full colour
- More up-to-date, realistic art used, offering an exceptional balance of gender and race/ethnicity
- More stimulus words
- Growth Scale Values (GSVs) added, a new metric for easily measuring progress over time
- Larger stimulus material (8.5 x 11 inches)
- Modernised core vocabulary
- Enhanced technology options enhanced for faster administration, scoring and reporting.

Visit www.psychcorp.co.uk for:
- sample reports
- reviews

Western Aphasia Battery – Revised (WAB-R)
Andrew Kertesz, 2006

Administration Time:
Full battery: 30 to 45 minutes,
Bedside WAB-R: 15 minutes

Overview:
Two tools in one – a complete battery and a bedside instrument to quickly diagnose moderate to severe aphasia

Materials and Prices
Complete kit:
978 0 158440 86 6 £310.50 exc VAT

Age Range:
18 years to 89 years

The Western Aphasia Battery – Revised (WAB-R) is the updated version of the highly respected and widely used instrument for assessing adult patients with aphasia. It is an individually administered assessment for adults with acquired neurological disorders (e.g. as a result of stroke, head injury, dementia). Like the previous edition, WAB-R assesses the linguistic skills most frequently affected by aphasia, in addition to key non-linguistic skills and provides differential diagnosis information.
SCAN-3:A Tests for Auditory Processing Disorders in Adolescents and Adults  
Robert W Keith, 2009

**Age Range:**  
13 years to 50 years 11 months

SCAN-3:A helps you identify specific auditory processing difficulties in adolescents and adults. Based on the pattern of an individual's test results, this tool can help you plan intervention to minimise the impact of the auditory processing disorder at school, work, home and in the community.

SCAN-3:A provides the following tests to help you evaluate key indicators of auditory processing ability in adolescents and adults:

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<td>• NEW! Gap Detection</td>
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<td>• Auditory Figure Ground (+0 dB)</td>
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<td>• Competing Words (Free Recall)</td>
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<td>• Filtered Words</td>
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<td>• Competing Words (Directed Ear)</td>
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<td>• Competing Sentences</td>
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<tr>
<th>Supplementary Tests</th>
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<tr>
<td>• Auditory Figure Ground (+8 dB and +12 dB)</td>
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<tr>
<td>• NEW! Time Compressed Sentences</td>
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**Administration Time:**  
Screener: 10 to 15 minutes  
Full: 30 to 40 minutes

**Overview:**  
Detect auditory processing disorders in adolescents and adults

**Materials and Prices**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price (£ excl VAT)</th>
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<tr>
<td>Complete kit</td>
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<td>£233.50</td>
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<tr>
<td>Record forms, pack of 25</td>
<td>978 0158910 19 2</td>
<td>£57.00</td>
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Overall Assessment of the Speaker’s Experience of Stuttering (OASES)  
J Scott Yaruss and Robert Quesal, 2010

**Age Range:**  
7 years to 18 years;  
18 years and older

Updated and expanded

The OASES is a criterion-referenced self-assessment for individuals who stutter. Developed in partnership with Drs. J. Scott Yaruss and Robert Quesal, this tool provides valid and reliable results to help speech-language pathologists, psychologists, and other professionals determine what areas of an individual’s life have the most impact on his or her stuttering. The unique feature of the OASES is that unlike typical stuttering tests that only measure frequency and type of stuttering which may show little change over time, the OASES focuses on the negative impact of stuttering in multiple life contexts. Then, when that negative impact of stuttering is reduced through intervention, the OASES results can show significant change. Finally, since it is quick and easy to administer, the OASES can be used for initial evaluation, outcome measurement, and progress monitoring.

**Local software (optional):**  
Enables you to score assessments, report results, store and export data. For ordering and pricing advice, please contact Customer Services on 0845 630 8888.
Dyslexia Adult Screening Test (DAST)
Angela Fawcett and Rod Nicolson, 1998

**Administration Time:**
30 minutes

**Overview:**
Screen for dyslexia and other learning difficulties

**Materials and Prices**
Complete kit: 978 0 7491 13 21 6 £179.50 exc VAT

The DAST sees the culmination of several years of research and testing by the authors of the well-established Dyslexia Screening Test (DST) and Dyslexia Early Screening Test (DEST), now widely used with younger aged candidates. It has been designed as a screening instrument for adults with dyslexia and other learning difficulties, and can be used routinely within further education establishments and the commercial workplace.

Adult Reading Test (ART)
Peter Brooks, John Everatt and Rob Fidler, 2004

**Administration Time:**
Untimed

**Overview:**
Assess reading accuracy, comprehension, speed of reading and writing

**Materials and Prices**
Complete kit: 978 0 7491 25 90 5 £128.00 exc VAT

The Adult Reading Test (ART) has been developed to assess the literacy skills of adults. It is a prose reading test that provides measures of reading accuracy, reading comprehension, speed of reading and speed of writing, using centile scores. The test was standardised on a UK student population attending Further and Higher Education colleges/universities in the South East of England.

There are five passages, increasing in difficulty as the student progresses through the test. There is also an extension passage and a pre-entry passage available. Scoring sheets are provided with the manual along with technical data.

Visit www.psychcorp.co.uk for:
- sample reports
- reviews
Gain a sharper focus on reading difficulties

The new WRMT-III™ offers you the latest revision of the WRMT, which set the standard for assessment of reading readiness and reading achievement. This significant revision retains the format and structure of the WRMT-R/NU, while expanding the test’s range to give you even greater diagnostic power.

The WRMT-III™ helps:
• Evaluate struggling readers
• Identify specific strengths and weaknesses in reading skills to plan targeted intervention
• Screen for reading readiness
• Determine reading strategies for students with special needs
• Guide educational selection and placement decisions.

The WRMT-III™ contains four new and five revised subtests:
• NEW Phonological Awareness
  First Sound Matching
  Last Sound Matching
  Rhyme Production
  Blending
  Deletion
• NEW Listening
  Comprehension
• Revised Letter Identification
• Revised Word Identification
• NEW Rapid Automatic Naming
  Object & Colour Naming
  Number & Letter Naming
• NEW Oral Reading Fluency
• Revised Word Attack
• Revised Word Comprehension
  Antonyms
  Synonyms
  Analogies
• Revised Passage Comprehension.

Features & Benefits
The WRMT-III™ offers significant enhancements, including:
• Comprehensive, contemporary reading coverage based on extensive research
• New photorealistic stimulus art to more readily engage children
• Two parallel forms that can be used to monitor reading growth
• Four new subtests to help you target specific problem areas
• Test items arranged in order of increasing difficulty
• Basal and ceiling rules and age-specific start points to help you administer only those items within the examinee’s functional range
• Item-level error analysis on Listening Comprehension, Passage Comprehension, and Phonological Awareness
• Within-item-level error analysis on Word Attack, Word Identification, and Oral Reading Fluency
• Simplified administration and scoring.

Norms:
A nationally (US) representative sample of 3,360 individuals aged 4 years 6 months to 79 years 11 months.

Materials and Prices

| Form A Complete kit: | 978 0 749163 17 4 | £360.00 exc VAT |
| Form B Complete kit: | 978 0 749163 20 4 | £360.00 exc VAT |
| Combined kit: | 978 0 749163 16 7 | £580.00 exc VAT |
| Form A record forms, pack of 25 | 978 0 749163 19 8 | £55.00 exc VAT |
| Form B record forms, pack of 25 | 978 0 749163 22 8 | £55.00 exc VAT |

Find out more:
Want to view the new WRMT-III™ call 0207 010 2875 to make an appointment with your area sales consultant.
The Functional Living Scale – UK Version (TFLSUK)
C. Munro Cullum, Myron F Weiner and Kathleen C Saine, 2012

Age Range:
16 years to 90 years 11 months

The TFLSUK is an ecologically valid, performance based measure of functional abilities with an emphasis on instrumental activities of daily living (IADL) skills.

Brief and easy to use, the TFLSUK assesses an individual’s ability to perform a variety of tasks that support independent functioning in the community. The assessment can be used to support placement decisions, aid treatment planning, evaluate treatment outcomes, and monitor disease progression.

The TFLSUK covers four functional domains:
• Time – Assesses the ability to use clocks and calendars
• Money and Calculation – Assesses the ability to count money and write cheques
• Communication – Assesses the ability to prepare a snack, use a phone and phone books
• Memory – Assesses the ability to remember simple information and to take medications.

Materials and Prices
Complete kit: 978 0 749162 72 6 £180.00 exc VAT
Record Forms Pack of 25: 978 0 749162 69 6 £50.00 exc VAT
Response Sheets Pack of 25: 978 0 749162 68 9 £25.00 exc VAT

Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)
Sara S Sparrow, Domenic V Cicchetti and David A Balla, 2005

Age Range:
Birth to 90 years

Vineland-II is the leading measure of daily living skills. Clinicians continue to depend on it to identify and classify individuals who have learning difficulties, developmental delays, autism spectrum disorders and other impairments.

The new edition offers both semi-structured interview format which focuses discussion and gathers in-depth information, and also convenient rating forms.

Key features:
• Updated content reflects tasks and daily living skills that are attuned to current societal expectations
• More complete coverage of adult adaptive behaviour
• Semi-structured interview format now lists items by sub domain, making test administration easier.

Materials and Prices
Survey forms starter kit: 978 0 749152 00 0 £132.00 exc VAT
Expanded Interview starter kit: 978 0 749157 78 4 £188.00 exc VAT
The Awareness of Social Inference Test (TASIT)  
Skye McDonald, Sharon Flanagan and Jennifer Rollins, 2002

Age Range:  
14 years to 60 years

The Awareness of Social Inference Test (TASIT) provides a systematic examination of social perception.

TASIT uses recorded vignettes and standardised response probes based upon recent theoretical accounts of how social cues provide meaning. The test has three sections assessing different components of social perception and alternate forms that are statistically equivalent, along with a normative database of primarily young adults. The test has proven to be sensitive to social perception deficits in a group with severe traumatic brain injuries.

Administration Time:  
30 to 45 minutes

Overview:  
Assess and treat deficits of social perception

Materials and Prices

| Complete kit: | 978 0 749132 05 7 | £275.00 exc VAT |
| Score sheets, 2 packs of 25 (A and B) | 978 0 749132 10 1 | £82.50 exc VAT |
| Score sheets A, pack of 25 | 978 0 749132 11 8 | £42.00 exc VAT |
| Score sheets B, pack of 25 | 978 0 749132 12 5 | £42.00 exc VAT |

Self Image Profile for Adults (SIP-Adult)  
Richard J Butler and Sarah L Gasson, 2004

Age Range:  
17 years to 65 years

The Self Image Profile for Adults (SIP-Adult) is a brief self report measure that taps the individual’s theory of self. It provides an extension to the child (SIP-C: 7-11 years) and adolescent (SIP-A: 12-16 years) profiles, having a similar structure and format. The SIP-Adult consists of 32 items rated by the respondent in terms of both how they think of themselves and how they would like to be.

The SIP-Adult provides a visual display of self image, enabling the individual, as they complete it, to reveal to him/ herself, as well as to the clinician, ways they construe themselves. The SIP-Adult also provides a measure of Self Esteem, which is calculated by the discrepancy between ratings of ‘How I am’ and ‘How I would like to be’.

Features

- Identifies both self image and self esteem
- British norms, based on samples drawn from across the UK
- May be used as a screening instrument where a quick assessment of self is required
- Identifies where people wish to change and therefore offers therapeutic avenues.

Administration Time:  
7 to 15 minutes

Overview:  
Quickly assess self image and self esteem in adults

Materials and Prices

| Complete kit: | 978 0 749134 95 2 | £80.00 exc VAT |
| Record forms, pack of 25 | 978 0 749134 97 6 | £48.50 exc VAT |

Related product:  
Self Image Profiles (SIP) for Children and Adolescents is also available. See page 25.
**Quality of Life Inventory (QOLI)**
Michael B Frisch, 1994

**Administration Time:**
- Short form: 15 minutes
- Long form: 10 – 15 minutes

**Overview:**
Brief assessment of quality of life/life satisfaction

**Materials and Prices**
- **Handscore starter kit:**
  978 0 749162 14 6 £113.50 exc VAT
- **Q Local Software + USB Report Writer**
  978 0 749162 09 2 £89.50 exc VAT
- **QOLI Q Local profile report**
  (price per report) NB You will also need to purchase Q Local Software
  978 0 749156 34 3 £4.00 exc VAT

Find out more about Q Local at www.psychcorp.co.uk/qlocal

**Key Features**
- Because the QOLI test contains only 32 items and takes just 15 minutes to administer, it can be used to help screen for mental health and physical problems and to help quickly measure a patient’s progress.
- By helping to identify “real life” issues, the test can help clinicians develop relevant treatment plans and predict future health problems.
- By providing a positive mental health picture, the assessment can help increase the likelihood that treatment will be successful.
- The assessment can help identify employees whose satisfaction with life may be low helping these employees may, in turn, help reduce employers’ health care costs and improve workers’ productivity.

**Wellbeing Evaluation Scale (WES)**
Andrew Papadopoulos, Jan Oyebode, Angela Kelly, Helena Bäckmark Goodwin and Liz Halloran, 2011

**Administration Time:**
- Short form: 5 minutes
- Long form: 10 – 15 minutes

**Overview:**
Profile wellbeing in older people

**Materials and Prices**
- **Complete kit:**
  978 0 749162 14 6 £150.00 exc VAT
- **Record forms (long form), pack of 25**
  978 0 749162 09 2 £50.00 exc VAT
- **Record forms (short form), pack of 25**
  978 0 749162 12 2 £50.00 exc VAT

Find out more: Read our Meet the Author piece with author Andrew Papadopoulos at www.psychcorp.co.uk/wes

**WES is a brief, self report measure designed to measure wellbeing in older people (age 55+), though it may have relevance for younger groups.**

Informed by an evidence-based theoretical framework, WES was developed with a reading age of 12 years, and has both long (45 item) and short (18 item) questionnaires. Respondents rate themselves against statements on a 5-point Likert scale.

The Long Form provides a measure of subjective, behavioural and contextual dimensions of wellbeing across 6 structural properties: Integrity of self, Integrity of others, Belonging, Agency, Enrichment and Security.

Responses are collated and represented as percentiles. The 18 item Short Form provides an average wellbeing score and population percentiles.
Lesley Munro is the product manager at Pearson Assessment for Speech, Language and Special Needs Education. Lesley graduated with a BSc in Logopaedics from the University of Cape Town and with an MA in General Linguistics from Stellenbosch University in South Africa.

Her first post was as a SLT in a school for children with diagnoses including SLI and dyslexia. This started a long-term interest in the role of language in literacy development, and the importance of making links between oral and written language in therapy with school-aged children.

She then moved into private practice in the areas of paediatric speech and language disorder and adult voice. She also trained educational psychology students in the use of standardised assessments, teachers on models of literacy development and their practical application, and music therapy students in their work in schools for the hearing impaired.

She was a full time lecturer and tutor at the University of Cape Town in the areas of speech, language and voice and presented continuing education courses for qualified therapists.

A visiting teaching fellowship at Curtin University in Perth, Australia followed where final year student projects included among other topics, literacy levels of youth offenders.

Key UK researchers who informed her teaching and practice in her paediatric language work included Maggie Snowling (author of PAT), Joy Stackhouse, Peter Bryant, and Dorothy Bishop (author of TROG-2, TROG-E, ERRNI, CCC-2, CC-A and CC-SR).

As a manager in the development team at Pearson Assessment, she works directly with authors in her role of commissioning new assessments and seeing these through to publication, and maintains contact with SLT’s and teachers through attending conferences and exhibitions, presenting on assessments and most recently through her involvement in the Hello Campaign.
The *Hello*, national year of communication and Pearson Assessment ... *One year on* ...  

Last year we were fortunate to be key sponsors of the *Hello*, national year of communication campaign, run by The Communication Trust. Some of the highlights of the year included:

**One in a Million went live**

Narrated by Ben Macleod, a 21 year old actor who developed severe communication needs at a young age, One in a Million explains how learning to communicate is one of the most important things a child will ever do and how children can struggle immensely unless they are supported by adults to develop strong talking and listening skills. The film highlights what both parents and professionals, such as teachers and health workers can do to support the young people they work with. [www.youtube.com/The2011Hello](http://www.youtube.com/The2011Hello)

**70,000 copies of Universally Speaking and free resources**

*Universally Speaking: the ages and stages of children’s communication development* are three free resources written by The Communication Trust and sponsored by Pearson Assessment. Aimed at practitioners working with children in early years (0-5), primary school (5-11) and secondary school (11-18) settings, each resource gives practitioners a checklist of milestone achievements that young people should be reaching and offers top tips and ideas for what to do next, so that every child has that opportunity to communicate. Copies of *Universally Speaking* and a whole variety of invaluable resources produced by the *Hello* campaign can be found at [www.hello.org.uk](http://www.hello.org.uk)

**The Shine a Light Awards**

The Shine a Light awards, hosted by radio and TV presenter Vanessa Feltz at Pearson’s headquarters in London, were the flagship event of the *Hello* campaign. Devised to celebrate good practice and achievement by the children’s workforce in developing the communication skills of the children they work with, applications came in from a range of settings, professionals and individuals.

 Winners of the awards included Watercliffe Meadow Primary School in Sheffield, which won the *Primary Setting Communication Friendly Award*, as well as a special *Outstanding Achievement Award*, for their child-centred communication approach and excellent parent involvement and support. The Play and Communication Team in Barking and Dagenham won the *Team of the Year Award* for creating a significant impact in engaging with parents in their target area. You can find a full list of the award winners on the *Hello* website and watch our inspiring film about the awards winners at [www.youtube.com/The2011Hello](http://www.youtube.com/The2011Hello)

 We’ve also been busy this year, supporting key speech and language exhibitions, spreading the *Hello* word, supporting local resources, and some of us even took on the Three Peaks Challenge to raise money for I CAN!

**But it’s not goodbye**

Whilst the national year has come to an end, Pearson Assessment’s work in this area is set to continue. We were delighted to see that *Universally Speaking* was referenced in a report by the Expert Panel for the National Curriculum review, and we will be working closely with The Communication Trust to continue to support the outcomes in Jean Gross’ *Two Years On* report and the outstanding practice we’ve already seen.
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