



**Assessment and  
Intervention Products for  
Autism Spectrum Disorders  
from Pearson Assessment**

[www.pearsonclinical.co.uk](http://www.pearsonclinical.co.uk)

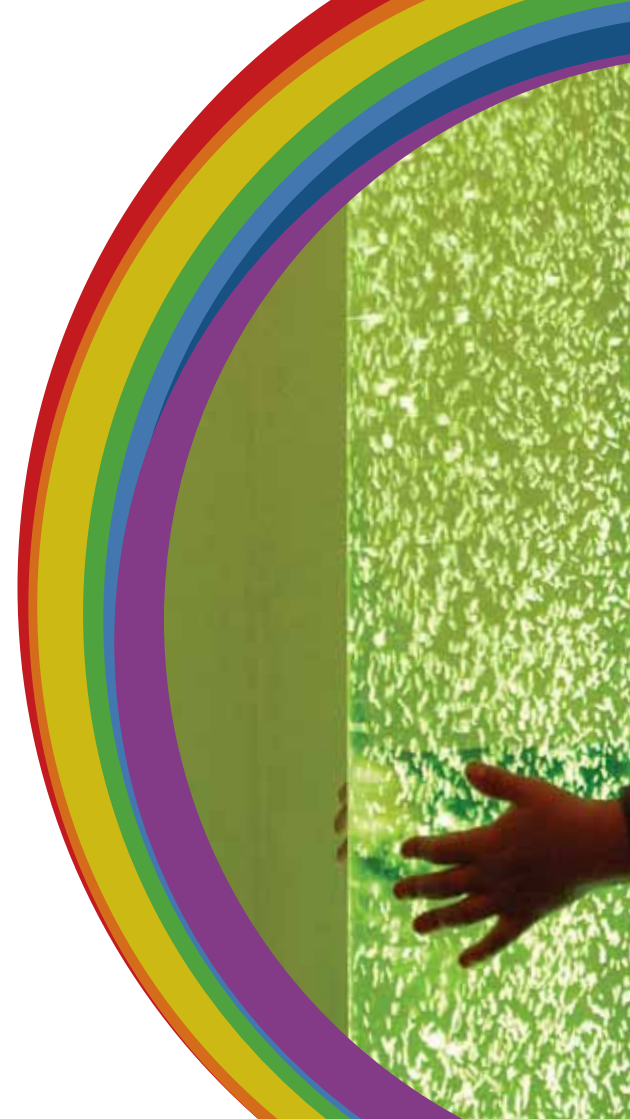
## **There are currently more than half a million people in the UK with autism – that is about one in every 100.<sup>1</sup>**

At Pearson Assessment we are committed to supporting professionals working with children and adults with autism, from the early stages of development and the identification of autism, through to supporting individual's behaviour, communication and social skills, and offering intervention aids. We are also dedicated to supporting professionals' continuing professional development.

As the field of education, health and psychology continues to evolve with changes to policy and the introduction of new initiatives and policy, our new brochure aims to address your needs.

*For more information on any of our products please visit [www.pearsonclinical.co.uk](http://www.pearsonclinical.co.uk) or contact your area sales consultant to find out which of our assessments can best support you.*

<sup>1</sup> Kathrine Bancroft, Amanda Batten, Sarah Lambert and Tom Madders, *The way we are: autism in 2012*. London. 2012; The National Autistic Society.





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# Autism Diagnostic Observation Schedule, Second Edition: ADOS-2

**NEW**

ADOS-2 is a revised edition of an instrument already viewed as “*the gold standard*” for *observational assessment* of autism spectrum disorder (ASD). With updated protocols, revised algorithms, a new Comparison Score, and a Toddler Module, the ADOS-2 provides a highly accurate picture of current symptoms, unaffected by language. It can be used to evaluate almost anyone suspected of having ASD from one year olds with no speech, to adults who are verbally fluent.

The ADOS-2 is a semi-structured, standardised assessment of communication, social interaction, play, and restricted and repetitive behaviours. It presents various activities that elicit behaviours directly related to a diagnosis of ASD. By observing and coding these behaviours, you can obtain information that informs diagnosis, treatment planning, and educational placement.

## Five Modules

The ADOS-2 includes five modules, each requiring just **40 to 60 minutes** to administer:

- **Toddler Module** - for children between 12 and 30 months of age who do not consistently use phrase speech
- **Module 1** - for children 31 months and older who do not consistently use phrase speech
- **Module 2** - for children of any age who use phrase speech but are not verbally fluent
- **Module 3** - for verbally fluent children and young adolescents
- **Module 4** - for verbally fluent older adolescents and adults

Each module engages the examinee in a series of activities involving interactive stimulus materials (all included in the ADOS-2 Kit).

*Qualification code: CL2*



# ADOS-2 Training Options

ADOS-2 administration and coding are highly standardised. Therefore, valid assessment requires training. Three training options are available:

- **ADOS-2 Clinical Workshops**

If you plan to use the ADOS-2 in research you will need to attend in-person clinical and research workshops. It is recommended that at least one person from each setting/ organisation using ADOS-2 has attended research reliability training. Please visit [www.pearsonclinical.co.uk/ados2](http://www.pearsonclinical.co.uk/ados2) for further details.

- **ADOS-2 DVD training package**

For clinicians with no previous ADOS training. Includes:

- Training DVDs featuring case examples for all ADOS-2 modules.
- Updated and expanded training guidebook covering all five modules.
- A CD containing PDFs of all training protocol booklets, which can be printed out as needed.

- **ADOS-2 DVD training upgrade package**

For individuals already trained in ADOS modules 1 through 4. It includes:

- Toddler training DVD
- Updated and expanded training guidebook covering all five modules and reflecting ADOS-2 administration, coding, and scoring improvements.
- A CD containing PDFs of all training protocol booklets, which can be printed out as needed.





## Autism Diagnostic Interview – Revised (ADI-R)

The *Autism Diagnostic Interview – Revised* is a thorough assessment interview which can be used with children and adults, with a mental age of above 2 years.

Comprised of 93 items, it is highly useful in the formal diagnosis of individuals suspected of having an ASD. It can also aid in treatment and educational planning.

Interview questions cover eight content areas:

- Background, including family, education, previous diagnoses and medications.
- Overview of behaviour.
- Early development and developmental milestones.
- Language acquisition and loss of language or other skills.
- Current functioning in regard to language and communication.
- Social development and play.
- Interests and behaviours.
- Clinically relevant behaviours, such as aggression, self-injury and possible epileptic features.

Also available is a **DVD training package** including a training program on DVD, guidebook with behaviour coding instructions and examples, interview booklets and comprehensive algorithm forms, and an **unlimited use scoring CD** that allows you to score all the algorithm scoring functions of the *ADI-R*.

*Qualification code: CL2*



# Autism Spectrum Rating Scales (ASRS™)

NEW

A valid, reliable, and carefully crafted tool, the *Autism Spectrum Rating Scales (ASRS™)* was designed to effectively identify symptoms, behaviours and associated features of the full range of Autism Spectrum Disorders (ASDs) in children and adolescents aged 2 to 18 years.

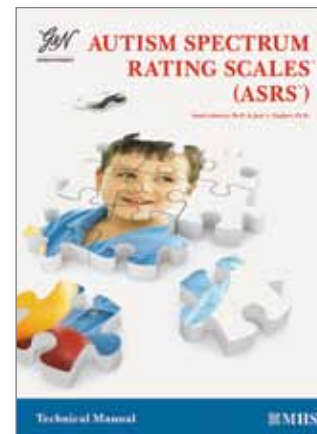
Authored by the highly respected Sam Goldstein, Ph.D., and Jack A. Naglieri, Ph.D., it is a US standardised, norm-referenced tool of the autism spectrum, including Asperger's Disorder and autism.

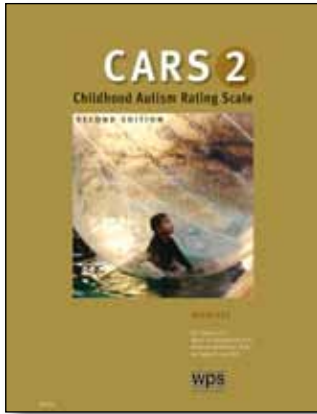
The ASRS™ is brief and easy to administer in approximately 20 minutes (5 minutes for the short form) and can help guide diagnostic decisions, treatment planning, ongoing monitoring of response to intervention and program evaluation.

Using a five-point Likert rating scale, parents and teachers evaluate how often they observe specific behaviours in areas such as socialisation, communication, unusual behaviours, behavioural rigidity, sensory sensitivity, and self-regulation.

Suitable for use by Psychologists, Educational Psychologists, Psychiatrists, Social Workers, Paediatricians, Counsellors, Mental Health Professionals, Specialist Teachers, Speech and Language Therapists and Occupational Therapists. Users have the option of purchasing a complete kit that covers all ages, or kits for individual age groups.

*Qualification code: CL2R*





## Childhood Autism Rating Scale™, Second Edition (CARS2™)

Widely used the *Childhood Autism Rating Scale™, Second Edition (CARS2™)*, is extremely useful in identifying symptoms of autism. It is an untimed assessment that can be used with individual's aged 2 years and older.

In particular it excels in its responsiveness 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.

Covering the entire autism spectrum, *CARS2™* distinguishes between mild-to-moderate from severe autism and discriminates from other cognitive deficits. It is based on decades of use with thousands of referred individuals and assesses virtually all ages and functional levels.

As an assessment it provides concise, objective and quantifiable ratings based on direct behavioural observation.

The complete kit includes standard and high-functioning forms, a parent/caregiver questionnaire and guidelines linking scores to intervention.

*Qualification code: CL3*

### Functional Areas Covered:

- Relating to People
- Imitation (ST); Social-Emotional Understanding (HF)
- Emotional Response (ST); Emotional Expression and Regulation of Emotions (HF)
- Body Use
- Object Use (ST); Object Use in Play (HF)
- Adaptation to Change (ST); Adaptation to Change/Restricted Interests (HF)
- Visual Response
- Listening Response
- Taste, Smell and Touch Response and Use
- Fear or Nervousness (ST); Fear or Anxiety (HF)
- Verbal Communication
- Nonverbal Communication
- Activity Level (ST); Thinking/ Cognitive Integration Skills (HF)
- Level and Consistency of Intellectual Response
- General Impressions



# Gilliam Autism Rating Scale - Third Edition (GARS-3)

COMING SOON

The *Gilliam Autism Rating Scale*, now in its third edition, is one of the most widely used instruments for the assessment of Autism Spectrum Disorder in the world.

The *GARS-3<sup>TM</sup>* assists teachers, parents and clinicians in identifying autism in individuals and estimating its severity.

Items on the *GARS-3<sup>TM</sup>* are based on the 2013 diagnostic criteria for autism spectrum disorder adopted by the APA and published in the Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition (DSM-5).

The instrument consists of 56 clearly stated items describing the characteristic behaviours of persons with autism. The items are grouped into six subscales: Restrictive, Repetitive Behaviours, Social Interaction, Social Communication, Emotional Responses, Cognitive Style, and Maladaptive Speech.

*Qualification code: CL3*





## Gilliam Asperger's Disorder Scale (GADS™)

The *Gilliam Asperger's Disorder Scale (GADS™)* looks at unique behaviour problems in children and young people aged 3 to 22 years old, with the aim of identifying Asperger's Disorder, as opposed to the presence of autism or other behaviour disorders.

Using current diagnostic criteria and definitions, the frequency-based ratings provide valuable information necessary for diagnoses, the documentation of behaviours, Individualized Education Programs (IEP), and for research purposes.

Parents and professionals who have knowledge of the child's behaviour can easily complete this assessment at school or at home in 5 to 10 minutes and use the table provided to determine the likelihood of Asperger's Disorder.

*Qualification code: CL3*



## 27% of children with autism have been excluded from school, compared with 4% of children without autism<sup>2</sup>

We offer a number of assessments that can help you look at areas of problem behaviour. By identifying certain areas you can start to plan interventions and strategies that can help those individuals cope in both everyday and classroom situations and adapt to different scenarios. All of which may help avoid exclusions in the long-term.



<sup>2</sup> Bancroft, Kathrine, Batten, Amanda, Lambert, Sarah and Madders, Tom , *The way we are: autism in 2012*. London. 2012; The National Autistic Society. Page 15.

## Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)

The *Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)* is the leading measure of personal and social skills needed for everyday living. Many professionals effectively use the *Vineland-II* with individuals, from birth to 90 years old, who have autism spectrum disorders, learning difficulties, developmental delays and other impairments.

*Vineland-II* has been carefully attuned to current societal expectations and has been organised around a three domain structure of: Communication, Daily Living, and Socialisation. Recent revisions mean that it also has an expanded age range and coverage of early childhood adaptive behaviours.

The *Vineland-II* also offers a Motor Skills Domain and an optional Maladaptive Behaviour Index which provides further in-depth information on the individual.

Qualification code: CL2R



# Behavior Assessment System for Children, Second Edition (BASC-2)

The *Behavior Assessment System for Children, Second Edition (BASC-2)* was designed to facilitate the evaluation of a variety of emotional and behavioural disorders of children and adults aged 2 to 25 years, and to aid in the design of treatment plans.

BASC-2 is sensitive to both obvious and subtle behavioural and emotional disorders as expressed in school and clinical settings, and to academic and familial demands on child and adolescent development.

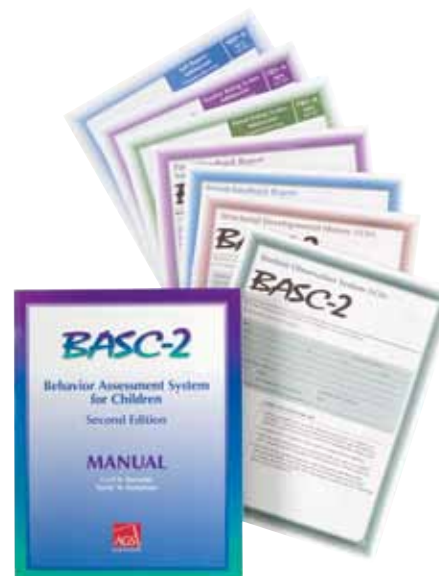


By applying a valuable triangulated method of looking at behaviour – from the self, parent and teacher – the *BASC-2*'s comprehensive rating scale evaluates behaviour patterns, emotions and feelings, which also takes into account the child or young person's background. The results provided give the most extensive view of adaptive and maladaptive behaviour, endorsing the respect that *BASC-2* has earned as a developmentally sensitive test.

The Teacher Rating Scales (TRS) and Parent Rating Scales (PRS) can be completed in 10 to 20 minutes, and the Self-Report of Personality (SRP) in 30 minutes.

Outcomes from the *BASC-2* can be supported by using the *BASC-2* Intervention Guide a step-by-step guide to implementing evidence-based interventions that work in schools; and the Progress Monitor which helps you monitor the effectiveness of chosen interventions.

*Qualification code: CL2R*



Recommended  
in 'A framework of  
outcomes for young  
people' by The Young  
Foundation.

# At least one in three adults with autism are experiencing severe mental health difficulties due to a lack of support<sup>3</sup>

The early identification of potential mental health problems can help to make a difference. By identifying where problems may exist you can start to provide the right level of support and intervention early on. Pearson Assessment provides a range of tools that can help you achieve this on the following pages.



<sup>3</sup> Rosenblatt, M (2008). I Exist: the message from adults with autism in England. London: The National Autistic Society, p3. <http://www.autism.org.uk/about-autism/myths-facts-and-statistics/some-facts-and-statistics.aspx>. Accessed February 2013.

# Resiliency Scales for Children and Adolescents™

The *Resiliency Scales for Children and Adolescents™* enables group or individual profiling of the personal strengths and vulnerabilities of children and adolescents aged 9 to 18 years.

## Key Features:

- Flexible and quick-to-administer.
- Scales can be used separately, together, or in conjunction with any symptom-based measure to obtain a balanced view of the child or adolescent.
- Child and adolescent friendly – allowing children to focus on strengths as well as symptoms and vulnerabilities.
- Results easily interpreted and discussed with adolescents, teachers and parents.
- May be used to start assessment, to establish rapport and to initiate a positive helping relationship.
- Treatment focused enabling you to quickly screen for personal strengths
- Normed with the *Beck Youth Inventories™-Second Edition*, to link a Resiliency Profile with specific symptoms for more targeted treatment planning.
- Help generate and prioritise intervention strategies.
- Systematically benchmark and monitor responses to interventions in terms of strength enhancement as well as symptom reduction.



Recommended  
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Foundation.

*'The Resiliency Scales...represent a scientifically grounded, reasoned approach to evaluating resiliency through the eyes of the most important stakeholders in the system; our youth. These scales provide a framework for understanding processes within a youth's thinking, that interact with immediate family and extended community to offset the negative effects of adversity, thereby increasing the probability of positive development...'* Sam Goldstein, Ph.D., Neurology, Learning and Behavior Center, University of Utah

Qualification code: CL2R

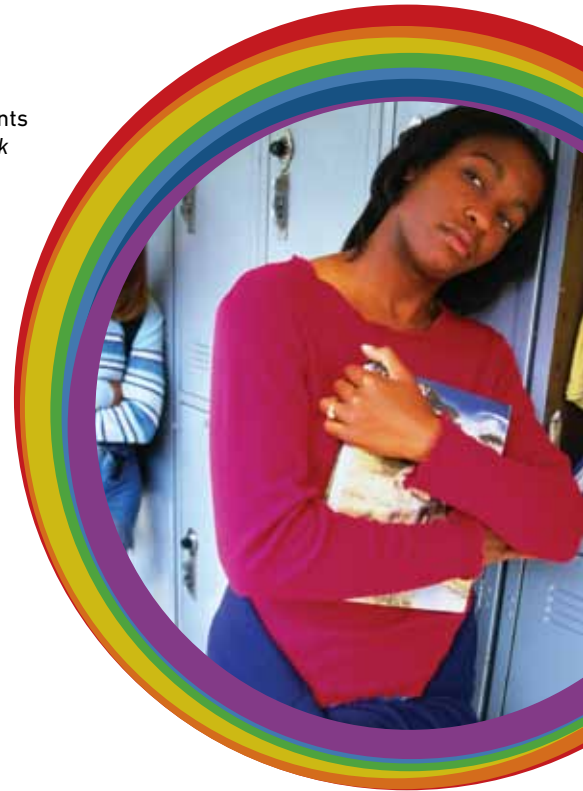
# Beck Youth Inventories™ - Second Edition (BYI™-II)



Recommended  
in 'A framework of  
outcomes for young  
people' by The Young  
Foundation.

Intended for use with children and adolescents between the ages of 7 and 18 years, the *Beck Youth Inventories™ - Second Edition (BYI™-II)* can help you assess a child's experience of depression, anxiety, anger, disruptive behaviour and self-concept.

Easy and brief to administer in 5 to 10 minutes, each self-report contains 20 statements about thoughts, feelings or behaviours associated with emotional and social impairment in children and adolescent. Each statement is rated on how frequently the comment has been true for them.





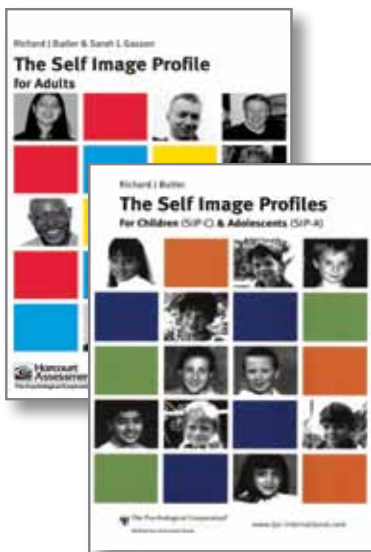


Five specific areas are covered:

- **Beck Depression Inventory for Youth:**  
This inventory allows for early identification of symptoms of depression. It includes items related to a child's or adolescent's negative thoughts about self, life and the future, feelings of sadness and guilt and sleep disturbance.
- **Beck Anxiety Inventory for Youth:**  
Reflects children's and adolescent's specific worries about school performance, the future, negative reactions of others, fears including loss of control and physiological symptoms associated with anxiety.
- **Beck Anger Inventory for Youth:**  
Evaluates a child's or adolescent's thoughts of being treated unfairly by others, feelings of anger and hatred.
- **Beck Disruptive Behavior Inventory for Youth:**  
Identifies thoughts and behaviours associated with conduct disorder and oppositional-defiant behaviour.
- **Beck Self-Concept Inventory for Youth:**  
Taps cognitions of competence, potency, and positive self-worth.

The *BYI™-II* can also be used in conjunction with other assessments such as the *Resiliency Scales for Children and Adolescents™*, to gain a comprehensive picture of the individual's mental health and well being.

*Qualification code: CL2R*



## The Self Image Profiles (SIP)

*The Self Image Profiles (SIP)* are brief self report measures that tap the individual's theory of self. 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 themselves, as well as to the clinician, the way in which they construe themselves. The *SIP* also provides a measure of Self Esteem, which is estimated by the discrepancy between ratings of 'How I am' and 'How I would like to be'.

The assessment can be used in both an educational context by Teachers, Specialist Support Services and Educational Psychologists, and in health service environments by Psychologists, Pediatricians, School Nurses, Counsellors and Specialists working with children and adolescents.

Also available is *The Self Image Profile for Adults*, mirroring the format of *SIP*, this is a brief self report of 32 items, suitable for assessing ages 17 to 65 years.

*Qualification code: CL2R*

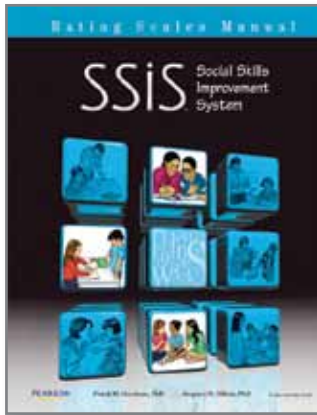
Recommended  
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outcomes for young  
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Foundation.

## Autism touches the lives of over two million people every day<sup>4</sup>



By screening for communication problems and key social, motivational and academic behaviours you can pinpoint where children and adults with autism need support. You can help them to find new ways to communicate and adjust to social rules, all of which will help to reduce their anxiety.

<sup>4</sup> Rosenblatt, M (2008), *I exist: the message from adults with autism in England*. London: National Autistic Society, pp.5-7.



## Linking Assessment Results to Practical Interventions

**BESTSELLER**

The *Social Skills Improvement System (SSiS)* addresses the need for an evidence-based, multi-tiered assessment and intervention system to aid you in helping students to develop, improve and maintain important social skills. Designed by experienced practitioners Stephen Elliott, Ph.D and Frank Gresham, Ph.D, this family of tools can be used early on in the school year to facilitate the universal screening of students at risk of academic or social behaviour difficulties, help plan interventions for improving these behaviours, and evaluate progress on targeted skills after intervention. The *SSiS* focuses on key skills that enable the academic success of students aged 3-18. The *SSiS* family of assessment and intervention tools include:

### Rating Scales – Ages 3-18 years old

*Qualification code: CL2R*

Offers a targeted and comprehensive assessment of an individual's social skills, problem behaviours and academic competence. Teacher, parent and student forms help provide a comprehensive picture across school, home and community settings.

### Intervention Guide - Ages 3 - 18 years old

*Qualification code: UNAS*

Offers in-depth social skills intervention for 20 core social skills linked directly to *SSiS Rating Scales* results

Covering: communication, cooperation, assertion, responsibility, empathy, engagement, self-control, administration materials



## Classwide Intervention Program – Ages 3-18 years old

Qualification code: UNAS

Provides teachers and other professionals with instructional scripts and resources for teaching the top 10 social skills that are critical to the functioning of all students within a classroom.

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.



## Performance Screening Guide – Ages 3-18 years old

Qualification code: CL2R

Offers universal screening of pro-social behaviours, maths skills, reading skills, and motivation to learn for all students in an entire classroom in less than 20 minutes.

*“The SSIS is an innovative and practical package of assessment and intervention which addresses a need for a standardised assessment of social skills development. The Rating Scales are not only easy to administer, but the corresponding intervention programme is self-explanatory and practical.”* Pearl Barnes MA, BSc(Hons), PGCE, PGCertEEEd, Training and Assessment Consultant



## Communication Checklists

The *Children's Communication Checklist (CCC-2)* is an assessment regularly used to screen children for language impairment, particularly with children on the autism spectrum.

It can be completed by any adult who has regular contact with a child for three or four days a week, for a minimum of three months. The outcome is two composite scores:

- The General Communication Composite (GCC) is used to identify children likely to have clinically significant communication problems.
- The Social Interaction Deviance Composite (SIDC) can assist in identifying children with a communicative profile characteristic of autism.



**Standard scores and percentiles are provided for each of the following 10 scales:**

- speech • syntax • semantic • coherence • inappropriate initiation • stereotyped language • use of context
- nonverbal communication • social relations • interests

*'An effective means to identify and characterize pragmatic language difficulties using a standardized approach in children with ASD.'* A. Philofsky, DJ Fidler, S Hepburn, *American Journal of Speech-language Pathology*, 2007

**Qualification code: CL2**



Also available is the recently published *Communication Checklist - Self Report (CC-SR)* and the *Communication Checklist - Adult (CC-A)*.

Both recently published tests comprise of a 70-item questionnaire, and provide valuable feedback on communicative strengths and weaknesses.

The *CC-SR* is suitable for older children, adolescents or adults who speak in sentences and have a reading age of at least 10 years. A self-report instrument, it screens for difficulties affecting speech, language and interaction in older children and adults with conditions that may affect communication, especially disorders on the autistic spectrum.

**Qualification code: CL2**

The *CC-A* 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). It is suitable for ages 17 years to 79 years and can help to identify subtle communicative difficulties indicative of the broader autism phenotype in individuals who are related to people with heritable disorders such as an ASD.

**Qualification code: CL2**

# Many people with an autism spectrum disorder have difficulty processing everyday sensory information such as sounds, sights and smells<sup>5</sup>

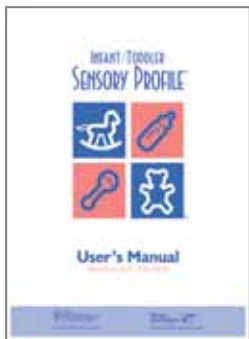
This can have an affect on how an individual responds to different situations within the home, community and classroom. The following range of tools can help you identify and measure processing abilities and assist you in forming strategies to help.

<sup>5</sup> The National Autistic Society, *How sensory sensitivity affects behaviour*. <http://www.autism.org.uk/sensory>



## Sensory Profile Family

Developed by Dr Winnie Dunn, well known in the field sensory integration, and based on Dunn's model of Sensory Processing, this range of assessment tools can be used with children and young people from Birth to 11 years and over.



### Infant / Toddler Sensory Profile™

The *Infant / Toddler Sensory Profile™* provides a standard method for measuring an infant's sensory processing abilities. Caregivers complete a judgment based questionnaire reporting the frequency with which infants respond to various sensory experiences (Almost Always, frequently, Occasionally, Seldom, or Almost Never).

*Qualification code: CL2*

### Sensory Profile™ and Supplement

Use the *Sensory Profile™*, a 125 question profile, to determine how well children process sensory information in everyday situations and to profile the sensory system's effect on functional performance. The profile contributes to a comprehensive picture of a child's performance.

The *Sensory Profile Supplement* provides general information about sensory processing and problem solving strategies supported by clinical reasoning, along with expanded cut scores and quadrant cut scores. It can be used in conjunction with the current *Sensory Profile™* to target effective interpretation.

*Qualification code: CL2*





# Sensory Profile School Companion

With the *Sensory Profile School Companion*, clinicians have the ability to evaluate a child's sensory processing skills and how these skills affect the child's classroom behaviour and performance.

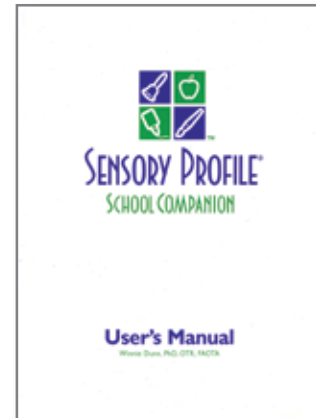
This standardised assessment reflects the teacher's observations of the child's performance in the school environment. Used in conjunction with the *Sensory Profile™* clinicians can obtain a comprehensive evaluation of a child's behaviour in various contexts; home, community and the classroom.

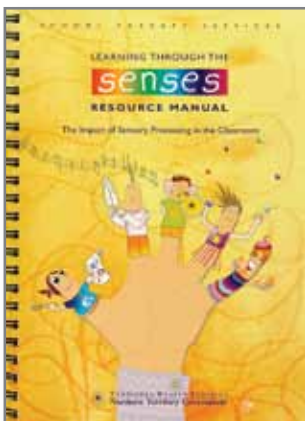
Qualification code: CL2

## Adolescent / Adult Sensory Profile™

For individuals aged 11 years and over, the *Adolescent / Adult Sensory Profile™* brings greater understanding about why individuals engage in particular behaviours and why they prefer certain environments and experiences. This self questionnaire is non-intrusive, easy to administer and score. An individual answers questions regarding how he or she generally responds to sensations, as opposed to how he or she responds at any given time.

Qualification code: CL2



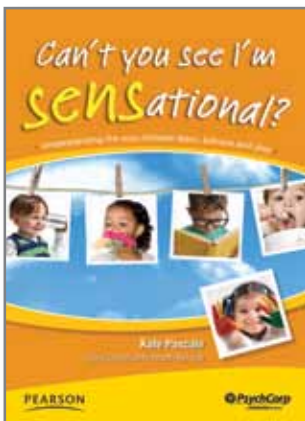


## Learning through the senses

With the *Learning Through the Senses Resource Manual*, you can expand your understanding of sensory processing. Appropriate for teachers the manual includes practical and effective classroom strategies and interventions to assist a child with learning difficulties and/or disruptive behaviours as a result of identified sensory processing difficulties.

Based on the Sensory Profile, *Learning Through the Senses Resource Manual* provides classroom strategies and activities for each sensory section as outlined by the *Sensory Profile*. It can also be used in conjunction with the *Sensory Profile School Companion* to plan and facilitate the appropriate intervention strategies.

Qualification code: UNAS



## Can't you see I'm Sensational

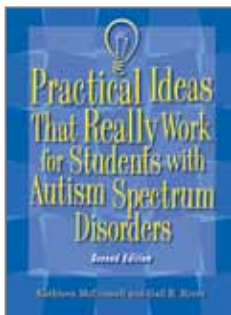
This resource is designed for teachers, parents and early childhood workers to support you in thinking differently about children's behaviour. It contains practical activity ideas and strategies, easy-to-understand definitions of sensory processing and checklists to help identify children who may have sensory processing difficulties.

It is a useful tool in helping you to reach and support children and develop new ideas about different ways in which children learn and behave.

Qualification code: UNAS

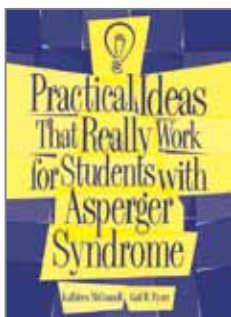
## Practical Ideas that can really make a difference

The *Practical Ideas* series are popular books full of intervention strategies and ideas that 'really work' for students.



*Practical Ideas that Really Work for Students with Autism Spectrum Disorders, Second Edition*, offers strategies that promote a students' ability to learn and focus in the classroom. The resource includes an evaluation scale and an ideas matrix, each of which is supported by practical suggestions such as Show You Know, Talk Prompters, Teaching Independence and Social Skills in Pictures.

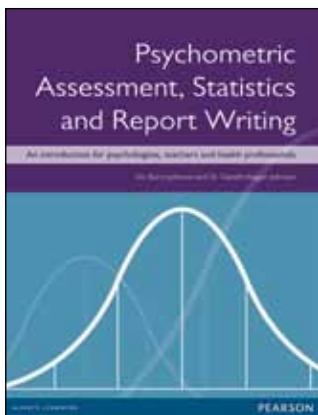
*Qualification code: UNAS*



The popular *Practical Ideas that Really Work for Students with Asperger Syndrome* consists of 34 practical and instructional concepts. Each idea focuses on a students' social skills, organisation and, or communication. Students can be evaluated using the rating scale and ideas tailored accordingly. Many ideas are easily reproducible and full of illustrations and examples.

*Qualification code: UNAS*





# Psychometric Assessment, Statistics and Report Writing

NEW

*Psychometric Assessment, Statistics and Report Writing* will be of benefit to all professionals involved in assessing young people and adults with special educational needs and specific learning difficulties.

**The content is divided into three sections:**

1. Statistical terms and equations (14 chapters)
  - Increases understanding and demonstrates efficient application in the assessment process of a range of statistical concepts.
2. Report writing (3 chapters)
  - Introduces excel formulae and table creations.
  - Illustrates data merging and insertion of charts into reports using excel.
3. Future trends (1 chapter)
  - Highlights future trends in assessment.

#### Features and outcomes:

- Uses scenarios and step-by-step worked examples for illustration
- Aids in diagnostic interpretation of psychometric scores and addresses common misunderstandings
- Increases confidence that diagnostic conclusions reflect sound principles of statistical interpretation and hypothesis-testing.

*Qualification code: UNAS*

# Psychometrics Training Online

NEW

An online training package developed to support those using standardised assessments in both health and education settings. Content is aimed at providing an introduction (or refresher for those who have already completed formal psychometric training), to the statistical concepts that underpin standardised tests.

As an introductory course it will signpost the user to further training such as the Certificate of Competence in Educational Testing (CCET) where appropriate.

## Key features:

- Easily navigable online program accessible at your convenience
- Includes a copy of the above book
- Approximately 5 hours of content: a combination of online and self directed learning
- Introductory step to BPS minimum standards for psychometric testing

*NB. Your online training course must be completed within a year of purchase.*

*Qualification code: UNAS*



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## Qualification codes

Pearson Assessment publishes a wide variety of tests for all kinds of users and we differentiate assessment products by classifying them as CL1, CL2, CL2R or CL3 instruments. Depending on your qualifications and training the second part of your registration number, the qualification code, will be CL1, CL2, CL2R or CL3. In order to establish which tests are available to you, simply compare your training code against the product qualification code.

**CL3 tests**, are generally, are those which do not require an individual to have advanced training in assessment and interpretation. Qualified Teachers or FE Practitioners with NVQ level 3 or above would be given this code.

**CL2R tests** require a further JCQ approved or similar qualification in special educational needs.

**CL2 tests** may be purchased by individuals who are certified by a professional organisation recognised by Pearson Assessment or have a graduate and/or post graduate qualification relevant to their profession. This qualification code would encompass all Psychologists other than those mentioned for CL1, Speech or Occupational Therapists, Mental Health Professionals and Health Practitioners.

### **CL1 tests can be used by:**

Anyone who is registered with the HPC as a Practitioner Psychologist and is also a Chartered Psychologist with the BPS.

Anyone who is registered with the HPC as a Practitioner Psychologist and also has the protected titles of Clinical Psychologist, Forensic Psychologist, Counselling Psychologist or Educational Psychologist.

*NB Practitioner Psychologists registered with the HPC, but who have no protected title or the protected titles of Health Psychologist or Sports and Exercise Psychologist, will be given a CL2 status.*

The list below shows which tests are available to you within your training code:

### **Your Code Available Product Codes**

CL1: All products  
CL2: CL2, CL2R, CL3  
CL2R: CL2R, CL3  
CL3: CL3





Pearson Assessment  
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# **Pearson Assessment**

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