

# Child & Adolescent Psychology

Innovative and psychometrically  
robust assessments to support  
children and young people  
achieve their full potential



Pearson

[pearsonclinical.co.uk](https://pearsonclinical.co.uk)

# Providing the best outcomes for you and your clients

Pearson Clinical has a long history of supporting allied health and psychology professionals. We understand the challenges you face on a day-to-day basis as you work with children and young people to identify areas where they are facing difficulties. We can support you as you strive to improve their lives through assessment, diagnosis and intervention.

We are continually developing and evolving our products to ensure they meet the needs of you and your clients.

## The Wechsler Range of Gold Standard Assessment

The past year has been an exciting one for us with the publication of both the **Wechsler Intelligence Scale for Children Fifth® UK Edition (WISC®-V<sup>UK</sup>)** and the **Wechsler Individual Achievement Test – Third UK Edition (WIAT-III<sup>UK</sup>)**. Originally developed by David Wechsler, PhD, The Wechsler range of gold standard assessments have stood the test of time by continuing to evolve with the changing landscape of modern psychological research, theory and digital technology. For the first time **WISC®-V<sup>UK</sup>** and **WIAT-III<sup>UK</sup>** are now available digitally via our new digital assessment platform **Q-interactive®** or in traditional paper-and-pencil format.



Image: David Wechsler, PhD

Throughout this brochure you can find information about many of our assessments. For more information and pricing please visit our website at [pearsonclinical.co.uk](https://www.pearsonclinical.co.uk).

### → Connect with us

We attend a range of conferences throughout the year. To see where we will be please visit [pearsonclinical.co.uk/events](https://www.pearsonclinical.co.uk/events).

### → Training and development

We also deliver a range of webinars and training courses throughout the year. Keep an eye on our website for the latest updates [pearsonclinical.co.uk/training](https://www.pearsonclinical.co.uk/training).

### → Social

To stay in touch with our latest updates please follow us on Twitter @PsychCorpUK. You can also find us on Facebook, YouTube and LinkedIn.

# Contact Us

## CUSTOMER SERVICE

### General Enquiries & Orders

Telephone: 0845 630 8888\*

\*(Calls cost 3p per minute plus your phone company's access charge)

Fax: 0845 630 5555\* (Please do not send credit card orders via fax)

Email: [info@pearsonclinical.co.uk](mailto:info@pearsonclinical.co.uk)

Technical Enquiries: [info@pearsonclinical.co.uk](mailto:info@pearsonclinical.co.uk)

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

### Your Area Sales Consultant

Our Area Sales Consultants are available to offer advice on the appropriate assessments for your particular client group. They can provide product presentations, attend team meetings, in-service study days or regional conferences. To find your local representative by county visit: [pearsonclinical.co.uk/salesconsultants](http://pearsonclinical.co.uk/salesconsultants)

# Contents

● DIGITAL ASSESSMENT .....	4-5
● GENERAL ABILITY .....	6-13
● ACHIEVEMENT .....	14-17
● MEMORY .....	18-20
● ATTENTION & EXECUTIVE FUNCTION.....	21-23
● LIFE SKILLS .....	24-25
● BEHAVIOUR & SOCIAL SKILLS .....	26-31
● BEHAVIOUR .....	32-34
● AUTISM/ASPERGERS .....	35-39
● MENTAL HEALTH.....	40-47
● CONTINUING PROFESSIONAL DEVELOPMENT.....	48-50
● REGISTRATION INFORMATION .....	51

# Go Digital with Q-interactive®

## Leading the way in digital assessment

With **Q-interactive®**, you can administer interactive assessments with an intuitive portable system that uses two iPads connected to each other to display stimulus material. You use one iPad to access the test administration instructions, score and record responses, and control visual stimuli. Your client uses the other iPad to view and respond to stimuli.

### Q-interactive® offers:

- Flexibility to edit assessment batteries 'on-the-fly'
- Greater accuracy scoring and view test results instantly
- Increased engagement from examinees
- Lightweight and portable – no need to carry heavy kits

## A range of batteries and subtests at your fingertips

The assessment library within **Q-interactive®** will continue to evolve as familiar Pearson assessments are added, along with subtests exclusively developed for **Q-interactive®** which will be made available in the future.



### Now available on Q-interactive®



Wechsler Intelligence Scale for Children Fifth® UK Edition



Kaufman Test of Educational Achievement – Third Edition



Wechsler Individual Achievement Test – Third UK Edition



Wechsler Memory Scale® - Fourth UK Edition



Wide Range Achievement Test – Fifth Edition

Start your free 30-day Q-interactive® trial today!  
Visit [helloq.co.uk/qifreetrial](https://helloq.co.uk/qifreetrial)



# Web-based Scoring and Reporting with Q-global®



Pearson Clinical Assessment developed **Q-global®** for Allied Health professionals, who want the ease, reliability, and security of a cost-effective, web-based platform for their administration, scoring and reporting needs.

**Q-global®** is the only scoring and reporting system that features leading assessments on a simple-to-use, web-based interface that is accessible anytime, anywhere.

## **Q-global® offers you:**

- 24/7 secure, web-based access
- Portability – **Q-global®** is web-based and not tied to a specific device
- Online ordering through Pearson's current e-Commerce site and subsequent automatic customer account setup
- On-demand, reliable scoring and expansive and comprehensive reporting solutions not available through hand-scoring

## **Create your Q-global® account today**

Creating your **Q-global®** account is simple and easy to do. Simply visit [pearsonclinical.co.uk/qglobalaccount](http://pearsonclinical.co.uk/qglobalaccount) and complete the online form. Our Customer Services Team will then contact you with your account details.

Tutorial guides on how to use **Q-global®** are available on the **Q-global®** page to help you with set-up and administration.

# Kaufman Assessment Battery for Children, Second Edition Normative Update (KABC™-II<sup>NU</sup>)

Alan S Kaufman and Nadeen L Kaufman, 2018

The KABC™-II<sup>NU</sup> updates the normative data for the existing KABC-II. It maintains the strengths of the KABC-II while providing updated normative information that reflects the changing population of children in the United States. The KABC™-II<sup>NU</sup> Manual Supplement provides detailed information on the new standardisation sample and includes the new normative tables.

The KABC™-II<sup>NU</sup> has a broad theoretical base, making it the instrument of choice for all cognitive assessment applications. This test provides detailed, accurate information and unprecedented flexibility. The test fairly assesses children of different backgrounds and with diverse problems, with small score differences between ethnic groups. KABC™-II<sup>NU</sup> subtests are designed to minimise verbal instructions and responses. This gives you in-depth data with less “filtering” due to language.

Test items contain little cultural content, so children of diverse backgrounds are assessed more fairly. You can be confident you’re getting a true picture of a child’s abilities—even when language difficulties or cultural differences might affect test scores.

## Dual theoretical model gives you options

With the KABC™-II<sup>NU</sup>, you can choose the Cattell-Horn-Carroll model for children from a mainstream cultural and language background. Or if Crystallized Ability would not be a fair indicator of the child’s cognitive ability, you may choose the Luria model which excludes verbal ability. Administer the same subtests on four or five ability scales. Then, interpret the results based on your chosen model. Either approach gives you a global score that is highly valid and that shows small differences between ethnic groups in comparison with other comprehensive ability batteries. In addition, a non-verbal option allows you to assess a child whose verbal skills are significantly limited.

For current KABC-II customers, you do not need to purchase a new kit. The only new items needed are the KABC™-II<sup>NU</sup> Manual Supplement and the KABC™-II<sup>NU</sup> Record Forms. The same KABC-II easels, manual, stimulus and manipulative materials will be utilized with the KABC™-II<sup>NU</sup>.

KABC™-II<sup>NU</sup> scales and their subtests include:

- Simultaneous/Gv
- Triangles
- Face Recognition
- Pattern Reasoning (ages 5 and 6)
- Block Counting
- Story Completion (ages 5 and 6)
- Conceptual Thinking
- Rover
- Gestalt Closure
- Sequential/ Gsm
- Word Order
- Number Recall
- Hand Movements
- Planning/Gf
- Pattern Reasoning (ages 7–18)
- Story Completion (ages 7–18)
- Learning/Glr
- Atlantis
- Atlantis Delayed
- Rebus
- Rebus Delayed
- Knowledge/Gc included in the CHC model only
- Riddles
- Expressive Vocabulary
- Verbal Knowledge



**Overview:** A culturally fair measure of cognitive ability

**Age Range:** 3 years to 18 years

**Administration:** Core Assessment: Individual, Core battery, Luria model: 25 to 55 minutes; Core battery, CHC model: 35 to 70 minutes

**Qualification Code:** CL1

Complete Kit with Norm Update Supplement

9780749142711

# NEPSY® – Second Edition (NEPSY®-II)



## SECOND EDITION

Marit Korkman, Ursula Kirk and Sally Kemp 2007

The **NEPSY®-II** is the only single measure that allows the clinician to create a tailored assessment across six domains, specific to a child's situation in order to answer referral questions or diagnostic concerns. The results provide information relating to typical childhood disorders, which can lead to accurate diagnosis and intervention planning for success in school and at home.

With the integrated **NEPSY®-II** you can:

- Assess executive functioning
- Vary the number and variety of subtests according to the needs of the child
- Link results to education difficulties
- Facilitate recommendations for mental health interventions
- Obtain a comprehensive view of quantitative and qualitative patterns of neuropsychological performance

### Features of NEPSY®-II

- Age range extended up to 16 years - record form formats for different age ranges
- Shortened administration time
- Recommended diagnostic grouping of subtests for use with clinical populations
- Replacement of domain scores with more clinically useful subtest scores
- Improved psychometric properties (ceilings and floors, reliability, validity) and clinical sensitivity
- Enhanced process scores within subtests

### NEPSY®-II Scoring Assistant and Administration Planner

- This scoring assistant software can be used both before and after test administration. Based on the specific child and the referral/clinical questions, the software can suggest specific subtests for administration to enhance the clinical utility and minimise testing time.

**Overview:** Assess neuropsychological development in children

**Age Range:** 3 years to 4 years; 5 years to 16 years 11 months

#### Administration:

Core Assessment: 45 minutes for preschool ages, 1 hour for school ages; Comprehensive Assessment: 90 minutes for preschool ages, 2 to 3 hours for school ages

**Qualification Code:** CL1

Complete Kit

9780158234274

NEPSY®-II on Q-interactive® – Contact us for a customised quote

## Kaufman Brief Intelligence Test – Second Edition (KBIT-2)

Alan S Kaufman and Nadeen L Kaufman, 2004

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 continues to provide:

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



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

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

**Administration:** Individual, 20 minutes

**Qualification Code:** CL2R

Complete Kit

9780749153199

## Wide Range Intelligence Test (WRIT)

Joseph Glutting, Wayne Adams and David Sheslow, 2000

The WRIT provides a general measure of intelligence with user-friendly materials that make it easy to administer. A highly reliable assessment of cognitive abilities, this measure can be used with individuals aged 4 years to 85 years. Taking less than 30 minutes to administer, the WRIT assesses both verbal and nonverbal abilities, yielding a Verbal IQ and a Visual IQ, which generate a combined General IQ.

- Covers an extended age range - one set of materials is needed to assess preschool children as young as 4 years to adults age 85 years
- Documents ability levels - provides an estimate of cognitive ability for educational, psychological or vocational rehabilitation evaluations
- Identify exceptionalities - help to identify learning disabilities, giftedness, and neuropsychological impairments
- Colourful, attractive, and engaging – subtests encourage participation by individuals of all ages

### Test structure

Four subtests address specific abilities:

- Verbal Scale (Crystallised): Vocabulary and Verbal Analogies Subtests
- Visual Scale (Fluid): Matrices and Diamonds Subtests



**Overview:** Provide a general measure of intelligence

**Age Range:** 4 years to 85 years

**Administration:** Individual, 20 to 30 minutes

**Qualification Code:** CL2R

Complete Kit

9780749117795

# Wechsler Preschool and Primary Scale of Intelligence® – Fourth UK Edition (WPPSI®-IV<sup>UK</sup>)

UK NORMS

David Wechsler, 2013

The **WPPSI®-IV<sup>UK</sup>** is an innovative measure of cognitive development for preschool and young children that is rooted in contemporary theory and research. This edition places a strong emphasis on child-friendly, developmentally appropriate features, with extensive enhancements that are targeted to benefit both children and examiners.



## Improved Developmental Appropriateness

- Simplified and shortened directions
- Demonstration, sample and teaching items used wherever possible to ensure clarity of task demands

## New Working Memory Subtests

- Picture Memory and Zoo Locations are two new working memory subtests for children as young as 2 years 6 months

## New Processing Speed Subtests

Three new game-like subtests use an ink dabber to indicate responses, which minimises fine motor demands:

- Bug Search and Animal Coding are adaptations of **WPPSI-III<sup>UK</sup>** Symbol Search and Coding
- Cancellation is a more developmentally appropriate adaptation of the **WISC-IV<sup>UK</sup>** version

## Improved Clinical Utility:

- Age range extended upwards to 7 years 7 months
- Scoring approach expanded to include strengths and weaknesses analysis at the index level
- Reduced expressive language requirements
- Updated and new special group studies
- Updated validity studies with other measures
- Expanded and Updated Factor Structure

For both age bands the test structure includes three levels of interpretation: Full Scale, Primary Index Scale and Ancillary Index Scale Levels.

**Complete Kit**

**9780749172046**

**Overview:** An innovative, reliable and valid measure of cognitive development for young children

**Age Range:** 2 years 6 months to 7 years 7 months

**Administration:** Individual, Ages 2 years 6 months to 3 years 11 months: 30 to 45 minutes, ages 4 years to 7 years 7 months: 45 to 60 minutes

**Qualification Code:** CL1

## UK Standardisation:

The UK standardisation project has been carried out on 448 individuals between the ages of 2 years 6 months and 7 years 7 months. The census has been matched on age, gender, SES and ethnicity appropriateness.

## Q-global® Scoring and Reporting

With online scoring and reporting available via Q-global®, you can save time and generate accurate **WPPSI-IV<sup>UK</sup>** results.

## Wechsler Intelligence Scale for Children® – Fifth UK Edition (WISC® -V<sup>UK</sup>)

David Wechsler, 2016

WISC®-V<sup>UK</sup> is the latest version of the most proven and trusted cognitive ability measure ever.

WISC®-V<sup>UK</sup> has been redesigned to give you a truly comprehensive picture of a child's abilities and it includes notable improvements to make identifying the issues, as well as finding solutions faster and easier, without sacrificing the Wechsler gold standard of excellence.

The WISC®-V<sup>UK</sup> provides a comprehensive measure of overall intellectual ability, as well as five specific cognitive domains that impact performance in the classroom and beyond.

### More coverage provides:

- Three new primary subtests Visual Puzzles, Figure Weights and Picture Span extending the content coverage and increasing its practical application.
- New subtests are targeted to common referral questions for children such as the prevalence of a specific learning disability
- Five primary index scores, the FSIQ, as well as three index scores obtained with the ten primary subtests provide additional information regarding a child's performance.
- A score report and interpretive report available via our web-based scoring and reporting system Q-global®

### Choose the format that is right for you:

#### Paper-and-pencil format

The WISC®-V<sup>UK</sup> complete kit includes: Administration and Scoring Manual, Technical and Interpretive Manual, Stimulus Books 1 and 2, 25 Record Forms, 25 Response Booklets 1, 25 Response Booklets 2, Coding Scoring Template, Symbol Search Scoring Key, Cancellation Scoring Template, and Wechsler Standard Block Design Set

#### Web-based format on Q-interactive®

WISC®-V<sup>UK</sup> on Q-interactive® includes access to the same content as the WISC®-V<sup>UK</sup> paper-and-pencil format, plus an expanding library of assessments. Q-interactive® walks you through administering a test, providing you item-level administration directions, displaying of stimuli, capturing the child's responses and scoring.

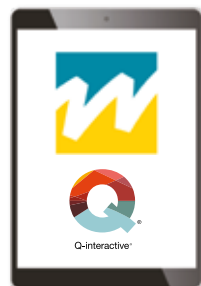


**Overview:** Measure a child's intellectual ability

**Age Range:** 6 years 0 months to 16 years 11 months

**Administration:** Primary subtests: 64 minutes

**Qualification Code:** CL1



#### Complete Kit

9780749171780

WISC®-V<sup>UK</sup> on Q-interactive® – Contact us for a customised quote

For more information about the WISC®-V<sup>UK</sup> please visit: [pearsonclinical.co.uk/wiscv](http://pearsonclinical.co.uk/wiscv)

## SUITABLE FOR DSA APPLICATIONS

# Wechsler Abbreviated Scale of Intelligence® – Second Edition (WASI®-II)

David Wechsler, 2011

The **WASI®-II**, provides a brief, reliable measure of cognitive ability for use in clinical, educational and research settings. This revision maintains the format and structure of the **WASI** while offering new content and improvements to provide greater clinical utility and efficiency.

Psychologists and researchers can use this quick and reliable measure when screening for learning difficulties or intellectual giftedness, or for other purposes:

- Screen to determine if in-depth intellectual assessment is needed
- Re-assess after a comprehensive evaluation
- Estimate Full Scale IQ (FSIQ) scores in busy practice settings
- Assess cognitive functioning of individuals referred for psychiatric evaluations
- Provide FSIQ scores for vocational, rehabilitation, or research purposes

## Features & Benefits

The **WASI®-II** offers significant enhancements and retains features you've come to rely on:

- Updated normative sample
- Four- and two-subtest versions allow you to control the administration time and depth of assessment
- Parallel items and subtests and strengthened links to the **WISC®-IV<sup>UK</sup>** and the **WAIS®-IV** maximise clinical utility and efficiency in cognitive assessment practice
- Simplified administration and scoring provide even more efficiency

## Content & Administration

The **WASI®-II** provides updated versions of the **WASI** Vocabulary, Similarities, Block Design and Matrix Reasoning subtests, flexible administration options (i.e. four-or-two subtest versions), and strengthened connections with the **WAIS®-IV** and the **WISC®-IV<sup>UK</sup>**.



**Overview:** Obtain a reliable brief measure of intelligence

**Age Range:** 6 years to 90 years 11 months

**Administration:** Individual, Four Subtest Form: 30 minutes; Two Subtest Form: 15 minutes

**Qualification Code:** CL1

Complete Kit

9780158981567

## Wechsler Nonverbal Scale of Ability™ (WNV™)

David Wechsler and Jack A Naglieri, 2006

The **WNV™** is ideal for psychologists who need a non-verbal measure of ability for individuals who are not English-language proficient, or have other language considerations.

When language poses a barrier to typical administration, or where traditional intellectual assessment results would be questionable due to language-related difficulties, the **WNV™** is appropriate for all individuals.

### Key Features:

- Innovative Pictorial Directions make administration easy and effective
- Ideal for low incidence disorders
- Offers flexibility with the choice of full battery or brief version

### Flexibility with the choice of Full Battery or Brief Version

Both versions are available within each **WNV™** kit. Different sets of subtests are administered according to the examinee's age – each measures general ability in a different way.

### Full battery subtests include:

- Matrices
- Recognition
- Object Assembly
- Spatial Span
- Coding
- Picture Arrangement

### Brief version:

- Two subtests
- Yields a single ability score



**Overview:** Assess multiple dimensions of cognitive ability through non-verbal means

**Age Range:** 4 years to 21 years 11 months

**Administration:** Individual, two subtest battery: 10 to 20 minutes; Four subtest battery: 30 to 45 minutes

**Qualification Code:** CL1

**Complete Kit**

**9780158338491**



## SUITABLE FOR ACCESS ARRANGEMENTS

## Naglieri Nonverbal Ability Test (NNAT – Individual Administration)

Jack A Naglieri, 2003

Ideal for use with children who do not speak English as their first language, **NNAT® – Individual Administration** is language free and culture fair.

No reading, writing or speaking is required of students; they merely point to the answers they feel are correct. The test uses progressive matrices, which are unbiased for minority students, hearing impaired students and children with impaired colour vision. **NNAT® – Individual Administration** allows for a fair evaluation of students' non-verbal reasoning and general problem-solving ability.

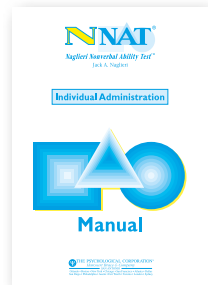
**NNAT® – Individual Administration** includes four item types:

- Pattern Completion
- Reasoning by Analogy
- Serial Reasoning
- Spatial Visualisation

**Norms:** Non-verbal Ability Indexes and Percentile Ranks.

**Complete Kit**

**9780158706009**



**Overview:** Individually assess general non-verbal ability in children

**Age Range:** 5 years to 17 years

**Administration:** Individual, 30 to 45 minutes

**Qualification Code:** CL2R

## Raven's – Educational

**UK NORMS**



**RAVEN'S**  
EDUCATIONAL-UK

John C Raven et al., 2008

**Raven's Progressive Matrices and Vocabulary Scales** enjoys a long history in the assessment of general cognitive abilities in children. The Progressive Matrices 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.

This useful instrument was re-standardised for the UK population and means that you can confidently use the Raven's to assess non-verbal and verbal aspect of general ability for children in the UK.

The following kits are available for children:

- **Raven's – Educational CPM/CVS complete kit** - Individually administered test for children aged 4 to 11 years
- **Raven's – Educational SPM+/MHV complete kit** - Individually and Group administered test for children and adolescents aged seven to 18 years.

*NB: There is an overlap in the normative data for the CPM/CVS kit and SPM+/MHV kit for children aged between 7 years to 11 years. It is advised that the examiner uses their professional judgement as to which would be the most appropriate test for their use when they are seeing children within this age range.*

**CPM/CVS Complete Kit**

**9780749142070**

**SPM+/MHV Complete Kit**

**9780749142193**

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

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

**Administration:** Individual or Group, SPM+/MHV: 60 to 90 minutes Individual, CPM/CVS: 30 minutes

**Qualification Code:** CL3

## Wechsler Individual Achievement Test® – Third UK Edition (WIAT®-III<sup>UK</sup>)



David Wechsler, 2017

The **WIAT®-III<sup>UK</sup>** is the most reliable and comprehensive assessment of reading, language and numerical attainment. The **WIAT®-III<sup>UK</sup>** is suitable for use in a variety of educational, clinical, and research settings, including schools, universities, clinics, private practice, and residential settings.

Use the **WIAT®-III<sup>UK</sup>** results to:

- Identify the academic strengths and weaknesses of a student
- Inform decisions regarding eligibility for educational services, educational placement, or diagnosis of a specific learning difficulty
- Plan intervention and measure progress

**WIAT®-III<sup>UK</sup>** has 16 subtests including three new subtests: Early Reading Skills, Oral Reading Fluency, and Maths Fluency. Each subtest has a specific age range.

The **WIAT®-III<sup>UK</sup>** provides two types of analyses to aid the identification of specific learning difficulties: the traditional Ability Achievement Discrepancy (AAD) analysis and the Pattern of Strengths and Weaknesses (PSW) Discrepancy analysis.

**Other new features include:**

- Enriched Listening Comprehension, Oral Expression, and Written Expression subtests
- Oral Reading Fluency subtest: options to report supplementary standard scores and cumulative percentage for Oral Reading Accuracy and Oral Reading Speed
- Standard scores for all subtests
- Comparisons with Wechsler ability scores
- Age-specific scoring examples in a scoring workbook to assist examiners in learning and using the scoring rules
- Quick Score Guides for Sentence Composition and Essay Composition: Theme Development and Text Organisation

**Choose the format that is right for you**

### Paper-and-pencil format

The **WIAT®-III<sup>UK</sup>** Complete Kit includes UK Examiner's Manual, UK Scoring and Normative Manual, Stimulus Book, Scoring Workbook, Oral Reading Fluency Booklet, Pack of 25 x Record Forms, Pack of 25 x Response Booklet, Pseudoword Card, Word Card and US Technical Manual/Audio USB.

### Web-based format on Q-interactive®

The **WIAT®-III<sup>UK</sup>** is now available digitally via Q-interactive® and includes access to the same content as the **WIAT®-III<sup>UK</sup>** paper-and-pencil format, plus to an expanding library of assessments including **WISC®-V<sup>UK</sup>**, **WAIS®-IV<sup>UK</sup>**, **WMS-IV<sup>UK</sup>**, **KTEA™-3**, **NEPSY™-II** and **D-KEFS™**.

**Complete Kit**

**9780749171971**

**WIAT®-III<sup>UK</sup> on Q-interactive – Contact us for a customised quote**

**Overview:** A reliable assessment of reading, language and numerical attainment in one test

**Age Range:** 4 years 0 months to 25 years 11 months

**Administration:** Individual – 45 to 90 minutes depending on the age of the examinee

**Qualification Code:** CL1

# Kaufman Test of Educational Achievement™ – Third Edition (KTEA™-3)



Alan S Kauman and Nadeen L Kaufman, 2014

An individually administered measure of academic achievement, **KTEA™-3** is a comprehensive assessment that evaluates key reading, maths, written language, and oral language skills. **KTEA™-3** has two independent, concurrently normed parallel forms (A and B) to help you accurately measure academic progress and minimise practice effects.

## Features & Benefits:

- Updated norms for ages 4:0 - 25:11
- Four new subtests
- Revised subtests with new items and improved content coverage
- Updated artwork
- Simplified administration procedures to enhance the usability of the test
- Qualitative observations checklist for suggesting possible areas of processing weaknesses
- Lower age range to age 4 and preschool norms to identify issues earlier
- Intervention suggestions for parents and teachers
- Easy to administer, score, and interpret
- Behavioural checklist to look at how the child responds during testing
- Alternate forms and Growth Scale Value (GSV) to easily measure progress

## Scoring and reporting is available on Q-global®

Q-global® helps you quickly and efficiently organise information, generate scores, and produce accurate, comprehensive reports.

## Web-based format on Q-interactive®

**KTEA™-3** is now available digitally via Q-interactive® and includes access to the same content as the paper-and-pencil format, plus an expanding library of assessments including WIAT®-III<sup>UK</sup>, WISC®-V<sup>UK</sup>, WAIS®-IV<sup>UK</sup>, WMS®-IV<sup>U</sup>, NEPSY-II<sup>TM</sup> and D-KEFS<sup>TM</sup>.

Form A Kit 9780749168544

Form B Kit 9780749168551

K-TEA-3™ on Q-interactive® – Contact us for a customised quote

**Overview:** An individually administered battery that provides in-depth assessment of key academic skills

**Age Range:** 4 years to 25 years 11 months

**Administration:** Individual 15 to 85 minutes for ASB composite

**Qualification Code:** CL2R

## Kaufman Test of Educational Achievement – Third Edition Brief Form (KTEA™-3 Brief)



Alan S Kaufman and Nadeen L Kaufman, 2015

The **KTEA™-3 Brief** is ideal as a stand-alone screener of basic academic skills. This easy-to-administer tool yields a truly valid and reliable assessment using six core subtests from the **KTEA™-3 Comprehensive Form B**.

From ages 4 years to 25 years, the **KTEA™-3 Brief** offers two overall estimates of academic skills: a 3-subtest Brief Achievement composite (BA-3) and an Academic Skills Battery (ASB) composite. The ASB battery also yields core composites in Reading, Maths, and Written Language for evaluating academic strengths and weaknesses.

For children aged 4 years to 6 years, the Brief offers a Reading composite and the ASB composite. Apply the **KTEA™-3 Brief** results to the Comprehensive Form When **KTEA™-3 Brief** results indicate that further evaluation is needed, you can incorporate the Brief standard scores when reporting results with the **KTEA™-3 Comprehensive Form A** or **Form B**. No need to re-administer those subtests. Standard scores from the Brief may be used interchangeably with the subtest and composite standard scores from the Comprehensive Form.

**Overview:** Individually administered battery that provides in-depth assessment of key academic skills

**Age Range:** 4 years to 25 years 11 months

**Administration:** 15 to 85 minutes for ASB Composite

**Qualification Code:** CL2R

KTEA-3 Brief Kit

9780749170325

## Keeping up-to-date with Pearson Clinical Assessment has never been easier

Our bi-monthly newsletters for health and psychology are a great way to keep up-to-date. They feature product and industry news, author interviews, event details and special offers.

Sign-up to receive your newsletter at [pearsonclinical.co.uk/enewsletters](https://pearsonclinical.co.uk/enewsletters)

You can now find us on the following social media channels:



**Twitter** – follow us @PsychCorpUK



**Facebook** – ‘Like’ our Facebook page at [facebook.com/psychcorpuk](https://facebook.com/psychcorpuk) and take part in discussions



**YouTube** – Subscribe to our YouTube channel for product tutorials and introductory videos [youtube.com/PsychCorpUK](https://youtube.com/PsychCorpUK)



Read our Health and Psychology blog at [uk.pearson.com/psychologyblog](https://uk.pearson.com/psychologyblog)

# Wide Range Achievement Test

## – Fifth Edition™ (WRAT5™)

Gary J Robertson and Gary S Wilkinson, 2017

Measure foundational academic skills with the WRAT5™

The WRAT5™ provides an accurate and easy-to-administer way to assess and monitor the reading, spelling, and maths skills in people aged 5–85+ and helps identify possible learning disabilities.

Administration is now available in two versions; traditional format (Paper Manuals and Record Forms) and digital on Q-interactive® (our test administration, scoring and reporting platform). Online scoring is also available via our Q-global® platform.

### WRAT5™ Benefits:

- Test learners of all ages using the same assessment
- Screen individuals or small groups (with some subtests) to help identify those requiring a more comprehensive academic achievement evaluation
- Administer only the subtests that are needed
- Administer with paper and pencil or digitally with Q-interactive®
- Digitally score and report using Q-global®

### Features:

- Efficient completion time—test can be completed in as little as 15 minutes for younger children and as little as 30 minutes for older children and adults
- Simple administration rules and clear scoring guidelines, contributing to accurate and timely data
- Grade-based start points, simple reversal rules, and clear discontinue rules

### What's new:

The WRAT5™ is upgraded with data reflecting current populations based on recent US census information. Updates include:

- Improved identification of learning disabilities
- Digital administration, scoring, and reporting
- Streamlining of rules
- Subtest improvements

### Test Structure:

The WRAT5™ provides derived scores and interpretive information for four subtests:

**Word Reading** - measures untimed letter identification and word recognition. The examinee reads aloud a list of letters/words.

**Sentence Comprehension** - measures the ability to identify the meaning of words and to comprehend the ideas and information in a sentence using an untimed modified cloze procedure. Each item requires the examinee to read (aloud or silently) a sentence with a word missing, and then say the word that best completes the sentence.

**Spelling measures** - an individual's ability to write letters and words from dictation without a time limit.

**Maths Computation** - measures an individual's ability to count, identify numbers, solve simple oral maths problems, and calculate written maths problems with a time limit. Problems are presented in a range of domains, including arithmetic, algebra, geometry, and advanced operations.

**A Reading Composite score** - is created by combining the Word Reading and Sentence Comprehension standard scores.



**Overview:** Measure and monitor fundamental reading, spelling, and maths skills

**Age Range:** 5 years to 85+ years

**Administration:**  
Approximately 15-25 minutes for ages 5-7 and 35-45 minutes for ages 8 and up

**Qualification Code:** CL2R

[Complete Paper Kit](#)

[9780749142353](#)

[WRAT5™ on Q-interactive® – Contact us for a customised quote](#)

## Working Memory Rating Scale (WMRS)

Tracy Packiam Alloway, Susan Gathercole and Hannah Kirkwood, 2008

Teachers can rarely identify memory as a source of difficulty in children with working memory problems, despite their poor classroom functioning.

Instead, children with memory problems are typically described as inattentive. The **WMRS** will increase the chances of the detection and subsequent effective support in school for children with deficits of working memory.

The **WMRS** was developed on the basis of interviews with teachers and consists of 22 items. It provides a quick and efficient way for early identification of working memory problems that will impair learning.

**Complete Kit**

9780749151003



**Overview:** Checklist to identify children with poor working memory skills

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

**Administration:** Individual, untimed

**Qualification Code:** CL3

## Wide Range Assessment of Memory and Learning – Second Edition (WRAML2)

David Sheslow and Wayne Adams, 2003

The **WRAML2** is a standardised instrument that allows the user to evaluate an individual's memory functioning. It provides evaluation of both immediate and delayed memory ability, as well as the acquisition of new learning.

### Features and benefits

- Updated for even more versatility and usability - The **WRAML2** includes standard scores, scaled scores, and percentiles. Age equivalents are provided for the child and pre-adolescent age groups
- Increased flexibility - A Screening Battery, consisting of four subtests from the Core Battery, provides an overview of memory functioning. Several subtests supplement the Core Battery, allowing you to choose additional subtests and indexes to facilitate qualitative analyses.

**Complete Kit**

9780749119560



**Overview:** Evaluate an individual's memory functioning

**Age Range:** 5 years to 90 years

**Administration:** Individual, 45 to 60 minutes; Screening section, 10 to 15 minutes

**Qualification Code:** CL2R

## Test of Memory and Learning Second Edition (TOMAL-2)

Cecil R Reynolds and Erin D Bigler, 2007

**TOMAL-2** provides the most comprehensive coverage of memory assessment currently available in a standardised battery. This assessment permits a direct comparison across a variety of aspects of memory in a single battery. This allows the assessment of strengths and weaknesses, as well as potentially pathologic indicators of memory disturbances. This US nationally standardised test evaluates general specific memory functions using eight core subtests, six supplementary subtests and 2 delayed recall tasks. **TOMAL-2** is useful for evaluating children or adults referred for learning disabilities, traumatic brain injury, neurological diseases, serious emotional disturbances and ADHD.



**Overview:** Comprehensive coverage of memory assessment

**Age Range:** 5 years to 59 years 11 months

**Administration:**  
Individual: Core Battery  
30 minutes; Core Battery  
plus Supplementary – 60  
minutes

**Qualification Code:** CL2R

[Complete Kit](#)

9780749137557

## Children's Memory Scale™ (CMS™)

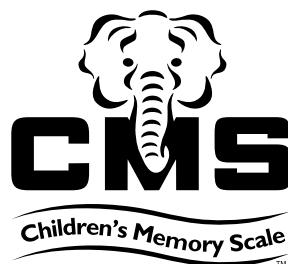
Morris Cohen, 1997

**CMS™** comprehensively assesses the integrity of memory functions in children and enables comparison with measures of both ability and achievement.

The **CMS™** parallels the structure of the adult **Wechsler Memory Scales**. Its six core subtests (Dot Locations, Stories, Faces, Word Pairs, Numbers and Sequences) load onto scales tapping:

- Immediate Verbal Memory
- Immediate Visual Memory
- Delayed Verbal Memory
- Delayed Visual Memory
- General Memory

It features minimal item bias and extensive clinical validation studies, making it appropriate as a process skills screening instrument for children with learning difficulties or memory/ attentional deficits resulting from traumatic brain injury, epilepsy, cancer, etc.



**Overview:** Assess children's memory abilities

**Age Range:** 5 years to 16 years

**Administration:** Individual,  
30 minutes

**Qualification Code:** CL1

[Complete Kit](#)

9780158038087

## Cogmed Working Memory Training™ (COGMED)

**Cogmed Working Memory Training™** is an online solution that helps people sustainably improve their attention by training their working memory. It combines cognitive neuroscience with innovative computer game design and close professional support to deliver substantial and lasting benefits.

The evidence shows that people with poor working memory can struggle to hold and manipulate information for a brief period of time, making it difficult for them to succeed in life.

But by training working memory, clients are able to stay focused, ignore distractions, plan next steps, start and finish tasks, and remember instructions more effectively

### Working across the ages

Cogmed is built around three easy-to-use, age-specific applications:

- Cogmed JM (Pre-school) • Cogmed RM (School Age) • Cogmed QM (Adult).

Each is designed to motivate and reward the user for training. The programs guide the user through multiple rotating exercises each day, whose level of complexity automatically adjusts in real-time; to a level that is challenging but not so difficult that it becomes intimidating.

The programs have been clinically proven to increase working memory capacity. The training can be completed online, at home or in school.

All three Cogmed programs are available within your annual licence, regardless of the size selected.

Developed in partnership with thousands of professionals worldwide, the new tablet version gives you:

- **Anytime, Anywhere Access** - All three training programs (JM, RM and QM) and the Cogmed Coaching Centre are now available on tablet devices, making the program easier than ever to administer
- **Greater Flexibility** - New protocols let you decide on the right training programme for your students, based on their schedule and needs. Choose between: 25, 35 and 50 minutes and 3, 4 or 5 days per week (shorter sessions are available for pre-school children)
- **Research-Based** - Over 35 studies have been published proving the beneficial effects and what students can achieve with Cogmed
- **A New User-Friendly Interface** - Makes it easier to see your reports, set up new usernames and customise the colour to personalise Cogmed for you
- **Big or Small** - With more licence options you can select a package that suits your setting

### Personal Support

Cogmed Coach Training is provided to all licence holders, giving you the skills and resources needed to support learners and track their progress. Further details can be found on page 47.

#### Annual Cogmed 5 Subscription

**9780749168773**

*Includes coach training and coach access for one person and 5 user IDs to be used within one year*

#### Annual Cogmed 10 Subscription

**9780749168797**

*Includes coach training and coach access for one person and 10 user IDs to be used within one year*

**If you wish to renew your Cogmed licence please contact our Customer Services team.**



### Working Memory Training

**Overview:** An evidence-based intervention for improved working memory

**Age Range:** 4 years and older

**Administration:** Adapt the training length to fit your timetable

**Qualification Code:** CL3



# ATTENTION AND EXECUTIVE FUNCTION

## Delis-Kaplan Executive Function System™ (D-KEFS™)

Dean C Delis, Edith Kaplan and Joel H Kramer, 2001



Comprehensively assess with nine tests the key components of executive functions believed to be mediated primarily by the frontal lobe. The D-KEFS™ is the first standardised set of tests to evaluate higher-level cognitive functions in both children and adults from 8 - 89 years.

The tests assess vital executive functions such as flexibility of thinking, inhibition, problem solving, planning, impulse control, concept formation, abstract thinking and creativity in both verbal and spatial modalities.

Use D-KEFS™ results to assess the integrity of the frontal system of the brain to determine how deficits in abstract, creative thinking may impact an individual's daily life; and to plan coping strategies and rehabilitation programs tailored to each patient's profile of executive function strengths and weaknesses.

D-KEFS™ is individually administered, and its game-like format is designed to be interesting and engaging for examinees, encouraging optimal performance without providing "right/ wrong" feedback that can create frustration in some children and adults.

**Overview:** Assess key components of executive functions

**Age Range:** 8 years to 89 years

**Administration:** Individual, 90 minutes

**Qualification Code:** CL1

[Complete Kit](#)

[9780749167998](#)

[D-KEFS™ on Q-interactive® – Contact us for a customised quote](#)

## Delis Rating of Executive Functions (D-REF)

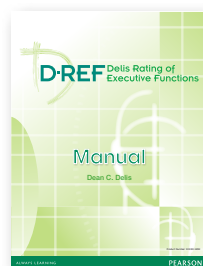
Dean C Delis, 2012

Delivered online, D-REF lets you quickly and easily administer, score, and report the frequency of observed behaviours that identify executive function problems in children and adolescents aged 5 - 19. This flexible, sensitive assessment includes parent, teacher, and self-ratings with 36 items that are answered as: Seldom/Never; Monthly; Weekly; or Daily. Psychologists working in a variety of settings can use this instrument to evaluate children with:

- ADHD-Combined • ADHD-Inattentive • Traumatic brain injury
- Autism/Asperger's Syndrome • Neurological/psychiatric disorders
- Learning disabilities

### Applications

- Enable the identification of patterns of clinically relevant symptoms
- Identify symptoms that create the most stress for the parent, teacher, and child for intervention
- Identify symptoms relevant to diagnostic criteria (DSM-IV)
- Track changes in behaviour after intervention



**Overview:** A measure of an individual's behaviours related to executive function difficulties

**Age Range:** 5 years to 18 years

**Administration:** Individual, 5 to 10 minutes per form

**Qualification Code:** CL2

[Q-global D-REF Scoring Subscription \(1 year\)](#)

[9780749170943](#)

## Behavioural Assessment of the Dysexecutive Syndrome in Children (BADS-C)

UK NORMS

Hazel Emslie, F Colin Wilson, Vivian Burden,  
Ian Nimmo-Smith and Barbara A Wilson, 2003

Now with normative data for 7 year olds

The **BADS-C** examines a number of aspects of the dysexecutive syndrome (DES) such as:

- Inflexibility and perseveration
- Novel problem solving
- Impulsivity
- Planning
- Ability to utilise feedback and moderate one's behaviour accordingly

**BADS-C** subtests are brief, varied, fun for the child, avoid feelings of failure and assess everyday life situations involving executive functioning. They capture a richness of data by looking at both the level of competence being demonstrated as well as how the task was attempted.

### DEX-C Questionnaire

The battery includes a 20-item questionnaire which reflects the range of problems usually associated with executive difficulties. This assesses four broad areas of possible difficulty: emotional/personality, motivational, behavioural and cognitive.



**Overview:** Assist in early identification of deficits in executive functioning in children

**Age Range:** 7 years to 16 years

**Administration:** Individual, 35 to 45 minutes

**Qualification Code:** CL1

[Complete Kit](#)

9780749134013



## Test of Everyday Attention for Children – Second Edition (TEA-Ch2)

UK NORMS

Tom Manly, Vicki Anderson, John Crawford, Ian H Robertson, Mette Underbjerg and Melanie George, 2016

The TEA-Ch2 is the new edition of the gold-standard test for attention, which uniquely measures separable aspects of attention.

### New features and updated include:

- A shorter and more user-friendly tool using a unique combination of both paper-based and computerised tests
- Comic format for administration with certificate and stickers to engage children in shared fun activity with examiner
- Shorter, simpler age appropriate version for the youngest children (TEA-Ch2J) and a longer version for the older children (TEA-Ch2A)
- General attention index and selective and sustained attention indices capturing core abilities
- Larger normative samples matched to UK demographics and improved psychometric properties
- Extension down to 5-year olds

TEA-Ch2 is particularly useful for use with children who have known or suspected problems with attention; tell part different patterns of strengths and weaknesses in cognition; inform interventions and monitor outcomes.

### New and Improved Psychometric Properties

UK standardisation carried out on:

- 621 children aged 8 years to 15 years, and
- 394 children aged 5 years to 7 years.
- Standardisation sample matched to 2011 census data for age, sex, SES and ethnicity to ensure the diverse population is represented

### Interpretation

- General attention index and selective and sustained attention indices.
- Regression based norms provide percentile ranks with scaled scores for subtests ( $M=10$ ,  $SD=3$ ) and percentile ranks with standard scores for indices ( $M=100$ ,  $SD=15$ )

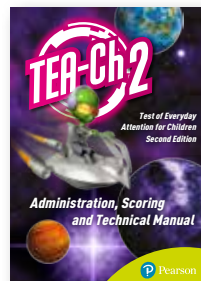
### Reliability and Validity

- Studies on clinical samples (paediatric neurology referrals and ADHD Clinic) provide evidence to support validity.
- Test-retest studies and inter-item correlation procedures provide evidence to support reliability

### Complete Kit

9780749162610

*Includes 25 Adult and Adolescent Record Forms, 25 Junior record forms, manual, timer and acetates*



**Overview:** Measure separable aspects of attention in children

**Age Range:** 5 years to 15 years 11 months

**Administration:** Ages 5 years to 7 years, 35 to 40 minutes; Ages 8 years to 15 years, 40 to 55 minutes

**Qualification Code:** CL1

# Vineland Adaptive Behavior Scales – Third Edition (Vineland-3)

Sara S Sparrow, Domenic V Cicchetti, and Celine A Saulnier, 2016

## The standard for measuring self-sufficiency

Since its conception, **Vineland Adaptive Behavior Scales** has been a leading measure of personal and social skills needed for everyday living. Psychologists and other professionals continue to depend on it to identify individuals who have learning disabilities, developmental delays, autism spectrum disorders, and other impairments.

Not only does **Vineland-3** aid in diagnosis, but it gives you valuable information for developing educational and treatment plans.

The scales are organised using three domains - Communication, Daily Living Skills, and Socialisation - that correspond to the three broad domains of adaptive functioning specified by the DSM-5. In addition, **Vineland-3** offers optional Motor Skills and Maladaptive Behavior domains for situations in which these areas are of concern.

With **Vineland-3** you can measure adaptive behaviour of individuals with:

- Learning difficulties
- Post-traumatic brain injury
- Autism spectrum disorders (ASDs)
- Hearing impairment
- ADHD
- Dementia/Alzheimer's disease

## Benefits

- Updated with new norms, improved items, and online administration and scoring
- Useful for diagnosis, qualification for special programs, progress reporting, program and treatment planning, and research
- Offers both respected semi-structured interview format which focuses discussion and gathers in-depth information, and also offers convenient rating forms

## Enhancements

- Updated item content and new norms
- Separate parent/caregiver and interview forms - with simplified item wording on the parent/caregiver forms
- Introduction of basal and ceiling rules to parent/caregiver and teacher form administration
- New domain-level versions of the interview, parent/caregiver, and teacher forms will offer a reliable, valid assessment at the domain level only, allowing for reduced administration time
- Comprehensive forms also available for the interview, parent/caregiver, and teacher Forms for a more in-depth evaluation
- Online administration available for all forms through Q-global®



**Overview:** Measure adaptive behaviour from birth to adulthood

**Age Range:** Birth to 90 years

**Administration:** Online using Q-global and paper-and-pencil. Approximately 20 minutes interview forms, 10 minutes parents/caregiver and teacher forms

**Qualification Code:** CL2R

Complete Kit

9780749171094

# Adaptive Behavior Assessment System – Third Edition (ABAS-3)

Patti Harrison and Thomas Oakland, 2015

The **ABAS-3** gives you a complete picture of functional skills across the life span.

Retaining all of the essential features, the **ABAS-3** is even easier to administer and score. It is particularly useful for evaluating those with developmental delays, autism spectrum disorder, intellectual disability, learning disabilities, neuropsychological disorders, and sensory or physical impairments.

## Key features

- New norms, updated item content, and improved ease of use
- Covers individuals from birth to 89 years of age
- Assesses 11 essential skill areas within 3 major adaptive domains: Conceptual, Social, and Practical
- Identifies adaptive behaviour strengths and weaknesses
- Integrates assessment, intervention planning, and progress monitoring
- Compatible with DSM-5

## Distributed Product

Comprehensive Kit	9780749168957
Infant and Preschool Kit	9780749168964
School Kit	9780749169022



**Overview:** Provides a complete assessment of adaptive skills across the life span

**Age Range:** Birth to 89 years

**Administration:** Individual, 15 to 20 minutes

**Qualification Code:** CL2R

## Where you can find us...

Each year we attend and support a range of events.

Here are a few that you can expect to see us at over the course of 2018:

**BPS Annual Conference** 2nd – 4th May 2018, Nottingham

**BPS DFP Annual Conference** 19th – 21st June 2018, Newcastle-Upon-Tyne

**NASEN** 6th July 2018, Birmingham

**BPS DNP Annual Conference** 5th – 7th September, Newcastle-Upon-Tyne

**TES SEN Show** 5th - 6th October 2018, London

Visit our website to see a complete list of events: [pearsonclinical.co.uk/events](http://pearsonclinical.co.uk/events)

## Behaviour Assessment System for Children – Third Edition (BASC-3)

Cecil R Reynolds and R W Kamphaus, 2015

Children and young adults with emotional and behavioural issues need the help of professionals like you to help them thrive at home and in school. The new **BASC-3** is the gold-standard for identifying and managing behavioural and emotional strengths and weaknesses.

Assessing the behavioural and emotional functioning of children and adolescents can be an effective tool in promoting student success.

The **BASC** holds an exceptional track record for providing a complete picture of a child's behaviour by applying a triangulation method for gathering information.

Analyse the child's behaviour from three perspectives – Self, Teacher, and Parent using a comprehensive set of rating scales and forms to help you understand the behaviours and emotions.

### New features:

- New content scale items for Teacher Rating Scales and Parent Rating Scales include: Developmental Social Disorders, Anger Control, Resiliency and Executive Functioning
- New content scale items for Self-Report of Personality include: Test Anxiety, Mania, Ego Strength and Anger Control
- Choice of end-to-end digital assessment via Q-global®. Reports available include Profile, Interpretive, Intervention, Clinical and a new Integrated Report option
- The Student Observation System (SOS) is now available digitally via tablet and phone devices enabling on-the-fly administration
- The Structured Developmental History can now be administered via tablet or laptop devices. This digital component integrates qualitative data with Rating Scale results, allowing faster access to important diagnostic information

**BASC-3 Hand Scored Starter Set** 9780749169664

For details and prices of record forms and workbooks please visit [peasonclinical.co.uk/BASC3](http://peasonclinical.co.uk/BASC3)



**Overview:** Understand the emotions and behaviours of children and adolescents

**Age Range:** 2 years to 21 years 11 months (TRS and PRS); 6 years to college age (SRP)

**Administration:** CL2R

**Qualification Code:** Individual, 10 to 20 minutes (TRS and PRS), 30 minutes (SRP)

## BASC-3 BESS Behavioral and Emotional Screening System (BASC-3 BESS)

Cecil R Reynolds and R W Kamphaus, 2015

Available on Q-global with individual and group level reports.

The **BASC-3 BESS** can be used in school or clinical settings to provide a snapshot of a child's behavioural and emotional functioning; quickly identifying children and adolescents aged 3 years to 18 years who might be in need of additional support; or evaluation for underlying problems that could be impacting success in school or in forming interpersonal relationships.

This comprehensive screening system consists of brief forms that can be completed by teachers, parents, or students, providing one of the most comprehensive and efficient tools available today.

The system includes three forms, which can be used individually or in any combination:

- Teacher form with two levels: Preschool (for ages 3 years to 5 years) and Child/Adolescent (for ages 5 to 18 years)
- Student self-report form with one level: Child/Adolescent (for ages 8 years to 18 years)
- Parent form with two levels: Preschool (for ages years to 5 years) and Child/Adolescent (for ages 5 years to 18 years)

Each form ranges from 25 to 30 items, requires no formal training for the raters, and is easy to complete, taking only 5 to 10 minutes of administration time. Parents or students who have difficulty reading may complete the forms by listening to audio recordings on compact disc.

### Features:

- Assesses a wide array of behaviours that represent both behavioural problems and strengths, including internalising problems, externalising problems, school problems, and adaptive skills
- Comprehensive and efficient, the forms can be completed by the Teacher, Student and Parent in approximately five minutes or less
- Reliable and accurate, a single Total Score on the report is a predictor of a broad range of behavioural, emotional and academic problems
- Validity indexes that identify responses that may be overly negative or inconsistent

**BASC-3 BESS Hand Scored Kit** 9780749169640

For details and prices of record forms and workbooks please visit [pearsonclinical.co.uk/BASC3](http://pearsonclinical.co.uk/BASC3)



**Overview:** Brief, universal screening system for measuring behavioural and emotional strengths and weaknesses in children and adolescents

**Age Range:** 2 years to 18 years 11 months (Teacher and Parent); 8 years to 18 years 11 months (Self-Report)

**Administration:** Individual, 5 to 10 minutes

**Qualification Code:** CL2R



## BASC-3 Parenting Relationship Questionnaire (BASC-3 PRQ)



Cecil R Reynolds and R W Kamphaus, 2015

Capturing a parent/carer perspective on the parent/carer-child relationship is an important step in helping professionals to guide appropriate and effective intervention plans. The **BASC-3 PRQ** assesses traditional parent-child dimensions such as attachment and involvement and provides information on parenting style, confidence, stress, and satisfaction with the child's school.

This comprehensive tool offers a quick and reliable means of gathering valuable information and can be used in school, clinical, paediatric, counselling, and other settings. It should be administered to mothers and/or fathers (or caregivers) of children aged 2 years to 18 years.

[BASC-3 PRQ Hand Scored Examination Set](#)

[9780749169725](#)



**Overview:** Captures a parent's perspective on the parent-child relationship

**Age Range:** 2 years to 18 years 11 months

**Administration:** Individual, 10 to 15 minutes

**Qualification Code:** CL2R

## BASC-3 Flex Monitor



Cecil R Reynolds and R W Kamphaus, 2015

The **Flex Monitor** is an exciting addition to the **BASC-3** family, which enables psychologists and professionals in a school or clinical environment to monitor and tackle the effects of a behavioural intervention. An Internet based tool, the **Flex Monitor** provides a bank of behaviourally-or emotionally-based items which can be selected to create a customised monitoring form. The form will enable score comparisons to a nationally representative population sample; and allow users to calculate reliability estimates, based on a normative sample.

Existing forms can also be selected to measure behavioural performance across a variety of common behavioural areas (e.g., hyperactivity, attention, etc.). Behavioural performance can be measured and displayed over a period of time, helping to establish the effectiveness of an intervention strategy.

[Q-global BASC-3 Flex Monitor Report](#)

[9780749169756](#)

[Q-global PRQ Flex Monitor Digital Manual](#)

[9780749170721](#)



### Overview:

A computer-based collection, scoring, and reporting system that will enable users to track behavioural progress over time

**Age Range:** 2 years to 18 years 11 months (Teacher and Parent); 8 years to 18 years 11 months (Self-Report)

**Administration:** 5 to 10 minutes

**Qualification Code:** CL2R



## BASC-3 Intervention Guide and Materials

Kimberly Vannest, Cecil R Reynolds and R W Kamphaus, 2015

### BASC-3 Intervention Guide

The **BASC-3 Behavior Intervention Guide** provides a collection of evidence-based interventions designed to help remediate emotional and behavioural problems experienced by children and adolescents. Comprehensive, how-to content is organised around some of the most common problem behaviours seen by teachers and parents and reported by children themselves.

To support this Guide, Parent Tip Sheets are available for a number of behavioural and emotional problems. These sheets enable parents to work more effectively with professionals to become an active part of their child's success. The information is designed to help parents learn about the problems being experienced and offer different strategies which can be used at home to help address these problems or concerns. These resources are available in pen and paper, and/ or digital formats.

### Behaviour and emotional categories

- Academic problems
- Adaptability
- Aggression
- Anxiety
- Attention problems
- Conduct problems
- Depression
- Functional communication
- Hyperactivity
- Leadership/social skills
- Somatisation
- Parent tip sheets

### Documentation Checklist

A separate Documentation Checklist for professionals to assist with reporting requirements is also available.

### Behavioral and Emotional Skill Building Guide – For use in the classroom

The new Behavioral and Emotional Skill-Building Guide, is an easy-to-use workbook, for use by teachers, counsellors, social workers, or other professionals who work in a school or similar setting. The Guide provides activities, small group or classroom-based lessons that promote and develop a number of core behavioural and emotional skills, such as communicating, problem solving, listening effectively, and relaxation strategies. When used in conjunction with the **BASC-3 BESS**, this Guide can be used to enhance the skills of the students and promote behaviours that lead to school-wide success.



### Overview:

A step-by-step guide to select and implement evidence-based interventions

**Age Range:** 2 years to 18 years 11 months

**Qualification Code:** CL2R

**BASC-3 Intervention Starter Set**    9780749169695

## Social Skills Improvement System (SSiS)

Stephen N Elliott and Frank M Gresham, 2008

The **Social Skills Improvement System Rating Scales** enables targeted assessment of individuals and small groups to help evaluate social skills, problem behaviours and academic competence. Teacher, parent and student forms help provide a comprehensive picture across school, home and community settings.

Designed to replace the **Social Skills Rating System**, this substantially revised tool includes updated norms, improved psychometric properties, and new subscales.

**The multi-rater SSIS Rating Scales helps measure:**

**Social Skills:** Communication, Co-operation, Assertion, Responsibility, Empathy, Engagement, Self-Control

**Competing Problem Behaviours:** Externalising, Bullying, Hyperactivity/Inattention, Internalising, Autism Spectrum

**Academic Competence:** Reading Achievement, Maths Achievement, Motivation to Learn

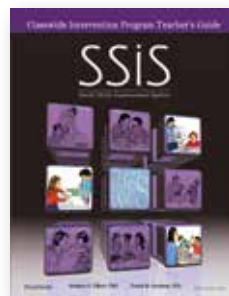
**This significant revised instrument features:**

- Four new subscales (Communication, Engagement, Bullying, and Autism Spectrum)
- National norms for pre-school
- New items to provide greater coverage of important behaviours on existing subscales
- Revision of existing items to improve the alignment of content across forms
- Collection of reliability and validity evidence, including correlations with other measures and consistency with research on special populations
- Standard scores with percentile ranks
- Standardisation based on a nationwide sample matched to the US population estimates for race, region, and SES
- Combined norms and separate-sex norms

### Convenient Scoring Options

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.

**Please note that this software is compatible with Windows XP, Vista & Mac OS only.**



#### Overview:

An evidence-based assessment and intervention system to help develop key social skills

**Age Range:** 3 years to 18 years

**Administration:** Individual – 10 to 25 minutes

**Qualification Code:** CL2R

[Hand-Scored Starter Kit](#)

9780749157173

## SSiS Intervention Tools

Stephen N Elliott and Frank M Gresham, 2008

### SSIS INTERVENTION GUIDE

The **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.

### INTERVENTION PROGRAM

The **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.

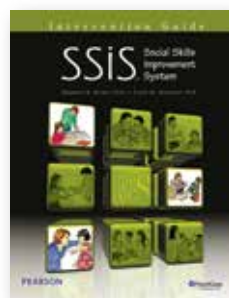
Program units focus on 10 social skills that consistently earned the highest importance ratings. Each of the 10 skill units is divided into three 20 to 25-minute lessons organised around the six phases.

#### 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.

**Intervention Guide with Resource Disc** 9780749159412

**Classwide Intervention Program** 9780749159368



**Overview:** Offers in-depth social skills intervention for 20 keystone social skills linked directly to SSiS Rating scales results.

**Age Range:** 3 years to 18 years

**Qualification Code:** CL2R

# Conners 3rd Edition™ (Conners 3™)

C Keith Conners, 2008

The **Conners 3™** is the result of five years of extensive product development and research.

The **Conners 3™** now addresses co-morbid disorders such as oppositional defiant disorder and conduct disorder. Each parent, teacher and self-report form is available in full-length and short versions.

Professionals in the psychological field will benefit from the following enhancements:

- A large representative normative sample based on the latest U.S. census data
- A refined focus on ADHD in school-age children with a new age range (6–18 for parent and teacher scales and 8–18 for self-report scales)
- Clear applications in education settings that help identify children with clinical symptoms
- A manual that provides step-by-step guidance on how to use the tool in intervention planning and monitoring

## Scales and Forms

- General Psychopathology
- Hyperactivity/Impulsivity
- Executive Functioning
- Learning Problems
- Aggression
- Peer Relations
- Family Relations
- ADHD Hyperactive/Impulsive
- ADHD Inattentive
- ADHD Combined
- Oppositional Defiant Disorder
- Conduct Disorder

## Conners 3 Global Index

The **Conners 3 Global Index™** is a fast and effective measure of general psychopathology. It includes the 10 best predictive items from the, **Conners' Rating Scales–Revised™**, parent and teacher rating scales.

## Conners 3 ADHD Index

The **Conners 3rd Edition™** offers a 10-item **Conners 3 ADHD Index™**. The items are taken from the **Conners 3** full-length form and are the perfect tool when time is limited.

## DSM-V™ Updates

With the release of the **DSM-V™**, revisions have been made to the symptom criteria for ADHD, Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD). In line with this updates have been made to the **Conners 3™** manual (detailed in supplement), full length hand-scored forms and scoring software.

## Updated DSM-V Hand-scored Forms

Updated **DSM-V™** hand-scored forms for the **Conners 3** Full-length Parent, Teacher, and Self-Report QuikScore™ Forms are now available.

For further details visit [pearsonclinical.co.uk/connersdsm5](http://pearsonclinical.co.uk/connersdsm5)

*Distributed Product*



**CONNERS**  
3rd Edition

**Overview:** Assess ADHD

**Age Range:** Teacher/parent forms: 6 years to 18 years; Self-report forms: 8 years to 18 years

**Administration:** Individual, 20 minutes

**Qualification Code:** CL2R

**Conners 3 Handscored Kit with DSM-V Update**

**9780749168254**

## Conners Comprehensive Behavior Rating Scales (Conners CBRS)

C Keith Conners, 2008

The **Conners CBRS™** is an instrument designed to provide a complete overview of child and adolescent disorders and concerns. Those working in the field of child and youth psychology can now use the **Conners CBRS™** to assess a wide spectrum of behaviours, emotions, and academic problems in today's youth.

The **Conners CBRS™** includes the following scales:

- Empirical
- Rational
- DSM-IV TR™ Symptom
- Validity
- Clinical indicators
- Impairment

### DSM-V™ Updates

With the release of the **DSM-V™**, revisions have been made to the diagnostic criteria on which the DSM symptom scales are scored. In line with this updates have been made to the scoring option for **Conners CBRS™**.

*Distributed Product*

Conners CBRS Software Kit

9780749148393



**Overview:** Assesses behaviours, emotions and academic problems

**Age Range:** Teacher/parent forms: 6 years to 18 years; Self-report forms: 8 years to 18 years

**Administration:** Individual, 20 minutes

**Qualification Code:** CL2R

## Conners Early Childhood™ (Conners EC™)

C Keith Conners, 2009

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

*Distributed Product*

Conners Early Childhood Behaviour Kit

9780749140632



**Overview:** Monitor early childhood behaviour in a preschool setting

**Age Range:** 2 years to 6 years

**Administration:** Individual, 25 minutes

**Qualification Code:** CL2R

## Brown Attention-Deficit Disorder Scales (Brown ADD Scales)

Thomas E Brown, 2001, 1996

Based on Thomas Brown's model of cognitive impairment in ADD, the **Brown ADD Scales** explore the executive cognitive functioning aspects of cognition associated with ADHD (ADD).

The **Brown ADD Scales** go beyond measures that address only hyperactivity to assess for less apparent impairments of executive functioning.

The manuals explain the new understanding of ADD as complex impairments of executive functions that impact academic, social, emotional and behavioural functioning. This children's edition features six clusters frequently associated with ADD:

- Organising, prioritising and activating to work
- Focusing, sustaining and shifting attention to tasks
- Regulating alertness, sustaining effort and processing speed
- Managing frustration and modulating emotions
- Utilising working memory and accessing recall
- Monitoring and self-regulating action

### Comprehensive Diagnostic Form

The Brown ADD Diagnostic Form allows you to gather and integrate important diagnostic information about an individual, with cluster and total scores arriving at a diagnostic decision.

The Diagnostic Form helps you conduct a comprehensive evaluation, with a set of procedures for integrating a clinical history, a co-morbidity screener, and a worksheet for integrating data from the Brown ADD Scales with standardised scores from other tests.

### Flexible Scoring

The convenient Ready Score® form gives you immediate cluster scores and a total score indicating overall impairment from a broad range of ADD symptoms. T scores give you an indication of how much impairment the examinee is showing on each of the clusters, relative to a normative population. Results indicate whether the individual appears to have ADD and would benefit from a full evaluation for the disorder.



**Overview:** Screen for reliable indications of ADD in all ages

**Age Range:** 3 years to 7 years; 8 years to 12 years; 12 years to 18 years; Adult (18+)

**Administration:** Individual, 10 to 20 minutes

**Qualification Code:** CL2R

Complete Kit for children and adolescents

9780158029337

## Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)

Catherine Lord, Michael Rutter, Pamela C DiLavore, Susan Risi, Katherine Gotham, Somer L Bishop, Rhiannon J Luyster, Whitney Guthrie, 2012

The **ADOS-2** is a semi-structured, standardised assessment of communication, social interaction, play, and restricted and repetitive behaviours. By observing and coding these behaviours, you can obtain information that informs diagnosis, treatment planning, and educational placement.

With updated protocols, revised algorithms, a new Comparison Score, and a Toddler Module, the **ADOS-2** provides a highly accurate picture of current ADS symptoms, unaffected by language.

### Five Modules

The **ADOS-2** includes five modules, each requiring just 40 to 60 minutes to administer. The individual being evaluated is given only one module, selected on the basis of his or her expressive language level and chronological age.

- **NEW Toddler Module** - for children between 12 and 30 months of age who do not consistently use phrase speech. Engages the child with loosely structured activities involving highly motivating materials designed to show if the child demonstrates behaviours associated with ASD
- **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

### Revised Features Standardised Administration, Coding, and Scoring:

- Updated protocol booklets structures the administration and guides you through coding and scoring
- In modules 1 to 4, algorithm scores are compared with cutoff scores to yield one of three classifications: Autism, Autism Spectrum, and Non-spectrum
- New toddler module algorithms yield "ranges of concern" rather than classification scores
- Provides a highly accurate picture of current ASD-related symptoms, based on real-time observations

### Improved Protocol Booklets, Revised Algorithms, and a New Comparison Score

- Protocol booklets provide clearer, more explicit administration and coding instructions
- Algorithms for modules 1 to 3 have been revised to achieve more accurate and useful results, and provide a more uniform basis for comparing results
- New comparison score for modules 1 to 3 allows you to compare a child's overall level of autism spectrum-related symptoms to that of children diagnosed with ASD who are the same age and have similar language skills

### Distributed Product

Complete Handscore Kit 9780749164027

Complete Software Kit 9780749164041

DVD Training Kit 9780749164072



**Overview:** Accurately assess and diagnose autism spectrum disorders across age, developmental level and language skills

**Age Range:** 12 months to Adult

**Administration:** Individual, 40 to 60 minutes

**Qualification Code:** CL2R

**WARNING NOT SUITABLE FOR CHILDREN UNDER 36 MONTHS DUE TO SMALL PARTS, CHOKING HAZARD** !

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

Michael Rutter, Ann LeCouteur and Catherine Lord, 2003

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*

[Complete Kit](#)

9780749140854

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

**Age Range:** 2 years and older

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

**Qualification Code:** CL2

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

Eric Schopler, Mary E Van Bourgondien, Gilenna Janette Wellman and Steven R Love, 2010

Since its original publication, the CARS™ has become one of the most empirically validated autism assessments. 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.

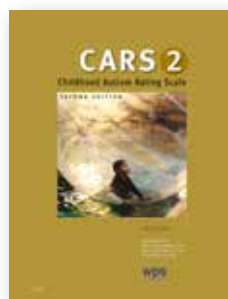
The CARS2™ includes three forms:

- Standard version rating booklet
- High functioning individuals rating booklet
- Questionnaire for parents or caregivers

*Distributed Product*

[Complete Kit](#)

9780749144838



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

**Age Range:** 2 years and older

**Administration:** Individual, Untimed

**Qualification Code:** CL3



## UPDATES TO SCORING TO REFLECT DSM-V™

# Autism Spectrum Rating Scales™ (ASRS™)

Sam Goldstein and Jack A Naglieri, 2010

A standardised, norm-referenced tool, **ASRS™** is highly valid, brief and easy to administer in approximately 20 minutes (5 minutes for the short form). It 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); and Attention (ASRS [6–18 Years] only).

**The assessment has two versions available:**

- ASRS (2–5 Years) - comprises of 70 items
- ASRS (6–18 Years) - comprises of 71 items

There are separate parent and teacher rating forms for each age group. There is also a 15-item ASRS short form available, to screen large numbers of children in order determine which are most likely to require additional evaluation or services for an ASD and related issues.

### DSM-V™ Updates

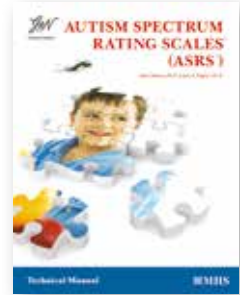
With the release of the **DSM-V™**, revisions have been made to the Symptom Scales. In line with this updates have been made to the scoring software and Full-length Parent and Teacher hand-scored forms.

*Distributed Product*

**DSM-5 Complete Kit**

**9780749168865**

Please visit [pearsonclinical.co.uk/asrdsdm5](http://pearsonclinical.co.uk/asrdsdm5) for a full list of components and prices.



**Overview:** Measure behaviours associated with the Autism Spectrum Disorders (ASD)

**Age Range:** 2 years to 18 years

**Administration:** Individual, 20 minutes; Short form: 5 minutes

**Qualification Code:** CL2R

## Social Responsiveness Scale, Second Edition (SRS-2)

John Constantino, 2012

### Compare Symptoms to DSM-5 Criteria for ASD

The second edition of this highly regarded autism assessment offers the convenience of a screener and the power of a diagnostic tool. Completed in just 15 to 20 minutes, the **SRS-2** identifies social impairment associated with autism spectrum disorders (ASDs) and quantifies its severity. It's sensitive enough to detect even subtle symptoms, yet specific enough to differentiate clinical groups, both within the autism spectrum and between ASD and other disorders. With an expanded age range, the **SRS-2** can be used to monitor symptoms throughout the lifespan.

*Distributed Product*

[Child/Adolescent Handscored Kit](#) 9780749167318

[Software Kit](#) 9780749167288



**Overview:** Identifies the presence and severity of social impairment within the autism spectrum and differentiates if from that which occurs in other disorders

**Age Range:** 2 years 6 months to Adult

**Administration:** 15 to 20 minutes

**Qualification Code:** CL2

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

James E Gilliam, 2013

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

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.

### New Features

- Items and subscales reflect DSM-V diagnostic criteria for Autism Spectrum Disorder
- 44 new items added
- All six subscales have been empirically determined to be valid and sensitive for identification of children with ASD
- Normative data (N = 1859) were collected in 2010 and 2011

*Distributed Product*

[Complete Kit](#) 9780749166540



**Overview:** Assists teachers, parents and clinicians in identifying autism in individuals and estimating its severity

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

**Administration:** Individual, 5 to 10 minutes

**Qualification Code:** CL3

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

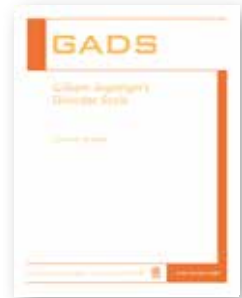
James E Gilliam, 2000

- 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 to document behavioural progress, 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

*Distributed Product*

**Complete Kit**

**9780749120986**



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

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

**Administration:** Individual, 5 to 10 minutes

**Qualification Code:** CL3

## Asperger Syndrome Diagnostic Scale (ASDS)

Brenda Myles, Stacey Jones-Bock and Richard Simpson, 2000

The **Asperger Syndrome Diagnostic Scale (ASDS)** is a quick, easy-to-use rating scale that can help you determine whether a child has Asperger Syndrome.

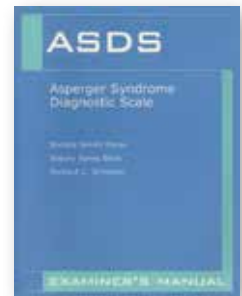
Designed to identify Asperger Syndrome in children aged 5 years to 18 years, the 50 items that comprise the **ASDS** were drawn from five specific areas of behaviour: Cognitive; Maladaptive; Language; Social; Sensorimotor.

- Obtain an AS quotient that indicates the likelihood that an individual has Asperger Syndrome
- The five subtest scores provide comparative information
- The total score identifies individuals with Asperger's Syndrome

*Distributed Product*

**Complete Kit**

**9780761618386**



**Overview:** Identify children who might have Asperger Syndrome

**Age Range:** 5 years to 18 years

**Administration:** Individual, 10 to 15 minutes

**Qualification Code:** CL3

## Beck Youth Inventories™ , Second Edition for Children and Adolescents (BYI-II™)



Judith S Beck, Aaron T Beck, John B Jolly and Robert Steer, 2005

Assess your clients to age 18 assuring confidence in your clinical decision-making, while helping you plan effective intervention. Five self-report inventories can be used separately or in combination to assess symptoms of depression, anxiety, anger, disruptive behaviour and self-concept.

The **BYI™II** use the same principles as the widely used Beck Scales of Depression, Anxiety, Hopelessness and Suicide Ideation. Each inventory contains 20 statements about thoughts, feelings and behaviours associated with emotional and social impairment in youth. Children and adolescents describe how frequently the statement has been true for them.

**Overview:** Evaluate child and adolescent emotional and social impairment

**Age Range:** 7 years to 18 years

**Administration:** Individual or Group, 5 to 10 minutes per inventory

**Qualification Code:** CL2R

[Complete Kit](#)

9780158014197

## Children's Depression Inventory™ , Second Edition (CDI2™)

# CDI2

Maria Kovacs, 2010

The **CDI 2™** is a comprehensive multi-rater assessment of depressive symptoms in children aged 7 to 17 years. Depressive symptomatology is quantified by the **CDI 2™** based on reports from children/ adolescents, teachers and parents. Based on the original **CDI™**, the **CDI 2™** retains many of the essential features of its predecessor and introduces a number of important refinements. The updated version includes new items that focus on the core aspects of childhood depression, revised scales that are more reliable and valid, as well as new norms that are representative of the US population.

Also updated and enhanced are the normative samples of the Parent and Teacher forms. Together, the inventories are a family of tools that accurately assess the presence and the severity of depressive symptoms.

*Distributed Product*

**Overview:** Measures cognitive, affective, and behavioural signs of depression

**Age Range:** 7 years to 17 years

**Administration:** Individual, 5 to 15 minutes; 5 to 10 minutes for Short Form

**Qualification Code:** CL2R

[Handscored Kit](#)

9780749162009

# Resiliency Scales for Children and Adolescents™

Sandra Prince-Embury, 2006

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.

**Resiliency Scales for Children and Adolescents** contains:

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

[Complete Kit](#)

9780158234632



**Overview:** Profile child and adolescent personal strengths as well as vulnerability

**Age Range:** 9 years to 18 years

**Administration:** Individual or Group, 5 minutes per scale

**Qualification Code:** CL2R

# Self Image Profiles (SIP)

UK NORMS

Richard J Butler, 2001

The **SIP** are brief self-report measures that tap the individual's self-concept.

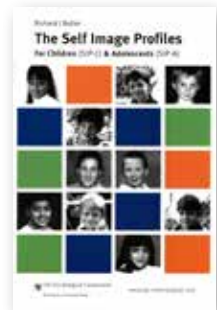
There are 2 forms; the **SIP-C** for children aged 7 to 11 years and the **SIP-A** for adolescents aged 12 to 16 years.

The **SIP** provide 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 provide 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.

[Complete Kit](#)

9780749120481



**Overview:** Quickly assess self image and self esteem in children and adolescents

**Age Range:** 7 years to 16 years

**Administration:** Individual or Group, SIP-C: 12 to 15 minutes; SIP-A: 9 to 17 minutes

**Qualification Code:** CL2R

## Millon™ Pre-Adolescent Clinical Inventory (M-PACI™)

Theodore Millon, Robert Tringone, Carrie Millon and Seth Grossman, 2005

Unlike instruments that focus on a single clinical area such as anxiety or depression, the **M-PACI™** assessment provides an integrated view that synthesises the child's emerging personality styles and clinical syndromes, helping clinicians detect early signs of Axis I and Axis II disorders.

### Key features:

- Contains fewer than 100 questions and takes most preadolescents only 15 to 20 minutes to complete
- Uses age-appropriate language and requires minimal reading level
- Validated against expert clinician judgments and other leading self-report inventories for this age group
- A summary of potential treatment strategies, tailored to each patient, is provided in the M-PACI interpretive report
- With online scoring and reporting available via Q-global®, you can save time and generate accurate M-PACI results

Handscore starter Kit

9780749154196



**Overview:** Identify psychological problems in pre-adolescent children

**Age Range:** 9 years to 12 years

**Administration:** Individual, 15 to 20 minutes

**Qualification Code:** CL1

## Millon™ Adolescent Clinical Inventory (MACI)

Theodore Millon, Carrie Millon, Roger Davis and Seth Grossman, 1993

This versatile instrument is essential in helping to:

- Conduct detailed evaluations to confirm diagnostic hypotheses
- Create individualised treatment planning
- Measure progress before, during and after treatment

To help you formulate more precise treatment plans, the Grossman Facet Scales identify personality processes (e.g., self-image, mood temperament) that underlie overall scale elevations on the Personality Pattern scales. Each personality scale now has three facet scales, for which results are presented in the automated reports.

Using an age-appropriate format, the **MACI** test helps measure a number of factors closely associated with adolescents, including Sexual Discomfort, Substance Abuse Proneness, Suicidal Tendency and Eating Dysfunctions.

Handscore starter Kit

9780749153489



**Overview:** Brief adolescent personality inventory

**Age Range:** 13 years to 19 years

**Administration:** Individual, 25 to 30 minutes

**Qualification Code:** CL1

## Minnesota Multiphasic Personality Inventory® – Adolescent (MMPI-A®)



Manual: James N Butcher, Ph.D., Carolyn L Williams, Ph.D., John R Graham, Ph.D., Robert P Archer, Ph.D., Auke Tellegen, Ph.D., Yossef S Ben-Porath, Ph.D., and Beverly Kaemmer, 1992. Manual Supplement: John R Graham, Ph.D., Robert P Archer, Ph.D., Auke Tellegen, Ph.D., Yossef S Ben-Porath, Ph.D., and Beverly Kaemmer, 2006

An empirically-based measure of adolescent psychopathology, the MMPI-A® test contains adolescent specific scales, and other unique features designed to make the instrument especially appropriate for today's youth.

Use this self-report inventory to help:

- Support diagnosis and treatment planning in a variety of settings
- Identify the root causes of potential problems early on
- Provide easy-to-understand information to share with parents, teachers, and others in the adolescent's support network
- Guide professionals in making appropriate referrals

Handscore starter Kit

9780749154035

## Minnesota Multiphasic Personality Inventory– Adolescent Restructured Form™ (MMPI-A-RF™)



Robert P Archer, Richard W Handel, Yossef S Ben-Porath and Auke Tellegen, 2016

The MMPI-A-RF is the most up-to-date, empirically based personality assessment for use with adolescents. The test mirrors the structure of the MMPI-2-RF, the most recent version for use with adults, and includes several adolescent-specific scales. The MMPI-A-RF is composed of 241 items, is linked to current models of psychopathology and personality, and features 48 empirically validated scales relevant for use with adolescents in a variety of clinical, forensic, and school settings.

The MMPI-A-RF provides relevant information to aid clinicians in problem identification, diagnosis, and treatment planning for adolescents' age 14 years to 18 years.

Starter Kit

9780749171407

**Overview:** Measure adolescent psychopathology

**Age Range:** 14 years to 18 years

**Administration:** Individual, approximately 60 minutes

**Qualification Code:** CL1



**Overview:** Aid clinicians in problem identification, diagnosis, and treatment planning for adolescents

**Age Range:** 14 years to 18 years

**Administration:** 25 to 30 minutes computer-administered; 30-45 minutes paper and pencil

**Qualification Code:** CL1



## Hare Psychopathy Checklist: Youth Version™ (PCL:YV™)

Adelle E Forth, David S Kosson and Robert D Hare, 2003

Based on the widely-used PCL-R™ for assessing adult psychopathy, the PCL:YV™ helps identify potential patterns of cheating, fighting, bullying and other anti-social acts in adolescents and teenagers.

Early identification of these traits is critical to the development of these individuals as they move into adulthood. Results from the PCL:YV™ provide a strong basis for interventions and treatment.

Key areas measured:

- Interpersonal
- Affective
- Behaviour
- Antisocial

*Distributed Product*

[Complete Kit](#)

9780749140489



**Overview:** Assess antisocial traits in youth

**Age Range:** 12 years to 18 years

**Administration:** Individual, 90 to 120 minutes

**Qualification Code:** CL1

## Novaco Anger Scale and Provocation Inventory (NAS-PI)

Raymond W Novaco, 2003

Brief and easy-to-administer, this self-report questionnaire is an excellent way to assess anger in clinical, community and correctional settings.

The NAS-PI is composed of two parts:

- The Novaco Anger Scale (60 items), which tells you how an individual experiences anger
- The Provocation Inventory (25 items), which identifies the kind of situations that induce anger in particular individuals. It can also be administered to students who have learning difficulties and developmental delays.

The entire questionnaire can be completed in just 25 minutes by anyone with a reading age of 8 or above. It can also be administered to clients who are mentally disordered or developmentally delayed, though items may have to be read to these individuals.

*Distributed Product*

[Complete Kit](#)

9780749140977



**Overview:** Tells you how individuals experience anger and what kind of situations provoke it

**Age Range:** 9 years to 84 years

**Administration:** Individual, 25 minutes

**Qualification Code:** CL2

## Aggression Questionnaire (AQ)

Arnold H Buss and W L Warren, 2000

Screen children and adults for aggressive tendencies with this routine self-report inventory. The **AQ** measures an individual's aggressive responses and his or her ability to channel those responses in a safe, constructive manner. The self-report consisting of 34 items on which individuals rate themselves on a 5-point scale ranging from "Not at all like me" to "Completely like me."

- Physical aggression • Hostility • Verbal aggression
- Indirect aggression • Anger

The AQ is ideal for use in correctional settings, schools, military installations, and geriatric or convalescent hospitals for both screening and program evaluation.

*Distributed Product*

**Complete Kit**

9780749160883



**Overview:** Offers a quick, practical way to screen large groups or individuals for aggressive tendencies

**Age Range:** 9 years to 88 years

**Administration:** Individual, 10 minutes

**Qualification Code:** CL2R

## Revised Children's Manifest Anxiety Scale: Second Edition (RCMAS-2)

Cecil R Reynolds and Bert O Richmond, 2008

The **RCMAS-2** is a brief self-report inventory, with a simple yes/no format that measures the level and nature of anxiety in 6 to 19 year olds. The test brings into focus the often invisible worry, stress, and fear that can lead to academic difficulties, social withdrawal and other problems.

Composed of 49 items, the test covers the following scales:

- Physiological anxiety
- Worry
- Social anxiety
- Defensiveness
- Inconsistent responding index

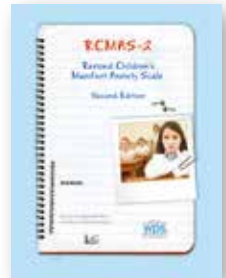
**Ideal for Routine Screening**

Administered regularly, the scale allows you to identify anxiety in individual children, assess levels of anxiety in the classroom as a whole, and help students handle anxiety-producing situations.

*Distributed Product*

**Complete Kit**

9780749163242



**Overview:** Measures the level and nature of anxiety, as experienced by children today, using a simple yes-or-no response format

**Age Range:** 6 years to 19 years

**Administration:** Individual, 10 to 15 minutes; less than 5 minutes for Short Form

**Qualification Code:** CL2R

## Children's Measure of Obsessive-Compulsive Symptoms (CMOCS)

Cecil R Reynolds and Ronald B Livingston, 2010

Now there's a new option for evaluating OCD, a brief, easy-to-administer, self-report inventory that offers both detailed and summary scores, all referenced to a large, representative norm sample.

The **CMOCS** is composed of 56 items covering six problem areas:

- Fear of contamination
- Rituals
- Intrusive thoughts
- Checking
- Fear of mistakes and harm
- Picking/slowness

These scales address obsessions and compulsions and their impact on daily functioning. In addition, two validity scales alert you to inconsistent responding or defensiveness on the examinee's part.

*Distributed Product*

**Complete Kit**

9780749160890



**Overview:** Provides a psychometrically sound measure of obsessions, compulsions, and their impact on daily functioning

**Age Range:** 8 years to 19 years

**Administration:** Individual, 10 to 15 minutes

**Qualification Code:** CL2R

## Childhood Trauma Questionnaire (CTQ)

David P Bernstein and Laura Fink, 1997

The **CTQ** is a 28 item self-report inventory that can be administered to adolescents and adults to provide reliable, valid screening for a history of abuse and neglect in order to establish whether traumatic childhood conditions are a factor in your client's personal history.

It is an effective, clinical tool, which can be administered in five minutes with five scales measuring:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Physical neglect
- Emotional neglect

It includes a minimisation denial scale for detecting individuals who may be under reporting traumatic events and interpretative guidelines which allow for identification of three levels of severity of abuse and neglect (low, moderate, severe).

**Complete Kit**

9780158102337



**Overview:** A retrospective self-report to assess history of trauma

**Age Range:** 12 years and older

**Administration:** Individual, 5 minutes

**Qualification Code:** CL2

## Brief Symptom Inventory (BSI)

Leonard R Derogatis, 1993 & 2000. Leonard R Derogatis, 1993

The efficient **BSI** instrument provides patient-reported data to help support clinical decision-making at intake and during the course of treatment in multiple settings.

- Assess patients at intake for psychological problems
- Objectively support care management decisions
- Measure patient progress during and after treatment to monitor change
- Provide outcomes measurement for treatment programs and providers through aggregated patient information



**BSI Nonpatient Adolescent Handscore Starter Kit** 9780749154400

**Overview:** Quickly measure psychological symptoms

**Age Range:** 13 years and older

**Administration:** Individual, 8 to 10 minutes (BSI)

**Qualification Code:** CL2

## Symptom Checklist-90-Revised (SCL-90-R)

Leonard R Derogatis, 1994

The **SCL-90-R** test contains only 90 items and helps measure nine primary symptom dimensions. It is designed to provide an overview of a patient's symptoms and their intensity at a specific point in time. By providing an index of symptom severity, the assessment helps facilitate treatment decisions and identify patients before problems become acute.



**Handscore Non-patient Adult Starter Kit** 9780749154257

**Overview:** Evaluate psychological problems and symptoms of psychopathology

**Age Range:** 13 years and older

**Administration:** Individual, 12 to 15 minutes

**Qualification Code:** CL2

## Cogmed Working Memory Training™

### Cogmed Coach Training

**Cogmed Coach Training** is an essential part of the **Cogmed Working Memory Training™** (see page 20) process and provides you with the skills and resources needed to support clients and students. To ensure maximum success with **Cogmed** the annual licence includes **Cogmed Coach Training** for named coaches up to the amount covered by your subscription.

The named coaches can attend training at any time within the subscription year at a central location or online. This training covers areas such as

- What is working memory
- The effects of training working memory
- Demonstration of the training programmes
- Cogmed coaching centre
- Working as a coach
- The Cogmed coaching method

By the end of the training you will understand:

- The importance of working memory
- The methodology of Cogmed
- Strategies for implementing Cogmed

We also ensure that you are provided with the latest research and development about working memory training and experiences from our work.

Our support will help you with both technical and practical questions related to using Cogmed.

Within your Coaching Centre you will also find a Training Manual and a series of videos and examples to ensure Cogmed works for your students.

For details on pricing please visit [cogmed.uk.com](http://cogmed.uk.com)



## COGMED

### Working Memory Training

**Overview:** Coach Training designed to provide you with the skills and resources needed to support clients and students

**Qualification Code:** CL3

## Psychometric Assessment, Statistics and Report Writing

An Introduction for Psychologists, Teachers and Health Professionals

Barry Johnson and Gareth Hagger-Johnson, 2013

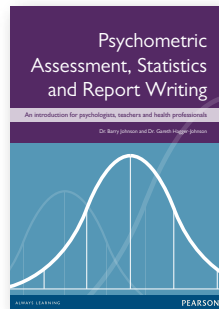
**Psychometric Assessment, Statistics and Report Writing** will be of benefit to all professionals involved in assessing young people and adults with special educational needs and specific learning difficulties.

The content is divided into three sections:

1. Statistical terms and equations
2. Report writing
3. Future trends

**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



## Psychometrics Training Online

Alan Macgregor, 2013

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

### Psychometrics Training Online

*Consists of access to the online training and a book: Psychometric Assessment Statistics and Report Writing. Both items need to be purchased in order to access the training. Psychometrics Training Online*

**Psychometrics Training Online** 9780749163761

**Psychometric Assessment, Statistics and Report Writing,**  
Paperback 192 pages 9780749163778



**Overview:** An online training package developed to support those using standardised assessments in both health and education settings

**Qualification Code:** UNAS

## Autism Diagnostic Observation Schedule – Second Edition: ADOS-2 Training

Catherine Lord, Michael Rutter, Pamela C DiLavore, Susan Risi, Katherine Gotham, Somer L Bishop, Rhiannon J Luyster, Whitney Guthrie, 2012

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

### 1) ADOS-2 Clinical Workshops

Pearson offers 2-day clinical workshops run by experienced professionals. These workshops are aimed at professionals unfamiliar with the ADOS-2 and will provide an introduction and guidance on the use of the ADOS-2 for the purposes of clinical assessment.

Our experienced trainer will describe the ADOS-2 and demonstrate administration and scoring, operationalising diagnostic criteria for ASD.

Attendees will have the opportunity to practice scoring with guidance from the trainer on the nuances of administration and coding the ADOS-2.

### Pre and Post Course Materials

Pre and Post Course Materials are included in the cost of the workshop and amount to approximately 10 hours of required self-directed learning.

Our ADOS-2 Clinical Workshops have been endorsed by the College of Occupational Therapists who made several commendations:

- Excellent learning material including workshops and DVDs
- Well-structured with pre-course work and post course work to help consolidate the learning

### 2) DVD Training Package

For clinicians with no previous ADOS-2 training:

- Training DVDs featuring case examples for all ADOS-2 modules
- Updated and expanded Training Guidebook
- A CD containing PDFs of all Training Protocol Booklets

### 3) DVD Training Upgrade Package

For individuals already trained in ADOS Modules 1 through 4. This includes:

- The Toddler Training DVD
- Updated and expanded Training Guidebook
- A CD containing PDFs of all Training Protocol Booklets

New course dates are available at [pearsonclinical.co.uk/ADSO2](http://pearsonclinical.co.uk/ADSO2)



**WARNING NOT SUITABLE FOR CHILDREN UNDER 36 MONTHS DUE TO SMALL PARTS, CHOKING HAZARD**

**Overview:** Three training options for clinicians wishing to use the ADOS-2

**Qualification Code:** CL2

2-day Clinical Workshop

9780749166274

ADOS-2 DVD Training Kit: complete training on all five ADOS-2 Modules

9780749164072

ADOS-2 DVD Training Upgrade Kit: Training on the ADOS-2 Toddler Module

9780749164089

# Important – you must be registered with Pearson Assessment before you can order.

The materials in this brochure are intended for use by professionally qualified practitioners. To ensure that our materials are used with professional care and in appropriate situations, sales of materials are restricted. In accordance with the policy of organisations such as the Royal College of Speech, Language Therapists your eligibility to purchase tests is determined on the basis of training and experience.

## 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 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:

**UNAS:** Unassigned tests are available to all users, no qualifications are required to purchase these tests.

**CL3** tests in general, are those which do not require an individual to have advanced training in assessment and interpretation. Qualified teachers would be given this code. Higher Level Teaching Assistants who hold an appropriate qualification in Educational Testing would also be considered for this qualification code.

**CL2R** tests require qualified teaching status and a further Post Graduate Qualification in SEN i.e. Post Graduate Diploma or Masters. This qualification would need to be in SEN, SpLD or a relevant field. Qualified teachers who hold an appropriate qualification in Educational Testing would also be considered for this qualification code.

**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 purchased by anyone who is registered with the HCPC as a Practitioner Psychologist and also has the protected titles of Clinical Psychologist, Forensic Psychologist, Counselling Psychologist or Educational Psychologist. Psychologists with a relevant PhD related to the area of Child and Adolescent Psychology that an assessment covers should contact Customer Services to understand if they qualify for CL1 status.

NB: Practitioner Psychologists registered with the HCPC, 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 table 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

## Do you have a question about Qualification codes?

Contact our Customer Services department on 0845 630 8888  
(Calls cost 3p per minute plus your phone company's access charge)



# Working together for a fuller picture



A subset of the WISC®-V<sup>UK</sup> and the WIAT®-III<sup>UK</sup> samples were co-collected allowing you to gain excellent comparisons of a child's general availability level with his or her level of achievement.



## Go Digital with Q-interactive®

New digital format via Q-interactive®

Start your FREE 30-day Q-interactive® trial today!  
Visit [helloq.co.uk/qifreetrial](http://helloq.co.uk/qifreetrial)

## QUICK LINKS

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

Stay in touch – sign-up to our bi-monthly e-newsletters: [personclinical.co.uk/enewsletters](http://personclinical.co.uk/enewsletters)

Download our free **Assessment Assistant App**

## FOLLOW OUR BLOGS

[uk.pearson.com/psychologyblog](http://uk.pearson.com/psychologyblog) or [uk.pearson.com/sendblog](http://uk.pearson.com/sendblog)

## SOCIAL MEDIA

Find @PsychCorpUK on the following social media sites:



Pearson Assessment  
80 Strand  
London WC2R 0RL

ISBN 9780997880892



9 780997 880892



Pearson Education Ltd is committed to reducing its impact on the environment by using responsibly sourced recycled paper.

PEUK0419