

# Speech and Language Assessments

Innovative assessments and solutions  
to support children, young people  
and adults with speech, language  
and communication needs



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

# 2018 Speech and Language Assessment range

## Innovative assessment solutions to support the needs of you and your clients

At Pearson Clinical Assessment we are committed to developing and delivering a wide range of trusted and reliable assessments and interventions to support your work with clients at every stage of their lives.

We are continually developing and evolving our products to ensure they meet your specific needs.

This year our portfolio includes the new CELF®-5<sup>UK</sup> available in traditional paper-and-pencil format, as well as digital format via our online assessment platform Q-interactive®. With Q-interactive® you now have the choice to go digital. The CELF®-5<sup>UK</sup> joins the PPVT™4, GFTA3 and KLP3 also available via Q-interactive®.

## Connect with us

We attend a range of conferences throughout the year as well as delivering a range of webinars and training courses. To view a list of upcoming events please visit [pearsonclinical.co.uk/events](http://pearsonclinical.co.uk/events).

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

## Shine a Light Awards

Each year we hold the Shine A Light Awards in collaboration with The Communication Trust which showcases innovative and successful practice in a wide range of speech, language and communication settings across the United Kingdom. For more information about the 2018 awards visit [www.shinealightawards.co.uk](http://www.shinealightawards.co.uk).



Image of Caspian Jamie, Winner of the Pearson Outstanding Achievement Award at the 2017 Shine A Light Awards with special guest host Gareth Gates



# 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)

For details of all available products, components and pricing please visit our website.

### 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)

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## 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®



Peabody Picture Vocabulary Test, Fourth Edition



Clinical Evaluation of Language Fundamentals – Fifth UK Edition (CELF-5 UK)



Goldman-Fristoe Test of Articulation – Third Edition (GFTA-3)



Repeatable Battery for the Assessment of Neuropsychological Status Update (RBANS™ Update)



Khan-Lewis Phonological Analysis – Third Edition (KLPA-3)

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

## Bayley Scales of Infant and Toddler Development – Third Edition (Bayley-III)

Nancy Bayley, 2005

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

Children are assessed in the five key developmental domains of cognition, language, social-emotional, motor and adaptive behaviour. **Bayley-III** identifies infant and toddler strengths and competencies, as well as their weaknesses. It also provides a valid and reliable measure of a child's abilities, in addition to giving comparison data for children with high-incidence clinical diagnoses.

**Complete Kit**

9780158027241



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

**Age Range:** 1 month to 42 months

**Administration:** Individual, 30 to 90 minutes

**Qualification Code:** CL2

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

## Bayley-III Screening Test

Nancy Bayley, 2005

With the **Bayley-III Screening Test**, professionals can quickly determine if a child is developing at the right pace or if they are in need of a more comprehensive assessment. Ideal for use in early intervention centres, Sure Start programmes, paediatric offices and day care centres.

**Key features and applications include:**

- Testing of cognitive, language and motor domains.
- Selected items from the full **Bayley-III** battery.
- Child-friendly, playful activities to encourage participation.
- Screening of infants and toddlers at risk of developmental delays.

**Complete Kit**

9780158027258

### FIND OUT MORE

Visit [pearsonclinical.co.uk/bayley](http://pearsonclinical.co.uk/bayley) for details of forthcoming Bayley-III training sessions

**Overview:** Screen for cognitive language and motor developmental delays

**Age Range:** 1 month to 42 months

**Administration:** Individual, 15 to 25 minutes

**Qualification Code:** CL2

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

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

Alan S Kaufman and Nadeen L Kaufman, 1993

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

K-SEALS is valuable in a variety of situations: testing school readiness, identifying gifted children, evaluating program effectiveness, and researching children's early development.

K-SEALS features three separate subtests for a well-rounded profile: Vocabulary Subtest; Numbers, Letters & Words and Articulation Survey.

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

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

**Administration:** Individual, 15 to 25 minutes

**Qualification Code:** CL2

[Complete Kit](#)

9780749153151

## Bracken School Readiness Assessment – Third Edition (BSRA-3)

Bruce A Bracken, 2007

Includes the first five subtests from the **Bracken Basic Concept Scale –Third Edition (BBCS-3:R)**.

The Record form has detachable Parent-Teacher Conference form that includes information about the child's performance and activities the parent can do with the child at home.

Includes information showing how the subtests align to early childhood standards.

**Related Product:** Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R) and Bracken Basic Concept Scale: Expressive (BBCS: E – see page 18)



**Overview:** Screen readiness concept knowledge

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

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

**Qualification Code:** CL3

[Complete Kit](#)

9780158033075

## Raven's – Educational

UK NORMS

John C Raven et al, 2008

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

The following kits are available for children:

**CPM/CVS Complete kit** - Individually administered test for children aged 4 to 11 years

**SPM+/MHV Complete kit** - Individually and Group administered test for children and adolescents aged seven to 18 years

**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

## Brief Cognitive Status Exam (BCSE)

David Wechsler, 2011

Refer to the new BCSE for a quick evaluation of cognitive functioning

The **Brief Cognitive Status Exam (BCSE)**, part of the internationally respected Wechsler family, is a brief and reliable screening tool for use by Allied Health Professionals. It evaluates global cognitive functioning in patients with suspected memory deficits or those who are diagnosed with a wide range of neurological, psychiatric and developmental disorders.

Due to its brevity it is particularly useful for those with limited attention span, mild learning difficulties or dementia and is ideal for use in care homes, hospitals and mental health facilities.

**Key features:**

- UK adaptation with notes for scoring and interpretation.
- Can be used for general clinical evaluations and rehabilitation evaluations.
- Compliments the TFLS<sup>UK</sup> (see page p34).

**Complete Kit** 9780749162245



## Brief Cognitive Status Exam

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

**Age Range:** 16 years to 90 years

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

**Qualification Code:** CL2



## Cognitive Linguistic Quick Test Plus (CLQT+)

Nancy Helm-Estabrooks, ScD, 2017

The **Cognitive Linguistic Quick Test Plus (CLQT+)** is the updated version of the **Cognitive Linguistic Quick Test (CLQT)**, which was designed by leading neurobehavioral researcher and author, Nancy Helm-Estabrooks, ScD, to assist with assessing strengths and weaknesses in five cognitive domains (Attention, Memory, Executive Functions, Language, and Visuospatial Skills).

Now, the **CLQT+** adds an important element - an optional new administration path for people with aphasia. Including one new semantic comprehension task and scoring for several elements within the current tasks.

The **CLQT+** gives you:

- Clearer interpretation for people with aphasia.
- The same foundation for a quick, reliable cognitive assessment at table or bedside.
- An effective tool for adults with known or suspected neurological impairment as a result of stroke, traumatic brain injury, or dementia.



**Overview:** Quickly measure cognitive strengths and weaknesses

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

**Administration:** 15 to 30 minutes

**Qualification Code:** CL2

[Complete Kit](#)

9780158008141

## Repeatable Battery for The Assessment of Neuropsychological Status Update (RBANS™ Update)

Christopher Randolph, 1998 with update in 2012

Offering valuable enhancements, the **RBANS Update** is a brief, individually administered test that helps to measure cognitive decline in adolescents and adults who have neurologic injury or disease such as dementia, head injury or stroke. The 12 subtests can help you obtain a quick sampling of five important cognitive areas: Immediate memory, Visuospatial/constructional, Attention, Language and Delayed memory.



Repeatable Battery for the Assessment of Neuropsychological Status

**Overview:** A brief measure to help detect and characterise cognitive decline

**Age Range:** 12 years to 89 years

**Administration:** Individual, 30 minutes

**Qualification Code:** CL2

[UK Update Form A Kit](#)

9780749169398

## Toddler Phonology Test (TPT)

UK NORMS

Beth McIntosh and Barbara Dodd, 2011

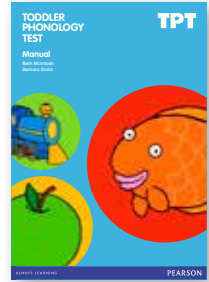
The TPT is the only phonology test specifically designed for this age group. Thirty seven relevant target words from the phonology subtest of the **Diagnostic Evaluation of Articulation and Phonology (DEAP)** are used to identify and classify error patterns in a child's speech as delayed or atypical.

The assessment includes 105 consonants in syllable initial (including consonant clusters) and syllable final positions, and 56 vowels and diphthongs. Quantitative measures include percent consonants, vowels and phonemes correct. Normative data (standard scores and percentiles) is provided separately for UK children.

Complete Kit

9780749155902

*NB: This product is also included in the DEAP/TPT combination kit below*



**Overview:** Assess phonological acquisition in young children and identify risk for phonological disorder

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

**Administration:** Individual, maximum 20 minutes

**Qualification Code:** CL2

## Diagnostic Evaluation of Articulation and Phonology (DEAP)

UK & IRISH NORMS

Barbara Dodd, Zhu Hua, Sharon Crosbie, Alison Holm and Anne Ozanne, 2002

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

**Features include:**

- Diagnostic screen with 100% detection of disorder on clinical trials.
- Subset data on clinical group; children aged 2 years to 2 years 11 months and bilingual children speaking English and Punjabi languages.
- Illustrative case studies and suggested therapy approaches.
- Single sounds, words and connected speech including consonants and vowels.

DEAP/TPT Combination Complete kit 9780749165741



**Overview:** Identify and establish the type and extent of delay and disorder

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

**Administration:** Individual, 5 minute screen plus up to 4 specific assessments

**Qualification Code:** CL2

## Goldman-Fristoe Test of Articulation, Third Edition (GFTA-3)



AVAILABLE ON Q-INTERACTIVE



AVAILABLE ON Q-GLOBAL

Ronald Goldman and Macalayne Fristoe, 2015

With new digital and print editions, the updated GFTA™-3 and KLPA™-3 offer the best choices for assessing speech sound disorders.

### Features:

- Assess multiple occurrences of high frequency phonemes.
- New criterion-referenced assessment of vowels.
- Based on over 40 years of research, with current normative data.
- Pair GFTA-3 with the new KLPA-3 to provide robust information about a child's speech sound disorder and plan appropriate intervention.

**New digital options:** In addition to a paper kit, you can now choose to use Q-interactive® to administer and score the GFTA-3 digitally. To find out more visit [HelloQ.co.uk/gfta3](http://HelloQ.co.uk/gfta3)

GFTA-3 Complete Kit

9780158012803



**Overview:** Measure articulation of consonant sounds.

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

**Administration:** 5 to 15 minutes for Sounds-in-Words Section, varied for Sounds-in-Words, Intelligibility, and Stimulability sections.

**Qualification Code:** CL2

## Khan-Lewis Phonological Analysis, Third Edition (KLPA-3)



AVAILABLE ON Q-INTERACTIVE



AVAILABLE ON Q-GLOBAL

Linda Khan and Nancy Lewis, 2015

The new Khan-Lewis Phonological Analysis, Third Edition (KLPA-3) works with the Goldman-Fristoe 3 (GFTA-3) to help determine if the use of phonological processes are contributing to an individual's speech sound disorder.

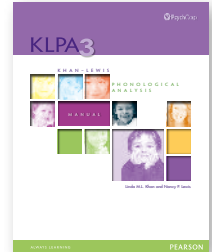
### Features and benefits:

- No need to conduct a second test administration – use the individual's GFTA-3 responses to evaluate phonological processes.
- Updated normative information.

Complete kit without case

9780158012865

*KLPA-3 on Q-interactive – Contact us for a customised quote*



**Overview:** Measure phonological processes. Works with GFTA-3 for a more detailed diagnosis of speech

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

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

**Qualification Code:** CL2

## Clinical Evaluation of Language Fundamentals® – Fifth Edition Metalinguistics (CELF-5)



Elisabeth Wiig and Wayne A Secord, 2014

A revision of the **Test of Language Competence-Expanded**, the **CELF-5 Metalinguistics** assessment includes four tests of higher-level language skills that are embedded in school curricula and are critical to classroom success. Use it to measure a student’s ability to think about and use language to make inferences, manipulate conversational speech given a context, use words in multiple ways, and use language in a non-literal manner.

**Features and benefits:**

- Ideal for students with subtle language disorders or those on the autistic spectrum.
- Assesses student’s language strategies and language flexibility.
- Helps you evaluate delays in semantic, syntactic and pragmatic competence.

**Overview:** Provides a measure of higher level language

**Age Range:** 9 years to 21 years 11 months

**Administration:** Approximately 45 minutes for the Total Metalinguistics Score

**Qualification Code:** CL2

[Complete kit](#)

9780158036007

## CELF® – Preschool 2<sup>UK</sup> UK NORMS

Elisabeth H Wiig, Wayne A Secord and Eleanor Semel, 2006

CELF® – Preschool 2<sup>UK</sup> provides a variety of subtests to comprehensively test the language skills of preschool aged children who will be in an academic oriented setting.

- Includes a variety of subtests that provide in-depth assessment of a child’s language skills.
- Includes a pre-literacy scale and phonological awareness subtest.
- A pragmatics profile helps to describe the child’s language use at school or at home.
- Contains interesting, age appropriate, full-colour pictures to hold the child’s attention.



**Overview:** Measure language skills in young children

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

**Administration:** Individual, untimed, takes approximately 30 to 45 minutes

**Qualification Code:** CL2

[Complete kit](#)

9780749126308

# Clinical Evaluation of Language Fundamentals®

## - Fifth Edition (CELF®-5<sup>UK</sup>)



**CELF 5<sup>UK</sup>**  
Clinical Evaluation of Language Fundamentals



Eleanor Semel, Elisabeth H Wiig, Wayne Secord, 2017

The CELF®-5<sup>UK</sup> is a comprehensive battery of tests that provides a streamlined, flexible approach to language assessment. The CELF®-5<sup>UK</sup> provides highly accurate diagnostic information with current normative data, reflecting the UK's diverse population. For the first time the CELF®-5<sup>UK</sup> is available in traditional paper-and-pencil format or digitally via Q-interactive® and/or Q-global®.

### Features and benefits

- New normative data based on the March 2011 UK Census.
- Battery of fourteen stand-alone tests - number administered dependent on age.
- Eleven of the fourteen tests are administered, depending on the student's age.
- Index language scores: core, receptive, expressive, content, structure and memory.
- Observation Rating Scale for evaluation of language in context.
- Pragmatics Profile and Pragmatic Activities Checklist to assess social communication skills.

**Overview:** Quickly and accurately identify and diagnose language disorders

**Age Range:** 5 years 0 months to 21 years 11 months

**Administration:** 30 to 45 minutes for the Core Language Score. Total assessment: variable.

**Qualification Code:** CL2

### New Digital Options for CELF®-5<sup>UK</sup>

The CELF®-5<sup>UK</sup> now offers two efficient and easy to use, digital options for test administration, scoring and reporting. You can choose from either of the following two options, or both, to maximise your digital assessment experience.

**Option 1: Q-interactive®** is a revolutionary new digital system that delivers the world's most advanced assessment tools you can take with you anywhere. Q-interactive® saves you time, while adding unprecedented flexibility, portability, convenience and efficiency.

**Option 2: Q-global®** is our secure and affordable web-based platform for test administration, scoring and reporting. It houses the industry's gold standard in assessment tools and is accessible from any computer connected to the Internet. Q-global® helps you quickly and efficiently organise examinee information, generate scores, and produce accurate comprehensive reports.

Complete Kit

9780749172060

## Early Repetition Battery (ERB)

UK NORMS

Belinda Seeff-Gabriel, Shula Chiat and Penny Roy, 2008

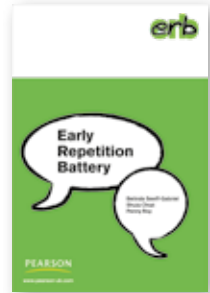
The ERB is a UK-developed and standardised test battery, which assesses phonological and morphosyntactic processing abilities in children aged 2 to 6 years. Non-word and sentence repetition tasks have been identified as clinical markers of Specific Language Impairments and children's performance have been found to correlate with a variety of language measures in both typically and atypically developing children.

### Key features:

- Identify children at risk of language difficulties who need to be referred.
- Evaluate the age-appropriateness of their skills.
- Inform intervention targets and monitor progress over time.

Complete Kit

9780749149154



**Overview:** Assess phonological and morphosyntactic processing abilities

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

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

**Qualification Code:** CL3

## Test of Word Knowledge (TOWK)

Elisabeth H Wiig and Wayne A Secord, 1992

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

By probing for indications of a semantic language learning disability, TOWK is able to provide a detailed evaluation of semantic development and lexical knowledge.

Complete kit

9780158541259



**Overview:** Evaluate receptive and expressive language

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

**Administration:** Individual, Level 1: 25 minutes for core battery, 25 minutes for supplementary subtest; Level 2: 40 minutes for core battery, 25 minutes for supplementary subtest

**Qualification Code:** CL2

## Preschool Language Scale – Fifth Edition – UK (PLS-5<sup>UK</sup>)

UK NORMS



Irla Lee Zimmerman, Roberta Evatt Pond and  
Violette G Steiner, 2014

PLS-5<sup>UK</sup> offers a comprehensive developmental language assessment, with items that range from pre-verbal, interaction-based skills to emerging language and early literacy.

### Features and benefits

- Administer PLS-5<sup>UK</sup> to test a full range of language skills across the developmental language spectrum.
- Link the Home Communication Questionnaire items directly to test tasks to serve as a baseline for testing. This frees testing time for observing natural interactions between parents and children from Birth-2:0.
- Target interaction, attention, vocal/gestural behaviours, and different levels of play for children from Birth to 2:11.
- Assess preschool children with new items for letter naming and book handling, and updated school readiness skills.

**Overview:** A comprehensive developmental language assessment

**Age Range:** Birth to 7 years 11 months

**Administration:** Individual, 45 to 60 minutes

**Qualification Code:** CL2

[Complete kit \(with manipulables\)](#) 9780749168674





## Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)

Lloyd M Dunn and Douglas M Dunn, 2007



**UK  
VALIDATED**

## Expressive Vocabulary Test, Second Edition (EVT-2)

Kathleen Williams, 2007

The PPVT-4 is now available digitally on Q-interactive®. Visit [HelloQ.co.uk/ppvt4](http://HelloQ.co.uk/ppvt4) to start your free trial.

The fourth edition of the renowned PPVT-4 is quick, easy, and reliable, to help foster growth in language and literacy. The EVT-2, often used in conjunction with the PPVT-4, it offers an unbeatable system for comparing receptive and expressive vocabulary.

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

### Key features:

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

**PPVT-4 Form A handscoring kit**

**9780749157449**

*PPVT-4 on Q-interactive – Contact us for a customised quote*

*Other components and forms are available. Please visit, [pearsonclinical.co.uk](http://pearsonclinical.co.uk) for details*

**Overview:** Compare receptive and expressive vocabulary

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

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

**Qualification Code:** CL2R



## Boehm-3 Preschool

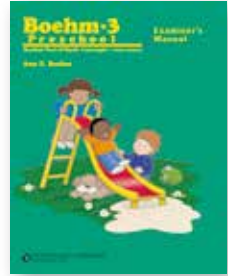
Ann E Boehm, 2001

**Boehm-3 Preschool** measures concepts relevant to today's early childhood curriculum with efficient tests that are quick and easy to administer and score. In addition, children respond favourably to the colourful stimulus materials.

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

[Complete kit](#)

9780158020907



**Overview:** Individually evaluate basic concept comprehension

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

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

**Qualification Code:** CL3

## Boehm Test of Basic Concepts – Third Edition (Boehm-3)

Ann E Boehm, 2000

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

- Group administered in a classroom setting.
- Effectively identifies concepts children already know and those they need to learn to be successful in school.
- May be used as part of a battery of tests for assessing students' understanding of basic relational concepts.
- Identify students who may be "at risk" for learning difficulty and who may need a referral for additional testing.

[Complete kit](#)

9780749120009



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

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

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

**Qualification Code:** CL3

## Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R)

## Bracken Basic Concept Scale: Expressive (BBCS:E)



**Bruce A Bracken, 2006**

Used in conjunction or separately these two assessments present a complete picture of a child's expressive and receptive basic concept development.

### Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R)

A revision of the popular **Bracken Basic Concept Scale – Revised (BBCS-R)** this is a developmentally sensitive measure that evaluates concepts essential to early communication development and school readiness.

### Bracken Basic Concept Scale: Expressive (BBCS:E)

The **Bracken Basic Concept Scale – Expressive (BBCS:E)** can be used to evaluate a child's acquisition of basic concepts expressively.

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

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

**Administration:** Individual, BBCS-3:R – 30 to 45 minutes, BBCS:E – 30 minutes

**Qualification Code:** CL3

**Both the BBCS-3:R and BBCS:E includes the following areas of assessment:**

- Colour
- Direction/Position
- Letters/Sounds
- Self/Social Awareness
- Numbers/Counting
- Texture/Material
- Sizes/Comparisons
- Quantity
- Shapes
- Time/Sequence

**Key features:**

- Normative sample included 750 children based on the US Census.
- Clinical studies on specific populations including language impairment and developmental delay.
- An optional scoring assistant.

### BBCS-3: R and BBCE:E Scoring Assistant

Now you can quickly and accurately score test results, maintain test records and create comprehensive graphical and narrative reports for both the **BBCS-3: R** and **BBCS:E**. It also guides you in determining appropriate intervention.

**BBCS-3R Complete kit**

9780158338859

**BBCS:E Complete kit**

9780158338927

## Test for Reception of Grammar – Version 2 (TROG-2)

UK NORMS

Dorothy Bishop, 2003

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

TROG was originally developed from research material designed to investigate specific aspects of SLI in the mid seventies. The original standardised version included norms of over 2,000 children and was published in 1983 with slight modifications made in 1989.

TROG-2 tests the understanding of 20 constructs four times each, using different test stimuli. Each test stimuli is presented in a four picture multiple choice format with lexical and grammatical foils. The difficulty range has been increased to effectively tap into the receptive grammar of secondary aged school children and young adults.



**Overview:** Measure understanding of grammatical contrasts

**Age Range:** 4 years to adult

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

**Qualification Code:** CL2

[Complete kit](#)

9780749121303

## Expression, Reception and Recall of Narrative Instrument (ERRNI)

UK NORMS

Dorothy Bishop, 2004

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



**Overview:** Assess the ability to relate, comprehend and remember a story after a delay

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

**Administration:** Individual, 8 to 10 minutes

**Qualification Code:** CL2

[Complete kit](#)

9780749126056

## Children's Communication Checklist – Second Edition (CCC-2)

UK NORMS

Dorothy Bishop, 2003

The CCC-2 is the current version of a checklist that was developed over a 10 year period.. The 70-item questionnaire to be completed by a caregiver, screens for communication problems in children aged 4 to 16 years. It can be scored by hand or electronically.

Use the CCC-2 to:

- Screen for children who are likely to have language impairment.
- Identify pragmatic impairment in children with communication problems.
- Assist in identifying children who may merit from further assessment for an autistic spectrum disorder.

[Complete kit](#)

9780749126100



**Overview:** A screening tool for children with communication problems

**Age Range:** 4 years to 16 years

**Administration:** Individual, 5 to 15 minutes

**Qualification Code:** CL2

## Communication Checklist – Self Report (CC-SR)

UK NORMS

Dorothy Bishop, Margo Sharp and Andrew Whitehouse, 2009

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

Z-scores, scaled scores and percentiles are provided for the following 3 composites; Language Structure, Pragmatic Skills, Social Engagement. Scores can be calculated by hand or with the CD-ROM scorer included in the kit.

[Complete kit](#)

9780749149000



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

**Age Range:** 10 years to 80 years

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

**Qualification Code:** CL2

## Communication Checklist – Adult (CC-A)

UK NORMS

Andrew Whitehouse and Dorothy Bishop, 2009

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

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

[Complete kit](#)

9780749149055



**Overview:** Screens adults for communication impairments

**Age Range:** 17 years to 79 years

**Administration:** Individual, 5 to 15 minutes

**Qualification Code:** CL2

## Western Aphasia Battery – Revised (WAB-R)

Andrew Kertesz, 2006

The Western Aphasia Battery – Revised (WAB-R) is the updated version of the highly respected and widely used instrument for assessing adult patients with aphasia. It is an individually administered assessment for adults with acquired neurological disorders (e.g. as a result of stroke, head injury, dementia).

The WAB-R assesses the linguistic skills most frequently affected by aphasia, in addition to key non-linguistic skills and provides differential diagnosis information.

[Complete kit](#)

9780158440866



**Overview:** A complete battery and bedside instrument to quickly diagnose moderate to severe aphasia

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

**Administration:** Individual, Full battery: 30 to 45 minutes; Bedside WAB-R: 15 minutes

**Qualification Code:** CL2

## Preschool and Primary Inventory of Phonological Awareness (PIPA)

UK NORMS

Barbara Dodd, Sharon Crosbie, Beth McIntosh, Tania Teitzel and Anne Ozanne, 2000

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

- Syllable Segmentation.
- Phoneme Segmentation.
- Rhyme Awareness.
- Phoneme Isolation.
- Alliteration Awareness.
- Letter Knowledge.

[Complete kit](#)

9780749117658

**Overview:** Assess the nature and extent of a child's phonological awareness development

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

**Administration:** Individual or Group, 25 to 30 minutes (each subtest takes 4 to 5 minutes)

**Qualification Code:** CL3

## Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)

Richard K Wagner, Joseph K Torgesen, Carl A Rashotte, and Nils A Pearson, 2013

The updated **Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)** is designed to assess phonological awareness, phonological memory and rapid naming. The **CTOPP-2** yields six types of normative scores: age and grade equivalents, percentile ranks, subtest scaled scores, composite indexes, and developmental scores.

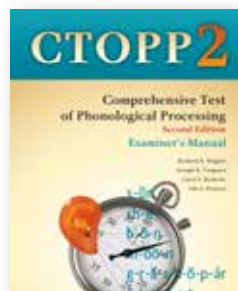
**Features:**

- New normative data collected for individuals aged 6 years to 24 years.
- A new phonological awareness subtest called Phoneme Isolation has been added.

*Distributed Product*

[Complete kit](#)

9780749165567



**Overview:** Identify individuals who need help in developing phonological skills

**Age Range:** 4 years to 24 years 11 months

**Administration:** Individual, 40 minutes

**Qualification Code:** CL3

## SCAN-3:C Tests for Auditory Processing Disorders for Children

Robert W Keith, 2009

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



The SCAN-3:C test battery includes:

### Screening tests

- Gap Detection
- Auditory Figure Ground (+8 dB)
- Competing Words (Free Recall)

### Diagnostic tests

- Filtered Words
- Competing Words (Directed Ear)
- Competing Sentences

### Supplementary tests

- Auditory Figure Ground (+0 dB and +12 dB)
- Time Compressed Sentences

**Overview:** Battery of tests to identify auditory processing disorders in children

**Age Range:** 5 years to 12 years 11 months

**Administration:** Individual, Screener: 10 to 15 minutes; Full: 30 to 45 minutes

**Qualification Code:** CL2

Complete kit

9780158910208

## SCAN-3:A Tests for Auditory Processing Disorders in Adolescents and Adults

Robert W Keith, 2009

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

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



### Screening tests

- Gap Detection
- Auditory Figure Ground (+0 dB)
- Competing Words (Free Recall)

### Diagnostic tests

- Filtered Words
- Competing Words (Directed Ear)
- Competing Sentences

### Supplementary tests

- Auditory Figure Ground (+8 dB and +12 dB)
- Time Compressed Sentences

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

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

**Administration:** Individual, Screener: 10 to 15 minutes; Full: 30 to 40 minutes

**Qualification Code:** CL2

Complete kit

9780158910161

## Auditory Skills Assessment (ASA)

Donna Geffner and Ronald Goldman, 2010

The ASA assesses auditory skills critical to the development of oral and written language skills.

### Benefits of using the ASA:

- Offers the youngest age range in a published auditory skills screening and can provide an early warning indicator.
- Reflects best practices in behaviourally based auditory screening.
- Serves as a low tech, friendly screener for young children, that doesn't require headphones or an audiometer (a Stimulus CD is used to present stimuli).

**Overview:** Screen children as young as 3 years 6 months for early auditory and phonological skills

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

**Administration:** Paper & pencil/CD-ROM – 5 minutes (ages 3:6 – 4:11); 15 minutes (ages 5:0 – 6:11)

**Qualification Code:** CL2

[Complete kit](#)

9780749160234

## Shaywitz Dyslexia Screen™

Sally E Shaywitz, 2016



**Shaywitz**  
**DyslexiaScreen™**

Only available on Q-global®, the Shaywitz Dyslexia Screen™ is an efficient, reliable, and user-friendly dyslexia screening tool for children 4 to 5 years of age who may be at risk of having dyslexia.

It emphasizes phonological, linguistic, and academic performance based on teacher observations, all in just a couple of minutes per student.

### Features and benefits:

- Allows teachers to screen individuals or groups.
- Easy to use, teacher-friendly rating scale.
- Digital administration, scoring, and reporting via Q-global® accessible from any computer connected to the Internet.

**Overview:** Quick, evidence-based Dyslexia screening tool that identifies students at risk of Dyslexia

**Age Range:** 5 years to 7 years 11 months

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

**Qualification Code:** CL2R

[Shaywitz Dyslexia Screener Q-Global Digital manual](#) 9780150095507

## Shine a Light Awards

Pearson and The Communication Trust launched the Shine a Light Awards in 2011 to recognise outstanding individuals who support others with SLCN.

This year we have been overwhelmed by the truly exceptional stories of individuals who go above and beyond to help make a difference in the lives of those living with SLCN. Read their stories at [www.shinealightawards.co.uk](http://www.shinealightawards.co.uk).





## Dyslexia Early Screening Test – Second Edition (DEST-2)

UK NORMS

Rod Nicolson and Angela Fawcett, 2004

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



**Overview:** Profile strengths and weaknesses often associated with dyslexia

**Age Range:** 4 years 6 months to 6 years 5 months

**Administration:** Individual, 30 minutes

**Qualification Code:** CL3

[Complete kit](#)

9780749121365

## Dyslexia Screening Test Junior (DST-J) and Secondary (DST-S)

UK NORMS

Angela Fawcett and Rod Nicolson, 2004

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



**Overview:** Identify children in primary/secondary school who are at risk of dyslexia

**Age Range:** 6 years 6 months to 11 years 5 months (DST-J) 11 years 6 months to 16 years 5 months (DST-S)

**Administration:** Individual, 30 minutes

**Qualification Code:** CL3

[DST-J Complete kit](#)

9780749121358

## Dyslexia Adult Screening Test (DAST)

UK NORMS

Angela Fawcett and Rod Nicolson, 1998

The **DAST** sees the culmination of several years of research and testing by the authors of the well-established **Dyslexia Screening Test (DST)** and **Dyslexia Early Screening Test (DEST)**, now widely used with younger aged candidates.

It has been designed as a screening instrument for adults with dyslexia and other learning difficulties, and can be used routinely within further education establishments and the commercial workplace.

[Complete kit](#)

9780749113216



**Overview:** Screen for dyslexia and other learning difficulties within further education establishments and the commercial workplace

**Age Range:** 16 years 5 months and older

**Administration:** Individual, 30 minutes

**Qualification Code:** CL3

## Adult Reading Test, Second Edition (ART-2)

UK NORMS

Peter Brooks, John Everatt, Rob Fidler, 2016

**ART-2** includes 8 passages, four read silently, four aloud. The two parallel tests use four passages each, increasing in difficulty and are suitable for assessing students in both the further and higher education context. A new standardisation has been undertaken involving three FE Colleges and four HEIs.

### Features and benefits:

- The test can be used in a variety of ways; to assess oral reading, silent reading or to compare the two. It also includes a two minute writing task to assess writing speed.
- Most passages are new, with some retained from the original **ART**. The first passage is aimed at basic literacy skills, progressing to an advanced passage for highly competent readers.
- Scores are available for reading accuracy, reading comprehension, reading speed and writing speed, as centiles and as standard scores.
- It is anticipated that the new test will meet all criteria for HE and JCQ assessments.

*Distributed Product*

[Complete kit](#)

9780749171520



**Overview:** Assess adult reading skills

**Age Range:** 16 years and older

**Administration:** Individual, untimed

**Qualification Code:** CL2R

# Woodcock Reading Mastery Tests Third Edition (WRMT-III™)



Richard W Woodcock, 2011

## Gain a sharper focus on reading difficulties

The **WRMT-III** is the current revision of the **WRMT**, it sets the standard for assessment of reading readiness and reading achievement. This significant revision retains the format and structure of the **WRMT-R/NU**, while expanding the test's range to give even greater diagnostic power.

The **WRMT-III** helps to:

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

The **WRM-II** contains four new and five revised subtests:

### NEW Phonological Awareness

- First Sound Matching
- Last Sound Matching
- Rhyme Production
- Blending
- Deletion

### NEW Listening Comprehension

#### NEW Rapid Automatic Naming

- Object & Colour Naming.
- Number & Letter Naming.

#### NEW Oral Reading Fluency

### Five revised subtests:

- Revised Letter Identification
- Revised Word Identification
- Revised Word Attack
- Revised Word Comprehension: Antonyms; Synonyms and Analogies
- Revised Passage Comprehension

**Overview:** An assessment of reading readiness and reading achievement

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

**Administration:** 15 to 45 minutes for complete battery

**Qualification Code:** CL2R

Form A Complete kit

9780749163174

## 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 revised edition of ADOS, the **ADOS-2** is a semi-structured, standardised assessment of communication, social interaction, play, restricted and repetitive behaviours. By observing and coding these behaviours you can obtain accurate 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.

### Includes 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.

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

*Distributed Product*

[Complete Handscore kit](#)

9780749164027

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

**Age Range:** 12 months to Adult

**Administration:** 40 to 60 minutes

**Qualification Code:** CL2

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

### ADOS-2 TRAINING OPTIONS

A range of training options for **ADOS-2** are available including DVD Training Packages and two day Clinical Workshops Endorsed by the Royal College of Occupational Therapists – visit [pearsonclinical.co.uk/ados2](http://pearsonclinical.co.uk/ados2) for details

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

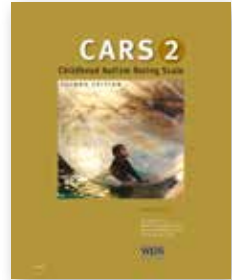
Eric Schopler, Mary E Van Bourgondien, Gilenna Janette Wellman and Steven R Love, 2010

The CARS™ is one of the most widely used and empirically validated autism assessments. This 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. The CARS2™ adds forms and features that help you integrate diagnostic information, determine functional capabilities, provide feedback to parents and design targeted intervention.

*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

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

**REFLECTS DSM-5 DIAGNOSTIC CRITERIA FOR ASD**

John N Constantino, 2012

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*

[Handscored kit \(school age to adult\)](#) 9780749167332

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

**Age Range:** 2 years 6 months

**Administration:** 15 to 20 minutes

**Qualification Code:** CL2

## 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.

Composed of 93 items, the ADI-R focuses on three functional domains:

- Language/Communication
- Reciprocal Social Interactions
- Restricted, Repetitive and Stereotyped Behaviours and Interests.

*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

## Autism Spectrum Rating Scales™ (ASRS™)

**UPDATES TO SCORING TO REFLECT DSM-V™**

Sam Goldstein and Jack A Naglieri, 2010

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

The ASRS™ is brief and easy to administer in approximately 20 minutes (5 minutes for the short form). It can help to guide diagnostic decisions, treatment planning, and ongoing monitoring of response to intervention and program evaluation. Using a five-point Likert rating scale, parents and teachers evaluate how often they observe specific behaviours in areas including: • Peer Socialisation • Adult Socialisation • Social/Emotional Reciprocity • Atypical Language • Stereotypical Behaviour • Behavioural Rigidity • Sensory Sensitivity • Attention/Self-Regulation (ASRS [2–5 Years] only) • Attention (ASRS [6–18 Years] only)

*Distributed Product*

[Handscore Complete kit \(2-5 years\) – DSM 5](#)

9780749168841



**Overview:** Measure behaviours associated with Autism Spectrum Disorders

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

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

**Qualification Code:** CL2R

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

REFLECTS DSM-V DIAGNOSTIC CRITERIA FOR ASD

James E Gilliam, 2013

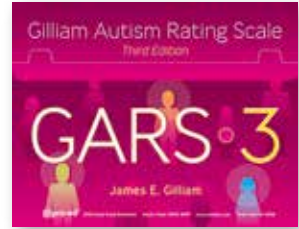
The **GARS™-3**, is one of the most widely used instruments for the assessment of Autism Spectrum Disorder in the world. The **GARS-3** assists teachers, parents and clinicians in identifying autism in individuals and estimating its severity. Items are based on the 2013 diagnostic criteria for autism spectrum disorder adopted by the APA and published in the Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition (DSM-5).

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

*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

The **GADS** is a norm referenced test designed to evaluate children with unique behavioural problems who may have Asperger's Disorder.

- Evaluate children with unique behavioural problems who may have Asperger's Disorder and differentiate from those who have autism or other related pervasive developmental disabilities.
- Use in the assessment process to document behavioural progress, to target goals for IEPs, and for research purposes.
- Thirty-two clearly stated items divided into four subscales describe specific, observable and measurable behaviours.

*Distributed Product*

[Complete kit](#)

9780749120986

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

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

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

**Qualification Code:** CL3

## Sensory Profile™ 2

Winnie Dunn, 2015



# SENSORY PROFILE™ 2

The **Sensory Profile™ 2** family of assessments provides you with standardised tools to help evaluate a child's sensory processing patterns in the context of home, school and community-based activities. These significantly revised questionnaires evaluate a child's unique sensory processing patterns from a position of strengths, providing deeper insight to help you customise the next steps of intervention.

### Recommended uses

- Identify and document how sensory processing may be contributing to or interfering with a child's participation at home, school, and the community.
- Contribute valuable information to a comprehensive assessment of the child's sensory strengths and challenges in context.
- Develop effective treatment plans, interventions, and everyday remediation strategies.

Using paper-and-pencil or online administration with Q-global®, caregivers and teachers report on the child's response to sensory events throughout the day.

**Overview:** Standardised tools to help evaluate a child's sensory processing patterns in the context of home, school and community-based activities

**Age Range:** Birth to 14 years 11 months

**Administration:** 5 to 20 minutes

**Qualification Code:** CL2

[Sensory Profile Starter kit](#)

9780158700007

## Adolescent / Adult Sensory Profile™

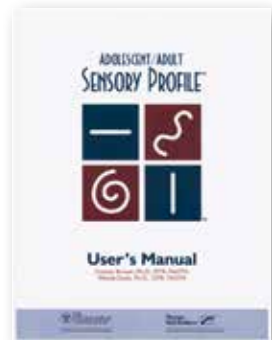
Catana Brown and Winnie Dunn, 2002

The **Adolescent / Adult Sensory Profile** brings greater understanding to why individuals engage in particular behaviours and why they prefer certain environments and experiences. The results provide an increased awareness and understanding of sensory processing preferences not only for the client but also for the therapist, team members, family members, and others who are close to the individual.

### Captures a more stable and enduring sensory processing preferences of an individual:

- Evaluate the possible contributions of sensory processing to the client's daily performance patterns.
- Obtain information about everyday sensory experiences and the impact on behaviour in different settings.
- Identify and develop client awareness and strategies to optimise the desired sensory environment.
- Enables more informed intervention planning, which takes into account an individual's particular preferences.

The **Adolescent/Adult Sensory Profile** is now available on Q-global®:



**Overview:** Identify sensory processing patterns and effects on functional performance

**Age Range:** 11 years and older

**Administration:** Individual, untimed

**Qualification Code:** CL2

[Complete kit](#)

9780761649700



## 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).

*Distributed Product*

[Conners Early Childhood Scoring software 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

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

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

**Vineland Adaptive Behavior Scales** is a leading measure of personal and social skills needed for everyday living. Allied Health professionals depend on it to identify individuals who have learning disabilities, developmental delays, autism spectrum disorders, and other impairments.

**Vineland** aids in diagnosis, and gives you valuable information for developing educational and treatment plans.

### Benefits

- Updated with new norms and improved items.
- Useful for diagnosis, qualification for special programs, progress reporting, program and treatment planning, and research.
- Online administration and scoring available for all forms through Q-global®.

[Complete kit](#)

9780749171094



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

**Age Range:** Birth to 90 years

**Administration:** Approximately 20 minutes for Interview form; 10 minutes for Parent/ Caregiver and Teacher forms

**Qualification Code:** CL2R

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

UK NORMS

Patti Harrison and Thomas Oakland, 2015

The third edition of the **ABAS** 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.

The **ABAS-3** 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.
- 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 \(Ages 0 to 89\)](#) 9780749168957



**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

## The Functional Living Scale – UK Version (TFLS<sup>UK</sup>)

UK NORMS

C Munro Cullum, Myron F Weiner and Kathleen C Saine, 2012

The **TFLS<sup>UK</sup>** is an ecologically valid, performance based measure of functional abilities with an emphasis on instrumental activities of daily living (IADL) skills. **TFLS<sup>UK</sup>** assesses an individual's ability to perform a variety of tasks that support independent functioning in the community.

Brief and easy to use, the **TFLS<sup>UK</sup>** can be used to support placement decisions, aid treatment planning, evaluate treatment outcomes, and monitor disease progression. The **TFLS<sup>UK</sup>** covers four functional domains: Time; Money and Calculation; Communication; and Memory.

[Complete kit](#)

9780749162726



**Overview:** Brief performance-based measure of activities necessary for daily living

**Age Range:** 16 years to 90 years 11 months

**Administration:** Individual, 15 minutes

**Qualification Code:** CL3

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



Cecil R Reynolds and R W Kamphaus, 2015

The **BASC-3** is the gold standard for identifying and managing behavioural and emotional strengths and weaknesses. The **BASC** provides a complete picture of a child's behaviour by applying a triangulation method for gathering information.

### New features:

- New content scale items for Teacher Rating Scales and Parent Rating Scales.
- New content scale items for Self-Report of Personality.
- Choice of end-to-end digital assessment via **Q-global®**.

Hand Scored Starter set

9780749169664

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

**Qualification Code:** CL2R

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



Cecil R Reynolds and R W Kamphaus, 2015

The **BASC-3 BESS** is designed to screen for a variety of behavioural and emotional disorders that can lead to adjustment problems. The system includes three forms, which can be used individually or in any combination:

- Teacher form with two levels: Preschool and Child/Adolescent.
- Student self-report form with one level: Child/Adolescent.
- Parent form with two levels: Preschool and Child/Adolescent.

Hand Scored kit

9780749169640

**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

This comprehensive tool offers a quick and reliable means of gathering valuable information. It should be administered to mothers and/or fathers (or caregivers) of children aged 2 years to 18 years and includes the following features:

- Two levels: preschool (ages 2 years to 5 years; 60 items) and child/adolescent (ages 6 years to 18 years; 87 items).
- Multiple dimensions that are relevant to the development of strong and healthy parent-child relationships.
- Highly interpretable scales that were developed with a balance of theory and empirical data.
- End-to-end digital assessment available on Q-global®. Report options include Profile, Interpretive, Intervention, Clinical and Integrated Reports.

**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

[Hand Scored Examination set](#) 9780749169725

## Resiliency Scales for Children and Adolescents™

Sandra Prince-Embury, 2006

The Resiliency Scales for Children and Adolescents™ were designed to systematically identify and quantify core personal qualities of resiliency in youth, as expressed in their own words about their own experience(s).

They were designed with recognition that external events are important and that the child's perception of external events is highly significant.

The scales contain three brief self-report scales designed to identify areas of perceived strength and/or vulnerability in individuals aged 9 to 18 years.



**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

[Complete kit](#) 9780158234632

## Social Skills Improvement System (SSiS) Rating Scales

Stephen N Elliott and Frank M Gresham, 2008

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

This family of tools can be used early in the school year to facilitate the universal screening of students at risk for academic or social behaviour difficulties, help plan interventions for improving these behaviours, and evaluate progress on targeted skills after intervention.

[Rating Scales Handscored Starter kit](#) 9780749157173

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

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

**Administration:** Rating Scales: 10 to 25 minutes

**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** provides a visual display of self-image, enabling the child/young person to reveal to him/herself, as well as to the clinician, the way in which they construe themselves as they complete it. The **SIP** also provides a measure of Self Esteem, which is calculated by the 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 25 minutes; SIP-A: 9 to 17 minutes

**Qualification Code:** CL2R

## Where you can find us...

Each year we attend and support a range of events and awards. Here are a few that you can expect to see us at over the course of 2018

**ASLTIP** 24th March 2018, London

**BDA** 12th -14th April 2018, Telford

**NAPLIC** 28TH April 2018, Birmingham

**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)

## Self-Image Profile for Adults (SIP-Adult) UK NORMS

Richard J Butler and Sarah L Gasson, 2004

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

### Features

- Identifies both self-image and self-esteem.
- May be used as a screening instrument where a quick assessment of self is required.
- Identifies where people wish to change and therefore offers therapeutic avenues.

[Complete kit](#)

9780749134952



**Overview:** Quickly assess self-image and self-esteem in adults

**Age Range:** 17 years to 65 years

**Administration:** Individual or Group, 7 to 15 minutes

**Qualification Code:** CL2R

## CONTINUING PROFESSIONAL DEVELOPMENT AND TRAINING

We are dedicated to helping you maintain your CPD throughout your career with a range of training tools, programs and unique award sponsorship, visit our website to learn more about:

- **Psychometrics Training Online & Psychometric Assessment, Statistics and Report Writing** - Two products designed to provide an introduction (or refresher), to the statistical concepts that underpin standardised tests.
- **Cognitive Assessment Training - Online (CAT Online)** - Gives you access to certain neuropsychological tests usually restricted to psychologists.
- **Training for the Autism Diagnostic Observation Schedule - Second Edition (ADOS-2)** is now available. Dates for our two day clinical workshops run by experienced professionals can be found online.

## The Bridge of Vocabulary: Evidence – Based Activities for Academic Success

Judy K. Montgomery, 2007

This resource directly links specific vocabulary intervention with a research-based strategy and presents a systematic and intensive approach to help foster vocabulary and language growth. Written for multiple professional disciplines, it facilitates collaboration among SLTs, classroom teachers, reading teachers, and other education professionals.

The book and CD offer over 100 activities, guided practice, independent practice, word cards, and pictures cards.

[Book and CD](#)

9780749160999

**Overview:** Addressing the need for research-based vocabulary intervention

**Age Range:** Preschool to 21 years

**Administration:** N/A

**Qualification Code:** UNAS

## Practical Ideas that Really Work for Students with Autism Spectrum Disorders: High Functioning Autism

Gail Ryser and Kathleen McConnell, 2013

Aligned with the new DSM-5 criteria, **Practical Ideas That Really Work for Students with Autism Spectrum Disorders: High-Functioning Autism** is an effective resource for those who work with students with high-functioning ASD.

**Key components include:**

- Evaluation Form – a criterion referenced scale to identify student's needs, evaluate specific skills and deficits related to ASD, write an intervention plan, and monitor progress.
- 34 research-based ideas – practical and easy-to-use addressing social communication and interaction, fixated interests and repetitive behaviours, and executive functioning skills.
- A CD-ROM with the reproducible Evaluation Form and student materials.

*Distributed Product*

[63 page softcover manual and CD-ROM](#)

9781416405788

**Overview:** Intervention strategies to support students with high-functioning ASD

**Age Range:** 4 years to 18 years

**Administration:** N/A

**Qualification Code:** UNAS

# Practical Ideas That Really Work for Students with Autism Spectrum Disorders – Second Edition

Kathleen McConnell and Gail Ryser, 2006

**Practical Ideas That Really Work for Students with Autism Spectrum Disorders – Second Edition** was revised and written to provide intervention strategies to promote students' ability to learn and to function in social situations.

The second edition includes two primary components:

- Evaluation Form with a Rating Scale and Ideas Matrix.
- Practical Ideas Manual.

*Distributed Product*

**Complete kit**

9780749137151

**Overview:** Intervention strategies for promoting students' ability to learn and function in social situations

**Age Range:** Preschool to 17 years

**Administration:** N/A

**Qualification Code:** UNAS

# Cogmed Working Memory Training™

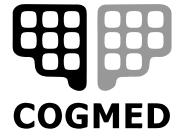
An online solution for attention problems caused by poor working memory. Through combining cognitive neuroscience with innovative game design and close professional support **Cogmed** delivers substantial and lasting benefits. You can try the program yourself. Simply visit [mycogmed.com](http://mycogmed.com) and click 'see how it works'.

- Aims to improve attention by increasing working memory capacity.
- An online-based, coach-supported training programme.
- Can be completed in around five weeks.
- Based on solid research.

Published, peer-reviewed research shows that Cogmed training effects also generalise to improved behaviour in individuals with poor working memory.

**Annual 5 User Subscription**

9780749168773



## 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:** N/A



## 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.

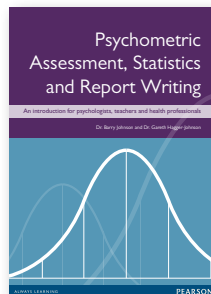
The content is divided into three sections:

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.

Find out more: Download sample pages and read a review at [pearsonclinical.co.uk/psychometrics](http://pearsonclinical.co.uk/psychometrics)



**Overview:** A practical reference book on basic statistical methods to support users of psychometric tests

## 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.



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

**Qualification Code:** UNAS

**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**

9780749163761

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

9780749163778

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Your involvement would require carrying out a small number of assessments with children and adults from the general population in your local area.

Your contribution would be extremely valuable as these tests will equip help professionals with up-to-date assessment and diagnostic tools.

For more information, please contact Christine Carvalho at [Christine.carvalho@pearson.com](mailto:Christine.carvalho@pearson.com)



# 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 require professional Post Graduate qualification and training in Clinical, Educational, Forensic or Counselling Psychology. They are also available to Chartered Occupational Psychologists and individuals with a relevant PhD. Access is considered for professionals with certification of in-house training by a Chartered Clinical Psychologist within certain government services.

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

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