The profession of psychology has evolved. Now the most comprehensive measure of cognitive ability has too.

Wechsler Adult Intelligence Scale®-Fourth Edition (WAIS-IV)

Register at WAIS-IV.com to receive periodic updates on content, case studies, and more.
Herramientas para evaluar las personas de habla hispana
Seguimos dedicados a proporcionar las herramientas necesarias para evaluar a las personas de habla hispana sin importar el país de origen.

Instruments and Tools for Assessing Spanish Language Speakers:
We continue our dedication to providing assessment tools and forms especially for assessing those who speak the Spanish language — no matter the country of origin.

Cognitive Function
Page 24

Nonverbal Cognitive Function
Pages 34-35

Early Childhood
Page 79

also available

- Academic Intervention Monitoring System (AIMS)
  see page 67
- Beck Scales
  see pages 154-155
- Behavioral Observation of Students in Schools (BOSS)
  see page 70
- Beta-III
  see page 38
- Bracken School Readiness Assessment—Third Edition (BSRA-3)
  see page 86
- Early Reading Diagnostic Assessment—Second Edition (ERDA–2)
  see page 53
- NEUROPSI
  see page 107
- Pervasive Developmental Disorders Screening Test–II (PDDST–II)
  see page 97
- Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)
  see page 106
- Reynolds Bully Victimization Scales for Schools (RBVS)
  see page 160
- WAIS–III
  (Spanish translation from Spain — distributed)
  see page 27
- WMS–III
  (Spanish translation from Spain — distributed)
  see page 113

PHONE 800-211-8378 • FAX 800-232-1223 • PSYCHCORP.COM
Assessment Batteries — they may be as diverse as the clients you see!

We asked the experts what some of the common tests are that they use when compiling a test battery to address a specific referral question or clinical concern.

I suspect that a child referred to me may have the characteristics of PDD/Autism Spectrum Disorders. What instruments may be helpful in this type of assessment?

- Bayley Scales of Infant and Toddler Development–Third Edition (Bayley–III) Provides an overall developmental assessment, including social emotional (Greenspan Social-Emotional Growth Chart) and adaptive behavior (ABAS–II)
- Bracken Basic Concept Scale–Third Edition: Receptive (BBCS–3R) and Bracken Basic Concept Scale: Expressive (BBCS:E) State aligned measures that assess basic concepts knowledge in children (2:9-6:11 years)
- Clinical Evaluation of Language Fundamentals Preschool–Second Edition (CELF Preschool–2) Gain an in-depth understanding of a child's (3:0-6:11 years) general language skills
- Differential Ability Scales–Second Edition (DAS–II) Complete an in-depth analysis of a child's (2:6-17:11 years) strengths and needs to guide appropriate intervention planning
- Infant-Toddler Social and Emotional Assessment (ITSEA) and Brief Infant-Toddler Social and Emotional Assessment (BITSEA) BITSEA is appropriate for use in a Child Find environment; ITSEA can assist in further evaluation of social and emotional issues, including dysregulation
- NEPSY–II Offers you the flexibility to evaluate language, attention and executive function, sensorimotor functions, visuospatial processing, memory, and language, as appropriate in children (3:0-16:11 years)
- Pervasive Developmental Disorder Screening Test–Second Edition (PDDST–II) Quickly evaluate a young child (18-48 months) for autistic disorder, pervasive developmental delay, and Asperger’s disorder
- Preschool Language Scale–Fourth Edition (PLS–4) Provides a quick evaluation of a child's (birth to 6:11 years) general language skills
- Ready to Learn Use as a general readiness/early literacy assessment; it is also appropriate for high functioning children
- Sensory Profile and Sensory Profile School Companion Provides assessment of sensory integration concerns with links to intervention for various ages
- Wechsler Preschool and Primary Scale of Intelligence–Third Edition (WPPSI–III) Obtain clinically useful information regarding the cognitive ability of a child (2:6-7:3 years)
What tests are most helpful in identifying whether or not a student is ready to acquire reading skills? What tests are helpful in identifying a reading disorder and recommending instructional strategies?

**Assessment of Literacy and Language (ALL)** Evaluate emergent literacy and language skills together to better identify a child’s area of strengths and needs as they learn to read

**Clinical Evaluation of Language Fundamentals–Fourth Edition (CELF–4)** Helps you understand a child’s (5-21 years) need for classroom language modifications, enhancements, or curriculum accommodations

**Delis-Kaplan Executive Function System (D-KEFS)** Assess key components of executive functions within verbal and spatial modalities

**Differential Ability Scales–Second Edition (DAS–II)** Go beyond scores with an in-depth analysis of strengths and needs, important to effective intervention

**NEPSY–II** Offers you the flexibility to evaluate language, executive function and other related neurological areas in children (3:0-16:11 years)

**Process Assessment of the Learner–Second Edition: Diagnostic Assessment of Reading and Writing (PAL–II: Reading and Writing)** Offers areas of evaluation that are appropriate for determining pre-literacy skills

**Pre-Reading Inventory of Phonological Awareness (PIPA)** Offers the flexibility to administer individual subtests—rhyme awareness, syllable segmentation, alliteration awareness, sound isolation, sound segmentation, and letter-sound knowledge

**Ready to Learn** Assess basic readiness skills, particularly related to literacy

**Wechsler Abbreviated Scale of Intelligence (WASI)** Provides a quick reliable measure of a student’s verbal, nonverbal, and general cognitive functioning skills

**Wechsler Fundamentals: Academic Skills** Gain an understanding of an individual’s (Kindergarten-50 years) reading comprehension, spelling, and word reading skills level

**Wechsler Individual Achievement Test–Second Edition (WIAT–II)** Integrated evaluation process system with linkage to other instruments that assist with assessment and intervention planning

**WISC–IV Integrated** Assess cognitive skills and use the selected processing subtests for evaluating language-related functions

**Wechsler Preschool and Primary Scale of Intelligence–Third Edition (WPPSI–III)** Obtain clinically useful information regarding the cognitive ability of a child (2:6-7:3 years)

**Wechsler Nonverbal Scale of Ability (WNV)** A new assessment of general cognition requiring no expressive language on the part of the examinee

Joanie is not paying attention in class, and she is experiencing difficulty in middle school. Her parents want to have her evaluated for AD/HD and/or Executive Functioning weaknesses. What instruments would be most helpful?

**Beck Youth Inventory–Second Edition (BYI–II)** Appropriate to administer to rule out depression or social-emotional behavior

**Behavioral Observation of Students in Schools (BOSS)** Monitor students’ behavior by tracking the frequency of targeted behaviors and the progress being made

[CONTINUED ON PAGE 4]
When I am conducting an evaluation of a student with cultural and/or language differences, I am unsure of my assessment options. What do you suggest?

When the student has been identified as dominant in Spanish, for example, the following instruments might be appropriate for the assessment of functions related to language and cognition:

- CELF–4 Spanish
- DAS–II (Special Nonverbal Composite)
- NNAT–I
- PLS–4 Spanish
- Wechsler Nonverbal Scale of Ability (WNV)
- WISC–IV Spanish

In addition to the pictorial directions, the WNV has test directions translated into a variety of languages. Therefore, it may easily be used with translators, or by examiners that have some working knowledge of different languages.

Bracken Basic Concept Scale–Third Edition (Spanish) You may also compare to the English edition for a criterion referenced comparison of acquisition of basic concepts in English vs. Spanish

Should it be determined that the student is not dominant in English or Spanish, then many of the same instruments noted above could be used. However, they likely would be interpreted in a slightly different manner, with perhaps greater emphasis placed on the non-verbal assessments. Additionally, it would be important to consider the school background and intervention experience of the child in determining what types of assessment information should be collected. Data from RTI processes are likely very helpful in these situations.
Other than these types of non-verbal measures, there are not typically many instruments that are available in languages beyond Spanish. Other assessment tools that may be helpful when working with diverse learners are:

**Academic Competence Evaluation Scales/Academic Intervention Monitoring Systems (ACES/AIMS)** Provides insight to the school team regarding skills related to academic competence for the child and his/her environment.

Helps teams identify which types of daily living skills should be strengthened to enhance success.

**PrimerPASO**
Screening instrument in Spanish to measure developmental capabilities related to successful school performance and IDEA 2004.

**Ravens Progressive Matrices**
Provides a nonverbal ability assessment.

**WISC–IV Integrated**
Helps distinguish between a lack of familiarity with verbal concepts and difficulties recalling or expressing language. The process subtests help clinicians understand the reasons behind low scores on traditional measures of cognition, and assist in identifying appropriate interventions.

---

Assesses adaptive behavior in clients birth to 89 years old.

**Assessment of Literacy and Language (ALL)**
Evaluate emergent literacy and language skills together to better identify a child's area of strengths and needs as they learn to read.

**Boehm Test of Basic Concepts—Third Edition (Boehm –3) and Boehm Test of Basic Concepts Preschool (Boehm –3 Preschool)**
Offers a general understanding of a child's (3:0-7:0 years) basic concepts knowledge.

**Bracken Basic Concept Scale–Third Edition: Receptive (BBCS–3:R) and Bracken Basic Concept Scale: Expressive (BBCS:E)**
State-aligned measures that assess basic concepts knowledge in children (2:9-6:11 years).

**Brief Infant-Toddler Social and Emotional Assessment (BITSEA)**
Appropriate for use in a Child Find environment.

**Diagnostic Evaluation of Language Variation Screening Test (DELV Screening Test)**
Helps you distinguish variation due to normal developmental language changes or to regional and cultural patterns of language differences from true markers of language disorder or delay.

**Early Reading Diagnostic Assessment—Second Edition (ERDA–2)**
Helps you identify early reading skills of Kindergarten-grade 3 students to target appropriate intervention.

**Preschool Language Scale–Fourth Edition (PLS–4)**
Provides a quick evaluation of a child's (birth to 6:11 years) general language skills.

**Pre-Reading Inventory of Phonological Awareness (PIPA)**
Offers the flexibility to administer individual subtests—rhyme awareness, syllable segmentation, alliteration awareness, sound isolation, sound segmentation, and letter-sound knowledge.

**Process Assessment of the Learner—Second Edition: Diagnostic Assessment of Reading and Writing (PAL–II: Reading and Writing)**
Offers areas of evaluation that are appropriate for determining pre-literacy skills.

**Ready to Learn**
Assesses basic readiness skills, particularly related to literacy.

---

We are starting a new readiness program in our area. What instruments may help us determine which students are ready for Kindergarten and pre-literacy activities?
Our district wants to strengthen our response to intervention methodologies. Do you have any tools that can assist our problem-solving team?

Our district wants to strengthen our response to intervention methodologies. Do you have any tools that can assist our problem-solving team?

- **Academic Competence Evaluation System/Academic Intervention Monitoring Systems (ACES/AIMS)**: Provides insight to the school team regarding skills related to academic competence for the child and his/her environment.

- **Assessment, Intervention, and Progress Monitoring (AIMSweb)**: AIMSweb is a Assessment and Strategic Intervention Model that provides powerful benchmark and monthly or weekly reports to document how students respond to targeted intervention.

- **Functional Assessment and Intervention Systems (FAIS)**: Helps you design the appropriate interventions for improving school behavior.

- **Outcomes Planning, Monitoring, Evaluating (Outcomes: PME)**: Provides a framework for student progress monitoring linked to state standards.

- **Behavioral Observation of Students in Schools (BOSS)**: Monitor students’ behavior by tracking the frequency of targeted behaviors and the progress being made.

- **Process Assessment of the Learner—Second Edition: Diagnostic Assessment of Reading and Writing (PAL–II: Reading and Writing)**: Offers areas of evaluation that are appropriate for determining pre-literacy skills. The associated PAL Guides for Intervention and Research-Based Reading and Writing Lessons provide appropriate follow-up.

- **Ready to Learn**: Use as a general readiness/early literacy assessment.

- **Wechsler Fundamentals: Academic Skills**: Gain an understanding of the student’s reading comprehension, spelling, numerical operations, and word reading skills levels.

We have many students in the district that are culturally and linguistically diverse. If I want to make sure that I provide ample opportunity for these students to be identified as gifted and talented, what instruments would be helpful?

- **Diagnostic Evaluation of Language Variation Screening Test (DELV Screening Test)**: Helps you distinguish variation due to normal developmental language changes or to regional and cultural patterns of language differences from true markers of language disorder or delay.

- **Differential Ability Scales—Second Edition (DAS–II)**: Co-normed test batteries provide an extra opportunity for children to show just what they can do.

- **Gifted Rating Scales (GRS)**: Provides a standardized method for helping to identify children for gifted and talented programs through teacher observation.

- **Wechsler Nonverbal Scale of Ability (WNV)**: A new assessment of general cognition requiring no expressive language on the part of the examinee.

- **WISC–IV Integrated**: Assess cognitive skills and use the selected processing subtests for evaluating language-related functions.
The IEP teams at my school are looking for tools to help us in determining what supports might be needed for inclusion. What tools focus on these functional skills?

  Helps teams identify what types of daily living skills should be strengthened to enhance success

- **Behavioural Assessment of the Dysexecutive Syndrome for Children (BADS–C)**
  Assists in describing skills related to planning, organization, and impulse control – essential for classroom success

- **Delis-Kaplan Executive Function Systems (D-KEFS)**
  Assesses key components of executive functions within verbal and spatial modalities

- **Dynamic Assessment of Test Accommodations (DATA)**
  Identifies test accommodations that are required by students on classroom high-stakes tests

- **School Function Assessment (SFA)**
  Identifies supports needed in the school environment to enhance opportunities for success

- **Sensory Profile School Companion**
  Provides functional sensory information and interventions to assist with planning

- **Test of Everyday Attention for Children (TEA–Ch)**
  Measures children’s abilities to control their behaviors and verbal/motor responses

I’ve been asked to evaluate a child to determine if he meets criteria for a diagnosis of Intellectual Disability. Which instruments would be most helpful?

- **Wechsler Intelligence Scale for Children—Fourth Edition (WISC–IV)**
  Obtain clinically useful information regarding the cognitive ability for children (6:0 - 16:11 years). If you suspect that the child may have limited cognitive capabilities, and s/he is just 6, then you may want to consider using the Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI–III) or the Differential Ability Scales—Second Edition (DAS–II), since there are more floor items

- **Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI–III)**
  Obtain clinically useful information regarding cognitive development of a child (2:6-7:3 years)

- **Wechsler Abbreviated Scale of Intelligence (WASI)**
  Provides a quick reliable measure of a student’s verbal, nonverbal, and cognitive functioning skills. Depending on whether this is the child’s first evaluation, you may want to secure a more comprehensive measure of skills by administering either the WISC–IV, Wechsler Nonverbal Scale of Ability (WNV), WPPSI–III, or DAS–II

- **Wechsler Nonverbal Scale of Ability (WNV)**
  An assessment of general cognition requiring no expressive language on the part of the examinee. The WNV might be the instrument of choice in assessing the cognitive capabilities of a child whose native language is not English, or one who has expressive language delays

  Assess adaptive behavior in clients (birth to 89:11 years)

  Complete an in-depth analysis of a child’s (2:6-17:11 years) strengths and needs to guide appropriate intervention planning

I’m expanding my practice to cover social security disability evaluations for adults. Which of your products would be most often used for these evaluations?

- **Wechsler Adult Intelligence Scale—Third Edition (WAIS–III)**
  Obtain clinically useful information regarding the cognitive ability of a client ages (16:0 - 89:11 years)
  WAIS–IV available Fall of 2008!

- **Wechsler Abbreviated Scale of Intelligence (WASI)**
  Provides a quick reliable measure of a client’s (6:0-89:11 years) verbal, nonverbal, and cognitive functioning skills

  Assess adaptive behavior in clients (birth to 89:11 years)
<table>
<thead>
<tr>
<th>COGNITIVE FUNCTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wechsler Intelligence Scale for Children—Fourth Edition (WISC—IV)</td>
<td>19</td>
</tr>
<tr>
<td>WISC—IV Integrated</td>
<td>20</td>
</tr>
<tr>
<td>WISC—IV Spanish</td>
<td>22</td>
</tr>
<tr>
<td>Wechsler Abbreviated Scale of Intelligence (WASI)</td>
<td>24</td>
</tr>
<tr>
<td>Wechsler Adult Intelligence Scale—Third Edition (WAIS—III)</td>
<td>25</td>
</tr>
<tr>
<td>Wechsler Adult Intelligence Scale—Third Edition Spanish - Translation from Spain</td>
<td>26</td>
</tr>
<tr>
<td>Wechsler Adult Intelligence Scale—Fourth Edition (WAIS-IV) NEW!</td>
<td>27</td>
</tr>
<tr>
<td>Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI—III)</td>
<td>28</td>
</tr>
<tr>
<td>Differential Ability Scales—Second Edition (DAS—II) NEWI</td>
<td>30</td>
</tr>
<tr>
<td>Test for Creative Thinking-Drawing Production (TCP-DP)</td>
<td>32</td>
</tr>
<tr>
<td>McCarthy Scales of Children's Abilities</td>
<td>32</td>
</tr>
<tr>
<td>McCarthy Screening Test (MST)</td>
<td>32</td>
</tr>
<tr>
<td>NONVERBAL COGNITIVE FUNCTION</td>
<td>33</td>
</tr>
<tr>
<td>Wechsler Nonverbal Scale of Ability NEWI</td>
<td>34</td>
</tr>
<tr>
<td>Naglieri Nonverbal Ability Test—Individual (NNAT—Individual)</td>
<td>36</td>
</tr>
<tr>
<td>Naglieri Nonverbal Ability Test—Second Edition (NNAT—II) NEWI</td>
<td>37</td>
</tr>
<tr>
<td>Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt II)</td>
<td>37</td>
</tr>
<tr>
<td>Beta III</td>
<td>38</td>
</tr>
<tr>
<td>Raven’s Progressive Matrices</td>
<td>39</td>
</tr>
<tr>
<td>Mill Hill Vocabulary Scales</td>
<td>40</td>
</tr>
<tr>
<td>Porteus Maze</td>
<td>41</td>
</tr>
<tr>
<td>Draw A Person: A Quantitative Scoring System (QSS)</td>
<td>41</td>
</tr>
<tr>
<td>Draw A Person: Screening Procedure for Emotional Disturbance (SPED)</td>
<td>41</td>
</tr>
<tr>
<td>Test of Nonverbal Intelligence—Third Edition (TONI—3)</td>
<td>42</td>
</tr>
<tr>
<td>Comprehensive Test of Nonverbal Intelligence (CTONI)</td>
<td>42</td>
</tr>
<tr>
<td>Columbia Mental Maturity Scale (CMMS)</td>
<td>42</td>
</tr>
<tr>
<td>ACHIEVEMENT - LITERACY - BASIC SKILLS</td>
<td>43</td>
</tr>
<tr>
<td>Process Assessment of the Learner—Second Edition:</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Assessment for Reading and Writing (PAL-II Reading and Writing) NEWI</td>
<td>44</td>
</tr>
<tr>
<td>Process Assessment of the Learner—Second Edition:</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Assessment for Math (PAL-II Math) NEWI</td>
<td>45</td>
</tr>
<tr>
<td>Wechsler Individual Achievement Test—Second Edition (WIAT—II)</td>
<td>46</td>
</tr>
<tr>
<td>Wechsler Fundamentals: Academic Skills NEWI</td>
<td>48</td>
</tr>
<tr>
<td>Early Reading Success Indicator (ERSI)</td>
<td>50</td>
</tr>
<tr>
<td>Gifted Rating Scales (GRS)</td>
<td>51</td>
</tr>
<tr>
<td>Assessment of Literacy and Language (ALL)</td>
<td>52</td>
</tr>
<tr>
<td>Early Math Diagnostic Assessment (EMDA)</td>
<td>52</td>
</tr>
<tr>
<td>Early Reading Diagnostic Assessment Second Edition (ERDA Second Edition)</td>
<td>53</td>
</tr>
<tr>
<td>Ready to Learn</td>
<td>54</td>
</tr>
<tr>
<td>Pre-Reading Inventory of Phonological Awareness (PIPA)</td>
<td>54</td>
</tr>
<tr>
<td>PRODUCTS</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Dyslexia Screening Test—Secondary (DST–S)</td>
<td>55</td>
</tr>
<tr>
<td>Dyslexia Screening Test—Junior (DST–J)</td>
<td>55</td>
</tr>
<tr>
<td>Test of Silent Word Reading Fluency</td>
<td>56</td>
</tr>
<tr>
<td>Dyslexia Screening Instrument</td>
<td>56</td>
</tr>
<tr>
<td>Test of Academic Performance</td>
<td>56</td>
</tr>
<tr>
<td><strong>ASSESSMENT • TARGETED INTERVENTION • PROGRESS MONITOR</strong></td>
<td>57</td>
</tr>
<tr>
<td>AIMSweb NEW!</td>
<td>58</td>
</tr>
<tr>
<td>Academic Competence Evaluation Scales (ACES)</td>
<td>66</td>
</tr>
<tr>
<td>Academic Intervention Monitoring System (AIMS)</td>
<td>67</td>
</tr>
<tr>
<td>Functional Assessment and Intervention System (FAIS)</td>
<td>68</td>
</tr>
<tr>
<td>Outcomes PME: Planning, Monitoring, Evaluating</td>
<td>69</td>
</tr>
<tr>
<td>Dynamic Assessment of Test Accommodations (DATA)</td>
<td>70</td>
</tr>
<tr>
<td>Behavioral Observation of Students in Schools (BOSS)</td>
<td>70</td>
</tr>
<tr>
<td>PAL Guides for Intervention</td>
<td>71</td>
</tr>
<tr>
<td><strong>EARLY CHILDHOOD</strong></td>
<td>72</td>
</tr>
<tr>
<td>Bayley Scales of Infant and Toddler Development—Third Edition (Bayley–III)</td>
<td>74</td>
</tr>
<tr>
<td>Bayley–III Scoring Assistant with PDA Administration</td>
<td>76</td>
</tr>
<tr>
<td>Bayley–III Screening Test</td>
<td>77</td>
</tr>
<tr>
<td>Greenspan Social-Emotional Growth Chart</td>
<td>78</td>
</tr>
<tr>
<td>Brief Infant-Toddler Social and Emotional Assessment (BITSEA) NEW!</td>
<td>79</td>
</tr>
<tr>
<td>Infant-Toddler Social and Emotional Assessment (ITSEA) NEW!</td>
<td>80</td>
</tr>
<tr>
<td>FirstSTEP: Screening Test for Evaluating Preschoolers (FirstSTEP)</td>
<td>82</td>
</tr>
<tr>
<td>PrimerPASO: Screening Test for Evaluating Preschoolers (PrimerPASO)</td>
<td>82</td>
</tr>
<tr>
<td>Miller Assessment for Preschoolers (MAP)</td>
<td>83</td>
</tr>
<tr>
<td><strong>Movement ABC—Second Edition NEW!</strong></td>
<td>83</td>
</tr>
<tr>
<td>Bracken Basic Concept Scale: Expressive (BBCE-E) NEW!</td>
<td>84</td>
</tr>
<tr>
<td>Bracken Basic Concept Scale—Third Edition: Receptive (BBCS–3: R) NEW!</td>
<td>84</td>
</tr>
<tr>
<td>Bracken School Readiness Assessment—Third Edition (Bracken SRA–3) NEW!</td>
<td>86</td>
</tr>
<tr>
<td>Bracken Scoring Assistant NEW!</td>
<td>86</td>
</tr>
<tr>
<td><strong>ADAPTIVE BEHAVIOR</strong></td>
<td>87</td>
</tr>
<tr>
<td><strong>ABAS—II Intervention Planner and Scoring Assistant NEW!</strong></td>
<td>89</td>
</tr>
<tr>
<td>School Function Assessment (SFA)</td>
<td>90</td>
</tr>
<tr>
<td>Independent Living Scales (ILS)</td>
<td>91</td>
</tr>
<tr>
<td>Transition-to-Work Inventory (TWI)</td>
<td>91</td>
</tr>
<tr>
<td>Street Survival Skills Questionnaire (SSSQ)</td>
<td>92</td>
</tr>
<tr>
<td>Reynolds Adolescent Adjustment Screening Inventory (RAASI)</td>
<td>92</td>
</tr>
<tr>
<td>PRODUCTS</td>
<td>PAGE</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>ADD - AUTISM</td>
<td>93</td>
</tr>
<tr>
<td>Brown Attention-Deficit Disorder Scales (Brown ADD Scales)</td>
<td>93</td>
</tr>
<tr>
<td>Conners--3rd Edition NEW!</td>
<td>94</td>
</tr>
<tr>
<td>Pervasive Developmental Disorders Screening Test--II (PDDST--II)</td>
<td>94</td>
</tr>
<tr>
<td>Conners Comprehensive Behavior Rating Scale (Conners CBRS) NEW!</td>
<td>94</td>
</tr>
<tr>
<td>NEUROPSYCHOLOGY/GENERAL</td>
<td>99</td>
</tr>
<tr>
<td>NEPSY--II NEW!</td>
<td>100</td>
</tr>
<tr>
<td>NEPSY--II Scoring Assistant and Assessment Planner NEW!</td>
<td>101</td>
</tr>
<tr>
<td>Wechsler Test of Adult Reading (WTAR)</td>
<td>103</td>
</tr>
<tr>
<td>Kaplan Baycrest Neurocognitive Assessment (KBNA)</td>
<td>104</td>
</tr>
<tr>
<td>Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)</td>
<td>105</td>
</tr>
<tr>
<td>Neurobehavioral Functioning Inventory (NFI)</td>
<td>106</td>
</tr>
<tr>
<td>NEUROPSI Attention and Memory</td>
<td>107</td>
</tr>
<tr>
<td>NEUROPSI Screener (Evaluación Neuropsicológica Breve en Español)</td>
<td>108</td>
</tr>
<tr>
<td>A Quick Test of Cognitive Speed (AQT)</td>
<td>109</td>
</tr>
<tr>
<td>Mini-Mental State Examination (MMSE)</td>
<td>110</td>
</tr>
<tr>
<td>Dementia Rating Scale--2 (DRS--2)</td>
<td>111</td>
</tr>
<tr>
<td>Children's Category Test (CCT)</td>
<td>112</td>
</tr>
<tr>
<td>The Middlesex Elderly Assessment of Mental State (MEAMS)</td>
<td>113</td>
</tr>
<tr>
<td>Measurement and Treatment Research to Improve Cognition in Schizophrenia (MATRICS) NEW!</td>
<td>114</td>
</tr>
<tr>
<td>NEUROPSYCHOLOGY/MEMORY</td>
<td>119</td>
</tr>
<tr>
<td>Wechsler Memory Scale--Third Edition (WMS--III)</td>
<td>119</td>
</tr>
<tr>
<td>Wechsler Memory Scale--Third Edition Spanish - Translation from Spain</td>
<td>120</td>
</tr>
<tr>
<td>Wechsler Memory Scale--Third Edition--Abbreviated (WMS--III--Abbreviated)</td>
<td>121</td>
</tr>
<tr>
<td>California Verbal Learning Test--Children's Version (CVLT--C)</td>
<td>122</td>
</tr>
<tr>
<td>California Verbal Learning Test--Second Edition (CVLT--II)</td>
<td>123</td>
</tr>
<tr>
<td>Children's Memory Scale (CMS)</td>
<td>124</td>
</tr>
<tr>
<td>The Rivermead Behavioural Memory Test--Third Edition (RBMT--3) NEW!</td>
<td>125</td>
</tr>
<tr>
<td>The Rivermead Behavioural Memory Test for Children (RBMT--C)</td>
<td>126</td>
</tr>
<tr>
<td>The Rivermead Behavioural Memory Test--Extended Version (RBMT--E)</td>
<td>127</td>
</tr>
<tr>
<td>Doors and People</td>
<td>128</td>
</tr>
<tr>
<td>Visual Aural Digit Span Test (VADS)</td>
<td>129</td>
</tr>
<tr>
<td>Rey Complex Figure Test and Recognition Trial (RCFT)</td>
<td>130</td>
</tr>
<tr>
<td>Cambridge Test of Prospective Memory (CAMPROMPT)</td>
<td>131</td>
</tr>
<tr>
<td>Wide Range Assessment of Memory and Learning, Second Edition (WRAML--2)</td>
<td>132</td>
</tr>
<tr>
<td>Test of Memory Malingering (TOMM)</td>
<td>133</td>
</tr>
<tr>
<td>NEUROPSYCHOLOGY/EXECUTIVE FUNCTION</td>
<td>134</td>
</tr>
<tr>
<td>Delis-Kaplan Executive Function System (D-KEFS)</td>
<td>134</td>
</tr>
<tr>
<td>Behavioural Assessment of the Dysexecutive Syndrome for Children (BADS--C)</td>
<td>135</td>
</tr>
<tr>
<td>Behavioural Assessment of the Dysexecutive Syndrome (BADS)</td>
<td>136</td>
</tr>
<tr>
<td>Behavior Rating Inventory of Executive Function (BRIEF)</td>
<td>137</td>
</tr>
<tr>
<td>PRODUCTS</td>
<td>PAGE</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Behavior Rating Inventory of Executive Function—Self Report Version (BRIEF—SR)</td>
<td>126</td>
</tr>
<tr>
<td>Wisconsin Card Sorting Test (WCST)</td>
<td>127</td>
</tr>
<tr>
<td>Wisconsin Card Sorting Test: Computer Version 4 (WCST: CV4)</td>
<td>127</td>
</tr>
<tr>
<td>The Hayling and Brixton Tests</td>
<td>127</td>
</tr>
<tr>
<td><strong>NEUROPSYCHOLOGY/REHABILITATION</strong></td>
<td>128</td>
</tr>
<tr>
<td>Severe Impairment Battery (SIB)</td>
<td>128</td>
</tr>
<tr>
<td>Speed and Capacity of Language Processing Test (SCOLP)</td>
<td>128</td>
</tr>
<tr>
<td>Facial Expressions of Emotion: Stimuli and Tests (FEEST)</td>
<td>129</td>
</tr>
<tr>
<td>The Awareness of Social Inference Test (TASIT)</td>
<td>129</td>
</tr>
<tr>
<td>The Pyramids and Palm Trees Test</td>
<td>130</td>
</tr>
<tr>
<td>Putney Auditory Comprehension Screening Test (PACST)</td>
<td>131</td>
</tr>
<tr>
<td>Behavioural Inattention Test (BIT)</td>
<td>131</td>
</tr>
<tr>
<td><strong>NEUROPSYCHOLOGY/VISUAL-SPATIAL</strong></td>
<td>132</td>
</tr>
<tr>
<td>Wide Range Assessment of Visual Motor Abilities (WRAVMA)</td>
<td>132</td>
</tr>
<tr>
<td>Benton Visual Retention Test, Fifth Edition</td>
<td>132</td>
</tr>
<tr>
<td><strong>NEUROPSYCHOLOGY/ATTENTION</strong></td>
<td>133</td>
</tr>
<tr>
<td>The Test of Everyday Attention (TEA)</td>
<td>133</td>
</tr>
<tr>
<td>The Test of Everyday Attention for Children (TEA—Ch)</td>
<td>134</td>
</tr>
<tr>
<td>Vigil Continuous Performance Test (Vigil)</td>
<td>134</td>
</tr>
<tr>
<td>Attention Process Training (APT—II)</td>
<td>135</td>
</tr>
<tr>
<td>Conners’ Continuous Performance Test—II (CPT—II Version 5)</td>
<td>135</td>
</tr>
<tr>
<td><strong>LANGUAGE/AUDITORY PROCESSING</strong></td>
<td>137</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Fundamentals—Fourth Edition (CELF—4)</td>
<td>138</td>
</tr>
<tr>
<td>CELF—4 Spanish</td>
<td>139</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Fundamentals—4 Screening Test</td>
<td>140</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Fundamentals Preschool—Second Edition</td>
<td>140</td>
</tr>
<tr>
<td>Diagnostic Evaluation of Language Variation (DELV)—Norm Referenced</td>
<td>141</td>
</tr>
<tr>
<td>Diagnostic Evaluation of Language Variation—Screening Test</td>
<td>141</td>
</tr>
<tr>
<td>Bracken Basic Concept Scale: Expressive (BBCS:E)</td>
<td>142</td>
</tr>
<tr>
<td>Bracken Basic Concept Scale—Third Edition: Receptive (BBCS:R)</td>
<td>142</td>
</tr>
<tr>
<td>Bracken School Readiness Assessment—Third Edition (Bracken—3 SRA)</td>
<td>144</td>
</tr>
<tr>
<td>Western Aphasia Battery—Revised (WAB—R)</td>
<td>145</td>
</tr>
<tr>
<td>Cognitive Linguistic Quick Test (CLQT)</td>
<td>146</td>
</tr>
<tr>
<td>Test of Word Knowledge (TOWK)</td>
<td>147</td>
</tr>
<tr>
<td>Auditory Continuous Performance Test (ACPT)</td>
<td>147</td>
</tr>
<tr>
<td>SCAN—C: Test for Auditory Processing Disorders in Children—Revised</td>
<td>148</td>
</tr>
<tr>
<td>SCAN—A: A Test for Auditory Processing Disorders in Adolescents and Adults</td>
<td>148</td>
</tr>
<tr>
<td>Children’s Communication Checklist—Second Edition (CCC—2)</td>
<td>149</td>
</tr>
<tr>
<td>Test for Reception of Grammar—Version 2 (TROG—2)</td>
<td>149</td>
</tr>
<tr>
<td>Boston Diagnostic Aphasia Examination, Third Edition (BDAE)</td>
<td>150</td>
</tr>
<tr>
<td>Burns Brief Inventory of Communication and Cognition (Burns Inventory)</td>
<td>150</td>
</tr>
<tr>
<td>Products</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><em>Psychopathology</em></td>
<td></td>
</tr>
<tr>
<td>Beck Youth Inventories—Second Edition (BYI–II)</td>
<td>151</td>
</tr>
<tr>
<td>Beck Depression Inventory—II (BDI–II)</td>
<td>152</td>
</tr>
<tr>
<td>Beck Hopelessness Scale (BHS)</td>
<td>154</td>
</tr>
<tr>
<td>Beck Scale for Suicide Ideation (BSS)</td>
<td>155</td>
</tr>
<tr>
<td>Beck Anxiety Inventory (BAI)</td>
<td>155</td>
</tr>
<tr>
<td>Beck Interpretak</td>
<td>156</td>
</tr>
<tr>
<td>BDI–FastScreen for Medical Patients</td>
<td>156</td>
</tr>
<tr>
<td>Clark-Beck Obsessive-Compulsive Inventory (CBOCI)</td>
<td>157</td>
</tr>
<tr>
<td>Suicidal Ideation Questionnaire (SIQ)</td>
<td>157</td>
</tr>
<tr>
<td>Resiliency Scales for Children &amp; Adolescents NEW</td>
<td></td>
</tr>
<tr>
<td>Reynolds Bully Victimization Scales for Schools–Group Administration (RBVS)</td>
<td>158</td>
</tr>
<tr>
<td>Reynolds Bully Victimization Scales for Schools (RBVS)</td>
<td>159</td>
</tr>
<tr>
<td>Children’s PTSD Inventory (CPTSDI)</td>
<td>160</td>
</tr>
<tr>
<td>Sleep Disorders Inventory for Students (SDIS)</td>
<td>161</td>
</tr>
<tr>
<td>Trauma Symptom Inventory (TSI)</td>
<td>162</td>
</tr>
<tr>
<td>Trauma Symptom Checklist for Children (TSSC)</td>
<td>163</td>
</tr>
<tr>
<td>Detailed Assessment of Posttraumatic Stress (DAPS)</td>
<td>164</td>
</tr>
<tr>
<td>Eating Inventory</td>
<td>165</td>
</tr>
<tr>
<td>Clinical Assessment Scales for the Elderly (CASE)</td>
<td>166</td>
</tr>
<tr>
<td>Childhood Trauma Questionnaire: A Retrospective Self-Report (CTQ)</td>
<td>166</td>
</tr>
<tr>
<td>Reynolds Adolescent Depression Scale, 2nd Edition (RADS–2)</td>
<td>167</td>
</tr>
<tr>
<td>Rotter Incomplete Sentences Blank, Second Edition (RISB)</td>
<td>168</td>
</tr>
<tr>
<td>Multidimensional Anxiety Scale for Children (MASC)</td>
<td>170</td>
</tr>
<tr>
<td>Children’s Depression Inventory (CDI)</td>
<td>171</td>
</tr>
<tr>
<td>Devereux Behavior Rating Scale–School Form</td>
<td>172</td>
</tr>
<tr>
<td>Devereux Scales of Mental Disorders</td>
<td>173</td>
</tr>
<tr>
<td>Substance Abuse Subtle Screening Inventory–Third Edition (SASSI–3)</td>
<td>174</td>
</tr>
<tr>
<td>Miller Forensic Assessment of Symptoms Test (M-FAST)</td>
<td>175</td>
</tr>
<tr>
<td>Rorschach Technique</td>
<td>176</td>
</tr>
<tr>
<td>RIAPS: Scoring Program (RIAPS:S)</td>
<td>177</td>
</tr>
<tr>
<td>Children’s Apperception Test (C.A.T.)</td>
<td>178</td>
</tr>
<tr>
<td>Thematic Apperception Test (T.A.T.)</td>
<td>179</td>
</tr>
<tr>
<td>Holtzman Inkblot Technique (HIT)</td>
<td>180</td>
</tr>
</tbody>
</table>
**PERSONALITY • TEMPERAMENT**

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>AGE</th>
<th>TYPES OF TESTS</th>
<th>FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carey Temperament Scales (CTS)</td>
<td>173</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State-Trait Anger Expression Inventory–2 (STAXI–2)</td>
<td>177</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BarOn Emotional Quotient-Inventory:Y outh Version (BarOn EQ-i:YV)</td>
<td>176</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Mooney Problem Check Lists</td>
<td>175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent Anger Rating Scale (AARS)</td>
<td>177</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State-Trait Anger Expression Inventory—2 (STAXI–2)</td>
<td>177</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carey Temperament Scales (CTS)</td>
<td>178</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related References**

- Timers and Stopwatches
- International Offices
- Clinical Consultants
- Ordering Information
- Qualification Levels
- Software Policy
- PsychCorp Center Software System Requirements
- Author Index
- Acronym & Product Index

---

**LOOK FOR THESE SYMBOLS FOR SPECIAL PRODUCT INFORMATION!**

At The Psychological Corporation, we understand the challenges that you face as school professionals to comply with the NCLB and IDEA 2004 legislation. You are being asked to identify new ways to help struggling learners through benchmarking, progress monitoring RTI, and data reporting. We have the products to help!

---

**CATALOG SYMBOLS:**

- **BEST SELLER**
- **CR**
- **SISI**
- **SOFTWARE**
- **TRAINING**

As you read through our catalog, the following symbols will help you quickly identify the level associated with our products.
School, clinic, private practice, or any other setting—PsychCorp™ software solutions work for you.

Save valuable time—and be assured of accurate results

School, clinic, private practice, or any other setting—PsychCorp™ software solutions work for you.
Let PsychCorp scoring and reporting software take the effort, time, and worry out of assessment results.

**Essential tools to quickly and accurately score assessments!**

**Facing data overload? Who doesn’t want to have more time to spend with clients?** Today you can find software tools that are so fast and so automatic, time constraints and hassles evaporate. Leaving you with what matters most—more time with your clients.

Many PsychCorp assessments can be purchased with software that provides accurate scoring calculations and fool-proof results. In many cases, scoring software also provides treatment and intervention solutions.

**Visit our website for:**

- Software updates and downloads – download product updates—post-release distributions that add functionality or address issues specific to your versions of software. Updates are free of charge and ensure you have the latest version of the software.
- Sample software reports – see them quickly and download them easily
- Software user’s guides – installation and use documentation for products
- FAQs – answers for the most frequently asked questions
- Knowledgebase – searchable database for solutions to common software problems
- Contact Support – contact information and technical support request form you can use to submit questions not answered in the FAQ’s or Knowledgebase

**Multi-user licensing programs are available**…

*A software license must be purchased for every end-user of the software within the organization.*

<table>
<thead>
<tr>
<th>Users</th>
<th>Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>10%</td>
</tr>
<tr>
<td>10-24</td>
<td>15%</td>
</tr>
<tr>
<td>25+</td>
<td>20%</td>
</tr>
</tbody>
</table>
what’s going on
16 exciting, new, and revised assessment products to improve your clinical decision making from birth to the eldest client

Cognitive Function

Differential Ability Scales—Second Edition (DAS-II) Go beyond scores with an in-depth analysis of strengths and needs to develop effective intervention. See pages 30-31

Wechsler Adult Intelligence Scale—Fourth Edition (WAIS-IV) Available Fall 2008, includes enhanced and expanded clinical utility. See page 27

Nonverbal Cognitive Function

Wechsler Nonverbal Scale of Ability (WNV) Measure ability regardless of the language spoken and no Pantomiming. See pages 34-35

Naglieri Nonverbal Ability Test—Second Edition (NNAT-2) Includes online capability. See page 37

Achievement • Literacy • Basic Skills

Process Assessment of the Learner—Second Edition: Diagnostic Assessment of Reading and Writing (PAL—II Reading and Writing) Make a difference to a struggling reader the First Time with this researched-based assessment, intervention, and progress monitoring tool. See page 44

Process Assessment of the Learner—Second Edition: Diagnostic Assessment of Math (PAL—II Math) Take the guesswork out of math interventions with this researched-based, solution-based assessment, intervention, and progress monitoring tool. See page 45

Wechsler Fundamentals: Academic Skills A quick, empirically-based achievement test that offers an efficient, yet effective look at academic levels. See pages 48-49

Early Childhood

Brief Infant-Toddler Social and Emotional Assessment (BITSEA) Identify “red flag” indicators of atypical behavior in 10 minutes. See page 79

Infant-Toddler Social and Emotional Assessment (ITSEA) Comprehensively assesses social and behavioral problems and competencies. See pages 80-81

Bracken School Readiness Assessment—Third Edition (Bracken SRA-3) For when you need just the basic basics... See pages 86 and 144

Bracken Basic Concept Scale—Third Edition: Receptive and Bracken Basic Concept Scale: Expressive Get back to basics. See pages 84-85 and 142-143

Assessment, Intervention, and Progress Monitoring

AIMSweb An Assessment and Strategic Intervention Model that provides powerful benchmark and monthly or weekly reports to document how students respond to targeted intervention. See page 58
what’s going on
16 exciting, new, and revised assessment products to improve your clinical decision making from the birth to the eldest client

Adaptive Behavior
ABAS-II Intervention Planner and Scoring Assistant
Now allows you to identify appropriate interventions and monitor progress making evaluating infants through adolescents even easier. See pages 88-89

Neuropsychology – General
NEPSY–Second Edition (NEPSY-II) The only customizable measure of neuropsychological functions that can be tailored to children (3:0-16:11 years). See pages 100-101

Language
Western Aphasia Battery–Revised (WAB–R) Screen or comprehensively assess for aphasia. See page 145

Psychopathology
Resiliency Scales for Children & Adolescents Profile personal strengths and vulnerability. See pages 158-159
Cognitive Function

Cognitive assessment retains a vital role in understanding the learning process. It provides a baseline from which to predict the rate and depth of learning. It also helps to explain the reasons why a child, adolescent, or adult is not performing or functioning to expectations.

In this section, we present many tools to help you capture the unique contributions of brain-based functions. We are pleased to introduce several totally new and newly revised assessments to enhance your practice and decision making:

- **Wechsler Adult Intelligence Scale**—Fourth Edition (WAIS–IV) **NEW!**
  page 27
- **Differential Ability Scales—Second Edition (DAS–II) **NEW!**
  page 30

View other PsychCorp assessments that are well suited for the assessment of cognitive functions or the assessment of constructs that may impact cognitive functions in other sections of this catalog or online at PsychCorp.com:

- **Wechsler Nonverbal Scale of Ability (WNV)** **NEW!**
  (See page 34)
- **Children’s Memory Scale (CMS)**
  (See page 116)
- **NEPSY–II **NEW!**
  (See page 100)
- **Sleep Disorders Inventory for Students (SDIS)**
  (See page 162)
Wechsler Intelligence Scale for Children—Fourth Edition (WISC—IV) 2003

Wechsler Intelligence Scale for Children—Fourth Edition (WISC—IV) provides four index scores that reflect different abilities, important in the expression of cognitive behavior in the classroom and beyond. It draws on the latest research to improve the assessment of fluid reasoning, working memory, and processing speed.

Four Index Scores
- Verbal Comprehension
- Perceptual Reasoning
- Working Memory
- Processing Speed

The profile of these four domains represents key clinical indicators of the cognitive strengths and weaknesses important to the assessment of learning disabilities, executive functions, attention disorders, traumatic brain injuries, intellectual disability, giftedness, and other medical and neurological concerns.

WISC—IV Subtests
WISC—IV includes 10 core subtests and five supplemental subtests. It has improved floors and ceilings on all subtests.

The Wechsler Tradition: Reliability and Clinical Validity
The WISC—IV normative sample consisted of 2,200 children ages 6 to 16, with 200 children in each of the 11 age groups. The sample was stratified based on age, sex, parent education level, geographic region, and race/ethnicity.

For validity studies, WISC—IV data were collected from 16 clinical groups. Equivalency studies were also conducted within the Wechsler family of tests, enabling you to make meaningful and predictive comparisons between various Wechsler scores. The WISC—IV Manual reports results of internal consistency, test-retest reliability, correlational data, and factor analysis.

- Links to the WIAT®—II and validity studies with measures of memory (CMS®), adaptive behavior (ABAS—II), emotional intelligence (BarOn Emotional-Quotient Inventory®: Youth Version®), and giftedness (GRS) •

**Ages**
6.0-16.11 years

**Norms**
FSIQ, Index scores, Subtest scaled scores

**Administration**
Core subtests: 65-80 minutes

**Qualification Level**
C

*Reported administration times are average testing times for non-clinical examiners. Individual administration times may be longer for examiners with clinical conditions. For more detailed information on administration time, please refer to the product website.


FOR MORE INFORMATION:
WISC-IV.com
Related Products

Wechsler Intelligence Scale for Children—Fourth Edition Integrated
See page 22

WISC-IV: Clinical Use and Interpretation
$69.00
015-8002-792-MPC899  See page 180

WISC-IV: Advanced Clinical Interpretation
$54.00
015-8339-274-MPC899  See page 180

Culture and Children's Intelligence
$87.00
015-8076-917-MPC899  See page 180

Assessment of Children: WISC-IV and WPPSI–III Supplement
$40.00
097-0267-118-MPC899  See page 180

Materials and Prices

To learn more visit WISC-IV.com
- Detailed information on new subtests
- Developmental enhancements from previous edition
- Expanded clinical utility with access to 5 comprehensive technical reports including GAI
- WISC-IV Bibliography
- Easily navigable list of FAQs
- 6 Sample Report options including English and Spanish Parent Reports

Visit WISC-IV.com for technical reports, case studies, and more!

Complete Kit
Includes Administration and Scoring Manual, Technical Manual, Stimulus Book #1, 25 Record Forms, 25 Response Booklets #1, 25 Response Booklets #2, Symbol Search Scoring Key, Coding Scoring Key with Coding Recall, Cancellation Scoring Templates, 9 Block Design Cubes
Box 015-8979-044-MPC899
$950.00
Hard Case 015-8979-052-MPC899
$1,006.00
Soft Case 015-8979-060-MPC899
$1,006.00

Stimulus book 015-8979-206-MPC899
$342.00

Symbol Search Key 015-8979-222-MPC899
$25.00

Training
Training CD
015-8979-443-MPC899
$66.00

Software
Scoring Assistant 015-8979-109-MPC899
$228.00
Writer 015-8979-117-MPC899
$462.00

Specials
WISC-IV Complete Kit with WISC-IV Scoring Assistant
Box 015-8979-125-MPC899
$1,085.00
Save $93.00
Hard Case 015-8979-133-MPC899
$1,135.00
Save $99.00
Soft Case 015-8979-141-MPC899
$1,135.00
Save $99.00

WISC-IV Complete Kit in a soft case with WISC-IV Writer
015-8979-354-MPC899
$1,335.00
Save $133.00

WISC-IV (Soft Case) and WJAT—II Kit with WISC-IV Writer
015-8979-362-MPC899
$1,734.00
Save $151.00

Additional Materials

Record Forms
Pkg of 25 015-8979-079-MPC899
$107.00

Response Booklets #1 Symbol Search and Coding
Pkg of 25 015-8979-087-MPC899
$65.00

Response Booklet #2 Cancellation
Pkg of 25 015-8979-095-MPC899
$40.00

Administration and Scoring Manual 015-8979-184-MPC899
$174.00
Wechsler Intelligence Scale for Children*—Fourth Edition Integrated (WISC—IV Integrated) 2004
David Wechsler with Edith Kaplan, Dean Delis, Deborah Fein, Art Maerlender, Robin Morris, and Joel Kramer

WISC-IV Integrated
A powerful tool that helps you to plan more effective intervention—the WISC-IV Integrated combines the WISC-IV and 16 optional subtests to provide critical diagnostic information to support clinical judgments and guide intervention planning.

In addition to the four core WISC-IV index scores, the Integrated’s array of 16 optional, process-oriented subtests gives you a broad choice of quick and easy-to-administer process subtests to more fully assess each applicable domain. Following a WISC-IV administration, use any of the subtests for more in-depth, targeted assessment.

■ Ideal for RTI implementation
■ Choose only the Integrated subtests you believe could reveal a processing problem that might be affecting core WISC-IV scores, or could guide your intervention
■ Drill down to investigate the processes through which a child arrives at a response

The WISC-IV Integrated provides a comprehensive measure of learning strengths and difficulties, while ensuring valid and reliable testing for quantitative and qualitative measures that go beyond a child’s cognitive scores. The answers can pave the way for more clinically meaningful modifications to instructional plans. WISC-IV Integrated process subtests offer a rich, clinical “testing of the limits” that help identify sources of impairment.

For More Information: WISC-IV.com
of a child’s strengths and needs. Using process subtests can:

■ Provide adapted versions of WISC-IV subtests that are especially amenable to use with a diverse array of children with special needs
■ Assist you in developing treatment plans and interventions specifically aimed at the child’s areas of cognitive difficulties
■ Develop critical insights to assist students with disabilities in standards-based education

Whether you are new to the Wechsler or are upgrading your current WISC-IV, the WISC-IV Integrated offers a wide variety of enhancements:

■ Validity studies — extensive data is available for ADHD, autism, Asperger’s, intellectual disability, receptive and expressive language disorders, and other conditions and disorders
■ Visually engaging materials — colorful artwork makes the testing process pleasant for the child

Scoring and Report Writing Software

Scoring Assistant® and Writer software can make quicker work of time-consuming details, calculations, and writing narratives — making your life easier and your assessment work go faster. Sample reports of the Scoring Assistant and Writer are available free online at WISC-IV.com.

Visit WISC-IV.com for technical reports, case studies, and more!
**Wechsler Intelligence Scale for Children®—Fourth Edition—Spanish** (WISC—IV Spanish) 2004

David Wechsler

**WISC—IV Spanish** is ideal for use with Spanish-language dominant children ages 6 to 16 years who are gaining educational experience in the United States. Psychologists and other clinicians familiar with WISC—IV will easily adapt to the WISC—IV Spanish. WISC—IV Spanish has the same 10 core subtests as WISC—IV, plus four of the five supplemental subtests, excluding Word Reasoning.

**Exceptional Clinical Utility**
- Items adapted to accommodate variations of the Spanish language
- For use by Spanish-speaking examiners and English-speaking examiners with a trained Spanish-speaking associate
- Interpretive Report available in English
- Parent Report available in both English and Spanish

**Use WISC—IV Spanish when:**
- Child is Spanish-language dominant
- Child is in his/her first five years in the U.S. education system
- Child is referred for neurocognitive evaluation
- Child needs evaluation for educational diagnosis and services

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>Includes Manual, 3 Stimulus Books, 25 each of Response Booklets 1 and 2, 25 Record Forms, Wechsler® Block set, 2 Scoring Keys, and a Cancellation Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box</td>
<td>015-8978-846-MPC899</td>
</tr>
<tr>
<td>Hard Case</td>
<td>015-8978-889-MPC899</td>
</tr>
<tr>
<td>Rolling Case</td>
<td>015-8978-870-MPC899</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Record Forms</th>
<th>Includes Response Booklets 1, 2, 3, &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pkg of 25</td>
<td>015-8978-897-MPC899</td>
</tr>
</tbody>
</table>

**Response Booklet #1 (Coding and Symbol Search)**

| Pkg of 25 | 015-8978-919-MPC899 | $68.00 |

**Response Booklet #2 (Cancellation)**

| Pkg of 25 | 015-8978-935-MPC899 | $68.00 |

**Manual**

| 015-8978-951-MPC899 | $140.00 |

**Stimulus Book #1**

| 015-8978-96X-MPC899 | $240.00 |

**Stimulus Book #2**

| 015-8978-978-MPC899 | $240.00 |

**TRAINING**

**Training Video**

| Includes administration’s scoring instructions | 015-8978-781-MPC899 | $66.00 |

**SOFTWARE**

**Scoring Assistant**

| 015-8978-994-MPC899 | $228.00 |

**SPECIAL**

**WISC—IV Spanish Kit Rolling Case and WISC—IV Spanish Scoring Assistant**

| Save $99.00 | 015-8979-01X-MPC899 | $1,135.00 |

---

*Estimated administration times are average testing times for non-clinical examinees. Individual administration times may be longer for examinees with clinical conditions. For more detailed information on administration time, please refer to product website.*
The **Wechsler Abbreviated Scale of Intelligence (WASI)** meets the demand for a quick, reliable measure of an individual’s verbal, nonverbal, and general cognitive functioning in any setting. WASI is nationally standardized, yields three scores, and is linked to the WISC–III® and the WAIS®–III. WASI provides more information than typical brief cognitive tests, but it is not meant to replace more comprehensive measures of cognition.

**Two Flexible Formats**
- Four-subtest form (Vocabulary, Similarities, Block Design, Matrix Reasoning) provides FSIQ, VIQ, and PIQ scores
- Two-subtest form (Vocabulary and Matrix Reasoning) provides an estimate of general cognitive ability (FSIQ)

**Multiple Uses**
- Get a fast and reliable measure of intelligence when screening for intellectual disability, giftedness, or for other purposes.
- Reassess after a comprehensive evaluation and before reevaluation
- Estimate IQ scores for large samples when administration of a full battery is not feasible or necessary
- Screen to determine need for an in-depth evaluation
- Estimate cognitive functioning for individuals referred for psychiatric evaluations
- Estimate IQ scores for vocational, rehabilitation, or research needs

**Excellent Clinical Utility**
- Developed as an independent scale
- Enhanced Vocabulary Subtest
- Parallel items to full Wechsler Counterparts
- Estimate a range of FSIQ scores on comprehensive batteries

**Materials and Prices**

<table>
<thead>
<tr>
<th><strong>Complete Kit</strong></th>
<th><strong>ADDITIONAL MATERIALS</strong></th>
<th><strong>Record Forms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8981-502-MPC899 $261.00</td>
<td>015-8981-510-MPC899 $136.00</td>
<td>015-8981-537-MPC899 $65.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>015-8981-529-MPC899 $136.00</td>
</tr>
</tbody>
</table>

**Related Product**
- **Wechsler Fundamentals: Academic Skills**
  See page 48

**VIQ and PIQ Provide Richer Information**
- VIQ—Vocabulary and Similarities subtests measure crystallized abilities
- PIQ—Matrix Reasoning measures nonverbal fluid abilities. Block Design measures visuomotor/coordination skills

**Link Results**
- Compare results to the Wechsler Fundamentals: Academic Skills
- Determine a student’s academic strengths and needs based upon an ability-achievement discrepancy analysis
- Converge and discriminate validity ✔

**FOR MORE INFORMATION:**
PsychCorp.com

---

**WASI®**
A reliable measure of cognitive ability in less time
Based on one of the most comprehensive standardization samples ever, the *Wechsler Adult Intelligence Scale*—Third Edition (WAIS—III) scales are co-normed with the WMS—III to help you examine the important relationship between cognitive functioning and memory.

**Enhanced Clinical Utility**
- Extended floors
- Co-normed with WMS-III
- Expanded clinical studies
- Reduced testing time

**Attractive Materials and Content**
- Extensive item analyses were performed to eliminate biased items
- Enlarged visual stimuli make items easier for examinees with decreased visual acuity

**WAIS—III/WMS—III Technical Manual Update**
Supplement your Wechsler® resources with the WAIS—III/WMS—III Technical Manual Update, with recent changes in test standards and additional research and factor analytic studies.

**WAIS—III—WMS—III—WIAT—II Scoring and Report Writing Software**
The Scoring Assistant
- Summarizes the results into customizable reports and graphs
- Produces subtest scales core profiles, IQ, and index
- Interprets cognitive, memory, and achievement scores
- Generates easy to understand reports

### Related Products

**Essentials of Cross-Battery Assessment**
- $48.00
- 047-1382-647-MPC899
- See page 180

**Essentials of WAIS®—III Assessment**
- $56.00
- 015-8120-086-MPC899
- See page 180

*Reprinted administration times are average testing times for non-clinical examinees. Individual administration times may be longer for examinees with clinical conditions. For more detailed information on administration time, please refer to the product website.*

*“Wechsler,” “Wechsler Adult Intelligence Scale,” “WAIS,” “WAIS–III,” “WAIS–R,” “Scanney Assistant,” “Wechsler Memory Scale,” “WIAT,” and “WMS” are trademarks of Harcourt Assessment, Inc., registered in the U.S. and/or other jurisdictions. “Windows” is a registered trademark of Microsoft Corporation.

**FOR MORE INFORMATION:**
[PsychCorp.com](http://www.PsychCorp.com)
To learn more about the new WAIS–IV Wechsler name. That you will find along with the traditional. These are just a few of the enhancements advanced measure of cognitive ability and results you can trust.

The WAIS–IV will feature:

- Simplified structure that includes Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed Index scores, as well as the Full Scale IQ
- New subtests that improve clinical utility
- Updated norms from ages 16 to 90
- Reduced administration time to obtain composite scores
- Updated content and materials
- Co-normed with the upcoming WMS–IV
- A broad selection of clinical and validity studies
- Improved scoring software

These are just a few of the enhancements that you will find along with the traditional foundation of reliability and validity that you have come to expect from the Wechsler name.

To learn more about the new WAIS–IV and receive updates regarding content and availability, visit WAIS–IV.com and register today!

Cognitive Function
Wechsler Adult Intelligence Scale™—Fourth Edition (WAIS–IV)
David Wechsler

WAIS–III—Spanish (Translation from Spain)
The WAIS–III products below have been translated into Spanish in Spain and include normative data collected in Spain. Kits include Spanish norms.

**MATERIALS AND PRICES**

<table>
<thead>
<tr>
<th>WAIS–III (Spain) Kit</th>
<th>015-8005-287-MPC899</th>
<th>$263.00</th>
</tr>
</thead>
</table>

WAIS–III (Spain) Record Forms

| Pkg of 25               | 015-8005-295-MPC899 | $90.00    |

WAIS–III (Spain) Technical Manual

| 015-8005-317-MPC899 | $95.00   |

WAIS–III (Spain) Administration Manual

| Distributed product | 015-8005-309-MPC899 | $95.00   |

SOFTWARE

|-------------------------------------------|-----------------|---------------------|---------|

Upgrade from Scoring Assistant to Writer

| CD–ROM | 015-8983-971-MPC899 | $347.00 |

SPECIALS

| WAIS–III and WMS–III Combination Kits* | Box and soft bag | Save $126.00 | 015-8981-308-MPC899 | $1,450.00 |
| WAIS–III and WMS–III Combination Kits with Scoring Assistant for WAIS–III, WMS–III, and WIAT–II | Box and soft bag | Save $148.00 | 015-8981-332-MPC899 | $1,693.00 |
| Attaché case and soft bag | Save $130.00 | 015-8981-316-MPC899 | $1,504.00 |
| Soft case and soft bag | Save $130.00 | 015-8981-324-MPC899 | $1,504.00 |
| Attaché case and soft bag | Save $130.00 | 015-8981-316-MPC899 | $1,504.00 |
| Soft case and soft bag | Save $130.00 | 015-8981-324-MPC899 | $1,504.00 |

Materials and Prices

Complete Kit

| Includes Administration and Norms Manual, Technical Manual, Stimulus Booklet, 25 Record Forms, 25 Response Booklets, Object Assembly subtest, Block Design subtest, Picture Arrangement subtest, and scoring templates | Box | 015-8981-006-MPC899 | $978.00 |
| Attaché Case | 015-8981-014-MPC899 | $1,035.00 |
| Soft Case | 015-8981-022-MPC899 | $1,035.00 |

**ADDITIONAL MATERIALS**

Administration and Scoring Manual

| Includes demographically adjusted normative information | 015-8981-030-MPC899 | $146.00 |


| 015-8981-448-MPC899 | $95.00 |

Record Forms

| Pkg of 25 | 015-8981-065-MPC899 | $110.00 |

Response Books

| Pkg of 25 (Symbol Search, Digit Symbol) | 015-8981-081-MPC899 | $70.00 |

Stimulus Book

| 015-8981-057-MPC899 | $207.00 |

Scoring Template

| 015-8981-227-MPC899 | $30.00 |

Sign Language Video

| 015-8981-405-MPC899 | $128.00 |

TRAINING

| WAIS–III/WMS–III Training Video (set of two) | 015-8981-391-MPC899 | $128.00 |
The Wechsler Preschool and Primary Scale of Intelligence—Third Edition (WPPSI—III) provides user-friendly administration and scoring materials to help you obtain clinically useful information for diagnosis and planning. WPPSI—III reflects contemporary advances in cognitive development, intelligence theory, and cognitive neuropsychology.

Features and Extensive Improvements
- Theoretical, clinical, and practically based
- Enhanced measure of fluid reasoning ability
- De-emphasis of acquired knowledge and performance under time constraints
- Revisions driven by an advisory panel of professional experts, extensive literature review, customer and examiner feedback, and additional professional expert reviewers

More Age Appropriate
- Age range lowered to 2:6 and divided into two age groups: 2:6–3:11 and 4:0–7:3 years
- Shorter, more engaging, and play-like tasks
- More attractive artwork
- Subtests designed according to the nature of cognitive development
- Simplified instructions to children

More User-Friendly
- Instructions to examiner and scoring procedures simplified to ease administration
- Page layout of stimulus book reformatted for greater comfort and efficiency
- Object Assembly layout shield eliminated to make presentation of puzzle pieces less difficult and time-consuming
- Core testing reduced, especially for younger children

Enhanced Clinical Utility
- Additional clinical group data: intellectually gifted, mild and moderate intellectual disability, developmental delayed, developmental risk factors, autistic disorder, expressive language disorder, receptive-expressive language disorder, Limited English Proficiency, ADHD, and motor impaired
- Additional validity studies linking WPPSI—III to the Adaptive Behavior Assessment System® (ABAS®), the Wechsler Individual Achievement Test®—Second Edition (WIAT®—II), and the Differential Ability Scales® (DAS®)

Ages
2:6–7:3 years

Norms
Scaled scores by age, IQs (FSIQ, VIQ, PIQ, PSIQ)

Administration*
Core Subtests:
Ages 2:6–3:11, 30-45 minutes
Ages 4:0–7:3, 45-60 minutes

Qualification Level
WPPSI—III: C
WPPSI—III Scoring Assistant: B
WPPSI—III Writer: B

Level 3

*Reported administration times are average testing times for non-clinical environments. Individual administration times may be longer for examiners with clinical conditions. For more detailed information on administration time, please refer to the product website.

WPPSI—III: C
WPPSI—III Scoring Assistant: B
WPPSI—III Writer: B

For more information:
WPPSI-III.com
### Outstanding Psychometric Properties

- Lower floors and improved ceilings
- Excellent reliability and validity data
- Seven subtests enhance measurement of fluid reasoning, receptive and expressive vocabulary, and processing speed

### Materials and Prices

**Complete Kit**
  - Box: 015-8989-317-MPC899
  - $950.00
  - Attaché Case: 015-8989-325-MPC899
  - $1,005.00
  - Soft Case: 015-8989-49X-MPC899
  - $1,005.00

**ADDITIONAL MATERIALS**
- Response Booklet (Symbol Search & Coding)
  - Pkg of 25: 015-8989-376-MPC899
  - $70.00
- Record Form ages 2:6-3:11
  - Pkg of 25: 015-8989-392-MPC899
  - $70.00
- Record Form ages 4:0-7:3
  - Pkg of 25: 015-8989-52X-MPC899
  - $110.00

**Stimulus Book #1**
- 015-8989-35X-MPC899
  - $146.00

**Stimulus Book #2**
- 015-8989-368-MPC899
  - $146.00

**Administration and Scoring Manual**
- 015-8989-333-MPC899
  - $146.00

**Technical and Interpretive Manual**
- 015-8989-341-MPC899
  - $146.00

**SOFTWARE**
- **WPPSI–III Scoring Assistant**
  - Windows CD-ROM
  - 015-8989-252-MPC899
  - $234.00
- **WPPSI–III Writer**
  - Windows CD-ROM
  - 015-8989-457-MPC899
  - $475.00

**WPPSI–III Scoring Assistant to Writer Upgrade**
- Includes CD-ROM and user manual
  - 015-8989-465-MPC899
  - $334.00

**SPECIALS**
- **WPPSI–III Kit with WPPSI–III Scoring Assistant**
  - Box
    - Save $94.00
    - 015-8989-473-MPC899
    - $1,089.00
  - Attaché Case
    - Save $99.00
    - 015-8989-481-MPC899
    - $1,140.00
  - In Soft Case
    - Save $99.00
    - 015-8989-503-MPC899
    - $1,140.00

- **WPPSI–III Kit with WPPSI–III Writer**
  - Soft Case
    - Save $118.00
    - 015-8987-780-MPC899
    - $1,362.00

- **WPPSI–III and WIAT–II Combination Kits**
  - WPPSI–III Kit in soft case and WIAT–II Kit
    - Save $114.00
    - 015-8987-616-MPC899
    - $1,308.00
  - WPPSI–III Kit in soft case and WIAT–II Kit with WPPSI–III Scoring Assistant
    - Save $133.00
    - 015-8987-772-MPC899
    - $1,524.00
  - WPPSI–III Kit in soft case and WIAT–II Kit with WPPSI–III Writer
    - Save $152.00
    - 015-8987-799-MPC899
    - $1,745.00

**WPPSI–III® Scoring Assistant™ 2002**
Save time scoring and reporting results with the practical WPPSI–III Scoring Assistant™. Generate concise score reports automatically from your PC by simply entering raw scores. WPPSI–III Scoring Assistant is part of PsychCorpCenter, allowing you access to other scoring applications for potential cross battery analysis (including the WIAT™–II Scoring Assistant for ability/achievement discrepancy).

**WPPSI–III® Writer™ 2003**
- Produce individualized, comprehensive reports—a non-technical Client Report, a Statistical Report with graphs and tables, and a comprehensive Interpretive Report with narrative interpretations
- Uses the PsychCorpCenter as its foundation to integrate with other scoring applications
- Includes comprehensive user manual
The Differential Ability Scales®—Second Edition (DAS–II) continues the DAS tradition of providing an in-depth analysis of children’s learning abilities. Using profile analysis, you can identify the child’s strengths and needs, so the appropriate IEP goals, intervention strategies, and progress monitoring can be developed.

This time-efficient profile measurement:
- Includes decision points, which provide you the flexibility to customize the assessment based on the child’s needs
- Expands its assessment of lower functioning children
- Tailored testing procedures reduce overall administration time, make maximum use of the child’s energy, and facilitate rapport
- Incorporates a very engaging format

Theoretically driven, the DAS–II includes these features:
- All major CHC broad abilities are represented in the subtests and composites
- Subtests map onto neuropsychological constructs, and reflect recent research in working memory and reading acquisition
- DAS–II uses state-of-the-art psychometric techniques that make the instrument time-efficient, yet produce the highest reliable subtest specificity of any cognitive battery.

DAS–II Expanded Based on Your Feedback!
- Includes extended and out-of-level testing capabilities
- Contains expanded range of clinical studies
- Provides updated and extensive validity studies
- Access to Spanish translation of nonverbal subtests
- Includes signed nonverbal subtest administration instructions

“The Differential Ability Scales—Second Edition helps you find out why a child isn’t learning, and targets the specific nature of the problem, so that appropriate intervention strategies can be identified. It’s a well-rounded assessment of a child’s strengths and ability that also enables measuring change over time, in order to measure progress.”

— Colin D. Elliott, Author of DAS and DAS–II
Two Test Batteries In One

DAS–II is divided into two battery levels, preschool and school-age. For ages 3:0–8:11, both levels of the battery are fully co-normed, permitting expanded out-of-level testing and insuring that bright, younger children and less able older children can be given subtests appropriate for their abilities. In addition, the examiner can compare performance on subtests tapping similar constructs from each battery to test hypotheses about the reasons for high or low scores.

A unique combination of features

- Includes a wide range of cognitive subtests with sufficient reliability to be used alone. Examiners can use the test piecemeal, with confidence, since each subtest measures a homogeneous, reliable, and distinct set of cognitive abilities.
- Offers several cluster scores according to ability domains
- Offers two composite scores that are equally reliable:
  - General Conceptual Ability (GCA) summarizes developmentally appropriate ability domains
  - Special Nonverbal Composite (SNC) summarizes the nonverbal domains, especially valuable when testing children who are not proficient in spoken English or with suspected learning disabilities

The DAS–II is linked to a comprehensive measure of achievement, the Wechsler Individual Achievement Test–Second Edition (WIAT–II), which taps all the areas of disability, as specified in the most recent version of IDEA 2004. There also are correlations with the KTEA–II and WJ–III provided.

DAS–II.com

This website provides a wealth of information readily and conveniently located at your fingertips.

- Product Features: provides a comprehensive overview of the test including enhancements, test structure, and clinical and validity studies.
- Special Population Application: offers guidance for identifying giftedness, determining intellectual disability or a learning disability, or when administering to children who are hard of hearing or not proficient in spoken English.

- Scores: discusses the five types of norm-referenced scores available.
- Frequently Asked Questions: is comprehensive and easily navigable.

Related Product

Wechsler Individual Achievement Test–Second Edition

See page 46

DAS–II Scoring Assistant®

- Obtain quick and accurate score results
- Maintain demographic information
- Store raw scores
- Create comprehensive graphical and narrative reports
- View tabular analyses of strengths and weaknesses in underlying cognitive processes
- Analyzes DAS–II ability and WIAT–II achievement discrepancies

Materials and Prices

Comprehensive Kit
Includes: Administration Manual; Normative Data Manual; Technical Manual; 15 Early Years Record Forms; 15 School-Age Record Forms; 10 each of Speed of Information Processing Booklets Versions A, B, and C, 4 Stimulus Books; Object Recall Card; Picture Similarities Cards; Phonological Process and Signed Sentences CD; Manipulatives; and Scoring Assistant

**015-8339-69X-MPC899**

**$1,120.00**

School-Age Record Forms
Pkg of 25

**015-8339-770-MPC899**

**$92.00**

**Speed of Information Response Booklets**

Pkg of 10

Version A

**015-8339-789-MPC899**

**$224.00**

Version B

**015-8339-797-MPC899**

**$78.00**

Version C

**015-8339-827-MPC899**

**$27.00**

**ADDITIONAL MATERIALS**

Early Years Record Forms
Pkg of 25

**015-8339-762-MPC899**

**$68.00**

**SOFTWARE**

DAS–II Scoring Assistant

**015-8338-839-MPC899**

**$224.00**

DAS–II Speed of Information Processing Booklets

Pkg of 10

Version A

**015-8067-983-MPC899**

**$30.00**

Version B

**015-8067-991-MPC899**

**$30.00**

Version C

**015-8068-009-MPC899**

**$30.00**

DAS Preschool Record Forms
Pkg of 20

**015-8068-467-MPC899**

**$78.00**

**DAS School-Age Record Forms**

Pkg of 20

**015-8067-967-MPC899**

**$78.00**

**FOR USERS OF PREVIOUS EDITION**

Pkg of 20

**015-8068-017-MPC899**

**$30.00**
**Test for Creative Thinking-Drawing Production (TCT-DP)** 1996
Klaus K. Urban and Hans R. Jellen

Screen for creative potential in children and adults

The **Test for Creative Thinking-Drawing Production (TCT-DP)** assesses a person's creative potential. It can identify very high creative potential, as well as recognize individuals with underdeveloped or retarded creative abilities who are in need of promotion, challenge, or support. Special fragments of figures are provided on the test sheets, stimulating further drawing in a very free and open way.

**Scoring**

The drawing product is evaluated and scored by means of 14 evaluation criteria representing the test construct. In addition to a general classification, percentiles and T scores are provided.

---

**McCarthy Scales of Children's Abilities** 1972
Dorothea McCarthy

Measure cognitive and motor development in children

Obtain a broad picture of a child's abilities. Attractive materials and game-like tasks assess verbal, perceptual, and quantitative abilities, as well as memory and motor development.

The **McCarthy General Cognitive Index (GCI)** score correlates significantly with first grade achievement in reading and arithmetic. Especially suited for the differential diagnosis of children referred for psychological evaluation.

- Verbal Scale
- Perceptual–Performance Scale
- Quantitative Scale
- General Cognitive Scale
- Memory Scale
- Motor Scale

---

**McCarthy Screening Test (MST)** 1978
Dorothea McCarthy

Screen children for early learning difficulties

Quickly and easily identify children who may be at risk for learning difficulties. With six component scales drawn from the **McCarthy Scales of Children's Abilities**, MST is predictive of a child's ability to cope with schoolwork in the early grades.

**Screen for Disabilities**

Poor performance on MST may indicate further assessment is needed for one or more of the disabilities outlined in the IDEA 2004 legislation.

---

**Materials and Prices**

**TCT-DP**
- **Complete Kit**
  - Includes Manual, 25 each of Record Forms A and B
  - 015-8055-071-MPC899
  - $110.00

**McCarthy Scales of Children's Abilities**
- **Complete Kit**
  - Includes Manual, 25 Record Forms, 25 Drawing Booklets, and all necessary stimuli and manipulative materials in an Attach Case
  - 015-8188-000-MPC899
  - $269.00

**McCarthy Screening Test**
- **Complete Kit**
  - Includes Manual, 25 Record Forms, 25 Drawing Booklets, and all equipment in a Case
  - 015-8189-000-MPC899
  - $269.00

---

**For More Information:**

[PsychCorp.com](http://PsychCorp.com)
Nonverbal assessment tools perform a valuable role—providing the clinician a means to understand cognitive functioning with little or no language spoken, depending upon the particular assessment.

In this section, we present many tools to help you capture the unique contributions of brain-based functions by nonverbal assessment.

- **Wechsler Nonverbal Scale of Ability (WNV)**  
  NEW!  
  page 34

- **Naglieri Nonverbal Ability Test—Second Edition (NNAT-2)**  
  NEW!  
  page 37

Look for these other PsychCorp brand assessments well-suited for a cognitive function assessment in other sections of this catalog or online at PsychCorp.com:

- **WISC–IV and WISC–IV Integrated**  
  (See pages 20-23)

- **WISC–IV Spanish**  
  (See page 24)

  NEW!  
  (See page 30)

- **Wechsler Fundamentals: Academic Skills**  
  NEW!  
  (See page 48)

  (See page 88)

- **NEPSY–II**  
  NEW!  
  (See page 100)
Innovative Pictorial Directions—
No Need to Pantomime Instructions

The Wechsler Nonverbal Scale of Ability® (WNV®) is ideal for psychologists who need a nonverbal measure of ability for individuals who are not English-language proficient or have other language considerations.

■ Easy and effective administration
■ Native language of the examinee is irrelevant to performance
■ Flexible standard administration allows help when appropriate
■ Ideal for Spanish-dominant examinees when no Spanish-speaking clinician or translator is available

For information, validity and clinical studies, see product page on PsychCorp.com.

Designed for Linguistically Diverse Populations

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.

Specifically created for:
■ Gifted individuals from linguistically diverse populations
■ Immigrant individuals who are English language learners
■ Hispanic individuals who are neither English-language nor Spanish-language dominant
■ Hard of hearing or deaf individuals
■ Individuals with language difficulties or disorders
■ Individuals who may be eligible for special services and support

Ideal for low incidence disorders such as:
■ Cerebral palsy
■ Aphasia
■ Expressive language disorders
■ Receptive language disorders
■ Physically-/multiple-handicapped
■ Specific language impairments

For more information:
PsychCorp.com

Unique and innovative pictorial directions — one example of WNV directions for administration
Language Diversity Doesn’t Mean Having to Use Several Different Tests

- No need for adapted administration for individuals from different countries
- Supplemental directions in several languages
- Ideal for use in schools with individuals from multiple language backgrounds
- Meets current IDEA 2004 requirements

Flexibility with the Choice of 4-Subtest or 2-Subtest Battery

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.

4-Subtest Battery:
- Ages 4-7
  - Matrices
  - Coding
  - Object Assembly
  - Recognition
- Ages 8-21
  - Matrices
  - Coding
  - Spatial Span
  - Picture Arrangement

2-Subtest Battery:
- Ages 4-7
  - Matrices
  - Recognition
- Ages 8-21
  - Matrices
  - Spatial Span

New nonverbal cognitive function

“What excites me most about the WNV are the pictorial directions—illustrations that actually show the examinee what to do. We also include short, verbal statements in several languages to be used when needed. This innovative and flexible approach to test administration allows assessment of individuals who speak any language—as well as those who have language impairments or disorders.”

— Jack A. Naglieri, Co-Author of WNV

Materials and Prices

Complete Kit

015-8234-536-MPC899
$675.00

ADDITIONAL MATERIALS

Record Forms
Pkg of 25
015-8338-537-MPC899
$42.00

Response Booklets
Pkg of 25
015-8338-553-MPC899
$31.00

Administration & Scoring Manual
015-8338-502-MPC899
$130.00

WNV Scoring Assistant included in every kit!

Easy to use and saves you time

Reduce scoring time up to one half. Enter subtest level raw scores and generate data that includes:

- Raw to T score conversions with percentile ranks and confidence intervals
- T score profile
- Subtest strengths and needs
- Optional analysis data for Spatial Span subtest

Access to information at your fingertips, anytime, anywhere

- Data is stored on your computer and easily retrieved
- Data retention outlasts paper files

Flexibility in reporting and editing

- Parent Reports available in English, Spanish, and French
- Normative data for both Canadian and U.S. populations
- Exportable score reports to a text document for personalization and editing
**Naglieri Nonverbal Ability Test**—Individual Administration (NNAT—Individual) 2003

Jack A. Naglieri

Use the **Naglieri Nonverbal Ability Test—Individual Administration (NNAT—Individual)** to assess general reasoning ability in children and adolescents. The NNAT—Individual is the revision of the Matrix Analogies Test—Expanded Form (MAT—Expanded Form). The NNAT—Individual, with quick and easy administration, measures nonverbal reasoning and general problem solving abilities. Because of the simplicity of directions and the minimal use of language required to solve the items, the NNAT—Individual is ideal for use with examinees from culturally and linguistically diverse backgrounds. In addition, the NNAT—Individual has minimal motor requirements.

- Uses progressive matrices, which are fair for all examinees including minorities, those with hearing impairments, and those with impaired color vision
- Ideal for children who do not speak English as their first language—requires no reading, writing, or speaking (examinees just point to the answer they believe is correct)

**Effective and Reliable Format (Testing)**
- Two parallel forms
- Wide range of difficulty levels
- Independent of educational curricula (prior learning does not influence scores)
- Requires child to rely on reasoning and problem-solving skills, not verbal skills
- Engaging two-color shapes and designs
- Simple instructions can be communicated nonverbally, if necessary

**Materials and Prices**

<table>
<thead>
<tr>
<th><strong>Complete Kit</strong></th>
<th>Includes Manual, Stimulus Book, 25 Parent Reports, 25 Record Form A, and 25 Record Form B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8706-005-MPC899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ADDITIONAL MATERIALS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Report</strong></td>
<td>Pad of 25</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>015-8706-056-MPC899</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>015-8706-064-MPC899</td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>015-8706-072-MPC899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Manual</strong></th>
<th>Includes directions for administration in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8706-013-MPC899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Record Form A</strong></th>
<th>Pad of 25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8706-021-MPC899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Record Form B (Alternate Form)</strong></th>
<th>Pad of 25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8706-03X-MPC899</td>
</tr>
</tbody>
</table>

**FOR MORE INFORMATION:**

PsychCorp.com
**Naglieri Nonverbal Ability Test—Second Edition (NNAT—2) 2007**

Jack A. Naglieri

Nonverbal group measure of ability now with online capability

Bright, attractive, and engaging, the Naglieri Nonverbal Ability Test—Second Edition (NNAT—2) provides a group-administered measure of nonverbal reasoning and problem solving that is independent of educational curricula and students cultural or language background. It is a revision of the NNAT-Multilevel form. Use to identify:

- Gifted students for whom English is a second language
- Students whose school performance may be poor because of limited English proficiency
- At-risk students whose low nonverbal reasoning ability may indicate potential academic problems
- Students who may have a learning disability and require further diagnostic testing

**Grades**
Kindergarten-Grade 12

**Forms**
One with seven grade-based levels

**Norms**
Nationally standardized on over 100,000 students. Yields raw scores, Naglieri ability index scores, scaled scores, grade-based percentile ranks, stanines, normal curve equivalents, age equivalents

**Administration**
30 minutes; Group

**Qualification Level**
B

**Materials and Prices**

<table>
<thead>
<tr>
<th>Examination Kits</th>
<th>Includes one Test Booklet, Directions for Administering, and Answer Documents per level (A–G)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-4687-707-MPC899</td>
</tr>
<tr>
<td></td>
<td>$25.00</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION: PsychCorp.com

---

**Bender® Visual-Motor Gestalt Test—Second Edition (Bender—Gestalt II) 2003**

Lauretta Bender

Assess the maturation of visuomotor perceptions of children and adults

The revised Bender Visual-Motor Gestalt Test, Second Edition (Bender—Gestalt II) includes seven new items, new Recall procedure (visuomotor memory), supplemental tests of simple motor and perceptual ability, and new norms for Copy and Recall procedures.

- Reveals the maturation level of visuomotor perceptions, associated with language ability and various functions of intelligence
- Comprehensive testing observations include physical demeanor, drawing technique, test-taking behavior, and attitude

**Materials and Prices**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8064-127-MPC899</td>
</tr>
<tr>
<td></td>
<td>$159.00</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Test Records</th>
<th>Pkg of 25</th>
<th>015-8064-151-MPC899</th>
<th>$20.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Test Booklets</td>
<td>Pkg of 25</td>
<td>015-8064-16X-MPC899</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

| Perception Test Booklets | Pkg of 25 | 015-8064-178-MPC899 | $20.00 |

FOR MORE INFORMATION: PsychCorp.com
Beta III, the latest revision of an instrument with a long and distinguished history, is useful for screening large numbers of people for whom administering comprehensive test batteries would be time-consuming and costly. It is especially valuable when assessing low-functioning or low-skilled individuals.

Beta III features:
- Updated norms and items
- Contemporary and larger artwork
- Extensive age range
- Low floors for individuals with average and lower cognitive abilities
- High ceiling with more challenging items
- Extensive reliability and validity studies

Various Applications
- Prison systems assessing the cognitive ability of inmates
- Companies evaluating the employment readiness of potential new hires
- Vocational schools determining placement of students
- Assessing ESL individuals, no reading required (administration instructions available in English and Spanish)

Easy to Use and Score
Technicians, paraprofessionals, and others in the fields of psychology and education can also administer Beta III with training and supervision. It is easily hand-scored with a key.

Reliable and Valid
- Validated using—WAIS®–III, ABLE–II, Raven’s SPM, Revised Minnesota Paper Form Board Test, Personnel Tests for Industry—Oral Directions Test, Bennett Mechanical Comprehension Test®, and Beta II.

Materials and Prices

**Beta III Complete Kit**
- Includes Manual, 25 Response Booklets, Scoring Key
- 015-8685-202-MPC899
- $198.00

**ADDITIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Booklets</td>
<td>015-8685-245-MPC899</td>
<td>$130.00</td>
</tr>
<tr>
<td>Scoring Key</td>
<td>015-8685-229-MPC899</td>
<td>$31.00</td>
</tr>
</tbody>
</table>
Raven's Progressive Matrices

J.C. Raven

Raven's Progressive Matrices and Mill Hill Vocabulary Scales have been widely used in the assessment of general abilities in children and adults. The Raven's Progressive Matrices usefully provide an assessment of non-verbal ability, an important feature in ethnically diverse populations.

Raven's Progressive Matrices have a wide variety of applications including:

- In educational settings, the Matrices have a long history of application and use. Scores are relatively unaffected by linguistic and ethnic background and can be used as a good predictor of success in an educational context for both children and adults.
- In clinical settings, the reliability of the measures and lack of bias makes them ideal tools in neuropsychological assessment, working with elderly people and many clinical groups whose particular needs make the demands of more traditional cognitive testing unrealistic.
- For many years the Matrices have found a wide application in numerous research studies. Their strong theoretical background, lengthy citation count, and application across multiple languages, ethnic, and cultural groups make them ideal tools for investigations requiring measurements of cognitive abilities in a wide range of organizational, educational, and clinical settings.

Colored Progressive Matrices (CPM)
- “Easy” level test that spreads the scores of the bottom 20 percent of the general population
- May be used with young children, mentally impaired individuals, and the elderly

Standard Progressive Matrices (SPM)
- “Average” level test for the general population
- Contains a total of 60 items presented in 5 sets (A-E), with 12 items per set
- SPM Plus version contains more powerful items while retaining the five-set, 60 item format of the SPM

Advanced Progressive Matrices (APM)
- “Difficult” level test that spreads scores of the top 20 percent of the population
- Contains two sets of matrices; Set I (12 problems) is used as a practice and screening test for Set II (36 problems)

[CONTINUED ON PAGE 40]
## Materials and Prices

### Comprehensive Progressive Matrices Kit

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classic Version</td>
<td>$805.00</td>
</tr>
<tr>
<td>Standard Version</td>
<td>$225.00</td>
</tr>
<tr>
<td>Advanced Version</td>
<td>$218.00</td>
</tr>
</tbody>
</table>

### Standard Progressive Matrices Kit
Includes Test Booklet; Answer Documents and Key, General Overview manual (Sec. 1) 1998 Edition, Updated 2003; and Manual for Advanced Progressive Matrices (Sec. 4).

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classic Version</td>
<td>$187.00</td>
</tr>
</tbody>
</table>

### Additional Materials

- Raven SPM Answer Sheet
  - Pkg of 10 Classic Easy Score: $603.00
  - Pkg of 10 Parallel Easy Score: $26.00
  - Pkg of 10 Plus Easy Score: $26.00

- Raven APM Answer Sheet
  - Pkg of 10 Easy Score: $26.00

### Mill Hill Vocabulary Scales

*J.C. Raven, J. Raven and J.H. Court*

**Unbiased measure of acquired verbal knowledge**

Supplement information obtained from the Raven's Progressive Matrices with the Mill Hill Vocabulary Scales.

Two levels offer you more information — Junior Level, for use with the *Standard Progressive Matrices*, for ages 6.5 through 16.5; and Senior Level, for use with the *Advanced Progressive Matrices*, for ages 18 through adulthood.

### Materials and Prices

#### Complete Kit
Includes one each of the Test Booklets, Scoring Key (not available for separate purchase), and appropriate sections of the Raven's Manual.

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior - “Average level” test</td>
<td>$115.00</td>
</tr>
<tr>
<td>Senior – “Difficult level” test</td>
<td>$68.00</td>
</tr>
</tbody>
</table>

#### Additional Materials

- Test Booklets
  - Pkg of 35: $115.00
  - Form 1: $50.00
  - Form 2: $50.00
  - All Multiple Choice: $50.00

- Raven SPM Answer Sheet
  - Pkg of 10 Parallel Easy Score: $26.00
  - Pkg of 10 Plus Easy Score: $26.00

- Raven APM Answer Sheet
  - Pkg of 10 Easy Score: $26.00
**Porteus Maze** 1965

Stanley D. Porteus

**Assess the ability to plan and change problem-solving approaches**

The **Porteus Maze** series is a brief, nonverbal test of mental ability that yields information useful in assessing a person's ability to plan and to change problem-solving approaches.

This cognitive measure has a variety of applications including:
- Verbally impaired programs
- Anthropological research
- Studies of the effects of drugs and neurosurgery

The series is based on extensive research with various populations and is relatively culture-free.

**Draw A Person:**

**A Quantitative Scoring System** *(Draw A Person: QSS)* 1988

Jack A. Naglieri

**Measure cognitive ability through human figure drawing**

Uses the task of human figure drawing to reveal cognitive ability as a part of a comprehensive assessment, a screening device, or a supplement to other intelligence tests.

Influences of primary language, verbal skills, fine motor coordination, and time pressure are reduced with these tasks.

**Draw A Person: QSS** offers an efficient and objective scoring system in training section of the Manual. Clear scoring guidelines reflect the many possible ways a child can respond.

**Draw A Person:**

**Screening Procedure for Emotional Disturbance** *(Draw A Person: SPED)* 1991

Jack A. Naglieri, Timothy J. McNeish, and Achilles N. Bardos

**Quickly screen for emotional or behavioral disorders nonverbally**

A nonverbal, nontreathing screening measure for identifying emotional or behavioral disorders. Scores may be used in assessing both emotional status and cognitive development. Its scoring system shows excellent interrater and intrarater reliability, as well as test-retest reliability.

**Two Types of Scoring Criteria**
- Eight dimensions of each drawing are scored; a separate template for each age group is provided
- Each drawing is rated according to 47 specific items

Cutoff scores are divided into three categories: additional assessment is not indicated, indicated, or strongly indicated.

---

**Materials and Prices**

**Porteus Maze**

*Basic Set, Vineland Revision*

Includes 12 mazes and 100 Score Sheets

<table>
<thead>
<tr>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8663-101-MPC899</td>
<td>$299.00</td>
</tr>
</tbody>
</table>

*Basic Set, Porteus Maze Supplement*

Includes 100 each of eight mazes

<table>
<thead>
<tr>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8663-357-MPC899</td>
<td>$220.00</td>
</tr>
</tbody>
</table>

**Draw A Person: QSS**

*Complete Kit*

Includes Manual with Scoring Chart, 25 Record Forms, and 25 Response Forms

<table>
<thead>
<tr>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8083-415-MPC899</td>
<td>$189.00</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIAL**

*Record Forms and Response Forms*

Includes a set of 25 of each form for recording the Total Test and Individual Drawing scores. Student Response portion provides a permanent record of drawings

<table>
<thead>
<tr>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8083-431-MPC899</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

**Draw A Person: SPED**

*Complete Kit*

Includes Examiner’s Manual, 25 Record Forms, and 10 Scoring Templates

<table>
<thead>
<tr>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8083-504-MPC899</td>
<td>$148.00</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

*Record Forms*

Pkg of 25

<table>
<thead>
<tr>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8083-520-MPC899</td>
<td>$57.00</td>
</tr>
</tbody>
</table>

*Scoring Template*

<table>
<thead>
<tr>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8083-539-MPC899</td>
<td>$28.00</td>
</tr>
</tbody>
</table>
Linda Brown, Rita J. Sherbenou, and Susan K. Johnsen

*A brief, reliable, language-free test of cognitive abilities*

**TONI–3**

**Ages**
6:0-89:11 years

**Forms**
Two equivalent forms

**Scores**
Percentile ranks and deviation quotients

**Norms**
Large sample of more than 3,000 people matched to U.S. Census

**Administration**
15-20 minutes

**Qualification Level**
B

---

**Complete Kit**
Includes Examiner's Manual, Picture Book, 50 Form A Answer Booklets and Record Forms, and 50 Form B Answer Booklets and Record Forms

015-8177-118-MPC899
$320.00

**ADDITIONAL MATERIALS**

**Form A Answer Booklets and Record Forms**

Pkg of 50

015-8177-142-MPC899
$57.00

---

**Comprehensive Test of Nonverbal Intelligence (CTONI)** 1997
Donald D. Hammill, Nils A. Pearson, and J. Lee Wiederholt

*Comprehensively measure nonverbal reasoning abilities*

**CTONI**

**Ages**
6:0-90:11 years

**Scores**
Standard scores, percentiles, and age equivalents

Composite scores: Nonverbal intelligence quotient, Pictorial nonverbal intelligence quotient, and Geometric nonverbal Intelligence quotient

**Norms**
Standardized on more than 2,500 people from 25 states

**Administration**
60 minutes

**Qualification Level**
B

---

**Complete Kit**
Includes Examiner’s Manual, Analogies Picture Book, Categories Picture Book, Sequences Picture Book, and 25 Profile/Examiner Record Forms, in a box

015-8175-670-MPC899
$860.00

**ADDITIONAL MATERIALS**

**Profile/Examiner Record Forms**

Pkg of 25

015-8175-689-MPC899
$55.00

---

**Columbia Mental Maturity Scale (CMMS)** (1972)
Bessie B. Burgemeister, Lucille Holland Blum, and Irving Lorge

*Quickly measure mental ability in young children*

**CMMS**

**Ages**
3:6-9:11 years

**Scores**
Age deviation scores with corresponding percentile ranks and stanines, and maturity indices

**Administration**
15-20 minutes

**Qualification Level**
C

---

**Complete Kit**
Includes Guide for Administering and Interpreting, 95 Item Cards, and 35 Record Forms

015-8035-917-MPC899
$57.00

**ADDITIONAL MATERIALS**

**Record Forms**

Pkg of 35

015-8035-925-MPC899
$99.00

**Guide for Administering and Interpreting**

Includes Spanish directions

015-8035-909-MPC899
$99.00

---

**FOR MORE INFORMATION:**

PsychCorp.com
Achievement-Literacy-Basic Skills

Whatever your need—from brief tools for basic skills to diagnostic assessments of achievement, your demand for tools that offer reliable, valid information is met by the full array of products in this section.

Here you will find many tools to help you obtain information relating to how a preschooler will perform or how a school-age student can better succeed in learning.

We are pleased to introduce new assessments to enhance your practice and decision making.

- **Process Assessment of the Learner – Second Edition: Diagnostic Assessment for Reading and Writing (PAL–II Reading and Writing)**  
  *NEW!*
  page 44
  *NEW!*
  page 45
- **Wechsler Fundamentals: Academic Skills**  
  *NEW!*
  page 48

Look for these other PsychCorp brand assessments in other sections of this catalog or online at PsychCorp.com:

- **Bracken Basic Concept Scale: Expressive (BBCS:E)**  
  *NEW!*
  (See page 84)
- **Bracken Basic Concept Scale–Third Edition: Receptive (BBCS–3:R)**  
  *NEW!*
  (See page 85)
- **Bracken School Readiness Assessment–Third Edition (Bracken SRA–3)**  
  *NEW!*
  (See page 86)
Process Assessment of the Learner—Second Edition: Diagnostic Assessment for Reading and Writing (PAL—II Reading and Writing)

Virginia Wise Berninger

When early intervening is critical, PAL—II Reading and Writing guides you to targeted, research-based interventions based on the student’s test results from a customizable assessment.

**Multi-Tier assessment, intervention, and progress monitoring tool**

With PAL—II Reading and Writing you can:

- Screen students to identify those at risk for reading and writing problems
- Diagnose reading and writing disabilities by evaluating the nature of the related processing problem
- Monitor student’s progress through early intervention and prevention programs
- PAL—II Reading and Writing measures the cognitive or neurodevelopmental processes that may contribute to the student’s under achievement in reading or writing.
  - Orthographic skills
  - Phonological skills
  - Rapid automatic naming

“PAL—II can be used throughout the several tiers of the RTI process: as a screener and as a diagnostic tool, with the test results leading to the appropriate, previously-validated interventions as weekly lessons for progress monitoring.”

— Virginia Wise Berninger, author of PAL—II

### Materials and Prices

<table>
<thead>
<tr>
<th>Materials</th>
<th>Complete Kit</th>
<th>Response Booklets</th>
<th>ADDITIONAL MATERIALS</th>
<th>FOR USERS OF PREVIOUS EDITION:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Includes Administration Manual, 10 Record Forms, 10 Response Booklets, 3 Stimulus Books, 10 sets of Talking Letters Student Desk Guides, Pseudowords Decoding Card, Shield, and User Guide CD.</td>
<td>Pkg of 25 015-8661-753-MPC899</td>
<td>$75.00</td>
<td>PAL Test Battery for Reading and Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pkg of 25 015-8661-745-MPC899</td>
<td>Record Forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$75.00</td>
<td>Pkg of 25 015-8660-463-MPC899</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$84.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**New**

Process Assessment of the Learner

**Diagnostic Assessment for Reading and Writing**

**PAL—II.com**

For more information:

44 PHONE 800-211-8378 • FAX 800-232-1223 • PSYCHCORP.COM

Virginia Wise Berninger

Take the guesswork out of math interventions

When early intervening is critical, PAL–II Math guides you to targeted, research-based interventions based on the student’s test results from a brief customizable assessment.

Multi-Tier assessment, intervention, and progress monitoring tool

With PAL–II Math you can:

- Screen students to identify those at risk for math problems
- Diagnose math disability by evaluating the nature of the related processing problem
- Monitor student’s progress through early intervention and prevention programs
- PAL–II Math measures the cognitive or neurodevelopmental processes that may contribute to the student’s underachievement in the low- and high- level procedural skills of math. It also introduces novel quantitative and spatial working memory tasks associated with math computation skills.

Materials and Prices

Complete Kit
Includes Administration Manual, 10 Record Forms, 10 Response Booklets, 2 Stimulus Books, Shield, and User’s Guide CD.

Record Forms
Pkg of 25 015-8661-761-MPC899 $70.00

Response Booklets
Pkg of 25 015-8661-77X-MPC899 $50.00

SPECIAL
PAL–II Math and PAL–II Reading and Writing Kits
Save $75.00 015-8661-702-MPC899 $699.00

PAL–II READING AND WRITING USER GUIDE CD

- Helps you identify the appropriate subtest to administer
- Explains the importance and specific construct measured by each subtest and how each construct affects the skill being measured
- Guides score interpretation
- Points the practitioner to research-based (and grade-based) interventions or lessons to improve student performance
- Offers easy access to technical information such as development of the test, reliability and validity studies

PAL–II MATH USER GUIDE CD

- Helps you identify the appropriate subtest to administer
- Describes each subtest including construct measured, how each construct affects math skills, and score interpretation
- Links to research-based interventions based on the assessment results
- Offers easy access to technical information such as development of the test, reliability studies and validity studies

FOR MORE INFORMATION: PAL–II.com

Visit PAL–II.com for viewing segments from the User Guide: Pre-assessment, Scoring, Pre-interpretation, and Research-based interventions!
Thoroughly assess achievement and target interventions
WIAT-II is a comprehensive yet flexible measurement tool useful for achievement skills assessment, learning disability diagnosis, special education placement, curriculum planning and clinical appraisal for preschool children through adults. College norms also allow for the evaluation of and academic planning for college students with learning disabilities. Through linkages with the widely used Wechsler Intelligence Scales, you can make meaningful comparisons between achievement and ability that enable you to make curriculum and intervention decisions with confidence.

- Meets IDEA 2004 Guidelines
- Integrated evaluation process system with linkage to a group of instruments that assist in assessment and intervention planning
- Perform detailed skills analysis, specifying strengths and intervention targets
- Flexible administration of either entire battery or select subtests for a more focused assessment
- Better test low- and high-functioning individuals with easier (lower floor) and more challenging (higher ceiling) items
- Address emerging academic skills in reading, math, and oral language subtests
- Examine how the individual solves problems and employs strategies and how the performance matches curricular expectations

FOR MORE INFORMATION:
WIAT-II.com
**WiAT-II Scoring and Skills Analysis Software** All software includes the appropriate norms and provides a basic report that can be exported to a word processor for expansion. It also provides a detailed skills analysis of the individual's test results for use in intervention planning.

A skills analysis based on WiAT-II identifies not only skill deficits, but also a student's strengths and needs. This information becomes the basis of effective development of interventions and instructional plans. WiAT-II allows you to examine how a student solves problems, highlighting potential difficulties in meeting the requirements of the curriculum.

**Make Confident Decisions**

For students (PreK–12): WiAT-II provides guidance for intervention and IEP planning. Make decisions with confidence in identifying at-risk students using WiAT-II as part of your analysis. Use WiAT-II with WISC—IV for an integrated approach to discrepancy analysis.

For college students/adults: To better understand the achievement levels of college students/adults, use WiAT-II in your assessment program for students with learning difficulties.

Results can help you determine appropriate, effective accommodations to improve their academic performance.

**Maximum Clinical Utility**

WiAT-II is the only achievement battery empirically linked with WISC—IV, WISC—III, WPPSI—III, and WAIS—III, the most widely used cognitive ability tests. These relationships provide valid scores to help you make meaningful comparisons between achievement and ability and develop on-target intervention. ☑

**Materials and Prices**

<table>
<thead>
<tr>
<th>Product</th>
<th>Description</th>
<th>Price ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WiAT-II Kit</strong></td>
<td>Includes Examiner's Manual, Stimulus Book 1, Stimulus Book 2, 25 Record Forms, 25 Response Booklets, Scoring Normative Supplement for Grades PreK-12, Scoring and Normative Supplement for College Students &amp; Adults, Word Cards, CD, and bag</td>
<td>$417.00</td>
</tr>
<tr>
<td><strong>Examiner's Manual Update '05</strong></td>
<td>Adult-College 015-8983-226-MPC899, $65.00</td>
<td></td>
</tr>
<tr>
<td><strong>Stimulus Book 1</strong></td>
<td>015-8983-513-MPC899, $130.00</td>
<td></td>
</tr>
<tr>
<td><strong>Stimulus Book 2</strong></td>
<td>015-8983-234-MPC899, $65.00</td>
<td></td>
</tr>
<tr>
<td><strong>Stimulus Book 3</strong></td>
<td>015-8983-211-MPC899, $65.00</td>
<td></td>
</tr>
<tr>
<td><strong>Score Norm Book</strong></td>
<td>015-8983-521-MPC899, $130.00</td>
<td></td>
</tr>
<tr>
<td><strong>Scoring &amp; Norm Book</strong></td>
<td>015-8983-998-MPC899, $77.00</td>
<td></td>
</tr>
</tbody>
</table>

**Related Products**

- Essentials of WiAT-II and KTEA: $39.00
- Differential Ability Scales® Second Edition: see page 30

**Visit WiAT-II.com**

for technical reports, case studies, and more!
Wechsler Fundamentals…
your NEW starting point in assessment!

Introducing a new series of products developed to meet your changing needs. The Wechsler Fundamentals series provides you with the building blocks needed for diagnosing or developing appropriate interventions.

- Shorter evaluations
- Wide age range: school-aged to adulthood
- Strong clinical utility as each product in the series is linked to each other

Areas of assessment

- Academic Skills
- Cognition
- Memory

Wechsler Scales

Based on the Wechsler Theory, Wechsler Fundamentals not only provides you the confidence of a Wechsler, it also provides you the flexibility to further investigate with a full comprehensive Wechsler Scale.

Visit PsychCorp.com for product information, technical reports, case studies, and more!
Wechsler Fundamentals: Academic Skills 2008

Grade/Age Range
Children:
Kindergarten-Grade 12
Adults:
18:0-50:11 years
Norms:
Norm-referenced
Scores:
Standard scores, confidence intervals, percentile ranks, grade/age equivalent, NCEs, stanines
Administration Time:
45 minutes
Qualification Level:
B, Q2

Level 3

A Quick, Flexible, Cost-Effective Assessment of an Individual’s Academic Skills

A quick empirically-based achievement test, the Wechsler Fundamentals: Academic Skills assessment offers an efficient, yet effective look at academic levels, including high-order reading skills. It will make it easier to determine your next steps with your client.

In a school environment:
- Identify a student’s risk for academic difficulty
- Provide evidence that further evaluation and assessment are necessary
- Gather valuable guidance in developing intervention strategies and further diagnostic options based on test results
- Monitor the student’s academic progress through parallel forms*
*Parallel Form B will publish in late 2008

In your private practice:
- Tailor intake interviews
- Easily code to ICD-9 standards
- Complete testing in less than one hour

Administer Subtests Individually or in a Group
- Spelling
- Numerical Operation
- Reading Comprehension
- Word Reading (individually administered only)

Materials and Prices

Examination Kit Form A
Includes Administration Manual, Word Card, 25 Summary of Skills Inventory and Word Reading Record Forms, 25 Spelling & Numerical Operations Response Booklets, Reading Comprehension Response Booklets (5 singles) Gr K-3, Gr 4-5, Gr 6-8, Gr 9-12, and Adult
015-8340-353-MPC899
$175.00

Standard Kit Form A
(Includes grade specific Reading Comprehension Response Booklets)
Grade K-3 015-8340-507-MPC899
Grade 4-5 015-8340-515-MPC899
Grade 6-8 015-8340-523-MPC899
Grade 9-12 015-8340-531-MPC899

Adult Standard Kit Form A
015-8340-54X-MPC899
$175.00

Combination Form Set Form A
Includes 25 Summary of Skills Inventory and Word Reading Record Forms, 25 Spelling & Numerical Operations Response Booklets, and Reading Comprehension Response Booklets (5 singles) Gr K-3, Gr 4-5, Gr 6-8, Gr 9-12, and Adult
015-8340-37X-MPC899
$87.50

ADDITIONAL MATERIALS
Administration Manual
015-8340-396-MPC899
$90.00

Summary of Skills Inventory & Word Reading Record Forms Form A
Pkg of 25 015-8340-40X-MPC899
$40.00

Reading Comprehension Response Booklets Form A
Pkg of 25
Gr K-3 015-8340-035-MPC899
Gr 4-5 015-8340-043-MPC899
Gr 6-8 015-8340-051-MPC899
Gr 9-12 015-8340-06X-MPC899
Adult 015-8340-078-MPC899
$40.00

Spelling & Numerical Operations Response Booklets Form A
Pkg of 25 015-8340-213-MPC899
$40.00

For more information:
PsychCorp.com

New achievement-literacy-basic skills

Ready. Set. Go.

Links to WASI
See page 25 for information on WASI.

“Wechsler Fundamentals” is a trademark of Harcourt Assessment, Inc.
The Early Reading Success Indicator (ERSI) helps to prevent reading failure and enriches the WISC—IV and WISC—IV Integrated. Used alone or in combination with WISC–IV, ERSI provides an efficient, seamless integration of cognitive abilities, processing, and reading skills measures.

- Assesses processes and skills predictive of early reading ability, difficulties, or failure
- Ideal for routine learning disability identification and psychoeducational evaluations
- Can be used with or without scores from WISC–IV
- Responds to IDEA 2004 going beyond use of IQ-achievement discrepancy to determine eligibility for learning disabilities
- Sensitive in identifying reading disorders with minimal effects from other developmental conditions (i.e., ADD or CAP–D)

This individually administered battery of tests measures phonemic awareness, phonological processing, rapid automatic naming, decoding, auditory working memory, and verbal comprehension.

ERSI includes select age-appropriate subtests from PAL, NEPSY, and WIAT–II.

**Materials and Prices**

**Complete Kit**
Includes Manual, Stimulus Book, 25 Record Forms, Pseudoword Decoding Card, and Word Reading Card

015-8983-203-MPC899
$72.00

**ADDITIONAL MATERIAL**

Record Forms
Pkg of 25

015-8983-238-MPC899
$32.00
The **Gifted Rating Scales (GRS)** are norm-referenced rating scales based on current theories of giftedness and federal and state guidelines regarding the definition of gifted and talented students. These teacher-friendly scales went through a rigorous development process and boast a strong reliability and content validity.

### Features and Benefits
- Designed to be used with, and complement, other diagnostic tests as part of a comprehensive battery in the assessment of gifted students
- Conceptualizes giftedness in a straightforward, direct, and meaningful way
- Demonstrates the reliability and validity of scales and their educational usefulness
- Easily and quickly completed by teachers

### Preschool/Kindergarten Form (GRS–P)
- For ages 4:0-6:11 years
- Contains brief scales covering five domains: intellectual, academic ability, motivation, creativity, and artistic talent

### School-Age Form (GRS–S)
- For ages 6:0-13:11 years in grades 1 to 8
- Six domains include: intellectual, academic, motivation, creativity, leadership, and artistic talent

### Validity Studies
- GRS–P linked to WPPSI™–III
- GRS–S linked to WISC™–IV and correlated with WIAT™–II

### Materials and Prices

#### Complete Kit
Includes Manual, 25 Early Child Record Forms, and 25 School Age Record Forms:
- Preschool/Kindergarten Record Form (GRS–P) 015-8130-502-MPC899
  - $154.00
- School Record Form (GRS–S) 015-8130-537-MPC899
  - $48.00

### ADDITIONAL MATERIALS

#### Preschool/Kindergarten Record Form
- Pkg of 25 015-8130-529-MPC899
  - $48.00

#### School Record Form
- Pkg of 25 015-8130-537-MPC899
  - $48.00

---

*WPPSI–IV,* "Wechsler Preschool and Primary Scale of Intelligence," *WIAT,* "Wechsler Individual Achievement Test, V," *WISC* and "Wechsler Intelligence Scale for Children" are trademarks of Harcourt Assessment, Inc.

For more information: [PsychCorp.com](http://PsychCorp.com)
Assessment of Literacy and Language™ (ALL™) 2005

Linda J. Lombardino, R. Jane Lieberman, and Jaumeiko J.C. Brown

Evaluate both language and emergent literacy skills critical to early reading

Assessment of Literacy and Language™ (ALL™) evaluates emergent literacy skills and language skills together to better identify a child’s areas of strengths and needs as they are learning to read.

- Outlines/explains the nature and severity of the problem
- Provides information about a child’s expected reading and language abilities based on grade level
- Aids in making recommendations for intervention
- Guides you in monitoring intervention effectiveness

- Corresponds with the instructional components of Reading First
- Language disorder
- Language disorder and emergent literacy deficits
- Emergent literacy deficits
- Weak language and/or emergent literacy due to environmental factors

Materials and Prices

Complete Kit
Includes Examiner’s Manual, Stimulus Book, 25 Caregiver Questionnaires, 25 Record Forms, and Listening Comprehension Cards

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>$269.00</td>
</tr>
<tr>
<td>Examiner’s Manual</td>
<td>$109.00</td>
</tr>
<tr>
<td>Record Forms</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

ADDITIONAL MATERIALS

Stimulus Book

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus Book</td>
<td>$89.00</td>
</tr>
</tbody>
</table>

Early Math Diagnostic Assessment™ (EMDA™) 2002

Identify “at risk” math students early

The Early Math Diagnostic Assessment (EMDA) is standardized, diagnostic assessment used to target areas of needed instruction and monitor progress and intervention.

- Provides valid, reliable diagnostic information for instructional intervention
- Is teacher-friendly and easily administered

Benefits of EMDA

- Aligned with the Principles and Standards for School Mathematics (2000) set forth by the National Council of Teachers of Mathematics
- Identifies math readiness
- Interprets graphs
- Identifies mathematical patterns and problems related to time, money, measurement, and probability

Materials and Prices

Complete Kit

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>$200.00</td>
</tr>
<tr>
<td>Response Booklets</td>
<td>$36.00</td>
</tr>
</tbody>
</table>

ADDITIONAL MATERIALS

Record Forms

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Forms</td>
<td>$42.00</td>
</tr>
</tbody>
</table>
Based on teacher input and designed for teacher administration, the Early Reading Diagnostic Assessment Second Edition (ERDA Second Edition) identifies young children at risk for reading difficulty or failure. Based on reading research, this assessment provides specific information about a child’s reading skills to help develop targeted, grade-specific instruction.

**Put Young Students on the Path to Reading Success**

- **Evaluate all five essential components of reading,** as defined by the National Reading Panel and Reading First
- **Promote reading proficiency by the end of grade 3**
- **Obtain valid, reliable diagnostic information specifying strengths and needs**
- **Plan and implement instruction focused on preventing reading failure**
- **Get clear reports for parents and school administrators in Spanish as well as English**

**Reporting and Disaggregation Tool**

ERDA Second Edition Rapid Reports provides an essential tool to plan instruction and gain insight to improve early literacy. Teachers generate a student report quickly by entering raw scores. A Class Proficiency Report enables them to efficiently review the performance of a group. This Web-based application facilitates reporting and data analysis at the school, district, and state levels by mandated subgroup categories: ethnicity, gender, socio-economic status, special needs, language proficiency, and migrant status.

---

**Materials and Prices**

**Complete Kit**

- Grade K Kit 015-8063-082-MPC899
- Grade 1 Kit 015-8063-090-MPC899
- Grade 2 Kit 015-8063-104-MPC899
- Grade 3 Kit 015-8063-112-MPC899

**$285.00**

**ADDITIONAL MATERIALS**

### Record Forms

- Package of 25
  - Grade K 015-8062-809-MPC899
  - Grade 1 015-8062-744-MPC899
  - Grade 2 015-8062-825-MPC899
  - Grade 3 015-8062-795-MPC899

**$75.00**

### Parent Report-English

- Package of 25
  - Grade K 015-8062-884-MPC899
  - Grade 1 015-8062-736-MPC899
  - Grade 2 015-8062-752-MPC899
  - Grade 3 015-8062-841-MPC899

**$26.00**

**Parent Report-Spanish**

- Package of 25
  - Grade K 015-8062-965-MPC899
  - Grade 1 015-8062-930-MPC899
  - Grade 2 015-8062-949-MPC899
  - Grade 3 015-8062-957-MPC899

**$26.00**

**Passage Fluency Cards**

- Grade 2A 015-8062-892-MPC899
- Grade 2B 015-8062-906-MPC899
- Grade 3A 015-8062-914-MPC899
- Grade 3B 015-8062-85X-MPC899

**$13.25**

**NEW! ERDA Second Edition Rapid Reports**

- Annual Fee Per Student

**$3.00**
**Ready to Learn** 2004
Angela Fawcett, Rod Nicolson, and Ray Lee

Screen underlying early learning and pre-reading skills

**Functionality:**
- Assesses a wide range of skills that predict literacy development
- Provides an age-appropriate Risk Index for each skill
- Identifies both the need for and the response to intervention
- Monitors progress through re-administration
- Provides clear and concise assessment results with direct intervention strategy

**Outcomes:**
The results help provide the justification necessary for short-term group support, which focuses on bringing the child's performance in line with peers.
For children with more pervasive difficulties, **Ready to Learn** assists practitioners in developing the child's profile in which an IEP can be created.

<table>
<thead>
<tr>
<th>Materials and Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Kit</strong></td>
</tr>
<tr>
<td>Includes Manual, 25 Record Forms and manipulatives</td>
</tr>
<tr>
<td>015-8680-901-MPC899</td>
</tr>
<tr>
<td><strong>$260.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Record Forms</strong></td>
</tr>
<tr>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8680-936-MPC899</td>
</tr>
<tr>
<td><strong>$45.00</strong></td>
</tr>
</tbody>
</table>

---

**Pre-Reading Inventory of Phonological Awareness™** (PIPA™) 2003
Barbara Dodd, Sharon Crosbie, Beth McIntosh, Tania Teitzel, and Anne Ozanne

Assess phonological awareness

- Includes six subtests:
  - Rhyme Awareness
  - Syllable Segmentation
  - Alliteration Awareness
  - Sound Isolation
  - Sound Segmentation
  - Letter-Sound Knowledge
- Incorporates item analysis tables on the Record Form for each subtest

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Examiner’s Manual, Stimulus Book, and 25 Record Forms</td>
</tr>
<tr>
<td>015-8661-214-MPC899</td>
</tr>
<tr>
<td><strong>$164.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Record Forms</strong></td>
</tr>
<tr>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8661-249-MPC899</td>
</tr>
<tr>
<td><strong>$50.00</strong></td>
</tr>
</tbody>
</table>
Dyslexia Screening Test—Secondary (DST—S) 2004
Rod Nicolson and Angela Fawcett

Dyslexia Screening Test—Junior (DST—J) 2004

The revised *Dyslexia Screening Test* (DST) covers primary and secondary school-aged children in two separate assessments. The division of the DST into two tests, *Dyslexia Screening Test—Junior* (DST—J) and *Dyslexia Screening Test—Secondary*, includes additional subtests with more age-appropriate items and is based on the recent UK population census. The DST—J and DST—S provide a profile of strengths and needs which can be used to guide the development of in-school support for the student. The DST—J and DST—S replace the best selling DST and reflect changes in theory and practice with their additional subtests, validation studies, and case histories.

**Dyslexia Screening Test—Secondary (DST—S)**

The DST—S assists in identifying students who are still experiencing reading difficulty.

**New Subtests:**
- Spoonerisms
- This subtest is a more sensitive measure of phonological ability for those children able to cope with the segmentation test. It has a higher level of complexity and memory load.
- Nonverbal Reasoning
- It is generally considered that dyslexic children and adults are likely to have relative strengths in reasoning ability, especially if the reasoning involved is not language-based.

**Dyslexia Screening Test—Junior (DST—J)**

The DST—J is designed for early identification of students who are at risk for reading failure, so that they can receive intervention earlier.

**New Subtests:**
- Rhyme
- This subtest measures phonological ability. Studies have shown that rhyming is an important skill in learning to read.
- Vocabulary
- This subtest measures receptive vocabulary and reasoning ability in a multiple choice format. It provides additional information to help in developing the IEP.

**Materials and Prices**

**DST—S**

**DST—S Complete Kit**
Includes Examiner’s Manual, Envelope 1 (containing 10 subtest cards and sample permission letter), Envelope 2 (containing score keys), Balance Tester, Blindfold, Beads, Cord, Backwards Digit Span Tape, Scoring Software and 50 Score Sheets in a Carry Case
015-8061-08X-MPC899
$205.00

**ADDITIONAL MATERIAL**
**DST—S Score Sheets**
Pkg of 50
015-8061-098-MPC899
$65.00

**DST—J**

**DST—J Complete Kit**
Includes Examiner’s Manual, Envelope 1 (containing 14 subtest cards and sample permission letter), Envelope 2 (containing score keys), Balance Tester, Blindfold, Beads, Cord, Backwards Digit Span Tape, Scoring Software, and 50 Score Sheets in a carry case
015-8061-063-MPC899
$205.00

**ADDITIONAL MATERIAL**
**DST—J Score Sheets**
Pkg of 50
015-8061-071-MPC899
$65.00

**FOR MORE INFORMATION:**
PsychCorp.com
Test of Silent Word Reading Fluency (TOSWRF) 2004  
Nancy Mather, Donald D. Hammill, Elizabeth A. Allen, and Rhia Roberts  
Accurately identify students struggling with reading or monitor reading progress  
The Test of Silent Word Reading Fluency (TOSWRF) accurately identifies students who are struggling with reading. It can also be used for monitoring reading progress and as a research tool. It measures a student’s ability to recognize printed words accurately and efficiently. It is composed of two equivalent Student Record Forms. It is best used as an initial screening measure to identify poor readers. Once students with poor reading skills have been identified, a more detailed diagnostic assessment can help determine the factors contributing to reading difficulties and the goals for intervention.

Dyslexia Screening Instrument 1994  
Kathryn B. Coon, Mary Jo Polk, and Melissa McCoy Waguespack  
Identify students at risk for dyslexia  
Practical and efficient, the Dyslexia Screening Instrument measures a cluster of characteristics associated with dyslexia and discriminates between those who have the cluster and those who do not.

- Helps you meet the requirements of federal mandates and state guidelines  
- Designed for students who have reading, spelling, writing, or language processing problems  
- Rated by the classroom teacher using a five-point scale  

Features  
- Provides teachers, counselors, psychologists, clinicians, and diagnosticians a starting point for differential diagnosis  
- Ideal for use with assessment of cognitive abilities and academic skills  
- Scoring by computer

Test of Academic Performance 1989  
Wayne Adams, Lynn Erb, and David Sheslow  
Easily test for math, reading, writing, and spelling achievement  
With classroom-familiar formats, the Test of Academic Performance features reading, math, and spelling subtests plus two optional writing subtests. Spelling is assessed through dictation, mathematics through computation, and reading through decoding (word recognition) and comprehension of material read silently. Subtests require the child to produce, rather than identify, the correct response.

Materials and Prices

<table>
<thead>
<tr>
<th>Materials</th>
<th>TOSWRF</th>
<th>Dyslexia Screening Instrument</th>
<th>Test of Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>Includes Examiner’s Manual, 50 Student Record Forms A, and 50 Student Record Forms B, all in a sturdy storage box</td>
<td>Includes 25 Teacher Rating Forms, Manual, and Scoring Program Software</td>
<td>Includes Examiner’s Manual, 25 Student Response Forms, 25 Record Forms, and four Reading Stimulus Cards</td>
</tr>
<tr>
<td>015-8340-132-MPC899</td>
<td>015-8061-004-MPC899</td>
<td>015-8541-200-MPC899</td>
<td></td>
</tr>
<tr>
<td>$142.00</td>
<td>$105.00</td>
<td>$150.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Materials</th>
<th>Test of Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examiner’s Manual</td>
<td>015-8340-140-MPC899</td>
</tr>
<tr>
<td>$58.00</td>
<td></td>
</tr>
<tr>
<td>Record Form A</td>
<td>015-8340-159-MPC899</td>
</tr>
<tr>
<td>Pkg of 50</td>
<td>$47.00</td>
</tr>
<tr>
<td>Record Form B</td>
<td>015-8340-175-MPC899</td>
</tr>
<tr>
<td>Pkg of 50</td>
<td>$47.00</td>
</tr>
<tr>
<td>Teacher Rating Forms</td>
<td>015-8061-012-MPC899</td>
</tr>
<tr>
<td>Pad of 25</td>
<td>$22.00</td>
</tr>
<tr>
<td>Additional Material</td>
<td></td>
</tr>
<tr>
<td>Student Response Forms and Record Forms</td>
<td></td>
</tr>
<tr>
<td>25 copies each</td>
<td>015-8541-227-MPC899</td>
</tr>
<tr>
<td>$55.00</td>
<td></td>
</tr>
</tbody>
</table>
Assessment-Targeted Intervention-Progress Monitor

Helping children succeed in school, both academically and socially, is at the heart of school psychologists, diagnosticians, and The Psychological Corporation. As your partner, we want to be the resource that enables you to accurately identify students’ needs, thus, allowing you to make effective use of your clinical and instructional time with students.

In this section, we present tools to guide your assessment and intervention practice. When used together with your expertise, you can make the best data-driven decisions for students’ success.

We are pleased to offer these RTI tools designed to enhance your practice and decision making.

• **AIMSweb** NEW!  
  pages 58-63

• **PAL Guides for Intervention** NEW!  
  page 71

• **PAL Research-Based Reading and Writing Lessons**  
  page 72

**Easy, Efficient, Extensive Resource on IDEA 2004 for You, Administrators, Teachers, and Parents.**

• **Visit EvolvingwithIDEA2004.com**  
  (See pages 64-65)
AIMSweb is a formative assessment system that informs the teaching and learning process. It provides continuous student performance data and highlights progress to students, parents, teachers, and administrators.

AIMSweb uses Curriculum-Based Measurement (CBM), a standardized assessment practice based on over 25 years of scientific research. The system provides CBM testing materials for:

- Oral Reading Fluency (English and Spanish)
- Reading Comprehension
- Early Literacy (Spanish and English)
- Early Numeracy
- Math Computation
- Spelling
- Written Expression

AIMSweb's data-driven model provides both the assessment content and CBM probes with web-based data management and reporting applications. Together, these components provide a complete system to benchmark and progress monitor student's acquisition of essential academic skills.

“AIMSweb is a great tool for our district because it makes it easy to collect, organize, and analyze student achievement data.”

—Kate Bogdonos, School Psychologist/RTI Coach, Waukegan School District #60, Waukegan, IL
**Benchmark**

**School-Wide Screening and Progress Monitoring**

*Benchmark* is designed to inform instruction to improve general education achievement.

*Benchmark* consists of standardized CBM assessment probes, training materials, and web-based data management, providing administrators, teachers, and parents with powerful reports about students’ current skills and their progress throughout the year.

Benchmarks are established three times per year for all students using grade level assessment probes. Reports identify students at risk, help focus areas of individualized instruction, evaluate student progress and serve as an accountability and communication tool for system improvement.

- Establish fall, winter, and spring benchmarks and generate reports by benchmark period or year
- Identify at-risk students early and accurately
- Identify at-risk students and/or schools by evaluating Benchmark scores against state standards for specific skills
- Monitor progress to know when interventions are working or need to be changed
- Communicate growth and development of critical basic skills to parents, teachers, principals, district administrators, and the community
- Report improvement by student, classroom, grade, school, and district
- Access individual student’s and school’s historic rates of progress
- Demonstrate Adequate Yearly Progress (AYP)
- Evaluate changes in curriculum and service delivery

**BENCHMARK**

Demonstrates student, school, and district improvement over time.

**REPORT AYP**

Evaluate student, school or district performance vs. a skill goal.

*Benchmarks are established three times per year for all students*
Strategic Monitor

Monthly Monitoring for Your Struggling Learners

Strategic Monitor provides schools with the option to increase assessment frequency for students who have been identified as struggling minimally at-risk in the Benchmark process—or for all students, if desired. Strategic Monitor consists of standardized CBM assessment probes, training materials and web-based data management and reporting. Use of Strategic Monitor allows for assessment intervals of up to once per month. Schools can choose some or all months in their assessment schedules. Increasing assessment frequency provides more opportunity to evaluate the effectiveness of instructional changes and to verify student achievement levels or to confirm there is no degeneration of progress in minimally at-risk students.

- Use monthly assessments for more frequent evaluation of struggling learners
- Monitor and report current achievement and improvement
- Ensure all students requiring intervention or additional help are identified and served

Materials and Prices

Software Components

Benchmark
Strategic Monitor
Progress Monitor
Response to Intervention (RTI)

Assessment included

Early Literacy Measures
MIDE Spanish Early Literacy
Reading CBM
Maze CBM
Spelling CBM
Written Expression CBM
Test of Early Numeracy
Mathematics CBM

Annual Subscription Pricing (Per Student)

Renewals
New Subscribers
DIBELS Data Management: Renewals and New Customers $2.00

Use of Strategic Monitor allows for assessment intervals up to once per month.
Progress Monitor

Intensive Monitoring of Individual Goals

Progress Monitor is a continuous assessment and improvement system designed specifically for frequent assessment and monitoring of at-risk students or those identified with special learning needs including those in Title 1 and special education. Created specifically for teachers, Progress Monitor provides powerful reports about students' current level of skill proficiency and their progress, ranging from weekly to monthly intervals. Based on IEP or other goals, expected rates of progress are prescribed by the teacher or district and are compared to actual performance using CBM probes. Reports evaluate student progress, identify the need for curriculum/intervention program changes or modifications, monitor the effects of interventions, and serve as an accountability and communication tool.

- Frequently monitor students in need of intensive instructional services
- Chart and report assessment results to demonstrate improvement and enable evidence-based evaluation
- Document the effects of intervention
- Use decision rules to determine satisfactory progress or the need for IEP or other goals revision
- Generate and print professional reports for periodic and annual reviews
- Display Survey-Level Assessment data for use in writing criterion for success
- Translate annual IEP or other academic goals into expected rate of progress (Aim Lines) automatically
- Enable data-driven decision making based on assessment results

Visit AIMSweb.com or for more information regarding training call 888-944-1882 x122.

IMPROVEMENT REPORT

Chart frequent assessment data to monitor progress toward goals

Demonstrates and document the effects of Interventions
A\textsc{ims}web \textsc{t}r\textsc{a}ining

Three professional development solutions for your local organization

Onsite Workshops/Training

Arrange for a \textit{Certified A\textsc{ims}web Trainer (CAT)} to assist in designing and delivering a custom training package to meet your specific educational needs. One of our most popular packages involves a coordinated implementation plan beginning with an implementation session, followed by scheduled training at specific intervals to support the successful implementation of your program; everything you need to know to get A\textsc{ims}web up and running plus the support of on-going consultation/training to address your needs.

\begin{itemize}
  \item \textbf{2-Day Session (min. for first time subscribers)}
    \begin{itemize}
      \item \textbf{Follow-up days:}$\$3,700.00$
      \item \textbf{$\$1,900.00$ and up}
    \end{itemize}
\end{itemize}

\textbf{Online Training}

Our most flexible option! Train an hour a day or 6 hours a day; learn the A\textsc{ims}web system at your own pace! A\textsc{ims}web’s user-friendly software is even easier to learn via our online course featuring comprehensive, step-by-step software videos and accompanying guides. This course will show you how to set up and manage the A\textsc{ims}web software system, including how to enter, edit, and report student data. Additionally, learn how to administer and score various assessments, as well as, interpret the data reported in A\textsc{ims}web. Contact us for special programs for large numbers of local users.

\begin{itemize}
  \item \textbf{Per Person}$\$299.00$
  \item \textbf{Per Person}$\$349.00$ and up
\end{itemize}

\textbf{Open Training}

\item \textbf{Local A\textsc{ims}web Manager (LAM)}
  \begin{itemize}
    \item Introductory, Intermediate, and Advanced Workshops. Join a diverse group of professionals in a 1- or 2-day session to facilitate the introduction of A\textsc{ims}web into your system, or to provide more advanced interpretation of results. These workshops are designed for the school-based user to support a “train-the-trainer” model. These sessions are ideal for individuals with a desire to learn—and train colleagues to learn—how to use the basic functions within A\textsc{ims}web, as well as more advanced topics. Training will be provided on a selection of the A\textsc{ims}web assessments, software use, and management of the A\textsc{ims}web system.
  \end{itemize}

\begin{itemize}
  \item \textbf{Per Person}$\$1,00$
\end{itemize}

\textit{Visit A\textsc{ims}web.com for more information!}

\textbf{Administrator and Score Directly on Handheld Devices}

\textbf{Palm® Link for A\textsc{ims}web Progress Monitoring Systems}

With the new Palm® Link application for A\textsc{ims}web, data capture and upload is quick, accurate, and efficient. A\textsc{ims}web Palm® Link provides users with the ability to administer and score CBM assessments on handheld/PDA devices and electronically upload scores to A\textsc{ims}web.

With Palm Link installed on a Palm Powered Handheld, easily load assessments and student rosters from A\textsc{ims}web into your device. Select a student and measure and the administrator copy of the assessment will appear on the Handheld screen. Palm Link includes a built-in timer and allows you to administer and score the test directly on the PDA by simply marking errors on the screen. Scores are calculated automatically and stored.

When you are done testing, connect the Handheld/PDA to your computer and the Palm Link software automatically uploads the data to A\textsc{ims}web. Palm Link software eliminates hand data entry, manual score calculation, scoring on paper, and the need for an external timer.

\begin{itemize}
  \item \textbf{Per Student}$\$1.00$
\end{itemize}

\textit{Visit A\textsc{ims}web.com/products for more information!}
In response to overwhelming requests, AIMSweb Administration Manuals, Benchmark and Progress Monitor Record Forms, and probes are now available in paper formats. A perfect complement to the core AIMSweb system, these products offer a convenient, time-saving, and organized method for sourcing the required testing materials. Instead of downloading testing materials, you can now purchase complete classroom kits for benchmarking or progress monitoring for the TEL-CBM (Test of Early Literacy) and Reading-CBM (Oral Reading Fluency).

Pre-printed forms allow teachers and administrators to:

- Focus on daily classroom activities — spend less time downloading and printing testing materials for each testing session
- Record test performance benchmarking or progress monitoring activities together in a single booklet, making it easy to maintain paper records of performance as well as uploading results into the AIMSweb platform.

**AIMSweb Testing Materials are now available in Printed Form!**

Visit AIMSweb.com for future available materials!

### Materials and Prices

**TEL-CBM (TEST OF EARLY LITERACY)\
GRADeS K-1**

- **Complete Kit**
  Includes 1 Administrator’s Manual, 25 Benchmark Forms, 10 Progress Monitor Forms, and 1 Benchmark Stimulus Book.
  $199.00

- **Benchmark Kit**
  Includes 1 Administrator’s Manual, 25 Benchmark Forms, and 1 Benchmark Stimulus Book.
  $109.00

- **Progress Monitor Kit**
  Includes 1 Administrator’s Manual, 10 Progress Monitor Forms, and 1 Progress Monitor Stimulus Book.
  $109.00

**READING-CBM (ORAL READING FLUENCY)\
GRADeS K-8**

- **Complete Kit**
  Includes 1 Administrator’s Manual, 25 Benchmark Forms and 10 Progress Monitor Forms, 1 Benchmark and Progress Monitor Stimulus Book.
  $199.00

- **Benchmark Kit**
  Includes 1 Administrator’s Manual, 25 Benchmark Forms, and 1 Benchmark Stimulus Book.
  $109.00

- **Progress Monitor Kit**
  Includes 1 Administrator’s Manual, 10 Progress Monitor Forms, and 1 Progress Monitor Stimulus Book.
  $109.00

Visit AIMSweb.com for specific kit ordering details, including grade-specific product numbers for ordering!
No more searching through many separate websites to collect information on IDEA 2004 for you, your administrators, teachers, or students’ parents. Let EvolvingwithIDEA2004.com be your SINGLE source of information regarding IDEA 2004 implementations.

The site provides 4 separate modules—Parents, Teachers, Clinicians, and Administrators, which you can easily navigate.
As the name implies, this site will continue to evolve based on feedback from you, and new legislative decisions.

Evolve with us…

visit EvolvingwithIDEA2004.com

Clinicians—
Expand your knowledge of IDEA 2004 and how you can impact your special services team…

Web Links Available:
- Guide to IDEA 2004
- Assessment
- Progressive Monitoring
- Intervention
- Additional Resources
- FAQs

Administrators—
Learn more about how to implement an Assessment and Intervention Best Practice Model within your school and/or district…

As the name implies, this site will continue to evolve based on feedback from you, and new legislative decisions.

Visit EvolvingwithIDEA2004.com

Easy, Efficient, Extensive Resource for IDEA 2004
**Academic Competence Evaluation Scales™ (ACES) 2000**

James C. DiPerna and Stephen N. Elliott

Facilitate pre-referral assessment and identify why at-risk students are struggling with the Academic Competence Evaluation Scales™ (ACES). This functional tool provides a standardized instrument for general and special educators to:

- Screen students who are having difficulty learning
- Identify academic strengths, performance, and acquisition problems
- Identify and prioritize skills that need intervention

Based upon these results, child study teams can identify students who would benefit from a comprehensive assessment or early intervention.

**Evaluate Functioning**

ACES is an effective tool to determine how the student functions in the classroom. Multiple teachers may observe a student's academic skills, interpersonal skills, academic motivation, study skills, and classroom engagement for a comprehensive view of student functioning.

Students in grades 6-12 complete a self-evaluation of their academic skills and strategic academic behaviors, offering an overview of how they see themselves as learners. It is designed to complement the teacher's version with a goal of obtaining multiple perspectives.

College students complete the College Record to identify their needs or use it in a comprehensive evaluation for learning disabilities.

**IDEA 2004**

With the new IDEA 2004 mandates, ACES and Academic Intervention Monitoring System (AIMS) are a solution for incorporating early intervention and multi-tiered prevention approaches for the classroom.

The ACES system in conjunction with AIMS supports a multi-step problem solving process. ACES comprises the first three parts of a five-step problem solving process—Identify Concerns, Analyze Concerns, and Plan Intervention. The results lead to the design and evaluation of an intervention for improving a student’s ability to learn in the classroom. AIMS is a companion resource for designing interventions and completes the remaining steps—Implement Intervention and Evaluate Intervention.

---

### Materials and Prices

<table>
<thead>
<tr>
<th>K-12 Basic Kit</th>
<th>Includes Manual and 25 each of Student and Teacher Record Forms, in a box</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8005-805-MPC899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-12 Complete Kit</th>
<th>Basic Kit plus Scoring Assistant™</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8005-910-MPC899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Complete Kit</th>
<th>Includes Manual, 25 College Record Forms, and Scoring Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8005-937-MPC899</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

| Student Record Forms | Pkg of 25 | 015-8005-821-MPC899 | $44.00 |

| Teacher Record Forms | Pkg of 25 | 015-8005-848-MPC899 | $44.00 |

**SOFTWARE**

<table>
<thead>
<tr>
<th>ACES Scoring Assistant™</th>
<th>CD-ROM Version 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>015-8006-194-MPC899</td>
</tr>
</tbody>
</table>

---

FOR MORE INFORMATION:
PsychCorp.com
Academic Intervention Monitoring System™ (AIMS) 2001
Stephen N. Elliott and James C. DiPerna with Edward Shapiro

Grades
Kindergarten-Grade 12

Forms
Student Form, Parent Form (English and Spanish), Teacher Form

Administration
10-15 minutes

Qualification Level A

The Academic Intervention Monitoring System (AIMS) provides pre-referral teams a simple, systematic method for organizing student/teacher/parent information to facilitate and monitor the intervention process. The system helps team members work together with parents and includes tools to identify, document, and evaluate intervention strategies to help struggling students improve their academic performance. A key feature is its model for analyzing factors that promote student learning and identifying impact points for targeted intervention.

AIMS includes student, parent, and teacher forms for identification, implementation, and monitoring of strategies most likely to enhance student performance, including strategies for use at home.

You can set measurable goals and map the student's progress toward these goals.

AIMS also provides:

- An outlined 5-step problem-solving process for guiding intervention planning and evaluating outcomes
- Questionnaires to record the teacher's, parent's, and student's perspectives, and identify and guide appropriate intervention strategies
- Specific strategies to enhance academic enablers and academic skills
- Case examples and detailed descriptions of empirically supported interventions
- Identifies and describes methods for monitoring and analyzing progress and intervention effectiveness

IDEA 2004

With the new IDEA 2004 mandates, Academic Competence Evaluation Scales (ACES) and AIMS are a solution for incorporating early intervention and multi-tiered prevention approaches for the classroom.

The ACES system in conjunction with AIMS supports a multi-step problem-solving process. ACES comprises the first three parts of a five-step problem solving process—Identify Concerns, Analyze Concerns, and Plan Intervention. The results lead to the design and evaluation of an intervention for improving a student's ability to learn in the classroom. AIMS is a companion resource for designing interventions and completes the remaining steps—Implement Intervention and Evaluate Intervention.

Both the ACES and AIMS were developed as easy to administer, time-efficient, research-based assessment and intervention-based tools designed to advance the performance of academically at-risk students.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS Complete Kit</td>
<td>$158.00</td>
</tr>
<tr>
<td>Includes Guidebook, 25 each of Teacher, Parent, and Student Forms</td>
<td></td>
</tr>
<tr>
<td>ADDITIONAL MATERIALS</td>
<td></td>
</tr>
<tr>
<td>Parent Forms Pad of 25 English</td>
<td>015-8005-945-MPC899</td>
</tr>
<tr>
<td>$23.00</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>015-8006-946-MPC899</td>
</tr>
<tr>
<td>Teacher Forms Pkg of 25</td>
<td>015-8005-961-MPC899</td>
</tr>
<tr>
<td>$44.00</td>
<td></td>
</tr>
<tr>
<td>Student Forms Pkg of 25</td>
<td>015-8005-988-MPC899</td>
</tr>
<tr>
<td>$23.00</td>
<td></td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION: PsychCorp.com

PHONE 800-211-8378 • FAX 800-232-1223 • PSYCHCORP.COM 67
**Functional Assessment and Intervention System™: Improving School Behavior** (FAIS) 2004

Karen Callan Stoiber

Help students achieve social competence goals with **Functional Assessment and Intervention System (FAIS)**. Teachers, parents, and the student complete checklists informed by direct observation or knowledge of the student.

The FAIS provides a turnkey system through a comprehensive set of assessment tools, practice guides, and procedures that are designed for use by school interdisciplinary teams.

- Identify why a behavior occurs
- Develop appropriate functional and proactive interventions
- Monitor progress
- Evaluate outcomes to determine the next steps

FAIS involves several social competency dimensions, including:

- General guidelines for understanding a student’s behavioral challenges and for promoting social competence in school and other related settings
- An elaboration of comprehensive social competence goals
- A specific protocol for documenting and using performance-based information about a student’s challenging behaviors and social competencies as part of an ongoing process of creating intervention strategies
- Guidelines for how various mediators or consultees can engage in collaborative discussions about a student’s social competence
- A detailed list of resources and materials related to promoting social competence in applied settings

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>015-8004-353-MPC899</td>
<td>$99.00</td>
</tr>
<tr>
<td>ADDITIONAL MATERIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record Forms</td>
<td>015-8004-396-MPC899</td>
<td>$49.00</td>
</tr>
<tr>
<td>Social Competence Performance Checklist</td>
<td>015-8004-40X-MPC899</td>
<td>$27.00</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION: PsychCorp.com
Outcomes PME™: Planning, Monitoring, Evaluating 2001
Karen Callan Stoiber and Thomas R. Kratochwill

Outcomes PME™ is a performance monitoring tool that can be used to help develop functional teacher- and parent-valued competencies connected to the essential skills children need to succeed in school and community settings. It provides a framework to:
- Teach progress monitoring to staff, including goal setting and attainment procedures
- Address outcomes of interventions established across a wide range of issues at the individual, group or classroom, and program levels
- Systematically focus on student learning and development

Using a methodology developed by the authors, Outcomes PME provides an authentic measurement of student performance over time. It is linked to state educational standards and supports the following academic skills areas:
- Social-behavioral functioning
- Writing and literacy
- Mathematics fact practicing and mathematical learning
- Vocabulary and reading comprehension
- Language comprehension
- Language-communication development
- Physical-motor performance

Outcomes PME can be used in conjunction with the FAIS (page 68) in managing social competency development and ACES (page 66) to enhance academic competency.

Materials and Prices

Complete Kit
Includes Manual and 25 Record Forms
015-8004-264-MPC899
$110.00

ADDITIONAL MATERIALS
Record Forms
Pkg of 25
015-8004-337-MPC899
$51.00

Social Competence Performance Checklist
Pad of 25
015-8004-40X-MPC899
$27.00

SPECIAL
FAIS and Outcomes PME Kits
Save $17.00
015-8004-418-MPC899
$192.00

FOR MORE INFORMATION: PsychCorp.com
Dynamic Assessment of Test Accommodations™ (DATA) 2003

Lynn Fuchs, Douglas Fuchs, Susan Eaton and Carol Hamlett

Identify appropriate test accommodations

Use empirical evidence to determine appropriate test accommodations with Dynamic Assessment of Test Accommodations (DATA).

- Help schools meet IDEA 2004 and ADA legislative requirements
- IEP teams can use DATA information to supplement informal judgments
- Assesses students under various testing conditions, including extended time, read aloud, large print

Materials and Prices

Complete Kit
Includes Manual and 3 Booklets
Grade 2-3  015-8048-318-MPC899
Grade 4-5  015-8048-369-MPC899
Grade 6-7  015-8048-415-MPC899

$175.00

ADDITIONAL MATERIALS
Reading Screener Score Sheet
Pkg of 25  015-8048-466-MPC899
$17.00

Grades 2-3
Pkg of 25
Math Booklet  015-8048-334-MPC899
$31.00
Reading Booklet  015-8048-342-MPC899
$53.00

Behavioral Observation of Students in Schools™ (BOSS) 2003

Edward S. Shapiro

Use PDA efficiency to monitor and record behavior

Monitor student behavior with the Behavioral Observation of Students in Schools (BOSS). The PDA records, times, and calculates. Upload to your PC for future use.

Features
- Track the frequency of targeted behaviors
- Supplemental indicator of student performance to comply with Reading First and IDEA 2004 legislation
- Measures progress (time spent on task over repeated observations)
- Tailor to your needs
- Unlimited-use software
- Automatically tracks and tabulates frequency data
- Includes both desktop and Palm OS® based PDA application
- Supports Federal Requirements
  - Supplemental indicator of student performance
  - Serves as a measure of progress (time spent on task over repeated observations)
  - Can be used to document ecological and behavioral factors that may help support a disability diagnosis

Materials and Prices

Complete Kit
Includes CD-ROM, 1.5” installation disk
015-8048-601-MPC899
$82.00

FOR MORE INFORMATION:
PsychCorp.com
**PAL Guides for Intervention** 1998
Virginia Wise Berninger

The **PAL Guides for Intervention** helps you use proven strategies to create positive learning outcomes for students with reading and writing difficulties. The materials include practical guidance, grounded in research, to help multidisciplinary teams intervene early in the learning process.

**Features**
- Includes creative approaches to form functional reading and writing intervention programs
- Provides strategies developed through the author’s research in reading and writing and 25 years of clinical and teaching experience
- Helps design effective IEPs
- Links intervention strategies to PAL Test Battery results

**Components**
- Manual—Includes lessons and resources for implementing the intervention-assessment model; comes with pull-out information guides for parents and teachers
- Talking Letters Teacher’s Guide—Systematically teaches the connections between spelling and sound; includes a reproducible picture-sound dictionary and step-by-step directions to implement intervention
- Talking Letters Student Desk Guides—Helps students develop phonological awareness for successful reading and writing; includes two laminated Desk Guide cards to aid in decoding and orthographic coding of words
- Handwriting Lessons—Designed for developing handwriting automaticity. Reproducible pages include two sets of 24 lessons, each presenting all 26 alphabet letters, plus a writing prompt for composition. Both ball-and-stick and slanted letter styles are included

**Materials and Prices**

**Complete Kit**
015-8660-900-MPC899 $266.00

**ADDITIONAL MATERIALS**
Talking Letters Student Desk Guides
2 cards per set, sold as classroom sets of 10 (20 total cards)
015-8660-927-MPC899 $82.00
Teacher’s Guide
015-8660-935-MPC899 $49.00

Handwriting Lessons
015-8660-943-MPC899 $50.00

PAL Talking Letters Student Guides
Pkg of 30
015-8339-371-MPC899 $70.00

PAL Handwriting Lessons
015-8660-943-MPC899 $50.00

*PAL is a trademark of Harcourt Assessment, Inc.*
Grades
For remediation in any elementary grade
Qualification Level A

Level 1
Level 2

*Process Assessment of the Learner™ and "PAL™" are trademarks of Harcourt Assessment, Inc.

Pal™ Research-Based
Reading and Writing Lessons 2003
Virginia Wise Berninger and Sylvia P. Abbott

The Pal Research-Based Reading
and Writing Lessons program is
a perfect companion to the Pal
Guides for Intervention, and
provides a comprehensive response
to the Reading First legislation
(No Child Left Behind Act).

Three-Tier System

- Tier 1—Prevent reading
  and writing problems in
  beginning readers
- Tier 2—Help struggling readers
  meet state reading standards
- Tier 3—Provide special
  instruction for students
diagnosed as dyslexic or
dysgraphic and who are receiving
special education services

Materials and Prices

Pal Research-Based Reading and Writing Lessons
Includes Instructional Manual and Reproducibles Manual Set

015-8661-044-MPC899
$120.00

NOW AVAILABLE! Your solution for
a reading and math assessment and
intervention roadmap

When early intervening is critical, Pal—II
guides you to targeted, research-based
interventions based on the student’s test
results from a brief customizable assessment.

- Screen students to identify those at risk
  for reading, writing, or math problems
- Diagnose reading, writing, or math
disabilities by evaluating the nature
of the related processing problem
- Monitor student’s progress through early
  intervention and prevention programs

Minimize administration time and focus
more time on effective interventions with
assistance from the User Guide CD

- Helps you identify the appropriate subtest
to administer
- Explains the importance and specific
construct measured by each subtest
and how each construct affects the skill
being measured
- Guides score interpretation
- Points the practitioner to research-based
(and grade-based) interventions to improve
student performance
- Offers easy access to technical information
such as development of the test, reliability
and validity studies
- Included in every kit

Visit Pal-II.com
for additional product information
or see pages 44-45
Early Childhood

The key to any child reaching his potential

We bring you the very best in early childhood assessment tools essential to the early childhood specialist. Some are destined to be the premier instruments for helping the very youngest of our children. Others are fast becoming the standard for assessing social and behavioral aspects of the infant and toddler — fully compliant with IDEA 2004 implementation.

We are pleased to introduce totally new and newly revised assessments to enhance your practice and decision making.

- **Infant-Toddler Social and Emotional Assessment (ITSEA)** NEW! pages 80-81
- **Brief Infant-Toddler Social and Emotional Assessment (BITSEA)** NEW! page 79
- **Movement Assessment Battery for Children—Second Edition (Movement ABC–2)** NEW! page 83
- **Bracken Basic Concept Scale–Third Edition: Receptive (BBCS–3:R)** NEW! pages 84-85
- **Bracken Basic Concept Scale: Expressive (BBCS:E)** NEW! pages 84-85

Look for these other PsychCorp brand assessments in other sections of this catalog or online at PsychCorp.com:

- **Ready to Learn**
  (See page 54)

- **Greenspan Social-Emotional Growth Chart**
  (See page 78)

- **Pervasive Developmental Disorders Screening Test–II (PDDST–II)**
  (See page 97)

- **NEPSY–II NEW!**
  (See pages 100-101)

- **CELF Preschool–2**
  (See page 140)
For over 20 years, professionals working with infants and toddlers have relied on the proven *Bayley Scales of Infant Development*. And today, they have even greater reason to do so. With the Bayley–III, professionals have the most comprehensive assessment tool for determining developmental delays in children one month to 42 months old.

**Putting Family First**

With Bayley–III, the family becomes an integral part of assessing the child and impacting his or her future. In fact, Bayley–III addresses IDEA 2004 which requires infants and toddlers to receive developmental services in the areas of physical, cognitive, communication, social-emotional, and adaptive development.

- Enhances parent and caregiver involvement in the child’s natural environment in the assessment
- Provides valuable information useful in development of Individualized Family Service Plans and eligibility for early intervention services
- Helps the parent and service provider plan intervention strategies for the child
- Useful in program evaluation, ongoing monitoring of progress, and intervention outcomes
- Valid and reliable measure of a child’s abilities

**Key Features**

- Core battery of five scales
  - Three scales administered with child interaction — cognitive, motor, language
  - Two scales conducted with parent questionnaires — social-emotional, adaptive behavior
- Ideal for team-testing or multidisciplinary teams where a professional in each area may assess the child (Psychologist, SLP, OT, PT)
- Caregiver Report Form — a template for the examiner to provide scores, information on tests given, how child performed, and recommendations
- Scoring Assistant®/PDA Administration available as option (see pg. 76)
- Observational Checklist — Use the checklist to familiarize yourself with those items that can be observed outside the standard administration order, saving precious administration time.
- Extensive clinical studies — including premature, small for gestational age, Down syndrome, pervasive developmental disorder, at-risk, FAS/poly substance use, asphyxia, cerebral palsy, and language impairment
- Extensive validity studies —
  - Bayley Scales of Infant Development—Second Edition
  - Preschool Language Scale—Fourth Edition
  - Adaptive Behavior Assessment System® — Second Edition
  - Wechsler Preschool and Primary Scale of Intelligence”—Third Edition
  - Peabody Developmental Motor Scales — Second Edition
- Reduced kit weight and size

**Training Assistance — You choose the format!**

Available in many forms to suit the needs and desires of the clinician:

- Fundamental Administration (Videotape included in kit)
- Enhanced Administration/Scoring Resource (4 DVD set) shows item-by-item administration
- On-site training
Additions
- Social-Emotional subtest—Authored by one of the nation’s leading experts in child development, Stanley Greenspan, M.D.
- Adaptive Behavior subtest—Written by ABAS-II authors Patti L. Harrison, Ph.D. and Thomas Oakland, Ph.D.
- Screening Test—Determine if further testing is indicated (see pg. 77)
- Caregiver Report—With suggestions to help parents plan for their child
- Scoring Assistant® with PDA Administration—For cognitive, language, and motor scales, adding ease and efficiency, ideal for team and arena testing (see pg. 76)
- Growth Scores and Growth Charts—Chart a child’s growth over time

Improvements
- Easier to administer, more user-friendly—Easy-to-follow record forms, easel-back stimulus book, book-appealing manipulatives, and play-based items
- Extended floor and ceiling—Easier to identify lower and higher functioning infants and toddlers
- Improved clinical studies—Special data collected and presented on children with high-incidence clinical diagnoses
- Simplified scoring rules—Easier to determine if child performs target behavior

To learn more visit Bayley-III.com
- Expanded information on areas of assessment
- Navigate easily through a comprehensive list of FAQs
- Printable Bayley-III Observational Checklist
- Product training information
- View Parent Sample Report

“Think you Don’t Qualify? Think Again!”
YES, you CAN use Bayley-III...we’ve made it easier for you to buy and use Bayley-III, if you have the specialized training required. The Bayley-III requires training in the use, administration and interpretation of standardized assessments, in addition to specialized experience such as:
- Supervised mental health training
- Educational training specific to assessing young children and their families
- Supervised training in infant and child development

The premier infant and toddler assessment, now measures all five IDEA areas:

Visit BAYLEY-III.com for technical reports, case studies, and more!

<table>
<thead>
<tr>
<th>Materials and Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Kit</strong></td>
</tr>
<tr>
<td>Pkg of 25 015-8027-248-MPC899 $895.00</td>
</tr>
<tr>
<td><strong>ADDITIONAL MATERIALS</strong></td>
</tr>
<tr>
<td>Combination Cognitive/Language/Motor Record Form Pkg of 25 015-8027-302-MPC899 $100.00</td>
</tr>
<tr>
<td>Social-Emotional and Adaptive Behavior Questionnaire Pkg of 25 015-8027-566-MPC899 $86.00</td>
</tr>
<tr>
<td>Caregiver Report Form Pkg of 25 015-8027-574-MPC899 $63.00</td>
</tr>
<tr>
<td>Cognitive Record Form Pkg of 25 015-8027-647-MPC899 $63.00</td>
</tr>
<tr>
<td>Language Record Form Pkg of 25 015-8027-655-MPC899 $63.00</td>
</tr>
<tr>
<td>Motor Record Form Pkg of 25 015-8027-310-MPC899 $63.00</td>
</tr>
<tr>
<td>Observational Checklist Laminated Card 015-4027-014-MPC899 $5.00</td>
</tr>
<tr>
<td><strong>TRAINING</strong></td>
</tr>
<tr>
<td>Fundamental Administration Training videotape 015-8027-604-MPC899 $57.00</td>
</tr>
<tr>
<td>Enhanced Administration 4 DVD Set 015-8027-612-MPC899 $85.00</td>
</tr>
<tr>
<td><strong>SOFTWARE</strong></td>
</tr>
<tr>
<td>Scoring Assistant® (with PDA Administration) Includes scoring software, PDA administration software, 10 electronic record forms for PDA (see pg. 76 for description) 015-8027-620-MPC899 $199.00</td>
</tr>
<tr>
<td><strong>SPECIALS</strong></td>
</tr>
<tr>
<td>Bayley-III Comprehensive Kit Includes Bayley-III Complete Kit and Bayley-III Scoring Assistant (with PDA Administration) 015-8027-23X-MPC899 $995.00</td>
</tr>
<tr>
<td>Bayley-III Complete Kit Combination Package Includes Bayley-III Complete Kit and Bayley-III Screening Test 015-8027-272-MPC899 $985.00</td>
</tr>
<tr>
<td>Bayley-III Comprehensive Kit Combination Package Includes Bayley-III Comprehensive Kit and Bayley-III Screening Test 015-8027-639-MPC899 $1,150.00</td>
</tr>
</tbody>
</table>
Bayley—III® Scoring Assistant® and PDA Administration Software

Qualification Levels
C, Q2

For system requirements see page 195.

PDA Equipment Requirements: Recommended 16 MB built-in storage Palm OS® V5 or higher 200 MHz processor. 160x160 or higher pixels, color screen. Minimum: 8 MB built-in storage Palm OS® V3.5 or higher 126 MHz processor 160x160 pixels screen

“Bayley Scales of Infant and Toddler Development™—Third Edition” and “Scoring Assistant” are trademarks of Harcourt Assessment, Inc.

Produce comprehensive score reports and administer with an electronic record form or traditional paper
You choose the functionality best for you. Use the software as a Scoring Assistant only. Administer with the electronic record forms loaded on your PDA or utilize both for the total efficiency you demand.

Scoring Assistant® Software — Quick and Easy Results
Save time and effort by generating reports and interpreting results with this software program. Easily install the Windows® software on a desktop computer, enter administration, subtest raw score data, and behavior observations from the paper record form and let the software do the rest to automatically obtain:

- Tables and Graphs Report
- Scaled scores for all areas
- Composite score and scaled score profiles
- Behavior Observational Inventory
- Item level data when administered with PDA
- Caregiver Report
- Helps the caregiver understand what the Bayley—III results mean for their child
- Creates a profile of the child’s test performance
- Offers age-appropriate activities for you and your child to improve skills

Personal Digital Assistant (PDA) Electronic Administration Software
Now you can use a PDA to administer the Cognitive, Language, and Motor scales with the ease and efficiency of your handheld digital device instead of the paper and pencil method. The intuitive and user-friendly software comes preloaded with 10 electronic record forms, with additional forms available. After PDA administration, synchronize data from your device to your PC to automatically capture the child’s scores.

Materials and Prices

Bayley—III Scoring Assistant® Software with PDA Administration
Includes 10 PDA Electronic Record Forms (credits)
015-8027-620-MPC899 $199.00

PDA Electronic Record Forms
25 credits 015-8027-760-MPC899 $78.00

FOR MORE INFORMATION: Bayley-III.com

Visit BAYLEY-III.com for information about Scoring Assistant with PDA Administration, and more!
**Bayley–III** Screening Test 2005

Nancy Bayley

Professionals working with infants and toddlers in any setting understand the importance of ongoing screening, monitoring, and reassessment of a child's capacities since young children grow so rapidly.

Based on the *Bayley Scales of Infant and Toddler Development—Third Edition*, the *Bayley–III Screening Test* can quickly determine if a child is “on track” developmentally or if further, more comprehensive assessment is needed.

**Features:**
- Cognitive, language, and motor domains tested
- Easy administration—selected items from the full Bayley–III battery
- Child-friendly, playful activities

**Benefits:**
- Ideal for use in early intervention centers, Early Head Start programs, pediatric offices, day care centers—settings where many children are cared for on a regular basis
- Screens infants and toddlers at risk for developmental delay to allow early support
- Cost effective

---

**BAYLEY-III SCREENING TEST OBSERVATIONAL CHECKLIST** New addition to every Bayley–III Screening Test kit Use the checklist to familiarize yourself with those items that can be observed outside the standard administration order, saving precious administration time. A laminated card lists 47 items that can be easily observed at any time during the administration period. Make paper copies or use a grease pencil to notate those observed items on the checklist, then later transfer to the master record form or input to the scoring assistant.

Current Bayley–III Screening Test users can download their own copy at Bayley-III.com or by calling Customer Service at 800-211-8378.

---

**Materials and Prices**

**Bayley–III Screening Test Kit**
Includes Technical and Administration Manual, Stimulus Book, 25 Record Forms, Observational Checklist, Picture Book, and Manipulative Set

015-8027-256-MPC899
$199.00

**ADDITIONAL MATERIALS**

**Bayley–III Screening Test Record Forms**
Pkg of 25
015-8027-388-MPC899
$40.00

**Bayley–III Screening Test Observational Checklist**
Laminated Card
015-4027-022-MPC899
$5.00

---

FOR MORE INFORMATION: Bayley-III.com
Greenspan Social-Emotional Growth Chart
A Screening Questionnaire for Infants and Young Children 2004
Stanley I. Greenspan

Early identification of social-emotional deficits and compromises leads to more successful interventions. Greenspan Social-Emotional Growth Chart offers a brief and reliable tool to meet your needs:

- Determine the mastery of early capacities of social-emotional growth
- Monitor healthy social and emotional functioning
- Establish goals for early intervention planning
- Monitor progress in early intervention programs
- Detect deficits or problems with developmental social-emotional capacities

A questionnaire completed by the child's parent, educator, or other caregiver helps you understand how the child uses all capacities to meet needs, deal with feelings, think, and communicate.

The 35-item questionnaire has the following characteristics:

- Items are ordered developmentally, according to age at which each item is typically mastered
- Prior to mastering a more developmentally advanced behavior, the child is expected to show mastery in the less advanced behaviors that occur at a younger age
- Items are rated using a 5-point scale

Clinical Utility
The Greenspan Social-Emotional Growth Chart should be given as a preliminary step in childcare screenings, early identification screenings, and pediatric screenings. It should be used to determine whether further assessment/referral is warranted and can assist in monitoring growth and planning intervention.

Greenspan Developmental Milestones by Age Groups

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 months</td>
<td>Exhibits growing self-regulation and interest in the world</td>
</tr>
<tr>
<td>4-5 months</td>
<td>Engages in relationships</td>
</tr>
<tr>
<td>6-9 months</td>
<td>Uses emotions in an interactive, purposeful manner</td>
</tr>
<tr>
<td>10-14 months</td>
<td>Uses a series of interactive, emotional signals, or gestures to communicate</td>
</tr>
<tr>
<td>15-18 months</td>
<td>Uses a series of interactive, emotional signals, or gestures to solve problems</td>
</tr>
<tr>
<td>19-30 months</td>
<td>Uses ideas to convey feelings, wishes, or intentions</td>
</tr>
<tr>
<td>31-42 months</td>
<td>Creates logical bridges between emotions and ideas</td>
</tr>
</tbody>
</table>

Materials and Prices

Complete Kit
Includes Manual, 25 Questionnaires, and Reports
015-8280-229-MPC899 $99.00

ADDITIONAL MATERIALS

Manual
015-8280-237-MPC899 $82.00

Parent/Caregiver Questionnaires
Pkg of 25 015-8280-245-MPC899 $38.00

Parent/Caregiver Report
Pad of 25 015-8280-261-MPC899 $27.00
**Margaret J. Briggs-Gowan and Alice S. Carter**

**BITSEA** is a comprehensive screener addressing a full range of problems and competencies.

- Consists of items that are the most discriminating Infant-Toddler Social and Emotional Assessment (page 80) items
- Is an efficient first-stage screener used for identifying children who may need further evaluation with respect to social-emotional adjustment
- Can be followed up with the ITSEA for further comprehensive evaluation

**Parent Friendliness**

The measures encourage parent and childcare provider involvement in the evaluation as a means of developing a well-rounded picture of the young child as he/she behaves in various environments.

- Sensitive to the emotional state of the parents as they struggle with wanting to identify the problem areas of their child's social-emotional delays or behavioral problems
- Specially formatted to allow parents to organize their thoughts about their child in a systematic manner so that they are more effective in communicating with the health professionals and early intervention providers
- Obtains unbiased responses from the parents and/or childcare provider using non-stigmatizing language

**Materials and Prices**

**Complete Kit**
Includes BITSEA Manual and 25 each of the BITSEA Parent Forms and Childcare Provider Forms
Pkg of 25 015-8007-352-MPC899 $99.00

**ADDITIONAL MATERIALS**

**Parent Forms**
Pkg of 25 015-8007-328-MPC899 $38.00

**Childcare Provider Forms**
Pkg of 25 015-8007-484-MPC899 $38.00

**SPECIAL**
**ITSEA and BITSEA Combination Kit with Scoring Assistant**
Includes ITSEA Manual, BITSEA Manual, 25 each of ITSEA Parent Forms and Childcare Provider Forms, and 25 each of the BITSEA Parent Forms and Childcare Provider Forms, and Scoring Assistant
Save $23.00 015-8007-778-MPC899 $285.00

**FOR MORE INFORMATION:**
ITSEA-BITSEA.com

---

**new early childhood**

**Brief Infant-Toddler Social and Emotional Assessment™ (BITSEA) 2006**

Identify “red-flag” indicators of a typical behavior in 10 minutes

**Visit ITSEA-BITSEA.com**
for technical reports, case studies, and more!

- Provides an overview of the domains and subscales evaluated
- Lists the types of scores available
- View Parent and Childcare provider Sample Reports

---

**Ages**
12-35 months

**Forms**
Parent Form
Childcare Provider Form

**Administration**
7-10 minutes

**Norms**
(Parent Form)
Nationally standardized on 600 children based on 2002 U.S. Census.
Clinical groups include language delayed, premature, developmental delay, and autism spectrum disorder.

**Scores**
Problem Total Score and Competence Total Score
Qualification Levels
B, Q1, Q2

---

**FOR MORE INFORMATION:**
ITSEA-BITSEA.com
Infant–Toddler Social and Emotional Assessment™ (ITSEA) 2006

Alice S. Carter and Margaret J. Briggs-Gowan

The Infant–Toddler Social and Emotional Assessment (ITSEA) and Brief Infant–Toddler Social and Emotional Assessment (BITSEA) were developed in response to the need for early identification at this critical time in a child’s development. Based on the authors’ extensive research and development, they:

- Contain items based on standards outlined by Diagnostic and Statistical Manual—Fourth Edition Text Revision (DSM–IV): American Psychiatric Association (APA), and Diagnostic Classification: 0–3 of Zero to Three
- Provide information about the parent’s or childcare provider’s perception of a broad range of infant or toddler social-emotional and behavioral problems and delay in the acquisition of competencies
- Answer the need for evaluations that are brief, yet comprehensive, for assessing young children ages 12–36 months

A Developmentally Age-Appropriate Measure that Goes Beyond Typical Standardized Assessments

- Profiles problems and competencies in four domains — externalizing, internalizing, dysregulation, and competence
- Measures social relatedness, atypical behaviors, maladaptive behaviors, and other areas that can be “red flag” indicators of atypical clinical disorders
- Identifies key indicators of autism and pervasive developmental disorders
- Assists in formulating intervention strategies that use the child’s strengths to overcome the identified areas of concern

“I’ve been helping special needs children for over 25 years, and I want all young children everywhere to get the best care possible. The ITSEA is the first step in making this happen. We can look at the physiological responses and capacities of a child to help us fit the pieces of the puzzle together. I rely on it as a diagnostic tool because it pinpoints specific atypical behaviors in a child indicative of particular disorders. Then, we can use the results to develop a good treatment plan.”

—Stephan Betz, Ph.D.
First 5 Solano Children and Families Commission, Assistant Director of Operations
Solano County (California) Health and Social Services
**Unique Features**

- Developmentally Informed
  - Externalizing, Internalizing, Dysregulation and Competence
  - Items address those particular developmental problems found exclusively in infants and toddlers

- Design Construct
  - Building on the strengths of the child by identifying the child’s strengths, the clinician can not only focus on the area of concern, but can also provide parents with positive information about the child

- Clinical Utility
  - Measures efficacy and outcomes, where others do not
  - Meets your need for an evidence-based practice measure

**Parent Friendliness**

The measures encourage parent and childcare provider involvement in the evaluation as a means of developing a well-rounded picture of the young child as he/she behaves in various environments.

- Specially formatted to allow parents and caregivers to organize their thoughts about the child in a systematic manner
- Parent and Childcare Provider Forms available in English and Spanish

**Comprehensively assess social-emotional and behavioral problems and competencies**

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Kit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes ITSEA Manual and 25 each of ITSEA Parent Forms and Childcare Provider Forms, and Scoring Assistant</td>
<td>015-8007-697-MPC899</td>
<td>$209.00</td>
</tr>
<tr>
<td><strong>Parent Forms (Spanish)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pkg of 25</td>
<td>015-8007-808-MPC899</td>
<td>$47.00</td>
</tr>
<tr>
<td><strong>Childcare Provider Forms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pkg of 25</td>
<td>015-8007-794-MPC899</td>
<td>$47.00</td>
</tr>
</tbody>
</table>

**SPECIAL**

- ITSEA and BITSEA Combination Kit with Scoring Assistant
  - Includes ITSEA Manual, BITSEA Manual, 25 each of ITSEA Parent Forms and Childcare Provider Forms, and 25 each of the BITSEA Parent Forms and Childcare Provider Forms, and ITSEA Scoring Assistant
  - 015-8007-786-MPC899
  - $47.00
  - Save $23.00
  - 015-8007-778-MPC899
  - $285.00

---

**ITSEA Scoring Assistant® Software**

**Saves Time with Immediate Results**

- Customize client profile including recording client history
- Offers flexibility in result analysis: Item-Level or Subscale Total
- Generates reports in graphical and tabular format for the ITSEA Parent or Childcare Provider forms

---

**Visit ITSEA-BITSEA.com**

for technical reports, case studies, and more!
Early childhood and/or other jurisdictions.

FirstSTEp™: Screening Test for Evaluating Preschoolers 1993

Lucy J. Miller

Sensitive enough to detect even mild developmental delays

- Identify developmental delays in the IDEA-mandated domains
- Identify children who need in-depth diagnostic testing

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>Record Forms - Level 1</th>
<th>Record Forms - Level 2</th>
<th>Record Forms - Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual, Stimulus Booklet, 5 Record Forms each for Levels 1, 2, and 3; Social-Emotional/Adaptive Behavior Booklets; 25 Parent Booklets; and Manipulatives in a bag</td>
<td>Pkg of 25</td>
<td>Pkg of 25</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8182-707-MPC899</td>
<td>015-8182-731-MPC899</td>
<td>015-8182-74X-MPC899</td>
<td></td>
</tr>
<tr>
<td>$259.00</td>
<td>$45.00</td>
<td>$45.00</td>
<td></td>
</tr>
</tbody>
</table>

For information on components sold separately, please visit PsychCorp.com.

For more information: PsychCorp.com

PrimerPASO™ 2003

Lucy J. Miller

Spanish version of FirstSTEp

- Use results to estimate intelligence of individuals who experience undue difficulty in language or fine motor skills
- Adaptations for Spanish-speakers and new pictures that are culturally sensitive
- Meets the growing need for a quick screening test to identify Spanish-speaking children at risk for developmental delays in the five IDEA-mandated domains
- Appropriate for large-scale screening

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>Upgrade Kit (for FirstSTEp Owners)</th>
</tr>
</thead>
<tbody>
<tr>
<td>076-1650-067-MPC899</td>
<td>076-1650-075-MPC899</td>
</tr>
<tr>
<td>$315.00</td>
<td>$145.00</td>
</tr>
</tbody>
</table>

For components sold separately, please visit PsychCorp.com.
Miller Assessment for Preschoolers™ (MAP™) 1982
Lucy J. Miller
A short and comprehensive preschool assessment for developmental delays

Use the Miller Assessment for Preschoolers (MAP) for evaluating children for mild to moderate developmental delays. The MAP is objective, easy to administer, and provides a broad overview of a child’s developmental status compared to same age children. It can be used for in-depth assessments and for creating a framework from which IEPs and IFSPs can be formulated.

Item development was based on research involving more than 4,000 children and 800 items.

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>Score Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual, Item Score Sheets, and all materials needed for administration and scoring</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8181-832-MPC899</td>
<td>Age I (2 yrs. 9 mos. to 3 yrs. 2 mos.)</td>
</tr>
<tr>
<td>$749.00</td>
<td>015-8181-840-MPC899</td>
</tr>
<tr>
<td>Workshop Set</td>
<td>Age II (3 yrs. 3 mos. to 3 yrs. 8 mos.)</td>
</tr>
<tr>
<td>Includes training manual for advanced interpretation and administration of MAP</td>
<td>015-8181-859-MPC899</td>
</tr>
<tr>
<td>015-8182-030-MPC899</td>
<td>Age III (3 yrs. 9 mos. to 4 yrs. 2 mos.)</td>
</tr>
<tr>
<td>$99.00</td>
<td>015-8181-867-MPC899</td>
</tr>
<tr>
<td>ADDITIONAL MATERIALS</td>
<td>Age IV (4 yrs. 3 mos. to 4 yrs. 8 mos.)</td>
</tr>
<tr>
<td>Record Booklets</td>
<td>015-8181-875-MPC899</td>
</tr>
<tr>
<td>Pkg of 25</td>
<td>Age V (4 yrs. 9 mos. to 5 yrs. 2 mos.)</td>
</tr>
<tr>
<td>015-8181-913-MPC899</td>
<td>015-8181-883-MPC899</td>
</tr>
<tr>
<td>$45.00</td>
<td>Age VI (5 yrs. 3 mos. to 5 yrs. 8 mos.)</td>
</tr>
<tr>
<td>Drawing Booklets</td>
<td>015-8181-891-MPC899</td>
</tr>
<tr>
<td>Pkg of 25</td>
<td>$45.00</td>
</tr>
</tbody>
</table>

Movement Assessment Battery for Children—Second Edition (Movement ABC—2) 2007
Sheila E. Henderson and David A. Sugden
Identifies, describes, and guides treatment of motor impairment

The Movement Assessment Battery for Children—Second Edition (Movement ABC—2), a revision of the world renowned Movement Assessment Battery for Children, can be used to identify children who are significantly behind their peers in motor development, assist in planning an intervention program in either a school or clinical setting, measure change as a result of intervention, or serve as a measurement instrument in research involving motor development.

The Movement ABC–2 Checklist takes assessment into the everyday situations in which the child has to function, including the extent to which a child’s attitudes and feelings about motor tasks are situation specific or more generalized. Therapists also can obtain parents’ or teachers’ views on a child’s movement in everyday settings.

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>Materials and Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Examiner’s Manual; Intervention Manual; 25 each of Age Band 1, 2 and 3 Record Forms; 50 checklists with instructions; and Manipulatives</td>
<td>The Movement ABC–2 Intervention Manual provides a complete guide to helping children with movement difficulties. Based on research, this guide helps teach a child a new skill.</td>
</tr>
<tr>
<td>015-8441-117-MPC899</td>
<td>NEW</td>
</tr>
<tr>
<td>$629.00</td>
<td>For other components, see PsychCorp.com</td>
</tr>
</tbody>
</table>
Bracken Basic Concept Scale: Expressive (BBCS:E) 2006
Bruce A. Bracken

Bracken Basic Concept Scale—Third Edition: Receptive (BBCS–3:R) 2006
Bruce A. Bracken

Basic concept knowledge is an integral part of a child's cognitive development and provides the necessary fundamental framework for both a child's academic success and for his/her overall communication development. The Bracken Basic Concept Scale—Third Edition: Receptive (BBCS–3:R) and Bracken Basic Concept Scale: Expressive (BBCS:E) are developmentally sensitive measures that evaluate concepts essential to early communication development and school readiness. Together they evaluate a child's expressive and receptive skills with regard to basic concepts and allow you to compare his/her results to national norms. These Bracken assessments focus on identifying basic concept deficits through receptive and now expressive methods. Evaluate basic concepts that are universal and vital to early literacy and academic success—colors, letters/sounds, numbers/counting, sizes/comparisons, shapes, direction/position, self-/social awareness, texture/material, quantity, and time/sequence.

Ensure every child acquires the basic concepts essential to academic success
Aligned to State Early Childhood Standards
The BBCS–3:R and BBCS:E are aligned to states’ Early Childhood standards. This allows you to relate what you learn about a child’s basic concept mastery directly to the goals established by your state for students’ academic achievement. This will facilitate communication with teachers and school administrators and allow for development of integrated and comprehensive intervention goals. To see how these assessments align with your state, visit BrackenInfo.net.

Supports Current Legislation
The Bracken School Readiness Assessment (BSRA), BBCS–3:R, BBCS:E and Bracken Concept Development Program (BCDP) meet the requirements that will help you comply with No Child Left Behind (NCLB), and IDEA 2004 as they are standardized assessment measures that are aligned with state expectations and linked to proven interventions.

The Bracken suite provides complimentary methods of evaluating a child’s basic concept abilities to identify deficits that may need intervention. In addition, the Bracken suite of products provides tools to help you communicate with the teacher and parent and to develop intervention strategies.

Why the New BBCS–3:R and BBCS:E are Better:
■ Evaluate language skills, cognitive development, and school readiness, in both English and Spanish
■ Includes new norms and clinical studies with children with diagnosed language impairments and with a group of children identified with intellectual disability
■ Communicate results with and involve both parents and teachers more easily
■ Provide direct link to intervention plans
■ Offer outstanding reliability for all ages, genders, and race/ethnicities. Visit BrackenInfo.net for more information.

Get back to the Basics!

Materials and Prices

BBCE:
BBCE: Complete Kit
(The Bracken Basic Concept Scale–Expressive is a new test meant to work as a complement to the Receptive Test.)
Includes Examiner’s Manual, Stimulus Manual, and 25 English Record Forms
015-8338-928-MPC899 $219.00

BBCE: English Record Forms
Pkg of 25
015-8338-952-MPC899 $50.00

BBCE: Spanish Record Forms
Pkg of 25
015-8338-979-MPC899 $50.00

ADDITIONAL MATERIALS
BBCE: Receptive Record Forms
Pkg of 25
015-8338-813-MPC899 $50.00

BBCE: Receptive Record Forms
Pkg of 25
015-8338-832-MPC899 $50.00

ADDITIONAL MATERIALS
BBCE–3:R
BBCE–3:R Complete Kit
(The Bracken Basic Concept Scale–Receptive replaces the Bracken Basic Concept Scale–Revised.)
Includes Examiner’s Manual, Stimulus Manual, and 25 English Record Forms
015-8338-855-MPC899 $319.00

BBCE–3:R English Record Forms
Pkg of 25
015-8338-88X-MPC899 $50.00

BBCE–3:R Spanish Record Forms
Pkg of 25
015-8338-901-MPC899 $50.00
Bracken School Readiness Assessment—Third Edition (Bracken SRA–3) 2007

Features in order of importance

- Includes the first five subtests from the Bracken Basic Concept Scale—Third Edition (BBCS–3)
- Quick and easy to administer
- Record Form has detachable Parent-Teacher Conference form that includes information about the child's performance and activities the parent can do with the child at home
- Available in English and Spanish; national norms are provided for English only, but Spanish norms can be developed using your local Spanish-speaking population
- Includes information showing how the subtests align to each state's early childhood standards
- Includes a sample lesson from the Bracken Basic Concept Development Program (BCDP)

Bracken Scoring Assistant® 2006

The Bracken Scoring Assistant® does more than quickly and accurately score test results, maintain test records, and create graphical and summary reports for the BBCS–3:R and BBCS:E. It also:

- Identifies related BCDP lesson plans, curriculum-based basic concept instructional exercises, appropriate for home and classroom settings
- Enables you to present a child's performance and progress in a parent report available in both English and Spanish, minimizing the challenges of communicating with parents whose native language is Spanish

Materials and Prices

<table>
<thead>
<tr>
<th>BRACKEN SRA–3</th>
<th>BRACKEN SCORING ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>Scoring Assistant</td>
</tr>
<tr>
<td>015-8033-078-MPC899</td>
<td>015-8339-053-MPC899</td>
</tr>
<tr>
<td>$149.00</td>
<td>$99.00</td>
</tr>
</tbody>
</table>

For more information: BrackenInfo.net

For system requirements see page 195.
Adaptive Behavior

Fast and effective measures of adaptive functioning in children and adults

The adaptive skills are those practical, everyday skills needed to function and meet the demands of a person’s environment — including those skills necessary to be independent and interact with others.

Adaptive function assessment has become an integral part of any full evaluation of an individual’s abilities, achievement, or cognitive function — for identifying strengths and needs, assessing for classification, record keeping, or monitoring progress over time. Whether you select brief rating scales or multi-scale assessments, these tools can be indispensable to decision making.

We are pleased to offer these assessments to enhance your practice and decision making.

• Adaptive Behavior Assessment System—Second Edition (ABAS-II) NEW SOFTWARE!
  pages 88-89
• Transition-to-Work Inventory
  page 91
• Independent Living Scales (ILS)
  page 91

Patti L. Harrison and Thomas Oakland

Ages
0-89:11 years

Forms
5 Forms—Parent/Primary Caregiver Form, Birth-5; Parent Form, 5-21; Teacher/Daycare Provider Form, 2-5; Teacher Form, 5-21; Adult Form, 16-89

Norms
Age-based norms, scaled scores for 10 areas specified by AAMR and DSM–IV, general adaptive composites as well as test age-equivalents, and extended clinical validity studies

Administration
Approximately 15-20 minutes for respondents to complete checklist

Qualification Levels
B, Q1

The Adaptive Behavior Assessment System—Second Edition (ABAS–II) is the only instrument to incorporate current American Association on Intellectual and Developmental Disabilities (AAIDD) guidelines by providing composite norms for the three general areas of adaptive behavior specified in their 2002 definition of intellectual disability. ABAS–II also measures behaviors important to determining eligibility under IDEA 2004, DSM–IV–TR, Supplemental Security Income (SSI), and Disability Insurance (DI).

ABAS–II can help you:
- Assess individuals with intellectual disability, learning difficulties, ADHD, Alzheimer’s disease, autism, or other impairments
- Determine an individual’s response to daily demands
- Develop treatment and training goals
- Determine eligibility for services and Social Security benefits
- Assess capability of adults to live independently

Features
- Evaluates the three general areas of adaptive behavior (Conceptual, Social, Practical)
- Provides an overall adaptive behavior score, the General Adaptive Composite
- Links to the Wechsler® Scales to evaluate the relationship between adaptive skills and cognitive functioning
- Gathers information from multiple information sources (parent, teacher, caregiver, or adult client)
- Contains a downward extension to include infants and preschoolers

DSM–IV–TR Skill Areas Assessed
- Communication
- Community Use
- Home Living
- Health and Safety
- Leisure
- Self-Care
- Self-Direction
- Social
- Work
- Functional Academics
- Motor Skills (for young children)

In-depth Reliability and Validity Data Available

The ABAS–II manual provides:
- Inter-rater and cross-form consistency
- Mean performance of various clinical groups compared to matched control groups
- Relationships between ABAS–II and other assessments

Visit ABAS-II.com for product information, sample reports, and more!
### Materials and Prices

**Examination Kit**
Includes Manual, 5 Parent/Primary Caregiver Forms, 5 Teacher/Day Care Provider Forms, 5 Parent Forms, 5 Teacher Forms, 5 Adult Forms

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$199.00</td>
<td>015-8004-507-MPC899</td>
<td>Examination Kit</td>
</tr>
</tbody>
</table>

**Infant and Preschool Kit**
Includes Manual, 25 Parent/Primary Caregiver Forms, 25 Teacher/Day Care Provider Forms

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$199.00</td>
<td>015-8007-107-MPC899</td>
<td>Infant and Preschool Kit</td>
</tr>
</tbody>
</table>

**School Kit**
Includes Manual, 25 Parent Forms, 25 Teacher Forms

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$199.00</td>
<td>015-8004-671-MPC899</td>
<td>School Kit</td>
</tr>
</tbody>
</table>

**Adult Kit**
Includes Manual and 25 Adult Forms (ages 16-89)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$199.00</td>
<td>015-8004-68X-MPC899</td>
<td>Adult Kit</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

**Parent/Primary Caregiver Form**
(ages 0-5)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65.00</td>
<td>015-8004-523-MPC899</td>
<td>Infant and Preschool Forms</td>
</tr>
</tbody>
</table>

**Teacher/Day Care Provider Form**
(ages 2-5)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65.00</td>
<td>015-8004-531-MPC899</td>
<td>Teacher/Day Care Provider Form</td>
</tr>
</tbody>
</table>

**School Forms**

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65.00</td>
<td>015-8004-612-MPC899</td>
<td>School Forms</td>
</tr>
</tbody>
</table>

**Spanish Parent/Primary Caregiver Form**
(aages 0-5)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65.00</td>
<td>015-8004-604-MPC899</td>
<td>Spanish Parent/Primary Caregiver Form</td>
</tr>
</tbody>
</table>

**Spanish Teacher/Day Care Provider Form**
(aages 2-5)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65.00</td>
<td>015-8004-574-MPC899</td>
<td>Spanish Teacher/Day Care Provider Form</td>
</tr>
</tbody>
</table>

**Teacher Form**
(aages 5-21)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65.00</td>
<td>015-8004-655-MPC899</td>
<td>Teacher Form</td>
</tr>
</tbody>
</table>

**Spanish Teacher Form**
(aages 5-21)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65.00</td>
<td>015-8004-566-MPC899</td>
<td>Spanish Teacher Form</td>
</tr>
</tbody>
</table>

**SOFTWARE**

**Scoring Assistant**
Windows® CD-ROM

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$149.00</td>
<td>015-8004-698-MPC899</td>
<td>Scoring Assistant</td>
</tr>
</tbody>
</table>

**ABAS–II Intervention Planner and Scoring Assistant®**

**NEW**

**For Infant, Pre-School, and School Forms**
With the **ABAS–II Intervention Planner and Scoring Assistant**
you can now identify the appropriate interventions and monitor progress.
The software will help you develop:
- An Interpretive Report narrative based on all scores, strengths and needs analysis, composite score discrepancy analysis, and overall summary of adaptive behavior
- A summary comparison statement of overall intellectual and adaptive functioning if WPPSI–III or WISC–IV Full Scale IQ is entered for ages 2 1/2 to 16.
- Item-level interventions for those items chosen by the clinician for ages 0-21.
- A Progress Monitoring Report comparing raw and scaled scores across up to 4 assessments for ages 0-21.
- A Respondent Report (for parent/primary caregiver or teacher/daycare provider) providing an easy to understand description and graph of the child’s adaptive functioning based on his/her scores for ages 0-21.

### Materials and Prices

**Intervention Planner and Scoring Assistant**

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$199.00</td>
<td>015-8007-972-MPC899</td>
<td>Intervention Planner and Scoring Assistant</td>
</tr>
</tbody>
</table>

**Intervention Planner and Scoring Assistant Upgrade**
(For current ABAS–II Scoring Assistant users)

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$129.00</td>
<td>015-8007-980-MPC899</td>
<td>Intervention Planner and Scoring Assistant Upgrade</td>
</tr>
</tbody>
</table>

**Examination Kit with Intervention Planner and Scoring Assistant**

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$349.00</td>
<td>015-8015-568-MPC899</td>
<td>Examination Kit with Intervention Planner and Scoring Assistant</td>
</tr>
</tbody>
</table>

**School Kit with Intervention Planner and Scoring Assistant**

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$349.00</td>
<td>015-8015-501-MPC899</td>
<td>School Kit with Intervention Planner and Scoring Assistant</td>
</tr>
</tbody>
</table>

**Infant and Preschool Kit with Intervention Planner and Scoring Assistant**

<table>
<thead>
<tr>
<th>Price</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$349.00</td>
<td>015-8015-576-MPC899</td>
<td>Infant and Preschool Kit with Intervention Planner and Scoring Assistant</td>
</tr>
</tbody>
</table>

**FOR MORE INFORMATION:**
PsychCorp.com
Evaluate the functional performance of a student with a disability

School Function Assessment (SFA) 1998
Wendy Coster, Theresa Deeney, Jane Haltiwanger, and Stephen Haley

Determine how well an elementary school student with disabilities functions in the nonacademic aspects of the school setting with the School Function Assessment (SFA).

Criterion-referenced cutoff scores help establish whether the student is performing below grade expectations and is eligible for special services.

SFA facilitates collaborative program planning and is useful for developing Individualized Education Plans (IEPs).

School Function Assessment Scales
A three-part assessment provides the information you need to identify specific levels of functioning.

Part I: Participation
Rate the student’s participation in six major school activity settings:
- Regular or Special Education Classroom
- Playground/Recess
- Transportation
- Bathroom/Toiletry
- Transitions
- Mealtime/Snack time

Part II: Task Supports
Four scales enable you to rate the supports currently provided to the student for both physical and cognitive/behavioral tasks:
- Physical Tasks Assistance
- Physical Tasks Adaptations
- Cognitive/Behavioral Tasks Assistance
- Cognitive/Behavioral Tasks Adaptations

Part III: Activity Performance
Twenty-one scales include a comprehensive set of activities for detailed evaluation of the performance of school-related functional tasks. A separate score is generated for each of the 21 scales.

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIALS</th>
<th>Rating Scale Guides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes User’s Manual, 25 Record Forms, and 3 Rating Scale Guides</td>
<td>Record Forms with 3 Rating Scale Guides</td>
<td>Pkg of 5</td>
</tr>
<tr>
<td>076-1615-709-MPC899</td>
<td>076-1615-733-MPC899</td>
<td>076-1615-741-MPC899</td>
</tr>
<tr>
<td>$199.00</td>
<td>$79.00</td>
<td>$19.00</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION: PsychCorp.com
Independent Living Scales™ (ILS™) 1996

Patricia Anderten Loeb

Assess competency in activities necessary to daily living

Now you can have a reliable and valid standardized approach for identifying areas of competence in forensic cases and for determining the most appropriate living setting for adults who are experiencing a decline in cognitive functioning. The Independent Living Scales® (ILS®) is composed of five scales: Memory/Orientation, Managing Money, Managing Home and Transportation, Health and Safety, and Social Adjustment. The performance results from the 68 ILS items are more objective and reliable than third-party observations or examinees’ self-reports. Normative data are provided for the different scales, so that the various areas of competence can be identified and compared. Cut scores are provided as means of establishing criterion validity with adults 65 and older who are living independently, semi-independently, or dependently. Performance data are also provided on samples of individuals, 17 years of age and older, who have a psychiatric diagnosis, dementia, intellectual disability, or traumatic brain injury.

Materials and Prices

Complete Kit
Includes Manual, 25 Record Forms, Stimulus Booklet, a pouch containing a facsimile of a driver’s license, credit card, and key. Examiners will need to provide a telephone, telephone book, some money, an envelope, scratch paper, pen, pencil, and stopwatch

015-8147-073-MPC899

ADDITIONAL MATERIAL

Record Forms
Pkg of 25
015-8147-09X-MPC899
$55.00

Transition-to-Work Inventory – Job Placement System for Workers with Severe disAbilities 1995

Lee Friedman, Carl T. Cameron, and Jennifer M. Fletcher

Identify job accommodation requirements for workers with severe disabilities

Use the Transition-to-Work Inventory to identify the jobs most suitable for individuals with differing abilities, including moderate to severe intellectual disability, severe emotional disturbance, and autism.

Jobs profiled are entry-level positions that require a moderate to high level of supervision, such as:

- Food service
- Housekeeping
- Production line
- Assembly activities
- Office support

Two part system—the Job Analysis Scale and the Worker Analysis Scale reflect the discrepancy between the demands of the job and the capability of the individual. For items where there is a large job–worker discrepancy, the Accommodation Guide helps to identify interventions for success.

Materials and Prices

Starter Kit
Includes User’s Manual and Accommodation Guide, 10 Job Analysis Booklets, 25 Worker Analysis Booklets, and 25 Profile Sheets

015-8958-25X-MPC899

ADDITIONAL MATERIALS

Job Analysis Booklets
Pkg of 10
015-8958-284-MPC899
$24.00

Worker Analysis Booklets
Pkg of 25
015-8958-276-MPC899
$43.00

Profile Sheets
Pkg of 25
015-8958-292-MPC899
$23.00

FOR MORE INFORMATION:
PsychCorp.com
Street Survival Skills Questionnaire (SSSQ) 1993

Dan Linkenhoker and Lawrence McCarron

Measure adaptive behavior and independent living skills

Use the Street Survival Skills Questionnaire (SSSQ) to assess functional impairment, independent living skills, and appropriate vocational and residential placement for children, adolescents, and adults with physical, mental, or developmental disabilities.

- SSSQ assesses nine specific areas relating to adaptive behavior
- Test items closely resemble everyday living tasks
- Examiner orally presents a question, and the individual responds by pointing to one of four pictures

Materials and Prices

Complete Kit
Offers Manual, the nine Test Volumes, Curriculum Guides, 50 Score Forms, and Master Planning Charts, in a case

015-8736-559-MPC899
$559.00

Additional Materials

Score Forms

Pkg of 50
015-8736-567-MPC899
$38.00

Planning Charts

Pkg of 50
015-8736-575-MPC899
$24.00

Reynolds Adolescent Adjustment Screening Inventory™ (RAASI™) 2001

William M. Reynolds

Quickly screen for social-emotional problems in adolescents

Use the Reynolds Adolescent Adjustment Screening Inventory (RAASI) to quickly identify adolescents who exhibit significant adjustment problems.

Four Scales

- Antisocial Behavior
- Anger Control Problems
- Emotional Distress
- Positive Self

Scoring

- Raw score to T score conversions are provided for the total standardization sample, gender, age group, and gender-by-age group
- Also yields a Total Adjustment score

Materials and Prices

Introductory Kit
Includes Professional Manual and 50 Test Booklets

015-8675-363-MPC899
$159.00
ADD-Autism
Tools to reach across the domains for those difficult-to-assess areas

Attention deficit disorder, sensory processing, and pervasive developmental disorders are all sensitive issues and often difficult to differentiate and treat. PsychCorp continues to offer instruments to guide your decisions, whether for infants, children, or adults.

We are pleased to offer these assessments to enhance your practice and decision making.

- Conners Third Edition (Conners3) NEW! page 96
- Conners Comprehensive Behavior Rating Scales (Conners CBRS) NEW! page 98
- Pervasive Developmental Disorder Screening Test-II (PDDST-II) NEW! page 97
- Brown Attention-Deficit Disorder Scales (Brown ADD Scales) pages 94-95

Look for these other PsychCorp brand assessments in other sections of this catalog or online at PsychCorp.com:

- NEPSY-II (See pages 100-102)
- Delis-Kaplan Executive Function System (D-KEFS) (See pages 122-123)
- Test of Everyday Attention for Children (TEA-Ch) (See page 134)
Obtain a consistent measure of ADD across the lifespan with the Brown Attention-Deficit Disorder Scales for Children and Adolescents and the Brown Attention-Deficit Disorder Scales for Adolescents and Adults. Based on Thomas Brown’s cutting-edge model of cognitive impairment in ADD, the Brown ADD Scales explore the executive functioning aspects of cognition associated with ADHD.

Clusters of Executive Functions

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

As with the adolescent and adult version, the children’s edition features five clusters frequently associated with ADHD—plus a sixth, Monitoring and Self-Regulating Action, that encompasses problems in appropriately controlling behavior:

- Organizing, Prioritizing, and Activating to Work
- Focusing, Sustaining, and Shifting Attention to Tasks
- Regulating Alertness, Sustaining Effort, and Processing Speed
- Managing Frustration and Modulating Emotions
- Utilizing Working Memory and Accessing Recall
- Monitoring and Self-Regulating Action

User-Friendly

- Efficient 40- to 50-item screening instruments
- Easy-to-understand parent and teacher questionnaires (ages 3 to 12)
- Self-report forms (ages 8 through adults) to obtain information that may be overlooked by observers

FOR MORE INFORMATION:

PsychCorp.com

An industry favorite to quickly screen for reliable indications of ADD

Brown Attention-Deficit Disorder Scales® (Brown ADD Scales) 1996, 2001

Thomas E. Brown
Variety of Uses
Use the Brown ADD Scales for screening, as part of a comprehensive diagnosis, and for monitoring of treatment responses in a wide range of educational, clinical, and managed care settings.

Relationship with Cognition and Memory
The manuals help relate performance to scores from the WAIS—III, WISC—III, and select subtests of the CMS, allowing you to integrate cognitive and behavioral characteristics with cognition and memory.

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

Flexible, Efficient Scoring
In addition to handscoring with the Ready Score® form, the timesaving Brown ADD Scales Scoring Assistant® quickly scores and analyzes results from all the scales and allows you to focus on developing appropriate interventions and monitoring their effectiveness.

Cluster scores and a total score indicate overall impairment from a broad range of ADHD symptoms
T scores give you an indication of examinee impairment on each of the clusters relative to a normative population
Results indicate whether the individual appears to have ADHD and would benefit from a full evaluation
Software generates a graphical and narrative report

## Materials and Prices

<table>
<thead>
<tr>
<th>Children and Adolescents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starter Kit for Children and Adolescents</strong></td>
<td>Includes Manual for Children and Adolescents; 5 Ready Score® Parent and Teacher Forms for ages 3-7; 5 Ready Score® Parent, Teacher, and Self-Report Forms for ages 8-12; 5 Ready Score® Answer Documents for ages 12-18; and Diagnostic Forms (10 each, Children and Adolescents)</td>
</tr>
<tr>
<td></td>
<td>015-8029-33X-MPC899</td>
</tr>
<tr>
<td></td>
<td>$225.00</td>
</tr>
<tr>
<td><strong>Ready Score® Self-Report Forms</strong></td>
<td></td>
</tr>
<tr>
<td>Pkg of 25</td>
<td>Ages 8-12 (Child)</td>
</tr>
<tr>
<td></td>
<td>Ages 12-18 (Adolescent)</td>
</tr>
<tr>
<td></td>
<td>$65.00</td>
</tr>
<tr>
<td><strong>Diagnostic Forms</strong></td>
<td></td>
</tr>
<tr>
<td>Pkg of 10</td>
<td>Ages 3-12 (Child)</td>
</tr>
<tr>
<td></td>
<td>Ages 12-18 (Adolescent)</td>
</tr>
<tr>
<td></td>
<td>$25.00</td>
</tr>
<tr>
<td><strong>ADOLESCENTS AND ADULTS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Complete Kit for Adolescents and Adults</strong></td>
<td>Includes Manual for Adolescents and Adults, Treatment Monitoring Worksheet, 50 Ready Score® Answer Documents (25 each for ages 12-18 and 18+), and Diagnostic Forms (10 each, for ages 12-18 and 18+)</td>
</tr>
<tr>
<td></td>
<td>015-8029-240-MPC899</td>
</tr>
<tr>
<td></td>
<td>$225.00</td>
</tr>
<tr>
<td><strong>Brown ADD Scales Scoring Assistant®</strong></td>
<td>CD-ROM Windows®</td>
</tr>
<tr>
<td></td>
<td>015-8029-283-MPC899</td>
</tr>
<tr>
<td></td>
<td>$219.00</td>
</tr>
<tr>
<td><strong>Parent Forms for Scoring Assistant</strong></td>
<td></td>
</tr>
<tr>
<td>Pkg of 25</td>
<td>Ages 3-7</td>
</tr>
<tr>
<td></td>
<td>Ages 8-12</td>
</tr>
<tr>
<td></td>
<td>$65.00</td>
</tr>
</tbody>
</table>

| Adolescents and Adults with Brown ADD Scales Scoring Assistant |  |
| Save $49.00 | 015-8029-968-MPC899 |
| $395.00 |

| Teacher Forms for Scoring Assistant |  |
| Pkg of 25 | Ages 3-7 | 015-8029-739-MPC899 |
|  | Ages 8-12 | 015-8029-64X-MPC899 |
|  | $65.00 |
| **Self-Report Forms/Answer Documents for Scoring Assistant** |  |
| Pkg of 25 | Ages 8-12 (Child) | 015-8029-607-MPC899 |
|  | Ages 12-18 (Adolescent) | 015-8029-445-MPC899 |
|  | Ages 18+ (Adult) | 015-8029-615-MPC899 |
|  | $65.00 |

| SPECIALS |  |
| **Starter Kit for Children and Adolescents with Brown ADD Scales Scoring Assistant** |  |
| Save $49.00 | 015-8029-232-MPC899 |
| $395.00 |
Building on the strengths of the Conners’ Rating Scales-Revised (CRS-R™) the Conners Third Edition (Conners 3) offers you:

**Contents**
- Assess planning, decision making, and execution skills
- Identify most common comorbid disorders such as oppositional defiant and conduct disorders
- Flexibility
  - Administer the test using paper and pencil or online
  - Use short forms for screening large groups of students who may require additional assessment

**Materials and Prices**

**Handscored Kit**
- 015-8014-499-MPC899
- $238.00*

**Parent and Teacher User’s Kit**
- 015-8014-545-MPC899
- $179.00*

**Reorder Kit**
- Includes 25 each of Parent, Teacher, and Self-Report Response Booklets and 25 each of Parent, Teacher, and Self-Report Short QuickScore Forms
- 015-8014-502-MPC899
- $179.00*

**Full Form User’s Kit**
- Includes Manual and 25 each of Parent, Teacher, and Self-Report Response Booklets
- 015-8014-553-MPC899
- $149.00*

**Short Form User’s Kit**
- Includes Manual and 25 each of Parent, Teacher and Self-Report Short QuickScore Forms
- 015-8014-561-MPC899
- $149.00*

**Global Index Kit**
- 015-8015-037-MPC899
- $111.00*

**ADHD Index Users Kit**
- 015-8015-088-MPC899
- $136.00*

**ADDITIONAL MATERIALS**

**Response Booklets**
- Pkg of 25
  - Parent
  - Parent (Spanish)
  - Teacher
  - Parent (Spanish)
  - Teacher (Spanish)
  - Parent (Spanish)
  - Teacher (Spanish)

- 015-8014-588-MPC899
- $179.00*

**Short QuickScore Forms**
- Pkg of 25
  - Parent
  - Parent (Spanish)
  - Teacher
  - Self-Report (Spanish)

- 015-8014-74X-MPC899
- $35.00*

**SOFTWARE**

**Software Scoring CD**
- 015-8014-472-MPC899
- $213.00*

**Software Kit**
- 015-8014-464-MPC899
- $425.00*

**Spanish Software Kit**
- Includes Manual, Scoring Software, 25 each of Parent (Spanish), Teacher (English), and Self-Report Response Booklets (Spanish), and 25 each of Parent (Spanish), Teacher (English), and Self-Report (Spanish) Short QuickScore Forms
- 015-8014-480-MPC899
- $425.00*

**SPECIALS**

**Conners 3 / Conners CBRS Software Combo Kit**
- Includes the full kit components for both Conners 3rd Edition and Conners Comprehensive Behavior Rating Scales
- Save $24.00*
- 015-8014-294-MPC899
- $700.00*

*Early Bird Price — Prices Valid Until September, 2008
The Pervasive Developmental Disorders Screening Test–II (PDDST–II) allows you to make decisions sooner regarding appropriate intervention. It screens for:

- Autistic disorder
- Pervasive developmental delay
- Asperger's disorder

Features and Benefits

- Parent-report screening measure
- Useful for early childhood professionals, parents, and caregivers
- Facilitates early identification and intervention

The Pervasive Developmental Disorders Screening Test–II (PDDST–II) consists of three stages developed for use in various clinical settings:

- Stage 1 – Primary Care Screener
- Stage 2 – The Developmental Clinic Screener
- Stage 3 – The Autism Clinic Severity Screener

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIALS</th>
<th>Primary Care (Spanish) Record Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incl. Examiner's Manual, 25 Stage 1 Record Forms, 25 Stage 2 Record Forms, and 25 Stage 3 Record Forms</td>
<td>Pad of 25 Stage 1 Stage 2 Stage 3</td>
<td>Pad of 25 Stage 1 Stage 2 Stage 3</td>
</tr>
<tr>
<td>$149.00</td>
<td>$39.00</td>
<td>$39.00</td>
</tr>
</tbody>
</table>
Used as one of the first assessments for gaining a broad understanding of a student’s needs, the Conners Comprehensive Behavior Rating Scales is a multi-informant tool that:

- Assists in the diagnostic process
- Identifies and qualifies students for inclusion or exclusion in special education/research studies
- Guides in the development of intervention strategies
- Monitors student’s responses to intervention and its effectiveness

Scales Summary
- Empirical
- Rational
- DSM-IV TR™ Symptom
- Validity
- Clinical Indicators
- Impairment

With the Conners Comprehensive Behavior Rating Scales you have:
- Direct and clear links to the DSM-IV-TR™ and IDEA 2004
- Spanish versions available for parent and self-report forms
- Flexible administration—paper/pencil or Online
- Excellent reliability and validity

Materials and Prices

ADDITIONAL MATERIALS
Response Booklets
Pkg of 25
Parent 015-8009-07X-MPC899
Teacher 015-8010-531-MPC899
Self-Report 015-8013-387-MPC899
$30.00*

SOFTWARE
Software Scoring CD
015-8007-166-MPC899
$213.00*

Software Kit
015-8006-801-MPC899
$299.00*

Spanish Software Kit
Includes Manual, Scoring Software, 25 each of Parent (Spanish), Teacher (English), and Self Report (Spanish) Response Booklets
015-8013-875-MPC899
$299.00*

CLINICAL INDEX
Clinical Index Kit
Includes Manual, and 25 each of Parent, Teacher, Self-Report QuickScore Forms
015-8014-138-MPC899
$136.00*

Clinical Index QuickScore Forms
Please visit PsychCorp.com for pricing information.

SPECIALS
Conner 3/Conners CBRS Combo Software Kit
Includes the full Kit components for both Conners 3rd Edition and Conners Comprehensive Behavior Rating Scales
Save $24.00* 015-8014-294-MPC899
$700.00*

*Early Bird Price — Prices Valid Until September, 2008

FOR MORE INFORMATION:
PsychCorp.com

Materials and Prices

ADDITIONAL MATERIALS
Response Booklets
Pkg of 25
Parent 015-8009-07X-MPC899
Teacher 015-8010-531-MPC899
Self-Report 015-8013-387-MPC899
$30.00*

SOFTWARE
Software Scoring CD
015-8007-166-MPC899
$213.00*

Software Kit
015-8006-801-MPC899
$299.00*

Spanish Software Kit
Includes Manual, Scoring Software, 25 each of Parent (Spanish), Teacher (English), and Self Report (Spanish) Response Booklets
015-8013-875-MPC899
$299.00*

CLINICAL INDEX
Clinical Index Kit
Includes Manual, and 25 each of Parent, Teacher, Self-Report QuickScore Forms
015-8014-138-MPC899
$136.00*

Clinical Index QuickScore Forms
Please visit PsychCorp.com for pricing information.

SPECIALS
Conner 3/Conners CBRS Combo Software Kit
Includes the full Kit components for both Conners 3rd Edition and Conners Comprehensive Behavior Rating Scales
Save $24.00* 015-8014-294-MPC899
$700.00*

*Early Bird Price — Prices Valid Until September, 2008

FOR MORE INFORMATION:
PsychCorp.com
This section is subdivided by domains to assist you in easily locating the tools for your precise needs.

We are pleased to introduce these new assessments to enhance your practice and decision making.

- **NEPSY—Second Edition (NEPSY—II) NEW!**
  pages 100-101

- **Rivermead Behavioural Memory Test—Third Edition (RBMT—3) NEW!**
  page 117

Look for these other PsychCorp brand assessments in other sections of this catalog or online at PsychCorp.com:

- **Wechsler Nonverbal Scale of Ability (WNV) NEW!**
  (See pages 34-35)

- **Wechsler Fundamentals: Academic Skills NEW!**
  (See pages 48-49)

- **Western Aphasia Battery—Revised (WAB—R) NEW!**
  (See page 145)
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.

Extended to Age 16
One of the most important improvements is its age extension—for ages 3-16 years—to follow treatment and progress from the primary years into high school. No longer do you have to use various subtests and tasks from many tools. 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 educational difficulties
- Facilitate recommendations for mental health interventions
- Obtain a comprehensive view of quantitative and qualitative patterns of neuropsychological performance
- Selective assessment — selection of certain subtests based on clinical need
- Full assessment — comprehensive neuropsychological evaluation

What's New about NEPSY–II?

- Age range extended up to 16 years — Record Form formats for different age ranges
- Scoring Assistant and Administration Planner—provide guidance for subtest selection to minimize testing time
- Recommended diagnostic groupings of subtests for use with clinical populations
- Domain coverage increased from five to six — addition of Social Perception
- Tower replaced by three new measures of Executive Functioning/Attention: Inhibition, Clocks, and Animal Sorting
- New measures of Visuospatial Processing: Geometric Puzzles and Picture Puzzles
- New measures of Memory and Learning — particularly in spatial memory: Memory for Designs and Word List Interference
- Case studies to enhance interpretation are provided at NEPSY-II.com

FOR MORE INFORMATION:
PsychCorp.com

© 2007 Harcourt Assessment, Inc.
**Improvements in NEPSY-II**
- Replacement of domain scores with more clinically useful subtest scores
- Improved psychometric properties — ceilings and floors, reliability, validity
- Improved clinical sensitivity
- Improved construct validity with increased correlation studies with related or commonly used measures
- Enhanced process scores within subtests
- Standardized on a single, well-stratified sample
- Examine relations to multiple assessments, including the DAS–II and WISC–IV

**Most common usage is for:**
- General assessment — provides a brief evaluation across all six domains
- Diagnostic assessment — in-depth assessment based on referral problems/questions or diagnostic concerns

**Learn more by visiting NEPSY-II.com:**
- Provides an overview of each subtest
- Offers a brief overview of the development of NEPSY-II
- Explains the types of scores
- Read about the various product training options

---

**NEPSY-II Scoring Assistant® and Assessment Planner**

**Two tools in one—subtest selection and timesaving scoring**

The unique, optional decision making and scoring software can be used 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 minimize testing time. The electronic “decision trees” can take the guesswork out of deciding which subtests to administer for a client’s unique situation.

**After administration, the software can be used as a typical Scoring Assistant, simplifying and shortening the scoring process and allowing greater evaluation of strengths and needs. ☝️**

---

**View segments from training CD and Scoring Assistant & Assessment Planner at NEPSY-II.com**

---

**Materials and Prices**

**Complete Kit**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response Booklets Ages 3-4</strong></td>
<td>015-8234-308-MPC899</td>
<td>$55.00</td>
</tr>
<tr>
<td>Pkg of 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response Booklets Ages 5-16</strong></td>
<td>015-8234-316-MPC899</td>
<td>$55.00</td>
</tr>
<tr>
<td>Pkg of 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical and Interpretive Manual</strong></td>
<td>015-8234-340-MPC899</td>
<td>$130.00</td>
</tr>
<tr>
<td><strong>Administration Manual</strong></td>
<td>015-8234-359-MPC899</td>
<td>$85.00</td>
</tr>
<tr>
<td><strong>Stimulus Book 1</strong></td>
<td>015-8234-367-MPC899</td>
<td>$130.00</td>
</tr>
<tr>
<td>Ages 3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 5-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stimulus Book 2</strong></td>
<td>015-8234-375-MPC899</td>
<td>$130.00</td>
</tr>
<tr>
<td>Ages 3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 5-16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOFTWARE**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training CD - with wave files</td>
<td>015-8234-413-MPC899</td>
<td>$60.00</td>
</tr>
<tr>
<td>Scoring Assistant &amp; Assessment Planner</td>
<td>015-8234-324-MPC899</td>
<td>$199.00</td>
</tr>
</tbody>
</table>

**FOR USES OF PREVIOUS EDITION**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pkg of 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 3-4</td>
<td>015-8570-12X-MPC899</td>
<td>$65.00</td>
</tr>
<tr>
<td>Ages 5-12</td>
<td>015-8570-146-MPC899</td>
<td>$65.00</td>
</tr>
<tr>
<td><strong>Response Booklets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pkg of 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 3-4</td>
<td>015-8570-081-MPC899</td>
<td>$55.00</td>
</tr>
<tr>
<td>Ages 5-12</td>
<td>015-8570-102-MPC899</td>
<td>$55.00</td>
</tr>
</tbody>
</table>

**Tower Subtest**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8570-200-MPC899</td>
<td></td>
<td>$110.00</td>
</tr>
</tbody>
</table>

**SPECIAL**

NEPSY-II Kit and NEPSY-II Scoring Assistant/Assessment Planner Combination Kit

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save $79.00</td>
<td>015-8234-332-MPC899</td>
<td>$985.00</td>
</tr>
</tbody>
</table>

---

**NEPSY-II.com**

For technical reports, case studies, and more!
Do you have a Gene?

Gene is a 5-year old boy transitioning from a Preschool program to kindergarten. Gene has been previously evaluated and diagnosed with delays in language development and interpersonal skills. His preschool teachers have also noticed that his behavioral problems lessen when in a structured setting.

To help with Gene’s transition, you and your IEP teammates request further evaluation to properly identify the support that Gene needs to participate effectively in the least restrictive environment.

As the school psychologist, you are asked to evaluate Gene and share your observations, along with the speech-language therapist and occupational therapist.

Based on presenting factors, you believe Gene may have characteristics of PDD/Autism. Using the NEPSY-II Assessment Planner, you identify the appropriate subtests to administer that will provide the team with critical information to plan Gene’s transition.

When the team reconvenes to discuss Gene’s needs for the upcoming school year, a plan is created that accommodates Gene’s needs as identified by the multidisciplinary team evaluation.

Visit HarcourtAssessment.com/referraladdressed to learn more about how NEPSY-II can help you, the clinician, help children like Gene.
Douglas Powell, Edith Kaplan, Dean Whitta, Sandra Weintraub, Randolph Catlin, and Harris Funkenstein

Ages
18.0-89:11 years

Forms
Two: Standard and Short

Norms
Nationally normed on a representative sample of 810 adults ages 18-89, age-specific norms for nine age groups, and education level adjusted norms

Administration
Standard form: 60-90 minutes
Short form: 30-45 minutes

Qualification Level
C

For system requirements see page 195.
MicroCog was developed in cooperation with The Risk Management Foundation of the Harvard Medical Institutions, Inc.

“MicroCog” is a trademark of The Risk Management Foundation of the Harvard Medical Institutions, Inc.
“Windows” is a registered trademark of Microsoft Corporation.

Target specific concerns of cognitive impairment in adults with the updated MicroCog: Assessment of Cognitive Functioning (MicroCog). This version includes significant enhancements and is optimized for Windows®.

Content
The 18 subtests evaluate nine inter-related cognitive areas:
- Attention/mental control
- Memory
- Spatial processing
- Reasoning/calculation
- Reaction time
- Information processing accuracy
- Information processing speed
- Cognitive functioning
- Cognitive proficiency

Efficient Screener or Diagnostic Assistance
- Flexible—allows you to choose which subtests to administer
- Provides differential diagnosis across a wide population

User-Friendly and Efficient
Most examinees can complete the test quickly and with minimal assistance after a brief orientation by a testing assistant.

Test-Retest, Store Data
MicroCog stores test data and is proven effective in test-retest situations to monitor a patient’s ongoing cognitive status. A report is automatically provided at the end of each administration.

Other Features and Benefits
- Results do not vary across cultural differences
- Does not require computer literacy or Internet access (PC-based)
- Usage credits embedded in software application (separate use counter not required)

Special Uses
- Screening for dementia or Alzheimer’s disease
- Determining driving fitness
- Evaluating airline pilots
- Testing neurological function of athletes—pre- and post-injury
- Pre-operative assessments to measure post-operative effects
- Pharmaceutical testing and other research

Clinical Validity
Extensive validity information is based on studies of various clinical groups, including those with reading disabilities, epilepsy, depression, dementia, schizophrenia, alcoholism, head injury, and lupus.

Materials and Prices

Complete Kit
Includes CD-ROM Windows® Software with Booklet Insert, Norms Manual, User’s Manual, and 10 Administration Credits

015-8008-618-MPC899
$255.00

Upgrade Kit
(from DOS Version to Windows® Version)

015-8008-626-MPC899
$199.00

Administration Credits
10 credits 015-8008-227-MPC899
$165.00
25 credits 015-8008-235-MPC899
$345.00

For more information: PsychCorp.com
Wechsler® Test of Adult Reading™ (WTAR™) 2001

Estimate an individual’s level of intellectual functioning before the onset of injury or illness with the Wechsler Test of Adult Reading™ (WTAR™). The only reading test normed with the WAIS—III and WMS—III, the WTAR is an effective method for predicting a person’s pre-injury IQ and memory abilities.

- Administer as part of a comprehensive evaluation
- Use client’s predicted cognitive functioning scores to develop appropriate treatment plans

Content
WTAR is composed of a list of 50 words that have atypical grapheme to phoneme translations. The intent in using words with irregular pronunciations is to minimize the current ability of the client to apply standard pronunciation rules and assess previous learning of the word.

Rationale for Reading Test
Unlike many intellectual and memory abilities, reading recognition is relatively stable in the presence of cognitive declines associated with normal aging or brain injury.

The purpose of the WTAR is not for the assessment and diagnosis of developmental reading disorders, but rather for an initial estimation of pre-morbid intellectual and memory abilities (assuming a normal development of reading skills prior to injury or cognitive decline).

Predict WAIS—III and WMS—III Performance
- Developed and co-normed simultaneously with the widely used WAIS—III and WMS—III (both U.S. and UK versions)
- Effective method for predicting full-scale IQ and memory performance, with prediction equations available for WAIS—III index scores and selected WMS—III index scores

Reliable and Valid
- Demographic data to accurately predict pre-morbid IQ in neuropsychological cases
- Extensive clinical validity with group studies including Alzheimer’s disease, Huntington’s disease, Parkinson’s disease, Korsakoff’s syndrome, and traumatic brain injury

Easy to Administer and Score
Administration of the WTAR takes less than 10 minutes and involves asking the client to read out loud 50 words; total score is the number of words read correctly.

Convenient Record Form
- Facilitates administration, scoring, and conversion to predicted scores
- Includes list of words with correct pronunciations
- Contains areas for recording demographic data, raw score, standard score, percentile rank, and score plot
- Includes space for prediction of IQ/memory from WTAR performance

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual, 25 Record Forms, Word Card, and an Audiotape</td>
<td>Record Forms</td>
</tr>
<tr>
<td>015-8990-145-MPC899 $140.00</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8990-161-MPC899 $52.00</td>
<td></td>
</tr>
</tbody>
</table>
Assess cognitive abilities of adults with a comprehensive screening test

Kaplan Baycrest Neurocognitive Assessment™ (KBNA™) 2000
Larry Leach, Edith Kaplan, Dmytro Rewilak, Brian Richards, and Guy B. Proulx

Ages
20.0-89:11 years

Norms
Index scores, process scores, or a combination of both

Administration
60 minutes

Qualification Level
C

“Kaplan Baycrest Neurocognitive Assessment,” “KBNA,” “WASI,” and “CVLT” are trademarks of Harcourt Assessment, Inc.

The Kaplan Baycrest Neurocognitive Assessment (KBNA) gives important information for a general overview, in-depth diagnosis, or treatment planning and monitoring. It combines behavioral neurology and traditional neuropsychological approaches to assessment and evaluates the major areas of cognition:

- Attention/concentration
- Immediate memory—recall
- Delayed memory—recall
- Delayed memory—recognition
- Verbal fluency
- Spatial processing
- Reasoning/conceptual shifting

Useful Clinical Studies
- Correlated with WASI®, providing valuable clinical information about the effect of general cognitive ability on KBNA subtests
- Also correlated with commonly used neuropsychological tests, including the CVLT® and the Boston Naming Test

Flexible Information
Choose from:
- A general overview of cognition by calculating index scores only
- Detailed analysis of neuropsychological functioning by also calculating process scores
- Combination of both

Process Scores
The process scores help break down an examinee’s performance into component processes, making it easier to identify strengths and needs, reach a diagnosis, plan treatment, and document improvement over time.

Scoring is Easy
- Normative Data Profile Sheets eliminate norms tables and provide all normative information for each of the seven age groups
- Results are presented as standard scores for the indexes and as percentile categories of low, medium, and high risk of cognitive impairment for the process scores

Materials and Prices

Complete Kit
Includes Manual, Stimulus Book, 8 Response Chips, Cassette, 25 Response Booklets, 25 Record Forms, and Response Grid, in a box
015-8170-008-MPC899
$299.00

ADDITIONAL MATERIALS

Response Booklets
Pkg of 25 015-8170-032-MPC899 $65.00

Response Grid
015-8170-067-MPC899 $16.00

Record Forms
Pkg of 25 015-8170-040-MPC899 $65.00

FOR MORE INFORMATION: PsychCorp.com
RBANS®
Repeatable Battery for the Assessment of Neuropsychological Status™ (RBANS™) 1998
Christopher Randolph

Ages
20:0-89:11 years

Forms
Two parallel forms

Norms
Index standard scores

Administration
30 minutes

Qualification Level B

Quickly measure cognitive decline with the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS). RBANS is a brief, individually administered test that assesses Immediate Memory, Visuospatial/Constructional, Attention, Language, and Delayed Memory.

Features
- Content and format similar to Wechsler Scales
- Overall battery length less than 30 minutes to maximize patient cooperation and minimize fatigue effect
- Utility for screening neurocognitive status in younger patients

Variety of Settings
- Screening for deficits in acute-care settings
- Tracking recovery during rehabilitation

Now Available!
RBANS Supplement Report #1
Authored by Christopher Randolph, information includes: subtest means and SDs for the normal standardization sample, comments on general issues in interpreting RBANS performance, additional information on test-retest interpretation, further information on “cortical—subcortical deviation” scores, and updated clinical validity information

Available at PsychCorp.com—Support & Resources—Resource Library

Materials and Prices

Primary Form Kit
Includes Manual, 25 Record Forms A, Stimulus Book A, and Coding Scoring Template A

| 015-8166-000-MPC899 | $210.00 |

Alternate Form Kit
Includes 25 Record Forms B, Stimulus Book B, and Coding Scoring Template B

| 015-8166-086-MPC899 | $210.00 |

Additional Materials

Record Forms

| Pkg of 25 |

| 015-8166-035-MPC899 | $70.00 |

| 015-8166-043-MPC899 | $70.00 |

Spanish Record Forms

| Pkg of 25 |

| 015-8166-094-MPC899 | $70.00 |

| 015-8166-108-MPC899 | $70.00 |

Scoring Template

| 015-8166-06X-MPC899 | $18.00 |

| 015-8166-078-MPC899 | $18.00 |

For more information: PsychCorp.com
**Neurobehavioral Functioning Inventory™ (NFI) 1999**

Jeffrey S. Kreutzer, Ronald T. Seel, and Jennifer H. Marwitz

Develop an effective treatment plan for patients with TBI

Measure change for patients with traumatic brain injury and other neurological disorders (e.g., stroke, multiple sclerosis) with 76 items in six independent scales.

- Rehabilitation health professionals can quickly and easily administer

**Two Likert-Type Forms for Behavior Frequency**

- Patient Record Form and Family Record Form provide two perspectives
- Behaviors and symptoms are written at the sixth-grade reading level
- Items arranged to avoid response bias

**NEUROPSI—Attention and Memory**

Feggy Ostrosky-Solís, Ma Esther Gomez, Esmeralda Matute, Monica Rosselli, Alfredo Ardila, and David Pineda

Evaluate attention, memory, and learning functioning in Spanish speakers

**NEUROPSI—Attention and Memory** allows assessment of the cognitive process in people with documented or suspected brain lesions (i.e., tumors, traumatic brain injury), developmental disabilities, ADHD, dementia, psychiatric disorders, etc.

**Scoring**

Subtests are organized into summary scores that yield a General Attention and Memory Index Score, an Attention Index, Memory Index, and separate indexes of each of the subtests evaluating Orientation, Attention and Concentration, Working Memory, Immediate Verbal Memory, Delayed Verbal Memory, Immediate Visual Memory, Delayed Verbal Memory, and Executive Functions.

**NEUROPSI Screener—Evaluación Neuropsicológica Breve en Español 1997**

Feggy Ostrosky-Solís, Alfredo Ardila, and Monica Rosselli

Evaluate a broad range of cognitive functions for Spanish speakers

Obtain a brief, reliable, and objective evaluation of a broad range of cognitive functions with **NEUROPSI**, a standardized general neuropsychological test made for Spanish speaking populations that measures nine major domains:

- Orientation
- Attention/Concentration
- Language
- Memory
- Visuomotor
- Executive Functioning
- Reading
- Writing
- Calculations

---

**Materials and Prices**

**NFI**

**Complete Kit**
Includes Manual and one each of Family and Patient Record Forms

015-8570-634-MPC899 $199.00

**ADDITIONAL MATERIALS**

- **Record Forms**
  - Pkg of 25
    - Family 015-8570-669-MPC899
    - Patient 015-8570-650-MPC899 $55.00

**NEUROPSI**

**Complete Kit**
Includes Instructional Manual, NEUROPSI Attention and Memory Stimulus Book and Cubes, Total Scores, Profiles and Protocols

015-8003-314-MPC899 $259.00

**ADDITIONAL MATERIALS**

- **Protocols**
  - Pkg of 10
    - 015-8003-373-MPC899 $55.00

- **Profile Sheets**
  - Pkg of 136 Protocols - 8 profiles for each age range and for adults - three different education levels
    - 015-8003-365-MPC899 $95.00

**NEUROPSI—SPANISH**

**Complete Kit (Spanish & English Language Versions)**
Includes Spanish Manual, Stimulus Book, 10 Record Forms (no education), 20 Record Forms (1-24 years of education), and 1 packet of Profile Sheets (120 sheets each)

015-8570-405-MPC899 $249.00

**ADDITIONAL MATERIALS**

- **Record Forms**
  - Pad of 20
    - Zero Education 015-8570-413-MPC899 $45.00
    - 1-24 Years Education 015-8570-421-MPC899 $45.00

- **Profile Sheets**
  - 120 Sheets 015-8570-43X-MPC899 $38.00

---

FOR MORE INFORMATION:
PshCorp.com
A Quick Test of Cognitive Speed (AQT) 2002
Elisabeth H. Wiig, Niels Peter Nielsen, Lennart Minthon, and Siegbert Warkentin

A breakthrough product for the early detection of parietal lobe dysfunction and Alzheimer’s disease, **A Quick Test of Cognitive Speed** (AQT) can be used in conjunction with brain imaging and other neuropsychiatric procedures to:

- Support an early differential diagnosis of Alzheimer’s disease
- Detect impaired temporo-parietal function

**Features and Benefits**
- Contains rapid, automatic naming (RAN) tasks, verified by rCBF measures to screen for Alzheimer’s disease and other parietal impairments
- Tasks measure:
  1) Processing speed and automaticity of naming
  2) Cognitive shifts between visual dimensions and semantic fields
  3) Activation of working memory for processing and monitoring
  4) Parietal lobe dysfunction associated with neurogenic disorders

- Objective measures are based on clocked total-naming time
- Highly reliable (r = .88 — .96) over time and consistent over repeated trials
- Independent of gender, education, and cultural-linguistic background
- Enables examiners from other cultural-linguistic communities to develop directions for administration and standards for verbal responses that are representative of their language
- Allows you to conduct comparative evaluations of monolingual or bilingual adolescents and adults

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Examiner’s Manual, Stimulus Manual, and 25 Record Forms</td>
</tr>
<tr>
<td>015-8237-269-MPC899</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Record Forms-English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8237-234-MPC899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Record Forms-Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8237-242-MPC899</td>
</tr>
</tbody>
</table>

**FOR MORE INFORMATION:**
PsychCorp.com
**Mini-Mental™ State Examination (MMSE™) 2001**

*Marshall F. Folstein, Susan E. Folstein, and Paul R. McHugh*

Quickly assess cognitive functioning in adults

The Mini-Mental State Examination (MMSE) is one of the most widely used clinical instruments for detecting and measuring cognitive impairment. It has demonstrated validity and reliability in psychiatric, neurologic, geriatric, and other medical populations.

**Easy to Administer**
- Convenient all-in-one test form includes a detachable sheet with stimuli for Comprehension, Reading, Writing, and Drawing tasks
- Test form also includes alternative item substitutions for administration in special circumstances

**Multiple Uses**
- Ideal for both routine and repeated assessment
- Estimate the severity of impairment at a given point in time
- Track cognitive changes over time
- Document an individual’s response to treatment

**Scoring**
The pocket-sized User’s Guide provides cutoff scores for use in classifying the severity of cognitive impairment.

---

**Dementia Rating Scale–2™ (DRS–2™) 2001**

*Steven Mattis, Paul J. Jurica, and Christopher L. Leitzen*

Measure cognitive status in adults with cortical impairment

The Dementia Rating Scale–2 (DRS–2) measures cognitive function at lower ability levels where most other evaluations are limited by floor effects. The DRS–2 can also be used to track changes in cognitive status over time.

**Features**
- Validity studies with the WMS® and the WAIS®–R
- The original 36 DRS tasks and 32 stimuli
- Five subscale scores and an assessment of patient’s overall level of cognitive functioning
- Assess attention, initiation/
  perseveration, construction, conceptualization, and memory

**Efficient Software**
The DRS–2 Interpretive Report (DRS–2:IR) provides interpretation of your client’s DRS–2 performance overall, by subtest, and on specific tasks (up to three previous administrations of DRS–2).

---

**FOR MORE INFORMATION:**

PsychCorp.com

---

**Materials and Prices**

**Introductory Kit**
Includes Professional Manual, 50 Scoring Booklets, Stimulus Cards

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Record Forms**
Pkg of 50 015-8425-006-MPC899

**User’s Guide**
015-8425-022-MPC899

**Additional Material**

**Scoring Booklets**
Pkg of 50 015-8418-727-MPC899

**Software**

**DRS–2: IR Software Kit**
Unlimited-use scoring and reporting on 3.5” disk

---

**For more information:**

PsychCorp.com
**Children’s Category Test** (CCT®) 1993
Thomas Boll

**Measure higher-order cognitive abilities nonverbally**

CCT® measures the complex intellectual functioning of higher-order cognitive abilities.

- **Ideal Nonverbal Task**
  - Use in combination with intellectual and academic achievement tests
  - Administer independently or during the CVLT®–C delayed recall section

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual, 25 Level 1 Record Forms, 25 Level 2 Record Forms, Stimulus Booklet Level 1, Stimulus Booklet Level 2, and Response Cards (one for each level)</td>
<td></td>
</tr>
<tr>
<td>015-8038-606-MPC899</td>
<td></td>
</tr>
<tr>
<td>$445.00</td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIAL**

<table>
<thead>
<tr>
<th>Record Forms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Pkg of 25</td>
<td></td>
</tr>
<tr>
<td>015-8038-665-MPC899</td>
<td></td>
</tr>
<tr>
<td>$42.00</td>
<td></td>
</tr>
</tbody>
</table>

**The Middlesex Elderly Assessment of Mental State** (MEAMS) 1989
Evelyn Golding

**Screen for gross impairment of cognitive skills in the elderly**

The Middlesex Elderly Assessment of Mental State (MEAMS) is the benchmark screening test to detect gross impairment of specific cognitive skills in the elderly. Differentiate between functional illnesses and organically based cognitive impairments.

- Comprehension
- Arithmetic
- Visuospatial skills
- Perception

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual, 25 Record Forms, and 2 Stimulus Books</td>
<td></td>
</tr>
<tr>
<td>015-8054-792-MPC899</td>
<td></td>
</tr>
<tr>
<td>$185.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Record Forms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pkg of 25</td>
<td></td>
</tr>
<tr>
<td>015-8054-806-MPC899</td>
<td></td>
</tr>
<tr>
<td>$27.00</td>
<td></td>
</tr>
</tbody>
</table>
**MATRICS™ Consensus Cognitive Battery** (Measurement and Treatment Research to Improve Cognition in Schizophrenia) (MCCB™)

Keith H. Nuechterlein and Michael F. Green

**Aids in Determining Effectiveness of Medication in Schizophrenia**

**Measurement and Treatment Research to Improve Cognition in Schizophrenia (MATRICS) Consensus Cognitive Battery (MCCB)** has been developed to help researchers and clinicians measure cognition in individuals diagnosed with schizophrenia and related disorders.

The MCCB is a standardized battery that is intended for use with adults with schizophrenia and related disorders. It consists of 10 individually administered tests to measure cognitive performance in the following seven domains: Speed of Processing, Attention/Vigilance, Working Memory, Verbal Learning, Visual Learning, Reasoning and Problem Solving, and Social Cognition.

**Uses of the MATRICS Consensus Cognitive Battery**

- Provides a relatively brief evaluation of key cognitive domains that are relevant to schizophrenia and related disorders
- As an outcome measure for trials of cognition-enhancing drugs for schizophrenia
- As an outcome measure for studies of cognitive remediation
- As a sensitive measure of cognitive change in other repeated testing applications
- As a cognitive reference point for non-intervention studies of schizophrenia and other severe psychiatric disorders
- It assesses the key separable cognitive deficits of schizophrenia, using tests that experts selected as best suited for this purpose
- Standardized battery with co-norming of 10 component tests, the MCCB exhibits high test-retest reliability and has high utility as a repeated measure
- The MCCB has a demonstrated relationship to functional outcome and high tolerability by respondents
- The MCCB provides convenient administration, scoring and conversion to standardized scores, and creation of a computer data file of summary scores

**Materials and Prices**

**Complete Kit**

Includes 1 MCCB Manual, 25 MCCB Administrator’s Forms, 25 MCCB Respondent’s Booklets, 2 Software Disks in plastic sleeves (one with the CPT-IP and the second with the WMS-IV and the MCCB Scoring Programs), 1 Scoring Template for the BACS Symbol Coding Task, 1 WRAT-III Spatial Span Board, 25 HVLT-R Test Booklets-Form 1, 1 BVMT-R Recall Stimulus Booklet, 25 Executive Functions Module Response Booklets-Form 1, and 25 NAB Mazes Test Record Forms-Form 1

015-8506-391-MPC899

$1,370.00

**Visit PsychCorp.com for Retest Packets and more!**
Wechsler Memory Scale®—Third Edition (WMS®—III) 1997
David Wechsler

Wechsler Memory Scale—Third Edition (WMS—III), co-normed with WAIS—III. Use these two instruments together to examine the important relationship between your client’s memory and intellectual functions.

Expanded Clinical Utility
- Additional measures of memory
- Content accurately reflects domain-specific memory processes
- Extended floor
- Comprehensive, interactive training video

Content
WMS—III includes 11 subtests (six primary and five optional). Seven are from WMS—R and four are new. Two of the new subtests (Faces I and II and Family Pictures I and II) replace the WMS—R Figural Memory and Visual-Paired Associates subtests.

Primary Indexes
WMS—III subtest scores are organized into summary index scores. Only a limited number of scores contribute to the Primary Indexes, which include:
- Auditory Immediate
- Visual Immediate
- Immediate Memory
- Auditory Delayed
- Visual Delayed
- Auditory Recognition Delayed
- General Memory
- Working Memory

Auditory Process Composites (Supplementary)
Four supplemental Auditory Process Composites have been added to help evaluate clinically meaningful aspects of memory functioning:
- Single-Trial Learning
- Learning Slope
- Retention
- Retrieval

Concurrent and Clinical Group Studies
WMS—III was correlated with WAIS—III, WMS—R, CMS, and other measures. Validity studies of WMS—III included older adolescents and adults with a wide variety of clinical diagnoses.

Quick Scoring Software
The WAIS®—III—WMS®—III—WIAT®—II Scoring Assistant® summarizes results for concise scoring and reporting. Use the WAIS®—III—WMS®—III—WIAT®—II Writer to efficiently score and interpret results. See page 113.

Supplement your Wechsler resources with the WAIS®—III/ WMS®—III Technical Manual Update, reflecting recent changes in test standards and including additional research, factor analytic studies, and demographically adjusted norms.

Validities Studies
- Reading and math disabilities
- Attention deficit disorder
- Schizophrenia
- Closed-head injury
- Chronic alcoholism
- Alzheimer’s disease
- Post-surgical temporal lobectomy
- Parkinson’s disease
- Huntington’s disease
- Korsakoff’s syndrome

Ages
160-89:11 years

Norms
Factor scores and percentile scores for each age group, subtest scaled scores for both primary and optional subtests

Administration*
Primary subtests: 45-50 minutes
Qualification Level C

*Reported administration times are average testing times for non-clinical normative. Individual administration times may be longer for normatives with clinical conditions. For more detailed information on administration time, please refer to the product website.

“Windows®” is a registered trademark of Microsoft Corporation. “Wechsler Memory Scale—WMS,” “Wechsler Memory Scale—WMS—R,” “Scoring Assistant,” “Wechsler,” and “WMS” are trademarks of Harcourt Assessment, Inc., registered in the U.S. and/or other jurisdictions.

For more information: PsychCorp.com
Wechsler Memory Scale*—Third Edition—Abbreviated
(WMS*—III—Abbreviated) 2003

Quickly assess adult memory function

The Wechsler Memory Scale*—Third Edition—Abbreviated (WMS*—III—Abbreviated) is a fast, reliable survey of auditory and visual, and immediate and delayed memory abilities derived from its predecessor, the Wechsler Memory Scale*—Third Edition.

- Designed to provide an estimate of general memory functioning when extended memory testing is not indicated or feasible
- Sensitive to memory impairments associated with a variety of clinical conditions including dementia and neurological and neuropsychiatric conditions
- Enables you to monitor changes in memory performance through statistical analysis of serial assessments
- Provides three composite scores for Immediate Memory, Delayed Memory, and Total Memory
- Provides statistics for comparing Total Memory with WAI-S—III (IQ)

Materials and Prices

Complete Kit
Includes Technical Manual, Stimulus Book, and 25 Record Forms
015-8981-928-MPC899 $199.00

Stimulus Book
015-8981-944-MPC899 $100.00

Record Forms
Pkg of 25 015-8981-936-MPC899 $50.00

For More Information: PsychCorp.com
California Verbal Learning Test—Children’s Version (CVLT–C) 1994

Dean C. Delis, Joel H. Kramer, Edith Kaplan, and Beth A. Ober

The California Verbal Learning Test—Children’s Version (CVLT–C) is a powerful diagnostic tool to evaluate children and adolescents who have learning and memory impairments that may have resulted from TBI or are evidenced by mild to severe learning disabilities, ADHD, psychiatric problems, or other neurological disorders.

Reliable Process Measure

Use in a variety of settings to:

- Measure a child’s rate of learning and recall abilities
- Identify subtle learning and memory difficulties
- Isolate deficient learning strategies
- Assist in designing remediation programs

Content

- Assess verbal learning through an everyday memory task in which the child is asked to recall a list
- An interference task is given, followed by short-delay free recall and cued recall trials

Features

- Free recall, cued recall, and a word recognition trial are also administered after a 20-minute delay

Materials and Prices

**Complete Kit**
Includes Manual and 25 Record Forms

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8033-957-MPC899</td>
<td>$185.00</td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIAL**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8033-973-MPC899</td>
<td>Record Forms, Pkg of 25</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

**SOFTWARE**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8034-198-MPC899</td>
<td>CVLT–C Scoring Assistant with Report Writer, Version 2.0</td>
<td>$375.00</td>
</tr>
</tbody>
</table>

For more information: PsychCorp.com

Assess verbal learning and memory deficits in children

FOR MORE INFORMATION: PsychCorp.com
Dean C. Delis, Joel H. Kramer, Edith Kaplan, and Beth A. Ober

Use the most comprehensive and detailed assessment of verbal learning and memory available for older adolescents and adults.

In addition to recall and recognition scores, CVLT–II measures:
- Encoding strategies
- Learning rates
- Error types
- Other process data

CVLT–II includes forced-choice items useful for detecting malingering, thereby helping to reduce false results.

Flexible Administration
New options provide flexibility in test administration:
- Short Form (nine words in three categories) is useful when exam time is limited, when examinee fatigue is a concern, or severe memory or cognitive deficits make the Standard or Alternate Forms impractical
- New Alternate Form prevents artificially inflated scores when retesting is necessary

Expanded Sample
Extensive clinical data is available. New norms are available on a national sample of adults selected to represent the U.S. population.

Correlated with WASI
CVLT–II is correlated with WASI™, providing valuable comparison information about the effect of cognitive ability on verbal learning and memory.

Technologically Advanced Scoring System
The CVLT–II Comprehensive Scoring System provides rich information not available through typical hand scoring. Technologically advanced scoring software offers multiple scoring options, with varying levels of detail.

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIALS</th>
<th>Short Record Forms</th>
<th>SOFTWARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Software package, Manual, 25 Standard Record Forms, Alternate Record Form, and 25 Short Record Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| CD-ROM Version 015-8035-720-MPC899 $570.00 | Standard Record Forms
Pkg of 25 015-8035-747-MPC899 $65.00 | Comprehensive Scoring System
CD-ROM 015-8035-801-MPC899 $440.00 | Alternate Record Forms
Pkg of 25 015-8035-78X-MPC899 $65.00 |
Children’s Memory Scale™ (CMS) 1997
Morris Cohen

Now you can compare memory and learning to ability, attention, and achievement. The Children’s Memory Scale™ (CMS) fills the need for a comprehensive learning and memory test for children ages 5 to 16.

Multiple Uses
- Plays a vital role in assessing learning disabilities and attention deficit disorders
- Helps to plan remediation and intervention strategies for school and clinical settings
- Serves as a Process Skills Screening instrument

As a screener or diagnostic instrument, CMS measures learning in a variety of memory dimensions:
- Attention and working memory
- Verbal and visual memory
- Short- and long-delay memory
- Recall and recognition
- Learning characteristics

Links for Valuable Comparisons
- WISC—IV, WISC III, and WPPSI—R

For children with learning disabilities, diagnosed with TBI, ADHD, epilepsy, cancer, brain tumors, or strokes.

Interpretive Information
Includes extensive interpretive information and strategies for intervention based on a child’s CMS score and pattern of performance.

Features
- Eight index scores
- Minimal item bias
- Fairness to all children
- Extensive clinical validation studies for those special groups

Convenient Scoring Software
- Children’s Memory Scale™ Scoring Assistant
  - Accurate and convenient scoring and reporting
  - Automatically converts raw data into appropriate scaled scores, index scores, and graphs

Materials and Prices

**Complete Kit**
Includes Manual, 25 Record Forms for both age levels (5-8 years and 9-16 years), 2 Stimulus Booklets, Response Grid, chips in a pouch, and 5 Family Picture Cards

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box</td>
<td>015-8038-002-MPC899</td>
<td>$560.00</td>
</tr>
<tr>
<td>Soft Case</td>
<td>015-8038-088-MPC899</td>
<td>$615.00</td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIAL**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Forms Pkg of 25 Ages 5-8 years</td>
<td>015-8038-010-MPC899</td>
<td>$72.00</td>
</tr>
<tr>
<td>Ages 9-16 years</td>
<td>015-8038-029-MPC899</td>
<td>$72.00</td>
</tr>
</tbody>
</table>

**SOFTWARE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Assistant CD-ROM</td>
<td>015-8038-142-MPC899</td>
<td>$219.00</td>
</tr>
</tbody>
</table>

**SPECIAL**

Complete Kit (Softcase) with CMS Scoring Assistant CD-ROM Windows©

Save $69.00 015-8038-24X-MPC899 $765.00

FOR MORE INFORMATION: PsychCorp.com

“A nationally standardized scale to link memory and learning to cognitive ability.”
Rivermead Behavioural Memory Test-Third Edition (RBMT-3)
Barbara A Wilson, Eve Greenfield, Linda Clare, Alan Baddeley, Janet Cockburn, Peter Watson, Robyn Tate, Sara Sopana, and Rory Nannery

**RBMT-3**

**Ages**
16:0-96:0 years

**Forms**
Four parallel versions

**Norms**
118 UK controls aged from 14-69 years and 119 people aged 70-96 years
176 people with brain injury

**Administration**
25-30 minutes

**Qualification Levels**
B, Q2

**IMT**

**Ages**
Adult

**Administration**
15 minutes

**Qualification Levels**
B

**NEW**

The *Rivermead Behavioural Memory Test-Third Edition* (RBMT-3) is an internationally renowned, highly sensitive, ecological test of gross memory impairment. It is designed to predict everyday memory problems in people with acquired, non-progressive brain injury and to monitor their change over time.

**What’s new with RBMT-3**

- Updated stories that assess a person’s ability to absorb verbal information
- Enhanced user-friendliness with easy-to-use record forms that provide visual representation of participant’s strengths and needs
- Expanded clinically utility with the inclusion of case studies to aid in interpretation and an Intervention chapter

**Expanded subtests**

- The new Novel Task subtest assesses the ability of a person to learn a new skill, an accomplishment critical for everyday functioning
- The pictures in the Face Recognition subtest have been expanded to ensure the test better represents a multi-racial society

**Implicit Memory Test (IMT)**

- Compare/validate an individual’s results when used in conjunction with RBMT-3
- Determine whether a patient is able to learn new information in the absence of explicit memory for the training learning episode
- Evaluate acquisition of motor skills, habits, and certain forms of conditioning responses and priming effects.

**Materials and Prices**

**RBMT-3 Complete Kit**

9780749134761-MPC899
$699.00

**IMT Complete Kit**
Includes Manual, 25 Record Forms, 2 Stimulus Books, and Test Cards

9780749138004-MPC899
$299.00

**ADDITIONAL MATERIALS**

**RBMT-3 Record Forms**
Pkg of 25

9780749134624-MPC899
$99.00

**IMT Record Forms**
Pkg of 25

9780749134723-MPC899
$69.00

**SPECIAL**

**RBMT-3 and IMT Complete Kit**

Save $148.00

9780749134600-MPC899
$850.00

FOR MORE INFORMATION: PsychCorp.com
**Rivermead Behavioural Memory Test for Children** (RBMT–C) 1991

*Barbara A. Wilson, Rebecca Ivani-Chalian and Frances Aldrich*

**Predict everyday memory problems in children**

There are few tests available for the assessment of children’s memory, and none that sample a wide range of memory functions.

While existing tests may provide useful answers to theoretical questions, they provide little guidance for the clinician trying to establish and alleviate practical difficulties encountered by the child in daily life.

The Rivermead Behavioural Memory Test for Children (RBMT–C) has been devised to solve this problem. It comprises a number of subtests, each attempting to provide an objective measure of a range of everyday memory problems reported and observed in children with memory difficulties. This version of the Rivermead Behavioural Memory Test has been standardized for use with children aged 5 to 10 years. Norms are available for six age bands ranging from 5 to 10 years, 11 months.

**Scoring**

For each subtest the raw score is converted into a Standardized Profile score depending on the age of the child, and these are summed to give an Overall Profile score.  

---

**Materials and Prices**

**Complete Kit**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score Sheets</td>
</tr>
<tr>
<td></td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8055-381-MPC899</td>
<td>015-8055-39X-MPC899</td>
</tr>
<tr>
<td><strong>$370.00</strong></td>
<td><strong>$52.00</strong></td>
</tr>
</tbody>
</table>

---

**The Rivermead Behavioural Memory Test—Extended Version** (RBMT–E) 1998

*Barbara A Wilson, Linda Clare, Alan Baddeley, Peter Watson, and Robyn Tate*

**Predict mild memory problems in people with acquired, nonprogressive brain injury**

In order to make the RBMT–E more sensitive to mild memory impairment than the original RBMT, the extended version, in some cases, doubled up the amount of material to be remembered, made other items more complicated, and made the presentation of some items more complex.

Two parallel versions have been developed in order to allow assessment both before and after an intervention or the administration of a drug or other procedure.  

---

**Materials and Prices**

**Complete Kit**
Includes Manual, 25 Record Forms, 2 Stimulus Books, Picture Cards and Timer

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Record Forms</td>
</tr>
<tr>
<td></td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8055-454-MPC899</td>
<td>015-8014-537-MPC899</td>
</tr>
<tr>
<td><strong>$528.00</strong></td>
<td><strong>$45.00</strong></td>
</tr>
</tbody>
</table>
**Doors and People 1994**
Alan Baddeley, Hazel Emslie, and Ian Nimmo-Smith

A broad-based test of long-term memory

**Doors and People** provides an analytic overview of long-term explicit memory by providing a single, age-scaled, overall score which can be “unpacked” to give separate measures of visual and verbal memory, recall and recognition, and forgetting. It is designed for use both as a clinical tool and as a research instrument.

This four-part easy-to-administer test consists of:
- Visual recognition
- Visual recall
- Verbal recognition
- Verbal recall

**Visual Aural Digit Span Test (VADS) 1977**
Elizabeth M. Koppitz

Assess short-term memory for possible learning disabilities

This brief, easy-to-administer, standardized test of short-term memory is designed to assess school-aged children with suspected or known learning disabilities. Consists of four subtests in which numeric sequences involving the digits 1 through 9 are used as stimuli.

Performance on VADS yields 11 scores to interpret individually.

---

**Rey Complex Figure Test and Recognition Trial** (RCFT) 1995
John E. Meyers and Kelly R. Meyers

Measure visuospatial ability and memory

Measure memory using the elements of the Rey Complex Figure and assess the respondent’s ability to use cues to retrieve information with a Recognition Trial.

The **Rey Complex Figure Test and Recognition Trial (RCFT)** standardizes the materials and procedures for scoring drawings. The same scoring criteria apply to all three drawing trials.

**Scoring and Interpretation**
Based on the widely used 36-point scoring system. Scores range from 2 (accurately drawn, correctly placed) to 0 (inaccurately drawn and incorrectly placed, unrecognizable, or omitted).

**Validity**
Samples of both normal and brain-damaged subjects establish the convergent and discriminant validity of the RCFT as a measure of visuospatial constructional ability and visuospatial memory.

---

**Materials and Prices**

<table>
<thead>
<tr>
<th><strong>DOORS AND PEOPLE</strong></th>
<th><strong>VADS</strong></th>
<th><strong>RCFT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doors Book</strong></td>
<td>Complete Kit*</td>
<td>Complete Kit</td>
</tr>
<tr>
<td>015-8054-547-MPC899</td>
<td>Includes Stimulus Cards, Directions for Administering, and 100 Scoring Sheets</td>
<td>Includes Manual, Manual Supplement, 50 Test Booklets, and Stimulus Card</td>
</tr>
<tr>
<td></td>
<td>015-8984-528-MPC899</td>
<td>015-8679-881-MPC899</td>
</tr>
<tr>
<td></td>
<td>$149.00</td>
<td>$265.00</td>
</tr>
<tr>
<td><strong>Names Book</strong></td>
<td>ADDITIONAL MATERIALS</td>
<td><strong>ADDITIONAL MATERIAL</strong></td>
</tr>
<tr>
<td>015-8054-555-MPC899</td>
<td>Manual (Text)</td>
<td>Test Booklets</td>
</tr>
<tr>
<td></td>
<td>015-8984-51X-MPC899</td>
<td>Pkg of 50</td>
</tr>
<tr>
<td></td>
<td>$95.00</td>
<td>015-8679-89X-MPC899</td>
</tr>
<tr>
<td><strong>People Book</strong></td>
<td></td>
<td>$165.00</td>
</tr>
<tr>
<td>015-8054-563-MPC899</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$75.00</td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL MATERIAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Score Sheets</strong></td>
<td>Scoring Sheets</td>
<td></td>
</tr>
<tr>
<td>Pkg of 50</td>
<td>Pkg of 100</td>
<td></td>
</tr>
<tr>
<td>015-8054-58X-MPC899</td>
<td>015-8984-544-MPC899</td>
<td>015-8679-89X-MPC899</td>
</tr>
<tr>
<td></td>
<td>$50.00</td>
<td>$45.00</td>
</tr>
</tbody>
</table>

*RCFT™ is a trademark of Psychological Assessment Resources, Inc. Distributed product. For more information: PsychCorp.com
Cambridge Test of Prospective Memory (CAMPROMPT) 2005
Barbara A. Wilson, Agnes Shiel, Jennifer Foley, Hazel Emslie, Yvonne Groot, Kari Hawkins and Peter Watson

Assess difficulties in prospective memory

The Cambridge Test of Prospective Memory (CAMPROMPT) offers insights into a client’s prospective memory or his ability to remember to do things at a particular time or within a given interval of time. Accommodating activities in daily life, the CAMPROMPT is ecologically valid and is composed of three time-based tasks and three event-based tasks that address failures in prospective memory. Everyday life examples that may impact a person’s independence are evaluated. 

Wide Range Assessment of Memory and Learning, Second Edition (WRAML2) 2003
Wayne Adams and David Sheslow

Assess memory in children and adults

Examine the various facets of memory affected by learning and/or behavioral difficulties.

- Information about both verbal and nonverbal learning and memory (immediate and delayed)
- Four new Recognition subtests (Design, Picture, Verbal, and Story Memory)
- New Screening Battery (four subtests from Core Battery)
- Core Battery: two verbal, two visual, two Attention-Concentration subtests

Test of Memory Malingering (TOMM) 1996
Tom N. Tombaugh

Discriminate between malingering and true memory impairments

The Test of Memory Malingering (TOMM) consists of two learning trials and an optional retention trial. The TOMM Manual provides extensive reliability and validity data based on cognitively intact individuals and clinical samples, including those with cognitive impairment, aphasia, TBI, and dementia.

While sensitive to malingering, the TOMM is insensitive to a wide range of neurological impairments, making it ideal for detecting exaggerated or deliberately faked memory impairment.

Materials and Prices

CAMPROMPT
Complete Kit
Includes Manual, 25 Record Forms, Stimulus Cards, Analogical Clock, and 2 Digital Kitchen Timers in a bag
015-8055-284-MPC899
$155.00

ADDITIONAL MATERIALS
Record Forms
Pkg of 25 015-8014-510-MPC899
$76.00

WRAML2
Complete Kit
Includes Manual, 25 Examiner Forms, 25 Picture Memory Response Forms, 25 Picture Memory Recognition Forms, 25 Design Memory Response Forms, 25 Design Memory Recognition Forms, 4 Picture Memory Sumses, 5 Design Memory Cards, Finger Windows Card, Sound Symbol Booklet, 2 Symbolic Working Memory Cards, and soft case
015-8136-861-MPC899
$575.00

ADDITIONAL MATERIALS
Examiner Forms
Pkg of 25 015-8136-888-MPC899
$79.00

Picture Memory Response Forms
Pkg of 25 015-8136-896-MPC899
$53.00

Picture Memory Recognition Forms
Pkg of 25 015-8136-90X-MPC899
$53.00

Design Memory Response Forms
Pkg of 25 015-8136-918-MPC899
$42.00

Design Memory Recognition Forms
Pkg of 25 015-8136-926-MPC899
$42.00

TOMM
Complete Kit
Includes Manual, Stimulus Booklets, and 25 Record Forms
015-8070-836-MPC899
$155.00

ADDITIONAL MATERIALS
User’s Manual
015-8070-852-MPC899
$55.00

Record Forms
Pkg of 25 015-8070-860-MPC899
$35.00
One test does it ALL …Stand-alone subtests with a consistent national standardization

*Three levels of Assessment:* General – Diagnostic and Selective – Full

*New software* guides subtest selection to minimize testing time and manage multiple types of scores: Standard (Scaled) Scores, Percentile Ranks, Cumulative Percentages (Base Rates), Combined, and Contrast Scores

*Addition of Social Perception Domain*

*Improved Domain Coverage* for Executive Function, Spatial & Visual Memory, Visuospatial Processing

 Based on the diagnostic or referral concerns, *NEPSY-II* provides flexibility to administer the subtests that will lead you to accurate diagnosis and intervention planning.

Visit [NEPSY-II.com](http://www.NEPSY-II.com) or see pages 100-103 for more product information!
The Delis-Kaplan Executive Function System (D-KEFS) is the first nationally standardized set of tests to evaluate higher-level cognitive functions in both children and adults. With nine stand-alone tests, comprehensively assess the key components of executive functions believed to be mediated primarily by the frontal lobe.

Engaging Materials
Its game-like format is engaging for examinees, encouraging optimal performance without providing “right/wrong” feedback that can create frustration in some children and adults.

Multiple Uses
- Assess the integrity of the frontal system of the brain
- Determine how deficits in abstract, creative thinking may impact daily life
- Plan coping strategies and rehabilitation programs tailored to each patient’s profile of executive function strengths and weaknesses

Assess key components of executive functions within verbal and spatial modalities

Delis-Kaplan Executive Function System™ (D–KEFS™) 2001
Dean C. Delis, Edith Kaplan, and Joel H. Kramer

Ages
8:0-89:0 years

Forms
Standard Record Forms: Includes all nine D-KEFS tests
Alternate Record Forms: Includes alternate versions of the D-KEFS Sorting, Verbal Fluency, and 20 Questions Test

Norms
Normed on over 1,500 individuals demographically and regionally matched with the U.S. population

Administration
Flexibility in test selection; 90 minutes if all nine tests are administered

Qualification Level
C

Sorting Test Card Sets (pictured above): Complete Kit includes only three sets at left. Alternate Form includes two sets at right (beige and green).

FOR MORE INFORMATION:
PsychCorp.com
Correlates with CVLT–II
D-KEFS is correlated with the CVLT”–II, providing information concerning the role of memory on D-KEFS performance.

Scoring Software
The D-KEFS Scoring Assistant makes generating D-KEFS score reports faster and easier.
- Record and score the nine D-KEFS subtests as a complete battery or as individual subtests
- Produce, view, and print score reports in a tabular or graphic format

Materials and Prices

Complete Kits
Includes Manual, Stimulus Booklet, Sorting Cards (3 sets of 6 cards each), 1 Tower Stand with 5 color Disks, 25 Record Forms, 25 Design Fluency Response Booklets, and Trail Making Response Booklet set (each set contains 25 Response Booklets for each of the 5 Trail Making conditions)

| Box  | 015-8091-108-MPC899 |
| Soft Case | 015-8091-116-MPC899 |

ADDITIONAL MATERIALS

Record Forms
Pkg of 25 015-8091-159-MPC899 $75.00

Design Fluency Test Response Booklets
Pkg of 25 015-8091-175-MPC899 $35.00

Trail Making Test Response Booklet Set
Each set contains 25 different Response Booklets for each of the 5 Trail Making conditions
015-8091-167-MPC899 $89.00

STAND-ALONE RECORD FORMS

Sorting Test Record Forms
Pkg of 25 015-8091-221-MPC899 $35.00

Color-Word Interference Test Record Forms
Pkg of 25 015-8091-23X-MPC899 $35.00

Trail Making Test Record Forms
Pkg of 25 015-8091-337-MPC899 $35.00

Design Fluency Test Record Forms
Pkg of 25 015-8091-35-MPC899 $35.00

Alternate Record Forms
For D-KEFS Sorting, Verbal Fluency, and 20 Questions Tests
Pkg of 25 015-8091-205-MPC899 $35.00

SOFTWARE

D-KEFS Scoring Assistant
CD-ROM Windows
015-8984-188-MPC899 $249.00

SPECIALS

Complete Kit with Scoring Assistant
CD-ROM Windows
Box
Save $89.00 015-8091-40X-MPC899 $775.00
Soft Case
Save $74.00 015-8091-426-MPC899 $845.00
The Behavioural Assessment of the Dysexecutive Syndrome (BADS) has been adapted for children (BADS-C) to examine a number of aspects of the dysexecutive syndrome (DES) such as:

- Inflexibility and perseveration
- Novel problem solving
- Impulsivity, planning
- Ability to utilize feedback and moderate one’s behavior accordingly

Deficits in executive functioning are well documented in children and adolescents with neurodevelopmental disorders such as Attention Deficit Disorder (ADD), Pervasive Development Disorder (PDD) and those with Traumatic Brain Injury (TBI).

Recently there has been a rapid increase in the number of children diagnosed as suffering from developmental disorders associated with impaired executive function and self-regulation.

Many children with poor executive skills go on to experience weak social relationships, problems with communication skills behavioral and learning difficulties, and low self esteem. Early identification of DES is crucial as the effects are likely to become more marked with age as children have to cope with greater complexity in their life.

Why Do We Need a New Test of Executive Function?

Most traditional tests for children are insensitive to executive dysfunction. Accurate and reliable identification has been hampered by the lack of developmentally sensitive assessment tools.

Five of the tests from BADS have been adapted to produce a test with standardized “child friendly” administration and standardized scoring procedures with comprehensive norms.

---

**Behavoural Assessment of the Dysexecutive Syndrome in Children (BADS-C) 2003**

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

---

**Materials and Prices**

**Complete Kit**


015-8054-385-MPC899  $475.00

---

**ADDITIONAL MATERIALS**

**Record Forms**

Pkg of 25  015-8055-438-MPC899  $42.00

**Questionnaires**

Pkg of 25  015-8054-393-MPC899  $52.00

---

FOR MORE INFORMATION: PsychCorp.com
The term “Dysexecutive Syndrome” (DES) includes disorders of planning, organization, problem solving and attention. The DES is one of the major areas of cognitive deficit that may impede functional recovery and the ability to respond to rehabilitation programs.

**Temporal judgment** — This test uses four questions to assess clients’ ability to estimate how long various complete events (such as a dental appointment) last.

**Rule shift cards** — Tests the ability to change an established pattern of responding, using familiar materials. In Part 1 a response pattern is established according to a simple rule. In Part 2 the rule is changed and clients have to adapt their responses, inhibiting their original response set.

**Action program** — Tests practical problem solving. A cork has to be extracted from a tall tube, a result which can only be achieved by the planned use of various other materials provided.

**Key search** — A test of strategy formation. In an analogue of a common problem, clients are required to demonstrate how they would search a field for a set of lost keys and their strategy is scored according to its functionality.

**Zoo map** — This is a test of planning. It provides information about clients’ ability to plan a route to visit six of a possible 12 locations in a zoo, firstly in a demanding, open-ended situation where little external structure is provided, and secondly in a situation that involves simply following a concrete, externally imposed strategy.

**Modified six elements** — This is a test of planning, task scheduling, and performance monitoring. It is a simplified version of the original Shallice Burgess (1991) test. Clients have to schedule their time to work on six tasks over a ten minute period.

### Dysexecutive Questionnaire

The battery includes a 20-item Dysexecutive Questionnaire (DEX) that samples the range of problems in four broad areas of likely change: emotional or personality changes, motivational changes, behavioral changes, and cognitive changes.

**Validation**

Validation studies show that the BADS is sensitive to the everyday problems experienced by clients with brain injury, and a small study was conducted on people with schizophrenia to identify executive deficits in this group.

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIALS</th>
<th>Questionnaires (Self and Independent Rater)</th>
</tr>
</thead>
</table>
Pkg of 25  
9780749129255-MPC899  
$42.00 | Pkg of 25  
015-8054-377-MPC899  
$52.00 |
| Pkg of 25  
015-8054-350-MPC899  
$425.00 |  |  |
Behavior Rating Inventory of Executive Function™ (BRIEF™) 2000
Gerard A. Gioia, Peter K. Isquith, Steve C. Guy, and Lauren Kenworthy

The Behavior Rating Inventory of Executive Function (BRIEF) helps to evaluate individuals with a wide range of developmental and acquired neurological conditions, including learning disabilities, ADHD, TBI, low birth rate, Tourette’s disorder, and pervasive developmental disorders/autism.

The BRIEF consists of parent and teacher questionnaires that assess executive function at home and at school.

Two Validity Scales:
- Behavioral Regulation Index (three scales)
- Metacognition Index (five scales)

The BRIEF demonstrates convergent validity with other measures of inattention, impulsivity, and learning skills.

Materials and Prices

BRIEF Complete Kit
Includes Manual, 25 Parent Form Questionnaires, 25 Teacher Form Questionnaires, 50 Parent Form Scoring Summary/Profile Forms, and 50 Teacher Form Scoring Summary/Profile Forms
015-8037-480-MPC899
$220.00

BRIEF Parent Form Scoring Summary/Profile Forms
Pkg of 50
015-8037-529-MPC899
$36.00

BRIEF Teacher Form Scoring Summary/Profile Forms
Pkg of 50
015-8037-537-MPC899
$38.00

BRIEF Parent Form Questionnaires
Pkg of 25
015-8037-502-MPC899
$52.00

BRIEF Teacher Form Questionnaires
Pkg of 25
015-8037-510-MPC899
$55.00

BRIEF-SR Parent Form Scoring Summary/Profile Forms
Pkg of 50
015-8037-529-MPC899
$36.00

BRIEF-SR Teacher Form Scoring Summary/Profile Forms
Pkg of 50
015-8037-537-MPC899
$38.00

BRIEF-SR Kit
Includes Professional Manual, 25 Rating Forms, and 50 Scoring Summary/Profile Forms
015-8002-873-MPC899
$155.00

BRIEF-SR Rating Forms
Pkg of 25
015-8003-349-MPC899
$63.00

BRIEF-SR Scoring Summary/Profile Forms
Pkg of 50
015-8003-357-MPC899
$70.00

Assess impairment of executive function

BRIEF® 2004

Based on child ratings from 10-15 minutes

Distributed product.

"Behavior Rating Inventory of Executive Function™" and "BRIEF™" are trademarks of Psychological Assessment Resources, Inc. "Windows" is a registered trademark of Microsoft Corporation. Distributed product.

FOR MORE INFORMATION:
PsychCorp.com
Wisconsin Card Sorting Test™ (WCST™) 1993

David A. Grant and Esta A. Berg

Detect perseverative thinking and assess abstract reasoning ability

The Wisconsin Card Sorting Test (WCST) assesses a client’s ability to sort cards according to a principle of class membership. WCST has shown specific sensitivity to brain lesions discriminating frontal from non-frontal lesions, and targets difficult areas such as inefficient initial conceptualization, perseveration, failure to maintain set, and inefficient learning.

Robert K. Heaton
Improve the speed and user-friendliness of the WCST with an unlimited-use Windows® program, the Wisconsin Card Sorting Test: Computer Version 4 (WCST: CV4).

Administer WCST on-screen, or enter responses from a previously administered test to generate a Client Record, which saves basic demographic information and stores test response data for tracking progress.

Materials and Prices

<table>
<thead>
<tr>
<th>Product</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCST Update Complete Kit</td>
<td>015-8987-896-MPC899</td>
<td>$382.00</td>
</tr>
<tr>
<td>WCST CV Keytops</td>
<td>015-8070-909-MPC899</td>
<td>$25.00</td>
</tr>
<tr>
<td>WCST CV Record Forms</td>
<td>015-8070-895-MPC899</td>
<td>$45.00</td>
</tr>
<tr>
<td>ADDITIONAL MATERIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scoring Forms</td>
<td>015-8987-845-MPC899</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

SOFTWARE

015-8070-879-MPC899
$735.00

WCST: CV3 to WCST: CV4 Upgrade, CD-ROM
015-8070-887-MPC899
$65.00

The Hayling and Brixton Tests 1997

Paul W. Burgess and Tim Shallice

Clinical assessment of executive functioning

The Hayling and Brixton Tests measure the executive functioning of clients with special frontal lobe damage, especially:

- Where testing time is limited
- The Hayling Sentence Completion Test
  The Hayling Test consists of two sets of 15 sentences, each having the last word missing, yielding measures of response initiation speed, response suppression ability, and thinking time.
- The Brixton Spatial Anticipation Test
  The Brixton Test is entirely spoken and is suitable for people with reading, visual perception, or movement problems. It yields three different measures of executive functioning which can be considered separately or combined into an overall score.

Administration

The tests can be given singly or in combination depending upon testing time, and are complementary to the BADS test battery.

Materials and Prices

<table>
<thead>
<tr>
<th>Product</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>015-8054-709-MPC899</td>
<td>$175.00</td>
</tr>
<tr>
<td>ADDITIONAL MATERIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record Forms</td>
<td>015-8054-717-MPC899</td>
<td>$27.00</td>
</tr>
</tbody>
</table>
Severe Impairment Battery (SIB) 1993
Judy Saxton, K. L. McGonigle, A. A. Swihart, and Francois Boller

Assess the cognitive functioning of the severely demented elderly

The Severe Impairment Battery (SIB) is appropriate for clients who are too impaired to complete standard neuropsychological tests. The SIB gathers direct performance-based data on a wide variety of low-level tasks that take into account the specific behavioral and cognitive deficits associated with severe dementia.

The SIB subtests address:
- Language
- Memory
- Visuospatial ability
- Construction

The SIB also evaluates praxis, social interaction, and orientation to name.

Scoring
The SIB is designed to be psychometrically reliable and allows for repeated assessments. Each subscale yields scores that are downward extensions of instruments used to assess mild to moderate dementia.

Materials and Prices

Complete Kit
Includes Manual, 25 Record Forms, Stimulus Cards, Plastic Shapes, Spoon, Cup, and Full Distractor Package

015-8054-431-MPC899
$299.00

Record Forms
Pkg of 25
015-8055-519-MPC899
$80.00

Speed and Capacity of Language Processing Test (SCOLP) 1992
Alan Baddeley, Hazel Emslie, and Ian Nimmo-Smith

Measure the slowing in cognitive processes

The Speed of Comprehension Test (SCOLP) allows the rate of information processing to be measured. The Spot-the-Word Vocabulary Test provides a framework for interpreting the results of the first test.

SCOLP enables differentiation between a client who is slow and a client whose performance has been impaired as a result of brain damage or some other stressor. It is sensitive to the effects of closed head injury, normal aging, Alzheimer’s disease, schizophrenia, and to a wide range of drugs and stressors, including alcohol.

Materials and Prices

Complete Kit
Includes Manual, 6 Packages of 25 Record Forms, and 3 Acetates

015-8055-012-MPC899
$135.00

ADDITIONAL MATERIALS

Record Forms Spot the Word Test A
Pkg of 25
015-8055-357-MPC899
$27.00

Comprehension Test Record Forms
Pkg of 25
015-8055-020-MPC899
$135.00
015-8055-039-MPC899
$27.00
015-8055-047-MPC899
$27.00
015-8055-055-MPC899
$27.00

Record Forms Spot the Word Vocabulary Test B
Pkg of 25
015-8055-365-MPC899
$27.00

Combined Record Forms
Six pkgs of 25
015-8055-373-MPC899
$135.00
**Facial Expressions of Emotion: Stimuli and Tests (FEEST) 2002**  
*Andy Young, David Perrett, Andy Calder, Reiner Sprengelmeyer, and Paul Ekman*

Assess recognition of facial expressions of emotion

The ability to interpret the moods and feelings of other people is an important social skill. *The Facial Expressions of Emotion: Stimuli and Tests (FEEST)* makes available a unique resource, involving a wide range of high-quality materials for assessing recognition of facial expressions of emotion.  
The stimuli include the six basic emotions from the *Ekman* and *Friesen* series (happiness, surprise, fear, sadness, disgust, anger), as well as the neutral faces. Images vary in intensity to allow clinicians and researchers to create tasks that can be graded in difficulty, ranging from subtle to intensely expressed emotions. Also includes control data and supplementary stimuli for creating new tests.

**Materials and Prices**

<table>
<thead>
<tr>
<th>CD-ROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>015-8055-42X-MPC899</td>
</tr>
<tr>
<td>$499.00</td>
</tr>
</tbody>
</table>

---

**The Awareness of Social Inference Test (TASIT) 2002**  
*Skye McDonald, Sharon Flanagan, and Jennifer Rollins*

Assess and treat deficits of social skills in patients with disabilities

*The Awareness of Social Inference Test (TASIT)* provides a systematic examination of social perception for many clinical conditions, including traumatic brain injury, schizophrenia, autism, and learning disabilities.  
The TASIT assesses poor understanding of emotional expressions and difficulty integrating the contextual information that is part of normal social encounters. It uses videotaped vignettes and standardized response probes based upon recent theoretical accounts of how social cues provide meaning. TASIT has three sections assessing different components of social perception, each of which take 10-15 minutes to view.  
Statistically equivalent alternate forms are available for retesting.

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual, 25 of each A &amp; B Record Forms, 2 Video Tapes, and Stimulus Books</td>
</tr>
<tr>
<td>015-8055-063-MPC899</td>
</tr>
<tr>
<td>$325.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Forms</td>
</tr>
<tr>
<td>Pkgs of 25 each (A &amp; B)</td>
</tr>
<tr>
<td>015-8055-535-MPC899</td>
</tr>
<tr>
<td>$96.00</td>
</tr>
</tbody>
</table>
The Pyramids and Palm Trees Test determines the degree to which a client can access meaning from pictures and words. Information from the test will enable the clinician to establish whether a client's difficulty in naming or pointing to a named picture is due to a difficulty in retrieving semantic information from pictures, or a difficulty in retrieving semantic information from words, or in the case of a naming failure, a difficulty in retrieving the appropriate spoken form of the word.

Six different versions of the test are possible by using either pictures or written or spoken words to change the modality of stimulus or response items. The pattern of results from this simple forced-choice format test can be used to build up a picture of the client's ability to access semantic and conceptual information and indicate whether a client has a central, modality-independent impairment to semantic knowledge, or whether there are modality-specific difficulties in access to semantics.

The Pyramids and Palm Trees Test is ideal for theoretically motivated testing of picture and word comprehension in clients with:

- Aphasia
- Global aphasia
- Visual agnosia
- General semantic impairment, i.e., Alzheimer's disease

The test is short and easily administered, and may help in the design of appropriate rehabilitation programs.

The Pyramids and Palm Trees Test 1992
David Howard and Karalyn Patterson

**Materials and Prices**

**Complete Kit**
Includes Manual, 50 Record Forms, and Stimulus Book
015-8054-881-MPC899
$158.00

**ADDITIONAL MATERIAL**
Record Forms
Pkg of 25
015-8340-442-MPC899
$25.00
The Putney Auditory Comprehension Screening Test (PACST) provides a screening tool for clients with severe physical and/or visual impairments who are unable to perform tasks required in existing tests of auditory comprehension. It gives an indication of how much clients can understand spoken language, and indicates the level of complexity of language presentation that would maximize his understanding.

The PACST will also assist caretakers and relatives to communicate appropriately with the client and to determine a client’s ability to:

- Make decisions regarding his care
- Give consent to procedures such as insertion of gastronomy tube
- Indicate his understanding of complex legal issues such as Power of Attorney

PACST uses a simple form of communication involving a number of yes/no questions.

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual and 25 Questionnaire/Record Forms</td>
<td>Questionnaire/Record Forms</td>
</tr>
<tr>
<td>015-8054-92X-MPC899</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>$115.00</td>
<td>015-8054-946-MPC899</td>
</tr>
<tr>
<td>$28.00</td>
<td></td>
</tr>
</tbody>
</table>

---

**Behavioural Inattention Test (BIT) 1987**

Barbara A. Wilson, Janet Cockburn and Peter W. Halligan

Predict everyday problems associated with unilateral neglect

The Behavioural Inattention Test (BIT) is an objective behavioral test of everyday skills relevant to visual neglect, aimed at increasing the understanding of specific difficulties clients experience.

There are two parallel versions, each comprising six “conventional” subtests and nine behavioral subtests. Short and easy to understand and interpret, the BIT is applicable to a wide range of environmental settings.

The BIT has been validated against conventional tests of neglect and therapists’ reports. It also has excellent interrater, test-retest, and alternate form reliability.

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual, 25 Record Forms, Various Stimulus, Test and Playing Cards, and Clock Face</td>
<td>Record Forms</td>
</tr>
<tr>
<td>015-8054-628-MPC899</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>$375.00</td>
<td>015-8054-644-MPC899</td>
</tr>
<tr>
<td>$40.00</td>
<td></td>
</tr>
</tbody>
</table>
Wide Range Assessment of Visual Motor Abilities (WRAVMA) 1995

Wayne Adams and David Sheslow

Evaluate visuomotor, visuospatial, and fine-motor skills

The Wide Range Assessment of Visual Motor Abilities (WRAVMA) is the first test battery that allows you to evaluate and compare these skills using norms gathered from the same standardization sample.

Use this tool to conduct a reliable, accurate evaluation of visuomotor, visuospatial, and fine-motor skills of children and adolescents. WRAVMA assesses these areas with three tests, which can be administered individually or in combination.

Materials and Prices

Complete Kit

ADDITIONAL MATERIALS

- Drawing Forms
  Pkg of 25 015-8993-624-MPC899 $60.00
- Visual Matching Forms
  Pkg of 25 015-8993-632-MPC899 $60.00
- Examiner Record Forms
  Pkg of 25 015-8993-640-MPC899 $60.00

Materials and Prices


Abigail Benton Sivan

Assess visual perception, memory, and visuoconstructive abilities

With more than 50 years of clinical utility, the Benton Visual Retention Test has proven sensitivity to:
- Reading and nonverbal learning disabilities
- Traumatic Brain Injury
- Attention Deficit Disorder
- Alzheimer’s and other forms of dementia

Features
- Ten designs presented one-by-one; examinee merely reproduces drawings
- Three alternate, equivalent forms
- Highly reliable interrated scoring
- Detailed review of research

Materials and Prices

Complete Kit
Includes Manual, Stimulus Booklet, Scoring Template, and 25 Response Booklets Record Forms

ADDITIONAL MATERIAL

- Response Booklets Record Forms
  Pkg of 25 015-8027-531-MPC899 $65.00

FOR MORE INFORMATION:
PsychCorp.com

FOR MORE INFORMATION:
PsychCorp.com

FOR MORE INFORMATION:
PsychCorp.com

FOR MORE INFORMATION:
PsychCorp.com

FOR MORE INFORMATION:
PsychCorp.com
The Test of Everyday Attention (TEA) gives a broad-based measure of three important clinical and theoretical aspects of attention:

- Selective attention
- Sustained attention
- Attentional switching

The test has three parallel versions, is ecologically plausible, and acceptable to clients. It is sensitive enough to also show normal age effects in the normal population. It can be used analytically to identify different patterns of attentional breakdown. The TEA has a wide range of applications, from clients with Alzheimer’s disease to young, typical clients. It is the only test of attention based largely on everyday materials; the real-life scenario means that clients enjoy the test and find it relevant to the problems faced in life.

For more information, visit PsychCorp.com for technical reports, case studies, and more!
**Test of Everyday Attention for Children** (TEA–Ch) 1998

Tom Manly, Ian H. Robertson, Vicki Anderson and Ian Nimmo-Smith

Assess the different attentional capacities in children and adolescents

Building on the international reputation of the Test of Everyday Attention, the Test of Everyday Attention for Children (TEA–Ch) comprises nine subtests which measure children’s abilities to selectively attend, sustain their attention, divide their attention between two tasks, switch attention from one thing to another, and withhold (inhibit) verbal and motor responses.

**Features**

- Attractive graphics and sound
- Subtests that appeal to the very young as well as adolescents
- Sensitivity to the developmental progression of attentional skills
- Two parallel forms for re-testing

**Ages**

6:0-15:11 years

**Forms**

Two

**Norms**

293 UK controls, 6:0 to 15:11 years by 6 age bands
Aged scaled scores and percentile ranks

**Administration**

55-60 minutes

**Qualification Levels**

B, Q1, Q2

---

**Vigil Continuous Performance Test** (Vigil) 1996

Ideal for exploring vigilance

Administer the Vigil Continuous Performance Test (Vigil) to assess attention, concentration, vigilance (sustained attention), and complex sequential stimulus tracking.

- Each test consists of several modules, including on-screen presentation of verbal and nonverbal targets
- Computer administered and scored
- Approximately eight minutes per test
- Built-in database manager allows examination of previous test results or presentation of a test with previously defined display characteristics

**Ages**

6:0-90:0 years

**Scores**

Computerized administration; 8 minutes per test

**Qualification Level**

B

---

FOR MORE INFORMATION:
PsychCorp.com
Attention Process Training (APT–II) 2001
McKay Moore Sohlberg, Lori Johnson, Laurie Paule, Sarah A. Raskin and Catherine A. Mateer

Treat impairments in attention processing

Use Attention Process Training (APT–II) to treat impairments in attention processing in persons with relatively mild cognitive disturbance, such as post-concussion syndrome.

APT–II contains programs which address difficulties with:
- Sustained attention
- Slowed information processing
- Distractibility
- Shifting attention (multiple tasks)
- Paying attention to more than one source of information at a time

APT–II Kit includes:
- A library of auditory attention CDs and attention exercises
- Suggested activities, record logs, and data collection protocols to help with the transition from the clinical setting
- Detailed literature review

Materials and Prices

Complete Kit
Includes Manual, Test Sheet/Evaluation Form CD, 6 Auditory Attention CDs, Buzzer, Stop Watch, and Carrying Case
015-8010-086-MPC899
$469.00

Conners’ Continuous Performance Test II (CPT II) Version 5 2004
C. Keith Conners

Help identify attention problems and measure treatment effectiveness

Restandardized and updated, the Conners’ Continuous Performance Test II (CPT II) Version 5 still contains the unique Conners’ paradigm, which is widely used in the assessment of individuals suspected of having “attention” problems.

Features
- Newly designed reports
- Confidence Index Adjustment
- Easy-to-use interface
- Timing verification to confirm validity of the administration
- Excellent for diagnostic/treatment decisions

Administration
Respondents must press the space bar or click the mouse when any letter except the target letter appears.

Software
Software is an unlimited-use program. However, if installed on a network, the number of users of the program at one time is limited to the number of installations purchased.

Materials and Prices

Complete Kit
Includes User’s Manual and CD
015-8002-695-MPC899
$699.00
Fifth grader Jack has been identified as eligible for special education services for learning and emotional disorders. Given his recent behavioral difficulties in the general education 5th grade classroom, the IEP team is concerned about Jack’s eventual transition to the middle school setting, and unsure of what type of setting should be considered.

The team determines updated assessment data should be collected targeting attention and executive functions, grapho-motor functioning, and social-emotional capabilities.

As the psychologist on the team, you formulate your assessment battery which includes classroom observations as well as:

- **NEPSY-II SECOND EDITION** (selected subtests) See page 100
- **BROWN ADD SCALES** See page 94
- **D·KEFS Executive Function System™** (selected subtests) See page 122
- **RESILIENCY Scales** See page 158

Based on the results of these targeted measures, you can outline for the team specific accommodations for language arts, attention and executive function weaknesses, mental flexibility difficulties, and help the group identify appropriate placement options.

Visit HarcourtAssessment.com/referraladdressed to learn more about how these products help you, the clinician, help Jack.
New assessment instruments for language-related questions

Often language problems or disorders are linked with psychological or cognitive issues. To help you more fully understand all the contributing aspects of a client’s situation, turn to these and other trusted PsychCorp products for language and speech assessment.

We are pleased to introduce these new assessments to enhance your practice and decision making.

- **CELF–4 Spanish** NEW!
  page 139
- **Bracken Basic Concept Scale—Third Edition: Receptive (BBCS–3:R)** NEW!
  page 142
- **Bracken Basic Concept Scale: Expressive (BBCS:E)** NEW!
  page 142
- **Western Aphasia Battery—Revised (WAB–R)** NEW!
  page 145
- **Cognitive Linguistic Quick Test (CLQT)**
  See page 146

Look for these other PsychCorp brand assessments in other sections of this catalog or online at PsychCorp.com:

- **Bracken School Readiness Assessment—Third Edition (BSRA–3)** NEW!
  See page 86
- **A Quick Test of Cognitive Speed (AQT)**
  See page 108
Eleanor Semel, Elisabeth H. Wiig, and Wayne A. Secord

Ages
5:0-21:11 years

Scores
Core language score, receptive and expressive language indexes, language content, language memory, working memory, and working memory indexes as standard scores, percentile ranks, age equivalents

Norms
Standardization on 2,650 children based on 2000 U.S. Census; including children with identified conditions and diagnosed language disorders

Administration
30-60 minutes

Qualification Levels
B, Q2

The Clinical Evaluation of Language Fundamentals—Fourth Edition (CELF®—4) helps you understand a child’s need for classroom language adaptations, enhancements, or curriculum accommodations.

Comprehensive Assessment of Language Skills
CELF—4 gives you everything that you are looking for when evaluating a student’s language performance. Combine core subtests with supplementary subtests to get a comprehensive assessment of a student’s language skills.

Use the core subtests to qualify a student for special services in one-third less time than CELF—3

Simple to administer, CELF—4 has two new easy-to-use Record Forms that provide only the subtests you need based on the student’s age

Flexibility of subtest administration allows for shorter testing times while providing highly reliable, accurate results

Culturally diverse contexts and visual stimuli make CELF—4 appropriate and interesting for all students

Software
Scoring Assistant®
Calculates various scores
Presents test results in customizable reports

Scoring and Report Assistant
Generates interpretive reports and customizable clinical tools to guide in developing effective IEPs
Guides the development of therapy activities, classroom interventions, and recommendations
Maintains detailed history of each student

Materials and Prices

Complete Kit
Includes Examiner’s Manual, Stimulus Books, 10 Record Forms 1, 10 Record Forms 2, 50 GRS Forms, CELF—4 luggage tag, in a case
015-8037-707-MPC899
$525.00

Record Forms
Includes Pragmatic Profile
Level 1, Pig of 25 015-8037-60X-MPC899
Level 2, Pig of 25 015-8037-634-MPC899
$65.00

Training
CELF—4 Training CD
015-8037-758-MPC899
$39.00

Software
Scoring Assistant®
015-8037-650-MPC899
$99.00

Scoring and Report Assistant
015-8037-766-MPC899
$199.00

FOR MORE INFORMATION:
PsychCorp.com

See software requirements page 195.

Everything you need to accurately identify and diagnose language disorders

Ask Your CELF

› Is there a language disorder?
If so, start at Level 1.

› What is the nature of the disorder?
To answer this, try Level 2.

› What critical clinical skills or behaviors underlie the disorder?
Level 3, please.

› How does the disorder affect classroom performance?
This one goes to 4.
**CELF—4 Spanish** 2006
Eleanor Semel, Elisabeth H. Wiig, and Wayne A. Secord

**Ages**
5:0-21:11 years

**Norms**
Core language score, receptive language and expressive language index scores, language content, language structure, and language and memory index scores expressed as standard scores, percentile ranks, and subtest age equivalents

**Administration**
20-30 minutes for Core Language Score
30-60 minutes for Total assessment

**Qualification Levels**
B, Q2

**Materials and Prices**

**Complete Kit**
Includes Manual del examinador (Examiner’s Manual), Manual técnico (Technical Manual), 2 Manuales de estimulos (Stimulus Books), 10 Level 1 Folletos de registro (Record Forms), 10 Level 2 Folletos de registro (Record Forms), 50 EVL (ORS) Forms, and luggage tag
015-8038-41X-MPC899
$479.00

**Complete Kit with Soft Case**
015-8038-401-MPC899
$525.00

**ADDITIONAL MATERIALS**

**Record Forms**
Level 1, Pkg of 25
015-8038-339-MPC899
$65.00

Level 2, Pkg of 25
015-8038-347-MPC899
$65.00

**SOFTWARE**

**CELF—4 Spanish Scoring Assistant CD**
015-8037-219-MPC899
$99.00

**NEW**

**CELF**
Clinical Evaluation of Language Fundamentals
**SPANISH EDITION**

Different languages, common goals

Through customer feedback and research, **CELF—4 Spanish** has been enhanced to better address the needs of clinicians who serve Spanish-speaking children and young adults.

**CELF—4 Spanish** was developed specifically for Spanish speakers living in the U.S. It is a parallel test to the CELF—4 English — NOT a translation of the English edition of CELF—4. Test items incorporate grammatical forms appropriate for Spanish speakers and themes familiar to Spanish-speaking students. Extensive professional review from a panel of speech-language pathologists familiar with Spanish dialects from many different countries maximizes cultural appropriateness of the test items and art.

**More Features**
- Normed on a current sample of Spanish speakers in the U.S. representing many countries of origin: 25% from the Caribbean (Puerto Rico, Dominican Republic, and Cuba), 28% from Central and South America, and 46% from Mexico
- Evaluates both interpersonal communication (BICS) and elements of more advanced academic language (CALP)
- Includes new Clasificación Pragmática (Pragmatics Profile)

**Visit CELF-4info.net**
for technical reports, case studies, and more!
Clinical Evaluation of Language Fundamentals®—4 Screening Test

(CELF®—4 Screening Test) 2004
Elisabeth H. Wiig, Wayne A. Secord, and Eleanor Semel

Quickly identify children who may be at risk for a language disorder

The CELF®—4 Screening Test quickly determines whether further testing is needed to identify language disorders.
- Receptive, expressive, grammatical, and semantic skills are screened
- Now screens kindergarten-age children
- Parallels the most discriminating items from the CELF-4
- Colorful illustrations help keep children engaged
- Brief format is easy to administer and score

Directions are included in the stimulus book

Materials and Prices

Complete Kit
Includes Examiner’s Manual, Stimulus Book, and 25 Record Forms
015-8035-151-MPC899
$239.00

ADDITIONAL MATERIAL
Record Forms
Pkg of 25
015-8035-186-MPC899
$65.00

---

Clinical Evaluation of Language Fundamentals Preschool™——Second Edition

(CELF® Preschool—2) 2004
Elisabeth H. Wiig, Wayne A. Secord, and Eleanor Semel

The language assessment for preschool children bound for the classroom

The CELF® Preschool—2 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 Pre-Literacy Rating Scale and Phonological Awareness subtest
- Offers new norms based on 1,500 preschool children participating in the standardization process
- Contains Pragmatics Profile that helps to describe the child’s language use at school or at home
- Eight subtests:
  - Sentence Structure, Word Structure, Expressive Vocabulary, Concepts and Language Structure Index, Receptive Language Index, Norms

Following Directions, Basic Concepts, Word Classes, Recalling Sentences, and Phonological Awareness

Materials and Prices

Complete Kit
015-8034-945-MPC899
$329.00

ADDITIONAL MATERIALS
Record Forms
Pkg of 25
015-8034-988-MPC899
$65.00

Pragmatics and Pre-Literacy Forms
Pkg of 25
015-8035-291-MPC899
$25.00

Stimulus Sheets
Pkg of 25
015-8035-356-MPC899
$10.00

CELF® Preschool—2 Scoring Assistant™
015-8020-979-MPC899
$99.00

SPECIAL
CELF® Preschool—2 and CELF®—2 Preschool Scoring Assistant
Save $29.00
015-8020-960-MPC899
$399.00
**Diagnostic Evaluation of Language Variation™— Norm Referenced** (DELV—Norm Referenced™) 2005

Harry N. Seymour, Thomas W. Roeper, and Jill de Villiers, with contributions by Peter A. de Villiers

**DELV deeper in underlying language knowledge**

Use the **DELV—Norm Referenced™** to accurately diagnose a child’s speech and language disorders. DELV—Norm Referenced™ is the premier test with items specifically designed to neutralize the effects that variations from Mainstream American English (MAE) may have on a child’s test performance and assess a child’s true language abilities.

**Materials and Prices**

- **Complete Kit**
  - Includes Examiner’s Manual, Stimulus Book, and 25 Record Forms
  - 015-8092-112-MPC899
  - $329.00

- **Upgrade Kit**
  - (For customers who have already purchased DELV—Criterion Referenced™)
  - 015-8092-163-MPC899
  - $109.00

- **ADDITIONAL MATERIAL**
  - Record Forms
  - Pkg of 25
  - 015-8092-139-MPC899
  - $62.00

---

**Diagnostic Evaluation of Language Variation™— Screening Test** (DELV—Screening Test) 2005

Harry N. Seymour, Thomas W. Roeper, and Jill de Villiers, with contributions by Peter A. de Villiers

**Individually administered screening test to distinguish variations due to normal developmental language changes or to regional and cultural patterns of language difference from true markers of language disorder or delay. A two-part assessment, both parts are appropriate for children whose speech varies from Mainstream American English (MAE), as well as speakers of MAE.**

**Materials and Prices**

- **Complete Kit**
  - Includes Examiner’s Manual, Stimulus Book, and 25 Record Forms
  - 015-8092-074-MPC899
  - $155.00

- **ADDITIONAL MATERIAL**
  - Record Forms
  - Pkg of 25
  - 015-8092-04X-MPC899
  - $49.00
Bracken Basic Concept Scale: Expressive (BBCS:E) 2006
Bracken Basic Concept Scale—Third Edition: Receptive (BBCS–3:R) 2006
Bruce A. Bracken

Basic concept knowledge is an integral part of a child’s cognitive development and provides the necessary fundamental framework for both a child’s academic success and for his/her overall communication development. Together they evaluate a child’s expressive and receptive skills with regard to basic concepts and allow you compare his/her results to national norms. These Bracken assessments focus on identifying basic concept deficits through receptive and now expressive methods. Evaluate basic concepts that are universal and vital to early literacy and academic success—colors, letters/sounds, numbers/counting, sizes/comparisons, shapes, direction/position, self-/social awareness, texture/material, quantity, and time/sequence.

Ensure every child acquires the basic concepts essential to academic success
Aligned to State Early Childhood Standards

The BBCS–3:R and BBCS:E are aligned to states’ Early Childhood standards. This allows you to relate what you learn about a child’s basic concept mastery directly to the goals established by your state for students’ academic achievement. This will facilitate communication with teachers and school administrators and allow for development of integrated and comprehensive intervention goals. To see how these assessments align with your state, visit BrackenInfo.net.

Supports Current Legislation

The Bracken School Readiness Assessment (BSRA), BBCS–3:R, BBCS:E and Bracken Concept Development Program (BCDP) meet the requirements that will help you comply with No Child Left Behind (NCLB), and IDEA 2004 as they are standardized assessment measures that are aligned with state expectations and linked to proven interventions. The Bracken suite provides complementary methods of evaluating a child’s basic concept abilities to identify deficits that may need intervention. In addition, the Bracken suite of products provides tools to help you communicate with the teacher and parent and to develop intervention strategies.

Why the New BBCS–3:R and BBCS:E are Better:

- Evaluate language skills, cognitive development, and school readiness, in both English and Spanish
- Include new norms and clinical studies with children with diagnosed language impairments and with a group of children identified with intellectual disability
- Communicate results with and involve both parents and teachers more easily
- Provide direct link to intervention plans
- Offer outstanding reliability for all ages, genders, and race/ethnicities. Visit BrackenInfo.net for more information.

Get back to the Basics!

Materials and Prices

**BBCS:E**

**BBCS:E Complete Kit**
(The Bracken Basic Concept Scale—Expressive is a new test meant to work as a complement to the Receptive Test.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$219.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

**BBCS:E English Record Forms**
Pkg of 25

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BBCS:E Spanish Record Forms**
Pkg of 25

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BBCS–3:R**

**BBCS–3:R Complete Kit**
(The Bracken Basic Concept Scale—Receptive replaces the Bracken Basic Concept Scale—Revised.)
Includes Examiner’s Manual, Stimulus Manual, and 25 English Record Forms

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$319.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL MATERIALS**

**BBCS–3:R English Record Forms**
Pkg of 25

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BBCS–3:R Spanish Record Forms**
Pkg of 25

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BBCS–3 PREVIOUS USERS**

**BBCS–3 English Record Forms**
Pkg of 25

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$40.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BBCS–3 Spanish Record Forms**
Pkg of 25

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$40.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bracken School Readiness Assessment—Third Edition (Bracken SRA–3) 2007

What can you do in 15 minutes?

- Administer the first five subtests from the Bracken Basic Concept Scale—Third Edition (BBCS–3)
- 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
- Available in English and Spanish; national norms are provided for English only, but Spanish norms can be developed using your local Spanish-speaking population
- Includes information showing how the subtests align to each state’s early childhood standards
- Includes a sample lesson from the Bracken Basic Concept Development Program

Bracken Scoring Assistant® 2006

The Bracken Scoring Assistant does more than quickly and accurately score test results, maintain test records, and create graphical and summary reports for the BBCS–3:R and BBCS:E. It also:

- Identifies related BCDP lesson plans, curriculum-based basic concept instructional exercises, appropriate for home and classroom settings
- Enables you to present a child’s performance and progress in a parent report available in both English and Spanish, minimizing the challenges of communicating with parents whose native language is Spanish

Materials and Prices

<table>
<thead>
<tr>
<th>BRACKEN SRA–3</th>
<th>BRACKEN SCORING ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>Scoring Assistant</td>
</tr>
<tr>
<td>015-8033-078-MPC899</td>
<td>015-8339-053-MPC899</td>
</tr>
<tr>
<td>$149.00</td>
<td>$149.00</td>
</tr>
</tbody>
</table>
Western Aphasia Battery—Revised (WAB—R) 2006
Andrew Kertesz

Maintains structure, content, and clinical value with key improvements
The Western Aphasia Battery—Revised (WAB—R) assesses adult patients with acquired neurological disorders (e.g., as a result of stroke, head injury, dementia). It assesses the linguistic skills most frequently affected by aphasia, in addition to key nonlinguistic skills, and provides differential diagnosis information.

New Features Mean Enhanced Utility
The WAB—R maintains the structure and overall content and clinical value of the current measure with these improvements:

- Two-part Record Form for ease of use—Part 1 includes oral language tasks for Aphasia Quotient; Part 2 includes supplemental tasks (Reading, Writing, Apraxia, Constructional, Visuospatial, and Calculation, and new Supplemental Reading and Writing tasks)
- New Supplemental Reading and Writing tasks aid in distinguishing between surface, deep, and visual dyslexia
- Items based on current relevance (e.g. toy gun replaced by book)
- Spiral-bound stimulus book replaces loose stimulus cards for ease of administration and storage
- Manual with test interpretation relevant to aphasic populations, historical evidence of reliability and validity, and information about the use of the WAB—R with individuals with dementia
- Revised administration directions—more user-friendly with directions to the examinee for all tasks
- Expanded scoring guidelines for clarity
- Bedside Record Form—provides quick look at functioning
- Record Form Part 2 includes space to record Raven’s Colored Progressive Matrices subtest responses for easier scoring

Materials and Prices

Complete Kit with Manipulatives
015-8440-862-MPC899
$299.00

Complete Kit without Manipulatives
015-8440-870-MPC899
$245.00

ADDITIONAL MATERIALS

Record Forms Part 1
Pkg of 25
015-8440-838-MPC899
$39.00

Record Forms Part 2
Pkg of 10
015-8441-01X-MPC899
$30.00

Bedside WAB—R Record Forms
Pad of 25
015-8440-846-MPC899
$25.00

Examiner’s Manual
015-8440-811-MPC899
$75.00

SPECIAL
Combo Part 1 and Part 2 Record Forms
Pkg of 10 each
Save $10.00
015-8440-927-MPC899
$59.00

For more information: PsychCorp.com
Cognitive Linguistic Quick Test (CLQT) 2001
Nancy Helm-Estabrooks

The Cognitive Linguistic Quick Test (CLQT) assists you to quickly determine severity ratings (normal, mild, moderate, severe) for five primary domains of cognition (Attention, Memory, Executive Functions, Language, and Visuospatial Skills) and a Composite Severity Rating for adults with known or suspected neurological impairment (e.g., as a result of stroke, traumatic brain injury, or dementia).

- A Clock Drawing Severity Rating can serve as a quick monitor of progress or decline
- Use CLQT results for direct treatment or everyday management of impaired skills, to identify the need for more in-depth testing, or to help determine a different diagnosis

Quick Screener
- Can be administered at a table or bedside (as long as patient can sit up and use a pen)
- Useful for screening a full range of cognitive processes with patients who may have decreased language skills

Materials and Prices

**Complete Kit**
015-8328-000-MPC899
$199.00

**ADDITIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Pkg of 25</th>
<th>015-8328-035-MPC899</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Record/Response Forms</td>
<td></td>
<td></td>
<td>$65.00</td>
</tr>
</tbody>
</table>

**Spanish Record/Response Forms**
Pkg of 15
015-8328-043-MPC899
$39.00

FOR MORE INFORMATION:
PsychCorp.com
# Test of Word Knowledge (TOWK) 1992

*Elisabeth H. Wiig and Wayne A. Secord*

**Evaluate receptive, expressive vocabulary**

The *Test of Word Knowledge* (TOWK) identifies students who lack (or excel in) the semantic skills and repertoires that are the foundation of mature language use in thinking, learning, and communication. It also provides a valuable criterion measure for evaluating residual or recovered semantic knowledge following traumatic head injury or acquired aphasia.

**TOWK evaluates:**
- Knowledge of figurative language
- Multiple meanings
- Conjunctions and transition words

You can evaluate specific problem areas or administer all subtests as a comprehensive assessment of semantic skills.

## Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Examiner’s Manual, Stimulus Manual, and 12 Record Forms</td>
<td>Record Forms</td>
</tr>
<tr>
<td>015-8541-251-MPC899</td>
<td>Pkg of 12</td>
</tr>
<tr>
<td>$199.00</td>
<td>015-8541-286-MPC899</td>
</tr>
<tr>
<td>$40.00</td>
<td></td>
</tr>
</tbody>
</table>

**Auditory Continuous Performance Test (ACPT) 1994**

*Robert W. Keith*

**Screen children for auditory attention deficits**

In as little as 10 minutes, screen children for auditory attention deficits with the *Auditory Continuous Performance Test (ACPT)*. Pass/Fail criterion scores for each age help identify whether a child’s performance matches that of children identified as having ADD/ADHD.

The test is easy; the child listens to single words and simply raises his or her thumb when hearing the targeted word.

## Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Examiner’s Manual, Test Audio CD, and 12 Record Forms</td>
<td>Record Forms</td>
</tr>
<tr>
<td>015-8005-600-MPC899</td>
<td>Pkg of 12</td>
</tr>
<tr>
<td>$135.00</td>
<td>015-8005-627-MPC899</td>
</tr>
<tr>
<td>$24.00</td>
<td></td>
</tr>
<tr>
<td>Complete Kit CD-ROM Version</td>
<td>Test CD-ROM</td>
</tr>
<tr>
<td>015-8006-755-MPC899</td>
<td>015-8006-763-MPC899</td>
</tr>
<tr>
<td>$145.00</td>
<td>$76.00</td>
</tr>
</tbody>
</table>
SCAN–C: Test for Auditory Processing Disorders in Children—Revised 2000
Robert W. Keith

Rule out central auditory processing disorders and ADHD

SCAN–C was developed to detect auditory processing difficulties in children.

- Evaluate children for ADHD to determine whether auditory processing difficulties are contributing to behavior
- Administer to children who have normal peripheral hearing, but poor listening skills, short auditory attention span, or difficulty understanding speech in the presence of background noise
- Child simply repeats the words and sentences heard on the CD (produced by Auditec)

Features
- Portable CD format—no expensive or specialized equipment needed
- Improved child-friendly instructions
- Qualitative information on 3- and 4-year-olds

Information on prevalence of ear advantage scores by age
- Test/retest reliability and construct validity studies
- Four subtests—Filtered Words, Auditory Figure-Ground, Competing Words, and Competing Sentences

SCANWARE™–C, Version 6.0
Use this Windows®-based program for a complete and accurate analysis and integration of SCAN–C results.

Materials and Prices

Complete Kit
- Examiner’s Manual, 25 Record Forms, and Audio CD in Vinyl Album
015-8914-651-MPC899
$209.00

ADDITIONAL MATERIAL
- Record Forms
- Pkg of 25
015-8914-678-MPC899
$50.00

SOFTWARE
- SCANWARE™–C, Version 6.0
- CD-ROM
015-8914-813-MPC899
$210.00

SCAN–A: A Test for Auditory Processing Disorders in Adolescents and Adults 1994
Robert W. Keith

Screen clients for auditory processing difficulties

Test middle school and high school students and adults to determine the presence of auditory processing difficulties with SCAN–A, an upward extension of the popular SCAN.

- Practical method to determine whether an auditory processing difficulty is present
- Four subtests include:
  - Filtered Words, Auditory Figure-Ground, Competing Words, and Competing Sentences

Use SCAN–A with your clients who have normal hearing acuity, but poor understanding of speech when listening conditions are less than optimal.

SCANWARE™–A, Version 6.0
Use this Windows®-based program for a complete and accurate analysis and interpretation of SCAN–A results.

Materials and Prices

Audio CD in Vinyl Album Complete Kit
- Includes Examiner’s Manual, with an Audio CD in vinyl Album, and 12 Record Forms
015-8914-694-MPC899
$209.00

ADDITIONAL MATERIAL
- Record Forms
- Pkg of 12
015-8914-627-MPC899
$25.00

SOFTWARE
- SCANWARE™–A, Version 6.0
015-8914-732-MPC899
$210.00
Children’s Communication Checklist–2
U.S. Edition (CCC–2) 2006
Dorothy Bishop

Ten minutes, one test… assess social-language and communication skills

The Children’s Communication Checklist–2 U.S. Edition (CCC–2) was developed as a parent or caregiver rating scale. The methodology allows for the child to be assessed by someone who knows the child in a natural, familiar environment. The rating scale offers the flexibility to:

- Rate aspects of communication such as speech, vocabulary, sentence structure, and social language skills of children and adolescents who speak in sentences
- Screen for general language impairments
- Identify children with pragmatic language impairment
- Identify children who may benefit from further assessment for autism spectrum disorder
- Detect deficits in pragmatic language not identified by other tests

Materials and Prices

Complete Kit
Computerized scoring program included
015-8440-48X-MPC899
$165.00

ADDITIONAL MATERIALS

Manual
015-8440-471-MPC899
$89.00

Caregiver Response Forms
Pkg of 25 015-8440-501-MPC899
$39.00

Scoring Worksheets
Pkg of 25 015-8440-51X-MPC899
$22.00

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

Measure an individual’s understanding of grammatical contrasts

The TROG–2 evaluates the understanding of grammatical constructs using a multiple choice format.

What’s New with TROG–2

- Expands the age range and ceiling to effectively measure the receptive grammar of secondary-aged school children and young adults
- Includes narrower age bands in the standardization process to reflect the rapid changes in grammatical comprehension that occur in young children
- Improves the administration process with updated colorful stimuli
- Incorporates two new sentence structure assessments — pronoun bounding and center-embedded
- Discusses clinical research in the manual

Materials and Prices

Complete Kit
Includes Manual, Stimulus Book, and 25 Record Forms in a bag
015-8075-34X-MPC899
$215.00

ADDITIONAL MATERIAL

Record Forms
Pkg of 25 015-8075-358-MPC899
$55.00

FOR MORE INFORMATION: PsychCorp.com
The Boston Diagnostic Aphasia Examination, Third Edition (BADE) 2000
Harold Goodglass, Edith Kaplan, and Barbara Barresi

Diagnose aphasia syndromes

Gain critical insight into your client’s functioning by using this practical, individually administered test of aphasia.

The Boston Diagnostic Aphasia Examination (BADE) is a group of seven products for assessing the impairment of aphasia.

New Features
- Short version
- Supplemental measures incorporated into test materials
- Statistical bases for revised exam
- Fully updated edition of the text, The Assessment of Aphasia and Related Disorders

Boston Naming Test
Available as part of the BADE or separately, the Boston Naming Test will assist you in detecting mild word-retrieval deficits.

Materials and Prices

Complete Kit
Includes one of all components: The Assessment of Aphasia and Related Disorders, Stimulus Cards, Scoring Booklets (Apahasia Exam), Training Video, and Boston Naming Test

015-8358-562-MPC899 $215.00

ADDITIONAL MATERIALS

Record Booklets (for Aphasia Exam only)
Pkg of 25 015-8358-570-MPC899 $25.00

Short Form Record Booklets
Pkg of 25 015-8358-589-MPC899 $25.00

BDAE-3 Naming Test Kit—Revised
Includes spiral-bound Picture Cards and BNT Record Booklets

015-8358-600-MPC899 $65.00

Boston Naming Test Record Booklets
Pkg of 25 015-8358-597-MPC899 $25.00

Burns Brief Inventory of Communication and Cognition (Burns Inventory) 1997
Martha S. Burns

Quickly identify communication and cognitive deficits in adults

Evaluate individuals who have communication or cognitive deficits as a result of a neurological injury.

The Burns Brief Inventory of Communication and Cognition (Burns Inventory) will assist in:
- Determining which skills are impaired
- Selecting appropriate treatment targets and functional treatment goals

Three Inventories
- Right Hemisphere
- Left Hemisphere
- Complex Neuropathology

Helps Plan Intervention
- Plot results on target treatment grid on Record Form
- Determine a starting point and set goals for intervention

Materials and Prices

Complete Kit
Includes Examiner’s Manual, 15 Left Hemisphere Record Forms, 15 Right Hemisphere Record Forms, 15 Complex Neuropathology Record Forms, Stimulus Plates (one set of 31), and Audioscassette Tape

015-8029-003-MPC899 $195.00

ADDITIONAL MATERIALS

Left Hemisphere Record Forms
Pkg of 15 015-8029-038-MPC899 $30.00

Right Hemisphere Record Forms
Pkg of 15 015-8029-02X-MPC899 $30.00

Complex Neuropathology Record Forms
Pkg of 15 015-8029-046-MPC899 $30.00

FOR MORE INFORMATION:
PsychCorp.com
Psychopathology

Dedicated clinicians, helping those who have difficulty dealing with the issues of living, need specialized tools capable of assisting in identifying and evaluating mental health issues to improve patient lives.

We continue to offer new mental health instruments — modular and customizable — designed to allow clinicians the flexibility to tailor their assessment using the scales he or she needs for each particular case.

We are pleased to offer you assessments, such as these to enhance your practice and decision making.

- **Beck Youth Inventories — Second Edition (BYI–II)**
  pages 152-153
- **Beck Depression Inventory—II (BDI–II)**
  page 154
- **Resiliency Scales for Children & Adolescents** NEW!
  pages 158-159
- **Reynolds Bully Victimization Scales for Schools (RBVS) — Group Administration**
  page 159
- **Children’s PTSD Inventory**
  page 161
- **Sleep Disorders Inventory for Students (SDIS)**
  page 162
Beck Youth Inventories™—Second Edition
For Children and Adolescents (BYI–II) 2005
Judith S. Beck and Aaron T. Beck, with John B. Jolly

Ages
7:0-18:0 years

Forms
Five inventories of 20 questions each

Norms
Representative of the U.S. population for age, gender, ethnicity, and socio-economic status

Administration
5 minutes per inventory; Individual or Group

Scores
T scores

Qualification Levels
C, Q1, Q2

Benefits of BYI–II
- Save time with brief screening tools
- Track students over time using the same group of integrated instruments
- Assess adolescents with special needs and low reading levels
- Identify impaired children for referral to more extensive assessment services
- Identify potential vulnerability to bully/victimization
- Administer individually or in a group

The new Beck Youth Inventories™—Second Edition for Children and Adolescents (BYI–II) are designed for children and adolescents ages 7-18 years. Five self-report inventories can be used separately or in combination to assess a child’s experience of depression, anxiety, anger, disruptive behavior, and self-concept. Ease of use and flexibility of scoring allow for problem identification and prevention without extensive training. Results aid in the screening, planning, and monitoring of children and adolescents for educational placement and clinical treatment.

Comply with IDEA 2004 legislation, requiring that schools provide special services and accommodation for children with social and/or emotional impairments that interfere with their functioning in the school setting.

Compare BYI–II Profiles of adolescents to BYI–II Profiles of clinical diagnostic groups.

Examine strength of BYI–II Self Concept measure relative to symptom strength in planning interventions.

Content and Features
The five self-report inventories draw on the same principles as the widely-used Beck Depression Inventory™—II and other Beck Scales for Anxiety, Hopelessness, and Suicide Ideation. Each inventory contains 20 questions about thoughts, feelings, and behaviors associated with emotional and social impairment in youth. The inventories are written at a second-grade reading level and may be read aloud to those with reading difficulties.

Related Product
RESILIENCY Scales For Children & Adolescents™
A Profile of Personal Strengths

For more information:
Visit PsychCorp.com
ness and guilt, and sleep disturbance.

**Anxiety Inventory**
Reflects children’s and adolescents’ specific worries about school performance, the future, negative reactions of others, fears including loss of control, and physiological symptoms associated with anxiety.

**Anger Inventory**
Evaluates a child’s or adolescent’s thoughts of being treated unfairly by others, feelings of anger and hatred.

**Disruptive Behavior Inventory**
Identifies thoughts and behaviors associated with conduct disorder and oppositional-defiant behavior.

**Self-Concept Inventory**
Taps cognitions of competence, potency, and positive self-worth.

**Norms**
The inventories were developed and normed using standardization samples of American youth stratified to match the U.S. Census. T scores allow profile analysis and assist in conceptualizing how depression, anxiety, and anger may all be a part of the individual’s distress.

### BYI–II Clinical Uses
- Clinical ranges for symptom severity
- Profile analysis for general understanding
- Items and item clusters as probes for deeper understanding

### Using BYI–II in Schools
- General screening
- Part of an initial eligibility determination
- Reevaluations
- Progress monitoring of IEP goals
- Consistent with IDEA 2004 legislation requirements

### Now assess clients to age 18

### Materials and Prices

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYI–II Starter Kit</td>
<td>015-8014-197-MPC899</td>
<td>$165.00</td>
</tr>
<tr>
<td>ADDITIONAL MATERIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BYI–II Combination Inventory Booklets</td>
<td>015-8014-235-MPC899</td>
<td>$95.00</td>
</tr>
<tr>
<td>Anger Inventory</td>
<td>015-8014-367-MPC899</td>
<td>$46.00</td>
</tr>
<tr>
<td>Anxiety Inventory</td>
<td>015-8014-340-MPC899</td>
<td>$46.00</td>
</tr>
<tr>
<td>Depression Inventory</td>
<td>015-8014-324-MPC899</td>
<td>$46.00</td>
</tr>
<tr>
<td>Disruptive Behavior Inventory</td>
<td>015-8014-383-MPC899</td>
<td>$46.00</td>
</tr>
<tr>
<td>Self-Concept Inventory</td>
<td>015-8014-405-MPC899</td>
<td>$46.00</td>
</tr>
<tr>
<td>BYI–II Manual</td>
<td>015-8100-00X-MPC899</td>
<td>$85.00</td>
</tr>
</tbody>
</table>

Profile form illustrates BYI-II Profile differences in clinical diagnostic groups.
Beck Depression Inventory®—II (BDI®—II) 1996
Aaron T. Beck, Robert A. Steer, and Gregory K. Brown

Quickly assess depression with the Beck Depression Inventory–II (BDI–II), in line with the depression criteria of the *Diagnostic and Statistical Manual of Mental Health Disorders–Fourth Edition* (DSM–IV–TR). The *Beck Depression Inventory®* takes just five minutes to complete and is clinically sensitive.

**Familiar Format**
The BDI–II consists of 21 items to assess the intensity of depression in clinical and normal patients. Each item is a list of four statements arranged in increasing severity about a particular symptom of depression.

**Use for:**
- Screening
- Diagnosis
- Monitoring therapeutic progress
- Both inpatient and outpatient settings

**Features**
- Aligns with DSM–IV criteria
- Replaced items that dealt with symptoms of weight loss, changes in body image, and somatic preoccupation
- Examines loss of energy
- Assesses both increases and decreases in sleep and appetite
- Assesses symptoms over two weeks (required by DSM–IV guidelines)
- Quick and easy to administer and score
- Focused evaluation tool
- Extensively researched
- Cost effective

**Clinical Sensitivity**
After testing original and new items on a large clinical sample (N = 500), test developers compared item-option characteristic curves. The items showed improved clinical sensitivity, with the reliability of the BDI–II (Coefficient Alpha = .92) higher than the BDI (Coefficient Alpha = .86).

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Product</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Kit</td>
<td>015-8018-370-MPC899</td>
<td>$99.00</td>
</tr>
<tr>
<td>Scannable Record Forms</td>
<td>015-8019-822-MPC899</td>
<td>$46.00</td>
</tr>
<tr>
<td>Spanish Record Forms</td>
<td>015-8018-494-MPC899</td>
<td>$46.00</td>
</tr>
<tr>
<td>Manual</td>
<td>015-8018-389-MPC899</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

---

*BDI,”“Beck Computer Scoring,” and “Beck Depression Inventory” are trademarks of Harcourt Assessment, Inc., registered in the U.S. and/or other jurisdictions.*

FOR MORE INFORMATION: PsychCorp.com
Beck Hopelessness Scale® (BHS®) 1988, 1993
Aaron T. Beck

Measure negative or suicidal attitudes about the future

Use Beck Hopelessness Scale (BHS) to measure aspects of hopelessness: feelings about the future, loss of motivation, and expectations. Patients can endorse a pessimistic statement or deny an optimistic statement.

Predicts Eventual Suicide
Research consistently supports a positive relationship between BHS scores and measures of depression, suicidal intent, and ideation.

Beck Scale for Suicide Ideation® (BSS®) 1991
Aaron T. Beck

Evaluate suicidal thinking
Conduct a more focused examination of a patient's suicidal intent by using the Beck Scale for Suicide Ideation (BSS) as a starting point.

Five Screening Items
The scale contains 21 items. Five screening items reduce the length and the intrusiveness of the questionnaire for patients who are non-suicidal.

Beck Anxiety Inventory® (BAI) 1990, 1993
Aaron T. Beck

Measure anxiety levels
Quickly assess the severity of patient anxiety with the Beck Anxiety Inventory (BAI). Patients respond to 21 items rated on a scale from 0 to 3. Each item is descriptive of subjective, somatic, or panic-related symptoms of anxiety.

Clinical Validity
BAI has been found to discriminate well between anxious and nonanxious diagnostic groups in a variety of clinical populations. Data are reported on samples of patients who were diagnosed as having panic disorder with agoraphobia, panic disorder without agoraphobia, social phobia, obsessive-compulsive disorder, and generalized anxiety.

For more information: PsychCorp.com

Materials and Prices

BHS
Complete Kit
Includes Manual, 25 Record Forms, and Scoring Key
015-8133-609-MPC899
$99.00

ADDITIONAL MATERIALS
Record Forms
Pkg of 25
015-8133-625-MPC899
$46.00

Scannable Record Forms
Pkg of 25
015-8019-652-MPC899
$46.00

Spanish Record Forms
Pkg of 25
015-8019-966-MPC899
$46.00

Scoring Key
015-8133-641-MPC899
$13.00

BSS
Complete Kit
Includes Manual and 25 Record Forms
015-8018-443-MPC899
$99.00

ADDITIONAL MATERIALS
Record Forms
Pkg of 25
015-8018-46X-MPC899
$46.00

Scannable Record Forms
Pkg of 25
015-8019-687-MPC899
$46.00

Spanish Record Forms
Pkg of 25
015-8019-923-MPC899
$46.00

BAI
Complete Kit
Includes Manual and 25 Record Forms
015-8018-400-MPC899
$99.00

ADDITIONAL MATERIALS
Record Forms
Pkg of 25
015-8018-427-MPC899
$46.00

Scannable Record Forms
Pkg of 25
015-8019-636-MPC899
$46.00

Spanish Record Forms
Pkg of 25
015-8018-923-MPC899
$46.00

Clark-Beck Obsessive–Compulsive Inventory
See page 157

FOR MORE INFORMATION: PsychCorp.com
Beck InterpreTrak™ 2000
Aaron T. Beck
Interpret symptom patterns and track clinical progress on all four Beck Scales

This efficient software program analyzes your client’s unique pattern of item responses across the widely-used Beck Depression Inventory™–II, Beck Anxiety Inventory®, Beck Hopelessness Scale®, and Beck Scale for Suicide Ideation®.

Valuable Interpretive Report
After analyzing item responses, InterpreTrak summarizes results in a single interpretive report with insights from renowned cognitive psychotherapy expert Aaron T. Beck, M.D.

You can view an interpretive report based on results of either a single test or a combination of more than one Beck Scale; the session graph provides a summary of all tests administered.

Treatment Tracking
InterpreTrak also helps you monitor therapeutic progress by generating longitudinal graphs and outcome ratings for each client, an effective way to monitor patient progress and make necessary treatment adjustments.

Clinician-Friendly Tool
■ Cost-effective
■ Easy to use
■ Saves valuable treatment time
■ Available with a comprehensive online help file

Materials and Prices
CD-ROM Version
015-8019-237-MPC899
$65.00

BDI®–FastScreen for Medical Patients 2000
Aaron T. Beck, Robert A. Steer, and Gregory K. Brown
Quickly screen for depression in adolescents and adults

A brief version of the Beck Depression Inventory™–II designed specifically for medical patients, BDI®–FastScreen For Medical Patients complies with DSM-IV. BDI–FastScreen measures the severity of depressive symptoms corresponding to the psychological, non-somatic criteria for diagnosing major Depressive Disorders in the Diagnostic and Statistical Manual of Mental Health Disorders–Fourth Edition (DSM–IV–TR).

Isolates Depressive Symptoms
■ Reflects the cognitive and affective symptoms of depression
■ Quick and effective way to identify depression
■ Excludes symptoms that might be related to medical problems

This test was developed specifically for evaluating depression in patients whose behavioral and somatic symptoms attributable to biological, medical, and alcohol or substance abuse problems that may confound diagnosis.

This cost-effective, focused evaluation tool is self-administered in just a few minutes and easily scored by office staff.

Materials and Prices

Complete Kit Includes Manual and 50 Record Forms
015-8019-415-MPC899
$99.00

Spanish Record Forms Pad of 25
015-8339-932-MPC899
$25.00

Additional Materials

Record Forms Pad of 50
015-8019-431-MPC899
$49.00

Scannable Record Forms Pad of 50
015-8019-768-MPC899
$49.00

FOR MORE INFORMATION:
PsychCorp.com
Use the **Clark-Beck Obsessive-Compulsive Inventory (CBOCI)**, a reliable measure of Obsessive-Compulsive Disorder (OCD) modeled after the widely used BDI–II.

**Efficient Screener**
- Includes 11 items that assess obsessive behaviors and 14 items that assess compulsive behaviors
- Allows follow-up with a more intensive diagnostic interview once the presence of symptoms has been established

**Complements the Beck Scales**
- Patterned after the BDI–II, with a similar response format and structure
- Can be used in conjunction with the Beck Scales for Depression, Anxiety, Hopelessness, and Suicide Ideation for a more comprehensive measure of psychopathology

Integration helps in understanding possible comorbidity and in formulating and evaluating treatment

**Reflects DSM–IV–TR**
The CBOCI is consistent with current DSM–IV–TR diagnostic criteria for OCD. It also reflects recent advances in theory and research on key cognitive and behavioral processes underlying OCD.

**Features and Benefits**
- Provides an assessment of both obsessions and compulsions
- Assesses both the content of OC symptoms as well as their frequency and severity
- Can be used repeatedly throughout treatment to assess effectiveness
- CBOCI performed well regarding sensitivity to OC symptoms and disorders (based on empirical research)

Due to its cognitive-behavioral orientation, the CBOCI is well suited to assist in case formulation and treatment outcome evaluation of cognitive-behavioral interventions for OCD. Despite its brevity, it is able to discriminate OCD as well as much longer and more complicated measures.

---

**Suicidal Ideation Questionnaire (SIQ) 1987**

**Assess thoughts about suicide in adolescents**

Assess thoughts about suicide in young children and adolescents with the **Suicidal Ideation Questionnaire (SIQ)**, a supplement to the Reynolds Adolescent Depression Scale.

- Self-report inventory
- May be administered in individual or small-group settings
- Specialized version (SIQ–JR) developed for use with adolescents in junior high school

- Both versions incorporate a Cutoff Score that represents a clinically relevant level of suicidal ideation

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Kit</strong></td>
<td>015-8177-460-MPC899</td>
<td>$99.00</td>
</tr>
<tr>
<td><strong>ADDITIONAL MATERIAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Record Forms</strong></td>
<td>015-8177-495-MPC899</td>
<td>$46.00</td>
</tr>
</tbody>
</table>

---

**Suicidal Ideation Questionnaire (SIQ–JR) 1992**

**Assess thoughts about suicide in young children**

Assess thoughts about suicide in young children with the **Suicidal Ideation Questionnaire (SIQ–JR)**, a supplement to the Reynolds Adolescent Depression Scale.

- Self-report inventory
- May be administered in individual or small-group settings
- Specialized version (SIQ–JR) developed for use with young children

- Both versions incorporate a Cutoff Score that represents a clinically relevant level of suicidal ideation

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manual</strong></td>
<td>015-8951-964-MPC899</td>
<td>$48.00</td>
</tr>
<tr>
<td><strong>Scoring Key</strong></td>
<td>015-8951-93X-MPC899</td>
<td>$21.00</td>
</tr>
<tr>
<td><strong>Hand-Scorable Answer Sheets</strong></td>
<td>015-8951-921-MPC899</td>
<td>$52.00</td>
</tr>
</tbody>
</table>

---

**Suicidal Ideation Questionnaire (SIQ–JR) Scoring Key**

- Self-report inventory
- May be administered in individual or small-group settings
- Specialized version (SIQ–JR) developed for use with young children

- Both versions incorporate a Cutoff Score that represents a clinically relevant level of suicidal ideation

---

**Materials and Prices**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manual</strong></td>
<td>015-8951-956-MPC899</td>
<td>$21.00</td>
</tr>
<tr>
<td><strong>Hand-Scorable Answer Sheets</strong></td>
<td>015-8951-948-MPC899</td>
<td>$52.00</td>
</tr>
</tbody>
</table>
Why do Some Children and Adolescents Adjust or Recover and Others Do Not?
The Resiliency Scales for Children & Adolescents™ measures the personal attributes of the child that are critical for resiliency. The scales are composed of three stand-alone global scales of 20-24 questions each and ten subscales:

- **Sense of Mastery Scale:** Optimism, Self-efficacy, and Adaptability increases the likelihood that the individual will be able to cope with adverse circumstances
- **Sense of Relatedness Scale:** Trust, Support, Comfort, Tolerance serve as a buffer against stress
- **Emotional Reactivity Scale:** Sensitivity, Recovery, Impairment evaluate vulnerability to stress or impact from adversity as related to the individual’s pre-existing level of emotional reactivity

Why Assess Resiliency?
- Build positive psychology into your assessment practice through strength identification and enhancement
- Resiliency levels influence outcomes of many disorders
- Patterns of strengths within the resiliency domains can influence intervention strategies and goals
- Children with depression or anxiety may have different prognoses and lengths of care depending on their level of resiliency
- Victims of school bullying may respond differently depending on their resiliency profile
- Course of care may vary for children with adjustment reactions to divorce, loss, or other life events
- Children with posttraumatic stress disorder may respond differently depending on their resiliency profile

Children- and Adolescent-Friendly
- Scales focus on strengths as well as symptoms and vulnerabilities
- Results are easily interpreted and discussed with children, teachers, and parents
- Third-grade reading level allows use with those who have special needs, including reading difficulty

Treatment Focused
Normed with the Beck Youth Inventories—Second Edition to link a Resiliency Profile with specific symptoms for more targeted treatment planning

Ideal When Used With:
- Beck Youth Inventories—Second Edition
- Reynolds Bully Victimization Scales
- Brown Attention-Deficit Disorder Scales

Clinical Utility — A New Way to Understand Vulnerability
- Screening with the Personal Resiliency Profile
- Quantification of the Personal Resiliency Profile using the Resource and Vulnerability Indices

**For more information:**
PsychCorp.com

**Ages**
9:0-18:0 years

**Forms**
Three stand-alone global scales

**Norms**
Representative of the U.S. population within gender by ethnicity and parent education level for children ages 9-18

**Administration**
5 minutes per scale;
Individual or Group

**Scores**
T scores for global scales;
Scaled scores for subscales

**Qualification Levels**
B, Q2

*“Resiliency Scales for Children & Adolescents” is a trademark of Harcourt Assessment, Inc., registered in the U.S. and/or other jurisdictions.*
Materials and Prices

**Complete Kit**
Includes Manual and 25 Combination Scales Booklets
015-8234-634-MPC899
$99.00

**ADDITIONAL MATERIALS**

**Manual**
015-8234-650-MPC899
$62.00

**Combination Scales Booklets**
Pkg of 25
015-8234-642-MPC899
$64.00

**SPECIAL**

Beck Youth Inventories—II and Resiliency Scales for Children & Adolescents Combination Kit
Save $25.00
015-8014-456-MPC899
$239.00

---

### Reynolds Bully Victimization Scales for Schools—Group Administration (RBVS) 2003

William Reynolds

Assess school safety concerns across the whole school or district

**Materials and Prices**

**School Starter Kit**
Includes Manual and 30 packages of Answer Documents
015-8339-282-MPC899
$440.00

**ADDITIONAL MATERIALS**

**Manual**
015-8630-017-MPC899
$75.00

**Consumable/Machine-Scorable Answer Documents**
Pkg of 30
015-8339-290-MPC899
$45.00

**SCORING AND REPORTING**

**Prices**
Prices are per student unless otherwise stated. There is a $150 minimum charge per shipment. Transportation and handling are additional. These documents along with your completed test should be sent to Harcourt Assessment Central Scoring Services, 19500 Bulverde Road, San Antonio, TX 78259-3701.

**How to Order**
To place your order for RBVS Scoring & Reporting Services, you will need to complete a RBVS Order for Scoring Services (OSS) and a Scoring Service Identification form (SSID) for each basic reporting unit submitted. These documents along with your completed tests should be sent to Harcourt Assessment Central Scoring Services. See Terms and Conditions on HarcourtAssessment.com for additional information needed to process your request. For assistance, call the Scoring Hotline: 800-328-5999.

**Return of Score Reports**
Once your shipment has arrived at the Scoring center, please allow approximately 21 calendar days plus shipping time to process your order. If your order is not processable upon arrival, our Alerts staff will contact you and your score reports may be delayed.

**Basic Service**
Includes scan/score charge and Roster Report and Group Report (2 copies each).

**For more information:**
Visit PsychCorp.com for technical reports, case studies, and more!

---

**Identify children who indicate low personal resources before they fall behind**

**Identify children who indicate high vulnerability before the emergence of symptoms**

**Personal Vulnerability Index:**
This tool allows you to compare the difference between a child’s experience of personal resources with their experience of emotional reactivity.

---

**Related Product**
Beck Youth Inventories—Second Edition For Children & Adolescents
See pages 152-153
Reynolds Bully Victimization Scales for Schools (RBVS) 2003

William Reynolds

These three self-report, standardized instruments form a comprehensive picture of the child's experience of peer-related threat, level of distress, and anxiety related to school safety. Results provide benchmarks for identifying a child for intervention or for identifying what students perceive as a threatening or unsafe school environment.

**Bully Victimization Scale (BVS)**
- Designed to assess bullying behavior and bully victimization experiences
- Helps identify those who bully as well as their victims who often feel distressed, disenfranchised, and alienated from school

**Bully-Victimization Distress Scale (BVDS)**
- Evaluates victimization distress
- Measures a child's psychological response to bullying
- Determines the internalizing and externalizing nature of distress

**School Violence Anxiety Scale (SVAS)**
- Measures a child's level of anxiety about the school as a safe environment; specific to physical harm at school, harassment at school, and the potential for violence occurring at school
- Evaluates physiological, cognitive, and emotional components of anxiety

**Features and Benefits**
- When administered with other instruments, such as the Beck Youth Inventories™, individual clinical profiles can be developed to understand and treat the psychological underpinnings of bullying and victimization
- Can be used to monitor environmental changes associated with new safe school initiatives

The scales can be administered all at once to monitor and track severity of distress levels in order to plan intervention programs that support a safe school environment.

---

**Materials and Prices**

|---|---|---|---|

**ADDITIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Bully Victimization Scale (BVS)–English</th>
<th>Pad of 30</th>
<th>015-8630-025-MPC899</th>
<th>$36.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bully-Victimization Distress Scale (BVDS)–English</td>
<td>Pad of 30</td>
<td>015-8630-05X-MPC899</td>
<td>$36.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Violence Anxiety Scale (SVAS)–English</th>
<th>Pad of 30</th>
<th>015-8630-041-MPC899</th>
<th>$36.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring Key for Bully Victimization Scale (BVS)–English/Spanish</td>
<td>015-8630-033-MPC899</td>
<td>$60.00</td>
<td></td>
</tr>
<tr>
<td>Scoring Key for Bully-Victimization Distress Scale (BVDS)–English/Spanish</td>
<td>015-8630-068-MPC899</td>
<td>$60.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bully Victimization Scale (BVS)–Spanish</th>
<th>Pad of 30</th>
<th>015-8630-076-MPC899</th>
<th>$36.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bully-Victimization Distress Scale (BVDS)–Spanish</td>
<td>Pad of 30</td>
<td>015-8630-092-MPC899</td>
<td>$36.00</td>
</tr>
<tr>
<td>School Violence Anxiety Scale (SVAS)–Spanish</td>
<td>Pad of 30</td>
<td>015-8630-084-MPC899</td>
<td>$36.00</td>
</tr>
</tbody>
</table>
Unique Tool for DSM–IV–TR Diagnosis in Children and Adolescents

The Children's PTSD Inventory (CPTSDI) offers an efficient and effective diagnostic solution. When there is a discernible history of trauma, use it in conjunction with additional clinically relevant information to save time in making accurate diagnoses. Developed by one of the nation’s leading experts in PTSD in children, clinicians now have a comprehensive diagnostic measure for children as young as 6 years old. The real advantage of the CPTSDI is its child-friendly language and its ability to rule out PTSD, as well as identify the type of disorder in alignment with DSM–IV criteria.

Make Differential Diagnosis — Even with the Presence of Comorbid Disorders

When children and adolescents manifest generalized symptoms of anxiety, depression, distractibility, or lower academic performance, PTSD can be the underlying cause. Children and adolescents may be unlikely to discuss traumatic events, not wanting to re-experience their distressing feelings. Now, these difficulties can be overcome through this structured interview format.

Features and Benefits are Extensive

- Complete and comprehensive — more than simple scales or checklists
- Jargon-free, developmentally appropriate language
- Information can be used to develop treatment plans and judge efficacy of programs/interventions
- Decision tree allows for early opt-out if negative response is yielded
- Psychometric properties are based on cases exposed to a wide range of traumatic incidents, such as physical assaults, rapes, gunshots, animal attacks, and serious accidents

Materials and Prices

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIALS</th>
<th>Inventory Forms (Spanish)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Examiner's Manual and 25 English Inventory Forms</td>
<td>Inventory Forms (English)</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>015-8038-274-MPC899</td>
<td>Pkg of 25</td>
<td>015-8038-312-MPC899</td>
</tr>
<tr>
<td>$141.00</td>
<td>015-8038-290-MPC899</td>
<td>$54.00</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION: PsychCorp.com

Canadian French Inventory Forms are available through the Harcourt Canadian office. Call toll-free 866-335-9427 to order.

*Children's PTSD Inventory* is a trademark of Harcourt Assessment, Inc., registered in the U.S. and/or other jurisdictions.

PV_161_164_01_Psychoptopathology_20150520011176
Nearly 15% or 10.5 million children in the U.S. have an undiagnosed sleep disorder that negatively impacts their lives. Sleep Disorders Inventory for Students (SDIS), developed by a leading researcher of pediatric sleep disorders, is a simple yet scientifically based, valid, and reliable screening tool that provides information that can dramatically improve a child's or adolescent's life.

- Determines sleep disorder risk level; Normal Sleep, Caution, or High Risk
- Diagnosing a potentially fatal disorder, such as sleep apnea, can save a child's life

Two Forms
- Involves parents or caregivers in the evaluation process—complete the appropriate SDIS inventory record form

Features
- Manual on CD-ROM includes scoring software
- Sleep Training DVD — optional 3 – hour presentation by five pediatric sleep disorder professionals
- Provides interpretive report with suggested interventions

Screens for major sleep disorders
- Obstructive Sleep Apnea Syndrome
- Periodic Limb Movement Disorder
- Delayed Sleep Phase Syndrome
- Excessive Daytime Sleepiness
- Narcolepsy

The Negative Effects of Sleep Disorders
- One in six children may have a hidden sleep disorder that affects their ability to perform at their best
- Less than two percent of all children with sleep disorders are identified and treated
- Untreated sleep disorders may impair learning, memory, cognitive functioning, and executive functioning. They have also been linked to behavior problems and ADHD

The Positive Outcomes of Sleep Disorder Diagnosis
- In a nationwide study of 595 students conducted by the author, when sleep problems were corrected, 70 percent of behavior problems decreased significantly.

Start-up Kit for child and adolescent
Includes 25 Child Record Forms, 25 Adolescent Record Forms, and Technical Manual with Scoring and Report (on CD-ROM only)

<table>
<thead>
<tr>
<th>Language</th>
<th>Kit Type</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Child</td>
<td>$275.00</td>
</tr>
<tr>
<td></td>
<td>Adolescent</td>
<td>$275.00</td>
</tr>
<tr>
<td></td>
<td>English Kit</td>
<td>$275.00</td>
</tr>
<tr>
<td></td>
<td>Spanish Kit</td>
<td>$289.00</td>
</tr>
</tbody>
</table>

Start-up Kit
Includes 25 Record Forms and Technical Manual with Scoring and Report (on CD-ROM only)

<table>
<thead>
<tr>
<th>Kit Type</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>$275.00</td>
</tr>
<tr>
<td>Adolescent</td>
<td>$275.00</td>
</tr>
<tr>
<td>Technical</td>
<td>$275.00</td>
</tr>
</tbody>
</table>

Training DVD
Training Presentation
015-8149-300-MPC899
$20.00

Additional Materials

<table>
<thead>
<tr>
<th>Language</th>
<th>Kit Type</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Record Forms</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td>Adolescent</td>
<td>$36.00</td>
</tr>
<tr>
<td>Spanish</td>
<td>Record Forms</td>
<td>$44.00</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>$44.00</td>
</tr>
<tr>
<td></td>
<td>Adolescent</td>
<td>$44.00</td>
</tr>
</tbody>
</table>
**Trauma Symptom Inventory™ (TSI™) 1995**

*John Briere*

**Evaluate acute and chronic posttraumatic symptomatology**

The **Trauma Symptom Inventory** (TSI) considers the trauma effects of rape, spousal abuse, physical assault, combat, major accidents, natural disasters, and the lasting effects of childhood abuse.

**Multiple Scales**

This 100-item test includes 10 clinical scales that measure the extent to which the respondent endorses trauma-related symptoms. Three validity scales assess atypical and inconsistent responses.

**Scoring Program**

The **Trauma Symptom Inventory™ Scoring Program (TSI–SP™)** automatically scores and profiles the 13 TSI scales—plus three additional summary factor scales.

---

**Materials and Prices**

**Introductory Kit**

Includes Manual, 10 Reusable Item Booklets, 25 Hand-Scorable Answer Sheets, and 25 each of Male and Female Profile Forms

- 015-8966-341-MPC899
  - 20 minutes
  - $220.00

**ADDITIONAL MATERIALS**

**Reusable Item Booklets**

Pkg of 10

- 015-8966-368-MPC899
  - Male Profile Forms
  - Pkg of 25
  - $42.00

- 015-8966-384-MPC899
  - Female Profile Forms
  - Pkg of 25
  - $42.00

---

**Trauma Symptom Checklist for Children™ (TSCC™) 1996**

*John Briere*

**Identify children who have experienced traumatic events**

Use the **Trauma Symptom Checklist for Children** (TSCC) to evaluate posttraumatic stress and related psychological symptomatology in children who have experienced or witnessed traumatic events such as physical or sexual abuse, major loss, natural disaster, or violence.

**Features**

- Reliable 54-item self-report
- Easy to administer and score
- Six clinical scales and two validity scales
- Eight critical items
- Profile Forms allow for conversion of raw scores to age- and sex-appropriate T scores and graphing of results

**Alternate Version**

The alternate 44-item version (TSCC-A) is identical to the TSCC, except that it makes no reference to sexual issues and includes only seven critical items.

---

**Materials and Prices**

**TSCC Introductory Kit**

Includes Manual, 25 TSCC Test Booklets, and 25 each of Male and Female Profile Forms

- 015-8966-406-MPC899
  - 20 minutes
  - $170.00

**TSCC A Introductory Kit**

Includes Manual, 25 TSCC-A Test Booklets, and 25 each of Male and Female Profile Forms

- 015-8966-414-MPC899
  - 20 minutes
  - $170.00

**ADDITIONAL MATERIALS**

**TSCC Test Booklets**

Pkg of 25

- 015-8966-430-MPC899
  - Male Profile Forms
  - Pkg of 25
  - $62.00

- 015-8966-449-MPC899
  - Female Profile Forms
  - Pkg of 25
  - $62.00

**TSCC Profile Forms for Males**

Pkg of 25

- 015-8966-457-MPC899
  - $34.00

**TSCC Profile Forms for Females**

Pkg of 25

- 015-8966-465-MPC899
  - $34.00
**Detailed Assessment of Posttraumatic Stress**™ (DAPS™) 2001

*John Briere*

**Assess trauma exposure and symptoms of posttraumatic stress**

The Detailed Assessment of Posttraumatic Stress (DAPS) is a 104-item, comprehensive self-administered clinical measure of trauma exposure and posttraumatic stress in adults who have a history of exposure to one or more potentially traumatic events.

- Generates a tentative diagnosis of Posttraumatic Stress Disorder (PTSD) or Acute Stress Disorder, which can then be confirmed by a structured clinical interview.
- Scales include three PTSD clusters (Reexperiencing, Avoidance, and Hyperarousal) and three associated features of PTSD: Trauma-Specific Dissociation, Suicidality, and Substance Abuse.
- Two validity scales identify overreporting and underreporting of psychological symptoms.
- Assesses both current and lifetime history of DSM–IV–TR trauma exposure, as well as the severity and clinical significance of an individual’s posttraumatic symptoms.

**Materials and Prices**

### Introductory Kit

- Professional Manual, 10 Item Booklets, 50 Hand-Scorable Answer Sheets, and 50 Male/Female Profile Forms
- 015-8966-473-MPC899
- $218.00

### ADDITIONAL MATERIALS

#### Hand-Scorable Answer Sheets

- Pkg of 50
- 015-8966-503-MPC899
- $112.00

#### Male/Female Profile Forms

- Pkg of 50
- 015-8966-511-MPC899
- $41.00

---

**Eating Inventory** 1988

*Albert J. Stunkard and Samuel Messick*

**Assess a patient’s eating behavior for more effective treatment**

Recognize and treat eating-related disorders with the Eating Inventory. This instrument assesses three dimensions of eating behavior:

- Cognitive control of eating
- Disinhibition
- Hunger

It is useful to design specific treatment programs, evaluate treatment programs for obesity, predict weight gain following smoking cessation, explain weight changes among depressed persons, and assess the behavior of bulimic patients.

**Materials and Prices**

### Examination Kit

- Includes Manual, 25 Questionnaires, and 25 Ready Score® Answer Sheets
- 015-8102-258-MPC899
- $199.00

### ADDITIONAL MATERIALS

#### Questionnaires

- Pkg of 25
- 015-8102-215-MPC899
- $95.00

#### Ready Score® Answer Sheets

- Pkg of 25
- 015-8102-24X-MPC899
- $95.00

---

*For More Information: PsychCorp.com*
**Clinical Assessment Scales for the Elderly™ (CASE™)**

*Cecil R. Reynolds and Erin D. Bigler*

_A fast, comprehensive measure of acute psychopathology_

CASE assists in the diagnosis of the most prominent DSM–IV Axis I clinical disorders in older adults.

**Forms and Features**

- Ten scales for anxiety, cognitive competence, depression, fear of aging, obsessive-compulsive disorder, paranoia, psychoticism, somatization, mania, and substance abuse
- Three validity scales for identifying feigning and for forensic assessments
- Correlated with other reliable instruments, such as the Beck Scales for depression and hopelessness

**CASE–Short Form**

- Monitor a patient’s clinical status over time
- Screen for early dementia
- Quickly evaluate large numbers of seniors in a variety of settings

**Materials and Prices**

**CASE Introductory Kit**

- Includes Manual, 25 Form S Item Booklets, 25 Form R Item Booklets, 25 Form S Hand-Scorable Answer Sheets, and 50 Profile Forms
- 015-8036-042-MPC899
- **$245.00**

**CASE Short Form Introductory Kit**

- Includes Manual, 25 Short Form S Test Booklets, 25 Short Form R Item Booklets, and 50 Profile Forms
- 015-8036-050-MPC899
- **$195.00**

**ADDITIONAL MATERIALS**

**Form R Hand-Scorable Answer Sheets**

- Pkg of 25
- 015-8036-549-MPC899
- **$59.00**

**Profile Forms**

- Pad of 50
- 015-8036-417-MPC899
- **$32.00**

**Short Form S Test Booklets**

- Pkg of 25
- 015-8036-085-MPC899
- **$55.00**

**Short Form R Test Booklets**

- Pkg of 25
- 015-8036-28X-MPC899
- **$55.00**

---

**Childhood Trauma Questionnaire: A Retrospective Self-Report (CTQ) 1997**

*David P. Bernstein and Laura Fink*

_Identify the childhood histories of trauma in your clients_

Conduct a reliable, valid screening for a history of child abuse and neglect.

**Effective Clinical Tool**

Use with individuals referred for a broad range of psychiatric symptoms including:

- Posttraumatic Stress Disorder
- Depression
- Eating disorders
- Addictions
- Suicide attempts

- Personality disorders
- Sexual problems
- Five Scales
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Physical neglect
  - Emotional neglect
- Also includes a Minimization/Denial scale for detecting under-reporting of traumatic events

**Materials and Prices**

**CTQ Complete Kit**

- Includes Manual and 25 Ready Score® Answer Documents
- 015-8102-339-MPC899
- **$140.00**

**ADDITIONAL MATERIAL**

**Ready Score Answer Documents**

- Pkg of 25
- 015-8102-282-MPC899
- **$58.00**

---

For more information: PsychCorp.com
Reynolds Adolescent Depression Scale, 2nd Edition™ (RADS–2™) 2002
William M. Reynolds
Screen for depressive symptoms in young people

Updated and enhanced from the widely-used RADS, the Reynolds Adolescent Depression Scale, 2nd Edition (RADS–2) evaluates four basic domains of adolescent depression—dysphoric mood, anhedonia/negative affect, negative self-evaluation, and somatic complaints.

Ideal Screener
- Symptom content consistent with DSM–IV–TR diagnoses
- Written at a third grade reading level
- Helps assess those referred for behavior or conduct disorders, substance abuse problems, or academic difficulties
- Can also be used to evaluate treatment outcomes

New Features
- Four factorially derived subscales reflect four basic domains of adolescent depression
- Expanded age range

Scoring
- Depression Total Score represents the overall severity of depressive symptomatology
- Empirically-derived, clinical cutoff score helps identify adolescents who may be at risk for a depressive or related disorder
- Six critical items alert you when someone may be experiencing significant symptoms that require immediate attention

Materials and Prices

Introductory Kit
Includes Professional Manual, 25 Hand-Scorable Test Booklets, and 25 Summary/Profile Forms
015-8553-837-MPC899
$159.00

ADDITIONAL MATERIALS

Hand-Scorable Test Booklets
Pkg of 25 015-8553-853-MPC899
$65.00

Summary/Profile Forms
Pkg of 25 015-8553-861-MPC899
$36.00

Rotter Incomplete Sentences Blank®, Second Edition (RISB®) 1992
Julian B. Rotter, Michael I. Lah, and Janet E. Rafferty
Screen for an individual’s overall adjustment

Use the Rotter Incomplete Sentences Blank, Second Edition (RISB) as a screening instrument of overall adjustment in adolescents and adults.

- Client answers 40 sentence stems
- Particularly appropriate in college and university settings
- Also can be used in medical, clinical, industry, military, schools, and research settings
- Individually or group administered
- Provides case studies and review of studies that substantiate reliability, validity, and clinical utility

Materials and Prices

Manual
015-8685-865-MPC899
$120.00

Incomplete Sentences Blanks
Pkg of 25
High School 015-8685-822-MPC899
$49.00
College 015-8685-806-MPC899
Adult 015-8685-849-MPC899
$120.00

FOR MORE INFORMATION:
PsychCorp.com
Robert D. Hare
Assess psychopathic personality disorders in forensic populations

The Hare Psychopathy Checklist—Revised: 2nd Edition (PCL—R™: 2nd Edition) provides complete coverage of psychopathic traits and behaviors. The clinical utility of this classic 20-item clinician rating scale has been enhanced through the evolution of four sub-factors and new normative samples.

Materials and Prices

<table>
<thead>
<tr>
<th>Package</th>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Kit</strong></td>
<td>Includes Manual, Reusable Rating Booklet, 25 QuikScore™ Forms, and 25 Interview Guides</td>
<td>015-8070-569-MPC899</td>
<td>$312.00</td>
</tr>
<tr>
<td><strong>Specimen Set</strong></td>
<td>Includes Manual, Rating Booklet, 2 QuikScore™ Forms, and 2 Interview Guides</td>
<td>015-8070-704-MPC899</td>
<td>$150.00</td>
</tr>
</tbody>
</table>

ADDITIONAL MATERIALS

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>QuikScore™ Forms</td>
<td>Pkg of 25</td>
<td>015-8070-666-MPC899</td>
</tr>
<tr>
<td>Interview Guides</td>
<td>Pkg of 25</td>
<td>015-8070-682-MPC899</td>
</tr>
</tbody>
</table>

I CAN FACE CHALLENGES.

Thoughts, feelings, and behaviors are sometimes overwhelming challenges for children and adolescents to overcome. The child-friendly Beck Youth Inventories—Second Edition and Resiliency Scales for Children & Adolescents offer a flexible clinical toolbox to let you assess issues quickly and help children and adolescents from 9 to 18 years.

With Beck Youth Inventories and Resiliency Scales, put problems and risks behind — there’s strength and success ahead.

See page 152

New! See pages 158-159

I CAN HANDLE THE FUTURE.

For more information:
PsychCorp.com
**Multidimensional Anxiety Scale for Children (MASC) 1997**

**John S. March**

**Assess the major dimensions of youth anxiety**

The Multidimensional Anxiety Scale for Children (MASC) consists of the following:
- Physical Symptoms Scale: Somatic Symptoms Subscale Tense Symptoms Subscale
- Social Anxiety Scale: Humiliation Fears Subscale Performance Fears Subscale
- Harm Avoidance Scale: Perfectionism Subscale Anxious Coping Subscale
- Separation/Panic Scale
- Anxiety Disorders Index
- Total Anxiety Index
- Inconsistency Index

**Multiple Uses**

The MASC is ideal in situations where a swift, routine assessment of a child’s or adolescent’s problems is required. With a fourth-grade reading level, the MASC can be used in a number of settings such as schools, outpatient clinics, residential treatment centers, child protective services, juvenile detention centers, and private practice offices.

**Short Version**

The MASC—10 is designed for repeated testing and scoring and is suited for group-testing situations.

**Materials and Prices**

**MASC Complete Kit**
Inclines Manual and 25 MASC QuikScore™ Forms
015-8036-905-MPC899 $82.00

**MASC/MASC–10 Complete Kit**
Includes Manual and 25 QuikScore™ Forms, each for MASC and MASC–10
015-8036-913-MPC899 $108.00

**ADDITIONAL MATERIALS**

**MASC QuikScore™ Forms**
Pkg of 25 015-8036-93X-MPC899 $38.00

**MASC–10 QuikScore™ Forms**
Pkg of 25 015-8036-956-MPC899 $43.00

**Children’s Depression Inventory (CDI) 1992**

**Maria Kovacs**

**Quick profile of depression in children and adolescents**

Get a quick, informative depression proile with:
- 27 self-rating items for school-aged children and adolescents (first-grade reading level)
- Examiner totals and plots responses onto the profile form

In addition to the Total Depression Score, CDI measures five empirically developed factors:
- Negative mood
- Interpersonal problems
- Ineffectiveness
- Anhedonia
- Negative self-esteem

**Short Form Available**

The 10-item CDI Short Form (CDI–S) is even faster, easier, and more economical to administer—ideal for a quick screening.

**Materials and Prices**

**CDI Complete Kit**
Includes CDI Manual and 25 QuikScore™ Forms
015-8044-770-MPC899 $126.00

**ADDITIONAL MATERIALS**

**CDI QuikScore™ Forms**
Pkg of 25 015-8044-797-MPC899 $55.00

**CDI–S QuikScore™ Forms**
Pkg of 25 015-8044-800-MPC899 $55.00
Devereux Behavior Rating Scale–School Form 1993

Jack A. Naglieri, Paul A. LeBuffe, and Steven I. Pfeiffer

Detect severe emotional disturbances for school response

The 40-item Devereux Behavior Rating Scale–School Form is based on federal criteria and can be used by educators, psychologists, guidance counselors, and other assessment professionals.

Uses
- Use variety of settings
- Provide information for treatment planning
- Evaluate treatment effectiveness as a pre/post measure
- Use in conjunction with other findings to monitor and evaluate intervention progress, or to determine whether an emotionally disturbed student should be placed in a special education program

Free with Kit!
Devereux Individualized Education Plan (IEP) Guides (Albert E. Riester). Use the free Guides to prepare IEPs. Goals and objectives are based on significant Devereux problem item scores. Call Customer Service for information. ☎

Materials and Prices

Complete Kit
015-8048-008-MPC899
$275.00

ADDITIONAL MATERIALS
Child Ready Score® Answer Documents (5-12 years)
Pkg of 25 015-8048-075-MPC899 $55.00

Adolescent Ready Score® Answer Documents (13-18 years)
Pkg of 25 015-8048-083-MPC899 $55.00

Devereux Scales of Mental Disorders™ (DSMD) 1994

Jack A. Naglieri, Paul A. LeBuffe, and Steven I. Pfeiffer

Evaluate behavioral or emotional problems in children and adolescents

The Devereux Scales of Mental Disorders (DSMD) are especially designed for effective treatment planning and outcome evaluation and are based on DSM–IV categories.

Features
- Items reflect the full range of psychopathology including Externalizing disorders, Internalizing disorders, and Critical Pathology disorders
- Consistently excellent composite scale reliabilities
- Scoring Assistant Report identifies problem areas and behaviors with links to DSM–IV criteria. ☎

Materials and Prices

Complete Kit
015-8048-008-MPC899
$275.00

DSMD Complete Kit
Includes User’s Guide, 2 disks, 5 Child Record Forms (for ages 5–12 years), 5 Adolescent Record Forms (for ages 13–18), and Scoring Assistant
015-8048-105-MPC899
$335.00

ADDITIONAL MATERIALS
Child Record Forms
Pkg of 25 015-8048-113-MPC899 $40.00

Adolescent Record Forms
Pkg of 25 015-8048-148-MPC899 $40.00

Child Ready Score® Answer Documents (5-12)
Pkg of 25 015-8048-024-MPC899 $95.00

Adolescent Ready Score® Answer Documents (13-18)
Pkg of 25 015-8048-032-MPC899 $95.00

For System requirements, see page 195.

FOR MORE INFORMATION:
PsychCorp.com
Ages
12:0 years-adult

Forms
Three: Adolescent (12-18), Adult (18+), Spanish

Norms
Cutoff scores based on validation studies

Administration
15-20 minutes; Individual or Group

Reading Levels
SASSI-3: 3rd grade
SASSI-A2: 4th grade
Spanish SASSI: 5th grade

Qualification Level
A

Substance Abuse Subtle Screening Inventory—Third Edition (SASSI–3) 1997
Franklin G. Miller, James Roberts, Marlene K. Brooks, Linda E. Lazowski, and The SASSI Institute

Quickly identify adolescents and adults

Use the self-report Substance Abuse Subtle Screening Inventory—Third Edition (SASSI–3) and Adolescent Substance Abuse Subtle Screening Inventory (SASSI–A2) to help guide appropriate treatment. Both are effective even with those unable or unwilling to acknowledge relevant behaviors.

Spanish Edition
The Spanish SASSI was validated primarily on males. The Administration and Scoring Instructions provide detailed instructions on administration and scoring, and guidelines for interpreting results.

Materials and Prices

SASSI–3 Adult Kit
015-8136-914-MPC899
$159.00

SASSI–Adolescent Introductory Kit
015-8136-986-MPC899
$159.00

ADDITIONAL MATERIALS
Spanish SASSI Introductory Kit
Includes Administration and Scoring Instructions, Development and Validation of the Spanish SASSI, 25 Questionnaires and Profiles, Sample Scored Questionnaire and Profile, Scoring Key, and an English translation of the test
015-8136-950-MPC899
$62.00

SASSI–3 Adult Questionnaires and Profiles Pkg of 25 015-8136-969-MPC899
$62.00

SASSI–Adolescent Questionnaires and Profiles Pkg of 25 015-8136-993-MPC899
$62.00

Spanish SASSI Questionnaires and Profiles Pkg of 25 015-8136-977-MPC899
$62.00

SPECIAL
SASSI–3 (Adult) and SASSI Adolescent Combination Kit
SAVE $29.00 015-8136-942-MPC899
$289.00

Miller Forensic Assessment of Symptoms Test™ (M–FAST™) 2002
Holly A. Miller

Determine probability of malingered psychiatric illness

Use the Miller Forensic Assessment of Symptoms Test (M–FAST) to provide preliminary information regarding the probability that a client is feigning psychiatric illness.

Brief Structured Interview

Provides considerable administration flexibility
Quickly identify individuals requiring additional assessment

Seven Scales

■ Provides considerable administration flexibility
■ Quickly identify individuals requiring additional assessment

Suggestibility
Multiple Uses
Use M–FAST in a wide variety of settings for forensic and other purposes. Test validity has been demonstrated across gender and ethnic/racial groups, as well as across settings, including inpatient, outpatient, and non-clinical environments. The manual provides case examples and interpretive information.

Materials and Prices

Introductory Kit
Includes Manual and 25 Interview Booklets
015-8554-167-MPC899
$160.00

ADDITIONAL MATERIAL
Interview Booklets Pkg of 25 015-8554-183-MPC899
$120.00
**Rorschach** Technique 1945

Hermann Rorschach

The classical test for psychological and psychiatric problems

Introduced in 1921, the Rorschach Technique is the most widely used projective test in diagnosing and treating individuals with a variety of psychological problems and psychiatric disorders. This classic test requires examinees to respond to 10 unique inkblot designs.

Although Rorschach did not develop a comprehensive scoring system, others have produced procedures for interpreting the technique.

**Exner’s Scoring System**

The Rorschach: A Comprehensive System includes procedures that emphasize the interpretation of useful clusters of data.

---

**Materials and Prices**

**Psychodiagnostic Plates**

Set of 10  015-8689-097-MPC899  $126.00

**Recording Blanks**

Pad of 100 black and white sheets  015-8689-119-MPC899  $49.00

**Structural Summary Blanks (2000 Edition)**

Pkg of 100  015-8688-856-MPC899  $76.00

**Workbook**

A Rorschach Workbook for the Comprehensive System, Fifth Edition (provides norms)  015-8688-848-MPC899  $86.00

---

**Rorschach Interpretation Assistance Program: Version 5 (RIAPS®) 2003**

John E. Exner, Jr., Irving B. Weiner, and PAR Staff

Enhance scoring and interpretation of Rorschach® results

Increase scoring accuracy and save valuable reporting time with the updated Rorschach Interpretation Assistance Program: Version 5 (RIAPS). RIAPS assists in both scoring and interpreting Rorschach results based on Dr. Exner’s 5th Edition of A Rorschach® Workbook for the Comprehensive System and Dr. Weiner’s Principles of Rorschach® Interpretation.

This user-friendly software generates a newly designed Client Report—an abbreviated, individualized, and simplified version of the RIAP Interpretive Report to be read and retained by the client.

**RIAPS®: Scoring Program**

This software incorporates new scoring variables, indexes, and interpretive material from the 5th Edition of A Rorschach® Workbook for the Comprehensive System. Software checks for coding errors eliminating uncertainty in scoring.

---

**Materials and Prices**

**RIAPS CD–ROM**

Includes unlimited-use software and on-screen Software Manual and 50 Response Forms  015-8137-019-MPC899  $795.00

**RIAPS 5 CD–ROM**

Includes unlimited-use Software and Software Manual  015-8136-721-MPC899  $479.00

**RIAPS 4/RIAPS Plus to RIAPS 5 CD–ROM Upgrade**

015-8137-027-MPC899  $275.00

**RIAPS 4/RIAPS Plus:S to RIAPS 5:S CD–ROM Upgrade**

015-8136-73X-MPC899  $178.00

---

*"Rorschach" is a registered trademark of Verlag Hans Huber AG, Bern, Switzerland. Distributed product.*
**Children's Apperception Test (C.A.T.) 1974**

Leopold Bellak and Sonya Bellak

**Measure aspects of a child's personality**

Evaluate children's personality with the *Children's Apperception Test (C.A.T.)*, a downward extension of the TAT. Composed of 10 drawings of animals, C.A.T. measures aspects of personality, including level of reality testing and judgment, control and regulation of drives, and degree of autonomy.

- C.A.T.–S, a supplement, features 10 irregularly shaped pictures of animals
- C.A.T.–H, another version, features drawings of humans (for use with older children)

---

**Thematic Apperception Test (T.A.T.) 1973**

H. A. Murray and Leopold Bellak

**Measure aspects of personality**

Use the *Thematic Apperception Test (T.A.T.)* to elicit elaborate stories and descriptions of 31 pictures and reveal some of the dominant drives, emotions, conflicts, and complexities of your client's personality.

---

**Holtzman Inkblot Technique (HIT)**

Wayne H. Holtzman

**Assess psychological problems and psychiatric disorders**

Get the clinical sensitivity of the Rorschach® with greater objectivity and precision with this well-established projective technique.

---

### Materials and Prices

**C.A.T.**

- **Complete Kit**
  - 015-8040-430-MPC899 $175.00

- **ADDITIONAL MATERIALS**
  - Picture Cards/Manual
    - C.A.T. 015-8040-406-MPC899 $56.00
    - C.A.T.–S 015-8040-414-MPC899 $59.00
    - C.A.T.–H 015-8040-422-MPC899 $59.00
  - Haworth Schedules
    - Pkg of 30 015-8040-449-MPC899 $21.00

**T.A.T.**

- **Trial Package**
  - Includes Manual for Bellak Blanks, Bellak T.A.T. Blank, and 10 Analysis Sheets
  - 015-4019-046-MPC899 $5.00

- **Complete Kit**
  - Includes 31 Picture Cards and Manual
  - 015-8019-059-MPC899 $22.00

- **ADDITIONAL MATERIALS**
  - Short Form Record Forms*
    - Pkg of 25 015-8019-032-MPC899 $32.00
  - Bellak T.A.T. Blanks
    - Pkg of 10 015-8019-008-MPC899 $29.00
  - Analysis Sheets
    - Pkg of 100 015-8019-032-MPC899 $32.00
  - T.A.T. Guide
    - 015-8019-024-MPC899 $18.00

**HIT**

**INDIVIDUAL ADMINISTRATION**

- **Complete Kit**
  - Includes 47 Inkblots, 25 Record Forms with Summary Sheets, and Guide to Administration and Scoring
  - Form A 015-8133-706-MPC899 $359.00
  - Form B 015-8133-714-MPC899 $359.00
  - Forms A and B Combined 015-8133-722-MPC899 $699.00

- **ADDITIONAL MATERIALS**
  - Hill Clinical Summary Forms
    - Pkg of 25 015-8133-82X-MPC899 $35.00
  - Workbook
    - Workbook for the Holtzman Inkblot Technique (Hill and Peixotto)
      - 015-8133-846-MPC899 $49.00

**GROUP ADMINISTRATION**

- **Gothenburg-Holtzman Group Record Forms**
  - Pkg of 50 015-8133-803-MPC899 $28.00

*“Rorschach” is a registered trademark of Verlag Hans Huber, AG, Bern Switzerland.

For more information: PsychCorp.com
Profile your client’s temperament or personality style. Or measure an individual’s emotional and behavioral abilities with a varied array of valid and reliable instruments.

Whether for employee development, understanding adolescent emotional behaviors or helping someone with their psychological well-being, PsychCorp offers many solutions to give you information about a person's interpersonal and behavioral styles.

We are pleased to offer assessments to enhance your practice and decision making.

Look to the pages noted and PsychCorp.com for more detailed information and supplemental resources relating to these and all PsychCorp products:

- **Student Styles Questionnaire (SSQ)**  
  (See page 174)

- **The Mooney Problem Check Lists**  
  (See page 175)

- **Parenting Satisfaction Scale**  
  (See page 175)
The Student Styles Questionnaire (SSQ) has four scales: Extroverted/Introverted, Thinking/Feeling, Practical/Imaginative, and Organized/ Flexible that measure preferences, not actual behaviors. Students respond to 69 forced-choice questions related to real-life situations to express their individual styles. Each item is a brief description of an everyday event, followed by two mutually exclusive alternative responses that indicate the student’s preferred style. It measures preferences, not actual behaviors; students are encouraged to respond in terms of what they like to do.

Multiple Applications
Results are useful for grouping students for:
- Cooperative learning tasks
- Exploring vocational and prevocational choices
- Assisting in social and emotional counseling
- Planning intervention strategies

The Student Styles Questionnaire can also help in parent training, suggesting communication strategies for both parents and teachers.

Materials and Prices

**Complete Kit**
Includes Manual, Classroom Applications Booklet, 5 Ready Score® Answer Documents, Question Booklet
015-8798-007-MPC899
$72.00

**ADDITIONAL MATERIALS**

**Ready Score® Answer Documents**
For hand scoring
Pkg of 25
015-8798-090-MPC899
$44.00

**Question Booklets**
Pkg of 25
015-8798-04X-MPC899
$82.00

**Parenting Stress Index—Third Edition** (PSI) 1995
Richard R. Abidin

Recognize stressful areas in parent-child interactions

Designed for parents, the Parenting Stress Index (PSI) was developed on the basis that the total stress a parent experiences is a function of certain child and parent characteristics as well as situations directly related to a parent’s role.

**Materials and Prices**

**PSI Complete Kit**
Includes Manual, 10 Reusable Item Booklets, and 25 hand-scorable Answer Sheet/Profile Forms
015-8660-005-MPC899
$179.00

**ADDITIONAL MATERIAL**

**PSI Short Form Kit**
Includes Manual and 25 Short Form hand-scorable Questionnaire/Profile Forms
015-8660-048-MPC899
$128.00

**SOFTWARE**

**PSI–Software Portfolio Kit**
Includes 3.5” disk with unlimited scoring/reporting for paper and pencil administrations, Manual, Installation Guide, 10 Software Test Booklets, and 5 free on-screen administrations
015-8554-086-MPC899
$735.00
**Parenting Satisfaction Scale** (PSS) 1994

*John Guidubaldi and Helen K. Cleminshaw*

**Identify troubled parent-child relationships**

This 45-item standardized assessment evaluates parents’ attitudes toward parenting. It can also be useful in making child custody decisions and conducting family therapy.

Scores derived from the *Parenting Satisfaction Scale* (PSS) allow you to define, compare, and communicate three levels of parenting satisfaction:

- Satisfaction with the Spouse’s/Ex-Spouse’s Parenting Performance
- Satisfaction with the Parent-Child Relationship
- Satisfaction with Parenting Performance

**Materials and Prices**

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual and 25 Ready Score® Answer Documents</td>
<td>Ready Score® Answer Documents</td>
</tr>
<tr>
<td>015-8657-551-MPC899</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>$168.00</td>
<td>015-8657-578-MPC899</td>
</tr>
<tr>
<td>$55.00</td>
<td></td>
</tr>
</tbody>
</table>

**The Mooney Problem Check Lists** 1950

*R. L. Mooney and L. V. Gordon*

**Help individuals express personal problems**

The *Mooney Problem Check Lists* are useful for increasing teacher understanding of students and for preparing students for counseling interviews.

**Areas Covered Include:**

- Health and Physical Development
- Home and Family
- Morals and Religion
- Courtship, Sex, and Marriage.

**Materials and Prices**

<table>
<thead>
<tr>
<th>Specimen Kit</th>
<th>ADDITIONAL MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Manual and Check List (For use without separate Answer Documents)</td>
<td>Check Lists</td>
</tr>
<tr>
<td>Junior High School 015-4185-663-MPC899</td>
<td>Includes Manual (For use without separate Answer Documents)</td>
</tr>
<tr>
<td>High School 015-4185-671-MPC899</td>
<td>Pkg of 25</td>
</tr>
<tr>
<td>College 015-4185-68X-MPC899</td>
<td>Junior High School 015-8185-501-MPC899</td>
</tr>
<tr>
<td>Adult 015-4185-701-MPC899</td>
<td>High School 015-8185-528-MPC899</td>
</tr>
<tr>
<td>$17.00</td>
<td>College 015-8185-544-MPC899</td>
</tr>
<tr>
<td>$52.00</td>
<td>Adult 015-8185-730-MPC899</td>
</tr>
<tr>
<td>All Levels Combined 015-4185-655-MPC899</td>
<td>$55.00</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION: PsychCorp.com
Assess ability to manage daily environmental demands and pressures

**BarOn Emotional Quotient–Inventory® (BarOn EQ–i®) 1997**

Reuven Bar-On

Assess an individual's emotional intelligence and psychological well-being with BarOn EQ–i. The BarOn EQ–i examines an individual's emotional and social strengths and needs — ideal for the workplace or in school.

**Comprehensive Software**

Administer, score, and report results with the BarOn EQ–i Computer Program.

**Two reports are available:**
- Individual Summary Report
- Development Report

The BarOn EQ–i consists of 133 items. Scores are obtained for the following:
- Emotional Self-Awareness
- Assertiveness
- Self-Regard
- Self-Actualization
- Independence
- Empathy
- Interpersonal Relationship
- Social Responsibility
- Problem Solving
- Flexibility
- Reality Testing
- Stress Tolerance
- Impulse Control
- Optimism
- Happiness

**Ages**
16:0 years and older

**Norms**
Normed on over 20,000 individuals worldwide

**Administration**
30 minutes; Individual, Hand or Machine Scorable

**Qualification Level**
B

For system requirements see page 195.

“BarOn Emotional Quotient–Inventory,” “BarOn EQ–i,” “Psych Manager Lite,” and “People Pro” are trademarks of Multi-Health Systems, Inc.

“Windows” is a registered trademark of Microsoft Corporation.

Distributed product.

**Materials and Prices**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Manual</td>
<td>015-8024-850-MPC899</td>
<td>$94.00</td>
</tr>
<tr>
<td>User's Manual</td>
<td>015-8024-869-MPC899</td>
<td>$72.00</td>
</tr>
<tr>
<td>Administrator's Guide</td>
<td>015-8024-877-MPC899</td>
<td>$28.00</td>
</tr>
<tr>
<td>Test Booklets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pkg of 10</td>
<td>015-8024-893-MPC899</td>
<td>$39.00</td>
</tr>
<tr>
<td>Data Entry Sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pkg of 25</td>
<td>015-8024-842-MPC899</td>
<td>$45.00</td>
</tr>
<tr>
<td>SOFTWARE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports are produced using the SmartLink platform on CD with the EQ-i key diskett</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Summary Report (CD-ROM)</td>
<td>015-8025-210-MPC899</td>
<td>$305.00</td>
</tr>
<tr>
<td>Development Report (CD-ROM)</td>
<td>015-8025-253-MPC899</td>
<td>$397.00</td>
</tr>
</tbody>
</table>
Adolescent Anger Rating Scale™ (AARS™) 2001
DeAnna McKinnie Burney
Assess intensity and frequency of anger in adolescents

Differentiate between two primary types of anger and assess the intensity with the Adolescent Anger Rating Scale (AARS).

Content
■ 41-item, psychometrically sound instrument
■ Requires a fourth grade reading level
■ Items are consistent with behaviors identified in the Diagnostic and Statistical Manual of Mental Health Disorders—Fourth Edition (DSM–IV)

Multiple Uses
■ Identify adolescents at risk for Conduct Disorder, Oppositional Defiant Disorder, or Attention-Deficit/Hyperactivity Disorder
■ Measure behavior change
■ Select the most appropriate intervention

Materials and Prices
Introductory Kit
Includes Professional Manual and 50 Test Booklets
015-8002-881-MPC899
$165.00

ADDITIONAL MATERIAL
Test Booklets
Pkg of 25
015-8003-098-MPC899
$62.00

State-Trait Anger Expression Inventory–2™ (STAXI–2®) 2002
Charles D. Spielberger and Peter R. Vagg
Measure the experience, expression, and control of anger

Use the State-Trait Anger Expression Inventory–2 (STAXI–2) for a concise self-report measure of State anger and Trait anger.

Content
■ State Anger Scale assesses intensity of anger at a particular time
■ Trait Anger Scale measures frequency of anger over time
■ Two Anger Expression and two Anger Control Scales
■ Anger Expression Index (overall measure)

Features
■ Detailed evaluation of normal and abnormal personality
■ Measures how anger contributes to medical problems

Interpretive Report
The STAXI–2 Interpretive Report (STAXI–2: IR) unlimited-use software program allows you to:
■ Examine your client’s STAXI–2 scale and subscale scores separately and combined
■ Generate a comprehensive, individualized report
■ Obtain an age- and gender-based profile
■ Compare scores across time

Materials and Prices
Introductory Kit
Includes Manual, 25 Reusable Item Booklets, 50 Rating Sheets, and 50 Profile Forms
015-8553-985-MPC899
$279.00

ADDITIONAL MATERIALS
Reusable Item Booklets
Pkg of 50
015-8554-019-MPC899
$93.00

Rating Sheets
Pkg of 50
015-8554-019-MPC899
$93.00

Profile Forms
Pkg of 50
015-8554-027-MPC899
$79.00

FOR MORE INFORMATION:
PsychCorp.com
**Ages**  
1 month-12:0 years  

**Forms**  
Five color-coded forms, one for each test in series  

**Norms**  
Norms for nine behavioral characteristics  

**Administration**  
20 minutes to complete, 15 minutes for hand scoring, or 4 minutes for computer scoring  

**Qualification Level**  
B  

For system requirements, see page 195.  
"Macintosh" is a registered trademark of Apple Computer, Inc.  
"Report Writer" is a trademark of Harcourt Assessment, Inc.  
Distributed product  

---  

**Carey Temperament Scales (CTS)**  
William B. Carey, Sean C. McDevitt, and Associates  

Gain a deeper understanding of a child's temperament or behavioral style with the **Carey Temperament Scales (CTS)**.  

**Five Age-Specific Scales**  
Examine nine categories of behavioral style.  

- **Early Infancy Temperament Questionnaire (EITQ)** for infants 1-4 months  
- **Revised Infant Temperament Questionnaire (RITQ)** for infants 4-11 months  
- **Toddler Temperament Scale (TTS)** for children 1-3 years  
- **Behavioral Style Questionnaire (BSQ)** for children 3-7 years  
- **Middle Childhood Questionnaire (MCTQ)** for children 8-12 years  

**Effective Information Source**  
- Organizes information into a valuable behavioral profile  
- Increases parents’ awareness of their child’s unique strengths and needs and behavioral style  
- Gives clinicians insight into the impact of the child’s temperament on caregivers, aiding their professional guidance in parenting issues  

**Software**  
The new Scoring and Report Writer, Version 6.1, allows you to create two temperament reports based on questionnaire results for professionals and caregivers.  

**With iReport Writer and Scoring, Version 2**, not only can you create two temperament reports based on questionnaire results for professionals and caregivers, you can also access your information via the Internet from anywhere using the pass code and username provided.  

---  

**Materials and Prices**  
FOR MORE INFORMATION:  PsychCorp.com  

<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
<th>Description</th>
<th>Price</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starter Kit</strong></td>
<td><strong>$99.00</strong></td>
<td>Includes Manual and 25 questionnaires (five of each)</td>
<td><strong>$69.00</strong></td>
<td>Includes a Manual, User’s Guide, 25 Questionnaires per age group, Scoring and Profile Sheets for hand scoring</td>
<td><strong>$69.00</strong></td>
</tr>
<tr>
<td><strong>Questionnaires (Pkg of 25)</strong></td>
<td></td>
<td>EITQ 015-8040-058-MPC899</td>
<td><strong>$68.00</strong></td>
<td>With Scoring/Report Writer CD, Version 6.1 096-7831-466-MPC899</td>
<td><strong>$159.00</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RITQ 015-8040-066-MPC899</td>
<td></td>
<td>With iReport Writer and Scoring, Version 2 096-7831-458-MPC899</td>
<td><strong>$149.00</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TTS 015-8040-074-MPC899</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSQ 015-8040-082-MPC899</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCTQ 015-8040-090-MPC899</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Practice Set – 25**  
Includes a Manual, User’s Guide, 25 Questionnaires per age group, Scoring and Profile Sheets for hand scoring  

<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
<th>Description</th>
<th>Price</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$129.00</strong></td>
<td></td>
<td>With Scoring/Report Writer CD, Version 6.1 096-7831-466-MPC899</td>
<td><strong>$259.00</strong></td>
<td>With iReport Writer and Scoring, Version 2 096-7831-458-MPC899</td>
<td><strong>$249.00</strong></td>
</tr>
</tbody>
</table>

**Professional Practice Set – 100**  
Includes Manual, User’s Guide, 20 Questionnaires per age group, Scoring and Profile Sheets for hand scoring  

<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
<th>Description</th>
<th>Price</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$129.00</strong></td>
<td></td>
<td>With Scoring/Report Writer CD, Version 6.1 096-7831-466-MPC899</td>
<td><strong>$259.00</strong></td>
<td>With iReport Writer and Scoring, Version 2 096-7831-458-MPC899</td>
<td><strong>$249.00</strong></td>
</tr>
</tbody>
</table>
Books

**Essentials of Psychological Testing**  
*Susana Urbina*

This book surveys the basic principles of psychometrics, supplies the information needed to understand and evaluate tests, and introduces readers to the major contemporary reference works in the field. Softcover, 336 pages, 2004.

**Diagnosis and Statistical Manual of Mental Disorders DSM-IV-TR (Text Revision)**  
*Fourth Edition*  
*American Psychiatric Association*


**Handbook of Psychology**  
*Volume 10, Assessment Psychology*  
*Edited by John R. Graham and Jack A. Naglieri*

This handbook provides psychologists, practitioners, researchers, and students with established theories and cutting-edge developments in psychological assessment.

**Tests in Print V**  
*Edited by Linda L. Murphy, James C. Impara, and Barbara S. Plake*

This independent guide and index to thousands of documents and references consists of descriptive listings and is ideal for use as a supplement to The Mental Measurements Yearbook. 2 Volumes, 1,710 total pages, 1999.

**Desk Reference to the Diagnostic Criteria from DSM-IV-TR**  
*American Psychiatric Association*

Includes all the diagnostic criteria from DSM-IV-TR in an easy-to-use format. Spiral bound, 370 pages, 2000.

**Driver Rehabilitation: A Guide for Assessment and Intervention**  
*Wendy B. Stav*


**Quick Reference to the Diagnostic Criteria from DSM-IV-TR**  
*American Psychiatric Association*

Includes all the diagnostic criteria from DSM-IV-TR in a small, paperback format. Softcover, 370 pages, 2000.

**Comprehensive Handbook of Psychological Assessment**  
*Edited by Jay C. Thomas and Michel Hersen*

*Fourth Edition*

This work from the leading researchers and clinicians in psychological assessment presents essential information on industrial and organizational assessment.
<table>
<thead>
<tr>
<th>Books</th>
<th>Cognitive/Intellectual Assessment</th>
</tr>
</thead>
</table>
| **WISC–IV® Clinical Use and Interpretation**  
Aurelio Prifitera, Donald H. Saklofske, and Lawrence G. Weiss  
Provides comprehensive information on using and interpreting the WISC–IV for clinical assessment and diagnosis. This information is available nowhere else and is a valuable resource to anyone using the WISC–IV in practice. Hardcover, 432 pages, 2004.  |
| 015-8002-792-MPC899  
$69.00 |
| **WISC–IV® Advanced Clinical Interpretation**  
Lawrence G. Weiss, Aurelio Prifitera, Donald H. Saklofske, and James A. Holdnack  
An insightful analysis of the major cognitive domains assessed and cognitive assessment in general, raising the standard of practice from a simplistic “test-label-place” model to a clinical model of assessing to understand and intervene. Hardcover, 450 pages, April 2006.  |
| 015-8339-274-MPC899  
$54.00 |
| **Culture and Children’s Intelligence**  
Cross-Cultural Analysis of the WISC–III®  
Edited by James Georgas, Lawrence G. Weiss, Fons van de Vijver, and Donald H. Saklofske  
| 015-8070-917-MPC899  
$87.00 |
| **Intelligent Testing with the WISC–III®**  
Alan S. Kaufman  
| 015-8002-504-MPC899  
$132.00 |
| **Assessment of Children WISC–IV and WPPSI–III Supplement**  
Jerome M. Sattler and Ron Dumont  
Topics include test descriptions, in-depth analysis of subtests, and interpretation guidelines. Four appendices provide tables for obtaining short forms, Cattell-Horn-Carroll abilities, procedures for testing children with hearing impairments, and statistical procedures for interpretations.  |
| 097-0267-118-MPC899  
$40.00 |
| **Clinical Interpretation of the WAIS®–III and WMS®–III**  
Academic Press Practical Resources for the Mental Health Professional Series  
David S. Tulsky, Donald H. Saklofske, Gordon J. Chelune, Robert K. Heaton, Robert J. Ivnik, Aurelio Prifitera, Mark F. Ledbetter, and Robert Bornstein  
Efficiently and accurately score and interpret test results.  |
| 015-8037-960-MPC899  
$90.00 |
| **WISC–IV® Clinical Use and Interpretation**  
Aurelio Prifitera, Donald H. Saklofske, and Lawrence G. Weiss  
Provides comprehensive information on using and interpreting the WISC–IV for clinical assessment and diagnosis. This information is available nowhere else and is a valuable resource to anyone using the WISC–IV in practice. Hardcover, 432 pages, 2004.  |
| 015-8002-792-MPC899  
$69.00 |
| **WISC–IV® Advanced Clinical Interpretation**  
Lawrence G. Weiss, Aurelio Prifitera, Donald H. Saklofske, and James A. Holdnack  
An insightful analysis of the major cognitive domains assessed and cognitive assessment in general, raising the standard of practice from a simplistic “test-label-place” model to a clinical model of assessing to understand and intervene. Hardcover, 450 pages, April 2006.  |
| 015-8339-274-MPC899  
$54.00 |
| **Culture and Children’s Intelligence**  
Cross-Cultural Analysis of the WISC–III®  
Edited by James Georgas, Lawrence G. Weiss, Fons van de Vijver, and Donald H. Saklofske  
| 015-8070-917-MPC899  
$87.00 |
| **Intelligent Testing with the WISC–III®**  
Alan S. Kaufman  
| 015-8002-504-MPC899  
$132.00 |
| **Assessment of Children WISC–IV and WPPSI–III Supplement**  
Jerome M. Sattler and Ron Dumont  
Topics include test descriptions, in-depth analysis of subtests, and interpretation guidelines. Four appendices provide tables for obtaining short forms, Cattell-Horn-Carroll abilities, procedures for testing children with hearing impairments, and statistical procedures for interpretations.  |
| 097-0267-118-MPC899  
$40.00 |
| **Clinical Interpretation of the WAIS®–III and WMS®–III**  
Academic Press Practical Resources for the Mental Health Professional Series  
David S. Tulsky, Donald H. Saklofske, Gordon J. Chelune, Robert K. Heaton, Robert J. Ivnik, Aurelio Prifitera, Mark F. Ledbetter, and Robert Bornstein  
Efficiently and accurately score and interpret test results.  |
| 015-8037-960-MPC899  
$90.00 |
Essentials of Cross-Battery Assessment
Dawn P. Flanagan and Samuel Ortiz
Learn to conduct cross-battery assessment and integrate tests such as WISC–III® or WAIS®–III with tests from other cognitive batteries or supplemental cognitive ability tests.

WISC–III®: Clinical Use and Interpretation
Scientist-Practitioner Perspectives
Aurelio Prifitera and Donald H. Saklofske

Handbook of Learning Disabilities
Edited by H. Lee Swanson, Karen R. Harris, and Steve Graham
This handbook examines the relationship between learning disabilities and basic psychological and brain processes, and how students with these difficulties can best be identified and treated. 548 pages, 2003.

The Handbook of School Psychology
Third Edition
Cecil R. Reynolds and Terry B. Gutkin
Updated and revised edition focuses on ways a school psychologist can work and create change within the educational system, while incorporating new concepts and strategies. Hardcover, 1,200 pages, 1999.

Children’s Needs II
Development, Problems, and Alternatives
Edited by George Bear and Kathleen Minke
Provides theoretical and practical information for effective interventions for a variety of issues, including aggressive behavior, brain injury, giftedness, and more. Softcover, 930 pages, 1997.
The Neuropsychology of Written Language Disorders: Diagnosis and Intervention

Discusses both language-based and nonlanguage-based written language disorders from a brain-based education model of learning.

The Neuropsychology of Mathematics: Diagnosis and Intervention

Explores how young children learn and acquire basic mathematical skills in the elementary years from a brain-based educational perspective.

Books

ADD/Autism Resources

Attention Deficit Disorder
Strategies for School-Age Children
Clare B. Jones

Teachers and parents can use this valuable resource to implement long-term self-monitoring learning strategies for students with ADD. Reviews current research including possible causes, symptoms, and different treatment medications.

ADHD in the Schools
Assessment and Intervention Strategies, Second Edition
George J. DuPaul and Gary Stoner

Guidance for school-based professionals dealing with ADHD. Includes the latest research-supported strategies for identifying and assessing at-risk students and developing intervention and support plans. Includes reproducible assessment tools and handouts. 330 pages, 2003.

Parent Articles About ADHD

Edited by Clare B. Jones

Parental involvement is mandatory for successful intervention with children who have attention deficit hyperactivity disorder (ADHD). This collection of reproducible articles, written by leaders in the field of ADHD, gives parents the information they need to understand ADHD and to help them succeed in the intervention process.

Sourcebook for Children with Attention Deficit Disorder, Second Edition
Clare B. Jones

Learn practical information to manage attention deficit disorder in children. This edition is a nontechnical, comprehensive manual which discusses issues of the disorder in terms family members and the entire multi-disciplinary team will understand.
### Books

**Helping Babies Learn Hawaii Developmental Charts**  
Setsu Furuno, Katherine A. O’Reilly, Carol M. Hosaka, Takayo T. Inatsuka, and Barbara Zeisloft Falbey  
Developmental charts help parents learn how to observe their children from birth to 36 months; 288-page spiral-bound manual; 5 sets of Hawaii Developmental charts.  
076-1678-980-MPC899  
$85.00

**The Affect-Based Language Curriculum**  
Stanley I. Greenspan and Diana Lewis  
An innovative approach to the development of language that integrates the affect-based model of human development, with the development of receptive and expressive language, imitation, pragmatics, and engagement. Softcover, 2002.  
015-8005-325-MPC899  
$55.00

**Handbook of Autism and Pervasive Developmental Disorders**  
Edited by Fred R. Volkmar, Rhea Paul, Ami Klin, and Donald Cohen  
3 Volume Set  
This comprehensive work provides a thorough review of autism and pervasive developmental disorders, drawing on findings and clinical experience from a number of related disciplines.  
Three Volume Set  
047-1716-987-MPC899  
$159.00

**The Functional Emotional Assessment Scale (FEAS)**  
Stanley I. Greenspan, M.D., Georgia DeGangi, and Serena Wieder  
Provides a framework for observing and assessing a child’s emotional and social functioning. Includes FEAS paperback and set of administration and scoring forms, 2001.  
015-8005-333-MPC899  
$55.00

**Essentials of Bayley Scales of Infant Development—II Assessment**  
Maureen M. Black and Kathleen Matula  
015-8981-871-MPC899  
$52.00

**Handbook of Autism and Pervasive Developmental Disorders**  
Edited by Fred R. Volkmar, Rhea Paul, Ami Klin, and Donald Cohen  
3 Volume Set  
This comprehensive work provides a thorough review of autism and pervasive developmental disorders, drawing on findings and clinical experience from a number of related disciplines.  
Three Volume Set  
047-1716-987-MPC899  
$159.00
related references

Books

Neuropsychology

**Essentials of Neuropsychological Assessment**
Nancy Hebben and William Milberg
Quickly acquire the knowledge and skills you need to conduct effective neuropsychological testing. Provides comprehensive instruction on test administration, scoring, and interpretation. Softcover, 248 pages, 2002.

**Essentials of NEPSY Assessment**
Sally Kemp, Ursula Kirk, and Marit Korkman
This interpretive and administrative guide for the NEPSY helps school psychologists, neuropsychologists, and research psychologists learn more about how to assess children with developmental disabilities. Softcover, 256 pages, 2001.

**Essentials of WMS®—III Assessment**
Elizabeth O. Lichtenberger, Alan S. Kaufman, and Zona C. Lai
This reference provides comprehensive instruction in test administration, scoring, and interpretation of the widely used WMS®—III. Softcover, 271 pages, 2002.

**Essentials of School Neuropsychological Assessment**
Daniel C. Miller
Arms practitioners with the information they need to understand the neurodevelopmental characteristics of childhood disorders, including ADHD, autism-spectrum disorders, and learning disabilities such as non-verbal, reading, math, written language, oral expression, and listening comprehension.

Products

Timers and Stopwatches

**Digital Beep Only Timer**
For testing situations requiring precisely timed intervals. Simple to use, battery operated electronic timer has a sound signal. Large digital display. Compact, features magnetized back clip that unfolds to an upright position. One-year manufacturer’s warranty.

015-8001-680-MPC899
$29.00

**Hanhart Stratos 1 Stopwatch**
1/100 split-second stopwatch with super-large display. Features time out and accumulation plus time.

015-8001-494-MPC899
$49.00

**Hanhart Stopwatch**
Records to 30 minutes in fifths of a second. Start and stop from side, reset to zero from crown. One-year guarantee by manufacturer.

015-8001-419-MPC899
$110.00
International Offices

Export Shipment
Pro Forma invoices are provided upon request but must indicate the mode of shipment desired and any special shipping instructions so that all charges can be correctly calculated. Purchasers in countries having import or exchange controls must obtain an import license and place its number on the order. All shipments to countries not providing parcel post insurance are at the purchaser’s risk.

We accept payment of:
- Purchase order - due in 120 days
- Money orders
- Credit Card: VISA, MasterCard, American Express, and Discover Card

Ordering and Payment Procedures
The purchase order must contain a valid shipping and billing location with postal code, a phone number and a fax number, or e-mail address. Shipments take approximately 4-6 weeks for delivery. Please note we use couriers and cannot ship to a P.O. Box.

For information about PsychCorp Assessment Products or to place an order, please contact your local international office.

800-211-8378 or 210-339-8190
Fax: 877-576-1816 or 210-339-8199

For additional product information, visit PsychCorp.com.

Canada
Harcourt Assessment
55 Horner Avenue
Toronto, Ontario
M8Z 4X6
Tel: +1 866-335-8418
Fax: +1 800 665-7307
www.psychcorp.ca

UK, Europe, Asia, Africa and Middle East
Pearson Assessment Division
80 Strand
London
WC2R 9RL
Tel: +44 20 7010 2860
Fax: +44 20 7010 6631
Info@Pearson-uk.com
Pearson-uk.com

Australasia, New Zealand
Harcourt Assessment
30-52 Smidmore Street
Marrickville, NSW 2204
Tel: +61 2 9517 8958
Fax: +61 2 9517 8981
Customerservice@harcourt-au.com
harcourt-au.com

Netherlands
Harcourt Test Publishers
Radarweg 29
1043 NX Amsterdam
Tel: +31 (0)20 485 2900
Fax: +31 (0)20 485 2999
info@harcourt.nl
harcourt.nl

Germany
Harcourt Test Services GmbH
Baseler StraBe 35 – 37
D-60329 Frankfurt
Tel.: +49 (0)69 75 61 46-0
Fax: +49 (0)69 75 61 46-10
info@harcourt.de
harcourt.de

France
Les Editions du Centre de Psychologie Appliquée (ECPA)
25, rue de la Plaine
75 020 Paris France
Tel.: +33 1 40 09 62 62
Fax: +33 1 40 09 62 80
info@ecpa.fr
ecpa.fr

Sweden and Norway
Harcourt Assessment
Nordenflychtsvägen 74
112 51 Stockholm,
Sweden

Swedish
Tel: +46 (0)8 619 76 00
Fax: + 46 (0)8 656 10 18
info@harcourtassessment.se
harcourtassessment.se

Norway
Tel: 800 164 02
Fax: 800 164 34
info@harcourtassessment.no
harcourtassessment.no
Please contact your Regional Clinical Consultants with questions related to the administration, application, and interpretation of our PsychCorp products. This group of qualified professionals will provide you with detailed information concerning product selection, testing and administration procedures, scoring and score interpretation, software, training, technical manuals, and other associated publications.

Our team of expert clinicians in your region is proud to assist you with your needs. However, please feel free to contact me at any time and I will be happy to discuss your needs.

Amy Dilworth Gabel, Ph.D.
12881 Crouch Drive
Fairfax, VA 22030
703-815-0905
Fax: 703-815-0906
amy_gabel@harcourt.com
Servicing: All regions and states

U.S. Regions

Visit PsychCorp.com for technical reports, case studies, and more!
Regional Vice President

Amy Dreva
110 Mirage Drive
Cranberry Township, PA 16066
724-741-6385
Fax: 724-741-7106
amy_dreva@harcourt.com

Clinical Consultant

Peter Entwistle, Ph.D.
54 Pudding Brook Drive
Pembroke, MA 02359
781-826-7197
Cell: 781-608-4891
Fax: 781-826-7198
peter_entwistle@harcourt.com
Servicing: CT, ME, MA, NH, NJ, NY, RI, VT

Clinical Consultant

Sherry Eyer, Ph.D.
6216 Handy Drive
McLean, VA 22101
703-734-1466
Cell: 571-230-3486
Fax: 703-734-1766
sherry_eyer@harcourt.com
Servicing: DC, DE, MD, VA

Clinical Consultant

Gloria Maccow, Ph.D.
313 Warrick Drive •
Seven Fields, PA 16046
724-766-7692
Cell: 336-259-1954
Fax: 724-766-7693
gloria_maccow@harcourt.com
Servicing: OH, NJ, PA, WV

Inside Consultant

David McSorley
19500 Bulverde Rd. •
San Antonio, TX 78259
800-228-0752, ext. 8346
Fax: 210-339-8799
david_mcsorley@harcourt.com
Servicing: All Northeastern States

Region
Northeastern

Region
Southern

Regional Vice President

Scott Sciotto
220 Seale Lane
Alpharetta, GA 30022
770-521-1329
Fax: 770-521-1084
scott_sciotto@harcourt.com

Clinical Consultant

David M. Schwartz, Ph.D.
1964 Regents Way
Marietta, GA 30062
770-973-7401
Cell: 678-523-4124
Fax: 770-973-7420
david_schwartz@harcourt.com
Servicing: FL, GA

Clinical Consultant

Donna Smith, Ed.D.
2131 Portwood Way
Fort Worth, TX 76179
817-236-6499
Cell: 210-392-8728
Fax: 817-236-6848
donna_smith@harcourt.com
Servicing: TX

Clinical Consultant

Gail Rodin, Ph.D.
8344 Applebrook Terrace, #102
Raleigh, NC 27617
919-405-7067
Cell: 919-395-6333
Fax: 919-405-7068
gail_rodin@harcourt.com
Servicing: NC, SC, TN

Clinical Consultant

Christina Sparks, Ph.D.
4937 6th Avenue South
Birmingham, AL 35222
205-595-1113
Cell: 205-837-3429
Fax: 205-595-1116
christina_sparks@harcourt.com
Servicing: AL, AR, LA, MS

Inside Consultant

Jose Uralde
19500 Bulverde Rd.
San Antonio, TX 78259
800-228-0752, ext. 8451
Fax: 210-339-8799
jose_uralde@harcourt.com
Servicing: All Southern States
**MidWestern Region**

**Regional Vice President**
Keith Bishop  
128 Cedar Bluff Lane  
Mooreville, NC 28117  
704-799-9649  
Cell: 704-658-6709  
keith_bishop@harcourt.com

**Clinical Consultant**
John Hanson, Ph.D.  
312 Sommers Street  
Hudson, WI 54016  
715-386-0508  
Cell: 715-410-0576  
Fax: 715-386-0508  
john_hanson@harcourt.com  
Servicing: IA, MI, MN, ND, NE, OK, SD, WI

**Inside Consultant**
Janet Marsico  
19500 Bulverde Rd.  
San Antonio, TX 78259  
800-228-0752, ext. 8448  
Fax: 210-339-8799  
janet_marsico@harcourt.com  
Servicing: All Midwestern States

**Western Region**

**Regional Vice President**
Jeff Gadawski  
13085 NW Ridgetop Street  
Portland, OR 97229  
503-533-5101  
Fax: 210-339-5052  
jeffrey_gadawski@harcourt.com

**Clinical Consultant**
Diane Donaldson, Ph.D.  
533 Havana Avenue  
Long Beach, CA 90818  
562-985-9824  
Cell: 562-897-1156  
Fax: 562-597-1368  
diane_donaldson@harcourt.com  
Servicing: AZ, NM, NV, Southern CA

**Clinical Consultant**
Patrick Moran, Ph.D.  
73844 DeBast Road  
Rainier, OR 97048  
503-556-0101  
Cell: 503-791-0000  
Fax: 503-556-0101  
patrick_moran@harcourt.com  
Servicing: CO, ID, OR, MT, Northern CA, UT, WA, WY
Ordering is quick and easy!

Current Customers
If you are a current customer, please provide us with your Account Number when ordering. Use our convenient Order Form (page 192) when you call, fax, mail, or order online.

New Customers
If this is your first order, you will need to provide us with a completed License Qualifications Form (page 191) along with your order.

Please follow these 3 easy steps:
Step 1–Review the Qualifications Requirements for Purchase (page 190)
Step 2–Fax or mail a completed License Qualifications Form (page 191)
Step 3–Place an order by using our convenient Order Form (page 192) when you call, fax, or mail, your order.

Call us at 800-211-8378 or e-mail us at customer_service@harcourt.com to check on the status of your order or if you have any suggestions, comments, or questions.

See the following pages to learn about:
190: Qualifications Requirements for Purchase
191: License Qualifications Form
192: Order Form
193: 40% University Training Program Discount Form
194: Our 100% Product Satisfaction, Software Policy, and Terms and Conditions of Purchase
195: How to Qualify for Test Licensed Purchase
195: Test Security
195: Information on Copyright

Web: SECURE ONLINE ORDERING at PsychCorp.com

Call Toll-Free: 800-211-8378
Monday–Friday
7 a.m.–7 p.m.
Central Time

FAX Toll-Free: 800-232-1223
24 hours a day
7 days a week

Mail:
Harcourt Assessment, Inc.
Order Service Center
P.O. Box 599700
San Antonio, Texas 78259
Qualifications for Purchase

The tests listed in this catalog are carefully developed assessment instruments that require specialized training to ensure their appropriate professional use. Eligibility to license these tests, therefore, is restricted to individuals with specific training and experience in a relevant area of assessment. These standards are consistent with the Standards for Educational and Psychological Testing and with the professional and ethical standards of a variety of professional organizations. These organizations whose members use tests are diverse, but include such organizations as the American Counseling Association (ACA), the American Educational Research Association (AERA), the American Psychological Association (APA), the Council for Exceptional Children (CEC), the National Association of School Psychologists (NASP), and the National Council on Measurement in Education (NCME).

The Psychological Corporation, a division of Harcourt Assessment, Inc. is committed to upholding these standards, and we reserve the right to require additional evidence of each Purchaser’s qualifications. Harcourt Assessment has the sole right to determine whether a Purchaser is qualified and under what classification.

Qual A: There are no special qualifications to purchase these products.

Qual B: Tests can be purchased by individuals with:
- Certification by or full active membership in a professional organization (ASHA, AOTA, APA, AERA, ACA, AMA, NASP, NAN, INS) that requires training and experience in a relevant area of assessment.
  OR
- A master’s degree in psychology, education, occupational therapy, speech-language pathology, social work, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

Qual C: Tests with a C qualification require a high level of expertise in test interpretation, and can be purchased by individuals with:
- Licensure or certification to practice in your state in a field related to the purchase.
  OR
- A doctorate degree in psychology, education, or closely related field with formal training in the ethical administration, scoring, and interpretation of clinical assessments related to the intended use of the assessment.

Qual Q: Tests can be purchased by individuals with one of the backgrounds below as determined by the particular purchase, along with formal training in the ethical use, administration, and interpretation of standardized assessment tools and psychometrics:
- A degree or license to practice in the healthcare or allied healthcare field,
  OR
- Formal supervised mental health, speech/language, and/or educational training specific to working with parents and assessing children, or formal supervised training in infant and child development

Sample qualified personnel in these categories may include: psychiatrists, early interventionists, social workers, developmental pediatricians, pediatric nurse practitioners, counselors, content or diagnostic education specialists, speech and language therapists, and occupational and physical therapists specializing in early intervention. If you clearly meet the criteria established for B or C levels, you would not need to pursue qualification under Level Q.

Call our Qualifications Group for additional information, 800-211-8378

Helping You Help Others
Choosing the best products to meet the needs of your clients is easier than ever when you call upon our Customer Service staff. They can provide you with the most up-to-date and accurate information available about our complete line of speech and language assessments, occupational therapy psychological, and talent assessment resources. Working closely with our product development staff, Customer Service associates are uniquely trained to offer in-depth information and answer your questions with confidence.

To further enhance your ordering experience, our expedited shipping options help you meet deadlines and our flexible return policies guarantee your satisfaction.

To order products, please call Customer Service at 800-211-8378.
License Qualifications Form

The Psychological Corporation, a division of Harcourt Assessment Inc., maintains a high commitment to professional practices in testing and assessment. Many of the tests and materials presented in this catalog are available only to qualified professionals in accordance with the principles stated in The American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct. Eligibility to purchase certain restricted materials is determined on the basis of training and experience. Current qualified customers must update their qualification information every 2 years.

1. Type of Business:
   - [ ] Public School
   - [ ] Non-Public School
   - [ ] College: 4 year, 2 year, Trade/Technical Institute, Graduate
   - [ ] Government: Federal, State, County
   - [ ] Military
   - [ ] Early Childhood and Intervention
   - [ ] Clinic/Medical Facility
   - [ ] Hospital
   - [ ] Rehabilitation Facility
   - [ ] Private Practice
   - [ ] Other

2. Primary Area of Specialty: (based on training, or supervised experience) Check only one
   - [ ] Psychology
   - [ ] School Psychology
   - [ ] Educational
   - [ ] Counseling Psychology
   - [ ] Physical Therapy

3. Educational Background:
   - [ ] Bachelor’s Degree: ___________________________ Year ____________________ Institution ____________________________ Major ________________________
   - [ ] Master’s Degree: ___________________________ Year ____________________ Institution ____________________________ Major ________________________
   - [ ] Doctorate: ___________________________ Year ____________________ Institution ____________________________ Major ________________________
   - [ ] Other: ___________________________ Year ____________________ Institution ____________________________ Major ________________________

4. Professional Credentials: check as many as apply
   - [ ] Licensed in Area: ___________________________ State: ____________________________ Lic # ____________________________ Exp. ____________________________
   - [ ] Licensed in Area: ___________________________ State: ____________________________ Lic # ____________________________ Exp. ____________________________

5. Membership in Professional Organization(s) Status:
   - [ ] APA
   - [ ] AERA
   - [ ] NCME
   - [ ] CEC
   - [ ] ACA
   - [ ] AMA
   - [ ] SIOP
   - [ ] NASP
   - [ ] ASHA
   - [ ] AOTA
   - [ ] ASTD
   - [ ] NAN
   - [ ] INS
   - [ ] IPMA
   - [ ] HRCI
   - [ ] SHRM
   - [ ] OTHER
   - [ ] Fellow
   - [ ] Associate
   - [ ] Student
   - [ ] Other

I certify that I and/or persons who may use the test materials being ordered by me have a general knowledge of measurement principles and of the limitations of test interpretations as called for in the Standards for Educational and Psychological Tests and that I/we are qualified to use and interpret the results of these tests being purchased as recommended in these Standards. Each person or institution purchasing a test must agree to comply with the following basic principles of minimum test security: Test takers must not receive test answers before beginning the test; test users must adhere strictly to the copyright law and under no circumstances photocopy or otherwise reproduce answer forms, test books, or manuals; access to test materials must be limited to qualified persons who agree to safeguard their use. Test materials may not be resold, re-licensed, transferred, or distributed under any circumstances. I additionally certify that I have read the Terms and Conditions of Purchase and other policies set forth in this catalog and that I understand and accept such Terms and Conditions of Purchase and policies.

Your signature indicates acceptance of and compliance with the statements above.

You may fax this form to our Qualifications Group at 888-200-4880, or mail to P.O. Box 599700, San Antonio, TX 78259

Signature_________________________________________________________ Date____________________________
order options-terms and conditions

Please use this Promo Code when ordering.

☐ I am a current customer. My account number is ___________________________ DATE ___________________________

☐ I am a new customer; I have completed the License Qualifications Form on page 191. Go to PsychCorp.com or call if you need a form.

☐ I certify that I have read and accept the Terms and Conditions of Purchase and the other policies set forth in this catalog.

Important! The box above must be checked in order to process your order.

BILL TO

Facility/Organization ____________________________________________________________

Name ____________________________ Title ____________________________

Address ________________________________________________________________

City ____________________________ State/Province ____________________________ Zip/Postal Code ____________________________ Country ____________________________

Daytime Telephone ( ) ____________________________ FAX ( ) ____________________________ E-mail address ____________________________

SHIP TO [IF DIFFERENT FROM BILLING ADDRESS]

Facility/Organization ____________________________________________________________

Name ____________________________ Title ____________________________

Address ________________________________________________________________

City ____________________________ State/Province ____________________________ Zip/Postal Code ____________________________ Country ____________________________

Daytime Telephone ( ) ____________________________ FAX ( ) ____________________________ E-mail address ____________________________

☐ Regular Ground Delivery (approx. 10 business business days) – 8.5% shipping and handling charge.

☐ Expedited Delivery 6% handling charge plus shipping charge. Order must be received by noon Central Standard Time. Please specify:

☐ Overnight ☐ 2nd Day ☐ 3rd Day

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Product Code</th>
<th>Product Title</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
</table>

Prices and other terms: Prices are subject to change without further notice. There is no minimum charge on orders for tests and related materials. Products may not be resold or distributed for any purpose. Shipping charges will be added to your invoice as a separate item. If your account is not currently listed as “tax-exempt,” the applicable tax will be charged. Prices are F.O.B. Shipping Point.

Terms: Net 30 Days. Copyright © 2008 by Harcourt Assessment, Inc. All Rights Reserved.

THANK YOU FOR YOUR ORDER!

Mail:
The Psychological Corporation, a division of Harcourt Assessment, Inc.
Customer Service
P.O. Box 599700, San Antonio, TX 78259
Phone: 800-211-8378
Fax: 800-232-1223
Web: PsychCorp.com

MPC899

100% PRODUCT SATISFACTION

My PURCHASE ORDER is enclosed.
(Required for schools, universities, hospitals, and government agencies)

P.O. # ____________________________ (Net 30 days)

☐ Payment is enclosed ☐ Bill me ☐ Charge to my credit card

Card No. ____________________________ ____________________________ ____________________________ ____________________________

Name as it appears on card: ____________________________ ____________________________ ____________________________ ____________________________

Exp. date Mo. ______ Yr. ______ Signature ____________________________

THANK YOU FOR YOUR ORDER!
University Training Program / Discount Form

For Your Convenience Please Photocopy This Form

A training program discount of 40 percent is granted on the purchase of a license for use in college or university measurement courses, internships, and clinical practices and not for resale. The training program assumes responsibility for proper use of materials consistent with user qualifications and applicable testing standards. This applies only to publications of Harcourt Assessment and its divisions. No training discount is given on distributed materials owned by other publishers. This discount may not be used with any other discounts, special offers, or introductory pricing.

Orders must be submitted in writing on a University Purchase Order and must be accompanied by a completed and approved University Training Program Discount Form.

The University Course Information and the signatures of both the Department/Program Director and the course instructor, if applicable, are required to process each order placed requesting the Training Program Discount.

Phone orders will not be granted the discount.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University/College</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone</th>
<th>E-Mail</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title of course to be taught or brief description of program:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Course Schedule (Semester/Quarter): Fall Winter Spring Summer Projected Course Enrollment: _______________ __________________

Name of Department Chair/Program Director

Signature of Department Chair/Program Director

Signature of Course Instructor

☐ I certify that I have read and accept the Terms and Conditions of Purchase and the other policies set forth in this catalog.

Important! This box must be checked in order to process your order.

Note: Discount cannot be approved without authorized signatures. There is no discount on Examination Kits. There is no discount on materials (including books) that are distributed, but not published, by The Psychological Corporation.

Prices and Other Terms
Harcourt Assessment reserves the right to deny any request for University Training Program discounts for any reason. Prices are subject to change without further notice. There is no minimum charge on orders for tests and related materials. Shipping and handling will be added to your invoice as a separate item. If your account is not currently listed as “tax-exempt,” the applicable tax will be charged. Prices are F.O.B. Shipping Point. Terms: Net 30 Days.

Copyright © 2008 by Harcourt Assessment, Inc. All Rights Reserved.

Copy and return with purchase order to:
Harcourt Assessment, Inc. • Qualifications Group, Customer Service • PO Box 599700, San Antonio, TX 78259
You may fax this form to our Qualifications Group at 888-200-4880
Materials and Ordering Information, Terms and Conditions of Purchase

Customer Service Center
Orders are processed at our Customer Service Center in San Antonio, Texas.

Orders may be placed online at PsychCorp.com by calling 800-211-8378, by faxing your order form to 800-232-1223 or by mailing your order form to:
Customer Service Center
P.O. Box 599700,
San Antonio, TX 78259

Prices
All prices and terms are subject to change without notice and are exclusive of taxes and shipping and handling charges. Terms are Net 30 Days. No discount is offered for cash payments or prompt payment.

Taxes
If your account is not currently listed as “tax-exempt,” applicable state and local taxes will be added to your invoice. If you wish to be listed as “tax-exempt” for future purchases, send a copy of your tax-exempt certificate to our Customer Service Center,
Attn: Account Maintenance
P.O. Box 599700
San Antonio, TX 78259

Shipping and Handling
Test materials are shipped by traceable means via ground delivery unless first class, air, or special delivery is requested. Orders that include a specific delivery date will be treated as authorizing air or special delivery charges if accelerated shipping (or delivery) is needed to meet the required date. A shipping and handling charge of 8.5% will be added to your order. Software shipping and handling charges may vary. Together these charges will be listed on your invoice as “Shipping and Handling.” Please allow 10 working days for delivery of test materials after we receive your order.

Expedited Delivery
Customer Service must receive orders by noon Central Standard Time for expedited delivery.

Backorders
We make every attempt to maintain sufficient inventory to handle all routine orders without backorders. If a backorder occurs and you desire partial shipment or would prefer that we hold your order until it can be filled in its entirety, please let us know.

Confirming Orders
If an order is placed by phone or fax and followed up with a confirming purchase order, please make certain that it is clearly marked as CONFIRMING. This will prevent a duplicate shipment.

University Training Program Discount
A special training program discount of 40% is granted on the purchase of test materials for use in college or university measurement courses. University training program discount does not apply to product combination kits. For more information, please visit PsychCorp.com.

Returns, Credits, Adjustments 100% Product Satisfaction
Harcourt Assessment guarantees satisfaction with the physical quality of its test materials. If materials are damaged or defective, they may be returned for exchange or credit at any time. If not defective in manufacturing, resalable test booklets, answer documents, and accessory materials may be returned for credit within 90 days of the invoice date. Only unbroken, resalable packages will be accepted, and packages must show complete name, address, invoice number, and reason for return on all paperwork.

All returns (except those resulting from shipment error or manufacturing defects) will be assessed a 10% restocking fee. Please observe these procedures to ensure prompt handling:
Check your shipment upon receipt. Do not open packages; broken test packages cannot be accepted for credit unless defective.

If you receive incorrect materials or quantities, or damaged, or defective items, please call 800-211-8378.

Software Policy
All of Harcourt Assessment’s software licenses are sold on a per user basis and each license may be installed and used by one user only (unless otherwise noted). Software may be returned within 30 days of invoice date. Software must be returned with all media, accompanying materials, and original packaging along with a written statement verifying that the software has been removed from all computers.

Harcourt Assessment offers multi-user site licensing for its software. Please contact Customer Service for full details.

For software products published in 2007 and after, software system requirements may change.

Please contact:
Harcourt Technical Support Center at 800-249-0659 or tsctpc@hbttechsupport.com
for the latest information on a product’s system requirements.

Online Product Subscription Policy
Harcourt offers its online products on a ‘per user’ subscription basis. By accessing, using or registering for such products or related services, Purchaser, in addition to these catalog Terms and Conditions, agrees to be bound by the terms of the license for that particular online product. License terms may vary, and are posted at PsychCorp.com.
Terms and Conditions of Purchase

1. Limited License. PURCHASER ACKNOWLEDGES AND AGREES THAT ITS PURCHASE OF ANY HARCOURT ASSESSMENT PRODUCTS OR SERVICES IS STRICTLY THE PURCHASE OF A NON-EXCLUSIVE, NON-TRANSFERABLE, REVOCABLE, LIMITED LICENSE TO USE SUCH PRODUCTS OR SERVICES ON A LIMITED BASIS, SUBJECT TO THE TERMS AND CONDITIONS DESCRIBED HEREIN. THE PURCHASE OF THE PRODUCTS OR SERVICES IN NO WAY TRANSFERS COPYRIGHT OR OTHER OWNERSHIP INTEREST TO THE PURCHASER EXCEPT FOR THE LIMITED LICENSE HEREIN. MOST IMPORTANTLY, PURCHASER SHALL NOT (AND SHALL NOT PERMIT OTHERS TO) SUBLICENSE, RENT, LEND, TRANSFER, LEASE, SELL, OR PROVIDE TO OTHERS THE PRODUCTS OR SERVICES EXCEPT AS OTHERWISE PROVIDED BY THE TERMS AND CONDITIONS HEREIN.

2. Limited Warranty. Harcourt Assessment warrants that its products meet applicable professional standards and will be manufactured in usable quality. HARCOURT ASSESSMENT MAKES NO OTHER WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. REPLACEMENT OF MATERIALS, OR REFUND OF ALL OR A PORTION OF THE PURCHASE PRICE (BASED UPON THE SALABLE CONDITION OF THE MATERIALS), AT HARCOURT ASSESSMENT’S SOLE OPTION AND IN ACCORDANCE WITH THE PRODUCT RETURNS POLICY CONSTITUTES THE PURCHASER’S SOLE AND EXCLUSIVE REMEDY, IN LIEU OF ALL REMEDIES AND ACTUAL, CONSEQUENTIAL, SPECIAL, INCIDENTAL, OR OTHER DAMAGES IN CONNECTION WITH THE PRODUCT AND ANY USE OR MISUSE THEREOF. HARCOURT ASSESSMENT WILL NOT, UNDER ANY CIRCUMSTANCES, BE LIABLE FOR PURCHASER’S EXPENSES FOR DELAYS, FOR COSTS OF SUBSTITUTE MATERIALS, OR FOR POSSIBLE LOST INCOME, GRANTS, PROFITS, OR ANY OTHER SPECIAL OR CONSEQUENTIAL DAMAGES THAT MAY RESULT FROM USING A PRODUCT.

Some jurisdictions restrict certain limitation of warranties, so some or all of the above limitations may not apply to you.

3. Confidentiality. Purchaser acknowledges and agrees the contents of Harcourt Assessment’s tests may constitute trade secrets, which include confidential and proprietary material, information, and procedures. Purchaser will not resell, transfer or otherwise distribute materials, or authorize or allow disclosure of the contents of a test instrument protocol, including test questions and answers, or normative data, except under the limited circumstances described in the section titled “Maintenance of Test Security,” or as otherwise contemplated in the manual associated with the test. Purchaser acknowledges and agrees that the use or disclosure of trade secrets in a manner inconsistent with the provisions of these Terms and Conditions may cause Harcourt Assessment irreparable damage for which remedies other than injunctive relief may be inadequate. Accordingly, Purchaser agrees that in any request by Harcourt Assessment to a court of competent jurisdiction for injunctive or other equitable relief seeking to restrain such use or disclosure, Purchaser will not maintain that such remedy is not appropriate under the circumstances.

4. Maintenance of Test Security. Each person or institution purchasing a test must agree to comply with basic principles of minimum test security, including the standards described on page 197: “Maintenance of Test Security and Test Use.”

5. Copyright Notice. Tests, test protocols, test items, norms, score reports, and other related materials of Harcourt Assessment are copyrighted. They are not to be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system without permission in writing from Harcourt Assessment. The reproduction of any part of Harcourt Assessment’s copyrighted tests

Recommended System Requirements
- Windows® Vista™/XP/2000 operating system
- 800MHz processor
- 512 MB RAM; more memory improves performance
- 2 MB video card capable of 1024x768 resolution (32-bit color)
- 175 MB free hard disk space
- Internet Explorer 5.0 (If this is not installed, you will need an additional 65 MB of disk space to complete the installation.)
- CD-ROM drive

International Orders
For orders originating outside of the United States, go to PsychCorp.com and view our International Support page or call Customer Service at 800-211-8378.

Embargoes
Please note that at times, Harcourt Assessment must restrict the sale of certain test materials within specific geographic regions because of various contractual arrangements.

Acceptance of Terms and Conditions
Sales of licenses for test instruments, related materials, and services are based upon acceptance of the various Terms and Conditions and adherence to all policies described in this catalog and on the product. Purchasers agree to be bound to all Terms and Conditions by placing an order for materials, signing Harcourt Assessment’s Qualifications Form, a Purchase Order, a Test Order Form, or by part or total payment of Harcourt Assessment’s invoice for any tests, materials, or services ordered. No modification or additions to these Terms and Conditions are binding upon Harcourt Assessment unless previously agreed to in writing by an authorized representative of Harcourt Assessment.
and related materials in any way, whether the reproductions are sold or furnished free for use, is a violation of federal copyright law. No adaptations, translations, modifications, or special versions may be made without permission in writing from Harcourt Assessment; users are advised that such adaptations, translations, modifications, or special versions may affect the validity of the tests.

6. Protective Orders. Purchaser agrees to seek a protective order safeguarding the confidentiality of test materials classified by Harcourt Assessment as C-level assessments if Purchaser is required to produce such materials in court or administrative proceedings.

7. Limitation of Liability. In no event will Harcourt Assessment be liable for damages arising under any purchase, or otherwise arising from the order(s) contemplated in excess of the amounts paid for the product(s) which directly caused the damage.

8. Force Majeure. Except for payment obligations, nonperformance of either party shall be excused to the extent that performance is rendered impossible by strike, fire, flood, act of God, war, governmental acts or orders or restrictions, failure of suppliers, or any other reason where failure to perform is beyond the reasonable control of the nonperforming party and not due to its fault or negligence.

9. Notices. Any required notices shall be given in writing to the Purchaser at the most recent contact information provided by Purchaser to Harcourt Assessment. We may send Purchaser notice by electronic mail as an alternative to conventional mail.

10. Governing Law and Venue. Each transaction entered into in connection with a purchase, and all matters arising from or related to a purchase (including validity and interpretation) are governed by, construed, and enforced in accordance with the laws of the State of Texas, without reference to any conflict of law principles. Purchaser submits to the exclusive jurisdiction of the federal and state courts located in Bexar County, in the State of Texas.

11. Limitation of Claims. Purchaser must bring any action on any claim against Harcourt Assessment within one (1) year following the date the claim first accrued, or it shall be deemed waived.

12. Export Law Assurance. If the product(s) ordered from Harcourt Assessment have been rightfully obtained within the United States, Purchaser agrees and certifies that neither the products nor any technical data received by the Purchaser from Harcourt Assessment will be exported outside of the United States, except as authorized by the laws and regulations of the United States.

Permissions and Licensing Policy
Reproduction of any Harcourt materials requires the prior written consent of Harcourt Assessment. Questions and answers, including practice questions and answers, may not be reproduced without written permission, regardless of the number of lines or items involved. Test copies may not be bound in theses or reports placed in libraries, generally circulated, or accessible to the public, or in any article or text of any kind. Harcourt Assessment will consider requests for permission to reproduce, modify, or translate part or all of any copyrighted publication. Requests for permission to reproduce, translate, adapt, modify, or make special versions of any publications should be addressed to:

Licensing and Permissions
19500 Bulverde Rd.
San Antonio, Texas 78259-3701

Permission to Use Copyrighted Test Norms
Harcourt Assessment has the sole right to authorize reproductions of any portion of its published tests, including test norms. Copying of test norms without authorization is a violation of copyright. The term “copying” includes, but is not limited to, entry of test norms into a computer memory for purposes of test processing, scoring, or reporting. Any person or organization wanting to use Harcourt Assessment’s test norms must submit a formal written request to Licensing and Permissions. If permission is granted, a fee may be charged. Permission from Harcourt Assessment for use of test norms does not imply endorsement of, or responsibility for, the accuracy or adequacy of any test processing, scoring, or reporting service.

Permission for Research
Permission is not needed for research by individuals who are qualified to purchase and administer the tests; however, no reproduction of test materials is allowed for any purpose, including articles and reports based on research, without the prior written consent of Harcourt Assessment. Students wanting to use test materials for theses, dissertation, or research should complete and submit a Student Qualifications Form located at PsychCorp.com. This form must be accompanied by a prepaid order for the materials requested. The form and order can be faxed to Customer Service at 888-200-4880, or mailed to P.O. Box 599700, San Antonio, Texas, 78259. A 50% discount is offered to students using published assessments in research. Because of test security concerns, permission is not granted for appending tests to theses, dissertations, or reports of any kind.

Trademarks
Harcourt Assessment has the sole right to license use of its trademarks. Any unauthorized use of Harcourt Assessment or Harcourt, Inc. trademarks is strictly prohibited. Requests to use any trademark should be addressed to the Legal Department, 19500 Bulverde Rd., San Antonio, Texas 78259-3701. Harcourt Assessment reserves the right to amend these policies at any time.
Contact the Legal Department for more information at 800-228-0752.

Maintenance of Test Security and Test Use
Each person or institution purchasing a test License must agree to comply with these basic principles of minimum test security:

1. Test takers must not receive test answers before beginning the test.
2. Test questions are not to be reproduced or paraphrased in any way.
3. Access to test materials must be limited to qualified persons with a responsible, professional interest who agree to safeguard their use.
4. Test materials and scores may be released only to persons qualified to interpret and use them properly.
5. If a test taker or the parent of a child who has taken a test wishes to examine test responses or results, the parent or test taker may be permitted to review the test and the test answers in the presence of a representative of the school, college, or institution that administered the test. Such review should not be permitted in those jurisdictions where applicable laws require the institution to provide a photocopy of the test subsequent to review. If Purchaser is not certain of the effect of the laws in his/her state, please contact your state's professional organization.
6. No reproduction of test materials is allowed in any form or by any means, electronic or mechanical.
7. Request to copy any test materials must be in writing and direct to:
   Licensing and Permissions
   Harcourt Assessment, Inc.
   19500 Bulverde Rd.
   San Antonio, TX 78259-3701
   or submit via email to Licensing@Harcourt.com.

Our policy on confidentiality and release of test materials to unqualified individuals can be viewed online at PsychCorp.com.

8. Test materials may not be resold or distributed for any purpose.

Conditions of Purchase
Harcourt Assessment retains the right to withhold or withdraw approval for licensing where there is evidence of violation of commonly accepted testing practices or any of the Terms and Conditions of Purchase.

Note: No tests are licensed for self-guidance, nor to any individual or organization engaged in testing and counseling by mail. Test users must agree to guard against the improper use of our tests in order to retain the right to license those tests. To protect their security and value, tests and scoring keys must be kept in locked files or storage cabinets accessible only to authorized personnel. Test materials may not be resold, re-licensed, transferred or otherwise distributed.

Customers wishing to purchase tests for homeschoolers should refer to the section entitled “Rules Governing Sale of Materials to Various Categories of Purchasers” on this page.

Rules Governing Sale of Materials to Various Categories of Purchasers
Universities, schools, organizations, businesses, clinics, and hospitals are subject to the guidelines set forth above and must have appropriately qualified individuals on staff in order to purchase a license for test materials. These individuals must complete a Qualifications Form or provide information as to their qualifications. Orders not accompanied by this documentation may not be processed. Qualified customers should comply with the requirements of their respective institutions concerning the use of purchase orders. Harcourt Assessment may not be able to process orders without the appropriate purchase order(s) or other documentation required by the institution. No educational materials will be shipped to a home address. If Purchaser is a homeschooler, please contact Customer Service for advice. There are homeschool agencies that provide testing services in programs approved by Harcourt Assessment.

University libraries and bookstores may purchase materials subject to submission of a University Bookstore/Library Agreement Form. For more information, contact the Qualifications Group in Customer Service at 800-211-8378.

Compliance with HIPAA
Harcourt Assessment would like to advise its customers that they are not obligated to disseminate copies of test record forms or protocols to persons who erroneously claim that they are entitled to copies under HIPAA’s Privacy Rule. This position is consistent with a guidance letter Harcourt received from the Department of Health and Human Services which states that so long as test items (which may be disclosed in record forms) are trade secrets, such information is not required to be disclosed under HIPAA. Harcourt Assessment has claimed trade secret status for its test record forms and protocols for many years in order to preserve the validity of these tools used by the professional community for the benefit of the general public. Please go to PsychCorp.com for a more detailed explanation of our position regarding HIPAA. Questions should be directed to the Legal Department of Harcourt Assessment at 800-228-0752.

Harcourt Assessment reserves the right to amend these policies at any time. Contact the Legal Department for more information at 800-228-0752. ©
No more searching through many separate websites to collect information on IDEA 2004 for you, your administrators, teachers, or students’ parents. Let EvolvingwithIDEA2004.com be your SINGLE source of information regarding IDEA 2004 implementations.

The site provides 4 separate modules—Parents, Teachers, Clinicians, and Administrators, which you can easily navigate.
As the name implies, this site will continue to evolve based on feedback from you, and new legislative decisions.

Evolve with us . . .

visit EvolvingwithIDEA2004.com
author index

A

Abidin, Richard R. ................................................................. 174
Abdul, S. ............................................................. 22, 114, 115, 122
Abbott, Sylvia P. ............................................................... 72
Adams, Wayne .......................................................... 56, 120, 132
Alderman, Nick ................................................................. 125
Aldrich, Frances .................................................................. 118
Allen, Elizabeth ................................................................ 56
American Psychiatric Association ........................................... 179
Anderson, Vicki ................................................................. 134
Ardila, Alfredo .................................................................... 107

B

Baddeley, Alan ................................................................. 117, 118, 119, 128
Bar, David .......................................................................... 176
Bar-On, Reuven ................................................................. 176
Barresi, Barbara .................................................................. 150
Bayley, Nancy ..................................................................... 74, 77
Bear, George ....................................................................... 181
Beaumont, J. Graham ......................................................... 131
Beck, Aaron T. ............................................................... 152, 154, 155, 156, 157
Beck, Judith S. .................................................................... 152
Bellak, Leopold .................................................................... 172
Bellak, Sonya ....................................................................... 172
Bender, Lauretta .................................................................. 17
Berg, Esta A ......................................................................... 127
Berninger, Virginia W. ......................................................... 44, 45, 71, 72
Bernstein, David P. ............................................................. 165
Bigler, Erin D. ...................................................................... 165
Bishop, Dorothy .................................................................. 149
Black, Maureen M. .............................................................. 183
Blum, Lucille Holland ......................................................... 42
Boll, Thomas ................................................................. 170, 171
Boller, Francois ..................................................................... 128
Bomstein, Robert ................................................................. 180
Bracken, Bruce A. .............................................................. 84, 142
Briere, John ....................................................................... 163, 164
Briggs-Gowan, Margaret J. ................................................... 79, 80
Brooks, Marlene K. ............................................................. 170
Brown, Gregory K. .............................................................. 154, 156
Brown, Jaume A ................................................................. 26, 27
Brown, Linda ........................................................................ 42
Brown, Thomas E. .............................................................. 94
Burden, Vivian ............................................................... 124, 125
Burkemper, Bessie B. .......................................................... 42
Burgess, Paul W. ......................................................... 125, 127
Burney, Deanna McKinnie .................................................. 177
Bums, Martha S. ............................................................... 150

C

Caldwell, Andy ...................................................................... 129
Cameron, Carl T. .................................................................. 91
Carey, William B. ............................................................... 178
Carter, Alice S. ................................................................. 79, 80
Catlin, Randolph .................................................................. 103
Chetune, Gordon J. .............................................................. 180
Clair, Linda ......................................................................... 117, 118
Clark, David ........................................................................ 157
Clemmishaw, Helen K. ......................................................... 175
Cockburn, Janet ............................................................... 117, 131
Cohen, Donald ..................................................................... 183
Cohen, Morris ..................................................................... 116
Conners, C. Keith ............................................................... 96, 98, 135
Coon, Kathryn B. .................................................................. 56
Coster, Wendy J. ................................................................. 90
Court, J. H. ........................................................................ 40
Crosbie, Sharon .................................................................... 54

D

Deeny, Theresa .................................................................... 90
DeGangi, Georgia A. ............................................................ 183
DeLuca, Dean C. ............................................................... 22, 114, 115, 122
de Villiers, Jill ................................................................. 141, 142
de Villiers, Peter A. .......................................................... 141
D’Porona, James C. ............................................................ 66, 67
Dodd, Barbara ....................................................................... 54
Dorman, Wilma J. .............................................................. 181
Dumont, Ron. ..................................................................... 180
DuPaul, George J. ............................................................. 182

E

Eaton, Susan ........................................................................ 70
Ekman, Paul ......................................................................... 129
Elliott, Colin D. ................................................................. 30
Elliott, Stephen N. .............................................................. 66, 67
Emslie, Hazel ................................................................. 119, 120, 124, 125, 128
Erb, Lynn. ........................................................................... 56
Evans, Jonathan J. ............................................................. 125
Exner, John E. Jr. .............................................................. 171
Falvey, Barbara Zeisloft ....................................................... 183
Fawcett, Angela .................................................................. 54, 55
Fein, Deborah ...................................................................... 22
Fink, Laura .......................................................................... 165
Flanagan, Dawn P. ............................................................ 181
Flanagan, Sharon ............................................................... 129
Fletcher, Jennifer ................................................................ 91
Furry, Sarah ......................................................................... 131
Foley, Jennifer ................................................................... 120
Folstein, Marshall F. .......................................................... 109
Folstein, Susan E. ............................................................... 109
Friedman, Lee ..................................................................... 91
Fuchs, Douglas ................................................................... 70
Fuchs, Lynn. ......................................................................... 70
Funkenstein, Harris ........................................................... 103
Furuno, Setsu ....................................................................... 183
Georgas, James .................................................................. 180
Goia, Gerard A. ................................................................. 126
Glutting, Joseph .................................................................. 174
Golding, Evelyn .................................................................. 110
Gomez, Ma Esther ............................................................. 107
Goodglass, Harold ............................................................ 150
Gordon, Leonard V. ........................................................... 175
Graham, John R. ............................................................... 179
Graham, Steve ..................................................................... 181
Grant, David A. ................................................................. 127
Green, Michael F. ............................................................. 111
Greenfield, Eve. ................................................................... 117
Greenspan, Stanley I. ........................................................ 78, 183
Grimes, Jeff. ......................................................................... 181
Groot, Yvonne ..................................................................... 120
Guidubaldi, John ............................................................... 175
Gutkin, Terry B. ................................................................. 181
Guy, Steven C. ................................................................. 126
<table>
<thead>
<tr>
<th>Author Index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong></td>
</tr>
<tr>
<td>Haley, Stephen .............................................................90</td>
</tr>
<tr>
<td>Halligan, Peter W. ..........................................................111</td>
</tr>
<tr>
<td>Haltiwanger, Jane ..................................................................90</td>
</tr>
<tr>
<td>Hamlett, Carol .................................................................70</td>
</tr>
<tr>
<td>Hammill, Donald D. ...........................................................42, 56</td>
</tr>
<tr>
<td>Hare, Robert D. .....................................................................167</td>
</tr>
<tr>
<td>Harris, Karen R. ...................................................................181</td>
</tr>
<tr>
<td>Harrison, Patti .......................................................................88</td>
</tr>
<tr>
<td>Hawkins, Kari .........................................................................120</td>
</tr>
<tr>
<td>Heaton, Robert K. ...............................................................180</td>
</tr>
<tr>
<td>Hebben, Nancy ........................................................................184</td>
</tr>
<tr>
<td>Helm-Estabrooks, Nancy ......................................................146</td>
</tr>
<tr>
<td>Henderson, Sheila E. ............................................................83</td>
</tr>
<tr>
<td>Hersen, Michel ......................................................................179</td>
</tr>
<tr>
<td>Holdnack, James A. ................................................................180</td>
</tr>
<tr>
<td>Holtzman, Wayne H. .............................................................172</td>
</tr>
<tr>
<td>Horton, Connie .......................................................................174</td>
</tr>
<tr>
<td>Hosaka, Carol M. ....................................................................183</td>
</tr>
<tr>
<td>Howard, David .........................................................................130</td>
</tr>
</tbody>
</table>

**I**

| Impara, James C. ...................................................................179 |
| Inatuku, Takayo T. ................................................................183 |
| Isquith, Peter K. ....................................................................126 |
| Ivani-Chalian, Rebecca ........................................................118 |
| Ivers, Robert J. ......................................................................180 |

**J**

| Janosewich, Tania ...................................................................51 |
| Jellen, Hans R. .......................................................................12 |
| Johnson, Susan K. ...................................................................42 |
| Johnson, Lori ..........................................................................135 |
| Jolly, John B. ..........................................................................152 |
| Jones, Clare B. ........................................................................182 |
| Jurica, Paul J. ..........................................................................109 |

**K**

| Kaplan, Edith ...........................................................................22, 103, 105, 114, 115, 122, 130 |
| Kaufman, Alan S. .....................................................................180, 184 |
| Keith, Robert W. ......................................................................147, 148 |
| Kellogg, C.F. ............................................................................38 |

**L**

| Lah, Michael I ........................................................................166 |
| Lai, Zona C. ............................................................................184 |
| Lazowski, Linda E. ..................................................................170 |
| Leach, Larry ............................................................................105 |
| LeBuffe, Paul A. ......................................................................169 |
| Ledbetter, Mark F. ...................................................................180 |
| Lee, Ray ...................................................................................54 |
| Lechtenberg, Elizabeth O. .....................................................180, 184 |
| Lieberman, R. Jane ...................................................................52 |
| Linkenhoeker, Dan ....................................................................92 |
| Lintern, Tracey ........................................................................131 |
| Loebl, Patricia Anderten .......................................................91 |
| Lombardino, Linda J. .............................................................109 |
| Longe, Irving ..........................................................................162 |

**M**

| Maerlender, Art .......................................................................22 |
| Manly, Tom ..............................................................................134 |
| March, John S. ........................................................................168 |
| Marjoribanks, Julia ...................................................................131 |
| Marwitz, Jennifer H. .............................................................107 |
| Mateer, Catherine A. ................................................................135 |
| Mathier, Nancy ........................................................................56 |
| Mattis, Steven ..........................................................................109 |
| Matula, Kathleen ......................................................................183 |
| Matute, Esmeralda .....................................................................107 |
| McCarron, Lawrence ................................................................92 |
| McCarthy, Dorothea .............................................................32 |
| McDevitt, Sean C. & Associates ............................................178 |
| McDonald, Sky ................................................................. 129 |
| McGonigle, K. L. ...................................................................128 |
| McHugh, Paul R. .......................................................................109 |
| McIntosh, Beth .........................................................................54 |
| McNeish, Timothy J. ................................................................41 |
| Messick, Samuel .......................................................................164 |
| Meyers, John E. .......................................................................119 |
| Meyers, Kelly R. .......................................................................119 |
| Milberg, William ......................................................................184 |
| Miller, Daniel C. .....................................................................184 |
| Miller, Franklin G. ...................................................................170 |
| Miller, Holly A. .......................................................................170 |
| Miller, Lucy J. ..........................................................................82, 83 |
| Minke, Kathleen .......................................................................181 |
| Minthon, Lennart .....................................................................108 |
| Mooney, R. L. ..........................................................................175 |
| Morris, Robin ...........................................................................22 |
| Morton, N.W. ............................................................................38 |
| Murphy, Linda L. ......................................................................179 |
| Murray, H. A. ..........................................................................172 |

**N**

| Naglieri, Jack A. .....................................................................34, 36, 37, 41, 169, 179 |
| Nannery, Root ..........................................................................117 |
| Nicolson, Rod ..........................................................................54, 55 |
| Nielsen, Niels Peter .............................................................108 |
| Nimmo-Smith, Ian .................................................................119, 124, 128, 133, 134 |
| Nuechterlein, Keith H. ............................................................111 |

**O**

| Oakland, Thomas ...................................................................88, 174 |
| Ober, Beth A. ..........................................................................114, 115 |
| O’Reilly, Katherine A. ..........................................................183 |
| Ortiz, Samuel ..........................................................................181 |
| Ostrowsky-Solis, Feggy ........................................................107 |
| Ozanne, Anne ...........................................................................54 |

**P**

| Patterson, Karalyn ...............................................................130 |
| Paul, Rhea ...............................................................................183 |
| Paule, Laurie ..........................................................................135 |
author index

R
Rafferty, Janet E. .............................................................166
Randolph, Christopher ................................................106
Raskin, Sarah A. ............................................................135
Raven, J.C. .....................................................................39, 40
Rewilak, Dmytro ...........................................................105
Reynolds, Cecil R. .............................................................165, 181
Reynolds, William M. .....................................................92, 157, 159, 160, 166
Richards, Brian ..............................................................105
Ridgeway, Valerie ............................................................133
Roberts, James ................................................................170
Roberts, Rhia ..................................................................56
Robertson, Ian H. ............................................................133, 134
Reep, Thomas ..................................................................141
Rollins, Jennifer ..............................................................129
Rorschach, Hermann ......................................................171
Rossell, Monica ..............................................................107
Rotter, Julian B. ..............................................................166
S
Saigh, Philip A. .............................................................161
Salzofsk, Donald H. .........................................................180, 181
SASSI, The Institute ........................................................170
Sattler, Jerome M. ...........................................................180, 181
Saxton, Judy .................................................................128
Second, Wayne .............................................................138–140, 147
Seel, Ronald T. ..............................................................107
Semel, Eleanor ..............................................................138–140
Seymour, Harry N. ..........................................................141
Shallice, Tim .................................................................127
Shapira, Edward S. ..........................................................67, 70
Sherbenou, Rita J. ............................................................42
Sheslow, David ..............................................................56, 120, 132
Shiel, Agnes .................................................................120
Siegel, Bryna ..................................................................97
Sivan, Abigail Benton .....................................................132
Smith, Donna R. .............................................................180
Sohlberg, McKay Moore ...............................................135
Sopana, Sara .................................................................117
Sprengelmeyer, Reiner ....................................................129
Stasz, Wendy B. ..............................................................179
Steer, Robert A. ............................................................154, 156
Stober, Karen Callan ......................................................68, 69
Stoner, Gary ..................................................................182
Stunkard, Albert J. ..........................................................164
Sugden, David A. ............................................................83
Swanson, H. Lee ............................................................181
Swift, A. A. .................................................................128
T
Tate, Robyn .................................................................117, 118
Tetzl, Tanya .................................................................54
Thomas, Alex ...............................................................181
Thomas, Jay C. ..............................................................179
Tombaugh, Tom N. ..........................................................120
Tulsky, David S. ............................................................180
U
Urban, Klaus K. ..............................................................32
Urbina, Susana ..............................................................179
V
Vagg, Peter R. .................................................................177
Van de Vliert, Fons ..........................................................180
Volkmann, Fred R ............................................................183
W
Wagner, Melissa McCoy ....................................................56
Ward, Tony ..................................................................133
Warkentin, Siegbert ........................................................108
Watson, Peter ..............................................................117, 118, 120
Wechsler, David ..........................................................20–28, 34, 46, 112
Weiner, Irving B. ............................................................171
Weintraub, Sandra ..........................................................103
Weiss, Lawrence G. ........................................................180
Whitia, Dean .................................................................103
Wieder, Serena ..............................................................183
Wiederholt, J. Lee ............................................................42
Wig, Elisabeth H. ..........................................................108, 138–140, 147
Williamson, G. Gordon ...............................................181
Wilson, Barbara A. .......................................................117, 118, 120, 124, 125, 131
Wilson, E. Collin ............................................................124
Y
Young, Andy ...............................................................129
### Acronym & Product Index

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Product Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>AARS</td>
<td>177</td>
</tr>
<tr>
<td>ABAS–II</td>
<td>88</td>
</tr>
<tr>
<td>ACES</td>
<td>66</td>
</tr>
<tr>
<td>ACPT</td>
<td>147</td>
</tr>
<tr>
<td>AIMS</td>
<td>67</td>
</tr>
<tr>
<td>AIMSwb</td>
<td>58</td>
</tr>
<tr>
<td>ALL</td>
<td>52</td>
</tr>
<tr>
<td>APM</td>
<td>38</td>
</tr>
<tr>
<td>APT–II</td>
<td>135</td>
</tr>
<tr>
<td>AQI</td>
<td>108</td>
</tr>
<tr>
<td>ABAS–II Intervention Planner and Scoring Assistant</td>
<td>89</td>
</tr>
<tr>
<td>Academic Competence Evaluation Scales</td>
<td>66</td>
</tr>
<tr>
<td>Academic Intervention Monitoring System</td>
<td>67</td>
</tr>
<tr>
<td>Adaptive Behavior Assessment System– Second Edition</td>
<td>88</td>
</tr>
<tr>
<td>Advanced Progressive Matrices</td>
<td>19</td>
</tr>
<tr>
<td>ADHD in the Schools, Second Edition</td>
<td>182</td>
</tr>
<tr>
<td>Adolescent Anger Rating Scale</td>
<td>177</td>
</tr>
<tr>
<td>Affect-Based Language Curriculum, The</td>
<td>183</td>
</tr>
<tr>
<td>A Quick Test of Cognitive Speed</td>
<td>108</td>
</tr>
<tr>
<td>Assessment of Children</td>
<td>180</td>
</tr>
<tr>
<td>Assessment of Literacy and Language</td>
<td>52</td>
</tr>
<tr>
<td>Attention Deficit Disorder: Strategies for School-Age Children</td>
<td>182</td>
</tr>
<tr>
<td>Attention Process Training</td>
<td>135</td>
</tr>
<tr>
<td>Auditory Continuous Performance Test</td>
<td>147</td>
</tr>
<tr>
<td>Awareness of Social Inference Test, The</td>
<td>129</td>
</tr>
<tr>
<td>Bayley Scales of Infant and Toddler Development–Third Edition</td>
<td>74</td>
</tr>
<tr>
<td>Bayley–III Scoring Assistant and PDA Administration Software</td>
<td>76</td>
</tr>
<tr>
<td>Bayley–III Screening Test</td>
<td>77</td>
</tr>
<tr>
<td>Beck Depression Inventory–II</td>
<td>154</td>
</tr>
<tr>
<td>Beck Hopelessness Scale</td>
<td>155</td>
</tr>
<tr>
<td>Beck InterpreTrak</td>
<td>156</td>
</tr>
<tr>
<td>Beck Scale for Suicide Ideation</td>
<td>155</td>
</tr>
<tr>
<td>Beck Youth Inventories–Second Edition</td>
<td>152</td>
</tr>
<tr>
<td>Behavior Rating Inventory of Executive Function</td>
<td>126</td>
</tr>
<tr>
<td>Behavior Rating Inventory of Executive Function–Self Report Version</td>
<td>126</td>
</tr>
<tr>
<td>Behavioral Assessment of the Dysexecutive Syndrome</td>
<td>125</td>
</tr>
<tr>
<td>Behavioral Assessment of the Dysexecutive Syndrome in Children</td>
<td>124</td>
</tr>
<tr>
<td>Behavioral Inattention Test</td>
<td>131</td>
</tr>
<tr>
<td>Behavioral Observation of Students in Schools</td>
<td>70</td>
</tr>
<tr>
<td>Bender Visual–Motor Gestalt Test, Second Edition</td>
<td>37</td>
</tr>
<tr>
<td>Benton Visual Retention Test, Fifth Edition</td>
<td>132</td>
</tr>
<tr>
<td>Best Practices in School Psychology IV</td>
<td>181</td>
</tr>
<tr>
<td>Beta III</td>
<td>38</td>
</tr>
<tr>
<td>Boston Diagnostic Aphasia Examination, The Third Edition</td>
<td>150</td>
</tr>
<tr>
<td>Bracken Basic Concept Scale: Expressive</td>
<td>84, 142</td>
</tr>
<tr>
<td>Bracken Basic Concept Scale–3rd Edition: Receptive</td>
<td>84, 142</td>
</tr>
<tr>
<td>Bracken School Readiness Assessment–Third Edition</td>
<td>86, 144</td>
</tr>
<tr>
<td>Bracken Scoring Assistant</td>
<td>86, 144</td>
</tr>
<tr>
<td>Brief Infant-Toddler Social and Emotional Assessment</td>
<td>79</td>
</tr>
<tr>
<td>Brown Attention-Deficit Disorder Scales</td>
<td>94</td>
</tr>
<tr>
<td>Burns Brief Inventory of Communication and Cognition</td>
<td>150</td>
</tr>
<tr>
<td>CAMPROMPT</td>
<td>120</td>
</tr>
<tr>
<td>C.A.T.</td>
<td>172</td>
</tr>
<tr>
<td>CASE</td>
<td>165</td>
</tr>
<tr>
<td>CASE–SF</td>
<td>165</td>
</tr>
<tr>
<td>CBROCI</td>
<td>157</td>
</tr>
<tr>
<td>CCC–2</td>
<td>149</td>
</tr>
<tr>
<td>CCT</td>
<td>110</td>
</tr>
<tr>
<td>CDI</td>
<td>168</td>
</tr>
<tr>
<td>CELF–4</td>
<td>138</td>
</tr>
<tr>
<td>CELF–4 Screening Test</td>
<td>140</td>
</tr>
<tr>
<td>CELF–4 Spanish</td>
<td>139</td>
</tr>
<tr>
<td>CELF–4 Spanish Scoring Assistant</td>
<td>139</td>
</tr>
<tr>
<td>CELF Preschool–2</td>
<td>140</td>
</tr>
<tr>
<td>CMI</td>
<td>39</td>
</tr>
<tr>
<td>CLDT</td>
<td>146</td>
</tr>
<tr>
<td>CMMS</td>
<td>42</td>
</tr>
<tr>
<td>CMS</td>
<td>116</td>
</tr>
<tr>
<td>Conners CBRS</td>
<td>98</td>
</tr>
<tr>
<td>Conners 3</td>
<td>96</td>
</tr>
<tr>
<td>CPTSDI</td>
<td>161</td>
</tr>
<tr>
<td>CPT II Version 5</td>
<td>135</td>
</tr>
<tr>
<td>CDI</td>
<td>42</td>
</tr>
<tr>
<td>CI</td>
<td>165</td>
</tr>
<tr>
<td>CTS</td>
<td>178</td>
</tr>
<tr>
<td>CVLT–C</td>
<td>114</td>
</tr>
<tr>
<td>CVLT–C Scoring Assistant with Report Writer</td>
<td>114</td>
</tr>
<tr>
<td>CVLT–II</td>
<td>115</td>
</tr>
<tr>
<td>CVLT–II Comprehensive Scoring System</td>
<td>115</td>
</tr>
<tr>
<td>California Verbal Learning Test–Children’s Version</td>
<td>114</td>
</tr>
<tr>
<td>California Verbal Learning Test–Second Edition</td>
<td>115</td>
</tr>
<tr>
<td>Cambridge Test of Prospective Memory</td>
<td>120</td>
</tr>
<tr>
<td>Carey Temperament Scales</td>
<td>178</td>
</tr>
<tr>
<td>Childhood Trauma Questionnaire: A Retrospective Self-Report</td>
<td>165</td>
</tr>
<tr>
<td>Children’s Apperception Test</td>
<td>172</td>
</tr>
<tr>
<td>Children’s Category Test</td>
<td>110</td>
</tr>
<tr>
<td>Children’s Communication Checklist–2–U.S. Edition</td>
<td>149</td>
</tr>
<tr>
<td>Children’s Depression Inventory</td>
<td>168</td>
</tr>
<tr>
<td>Children’s Memory Scale</td>
<td>116</td>
</tr>
<tr>
<td>Children’s Memory Scale Scoring Assistant</td>
<td>116</td>
</tr>
<tr>
<td>Children’s Needs II</td>
<td>181</td>
</tr>
<tr>
<td>Children’s PTSF Inventory</td>
<td>161</td>
</tr>
<tr>
<td>Clark–Beck Obsessive–Compulsive Inventory</td>
<td>157</td>
</tr>
<tr>
<td>Clinical Assessment Scales for the Elderly</td>
<td>165</td>
</tr>
<tr>
<td>Clinical Assessment Scales for the Elderly–Short Form</td>
<td>165</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Fundamentals–Fourth Edition Screening Test</td>
<td>140</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Fundamentals–Fourth Edition Spanish</td>
<td>139</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Fundamentals Preschool–Second Edition</td>
<td>140</td>
</tr>
<tr>
<td>Clinical Interpretation of the WJ III and WJ IV</td>
<td>180</td>
</tr>
<tr>
<td>Cognitive Linguistic Quick Test</td>
<td>146</td>
</tr>
<tr>
<td>Colored Linguistic Quick Test</td>
<td>39</td>
</tr>
<tr>
<td>Columbia Medical Maturity Scale</td>
<td>42</td>
</tr>
<tr>
<td>Comprehensive Handbook of Psychological Assessment</td>
<td>179</td>
</tr>
<tr>
<td>Comprehensive Test of Nonverbal Intelligence</td>
<td>42</td>
</tr>
<tr>
<td>Conners Comprehensive Behavior Rating Scales</td>
<td>98</td>
</tr>
<tr>
<td>Acronym &amp; Product Index</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Conners’ Continuous Performance Test II**  
  Version 5 | 135 |
| Conners Third Edition | 96 |
| Culture and Children’s Intelligence | 180 |
| **D** |  |
| DAPS | 164 |
| DAS–II | 30 |
| DATA | 70 |
| DELV–Norm Referenced | 141 |
| DELV–Screening Test | 141 |
| D–KEFS | 122 |
| DRS–2 | 109 |
| DRS–2: IR | 109 |
| DSM–IV–TR: The Diagnostic and Statistical Manual of Mental Disorders | 179 |
| DSMDO | 169 |
| DSMDO Scoring Assistant | 169 |
| DST–J | 55 |
| DST–S | 55 |
| Delis–Kaplan Executive Function System | 122 |
| Dementia Rating Scale–2 | 109 |
| Dementia Rating Scale–2: Interpretive Report | 109 |
| Desk Reference to the Diagnostic Criteria from DSM–IV–TR | 179 |
| Detailed Assessment of Posttraumatic Stress | 164 |
| Devereux Behavior Rating Scale–School Form | 169 |
| Devereux Scales of Mental Disorders | 169 |
| Diagnostic Evaluation of Language Variation–Norm Referenced | 141 |
| Diagnostic Evaluation of Language Variation–Screening Test | 141 |
| Doors and People | 119 |
| Draw A Person: A Quantitative Scoring System | 41 |
| Draw A Person: Screening Procedure for Emotional Disturbance | 179 |
| Driver Rehabilitation: A Guide for Assessment and Intervention | 41 |
| Dynamic Assessment of Test Accommodations | 70 |
| Dyslexia Screening Instrument | 56 |
| Dyslexia Screening Test–Junior | 55 |
| Dyslexia Screening Test–Secondary | 55 |
| **E** |  |
| EMDA | 52 |
| ERDA–Second Edition | 53 |
| ERSI | 50 |
| Early Math Diagnostic Assessment | 52 |
| Early Reading Diagnostic Assessment–Second Edition | 53 |
| Early Reading Success Indicator | 50 |
| Eating Inventory | 164 |
| Essentials of Bayley Scales of Infant Development II Assessment | 183 |
| Essentials of Cross-Battery Assessment | 181 |
| Essentials of NEPSY Assessment | 184 |
| Essentials of Neuropsychological Assessment | 184 |
| Essentials of Psychological Testing | 179 |
| Essentials of School Neuropsychological Assessment | 184 |
| Essentials of WRS–III Assessment | 180 |
| Essentials of WRS–III Assessment | 180 |
| Essentials of WRS–III Assessment | 180 |
| **F** |  |
| FAIS | 68 |
| FEEST | 129 |
| Facial Expressions of Emotion: Stimulus and Tests | 129 |
| FirstStep: Screening Test for Evaluating Preschoolers | 82 |
| Functional Assessment and Intervention System: Improving School Behavior | 68 |
| Functional Emotional Assessment Scale, The | 183 |
| **G** |  |
| GRS | 51 |
| Gifted Rating Scales | 51 |
| Greenspan Social-Emotional Growth Chart | 78 |
| **H** |  |
| HIT | 172 |
| Handbook of Autism and Pervasive Developmental Disorders | 183 |
| Handbook of Learning Disabilities | 181 |
| Handbook of Psychology | 179 |
| Handbook of School Psychology, The | 181 |
| Hare Psychopathy Checklist–Revised: Second Edition | 167 |
| Hayling and Brixton Tests, The | 127 |
| Helping Babies Learn | 183 |
| Holtzman Inkblot Technique | 172 |
| Infant-Toddler Social and Emotional Assessment | 80 |
| Intelligent Testing with the WISC–III | 180 |
| **K** |  |
| KBNA | 105 |
| Kaplan Baycrest Neurocognitive Assessment | 105 |
| **M** |  |
| MAP | 83 |
| MASC | 168 |
| MCCB | 111 |
| MEAMS | 110 |
| M–FAST | 170 |
| MicroCog for Windows | 103 |
| MMSE | 109 |
| MST | 32 |
| Measurement and Treatment Research to Improve Cognition in Schizophrenia (MATRICS) | 111 |
| McCarthy Scales of Children’s Abilities | 32 |
| McCarthy Screening Test | 32 |
| Middlesex Elyerly Assessment of Mental State, The | 110 |
| Mill Hill Vocabulary Scales | 40 |
| Miller Assessment for Preschoolers | 83 |
| Miller Forensic Assessment of Symptoms Test | 170 |
| Mini-Mental State Examination | 109 |
| Mooney Problem Check Lists, The | 175 |
| Movement ABC–2 | 83 |
| Multidimensional Anxiety Scale for Children | 168 |
| **N** |  |
| NEUROPSI–Attention and Memory | 107 |
| NEUROPSI Screen–Evaluation Neuropsicológica Breve en Español | 107 |
| NFI | 107 |
| NNAT–Individual | 36 |
| NNAT–2 | 37 |
| Naglieri Nonverbal Ability Test–Individual Administration | 36 |
| Naglieri Nonverbal Ability Test–Second Edition | 37 |
| NEPSY–Second Edition | 100 |
| NEPSY–II Scoring Assistant and Administration Planner | 101 |
| Neurobehavioral Functioning Inventory | 107 |
| Neuropsychology of Mathematics, The | 182 |
| Neuropsychology of Reading Disorders | 181 |
| Neuropsychology of Written Language Disorders | 182 |
**O**
Outcomes PME: Planning, Monitoring, Evaluating .......................... 89

**P**
PACST .......................................................... 131
PAL-II Math ................................................. 45
PAL–II Reading and Writing ................................ 44
PCL–R: 2nd Edition ........................................ 167
PDDST–II ....................................................... 97
PIPA ............................................................... 54
PrimerPASO ................................................... 82
PSI ..................................................................... 174
PSS ................................................................. 175
PAL Research-Based Reading and Writing Lessons ............... 72
Parent Articles About ADHD ...................................... 182
Parenting Satisfaction Scale ........................................ 175
Parenting Stress Index–Third Edition ............................. 174
Pervasive Developmental Disorders Screening Test–II .......... 97
Porteus Maze .................................................... 41
Pre-Reading Inventory of Phonological Awareness ............ 54
PrimerPASO: Screening Test for Evaluating Preschoolers .... 82
Process Assessment of the Learner: Guides for Intervention ..................................... 71
Process Assessment of the Learner: Research-Based Reading and Writing Lessons .......... 72
Process Assessment of the Learner–Second Edition: Diagnostic Assessment for Reading and Writing .................................. 44
Promoting Social Competence .................................... 181
Putney Auditory Comprehension Screening Test ................. 131
Pyramids and Palm Trees Test, The ............................... 130

**Q**
Quick Reference to the Diagnostic Criteria from DSM–IV–TR ...................................... 179
Quick Test of Cognitive Speed, A ...................................... 108

**R**
RAASI .................................................................. 92
RADS–2 .......................................................... 166
RBANS .......................................................... 106
RBMT–C ........................................................... 118
RBMT–E ........................................................... 118
RBMT–3 ........................................................... 117
RBVS ............................................................... 159, 160
RCFT ............................................................... 119
RIAPS ............................................................ 171
RISB ............................................................... 166
Raven’s Progressive Matrices ........................................ 39
Ready To Learn ................................................ 54
Repeatability Battery for the Assessment of Neuropsychological Status .................................. 106
Resiliency Scales for Children & Adolescents .................... 158
Key Complex Figure Test and Recognition Trial ................. 119
Reynolds Adolescent Adjustment Screening Inventory ....... 92
Reynolds Adolescent Depression Scale, 2nd Edition ........... 166
Reynolds Bully Victimization Scales for Schools .................. 160
Reynolds Bully Victimization Scales for Schools–Group Administration .................................. 159
Rivermead Behavioural Memory Test for Children, The .................. 118
Rivermead Behavioural Memory Test–Extended Version, The ............ 118
Rivermead Behavioural Memory Test, The–Third Edition ........ 117
Rorschach Interpretation Assistance Program: Version 5 ........ 171
Rorschach Technique .......................................... 171
Rotter Incomplete Sentences Blank–Second Edition .......... 166

**S**
SASSI–A2 ........................................................ 170
SASSI–3 ........................................................ 170
SCAN–A ......................................................... 148
SCAN–C ......................................................... 148
SCOLP .......................................................... 128
SOIS .............................................................. 162
SFA ................................................................. 90
SIB ................................................................. 128
SIQ ................................................................. 157
SPM ............................................................... 39
SSQ ............................................................... 174
SSSI .............................................................. 92
STAX–2 .......................................................... 177
STAX–2–IR ..................................................... 177
SCAN–A: A Test for Auditory Processing Disorders in Adolescents and Adults ................. 148
SCAN–C: Test for Auditory Processing Disorders in Children–Revised .................................. 148
School Function Assessment ...................................... 90
Severe Impairment Battery ......................................... 128
Sleep Disorders Inventory for Students ............................ 162
Sourcebook for Children with Attention Deficit Disorders–Second Edition ....................... 182
Spanish SASSI–A2 .............................................. 170
Speed and Capacity of Language Processing Test ................ 128
Standard Progressive Matrices ..................................... 39
State–Trait Anger Expression Inventory–2 ......................... 177
State–Trait Anger Expression Inventory–2 Interpretive Report .................................. 177
Street Survival Skills Questionnaire ............................... 92
Student Styles Questionnaire ..................................... 174
Substance Abuse Subtle Screening Inventory–Third Edition .................................. 170
Suicidal Ideation Questionnaire .................................... 157

**T**
TASIT ................................................................... 129
T.A.T. ................................................................... 172
CT–DP ............................................................ 32
TEA ..................................................................... 133
TEA–Ch ........................................................... 134
TOMM ............................................................ 120
TONI–3 ............................................................ 42
TOSWIF .......................................................... 56
TOWK ............................................................. 147
TROG–2 ............................................................ 149
TSCC ................................................................... 163
TSI ................................................................. 163
TWI ...................................................................... 91
Test for Creative Thinking–Drawing Production .................. 32
Test for Reception of Grammar–Version 2 ......................... 149
Test of Academic Performance ................................... 56
Test of Everyday Attention for Children, The.................. 134
Test of Everyday Attention, The .................................. 135
Test of Memory Malfunctioning ................................... 120
Test of Nonverbal Intelligence–Third Edition .................... 42
Test of Silent Word Reading Fluency ............................... 56
Test of Word Knowledge ....................................... 147
Tests in Print V .................................................. 179
Thematic Apperception Test ....................................... 172
Timers and Stopwatches ............................................ 184
Transition–to–Work Inventory ..................................... 91
Trauma Symptom Checklist for Children ......................... 163
Trauma Symptom Inventory ...................................... 163

**V**
VADS ............................................................. 119
Vigil Continuous Performance Test ................................. 134
Visual Aural Digit Span Test ....................................... 119
<table>
<thead>
<tr>
<th>Acronym &amp; Product Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAB–R ....................... 145</td>
</tr>
<tr>
<td>WAIS–III ...................... 26</td>
</tr>
<tr>
<td>WAIS–III Spanish ............ 27</td>
</tr>
<tr>
<td>WAIS–III/WMS–III/WAIT–II Scoring Assistant ........ 27</td>
</tr>
<tr>
<td>WASH ....................... 25</td>
</tr>
<tr>
<td>WCST .......................... 127</td>
</tr>
<tr>
<td>WCST CV4 ..................... 127</td>
</tr>
<tr>
<td>WIAT–II ...................... 46</td>
</tr>
<tr>
<td>WISC–IV ...................... 20</td>
</tr>
<tr>
<td>WISC–IV Integrated ........ 22</td>
</tr>
<tr>
<td>WISC–IV Spanish ............ 24</td>
</tr>
<tr>
<td>WMS–III ...................... 112</td>
</tr>
<tr>
<td>WMS–III—Abbreviated ....... 113</td>
</tr>
<tr>
<td>WMS–III—Spanish .......... 113</td>
</tr>
<tr>
<td>WNV .......................... 34</td>
</tr>
<tr>
<td>WPPSI–III .................... 28</td>
</tr>
<tr>
<td>WPPSI–III Scoring Assistant .......... 29</td>
</tr>
<tr>
<td>WPPSI–III Writer ............. 29</td>
</tr>
<tr>
<td>WRAML2 ....................... 120</td>
</tr>
<tr>
<td>WRAMMA ..................... 112</td>
</tr>
<tr>
<td>WSTAR ......................... 104</td>
</tr>
<tr>
<td>Wechsler Abbreviated Scale of Intelligence ........ 25</td>
</tr>
<tr>
<td>Wechsler Adult Intelligence Scale—Third Edition ...... 26</td>
</tr>
<tr>
<td>Wechsler Adult Intelligence Scale—Third Edition (Spanish) ... 27</td>
</tr>
<tr>
<td>Wechsler Fundamentals: Academic Skills ............... 49</td>
</tr>
<tr>
<td>Wechsler Individual Achievement Test—Second Edition ...... 46</td>
</tr>
<tr>
<td>Wechsler Intelligence Scale for Children—Fourth Edition ...... 20</td>
</tr>
<tr>
<td>Wechsler Intelligence Scale for Children—Fourth Edition Integrated .... 22</td>
</tr>
<tr>
<td>Wechsler Intelligence Scale for Children—Fourth Edition—Spanish .... 24</td>
</tr>
<tr>
<td>Wechsler Memory Scale—Third Edition ................... 112</td>
</tr>
<tr>
<td>Wechsler Memory Scale—Third Edition (Spanish) .......... 113</td>
</tr>
<tr>
<td>Wechsler Memory Scale—Third Edition—Abbreviated .......... 113</td>
</tr>
<tr>
<td>Wechsler Nonverbal Scale of Ability ..................... 34</td>
</tr>
<tr>
<td>Wechsler Preschool and Primary Scale of Intelligence—Third Edition ...... 28</td>
</tr>
<tr>
<td>Wechsler Test of Adult Reading ......................... 104</td>
</tr>
<tr>
<td>Western Aphasia Battery—Revised ....................... 145</td>
</tr>
<tr>
<td>Wide Range Assessment of Memory and Learning, Second Edition .......... 120</td>
</tr>
<tr>
<td>Wide Range Assessment of Visual Motor Abilities .......... 132</td>
</tr>
<tr>
<td>WISC–III Clinical Use and Interpretation .................. 181</td>
</tr>
<tr>
<td>WISC–IV Advanced Clinical Interpretation .................. 180</td>
</tr>
<tr>
<td>WISC–IV Clinical Use and Interpretation .................. 180</td>
</tr>
<tr>
<td>Wisconsin Card Sorting Test ............................ 127</td>
</tr>
<tr>
<td>Wisconsin Card Sorting Test: Computer—Version 4 ........ 127</td>
</tr>
</tbody>
</table>

---

Are You Interested in Making a Difference in Your Profession and With Your Clients?

PsychCorp is looking for assessments that are in the final stages of development and have been tested with clients, validating stated goals and objectives, or a technology application relating to assessment delivery and scoring.

**Flexible Submission Process**

Please provide the product’s purpose, who you see using the product and benefiting from the product (age-range of the client-base and their associated disorders), product competition, degree of product completion, and the names and affiliations of the authors.

There are three convenient ways to submit your product proposal:

1. Complete the submission process online, HarcourtAssessment.com/ProductIdea
2. Email your submission to publisher@harcourt.com
3. Mail your submission to Publisher, Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX 78259.

When we have received and reviewed your submission, a representative of PsychCorp will contact you.
READY SET GO

WECHSLER FUNDAMENTALS: ACADEMIC SKILLS
A quick, cost-effective means of determining where to begin diagnostic evaluations and interventions.

ALLOWS YOU TO:
- Tailor intake interviews
- Easily code to ICD-9 standards
- Complete testing in less than one hour
- Administer tests individually or in a group
- Monitor patient's academic progress through parallel forms*

*available Winter 2008

SUB TESTS
- Spelling
- Numerical Operations
- Reading Comprehension
- Word Reading
  (Individually administered)

AGE RANGE
- Adults (18 – 50 years)
- Children (K – Grade 12)

ADMINISTRATION TIME
- 45 minutes
Identifying the Underlying Cause Just Became Easier

Now revised, these process-approached assessment tools offer enhanced software to give you the clinical advantage.

NEPSY®-II Scoring Assistant® and Administration Planner
- Guides subtest selection based on referral or clinical concern
- Calculates subtest scores including Contrast/Compare scores
- Generates customizable reports—Clinician, Parent/Teacher, and Longitudinal

PAL-II™ User Guide
- Guides subtest selection based on referral or clinical concern
- Explains each construct and how it affects the skill being measured
- Assists in score interpretation
- Points you to research-based interventions and lesson plans

Visit NEPSY-II.com or PAL-II.com to experience these enhanced software tools yourself.