The Power to Improve Lives.

THE PSYCHOLOGICAL CORPORATION

Speech & Language

2008 Annual Catalog

assessment solutions
Dear Colleagues,

Thank you for taking the time to review our 2008 catalog of speech and language products. Over the years, we’ve heard many stories of the recognition you receive for improving the lives of children and families. Thank you for letting the Psychological Corporation help you in your efforts to improve lives and achieve better client outcomes.

This year’s catalog is geared toward helping you continue your efforts at helping others. While you are certainly familiar with our gold standard assessments, such as CELF (Clinical Evaluation of Language Fundamentals) and PLS (Preschool Language Scale), we encourage you to explore some of our newer innovations such as DELV (Diagnostic Evaluation of Language Variation) and the Bracken Basic Concept Scale suite of products. We’re confident that once you are familiar with these products, they will become an integral part of your practice, helping you to achieve positive outcomes with your clients.

Your feedback plays a vital role in the development of new products. Your opinions about our products help us to ensure we continue to create new products that effectively meet the needs of you and your clients. We invite you to visit our web site at PsychCorp.com and click on “Contact Us” to provide us with your valuable feedback.

Best wishes for a successful and fulfilling year.

Sincerely,

Michael Hansen
CEO & President,
Harcourt Assessment, Inc.

Aurelio Prifitera, PhD
President,
The Psychological Corporation
Speech & Language

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2008 Annual 1
Developed specifically for Spanish speakers living in the U.S.

*Parallel test to the CELF-4 English, not a translation*

**Assess a child’s concept knowledge and receptive language skills for school readiness**

*Bracken School Readiness Assessment*

*Third Edition*

See page 34

Now assess a child’s **Receptive and Expressive knowledge of basic concepts**

*See pages 32-33*
Exciting, New, and Revised assessment products
to improve your clinical decision making from birth to the eldest client

Obtain scores that you see in your young clients
See page 30

Two tools in one
Complete battery and bedside form to quickly diagnose aphasia
See page 83

Communication and social-language skills
See page 66

Sensory Profile
Newest companion to Sensory Profile
Enables you to assess sensory information related to classroom and school performance
See page 68

phone 800.211.8378 • fax 800.232.1223 • psychcorp.com
Different Language Common Goals

Assess Spanish-speaking clients and target appropriate treatment planning and intervention with these assessments.
Remember

- This is a living, breathing website
- that will evolve
- based on feedback
- from you.

Join the evolution at EvolvingwithIDEA2004.com
I suspect that a preschool-aged child referred to me may have Pervasive Developmental Disorder (PDD)/Autism Spectrum Disorder. What instruments would be helpful in this type of assessment? Additionally, what instruments might be helpful to provide diagnostic information to the parents and school?

**Answer:**

Children's Communication Checklist–2 U.S. Edition (CCC–2)–A normed, screening and diagnostic instrument that can be used with children as young as four years of age. It uses input from parents or caregivers, and will help you identify where the child is regarding the range of Autism Spectrum Disorder; these strengths and needs can help you determine the intervention that will best influence school success.

Pervasive Developmental Disorder Screening Test–II (PDDST–II)–Quickly evaluate a young child (18-48 months) for autistic disorder, pervasive developmental delay, and Asperger's disorder.

I am in charge of Child Find in my district and I see many infants and toddlers who are referred for developmental delays. What screening battery might be useful? If problems are identified, what diagnostic instruments would help me further define the issues?

**Answer:**

"Screening"/Initial evaluation to determine if further testing is needed: Preschool Language Scale—Fourth Edition Screening Test (PLS–4 Screening Test)–Develop a snapshot of a young child's speech and language development in 10 minutes.

The Bracken School Readiness Assessment (BSRA-3)–A brief school readiness measure derived from the full Bracken Receptive assessment.

FirstSTEPi/Primer PASO–Quickly evaluates all areas related to IDEA 2004.

Ready to Learn–Use as a general readiness/early literacy assessment.

Diagnostic Battery:

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

Our district/school is starting a new school reading readiness program. What instruments would help us to determine which students are ready for Kindergarten and/or are ready to read?

**Answer:**

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.

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

Clinical Evaluation of Language Fundamentals Preschool—Second Edition (CELF Preschool–2)–Gain an in-depth understanding of a child's (3:0-6:0 years) language skills.
Boehm Test of Basic Concepts—Third Edition and Boehm Test of Basic Concepts Preschool (Boehm–3 and Boehm Preschool)—Assess the concepts and instructional material most frequently used in preschool and early school classrooms. Offers a general understanding of a child’s (ages 3:0-7:0 years) basic concepts knowledge.

The Bracken School Readiness Assessment (BSRA-3)—A brief school readiness measure derived from the full Bracken Receptive assessment.

FirstSTEP/Primer PASO—Quickly evaluates all areas related to IDEA 2004.

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.

When I evaluate a student who has cultural and/or language differences, I am not sure what my assessment options are. What do you suggest?

**Answer:**

The assessment methods selected are dependent, in part, on the student’s English proficiency.

**Versant**—Use to determine proficiency in basic spoken English, while measures such as the Stanford English Language Proficiency Test (see harcourtassessment.com) may be used to further evaluate academic and social language.

When you’ve decided a student should be assessed in Spanish, the following instruments are appropriate for the assessment of language and cognition:

**Bracken Basic Concept Scale—Third Edition: Receptive Spanish (BBCS–3:R) and Bracken Basic Concept Scale: Expressive (BBCS:E)**

You may also administer the Bracken Basic Concept Scale: Expressive (BBCS:E) to compare acquisition of receptive and expressive concept understanding and use.

**Clinical Evaluation of Language Fundamental—Fourth Edition Spanish (CELF–4 Spanish)**

Preschool Language Scale—Fourth Edition Spanish (PLS–4 Spanish)

For students who may speak different dialects of American English:

The Diagnostic Evaluation of Language Variation (DELV) may be helpful.

This instrument, which also has a screening test, assists speech-language pathologists in determining whether there is evidence of a language difference or a disorder.

I work primarily with adult clients. What new assessments does your company offer for use in this type of practice?

**Answer:**

**A Quick Test of Cognitive Speed (AQT)**—Use in conjunction with brain imaging (e.g., CT scan, MRI) and other neuro-psychiatric procedures to support an early differential diagnosis of various types of dementia including Alzheimer’s, Lewy Body Disease, Parkinson’s Disease, and other neurological disorders.

**Rivermead Behavioural Memory Test—Third Edition (RBMT–III)**—

This internationally renowned, highly sensitive, ecological test of gross memory impairment allows for repeated assessments using everyday examples to monitor stability, improvement, or deterioration over time. Subtests
measure many of the everyday memory problems reported and observed in patients with memory difficulties.

**Western Aphasia Battery—Revised (WAB–R)**—Updated version of the highly respected and widely used instrument for assessing adult patients with aphasia.

This is an individually administered assessment for adults with acquired neurological disorders (e.g., as a result of stroke, head injury, dementia). Like the previous edition, WAB–R assesses the linguistic skills most frequently affected by aphasia, in addition to key nonlinguistic skills, and provides differential diagnosis information.

**Q.** I've been evaluating a student who was referred to me because of reported listening problems in the classroom. He shows some weakness in receptive language and auditory memory, but I think there's something else going on. Do you have any instruments that would help me better describe what could be causing this student's difficulties and where I can find intervention ideas?

**Answer**

**SCAN-C, Test for Auditory Processing Disorders in Children—Revised**—Assesses children who have poor listening skills, short auditory attention span, and/or difficulty understanding speech in the presence of background noise.

**Auditory Continuous Performance Test (ACPT)**—Screens for auditory attention deficits.

**Central Auditory Processing Disorder (CAPD)—Strategies for Use with Children and Adolescents**—This book contains reproducible materials for parents and teachers for treatment of CAPD.

**Processing Power - A Guide to CAPD** Assessment and management helps professionals develop deficit-specific plans for children and young adults with CAPD.

When a student who speaks a dialect of American English other than mainstream (standard) English is referred to me, I'm not sure if I'm hearing difference or disorder. Do you have assessment tools that will help me distinguish between the two?

**Q.** It seems like I purchase one edition of a test and then a new edition of that test is published. Why are assessments updated so frequently?

**Answer**

Tests are updated on a regular basis (8–10 years) for several reasons: changes in the population with which the test is used, changes in the field of study (e.g., current theory and knowledge base), and changes in legislation (e.g., NCLB). Best practice dictates use of assessment tools that have incorporated these changes.
My school district is implementing Response to Intervention (RTI). Can you provide a summary of what my role as an SLP is in RTI with regard to assessment and progress monitoring?

Answer

RTI is designed to identify students who are demonstrating weaknesses in specific academic areas such as reading, writing, spelling, and math, and provide them with early intervention. Each student’s progress is regularly monitored to assess whether the current intervention is effective or whether more intensive intervention is needed. Below are descriptions of the RTI three tiers and associated goals at each level.

**Tier 1**
School-wide screening and group intervention vs. assessment (diagnosis)

**Goal:** Determine which students are not progressing adequately, compared to classmates, benchmarks, local/national norms

**Tier 2**
Small group interventions for “non-responders” to Tier 1 intervention vs. assessment

**Goal:** Determine which students are/are not responding to intervention

- Students doing well with individualized/small group intervention and “who are catching up” can return to general classroom instruction
- Students not progressing adequately receive additional interventions
- Students remaining chronically unresponsive are in need of intensive, specialized assistance at next tier

**Tier 3**
Intensive intervention for students who fail to respond to Tier 2 interventions/assessment for special education vs. progress monitoring

**Goal:** Provide intensive instruction and assess students once or twice weekly to monitor growth toward long-term goals

Progress monitoring is embedded throughout all the tiers to determine if the tier is appropriate for the student or if s/he needs to move up or down to the next tier. Collecting frequent progress monitoring data is essential. Tools that may help you collect data include:

- **PLS—4 Measure of Progress:** You can use progress scores to record and track significant improvements that a student makes in language development that may not be reflected by his or her standard test scores.
- **Boehm Test of Basic Concepts—Third Edition:** You can conduct pre- and post-testing to determine a student’s progress in understanding basic relational concepts as a result of teaching or intervention.
- **Bracken School Readiness Assessment—Third Edition:** You can conduct pre- and post-testing to determine a student’s progress in understanding basic concepts for school readiness.

Q: I work in a school setting. Given my workload and time constraints, how can I conduct an efficient assessment to differentiate an articulation disorder from a phonological disorder and determine eligibility for services?

**Answer**

Use a comprehensive, normed instrument that screens articulation, phonology, and oral motor skills and includes a diagnostic component. **Diagnostic Evaluation of Articulation and Phonology (DEAP)** is a standardized screening and diagnostic assessment of articulation and phonological error patterns.

If there is only enough time to gather preliminary evidence to suggest the presence or absence of an articulation or phonological disorder and determine if further testing is needed, administer **DEAP Diagnostic Screen.**

Use it to:

- customize the DEAP assessment process by directing the clinician to the relevant articulation/phonological assessment(s)
- take the guesswork out of wondering if it is solely an articulation disorder or if there is also a phonological component
## Tests

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- Social-Emotional
- Adaptive
- Memory
- Problem Solving
- Referral
- Sensory
- Phonological Awareness

### Tests
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- **Tests**
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From the best-selling authors Elisabeth H. Wiig, Ph.D.; Wayne A. Secord, Ph.D.; and Eleanor Semel, Ed.D.

CELF–4 is as flexible as you are. Four fabulous places to start—we call it the Four-Level process. Sounds more complicated than it really is. Think of it like a pool: do you want to skim the surface or dive right into the deep end? It all depends on what you want to ask your CELF.

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.

Add the entire CELF suite of products to your toolbox for the most comprehensive and effective language assessment.
Overview

CELF–4

Ages
5:0-21:0 years

Norms
Core language score, receptive and expressive language indexes, language structure, language content, language memory, working memory indexes which are reported as standard scores, percentile ranks, age equivalents

Administration
30-60 minutes

Qualification Levels
B, Q2

CELF–4 complies with IDEA 2004 mandates

Benefits

• Flexible administration lets you give only the subtests you need to address referral concerns
• Use the core subtests to qualify a student for special services in one-third less time than CELF–3
• Helps you understand a child’s need for classroom language modifications, enhancements, or curriculum accommodations
• Culturally diverse contexts and visual stimuli make CELF–4 appropriate and interesting for all students

Administration

• CELF–4 is easy to administer and has two easy-to-use Record Forms that provide only the subtests you need based on the student’s age
• Subtest administration flexibility allows for shorter testing time and provides highly reliable, accurate results

Scores

New composite scores include Language Structure, Language Content, Language Memory, and Working Memory Indexes which are reported as Standard Scores

Norms

Updated norms are based on a diverse standardization sample of 2,650 subjects that reflect the updated 2000 U.S. Census, including children with identified conditions and diagnosed language disorders.

New subtests include:

• Expressive Vocabulary
• Word Definitions
• Number Repetition 1 and 2
• Familiar Sequences 1 and 2
• Phonological Awareness
• Pragmatics Profile
• Observational Ratings Scale

Core subtests are color-coded.

FOR MORE INFORMATION:
CELFinfo.net

phone 800.211.8378 • fax 800.232.1223 • psychcorp.com

From the best-selling authors Elisabeth H. Wiig, Ph.D.; Wayne A. Secord, Ph.D.; and Eleanor Semel, Ed.D.

Ask your CELF
Is there a language disorder? To answer this question, start at “Level 1” and give four of CELF-4’s most discriminating subtests to get a Core Language Score to determine if a problem exists.

What’s the nature of the disorder?
Use optional subtest in “Level 2” to explore the student’s language strengths and weaknesses:
► Receptive Language
► Expressive Language
► Language Structure
► Language Content
► Language Memory
► Working Memory Index Scores

What critical clinical skills or behaviors underlie the disorder?
“Level 3” helps you determine what critical clinical skills and behaviors underlie the student’s language disorder:
► Phonological Awareness
► Rapid Automatic Naming
► Number Repetition
► Familiar Sequences
► Word Associations
► Working Memory Index

How does the disorder affect classroom performance?
Use the subtests in “Level 4” to assess a student’s academic and social language learning needs in the classroom:
► Observational Rating Scales (ORS)
► Pragmatics Profile (PP)

CELF Suite of Products

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Ages</th>
<th>Administration</th>
<th>Users</th>
<th>Scores</th>
<th>Software Available?</th>
<th>Kit Price</th>
<th>Kit Price w/Scoring Assistant</th>
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<tbody>
<tr>
<td>CELF–4</td>
<td>5-21 years</td>
<td>30-60 minutes</td>
<td>Complete language evaluation, determine nature of communication disorder</td>
<td>Norm Referenced</td>
<td>Yes</td>
<td>$525</td>
<td>$624</td>
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<tr>
<td>CELF Preschool-2</td>
<td>3-6 years</td>
<td>15-20 minutes</td>
<td>In-depth language assessment for preschool children</td>
<td>Norm Referenced</td>
<td>Yes</td>
<td>$329</td>
<td>$428</td>
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<tr>
<td>CELF–4 Spanish</td>
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<td>30-60 minutes</td>
<td>Language evaluation for Spanish speakers, determine nature of disorder</td>
<td>Norm Referenced</td>
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<td>$624</td>
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<tr>
<td>CELF–4 Screening Test</td>
<td>5-21 years</td>
<td>15 minutes</td>
<td>Identify children and young adults who need further language assessment: distinguish from children with normal communication development</td>
<td>Criterion Referenced</td>
<td>No</td>
<td>$239</td>
<td>N/A</td>
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</table>
CELF®–4 Subtest Chart

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Area Assessed</th>
<th>Ages 5–8</th>
<th>Ages 9–21</th>
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<tbody>
<tr>
<td>Concepts &amp; Following Directions</td>
<td>Syntax/Morphology</td>
<td>Core</td>
<td>Core 9–12 yrs</td>
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<tr>
<td>Word Structure</td>
<td>Morphology</td>
<td>Core</td>
<td>Core</td>
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<tr>
<td>Recalling Sentences</td>
<td>Syntax</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td>Syntax/Semantics</td>
<td>Core</td>
<td>Core</td>
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<tr>
<td>Word Classes (1&amp;2)</td>
<td>Semantic Classes</td>
<td>x</td>
<td>Core 13–21 yrs</td>
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<tr>
<td>Sentence Structure</td>
<td>Semantics/Syntax</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Expressive Vocabulary</td>
<td>Semantics</td>
<td>x</td>
<td>9–12 yrs</td>
</tr>
<tr>
<td>Word Definitions</td>
<td>Semantics</td>
<td>x</td>
<td>Core 13–21 yrs</td>
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<tr>
<td>Understanding Spoken Paragraphs</td>
<td>Semantics</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>*Sentence Assembly</td>
<td>Semantics</td>
<td></td>
<td>13–21 yrs</td>
</tr>
<tr>
<td>*Semantic Relationships</td>
<td>Semantics/Sentence Level</td>
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<td>13–21 yrs</td>
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<tr>
<td>Number Repetition (1&amp;2)</td>
<td>Working Memory</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Familiar Sequences (1&amp;2)</td>
<td>Working Memory</td>
<td>x</td>
<td>x</td>
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<td>Rapid Automatic Naming</td>
<td>Automaticity/Memory</td>
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<tr>
<td>Word Associations</td>
<td>Memory/Semantics</td>
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<td>x</td>
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<tr>
<td>Phonological Awareness</td>
<td>Phonology/Pre-Literacy</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Pragmatics Profile</td>
<td>Pragmatics</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Observational Rating Scale</td>
<td>Classroom Performance/Social Interaction</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

*Not included in the CELF–4 Spanish Edition.

Clinical Language Intervention Program (CLIP)
Eleanor Semel, Ed.D. and Elisabeth H. Wiig, Ph.D.

CLIP Worksheets
Your kindergarten through 5th grade students will get focused language practice with the tasks on these reproducible worksheets. Select from primarily oral activities using pictures, to more difficult activities that incorporate reading and writing skills.

Morphology Worksheets
178-page Workbook 015-8046-501-MSC899 $62.00

Syntax Worksheets
178-page Workbook 015-8046-51X-MSC899 $62.00

Semantics Worksheets
168-page Workbook 015-8046-528-MSC899 $62.00

Pragmatics Worksheets
122-page Workbook 015-8046-536-MSC899 $62.00

Trust your CELF
Flexible. Comprehensive.
The standard for excellence in language assessment.

materials & pricing

Complete Kit
Includes Examiner’s Manual, 2 Stimulus Books, 10 Level 1 Record Forms, 10 Level 2 Record Forms, 50 ORS Forms, CELF-4 Luggage Tag, and Soft Case
015-8037-707-MSC899 $525.00

Complete Kit without case
015-8037-200-MSC899 $479.00

Examiner’s Manual
Includes technical information
015-8037-545-MSC899 $169.00

Set of 2 Stimulus Books
015-8037-553-MSC899 $239.00

Stimulus Book #1
015-8037-561-MSC899 $124.00

Stimulus Book #2
015-8037-57X-MSC899 $124.00

Stimulus Sheet
015-8037-774-MSC899 $49.00

Record Form 1
(Ages 5–8) Includes Pragmatics Profile
Pkg of 25 015-8037-60X-MSC899 $65.00

Record Form 2
(Ages 9–21) Includes Pragmatics Profile
Pkg of 25 015-8037-634-MSC899 $124.00

ORS Record Forms
Pkg of 50 015-8037-588-MSC899 $49.00

Scoring Assistant®
015-8037-650-MSC899 $99.00

Scoring and Report Assistant
015-8037-766-MSC899 $199.00

FOR MORE INFORMATION:
CельFinfo.net
Score CELF®–4 accurately and quickly, and create customized reports automatically

CELF®–4 Scoring Assistant® 2003

Calculates the Core Language score, norm-referenced indexes, and criterion-referenced cut scores

Provides test results in the following report formats: Summary, Graphical, Narrative, Item Analysis, Pragmatics Profile, and Observational Rating Scale

CELF–4 Scoring and Report Assistant 2003

Provides interpretive reports and customizable clinical tools to streamline the assessment process and help develop effective IEPs

Generate the following reports: Parent, Interpretive, Summary, and Graphical

Create a customized list of therapy activities, classroom interventions and recommendations, and a detailed history for each student

Visit CELFinfo.net for case studies, technical reports, special promotions, and much more!
Overview

CELF–4 Scoring Assistant

Ages
5:0-21:0 years

Hardware Requirements
CD-ROM compatible with Windows® 95 or newer; min. 133 MHz processor, 300 MHz processor recommended; min. 32MB RAM, 128MB RAM recommended

Qualification Levels
B, Q2

Note: The CELF–4 Scoring Assistant must be installed on your computer prior to installing the CELF–4 Report Assistant.

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

Materials & Pricing

<table>
<thead>
<tr>
<th>Feature</th>
<th>Scoring Assistant (SA)</th>
<th>Report Assistant (RA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores all subtests and composite scores</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Standard Summary Report</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Four-Level Summary Report</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Narrative Report</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interpretive Report</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Interprets index strengths and weaknesses</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Graphical Reports</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Parent Reports</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Therapy Activities</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Classroom Intervention Strategies</td>
<td></td>
<td>X</td>
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<tr>
<td>Recommendations</td>
<td></td>
<td>X</td>
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<tr>
<td>Create a background history</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>User’s Guide</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Write and save your own therapy activities &amp; recommendations</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Practice in scoring Word Associations</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Practice in scoring Formulated Sentences</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Edit reports within the program</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Item Analysis Report</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pragmatics Profile Report</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Observational Rating Scale Report</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION: CELFinfo.net
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)
- Same Four Level Process as CELF–4; administer only the subtests you need to answer your concerns about the student’s language skills
- See the CELF–4 subtest chart on page 17 for a list of the areas assessed
languages, common goals

CELF–4 Spanish artwork and items were chosen to enhance the child’s attention

Parent reports available in Spanish and English

CELF®–4 Spanish Scoring Assistant® 2006

The CELF–4 Spanish Scoring Assistant provides quick, error-free scoring and reporting capabilities.

- Includes tabular, graphical, and narrative reports (in English)
- Provides all subtest and composite scores, maintains demographic and language environment information, stores raw scores, and provides comprehensive reports
- Has the same functionality as English Scoring Assistant with parent reports, which can be printed in either English or Spanish

Visit CELFinfo.net to view a CELF-4 Spanish Scoring Assistant Sample Report.

Overview

CELF–4 Spanish

Ages 5:0-21:0 years

Norms

Core language score, receptive language and expressive language index scores, language content, language structure, and language and memory index scores expressed which are reported 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

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

FOR MORE INFORMATION:

CELFinfo.net

materials & pricing

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
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<tbody>
<tr>
<td>Complete Kit</td>
<td>015-8038-401-MSC899</td>
<td>$525.00</td>
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<tr>
<td>Complete Kit without case</td>
<td>015-8038-41X-MSC899</td>
<td>$479.00</td>
</tr>
<tr>
<td>Record Forms Level 1 (Ages 5-8)</td>
<td>015-8038-339-MSC899</td>
<td>$65.00</td>
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<tr>
<td>Record Forms Level 2 (Ages 9-21)</td>
<td>015-8038-347-MSC899</td>
<td>$65.00</td>
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<tr>
<td>Escala de Valoración del Lenguaje (Observational Rating Scale)</td>
<td>015-8038-371-MSC899</td>
<td>$45.00</td>
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<tr>
<td>Scoring Assistant CD-ROM</td>
<td>015-8037-219-MSC899</td>
<td>$99.00</td>
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</table>

CELF–4 Spanish artwork and items were chosen to enhance the child’s attention

Estos gatos están comiendo y estos gatos …… están durmiendo

Aqui hay un ratoncito y aqui hay …… dos ratoncitos

CELF–4 Spanish Scoring Assistant Chart

<table>
<thead>
<tr>
<th>Features</th>
<th>Scoring Assistant (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores all subtests and composite scores</td>
<td>X</td>
</tr>
<tr>
<td>Standard Summary Report</td>
<td>X</td>
</tr>
<tr>
<td>Narrative Report</td>
<td>X</td>
</tr>
<tr>
<td>Graphical Reports</td>
<td>X</td>
</tr>
<tr>
<td>Practica en scoring Asociación de Palabras</td>
<td>X</td>
</tr>
<tr>
<td>Formulación de oraciones</td>
<td>X</td>
</tr>
<tr>
<td>Edit reports within the program</td>
<td>X</td>
</tr>
<tr>
<td>Item Analysis Report</td>
<td>X</td>
</tr>
<tr>
<td>Profile Report for Clasificación Pragmática</td>
<td>X</td>
</tr>
<tr>
<td>Scale Report for Escala de Valoración del Lenguaje (EVL)</td>
<td>X</td>
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</table>

phone 800.211.8378 • fax 800.232.1223 • psychcorp.com

2008 ANNUAL
The language assessment

**CELF® Preschool—Second Edition**

(CELF Preschool–2) 2004

Designed by renowned authors: Elisabeth H. Wiig, Ph.D.; Wayne A. Secord, Ph.D.; and Eleanor Semel, Ed.D.

**CELF® Preschool–2 includes** features that comprehensively evaluate preschool children in an engaging approach.

**Subtests**
-
- Offers a variety of subtests that provide in-depth assessment of a child’s language skills
- Includes a Pre-Literacy Rating Scale and Phonological Awareness subtest
- Helps to describe the child’s language use at school or at home with a descriptive Pragmatics Profile
- Evaluate sentence structure, word structure, expressive vocabulary, concepts and following directions, basic concepts, word classes, recalling sentences, and phonological awareness

**Administration**
-
- Through simple, age-appropriate illustrations, it speaks to children on their level
- Stimulus books with intriguing full-color pictures help hold the child’s attention while testing
- Directions and tabs are provided for subtests in the Stimulus Book
- Easy to follow administration
- Test for presence of language disorder in 20 minutes
- Determine the nature of the disorder with additional testing

**New Norms!**

With more than 1,500 preschool-aged children participating in the standardization process for **CELF® Preschool–2**, and in reliability and validity studies, you will find this early assessment an important tool that leads to successful intervention.

**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.

Add this to your CELF suite
Quickly and accurately score test results

CELF® Preschool–2 Scoring Assistant® 2005

With CELF Preschool–2 Scoring Assistant now you can also maintain demographic information, store raw scores, and produce comprehensive graphical and narrative reports. All reports comply with IDEA 2004 mandates.

Features:
- Item Analysis
- Discrepancy Table

Reports:
- Summary
- Narrative
- Graphical (4)
- Parent
- Pre-Literacy Ratings Scale
- Descriptive Pragmatics Profile

Overview

CELF Preschool–2
Ages
3:0-6:0 years

Norms
Core language score, receptive language index, expressive language index, content index and language structure index, standard scores, percentile ranks, age equivalents

Administration
15-20 minutes for Level 1

Qualification Levels
B, Q2

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

Materials & Pricing

<table>
<thead>
<tr>
<th>Complete Kit</th>
<th>Includes Examiner's Manual, 25 Record Forms, 2 Stimulus Books, Pre-Literacy Rating Scale Pad</th>
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<tr>
<td>015-8034-945-MSC899</td>
<td>$329.00</td>
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| Examiner's Manual | 015-8034-953-MSC899 | $89.00 |

| Record Forms | Pkg of 25 | 015-8034-988-MSC899 | $65.00 |

| Pragmatics/Pre-Literacy Forms | Pkg of 25 | 015-8035-291-MSC899 | $25.00 |

| Stimulus Book #1 | 015-8034-961-MSC899 | $219.00 |

| Stimulus Book #2 | 015-8034-97X-MSC899 | $55.00 |

| Scoring Assistant | 015-8020-979-MSC899 | $99.00 |

Clinical Language Intervention Program (CLIP)

Eleanor Semel, Ed.D. and Elisabeth H. Wig, Ph.D.

CLIP–Preschool
Children ages 3 to 7 years who are at risk for academic failure benefit from this whole language program designed to develop communication skills. Reproducible worksheets are included featuring simple, paper-and-pencil tasks.

Materials and Prices

| 300-page Manual | 076-1615-288-MSC899 | $69.00 |

FOR MORE INFORMATION:
Celfinfo.net
CELF®—4 Screening Test is part of the trusted suite of CELF®—4 products and parallels the most discriminating items from CELF®—4. Accurately identifies students who need further assessment. Renowned authors Elisabeth H. Wiig, Ph.D.; Wayne A. Secord, Ph.D.; and Eleanor Semel, Ed.D. have designed the CELF®—4 Screening Test as a Criterion-Referenced tool to help you by providing valid and reliable scores in 15 minutes or less.

Quickly identify children who may be at risk for a language disorder

CELF®—4 Screening Test 2004
Elisabeth H. Wiig, Ph.D.; Wayne A. Secord, Ph.D.; and Eleanor Semel, Ed.D.

CELF®—4 Screening Test is accurate and appropriate for students. With the downward extension of the CELF®—4 Screening Test to age 5, you can now assess kindergarten-age children. Colorful illustrations keep students engaged while you screen receptive, expressive, grammatical, and semantic skills. Easy to follow directions are now included in the stimulus book.

Materials & Pricing

| A. Complete Kit | Includes Examiner's Manual, Stimulus Book, and 25 Record Forms | 015-8035-151-MSC899 | $239.00 |
| Stimulus Book | 015-8035-178-MSC899 | $125.00 |
| Examiner's Manual | 015-8035-16X-MSC899 | $89.00 |
| Record Forms | Pkg of 25 015-8035-186-MSC899 | $65.00 |

For case studies, technical reports, special promotions, and much more! Visit CELFinfo.net
Identify preschool children who need a complete speech and language evaluation

A. Fluharty Preschool Speech and Language Screening Test—Second Edition
(FLUHARTY–2) 2000 Nancy Buono Fluharty
- This complete revision contains five subtests: Articulation, Repeating Sentences, Responding to Directives and Answering Questions, Describing Actions, and Sequencing Events
- Teacher Questionnaire provides opportunity for collaboration when assessing children in school populations

Screen children with suspected problems in speech and language development and voice and fluency

B. Joliet 3-Minute Preschool Speech and Language Screen 1993
C. Joliet 3-Minute Speech and Language Screen (Revised) 1993
Mary C. Kinzler, M.H.S., CCC-SLP and Constance Cowing Johnson, M.H.S., CCC-SLP
- Quickly identify clients with problems in phonology, grammar, and semantics
- Standardization sample included 2,587 children

**Materials & Pricing**

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Complete Kit - Includes Examiner’s Manual, Picture Book, 25 Profile/Examiner Record Forms, and 12 Colored Blocks, in a sturdy Storage Box</td>
<td>015-8661-648-MSC899</td>
<td>$179.00</td>
</tr>
<tr>
<td>Profile/Examiner Record Forms - Pkg of 25</td>
<td>015-8661-656-MSC899</td>
<td>$50.00</td>
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<tr>
<td>B. Joliet 3-Minute Preschool Speech and Language Screen</td>
<td>076-1678-00X-MSC899</td>
<td>$89.00</td>
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<tr>
<td>Includes Manual, Vocabulary Plates, Reproducible Scoring Sheets, and a 3-ring Binder with tabbed dividers</td>
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<tr>
<td>C. Joliet 3-Minute Speech and Language Screen (Revised)</td>
<td>076-1678-018-MSC899</td>
<td>$89.00</td>
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<tr>
<td>Includes Examiner’s Manual, Picture Manual, and 15 Record Forms</td>
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Overview

PLS–4
Ages
3:0-6:11 years
Norms
Norm-based criterion referenced scores
Administration
5-10 minutes
Qualification Level
A

Get a snapshot of a young child’s speech and language skills in just 10 minutes

Preschool Language Scale—Fourth Edition Screening Test (PLS–4 Screening Test) 2005
Irla Lee Zimmerman, Ph.D.; Violette G. Steiner, B.S.; and Roberta Evatt Pond, M.A.

In 5 to 10 minutes you can screen for a broad spectrum of speech and language skills for young children.

Ideal for both early childhood screenings and preschool and kindergarten screenings because it is brief and easy to use. Paraprofessionals or teachers’ aides can administer the PLS–4 Screening Test.

Features:

◗ Language items include the most discriminating items of the PLS–4 comprehensive evaluation
◗ Adaptations for children with specific disabilities
◗ Format is appropriate for young children
◗ Identifies children who may need to be referred for further speech or language assessment

Easy Administration

◗ Stimulus pages, administration and scoring directions, and technical information included in one compact manual
◗ Record forms are available in tear-off pads
◗ No manipulatives are needed

Materials & pricing

Complete Kit
Includes Stimulus Book/Test Manual (with stimulus pages, administration and scoring directions and technical information) and 25 Record Forms for each age group

015-8659-708-MSC899
$135.00

Stimulus Book/Test Manual
015-8659-724-MSC899
$119.00

Record Forms
Pkg of 25 Age 3
015-8659-732-MSC899
$25.00
Pkg of 25 Age 4
015-8659-686-MSC899
$25.00
Pkg of 25 Age 5
015-8659-694-MSC899
$25.00
Pkg of 25 Age 6
015-8659-740-MSC899
$25.00

FOR MORE INFORMATION: PLS-4.com

26 2008 ANNUAL
It’s ok!

Everyone needs a little CELF-indulgence every now and then. And why not treat yourself to the finest language assessment out there? CELF–4 is the latest in the fabled CELF line. The best, most CELF-ish thing about it? CELF–4 is as flexible as you are. CELF–4’s fabulous Four Level Process gives you four places to start. It sounds more complicated than it really is. Think of it like a pool: do you want to skim the surface or dive right into the deep end? It all depends on what you want to ask your CELF. So flip on back to page 14 and be CELF-ish just like the thousands of SLPs before you. Say it loud. Say it proud. Be CELF-ish.
Preschool Language Scale—Fourth Edition  
(PLS–4) 2002

Irla Lee Zimmerman, Ph.D.; Violette G. Steiner, B.S.; and Roberta Evatt Pond, M.A.

Get an accurate picture of a child’s language skills with the newest edition of this best-selling instrument

With the PLS–4, you can have fun and be comprehensive. PLS–4 gives you developmental milestones, based on the latest research. With input from speech pathologists around the U.S., PLS–4 has expanded coverage of language skills and updated norms to get an even more accurate picture of a child’s language skills. Plus, PLS–4 is designed to be fun for your clients to take and you to administer!

Exciting new features include:

- **New Norms**
  - Norms based on 2000 U.S. Census figures for children birth through 6 years. The new norms are based on a larger, more diverse sample of approximately 1,500 children, including children with disabilities
  - 39.1% of this sample consists of ethnic minorities—the largest percentage to date
  - Spanish Edition with separate norms also available, see page 31

- **Extensive Expert Review**
  - Experts from across the U.S. reviewed PLS–4 English and PLS–4 Spanish Editions for content coverage and to assure that test items and art are appropriate for children from diverse economic and cultural/regional groups.

- **Expanded Coverage of Language Skills**
  - PLS–4 items were developed from a pool of well-researched items that were subjected to rigorous review by content experts

¡Si!
For children birth through 2:11, there are more items targeting interaction, attention, and vocal/gestural behaviors

For 5-and-6 year-olds, there are more items targeting early literacy and phonological awareness skills that tap school readiness

The test includes a reproducible Caregiver Questionnaire in which parents or caregivers share their knowledge of the child’s typical communication at home

Scoring incorporates information obtained from parents and caregivers into a child’s norm-referenced scores. This means that PLS–4 meets general federal and state guidelines, including IDEA 2004 requirements, for use in evaluating infants and preschoolers for special services and programs such as Head Start, Even Start, and Title I

Adaptations for children with specific disabilities

Manipulatives include—a ball, soft cloth, 5 blocks, 2 cars, 3 cups, 2 rattles, a box with lid, 3 spoons, 2 bowls, a squeaky toy, 2 wind-up toys, and a teddy bear (some manipulatives, such as a sheet of paper and keys, are not included in kit)
Overview

PLS–4 Measure of Progress

Ages
Birth to 6:11 years

Scores
Progress scores

Scoring & Analysis
10-15 minutes

Qualification Levels
B, Q1, Q2

The PLS–4 Measure of Progress allows you to record and track those significant improvements a young child makes in language development that are not reflected by the child’s standard scores. The PLS–4 Measure of Progress enables you to report a child’s improvement in language skills using the PLS–4 raw scores you already have obtained from previous PLS–4 administrations.

PLS–4 has a long history of being used to track children’s language growth. The new Measure of Progress provides a way to use PLS–4 to track language development. You can use the PLS–4 Measure of Progress to:

- Quantify therapy and intervention results for parents, teachers, and caregivers in a way that is easy for them to understand
- Use the same scale to accurately track language development continuously from birth to 6:11 years
- Measure children’s progress toward IEP goals
- Monitor children’s Response to Intervention (RTI)
- Confidently report progress for insurance companies and other organizations
- Quantify a child’s success when standard scores do not show growth

The User’s Guide is a great reference tool for understanding the results of second and subsequent evaluations. Rely on the User’s Guide to:

- Provide guidelines for appropriate time intervals between evaluations
- Give information about interpreting a child’s standard scores and progress score patterns
- Explain how to plot and interpret score differences between first, second, and subsequent evaluations
- Explore, through case studies, how different scores may illustrate different patterns of language development

Now, scores that track the language progress you see in your clients

PLS–4 Measure of Progress 2007

Complete Kit
Includes User’s Guide and 25 Progress Forms
015-8264-789-MSC899
$89.00

Progress Forms
Pkg of 25 015-8264-819-MSC899 $29.00

FOR MORE INFORMATION:
PLS-4.com
Overview

Irla Lee Zimmerman, Ph.D.; Violette G. Steiner, B.S.; and Roberta Evatt Pond, M.A.

Customized for Spanish Speakers!

PLS–4 Spanish Edition is not simply a translation of the English version. It contains all the great benefits and enhancements of the comprehensive PLS–4, PLUS—

• Experts in the field reviewed items to ensure that they are appropriate for all Spanish-speakers
• Modifications reflect cultural experiences
• Alternate vocabulary that reflects regional differences are listed on the Record Form

Separate norms were developed based on 1,188 Spanish-speaking children living in the U.S.

Materials & Pricing

Complete Kit with Manipulatives
Includes Examiner’s Manual, Picture Manual, 15 Record Forms, and 23 Manipulatives
015-8659-52X-MSC899 $290.00

Basic Kit without Manipulatives
Includes Examiner’s Manual, Picture Manual, and 15 Record Forms
015-8659-473-MSC899 $239.00

Examiner’s Manual
015-8659-481-MSC899 $89.00

Picture Manual
015-8659-49X-MSC899 $139.00

Record Forms
Pkg of 15 015-8659-503-MSC899 $50.00
Pkg of 50 015-8659-511-MSC899 $145.00

Manipulative Set
015-8659-465-MSC899 $79.00

Auditory Comprehension
Expressive Communication

Attention
Attention to Environment •
Attention to People •

Play •

Gesture • •

Vocal Development •

Social Communication •

Semantics
Vocabulary • •
Qualitative Concepts • •
Quantitative Concepts • •
Spatial Concepts • •
Time/Sequence Concepts • •

Language Structure
Morphology • •
Syntax • •

Integrative Language Skills • •
Phonological Awareness • •

A great option for testing the emerging language abilities of Spanish-speaking children

PLS-4 Spanish Edition Areas Assessed
**Bracken Basic Concept Scale—Third Edition: Receptive** (BBCS-3:R) 2006

Bruce A. Bracken, Ph.D.

Ensure every child acquires the basic concepts essential to academic success

Basic concept knowledge is an integral part of a child’s cognitive development and provides the fundamental framework for 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 and include 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.

You can also complete a discrepancy comparison to identify if a child has a generalized concept deficit in both receptive and expressive skills or if the deficit is primarily receptive or expressive.

Supports Current Legislation

The Bracken-3 School Readiness Assessment, BBCS-3:R, BBCS:E and Bracken Concept Development Program meet requirements that will help you comply with No Child Left Behind (NCLB), as they are standardized assessment measures that are aligned with state expectations and linked to proven interventions.
Bracken Scoring Assistant Sample Report

Bracken Scoring Assistant®

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
- Works with both the Bracken Expressive and Receptive assessments

B. Bracken Basic Concept Scale: Expressive (BBCS:E) 2006

Bruce A. Bracken, Ph.D.

The Bracken suite provides complementary methods of evaluating a child’s basic concept abilities and identifying deficits that may need intervention. The suite also offers you tools to help you communicate with teachers and parents 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
- Assess both language comprehension and language production
- Include new norms based on 750 children, and inclusion of clinical studies with children diagnosed with language impairments and children identified with Intellectual Disability
- Communicate results and involve parents and teachers more easily
- Align with your state education standards
- Provide direct link to intervention plans
- Based on a developmental, theoretical, practical, and comprehensive approach to assessing concept knowledge
- Offer outstanding reliability for all ages, genders, and race/ethnicities.

Visit Brackeninfo.net for more information.

Overview

Ages
3.0-6:11 years

Scores

English
SRC and subtest scaled scores, SRC and total composite scores, percentile ranks, concept age equivalents, and descriptive classification

Spanish
Percent mastery

Administration

BBCS–3:R
SRC: 10-15 minutes
Total Test: 30-40 minutes

BBCS:E
SRC: 5-10 minutes
Total Test: 20-25 minutes

Qualification Levels
BBCS–3:R: B, Q2
BBCS:E: B, Q2

Materials & pricing

A. BBCS–3:R Complete Kit
(The Bracken Basic Concept Scale—Third Edition: Receptive replaces the Bracken Basic Concept Scale—Revised.)
Includes Examiner’s Manual, Stimulus Manual, and 25 English Record Forms
015-8338-855-MSC899 $319.00

BBCS–3:R English Record Forms
Pkg of 25 015-8338-88X-MSC899 $50.00

BBCS–3:R Spanish Record Forms
Pkg of 25 015-8338-901-MSC899 $50.00

B. BBCS:E 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-MSC899 $219.00

BBCS:E English Record Forms
Pkg of 25 015-8338-952-MSC899 $50.00

BBCS:E Spanish Record Forms
Pkg of 25 015-8338-979-MSC899 $50.00

Bracken Scoring Assistant
015-8339-053-MSC899 $149.00

SPECIALS

Order BBCS–3:R Kit and BBCS:E Kit
SAVE $59.00 015-8338-995-MSC899 $479.00

Order BBCS–3:R Kit, BBCS:E Kit, and Scoring Assistant
SAVE $118.00 015-8339-037-MSC899 $569.00

Concepts Assessed

You can use the results to plan intervention for basic concept categories that are essential aspects of a child’s developing awareness of the world.

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

For more information:
Brackeninfo.net

2008 Annual 33
Assess a child’s concept knowledge and receptive language skills for school readiness


- Includes the first five subtests from the Bracken Basic Concept Scale—Third Edition (BBCS–3)
- Quick and easy to administer
- Record Form designed for Pre- and Post-testing.
- Record Form has detachable Parent-Teacher Conference form that includes information about the child’s performance and activities the parent can do with the child at home.
- Includes information showing how the subtests align to each state’s early childhood standards
- Includes a sample lesson from the Bracken Basic Concept Development Program

B. Bracken Concept Development Program (BCDP) 1986 Bruce A. Bracken, Ph.D

Children who have been identified as needing help with basic concept development can easily learn with the Bracken Concept Development Program (BCDP). Have fun teaching children basic concepts with sturdy, colorful, and creative materials that make learning more interesting.

Lesson plans in the Professional’s Guide make it easy to adapt BCDP for use with individuals, small groups, or classrooms. BCDP also includes at-home activities and more than 1500 reproducible worksheets. This curriculum links directly to concepts assessed on the Bracken School Readiness Assessment, Bracken Basic Concept Scale—Receptive, and Bracken Basic Concept Scale: Expressive.

Teach children basic concepts using 19 empirically based techniques

Overview

BSRA–3
Ages 3:0-6:11
Norms English SRC total Composite score and descriptive classification Subtests: percent mastery
Spanish Subtests: percent mastery
Administration 10-15 minutes
Qualification Level A

BCDP
Grades PreK-2
Ages 2:6-7:11 years

Materials & pricing

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<td>B. Complete Kit</td>
<td>Includes Professional’s Guide, 5 Posters, 40 Concept Cards, 153 Worksheet Masters, and Canvas Tote Bag</td>
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FOR MORE INFORMATION: Brackeninfo.net
Effectively identify concepts children already know and those they need to learn to be successful in school.

**Boehm Test of Basic Concepts—Third Edition** (Boehm–3) 2000 Ann E. Boehm, Ph.D.

- Measure 25 concepts most frequently occurring in current kindergarten, first, and second grade curriculum in either English or Spanish.
- Individually administered or group administered in a classroom setting
- Use as part of a battery of tests for assessing students’ understanding of basic relational concepts

- Identify students who may be “at risk” for learning difficulty and who may need a referral for additional testing
- Conduct pre- and post-testing to determine progress as a result of teaching or intervention
- Includes tools to aid you in complying with IDEA 2004 guidelines

### Materials & Pricing

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<td>Form E Class Key</td>
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<td>Directions for Administration, English and Spanish</td>
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### Overview

**Boehm–3**

- **Grades**: K-2
- **Norms**: Percentiles and performance ranges for grades K, 1, and 2, separate norms for fall and spring testing
- **Administration**: Individual or group; 30-45 minutes
- **Qualification Level**: A
**Boehm-3 Preschool**

*Boehm Test of Basic Concepts - Third Edition*

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**SEPARATE NORMS FOR ENGLISH AND SPANISH SPEAKERS**

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### Overview

**Boehm-3**

**Ages**

3:0-5:11 years

**Norms**

Separate norms for English and Spanish speakers; Percentiles by 6-month age bands

**Administration**

Individual; 20-30 minutes

**Qualification Level**

A

---

**Measure concepts relevant to today’s preschool and early childhood curriculum in English and Spanish**

**Boehm-3 Preschool** 2001 Ann E. Boehm, Ph.D.

- Identify children who lack understanding of basic relational concepts and provide intervention sooner, increasing their chance of success in school
- Each concept is tested twice to determine the child's understanding across contexts
- The kit includes curriculum-based test summary, observation and intervention planning tool, a parent report form, and suggestions for modifying and adapting administration directions and testing materials for children differently abled
- Test stimuli in English and Spanish
- Standardized and normed on a nationally representative sample of children, separate norms for Spanish-speakers are included
- Engaging colorful stimulus materials for children
- Quick and easy to administer and score

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**materials & pricing**

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**FOR MORE INFORMATION:**

PsychCorp.com

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phone 800.211.8378 • fax 800.232.1223 • psychcorp.com
Identifies the presence of the diagnostic markers associated with Specific Language Impairment (SLI)

A. Rice/Wexler Test of Early Grammatical Impairment 2001 Mabel L. Rice, Ph.D., and Kenneth Wexler, Ph.D.
- SLI is a language disorder that exists with no known cause
- SLI correlates strongly with reading disorders
- Rice/Wexler is the only test sensitive enough to identify the diagnostic markers of SLI
- SLI is often masked by other more comprehensive assessments, as children with SLI often perform well on many aspects of language, yet need intervention, particularly in the area of reading
- Novel and engaging administration

B. Test of Language Competence—Expanded Edition (TLC–Expanded) 1989 Elisabeth H. Wig, Ph.D. and Wayne Secord, Ph.D.
- Complete Kit
  - Includes Administration Manual, Technical Manual, Level 1 and 2 Stimulus Manuals, and 25 each of Level 1 and 2 Record Forms
  - With Softcase
    - 015-8955-579-MSC899 $359.00
  - Without Softcase
    - 015-8955-560-MSC899 $329.00

Materials & Pricing

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Overview

RICE WEXLER

Ages
- 3.0-8.0 years

Norms
- Criterion-Referenced

Administration
- 45-60 minutes

Qualification Level
- B

TLC–Expanded

Ages
- Level 1: 5.0-9.11 years
- Level 2: 10.0-18.0 years

Norms
- Subtest and composite standard scores, percentile ranks by age, overall age equivalent score, listening comprehension, and oral expression scores

Administration
- Less than 60 minutes

Qualification Level
- B
Overview

DELV—Screening Test

**Ages**
- Language Variation Status: 4:0-12:11 years
- Diagnostic Risk Status: 4:0-9:11 years

**Scores**
- Criterion-referenced scores, degree of language variation, degree of risk for a language disorder

**Administration**
- 15-20 minutes

**Qualification Level**
- B

---

**Useful for**

**RTI**

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No more over-identification of dialect speakers for special services

**Diagnostic Evaluation of Language Variation™—Screening Test** (DELV™—Screening Test) 2003
Harry N. Seymour, Ph.D.; Thomas W. Roeper, Ph.D.; and Jill de Villiers, Ph.D. with contributions by Peter A. de Villiers, Ph.D.

The Diagnostic Evaluation of Language Variation—Screening Test (DELV—Screening Test) is an 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 are appropriate for children whose speech varies from Mainstream American English (MAE), as well as speakers of MAE.

**Part I**
- Language Variation Status distinguishes children who are speaking MAE from those who are using a variation and is appropriate for children 4 through 12 years of age.

**Part II**
- Diagnostic Risk Status distinguishes children who are developing language normally from those who are at risk for a language disorder and is appropriate for children 4 through 9 years of age.

---

**Materials & Pricing**

**Complete Kit**
- Includes Examiner’s Manual, Stimulus Book, and 25 Record Forms
- 015-8092-074-MSC899
- $155.00

**Examiner’s Manual**
- 015-8092-058-MSC899
- $89.00

**Stimulus Book**
- 015-8092-066-MSC899
- $89.00

**Record Forms**
- Pkg of 25 015-8092-04X-MSC899
- $49.00

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“For more information: PsychCorp.com

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“I’ve never found an assessment tool like DELV. This is the only commercially available instrument that looks at the non-contrastive shared language features of children.”
—Sharon Gaskin, Diagnostician, Speech/Language Programs, Tampa, FL

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DELV deeper.

Assess language learning ability, not just what the child has learned so far.

A. Diagnostic Evaluation of Language Variation™ (DELV–Norm Referenced) 2005
Harry N. Seymour, Ph.D.; Thomas W. Roeper, Ph.D.; and Jill de Villiers, Ph.D. with contributions by Peter A. de Villiers, Ph.D.

The Diagnostic Evaluation of Language Variation (DELV) goes deeper. It lets you assess language learning ability, not just what a child has already learned. Plus, DELV is constructed to be non-biased for minority children. That means you can assess kids from culturally and linguistically diverse backgrounds without worrying about over-identifying them for special services. DELV is diverse, but it's also appropriate for all native English speakers. Go deeper. Go diverse. DELV.

Obtain baseline information to plan and implement effective language intervention

B. Wiig Criterion-Referenced Inventory of Language (Wiig CRIL) 1990
Elisabeth H. Wiig, Ph.D.

Overview

DELV–Norm Referenced
Ages
4:0–9:11 years
Scores
Domain scaled scores in syntax, pragmatics, semantics, and phonology. Percentile bands, composite standard score, percentile ranks, age equivalents
Administration
45–50 minutes
Qualification Level
B

Wiig CRIL
Ages
3:0–8:0 years
Norms
Criterion-Referenced
Administration
45–60 minutes
Qualification Level
B

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

FOR MORE INFORMATION:
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materials & pricing

A. DELV–Norm Referenced Complete Kit
Includes Examiner's Manual, Stimulus Book, and 25 Record Forms
015-8092-112-MSC899 $329.00

Record Forms
Pkg of 25 015-8092-139-MSC899 $59.00

Stimulus Book (same as DELV-Screening Test)
015-8092-066-MSC899 $89.00

DELV–Criterion Referenced
Includes Examiner's Manual, Stimulus Book, and 25 Record Forms
015-8092-007-MSC899 $319.00

DELV Upgrade Kit
If you have purchased the DELV–Criterion Referenced, take advantage of the DELV–Norm Referenced Upgrade offer
015-8092-163-MSC899 $109.00

B. Complete Kit
Includes Professional Guide, 4 Stimulus Manuals, 40 Record Forms (4 packages of 10)
015-8046-005-MSC899 $315.00

Semantics Record Forms
Pkg of 20 015-8046-064-MSC899 $53.00

Morphology Record Forms
Pkg of 20 015-8046-072-MSC899 $53.00

Syntax Record Forms
Pkg of 20 015-8046-080-MSC899 $53.00

Pragmatics Record Forms
Pkg of 20 015-8046-099-MSC899 $53.00

Special
Order DELV–Screening Test and the DELV–Norm Referenced
SAVE $19.00 015-8092-171-MSC899 $465.00

FOR MORE INFORMATION:
PsychCorp.com
Overview

Picture Gallery 2

Hardware and Software Requirements for PictureGallery® 2 Products

Multimedia PC with Win95, Win98, or WinNT 4.0; 32MB RAM; 160 MHz 520MB hard drive; CD-ROM drive; audio card; Sound Blaster compatible; speakers; monitor with 800 x 600 resolution; and video card with 2MB RAM.

Note: All software is sold on a per user basis; limited installation applies. See Software Policy page 110.

Picture Galley

Hardware Requirements for all PictureGallery® Components

PC or Macintosh®: 8MB RAM, 6MB free hard drive space, mouse, CD-ROM drive with an access time of 500 ms or faster (single speed).

The minimum requirements for a multimedia personal computer are a 386SX processor, VGA color monitor capable of displaying 640 x 480 resolution, 256 colors, DOS 3.1 or higher, and Windows® 3.1. Minimum Macintosh requirements are a 2.5 MHz microprocessor, 14" color monitor capable of displaying 640 x 480 resolution, 256 colors, and System 7.0 or higher.

"Windows®" is a registered trademark of Microsoft Corporation. "Macintosh" is a registered trademark of Apple Computer, Inc.

Please note that the "PictureGallery" images are not reproducible.

A. PictureGallery® 2 Categories and Concepts/Speech Sounds

Categories and Concepts

Use PictureGallery 2 Categories and Concepts to develop or remediate language skills with children ages 3 to 12.

- Audio and video features
- Hundreds of full-color photos
- Save demographic information
- Progress Reports

Speech Sounds

Hundreds of full-color photos you can sort and select provide multimedia stimuli for the /r/, /s/, or /l/ sounds—the phonemes with the highest frequency of misarticulation.

B. PictureGallery®

Articulation and Phonology

- More than 1,500 color photographs
- Sort photos by phoneme features or phonological processes

Morphology

Use this CD, containing more than 1,000 photos, to select a morphological structure or contrast. PictureGallery will search for pictures that meet your criteria.

Thematic Units

- More than 1,500 color photographs covering foods, technology, animals, environment, transportation, world cultures
- Early Concepts
  - More than 1,200 photos
  - Sort by concepts, early language targets, or all words
  - Concepts include colors, shapes, numbers, comparisons, directions/positions, size, social skills/emotions, and quantity

Advanced Vocabulary

- More than 1,000 photos
- Represents concepts and vocabulary appropriate for 4th grade through adult clients

materials & pricing

A. Picture Gallery 2

Includes CD-ROM—Functional Activities—and online manual
076-1674-055-MSC899 $115.00

Includes CD-ROM—Speech Activities—and online manual
076-1674-269-MSC899 $115.00

B. Picture Galley

Each title includes one CD-ROM disk containing an online manual

Morphology
015-8983-041-MSC899 $99.00

Thematic Units
015-8983-025-MSC899 $99.00

Early Concepts
015-8983-05X-MSC899 $99.00

Advanced Vocabulary
015-8983-033-MSC899 $99.00

Articulation and Phonology
015-8983-017-MSC899 $99.00
Incorporate occupational therapy into early intervention

An Overview of Early Intervention
E.J. Brown with Jane P. Soenssen, Ph.D., OTR, ND

This book covers:
- Family-centered care
- Identifying markers in prenatal factors
- Issues concerning the family and home environments
- Developmental milestones
- Evaluating delayed development
- Choosing and using treatment options
- Educating parents
- Planning for a realistic future
- Discharging
- Research in early intervention
- Continuing education in early intervention

Enhance parent involvement in language learning

Parent Articles 1 Edited by Margaret Schrader, Ph.D., CCC-SLP
Share valuable information on speech therapy and speech/language disorders with parents of children 1 to 7 years old. These articles answer frequently asked questions, suggest related activities to enhance children’s speech and language skills, and feature a glossary of terms, important cross references, and additional resources for further reading.

222 pages, 3-ring binder  
076-1695-192-MSC899  $73.00

Parent Articles 2 Edited by Anthony B. De Feo, Ph.D., CCC-SLP
For parents of preschool and school-age children with communication disorders. Topics range from specific disorders and explanations to activities parents can do at home. Covers the emotional realities of living with a child who has special needs and offers practical advice and encouragement.

246 pages, 3-ring binder  
076-1695-206-MSC899  $73.00

More articles to enhance parent involvement

Parent Articles for Early Intervention Edited by Marsha Dunn Klein, M.Ed., OTR/L
Give these reproducible articles to parents of children from birth through 3 years who have communication and physical disorders. Articles cover 12 major topics, including communication, cognitive development and play, personal care, emotional development, and family support.

220 pages, 3-ring binder  
076-1695-214-MSC899  $73.00
Choose from a large selection of vocabulary words & morphemes

Overview

EASIC
Ages
3 months-8.0 years
Norms
Developmental age data
Qualification Level
A
Note: Distributed product. Not available from Harcourt Assessment in Australia and New Zealand.

A. Teaching Morphology Developmentally (Revised): Methods and Materials for Teaching Bound Morphology Kenneth G. Shipley, Ph.D. and Carolyn J. Banis, M.S.

This effective program helps you teach students ages 2:5 to 10 years more than 1,000 vocabulary words and 700 bound morphemes using colorful and reproducible materials.

Evaluate communication skills of children with severe language impairments

B. Evaluating Acquired Skills in Communication (Revised) (EASIC) 1991
Anita Marcott Riley, M.A., CCC-SLP

Plan appropriate therapy programs for severely developmentally delayed children.

• Easy-to-use charts
• Determine communication skills at five levels

materials & pricing

A. Complete Kit with Manipulatives
Includes: Manual, Reproducible Worksheet Manual, 522 full-color cards, and Storage Box
076-1695-117-MSC899 $169.00

B. Complete Kit
Includes Manual, Stimulus Picture Test Book, 53 Supplementary Picture Cards, 142 Goal-and-Objective File Cards, 5 each of 5 Test Booklets (25), 5 each of 5 Skill Profiles (25), and Storage Box
076-1695-028-MSC899 $185.00

Test Booklets and Skills Profiles
Each set includes 20 Individual Test Booklets and 20 Profile Sheets

Pre-Language Level
076-1695-036-MSC899 $59.00

Receptive Level I
076-1695-044-MSC899 $59.00

Receptive Level II
076-1695-060-MSC899 $59.00

Expressive Level I
076-1695-052-MSC899 $59.00

Expressive Level II
076-1695-079-MSC899 $59.00

FOR MORE INFORMATION:
PsychCorp.com
Measure components of spoken language

Wayne P. Hresko, D. Kim Reid, and Donald D. Hammill, Ed.D.
- Pictures are now in color
- Studies show the test is unbiased for gender, ethnicity, disability, and race
- The test was standardized on 2,217 children representing 35 states

Assess understanding and meaningful use of spoken words, aspects of grammar, and pronunciation

B. Test of Language Development—Primary, Third Edition (TOLD–P:3) 1997
Phyllis L. Newcomer and Donald D. Hammill, Ed.D.
- Test with full color, contemporary pictures
- This edition features 1996 norms representative of the U.S. population and stratified by age
- Reliability and validity information are provided for minority and disability groups, as well as for the general population

Identify infants and toddlers who have language impairments

Kenneth R. Bzoch, Richard League, Virginia L. Brown
- Results of the REEL–3 caregiver interview provide the basis for discovering language impairments or other disabilities that affect language development in very young children.
- Features two core subtests, Receptive Language and Expressive Language
- Use as an assessment and planning instrument in Early Childhood Intervention programs mandated under P.L. 99-457

Materials & Pricing

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For more information: PsychCorp.com
Assess language skills: listening, speaking, reading, and writing

A. Test of Adolescent and Adult Language—Fourth Edition (TOAL–4) 2007
Donald D. Hammill, Ed.D.; Virginia L. Brown; Stephen C. Larsen; and J. Lee Wiederholt, Ed.D.

- Determine strengths and weaknesses
- Use to document progress in language development and as a research tool

Donald D. Hammill, Ed.D. and Phyllis L. Newcomer

- Assess the understanding and meaningful use of spoken language and aspects of grammar.
- This edition features norms representative of the U.S. population and stratified by age
- The test is unbiased relative to gender and race

Readily identify language strengths and weaknesses in the areas of morphology and syntax

C. Structured Photographic Expressive Language Test—3 (SPELT®–3) 2003
Janet Dawson, Ph.D. and Connie Stout, Ph.D.

- Revised edition includes new photos and items, updated norms, and added chapters in the manual.
- 54 new full-color photographs of everyday situations and objects are paired with simple verbal questions and statements to elicit specific morphological and syntactic structures
- Readily identify language strengths and needs in the area of morphology and syntax
- Analyze specific language structures that may not occur in spontaneous language samples
- Updated pictures reflect a more current or non-biased representation of familiar contexts
- New reliability and validity studies are reported

**materials & pricing**

<table>
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<tr>
<th>A. Complete Kit</th>
<th>B. Complete Kit</th>
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<tr>
<td>Includes Examiner’s Manual, 50 Answer Booklets, 10 Test Booklets, and 50 Summary/Exam Record Forms</td>
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<td>Pkg of 25</td>
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<td>$33.00</td>
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The **SPELT–P 2** includes 44 full-color photographs of everyday situations and objects paired with simple verbal questions and statements to elicit specific morphological and syntactic structures.

- Analyze specific language structures that may not occur in spontaneous language samples
- Easily identify a child’s strengths and weaknesses
- Target structures include prepositions, articles, plurals, possessive nouns and pronouns, subject pronouns, auxiliary verbs, copulas, present participles, past tense, and many more
- Standard scores, confidence intervals, percentile ranks, percentile bands, and test-age equivalents
- New reliability and validity studies
- Normative tables are based on a national sample of over 2000 children

**Probe a child’s ability to generate early developing morphological and syntactic forms**

**A. Structured Photographic Expressive Language Test—Preschool 2 (SPELT®–P 2) 2004**
Janet Dawson, Ph.D., Connie Stout, Ph.D., Julia Eyer, Ph.D., Pat Tattersall, M.A., Jan Fonkalsrud, M.A., and Karen Croley, M.S.

**Assess receptive and expressive oral vocabulary**

**B. Comprehensive Receptive and Expressive Vocabulary Test, Second Edition (CREVT–2) 2003**
Gerald Wallace, Ed.D. and Donald D. Hammill, Ed.D.

- Conducted validity studies with special attention to showing that the test is valid for a wide variety of subgroups as well as the general population

**Note discrepancies between receptive and expressive oral vocabulary**

- Document progress in oral vocabulary development due to intervention programs

**materials & pricing**

**A. Complete Kit**
Includes Manual, 54 Color Photographs in a Bound Album, 30 Response Forms, Storage Box
015-8004-442-MSC899 **$165.00**

**Response Forms**
Pkg of 50 015-8004-450-MSC899 **$34.00**

**B. Complete Kit**
Includes Examiner’s Manual, Photo Album Picture Book, 25 Form A Profile/Record Forms, 25 Form B Profile/Record Forms, and sturdy Storage Box
015-8176-081-MSC899 **$265.00**

**Form A Profile Record Forms**
Pkg of 25 015-8176-588-MSC899 **$50.00**

**Form B Profile Record Forms**
Pkg of 25 015-8176-57X-MSC899 **$50.00**

**FOR MORE INFORMATION:**
PsychCorp.com
Identify children with general linguistic delays in the development of spoken and written language

   Donald D. Hammill, Nancy Mather, and Rhia Roberts

   Measure oral language, writing, reading, and spelling with 12 subtests
   ◗ Identify specific strengths and needs in language
   ◗ Differentiate between children with poor phonological coding and those with poor orthographic coding
   ◗ Sight-Symbol processing and Sound-Symbol processing scores

   Make accurate comparisons of an individual's expressive and receptive vocabulary skills with these two co-normed tests

B. Expressive and Receptive One-Word Picture Vocabulary Tests (EOWPVT, ROWPVT) 2000
   Edited by Rick Brownell, M.A.

   ◗ The EOWPVT includes naming the object, action, or concept illustrated on a test plate
   ◗ The ROWPVT identifies illustrations that depict the meaning of a stimulus word
   ◗ Spanish-Bilingual Editions measure the total acquired vocabulary
   ◗ Co-normed on a national sample of Spanish bilingual individuals

   Examiners must be fluent in both languages or be assisted by someone fluent in the language not spoken by the principal examiner
   ◗ The Spanish-Bilingual Editions use the same test plates as the English Editions. If you already have the English Editions, order only the manual and record forms

   Note: Distributed product.

---

**Overview**

**ITPA–3**

**Ages**

5:0-12:0 years

**Norms**

Composite scores

**Administration**

45-60 minutes

**Qualification Level**

A

For additional available components call 800-211-8378 or visit PsychCorp.com

Note: Distributed product.

**EOWPVT, ROWPVT**

**Ages**

English

2:0-18:11 years

Spanish

4:0-12:11 years

**Norms**

Percentiles based on over 2,000 individuals

**Administration**

15-20 minutes

**Qualification Level**

A

Note: Distributed product.

---

**FOR MORE INFORMATION:**

[PsychCorp.com](http://www.psychcorp.com)
Measure an individual’s understanding of grammatical contrasts

A. Test for Reception of Grammar—Version 2 (TROG–2) 2003 Dorothy Bishop, Ph.D.

The Test for Reception of Grammar—Version 2 (TROG–2) is a fully revised and re-standardized version of the widely used TROG. 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

—he includes narrower age bands in the standardization process to reflect the rapid changes in grammatical comprehension that occur in young children

—he improves the administration process with updated colorful stimuli

—he incorporates two new sentence structure assessments—pronoun bounding and center-embedded

—he discusses clinical research in the manual

Thoroughly evaluate semantic development

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

—he use as a criterion-referenced measure of semantic knowledge following traumatic head injury or acquired aphasia

—he assess receptive and expressive vocabulary, antonyms, synonyms, definitions, figurative usage, multiple contexts, and conjunctions and transition words

Overview

TROG–2

Ages and Grades

4:0 years to Adult

Norms

Based on 2001 UK census

Scoring

Standardized score, percentile, and age equivalent

Administration

Individual; 10-20 minutes

Qualification Level

B

TOWK

Ages

5:0-18:0 years

Norms

Subtest standard scores, receptive and expressive composite standard scores, total score, age equivalents, percentile ranks

Administration

Level 1 (5:0-8:0 years): 25 minutes for core battery, 25 minutes for supplementary subtest

Level 2 (8:0-18:0 years): 40 minutes for core battery, 25 minutes for supplementary subtest

Qualification Level

B

materials & pricing

A. Complete Kit

Includes Manual, Stimulus Book, and 25 Record Forms in a Bag

015-8075-34X-MSC899

$215.00

Record Forms

Pkg of 25 015-8075-358-MSC899

$55.00

B. Test for Reception of Grammar—Version 2

C. Complete Kit


015-8541-251-MSC899

$199.00

Record Forms

Pkg of 12 015-8541-286-MSC899

$40.00

FOR MORE INFORMATION:

PsychCorp.com
Overview

TOWL–3
Ages
7:1-17:11 years
Norms
Standard scores, percentile ranks, age equivalents
Administration
Individual or group; Up to 90 minutes
Qualification Level
B
Note: Distributed product.

Assess receptive grammar and syntax


Combines essay writing with a multiple-choice format to establish a baseline for writing instruction.

- Remediation guidance
- Two parallel forms allow for pre- and post-testing
- Yields Composite Quotients for overall writing, contrived writing, and spontaneous writing

Complete Kit
Includes Manual, 25 each Student Response Booklets for Forms A and B, 50 Profile/Story Scoring Forms, and Storage Box
015-8965-019-MSC899 $219.00

Form A
Pkg of 25 015-8965-035-MSC899 $57.00

Form B
Pkg of 25 015-8965-043-MSC899 $57.00

Profile/Story Scoring Forms
Pkg of 50 015-8965-051-MSC899 $55.00

Looking for a FRESH articulation assessment?

DEAP™ is a breath of fresh air for articulation assessment.

Plus it has a screener and a phonology component.

Too much fresh air?
We don't think so either.

Check it out on page 50!
Evaluate word-finding ability using four different naming sections based on accuracy and speed

A. Test of Word Finding—Second Edition (TWF–2) 2000 Diane J. German, Ph.D.

National standardization sample included 1,836 children residing in 26 states.

B. The Speech-Language Pathology Treatment Planner
Keith Landis, Judith Vander Woude, and Arthur E. Jongsma, Jr.

The Speech-Language Pathology Treatment Planner provides all the elements necessary to quickly and easily develop formal treatment plans that satisfy the demands of HMOs, managed care companies, and third party payors. This book helps both the novice and expert speech-language pathologist identify functional and meaningful strategies for improving a client’s communication skills.

C. Clinical Language Intervention Program (CLIP)
Eleanor Semel, Ed.D. and Elisabeth H. Wilt, Ph.D.

CLIP–Preschool
Children ages 3 to 7 years who are at risk for academic failure benefit from this whole language program designed to develop communication skills. Reproducible worksheets are included featuring simple, paper-and-pencil tasks. CLIP Worksheets
Your kindergarten through 5th grade students will get focused language practice with the tasks on these reproducible worksheets. Select from primarily oral activities using pictures, to more difficult activities that incorporate reading and writing skills.

### materials & pricing

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FOR MORE INFORMATION: PsychCorp.com
The Diagnostic Evaluation of Articulation and Phonology (DEAP) is a breath of fresh air for articulation assessment. Plus it has a screener and a phonology component. Too much fresh air? We don't think so either. DEAP includes a Diagnostic Screen, an Articulation Assessment, a Phonology Assessment (with an error pattern analysis), and an Oral Motor Screen. Use it in conjunction with CELF-4, PLS-4, or another comprehensive language test to obtain a complete understanding of a child's speech and language ability.

Diagnostic Screening In Just 5 Minutes!

▶ Appropriate for general screening of speech disorders and for initial referrals
▶ Use screening results to customize the DEAP Assessment Process
▶ Differential Diagnosis of articulation disorders and disorders of phonological error patterns—in one test!
▶ Discriminates children with typically developing speech from children who have delay/disorder and directs the clinician to use the relevant assessment(s) for assessing the child's production of phonemes
▶ Examine oral motor function by administering the Oral Motor Screen

Think DEAP

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

The Diagnostic Evaluation of Articulation and Phonology (DEAP) is a breath of fresh air for articulation assessment. Plus it has a screener and a phonology component. Too much fresh air? We don't think so either. DEAP includes a Diagnostic Screen, an Articulation Assessment, a Phonology Assessment (with an error pattern analysis), and an Oral Motor Screen. Use it in conjunction with CELF-4, PLS-4, or another comprehensive language test to obtain a complete understanding of a child's speech and language ability.

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Quick Comparison

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<tr>
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<td>Covers Vowels</td>
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<td>Includes Oral Motor Screen</td>
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<td>Includes National Norms</td>
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<td>Easy to Use</td>
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<td>Makes Intervention Recommendations</td>
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<td>Includes New Art</td>
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“With DEAP what used to take an hour now only takes 20-35 minutes.”

—Molly Hanson, MS, CCC/SLP
DEAP Gives You More Assessment Options

- DEAP provides stimulability opportunities in isolation and CV, VC, or CVC syllables for sounds in error
- Phonology Assessment provides information about error patterns and differences between single word production and connected speech
- You can develop appropriate therapy plans based on the child’s performance on DEAP
- Clinically validated with children exhibiting an articulation, phonological, or oral motor disorder

Best Practice

Research indicates there are benefits of having more than one articulation/phonology assessment tool in your portfolio. A complete assessment solution:

- Addresses the various needs of the child
- Enables you to confirm diagnosis
- Helps you identify errors not indicated with previous testing
- Provides a more comprehensive look at articulation and phonology, including PCC (percentage of consonants correct), PVC (percentage of vowels correct), and PPC (percentage of phonemes correct), and the percentage of occurrence of error patterns
- Provides links to intervention

Think DEAP

- Quick Articulation and Phonology Screening
- Consonants are sampled in the initial and final positions of syllables to ensure that you have a thorough picture of the child’s phoneme system
- Articulation Assessment samples American English phonemes including vowels
- Oral Motor Screen provides a brief assessment of phoneme sequencing and accurate and fluent production of speech
- Phonology Assessment uses a single-word production task to determine presence of phonological error patterns
- Clinically validated with children exhibiting an articulation, phonological, or oral motor disorder

DEAP Complete Kit

- 015-8338-43X-MSC899 $249.00

Diagnostic Screen and Assessment Process Summary Record Forms

- Pkg of 25 015-8338-464-MSC899 $29.00

Articulation Assessment and Oral Motor Screen Record Forms

- Pkg of 25 015-8338-472-MSC899 $29.00

Phonology Assessment Record Forms

- Pkg of 25 015-8338-480-MSC899 $29.00

Overview

DEAP

- Ages: 3:0-8:11 years
- Norms: Based on 2003 U.S. Census
- Scores: Scaled scores and percentile ranks for Articulation, Phonology, and Single Words-Connected Speech Agreement
- Norm-based criterion scores for Oral Motor Screen

Administration

- Diagnostic Screen: 5 minutes
- Articulation Assessment: 10-15 minutes
- Phonology Assessment: 10-15 minutes
- Oral Motor Screen: 5 minutes

Qualification Level: B
Overview

CSIM
Ages
3:0-10:0 years
Norms
Normative Data: Percentage scores and confidence intervals
Administration
20 minutes
Qualification Level
A

CAPES
Ages
2:0 years to adult
Norms
Customizable age–reference
Administration
5-10 minutes for Phonemic Profile
Varied time for Individual Phonological Evaluation and Connected Speech Sample
Qualification Level
B

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

For hardware requirements call Customer Service.

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

Excellent resource for finding the right consonant sound

A. 40,000 Selected Words Organized by Letter, Sound, and Syllable
Valeda Blockolesky, M.S., CCC-SLP; Joan M. Frazer, M.S., CCC-SLP; and Douglas H. Frazer, B.A., J.D.

This reference, with an extensive index to help you quickly find the sounds you need, is a must for teaching consonant sounds to all your clients ages 3 to adult.

The alphabetical dictionary groups consonant sounds by initial, medial, and final positions and by consonant cluster/blends.

Use cutting-edge technology to analyze articulation and phonology

B. Computerized Articulation and Phonology Evaluation System™ (CAPES™) 2001
Julie Masterson, Ph.D., CCC-SLP, ASHAF and Barbara Bernhardt, Ph.D., CCC-SLP

This two-part assessment is convenient and provides you with effective treatment strategies based on the client's evaluation results.

Part I: Phonemic Profile

Part II: Individualized Phonological Evaluation

Features:
- Age-comparison charts
- African-American English and Spanish-influenced English dialect filters
- Basic and advanced levels of analysis for word structure

Test single-word production through photo elicitation or conversational speech.

Measure the intelligibility of a child’s speech and monitor progress during the course of treatment

C. Children’s Speech Intelligibility Measure (CSIM) 1999 Kim Wilcox, Ph.D. and Sherrill Morris, M.A.

Features:
- Manual provides over 100 versions of the Stimulus List
- CSIM meets IDEA 2004 regulations for progress reports to parents

Materials & pricing

A. 638-page softbound edition
076-1623-000-MSC899 $53.00

CD-ROM
076-1623-019-MSC899 $53.00

B. Includes CD-ROM and an online Quick Start and User’s Guide
015-8123-999-MSC899 $289.00

C. Complete Kit
Includes Examiner’s Manual, 15 Record Forms, and Microphone Switch

Examiner’s Manual
015-8038-215-MSC899 $65.00

Record Forms
Pkg of 15 015-8038-223-MSC899 $20.00

015-8038-207-MSC899 $115.00
Assess single consonants, consonant blends, vowels, diphthongs, and vocalic R

A. Test of Minimal Articulation Competence (T–MAC) 1981 Wayne A. Secord, Ph.D.
- Development Articulation Index
- Screening test
- Sentence-repetition and sentence-reading tasks

Rapidly and accurately document the presence of articulation errors with 72 color photographs

- Photos test consonants and all but one vowel and diphthong
- The same 72 photos are provided on separate cards for further diagnosis and use in remediation

Identify individuals who need help developing phonological skills

C. Comprehensive Test of Phonological Processing (CTOPP) 1999
- Determine strengths and weaknesses among developed phonological processes
- Document progress in phonological processing

### Overview

**T–MAC**
- **Ages**: 3.0 years to adult
- **Norms**: Developmental Articulation Index and Treatment Index for clients up to age 9
- **Administration**: 10-20 minutes
- **Qualification Level**: B

**PAT–3**
- **Ages**: 3.0-8.0 years
- **Norms**: Percentile ranks, standard scores, age and grade equivalents
- **Administration**: 20 minutes
- **Qualification Level**: B

**CTOPP**
- **Ages**: 5.0-24.0 years
- **Norms**: Percentiles, standard scores, age and grade equivalents
- **Administration**: Two Versions:
  - Ages 5-6, 30 minutes
  - Ages 7-24, 30 minutes
- **Qualification Level**: B

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

### Materials & Pricing

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<th>Component</th>
<th>Includes</th>
<th>Price</th>
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<td><strong>A. Complete Kit</strong></td>
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<td>Examinor’s Manual</td>
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<td>Manual, Album Picture Book, Picture Card Deck, 50 Summary/Response Forms, and Storage Box</td>
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<td><strong>Summary/Response Forms</strong></td>
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<td><strong>C. Complete Kit</strong></td>
<td>Examiner’s Record Booklets, Picture Book, and Audiocassette, all in a sturdy Storage Box</td>
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<td>Profile/Examiner’s Record Booklet Ages 5-6</td>
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<td>Profile/Examiner’s Record Booklet Ages 7-24</td>
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Overview

LIPS–3
Ages
Elementary to Adult
Qualification Level
B
Note: Distributed product.

BBTOP
Ages
3:0-9:0 years
Norms
Percentile ranks,
standard scores
Administration
15-20 minutes
Qualification Level
B
For information about components sold separately, visit PsychCorp.com
Note: Distributed product.

Provide help in learning to read and spell
A. The Lindamood® Phoneme Sequencing Program for Reading, Spelling,
and Speech—Third Edition (LIPS–3) Patricia Lindamood and Phyllis Lindamood
Phoneme-sequencing ability has been shown to be the best predictor of success in learning to read and spell. Assist elementary students through adults in developing phonemic awareness.

Assess a child’s phonology
B. Bankson-Bernthal Test of Phonology (BBTOP) 1999 Nicholas W. Bankson and John E. Bernthal
Use consonant analysis, phonological process analysis, and whole word accuracy analysis to assess the phonology of children.
• Elicit sounds in multiple positions with 80 items consisting of colorful pictures in an easel-backed book

Software eases use of symbols in your documents
C. TPC Phonetic Font
Create professional looking reports and progress notes without handwritten International Phonetic Alphabet (IPA) symbols. The TPC Phonetic Font, a TrueType font, can be used with any word processor whenever you need to indicate specific sounds or the pronunciation of a word.

Materials & pricing

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<th>C. Includes CD-Rom in Jewel Case</th>
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<tr>
<td>076-1602-224-MSC899</td>
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Sensitivity enough to detect even mild developmental delays

**A. FirstSTEP™: Screening Test for Evaluating Preschoolers** 1993 Lucy J. Miller
- Identify developmental delays in the IDEA 2004 mandated domains
- Identify children who need in-depth diagnostic testing

**Evaluate Spanish-speaking children in five IDEA 2004 domains**

**B. PrimerPASO™** 2003 Lucy J. Miller, Ph.D., OTR
- Use results to estimate intelligence of individuals who experience undue difficulty in language or fine motor skills
- Adaptations for Spanish-speakers and 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 2004 mandated domains
- Appropriate for large-scale screening

---

**Overview**

**FirstStep**

- **Ages**
  - Level 1: 2-9-3-8 years
  - Level 2: 3-9-4-8 years
  - Level 3: 4-9-6-2 years
- **Norms**
  - Scores stratified by age for three domains and one composite score
- **Administration**
  - 15 minutes
- **Qualification Level**
  - A

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

**PrimerPASO**

- **Ages**
  - Level 1: 2-9-3-8 years
  - Level 2: 3-9-4-8 years
  - Level 3: 4-9-6-2 years
- **Norms**
  - Scores stratified by age for three domains and one composite score
- **Administration**
  - 15 minutes
- **Qualification Level**
  - A

For components sold separately, please visit PsychCorp.com.

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**Materials & Pricing**

**A. Complete Kit**
- Includes Manual; Stimulus Booklet; 5 Record Forms each for levels 1, 2, and 3; 25 Social-Emotional/Adaptive Behavior Booklets; 25 Parent Booklets; and Manipulatives in a Soft Case Bag
  - 015-8182-707-MSC899 $259.00

**Record Forms—Level 1**
- Pkg of 25 015-8182-731-MSC899 $45.00

**Record Forms—Level 2**
- Pkg of 25 015-8182-74X-MSC899 $45.00

**Record Forms—Level 3**
- Pkg of 25 015-8182-758-MSC899 $45.00

**B. Complete Kit**
  - 076-1650-067-MSC899 $315.00

**Upgrade Kit**
  - 076-1650-075-MSC899 $145.00

**Order FirstSTEP Complete Kit and PrimerPASO Upgrade Kit**
- 076-1650-172-MSC899 $399.00

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**FOR MORE INFORMATION:**

PsychCorp.com

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phone 800.211.8378 • fax 800.232.1223 • psychcorp.com
Use MAP for screening or for the in-depth assessment needed for formulating IEPs

A. Miller Assessment for Preschoolers™ (MAP™) 1982
Lucy J. Miller, Ph.D., OTR

- Five indices—neural foundations, coordination, verbal, nonverbal, and complex tasks—help identify developmental delays in sensorimotor and cognitive abilities
- Engage children in MAP’s game-like assessment activities

B. Helping Babies Learn & Hawaii Developmental Charts
Setsu Furuno, Ph.D.; Katherine A. O’Reilly, PT, MPH; Carol M. Hosaka, M.A.; Takayo T. Inatsuka, OTR; and Barbara Zeisloft Falbey, M.S., CCC-SP

Use these easy-to-follow developmental charts to help parents learn how to observe their children from birth to 36 months. Parents discover how to use various interactions to promote the development of cognition, communication, socialization, movement, self-care, and safety.

### Overview

**MAP**
- **Ages**
  - 2:9-5:8 years
- **Norms**
  - Percentile ranks
- **Administration**
  - 30-40 minutes
- **Qualification Levels**
  - B, Q2

### Materials & Pricing

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### For More Information:
PsychCorp.com
A screening questionnaire for use with infants and young children

A. Greenspan Social–Emotional Growth Chart 2004 Stanley I. Greenspan, M.D.

Monitor the milestones of early social-emotional development and interaction skills in infants and very young children to determine how a child communicates basic needs and emotions.

Help students with disabilities succeed by identifying their strengths and needs in important nonacademic functional tasks

B. School Function Assessment (SFA) 1998 Wendy Coster, Ph.D., OTR/L; Theresa Deeney, Ed.D.; Jane Halliwanger, Ph.D.; and Stephen Haley, Ph.D., PT

Grids

- Includes three scales for evaluating students—Participation, Task Supports, and Activity Performance
- Helps establish eligibility for special services with criterion cut-off scores
- Use SFA to facilitate collaborative program planning for students with a variety of disabling conditions
- Complete only the sections you need based on the child’s needs

Overview

Greenspan

Ages

0–42 months (Items are presented according to age typical of mastery)

Administration

10 minutes

Qualification Level

A

For information about components sold separately, visit PsychCorp.com

SFA

Grades

K-6

Scores

Criterion-referenced scores

Administration

Untimed; individual scales may be completed in 5-10 minutes

Qualification Level

A

Materials & pricing

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Greenspan Developmental Milestones by Age Groups

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<th>Age Group</th>
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<tr>
<td>0-3 months</td>
<td>Exhibits growing self-regulation and interest in the world</td>
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<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>
Bayley Scales of Infant and Toddler Development™
Third Edition

Overview

Bayley-III Screening Test

Ages
1-42 months

Norms
Cut scores by age for cognitive, language and motor scales

Administration
15-25 minutes

Qualification Levels
B, Q1, Q2

Bayley-III Complete Battery

Ages
1-42 months

Forms
Full battery

Norms
Standard, age equivalents, percentiles with cut scores and 7 scores

Administration
30-60 minutes

Qualification Levels
C, Q2

Bayley–III Screening Test

Quickly determine if a child is "on track" developmentally or if further assessment is needed, with child-friendly, playful activities.

Complete Battery

The Bayley Scales of Infant and Toddler Development—Third Edition (Bayley–III) is a multi-scale, easy-to-administer battery of five subtests used to identify deficits in very young children, across five major developmental domains: cognitive, language, motor, adaptive behavior, and social-emotional.

Social-emotional and adaptive behavior subtests authored by the nation's leading experts, Stanley Greenspan, M.D.; Thomas Oakland, Ph.D.; and Patti L. Harrison, Ph.D.

Identify cognitive, language, motor, social-emotional, and adaptive behavior developmental delays

Bayley Scales of Infant and Toddler Development—Third Edition (Bayley–III) 2005 Nancy Bayley

Training Assistance

In addition to the administration video presentation included in your Bayley–III kit, more extensive training on the new Bayley–III instrument is available to suit your needs:

▸ Onsite training—Contact your clinical consultant (pg. 103) or Customer Service 800-211-8378

▸ Enhanced Administration—DVD includes all content in administration video plus tabbed sections for the administration, scoring, and interpretation process

Bayley-III Screening Test 2005

Bayley Scales of Infant and Toddler Development—Third Edition (Bayley–III) 2005 Nancy Bayley

Training Assistance

In addition to the administration video presentation included in your Bayley–III kit, more extensive training on the new Bayley–III instrument is available to suit your needs:

▸ Onsite training—Contact your clinical consultant (pg. 103) or Customer Service 800-211-8378

▸ Enhanced Administration—DVD includes all content in administration video plus tabbed sections for the administration, scoring, and interpretation process

Developmental Domains

Cognitive—Cognitive processing, planning, memory, sensorimotor, concept formation

Social-emotional—Joint attention, affect, social referencing

Motor—Prehension, visual motor, perceptual motor integration, static positioning, dynamic movement, balance

Adaptive Behavior—Communication, self-care, self-direction

Language—Gesture, vocabulary, morphology, social referencing, visual communication, comprehension

Bayley–III Screening Test Kit

Includes Screening Manual (Technical and Administrative), Screening Stimulus Book, 25 Screening Record Forms, Picture Book, Screening Test Observational Checklist, and Screening Manipulative Set

015-8027-256-MSC899 $199.00

Bayley–III Complete Kit

Includes Administration Manual; Technical Manual; 25 each of Cognitive, Language and Motor Record Forms; Stimulus Book; Picture Book; Manipulative Set; Adaptive Behavior; 25 Parent Forms; and 25 Social-Emotional Questionnaires; Scoring Assistant with PDA Administration; Fundamental Administration Videotape; Observational Checklist; and Rolling Case

015-8027-23X-MSC899 $995.00

FOR MORE INFORMATION:
PsychCorp.com

elements & pricing

B. Bayley–III Comprehensive Kit

Includes Administration Manual; Technical Manual; 25 each of Cognitive, Language and Motor Record Forms; Stimulus Book; Picture Book; Manipulative Set; Adaptive Behavior; 25 Parent Forms; and 25 Social-Emotional Questionnaires; Scoring Assistant with PDA Administration; Fundamental Administration Videotape; Observational Checklist; and Rolling Case

015-8027-23X-MSC899 $995.00

$199.00

$895.00
Assess general ability in children nonverbally

A. 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, 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.


The Test of Nonverbal Intelligence—Third Edition (TONI-3), is a popular norm-referenced measure of intelligence, aptitude, abstract reasoning, and problem solving.

The TONI-3’s unique language-free format makes it ideal for evaluating individuals who are known or believed to have disorders of communication or thinking or similar conditions that may be the result of intellectual disability, deafness, developmental disabilities, autism, cerebral palsy, or other neurological impairment.

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

The Comprehensive Test of Nonverbal Intelligence (CTONI) was standardized on more than 2,500 individuals from 25 states, and can be used to estimate the cognitive ability of individuals who:

- Experience significant difficulty in language or fine motor skills
- Are bilingual or speak a language other than English
- Are deaf or have language disorders
- Have motor disabilities or neurological impairment

Comprehensively measure nonverbal reasoning abilities

materials & pricing

A. Complete Kit
Includes Manual, Stimulus Book, 25 Parent Reports, 25 Record Form A, and 25 Record Form B
015-8706-005-MSC899 $277.00

Manual
Includes directions for administration in Spanish
015-8706-013-MSC899 $68.00

B. Complete Kit
Includes Examiner’s Manual, Analogies Picture Book, Categories Picture Book, Sequences Picture Book, 25 Profile/Examiner Record Forms, and Storage Box
015-8175-670-MSC899 $277.00

Record Forms
Pkg of 25 015-8175-689-MSC899 $55.00

C. Complete Kit
Includes Examiner’s Manual, Analogies Picture Book, Categories Picture Book, Sequences Picture Book, 25 Profile/Examiner Record Forms, and Storage Box
015-8175-670-MSC899 $395.00

Record Forms
Pkg of 25 015-8175-689-MSC899 $55.00

FOR MORE INFORMATION:
PsychCorp.com
Determine where in the co-articulatory process a child's specific skills break down

A. **The Apraxia Profile** 1997 Lori A. Hickman, M.S., CCC-SLP

- Document a child's oral-motor sequencing deficits and establish the level of oral movements and sequences produced successfully
- Results illustrate the apractic components in a child's intelligibility deficits
- Discover clear patterns of co-articulatory strengths and weaknesses
- Measures severity from the child's viewpoint and experience

Assess neuromotor integrity of the motor speech system

B. **Verbal Motor Production Assessment for Children** (VMPAC) 1999 Deborah Hayden, M.A., CCC-SLP and Paula Square, Ph.D., CCC-SLP

- Pinpoint where the child begins to have difficulty, with items arranged from basic to complex
- Assess three main areas—Global Motor Control, Focal Oromotor Control, and Sequencing—and two supplemental areas—Connected Speech and Language Control and Speech Characteristics

Help children develop articulation and speech skills

C. **Becoming Verbal and Intelligible: A Functional Motor Programming Approach for Children with Developmental Verbal Apraxia** Kathleen E. Dauer, M.S., CCC-SLP; Sandra S. Irwin, M.S., CCC-SLP; and Sandra R. Schippits, M.S., CCC-SLP

Increase the speech and articulation abilities of 2- through 10-year-old children who are nonverbal or highly unintelligible because of developmental verbal apraxia (DVA) and other articulation disorders.

Note: Distributed product.

Improve children's oral motor abilities

D. **Mouth Madness: Oral Motor Activities for Children** Catherine Orr, M.A., OTR, BCP

Use games, rhymes, and manipulative tasks to help preschool and primary school children with hearing impairment, oral dyspraxia, and articulation problems.
A. Pre-Feeding Skills, Second Edition
Suzanne Evans Morris, Ph.D., CCC-SLP and Marsha Dunn Klein, M.Ed., OTR/L

This updated and referenced edition is a must for pediatric feeding specialists working with clients from birth to adolescence. The book includes information about mealtime roles and influences, supportive diagnostic testing, gastrointestinal influences on feeding, autism, sensory influences on feeding, children who do not eat enough to grow, foundations for mealtime, and oral motor skills limitations.

B. Mealtime Participation Guide
Marsha Dunn Klein, M.Ed., OTR/L and Suzanne Evans Morris, Ph.D., CCC-SLP

Over 130 activities guide you through the physical mealtime experiences, as well as imagined mealtime developmental, sensory, and interactional experiences.

C. Feeding and Swallowing Disorders in Infancy
Lynn S. Wolf, M.O.T., OTR and Robin P. Glass, M.S., OTR

This practical resource integrates information about sucking, swallowing, and breathing to aid in evaluating and treating infants from birth to 1 year. Topics cover the range of infant feeding disorders—from diagnosis to long-term implications.

D. Feeding and Nutrition for the Child with Special Needs
Marsha Dunn Klein, M.Ed., OTR/L and Tracy A. Delaney, Ph.D., RD

With this manual, you won’t need to research and design home treatment programs to address feeding and nutrition concerns. The 195 reproducible handouts will guide parents in implementing therapeutic programs. Customize recommendations by adding individual information in the special instructions section provided in each handout.

E. Pediatric Videofluoroscopic Swallow Studies
Joan C. Arvedson, Ph.D., CCC-SLP and Maureen A. Lefton-Greif, Ph.D., CCC-SLP

Using detailed illustrations and tables, this professional manual describes the procedures for conducting a videofluoroscopic swallow study in infants and older children. It also reviews a child’s anatomy and motor development as they relate to feeding. Reproducible guidelines for caregivers explain the process in easy-to-understand language.

**materials & pricing**

| A. 798-page softbound Manual 076-1674-071-MSC899 | $79.95 |
| B. 520-page softbound Manual 076-1674-08X-MSC899 | $74.95 |
| C. 475-page softbound Manual 076-1641-904-MSC899 | $85.00 |
| D. 601-page softbound Manual 076-1643-32X-MSC899 | $104.00 |
| E. 520-page softbound Manual 076-1632-28X-MSC899 | $95.00 |

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Overview

**PDDST–II**

**Ages**
12-48 months

**Administration**
10-20 minutes

**Qualification Level**
B

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

**ASDS**

**Ages**
5:0-18:0 years

**Norms**
Standard scores, percentiles

**Administration**
10-15 minutes

**Qualification Level**
A

Detect autism at an early age to begin intervention

**A. Pervasive Developmental Disorders Screening Test—II (PDDST–II)**
2004 Bryna Siegel, Ph.D.

This easily administered tool is designed to screen for several autistic spectrum disorders in children as young as 12 months, including autistic disorder, pervasive developmental delay, and Asperger’s disorder.

- Designed to be a parent-report screening measure
- Facilitates early identification to give early childhood professionals, parents, and caregivers the opportunity to implement the best early intervention options for the child
- Almost 1,000 subjects from different index and comparison samples took part in the development of PDDST–II
- Consists of three stages appropriate for various clinical settings:
  - Step 1: Primary Caregiver Screener
  - Step 2: Developmental Screener
  - Step 3: Autism Clinical Severity

Get an AS Quotient that indicates the likelihood an individual has Asperger Syndrome

**B. Asperger Syndrome Diagnostic Scale (ASDS)**
2000 Brenda Smith Myles, Stacy Jones-Bock, and Richard L. Simpson

- Provides comparative information through five subtest scores
- Identifies individuals with Asperger Syndrome based on the total score
- Use the test to document behavioral progress

<table>
<thead>
<tr>
<th><strong>materials &amp; pricing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Complete Kit</strong></td>
</tr>
<tr>
<td>Includes Examiner's Manual, 25 Stage 1 Response Forms, 25 Stage 2 Response Forms, and 25 Stage 3 Response Forms</td>
</tr>
<tr>
<td><strong>Spanish Response Forms</strong></td>
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<tr>
<td>Pkg of 25 Stage I</td>
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<tr>
<td>Pkg of 25 Stage II</td>
</tr>
<tr>
<td>Pkg of 25 Stage III</td>
</tr>
</tbody>
</table>

| **B. Complete Kit** |
| Includes Examiner's Manual, 50 Summary/Response Forms, and Storage Box |
| **Summary/Response Forms** |
| Pkg of 50 | 076-1618-392-MSC899 | $59.00 |
| 076-1618-384-MSC899 | $125.00 |

The GARS–2 assists teachers, parents, and clinicians in identifying and diagnosing autism and estimating the severity of the child’s disorder.

What’s New:

◗ A structured parent interview form replaces the Early Development subscale providing diagnosis of autistic disorder.
◗ Some items were rewritten for clarity or to remove ambiguity.
◗ The total score was changed from Autism Quotient to Autism Index.
◗ An Instructional Objectives for Children Who Have Autism is included to assist in the formulation of instructional goals and objectives based on the test results.

Evaluate children with unique behavioral problems who may have Asperger’s Disorder

B. Gilliam Asperger’s Disorder Scale (GADS) 2000 James E. Gilliam

◗ Differentiate from those who have autism or other related pervasive developmental disabilities.
◗ Thirty-two clearly stated items divided into four subscales describe specific, observable, and measurable behaviors.

Distinguishes mild-to-moderate from severe autism

C. Childhood Autism Rating Scale (CARS) 1998 Eric Schopler, Ph.D., Robert L. Reichler, M.D., and Barbara Rochen Renner, Ph.D.

◗ Includes items from five prominent systems for diagnosing autism.
◗ Each item covers a particular characteristic, ability, or behavior.

materials & pricing

<table>
<thead>
<tr>
<th>A. Complete Kit</th>
<th>Summary/Response Forms</th>
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<tr>
<td>Includes Examiner’s Manual, 50 Summary/Response Booklets, and the Instructional Objectives manual, in a storage box. 076-1602-321-MSC899</td>
<td>Pkg of 25 076-1618-376-MSC899</td>
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<td>Summary/Response Booklets 076-1600-558-MSC899</td>
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<th>B. Complete Kit</th>
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<td>Includes Examiner’s Manual, 25 Summary/Response Forms, and Storage Box. 076-1618-368-MSC899</td>
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<tr>
<td>C. Complete Kit</td>
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<tr>
<td>Includes Manual and 25 Rating Scales 076-1614-001-MSC899</td>
<td>$79.00</td>
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<tr>
<td>Rating Scale</td>
<td>$34.00</td>
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</table>
Exploring the Spectrum of Autism and Pervasive Developmental Disorders

Incorporating sensory integration and neuro-developmental techniques, this book outlines treatment interventions through an integrated approach.

**Intervention Strategies** Carolyn Murray-Slutsky, M.S., OTR and Betty A. Paris, PT

440-page softbound Manual

076-1655-00X-MSC899

$64.95

Note: Distributed product. Not available for distribution from Harcourt Assessment in Australia and New Zealand.

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](http://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.

*FOR MORE INFORMATION:*

**PsychCorp.com**

phone 800.211.8378 • fax 800.232.1223 • psychcorp.com
A. Understanding the Nature of Autism, Second Edition
A Guide to the Autism Spectrum Disorders Janice E. Janzen, M.S.

Appropriate for use with all ages and ability levels, this comprehensive and updated edition now addresses the full range of Autism Spectrum Disorders (ASD).

B. Autism Facts and Strategies for Parents
Janice E. Janzen, M.S.

Written for parents of children recently diagnosed with autism or one of the pervasive developmental disabilities, this resource includes information to help them understand their child’s diagnosis, the effects of autism on learning and behavior, and their role as an advocate.

C. Living In My Skin
The Insider’s View of Life with a Special Needs Child
Lori A. Hickman, M.S., CCC-SLP

Living In My Skin provides a portal into the everyday lives of children with special needs and their parents and the real-life problems they must face daily. It is valuable for every professional who works with children with special needs.

The book includes a glossary of medical terms and the conditions discussed, and a resource list.
Ten minutes, one test…
assess social communication and language skills

Overview

CCC–2
Ages
4:0–16:11 years
Scores
Norm-referenced; scores include scaled scores, percentile ranks, confidence intervals, composite score, and index score
Scoring
Computerized–5 minutes
Hand Score–15 minutes
Administration
5-10 minutes
Qualification Level
B

The Children's Communication Checklist–2 (CCC–2) was developed as a parent or caregiver rating scale, based on the extensive research of author Dr. Dorothy Bishop. The methodology allows for the child to be assessed by those who know the child best in a natural, familiar environment. The 70-item 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 confidently
- Identify children with pragmatic language impairment
- Determine children who would benefit from further assessment for autism spectrum disorder

Incorporate CCC–2 into your longitudinal studies. Currently several studies are being conducted in the U.S.

Complete Kit

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<th>Items</th>
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</tr>
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FOR MORE INFORMATION:
PsychCorp.com
Let PsychCorp scoring and reporting software take the effort, time, and worry out of assessment results.

Essential tools to quickly and accurately score assessments!

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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.

At your school, clinic, private practice, or any other setting—PsychCorp software solutions work for you.

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 FAQs or Knowledgebase

Multi-user licensing programs are available...

Save valuable time and get immediate results

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800-249-0659

5-9 users
10% discount

10-24 users
15% discount

25+ users
20% discount

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

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Age Range</th>
<th>Information on Clinical Populations</th>
<th>Scoring Software</th>
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<tr>
<td>Infant/Toddler Sensory Profile</td>
<td>0-3 years</td>
<td>Autism, Developmental Delay, Down Syndrome, Sensory Integration Disorder, Reflux, &amp; more</td>
<td>Yes*</td>
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<tr>
<td>Sensory Profile</td>
<td>3-10 years</td>
<td>Autism, ADHD, Fragile X, Developmental Disorders</td>
<td>Yes*</td>
</tr>
<tr>
<td>Sensory Profile Supplement</td>
<td>3-10 years</td>
<td>N/A</td>
<td>Yes*</td>
</tr>
<tr>
<td>Sensory Profile School Companion</td>
<td>3-11 years</td>
<td>Autism, Asperger’s, ADHD</td>
<td>Yes*</td>
</tr>
<tr>
<td>Adolescent/Adult Sensory Profile</td>
<td>11 years and up</td>
<td>Schizophrenia, Bipolar Disorder</td>
<td>Yes*</td>
</tr>
</tbody>
</table>

*Software available in PC version only (PDA version not available for new software purchases)*
### A. Sensory Profile® School Companion

2006 Winnie Dunn, Ph.D., OTR, FAOTA

With the new Sensory Profile School Companion, clinicians now have the ability to evaluate a child’s sensory processing skills and how these skills affect the child’s classroom behavior and performance. Based on Dunn’s Model of Sensory Processing, this standardized assessment reflects the teacher’s observations of the child’s performance in the school environment.

Using the Sensory Profile School Companion in conjunction with the Sensory Profile offers clinicians a comprehensive evaluation as it addresses the child’s behavior in various contexts—home, community, and classroom. Manual includes interpretation of results and case studies.

### B. Sensory Profile® Supplement

2006 Winnie Dunn, Ph.D., OTR, FAOTA

Now available—Quadrant scores, expanded cut scores, and updated terms for easier interpretation

The Sensory Profile Supplement offers the latest research available on sensory processing. This resource provides general information about sensory processing and problem solving strategies supported by clinical reasoning, along with expanded cut scores and quadrant cut scores. Use this supplement in conjunction with the current Sensory Profile to target effective intervention.

### Materials and Pricing

#### A. Complete Kit
- Includes Manual, 25 Teacher Questionnaires, and 25 Summary Score Sheets
  - 076-1600-205-MSC899
  - $139.00

- Teacher Questionnaires
  - Pkg of 25 076-1600-23X-MSC899
  - $45.00

- Summary Score Sheets
  - Pkg of 25 076-1600-256-MSC899
  - $29.00

#### B. Complete Kit
- Includes Supplemental Manual and 25 Record Forms
  - 015-8338-60X-MSC899
  - $69.00

- Record Forms
  - Pkg of 25 015-8338-626-MSC899
  - $29.00

### Overview

#### Sensory Profile School Companion
- **Ages:** 3:0-11:11 years
- **Norms:** Classification system based on normative information
- **Scores:** Cut scores
- **Administration:** 30 minutes
- **Qualification Level:** A

For more information, please visit SensoryProfile.com

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

### Quadrant Scores based on Dunn’s Model of Sensory Processing

<table>
<thead>
<tr>
<th>Quadrant Scores</th>
<th>Spanish Forms Available</th>
<th>Completed By</th>
<th>Context Specific</th>
<th>Other Common Uses of the Sensory Profile</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Caregiver</td>
<td>Home Community</td>
<td>Use with Adolescent/Adult Sensory Profile to determine sensory processing style of parent/caregiver</td>
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<tr>
<td>Yes</td>
<td>Yes</td>
<td>Caregiver</td>
<td>Home Community</td>
<td>Use with Sensory Profile School Companion to assess performance in two contexts (home and school)</td>
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<tr>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
<td>Home Community</td>
<td>Use in conjunction with Sensory Profile</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Teacher</td>
<td>School</td>
<td>Use with Sensory Profile to assess performance in two contexts (home and school)</td>
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<tr>
<td>Yes</td>
<td>No</td>
<td>Self</td>
<td>Home Community</td>
<td>Use with any other Sensory Profile product to determine how sensory processing impacts interpersonal relations</td>
</tr>
</tbody>
</table>
Overview

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

Select software that fits with your profile—One software for ALL Sensory Profile products!

A. Sensory Profile Select Scoring Assistant®

Sensory Profile Select Scoring Assistant® supports the Sensory Profile (including expanded and quadrant cut scores), Infant/Toddler Sensory Profile, Adolescent/Adult Sensory Profile and the new Sensory Profile School Companion.

(Cost includes access to one Sensory Profile product for one year.)

- Save time with automatic scoring, interpreting, reporting, and storing your results
- Allows you to tailor your software based on your individual practice needs
- Administer the profile from your computer
- Variety of reports include: score summary, interpretive, and item analysis

Develop effective classroom intervention strategies based on sensory processing


The Impact of Sensory Processing in the Classroom

Now you have easily accessible intervention exercises for the teacher

Understand sensory processing and enable improved learning through effective intervention techniques—a perfect companion resource for Sensory Profile and Sensory Profile School Companion.

materials & pricing

<table>
<thead>
<tr>
<th>A. One Year-subscription (includes free access to one Sensory Profile product)</th>
<th>Adolescent/Adult</th>
<th>$49.00</th>
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<tr>
<td>Sensory Profile</td>
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<td>Infant/Toddler</td>
<td>015-8339-495-MSC899</td>
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<td>School Companion</td>
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<td>015-0004-044-MSC899</td>
<td>015-0004-060-MSC899</td>
</tr>
<tr>
<td>Infant/Toddler</td>
<td>015-0004-028-MSC899</td>
</tr>
</tbody>
</table>


208-page Manual

| 076-1602-283-MSC899 | $49.95 |
A. Sensory Profile® 1999 Winnie Dunn, Ph.D., OTR, FAOTA

With Sensory Profile, you can determine how well children process sensory information in everyday situations. You can also profile the sensory system’s effect on functional performance. The results of Sensory Profile, when considered with other evaluation data, will give you greater insight about the child for diagnostic purposes and intervention planning.

Items are grouped by sensory processing, modulation, and behavioral and emotional responses.

B. Infant/Toddler Sensory Profile® 2002 Winnie Dunn, Ph.D., OTR, FAOTA and Debora B. Daniels, M.A., CCC-SLP

Examine patterns in young children who are at risk or have specific disabilities related to sensory processing abilities. Caregivers complete a judgement-based questionnaire, available in either English or Spanish, reporting the frequency with which infants respond to various sensory experiences. This assessment provides validated and reliable scores, as well as interpretation of results and case studies for your review.

C. Adolescent/Adult Sensory Profile® 2002 Catana Brown, Ph.D., OTR, FAOTA

Identify sensory processing patterns and effects on functional performance on clients 11 years and older. Clients can evaluate themselves through the use of a Self-Questionnaire. You can also evaluate the possible contributions of sensory processing to the client’s daily performance patterns and identify and develop client awareness and strategies to optimize the desired sensory environment.

---

**Overview**

**Sensory Profile**

**Ages**

3.0-10:11 years

**Scores**

Cut scores; standardized with 1,037 cases; including children with disabilities, ADHD, and autism

**Administration**

20-30 minutes

**Qualification Level**

A

---

**Infant/Toddler**

**Ages**

Birth to 36 months

**Scores**

Cut scores; standardized with 589 cases (100 per age range)

**Administration**

15 minutes

**Qualification Level**

A

---

**Adolescent/Adult**

**Ages**

11:0 years and older

**Scores**

Cut scores; standardized with 950 cases

**Administration**

20-30 minutes

**Qualification Level**

A

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

---

**A. Complete Kit** Includes User's Manual, 25 Caregiver Questionnaires, 25 Short Sensory Profile Sheets, 25 Summary Score Sheets

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<tr>
<td>076-1638-024-MSC899</td>
<td>Pkg of 25 Spanish</td>
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<td>076-1638-040-MSC899</td>
<td>Short Sensory Profile Pkg of 25 English</td>
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<tr>
<td>076-1649-700-MSC899</td>
<td>Self-Questionnaire/ Summary Reports Pkg of 25</td>
<td>$39.00</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION:
SensoryProfile.com
Evaluate both language and emergent literacy skills critical to early reading

Assessment of Literacy and Language (ALL™) 2005 Linda J. Lombardino, Ph.D.; R. Jane Lieberman, Ph.D.; and Jaumeiko J.C. Brown, Ph.D.

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

ALL subtests correspond with the instructional components of Reading First.

ALL includes a Caregiver Questionnaire that addresses language development and emergent literacy skills in the home. Test results and feedback from the questionnaire assist in profiling a child's deficits into one of four types:

- Language Disorder
- Language Disorder and Emergent Literacy Deficits
- Emergent Literacy Deficits
- Weak Language and/or Emergent Literacy due to environmental factors

Accurate identification of the child’s strengths and needs helps you develop appropriate intervention.
ALL PROVIDES A VARIETY OF SUBTESTS, TARGETING CRITICAL SKILLS FOR SUCCESSFUL READING

**LANGU AGE**
Subtests include:
- Basic Concepts
- Receptive Vocabulary
- Word Relationships
- Parallel Sentence Production
- Listening Comprehension

**LITERACY**
Subtests include:
- Rhyme Knowledge
- Sound Categorization
- Elision
- Letter Knowledge
- Phonics Knowledge
- Sight Word Recognition

Criterion-Referenced Subtests:
- Book Handling
- Concept of Word (first grade)
- Matching Symbols
- Word Retrieval
- Rapid Automatic Naming
- Invented Spelling (first grade)
- Letter Knowledge (first grade)

**Materials & Pricing**

<table>
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<td>Caregiver Questionnaires</td>
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<td>Record Forms</td>
<td>015-8074-750-MSC899</td>
<td>$50.00</td>
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</table>

Directions to the child: Point to each picture as you name it and ask:
- Which one does not rhyme?
- or Which one does not sound like the other ones?

Overview

**ALL**
Ages
Preschool to grade 1

Scores
Norm-referenced scores, subtest scaled scores, language index, emergent literacy index, phonological index, and phonological orthographic index for core diagnostic subtests and criterion-referenced scores for selected subtests

Administration
60 minutes or less

Qualification Levels
B, Q2

**Components of Reading First**

<table>
<thead>
<tr>
<th>Language</th>
<th>Phonological Awareness</th>
<th>Alphabet Knowledge</th>
<th>Print Awareness</th>
<th>Fluency</th>
<th>Comprehension</th>
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<td>Basic Concepts</td>
<td>Rhyme Knowledge</td>
<td>Letter Knowledge</td>
<td>Book Handling</td>
<td>Sight Word Recognition</td>
<td>Listening Comprehension</td>
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<tr>
<td>Receptive Vocabulary</td>
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<td>Concept of Word</td>
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<td>Word Relationships</td>
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</table>
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. You can easily navigate through the variety of information provided to find exactly what you need.
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
The premier test for preliterate children on the path to reading success

A. Pre-Reading Inventory of Phonological Awareness™ (PIPA™) 2003
Barbara Dodd, Ph.D.; Sharon Crosbie, Ph.D.; Beth McIntosh, B.Sp.; Tania Teitzel, B.Sp.; and Anne Ozanne, Ph.D.

Easy to administer inventory of phonological awareness skills.
▶ Helps identify children at risk for reading failure
▶ Fulfills the phonological awareness requirements of the Early Reading First and Reading First initiatives

Subtests
▶ Engage children with colorful artwork
▶ Access rhyme awareness, syllable segmentation, alliteration awareness, sound isolation, sound segmentation, and letter-sound knowledge

Administration
▶ Offers flexibility to administer individual subtests
▶ Can be administered by SLPs, teachers, and paraprofessionals

Scores
▶ Provides item analysis tables on the Record Form for each subtest
▶ Can be used as an outcomes-based measure
▶ Based on normative data that reflects the 2000 U.S. Census.

Identify children at risk for reading difficulty

B. Ready to Learn 2004
Angela Fawcett, Rod Nicolson, and Ray Lee

Ready to Learn is designed for quick and brief assessment of early literacy skills within a preschool program or within the school.
Brief, engaging subtests assess the following:
▶ Visual and verbal working memory
▶ Attention span
▶ Auditory and visual discrimination skills
▶ General motor coordination, including fine motor skills
▶ Early literacy skills, including speed of information retrieval and phonological awareness

Ready to Learn can help children succeed through early identification of general delays in development and early-literacy skills.
It provides a record of the child’s development and growth, indicates strengths and needs, and presents information that can be used for in-school support.

Functionality:
▶ Assesses a wide range of skills that predict literacy development
▶ 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 you 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 provides evidence toward the development of an Individual Education Plan (IEP) based on the child’s profile.

FOR MORE INFORMATION:
PsychCorp.com
A. Dyslexia Screening Instrument 1994 Kathryn B. Coon, M.A.; Mary Jo Polk; and Melissa McCoy Waguespack

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 IDEA 2004 and state guidelines
- Designed for clients who have reading, spelling, writing, or language processing problems

Just enter rating scores into the scoring program software and within two minutes obtain a Pass, Fail, or Inconclusive classification.

Identify young students at risk for reading failure

B. Dyslexia Early Screening Test—Second Edition (DEST–2) 2004 Rod Nicolson and Angela Fawcett

The Dyslexia Early Screening Test—Second Edition (DEST–2) battery contains screening subtests of attainment and ability. It evaluates a range of skills that will assist you in developing the appropriate treatment plan.

Features:
- Includes an At Risk Quotient
- Offers a computerized scoring program

The DEST–2 consists of 12 subtests:
- Rapid naming
- Bead threading
- Phonological discrimination
- Postural stability
- Rhyme/first letter
- Forward digit span
- Digit naming
- Letter naming
- Sound order
- Shape copying
- Corsi frog
- Vocabulary

Materials & pricing

A. Complete Kit
Includes Teacher Rating Scale, Manual, and Scoring Program Software
015-8061-004-MSC899 $105.00

Rating Forms
Pkg of 25 015-8061-012-MSC899 $22.00

B. Complete Kit
Includes Examiner’s Manual, Envelope 1 (containing 7 subtest cards and sample permission letter), Envelope 2 (containing score keys), Forward Digit Span Tape, Sound Order Tape, Corsi Frog, Beads, Cord, Blindfold, Balance Tester, Scoring Software with Manual, and 50 Score Sheets in a Carrying Case
015-8061-101-MSC899 $205.00

Score Sheets
Pkg of 50 015-8061-11X-MSC899 $65.00

Overview

Dyslexia Screening Instrument
Ages and Grades
6.0-21.0 years
Grades 1-12
Norms
Pass/Fail/Inconclusive
Administration
20 minutes
Qualification Level
A

DEST–2
Ages
4.6-6.5 years
Norms
Based on UK population
Administration
Individual; 30 minutes
Qualification Level
B

System Requirements: DOS 3.0, 3.5” disk drive, hard drive.
Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

Note: Distributed Product
Overview

Ages
DST–J 6:6-11:5 years
DST–S 11:6-16:5 years

Norms
Based on UK population

Administration
Individual; 30 minutes

Qualification Level
B

System Requirements: DOS 3.0, 3.5" disk drive, hard drive.

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

Note: Distributed Product

Identify students at risk for reading failure

Dyslexia Screening Test—Junior (DST–J) 2004
Dyslexia Screening Test—Secondary (DST–S) 2004
Rod Nicolson and Angela Fawcett

The revised Dyslexia Screening Test (DST) now covers primary and secondary school-aged children in two separate assessments. The division of the DST into two tests, Dyslexia Screening Test—Junior 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 that can be used to guide the development of in-school support for the student. The DST–J is designed for early identification of students who are at risk for reading failure, so that they can receive intervention earlier. The DST–S assists in identifying students who are still experiencing reading difficulty.

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.

New Subtests:

DST–J

◮ 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.

DST–S

◮ 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.

◮ Non-verbal 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.

Material & pricing

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, Backward Digit Span Tape, Scoring Software and 50 Score Sheets in a Carry Case
015-8061-063-MSC899 $205.00

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, Backward Digit Span Tape, Scoring Software and 50 Score Sheets in a Carry Case
015-8061-08X-MSC899 $205.00

DST–J Score Sheet
Pkg of 50 015-8061-071-MSC899 $65.00

DST–S Score Sheet
Pkg of 50 015-8061-098-MSC899 $65.00

FOR MORE INFORMATION:
PsychCorp.com
Determine why a child misspells words and discover what type of word study instruction is needed to improve spelling, reading, and writing skills


Julie J. Masterson, Ph.D.; Kenn Apel, Ph.D.; and Jan Wasowicz, Ph.D., inventor of the original Earobics® software products

- Software assessment tool provides an in-depth analysis of spelling errors and yields customized learning objectives that pinpoint instructional needs and reduce instructional time
- Presents graphical animations, verbal instructions, and test stimuli to the student, who then types his or her spelling response on the keyboard or uses the mouse to respond
- Automatically records scores and analyzes the student’s responses
- Offers customized letter-style reports which make sharing results with parents and classroom teachers quick and easy
- Links to specific instructional activities
- Provides validity studies and Outcomes Research data

**Overview**

**SPELL–2**

**Ages**

7:0 years to adult

**Administration**

Untimed; 30-40 minutes for elementary school students and 60-70 minutes for middle- and high-school students

**Qualification Level**

B

“SPELL” and “Spelling Performance Evaluation for Language & Literacy” are registered trademarks of Learning By Design, Inc. “Earobics” is a registered trademark of Cognitive Concepts, Inc. and not associated with Learning By Design, Inc. or Harcourt Assessment, Inc.

Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.

**GORT 4**

**Ages**

6:0-18:11 years

**Forms**

Two parallel forms, A and B

**Scores**

Fluency score, oral reading comprehension score, oral reading quotient

**Norms**

Standard scores, percentile ranks, grade equivalents, age equivalents

**Administration**

15-45 minutes

**Qualification Level**

B

Note: Distributed products.

**Materials & Pricing**

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<th>Kit</th>
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<td>A. Complete Kit</td>
<td>Includes Examiner’s Manual and CD</td>
<td>$460.00</td>
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<td>Links to Reading and Writing</td>
<td>Includes a 3-volume Curriculum Set with Teacher and Student Materials, CD with Reproducible Student Materials and Time saving Teacher Resources, and 90 Upper Case Letter Tiles</td>
<td>$260.00</td>
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<td>Links Lesson Planner</td>
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<td>$60.00</td>
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<tr>
<td>B. Complete Kit</td>
<td>Includes Examiner’s Manual, Student Book, and 25 each of Profile/Examiner’s Record Forms A and B</td>
<td>$230.00</td>
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<td>Form A</td>
<td>015-8116-801-MSC899</td>
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<td>Form B</td>
<td>015-8116-81X-MSC899</td>
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For more information: PsychCorp.com
Overview

Identify auditory processing disorders in children and adults

A. SCAN–A; Test for Auditory Processing Disorders in Adolescents and Adults 1994

SCAN–C; Test for Auditory Processing Disorders in Children–Revised 2000

Robert W. Keith, Ph.D.

SCAN–A: Test for Auditory Processing Disorders in Adolescents and Adults

Administer to clients ages 12 to 50 years who have normal hearing acuity, but poor understanding of speech when listening conditions are less than optimal.

SCAN–C: Test for Auditory Processing Disorders in Children–Revised

Give to children who have normal peripheral hearing but who appear to have poor listening skills, short auditory attention span, or difficulty understanding speech in the presence of background noise.

SCAN–C is normed for 5- to 11-year-olds, with qualitative information on 3- and 4-year-olds. It also has test/retest reliability and construct validity studies.

Get more detailed and accurate analysis of SCAN–A and SCAN–C results

B. SCANWARE™, Version 6.0  Robert W. Keith, Ph.D.

SCANWARE™ software includes many new features to save you time and enhance the accuracy of SCAN–A and SCAN–C central auditory processing results.

- Calculates and prints test results

m a t e r i a l s  & p r i c i n g

A. SCAN–A Complete Kit

Includes Examiner’s Manual, Stimulus Audio CD, and 12 Record Forms

015-8914-694-MSC899

$209.00

Record Forms (SCAN–A)

Pkg of 12 015-8914-627-MSC899

$25.00

SCAN–C Complete Kit

Includes Examiner’s Manual, 25 Record Forms, and Stimulus Audio CD in a Vinyl Album

015-8914-651-MSC899

$209.00

Record Forms (SCAN–C)

Pkg of 25 015-8914-678-MSC899

$50.00

B. SCANWARE™

Includes Instruction Manual with CD

SCANWARE–A

015-8914-732-MSC899

$210.00

SCANWARE–C

015-8914-613-MSC899

$210.00

For More Information:
PsychCorp.com
A. Central Auditory Processing Disorder (CAPD) Strategies for Use with Children and Adolescents
Dorothy A. Kelly, D.A., CCC-SLP

Use this complete guide, including reproducible materials for parents and teachers, to take the guesswork out of treating central auditory processing disorder (CAPD) in school-age students, including adolescents. Gain a clearer understanding of the behavioral effects of CAPD on language and language-development performance.

Measures an individual's ability to perceive and conceptualize speech sounds

B. Lindamood Auditory Conceptualization Test—Third Edition (LAC–3) 2004 Patricia C. Lindamood and Phyllis Lindamood

The LAC–3 includes:
- Normative data
- Multisyllabic processing
- More item analysis
- More reliability
- More validity studies
- Population characteristics
- Absence of bias
- Audio CD

Screen for auditory attention deficits contributing to a child's learning problems

C. Auditory Continuous Performance Test (ACPT) 1994 Robert W. Keith, Ph.D.

The test is easy to administer. The child listens to single words and raises his or her thumb when hearing the targeted word.

Overview

LAC–3
Ages
5:0-18:11 years
Administration
Individual; 20-30 minutes
Qualification Level
B

ACPT
Ages
6:0-11:11 years
Scores
Pass/Fail criterion score
Administration
10 minutes
Qualification Level
B

FOR MORE INFORMATION:
PsychCorp.com

materials & pricing

A. 258-page spiral-bound Manual
076-1631-623-MSC899 $84.00

B. Complete Kit
Includes Examiner's Manual, 25 Examiner Record Booklets, 24 Blocks, 6 Felts, and CD, all in a sturdy Storage Box.
015-8177-525-MSC899 $215.00

LAC–3 Examiner Record Booklets
Pkg of 25 015-8177-525-MSC899 $79.00

C. Complete Kit
Includes Examiner's Manual, Test Audio Cassette, and 12 Record Forms
015-8005-600-MSC899 $135.00

Complete Kit with CD
015-8006-755-MSC899 $145.00

Now AVAILABLE On CD-ROM

Understand the link between CAPD and language learning behavior
A. Processing Power
A Guide to CAPD Assessment and Management Jeanane M. Ferre, Ph.D.

Bridge the gap between theory and therapy with this practical guide that includes therapy activities to help professionals develop deficit-specific management plans for children 5 years to young adults.

Give parents helpful information about ADHD

B. Parent Articles About ADHD
Edited by Clare B. Jones, Ph.D.

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 assist in their child’s therapy. It also features a bibliography for reference.

English and Spanish reproducible handouts provide valuable information for parents

C. Sourcebook for Children with Attention Disorder—Second Edition
Clare B. Jones, Ph.D.

Totally dedicated to attention disorders in early childhood, this revised guide contains updated and expanded information for working with children 3 to 6 years old in the preschool classroom.

Build self-esteem in students with ADHD management strategies

D. Attention Deficit Disorder—Strategies for School-Age Children
Clare B. Jones, Ph.D. Foreword by Sam Goldstein, Ph.D.

Use as a multi-modality approach to instruction that emphasizes building self-esteem in students 6 to 18 years old.

materials & pricing

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<th>Description</th>
<th>ISBN</th>
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<td>A. Processing Power</td>
<td>Includes a Manual, Gameboard, Game Cards, Score Card, other Game Pieces, Audiocassette, and Vinyl Storage Case</td>
<td>076-1615-245-MSC899</td>
<td>$92.00</td>
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<tr>
<td>B. 200-page softbound Manual</td>
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<td>076-1667-512-MSC899</td>
<td>$59.00</td>
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<tr>
<td>C. 240-page softbound Manual</td>
<td></td>
<td>076-1633-375-MSC899</td>
<td>$64.00</td>
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<tr>
<td>D. 211-page spiral-bound Manual</td>
<td></td>
<td>076-1671-951-MSC899</td>
<td>$64.00</td>
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Quickly screen or comprehensively assess using the full battery with Three kit options

Maintains structure, content, and clinical values with key improvements

The *Western Aphasia Battery—Revised (WAB–R)* is an individually administered assessment for adults with acquired neurological disorders (e.g., as a result of stroke, head injury, dementia). Like the previous edition, **WAB–R** assesses the linguistic skills most frequently affected by aphasia, in addition to key nonlinguistic skills, and provides differential diagnosis information.

**Bedside Record Form, Examiner’s Manual and More**

The **WAB–R**, a full battery of 8 sections (32 short tasks), maintains the structure and overall content and clinical value of the original measure with these improvements:

- Two-part Record Form for ease of use—Part 1: tasks for Aphasia Quotient; Part 2: supplemental tasks for reading, writing, apraxia, constructional, visuospatial, and calculation sections
- Supplemental reading and writing tasks aid in distinguishing between surface, deep, and visual dyslexia
- Spiral-bound Stimulus Book replaces loose stimulus cards for ease of administration and storage
- Examiner’s 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
- Bedside Record Form provides a quick look at functioning
- Record Form Part 2 includes space to record Raven’s Coloured Progressive Matrices subtest responses for easier scoring

**Overview**

**WAB–R**

**Ages**
18.0:0-89.0 years

**Scores**
Criterion cut scores:
- Aphasia Quotient
- Wernicke’s
- Broca’s
- Transcortical Sensory
- Transcortical Motor
- Conduction
- Anomic

**Assesses linguistic skills most frequently affected by aphasia**

- Content
- Fluency
- Auditory Comprehension
- Repetition
- Naming and Word Finding
- Reading
- Writing

**Assesses nonlinguistic skills**

- Drawing
- Calculation
- Praxis

**Materials & pricing**

| Complete Kit (with Manipulatives) | 015-8440-862-MSC899 | $299.00 |
| Complete Kit (without Manipulatives) | 015-8440-870-MSC899 | $245.00 |
| Previous Edition WAB Test Booklets | Pkg 25 015-8988-40X-MSC899 | $39.00 |

*PsychCorp.com*
Overview

**CLQT**

**Ages**
18:0-89:0 years

**Norms**
Criterion-referenced

**Administration**
12-30 minutes

**Qualification Level**
A

Assess neurological impairment

**Cognitive Linguistic Quick Test (CLQT) 2001** Nancy Helm-Estabrooks, Sc.D., CCC-SLP

Quickly determine severity ratings 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
- Target areas for direct treatment, identify the need for more in-depth testing, or determine a different diagnosis
- Developed by a leader in the field of neurogenic communication

**Multiple Uses of the CLQT**

**Memory**
Rivermead Behavioural Memory Test–Third Edition (RBMT–3)

**Attention**
The Test of Everyday Attention (TEA)

**Cognition**
The Middlesex Elderly Assessment of Mental State (MEAMS) and/or A Quick Test of Cognitive Speed (AQT)

**Executive Function**
Behavioural Assessment of the Dysexecutive Syndrome (BADS)

**Aphasia**
Western Aphasia Battery–Revised (WAB–R)

Use the CLQT to determine next steps in assessment and to direct treatment planning

CLQT is the ideal instrument to begin your client assessment and will help you determine the direction of further in-depth assessment. The diagram below outlines the additional assessment options to strengthen your knowledge of the client’s needs.

Note: Visit PsychCorp.com for additional product information.

**Materials & Pricing**

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<thead>
<tr>
<th>Material Description</th>
<th>Code</th>
<th>Price</th>
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<td>Complete Kit</td>
<td>015-8328-000-MSC899</td>
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<td>Includes Examiner’s Manual, Stimulus Manual, 15 Response Booklets, and 15 English Record Forms</td>
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<td>Stimulus Manual</td>
<td>015-8328-027-MSC899</td>
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<tr>
<td>English Record Forms/Response Booklets</td>
<td>015-8328-035-MSC899</td>
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<td>Spanish Record Forms/Response Booklets</td>
<td>015-8328-043-MSC899</td>
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<td>Pkg of 15</td>
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Overview

APT–II
Ages
Adults
Qualification Level
B
Software sold on a per user basis; limited installation applies. View the software policy and system requirements on page 110.
Note: Distributed product. For information about components sold separately.

Burns Inventory
Ages
18:0-80:0 years
Scores
Criterion-referenced scores
Administration
30 minutes per Inventory
Qualification Level
B
For information about components sold separately, please visit PsychCorp.com

For persons with mild cognitive dysfunction

A. Attention Process Training–II (APT–II)
McKay Moore Sohlberg, Ph.D.; Lori Johnson, B.A.; Laurie Paule, M.S.; Sarah A. Raskin, Ph.D.; Catherine A. Mateer, Ph.D.
This comprehensive program helps retrain attention and concentration deficits in adolescents and adults with brain injury and mild to severe attention deficits.
- Treatment materials and tasks address five separate levels of attention process
- Hierarchically organized auditory and visual tasks
- Easy to administer and score
- Sample treatment activities

Use APT–II to treat impairments in attention processing in persons with relatively mild cognitive disturbance, such as post-concussion syndrome.

APT–II includes:
- A library of auditory attention CDs and attention exercises
- Suggested activities, record logs, and data collection protocols

B. Burns Brief Inventory of Communication and Cognition (Burns Inventory) 1997
Martha S. Burns, Ph.D., CCC-SLP
Includes: Three Inventories—Right Hemisphere, Left Hemisphere, and Complex Neuropathology
Determines which cognition/communication skills are impaired

Assists in selecting appropriate treatment goals and planning intervention

Identify communication and cognitive deficits as a result of neurological injury

Materials & Pricing

A. Complete Kit
Includes Manual, 6 Auditory Attention CDs, CD with Record Forms in PDF format, Buzzer, Stopwatch, Carrying case
015-8010-086-MSC899
$469.00

CD Upgrade
Includes CD with Record Forms in PDF format
015-8010-140-MSC899
$29.00

B. Complete Kit
Includes Manual, 15 Record Forms each for Left Hemisphere, Right Hemisphere, and Complex Neuropathology, 31 Stimulus Plates, and Audiocassette
015-8029-003-MSC899
$195.00

Comprehensive program
helps retrain attention and concentration deficits
Overview

**BDAE–3**

**Ages**

Adults

**Norms**

Percentiles based on a sample of persons with aphasia

**Administration**

Untimed

**Qualification Level**

B

**RIPA–G**

**Ages**

Geriatric clients

**Norms**

Percentile ranks, standard scores

**Administration**

45-60 minutes

**Qualification Level**

B

**RIPA–2e**

**Ages**

Adolescents and adults

**Norms**

Percentile Ranks

**Administration**

30-45 minutes

**Qualification Level**

B

Assess functional communication skills (multiple modalities) of clients with aphasia

A. **Boston Diagnostic Aphasia Examination—Third Edition** (BDAE–3) 2000

Harold Goodglass, Edith Kaplan, and Barbara Barresi

- The BDAE–3 is a group of seven products for assessing the impairment of aphasia.
- Individually administered
- Detect mild word-retrieval deficits
- Supplemental measures incorporated into test materials

Assess cognitive-linguistic deficits

B. **Ross Information Processing Assessment—Geriatric** (RIPA–G) 1996

Deborah Ross-Swain, M.A., CCC-SP and Paul Fogle

- Profile key areas basic to communicative and cognitive-linguistic functions
- Assess treatment efficacy and document progress
- Two supplemental subtests determine the existence of a coexisting aphasia, anomia, or alexia

Assess cognitive-linguistic functioning in clients with traumatic brain injury


Deborah Ross-Swain, M.A., CCC-SP

- Quantify communication and cognitive deficits
- Test/retest structure provides objective data to assess the effectiveness of treatment

**materials & pricing**

**A. Complete Kit**

Includes the Assessment of Aphasia and Related Disorders, Stimulus Cards, Scoring Booklets (Aphasia Exam), and the Boston Naming Test

- 015-8358-562-MSC899
- $215.00

**B. Complete Kit**

Includes Manual, 25 Record Forms, 25 Profile/Summary Forms, Picture Book, and Storage Box

- 015-8498-070-MSC899
- $260.00

**Record Forms**

Pkg of 25

- 015-8498-089-MSC899
- $70.00

- 015-8498-038-MSC899
- $165.00

- 015-8498-054-MSC899
- $260.00

**FOR MORE INFORMATION:**

PsychCorp.com
A. **Functional Assessment of Communication Skills for Adults** (ASHA FACS)
Carol M. Frattali, Audrey L. Holland, Cynthia K. Thompson, Cheryl Wohl, and Michelle Ferketic

The ASHA FACS assists you in measuring and recording the functional communication of adults with speech, language, and cognitive communication disorders.

The ASHA FACS was found to be a reliable, valid, and sensitive measure with adults with aphasia resulting from left hemisphere stroke, and with adults from diverse cultural backgrounds with communication impairments resulting from dementia, right hemisphere stroke, or acquired and progressive neurological disorders.

The measure, which comprises 43 items, assesses functional communication in four areas: social communication; communication of basic needs; reading, writing, and number concepts; and daily planning. The measure is written in language understandable to policy makers, payers, and other consumers.

B. **Quality of Communication Life Scale** (ASHA QCL)
Diane R. Paul, Carol M. Frattali, Audrey L. Holland, Cynthia K. Thompson, Carol J. Caperton, and Sarah C. Slater

The Quality of Communication Life Scale (ASHA QCL) was designed specifically for assessing the quality of communication life for adults with communication disorders. This assessment tool captures information about the impact of a communication disorder on an adult’s relationships; communication interactions; participation in social, leisure, work, and education activities; and overall quality of life.

It provides information about the psychosocial, vocational, and educational effects of a having a communication impairment. The ASHA QCL can be used to assist with treatment planning, prioritization of goals, counseling, and documentation of outcomes.

The ASHA QCL may be used to supplement other measures of impairment or functional communication. It is an ideal complement to the ASHA FACS. The average time to complete the scale is 20 minutes.

**materials & pricing**

<table>
<thead>
<tr>
<th>A. Complete Kit</th>
<th>B. Complete Kit</th>
</tr>
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<tbody>
<tr>
<td>Includes Manual, CD version for result tabulation, and reproducible Profile Forms</td>
<td>Includes Manual and reproducible Profile Forms</td>
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<td>015-8500-385-MSC899</td>
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**Overview**

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<th>ASHA QCL</th>
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<td>Ages</td>
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Sale of FACS is limited to ASHA members and ASHA certified non-members. Harcourt Assessment will verify the customer’s membership status prior to filling orders.

Sale of QCL is limited to ASHA members and ASHA certified non-members. Harcourt Assessment will verify the customer’s membership status prior to filling orders.

Note: Funding support for developing the ASHA QCL came, in part, from Grant H133G970055 awarded to ASHA from the U.S. Department of Education, National Institute on Disability and Rehabilitation Research.

Note: Distributed products.
Screen for progressive neurological disorders

Overview

Ages
Adult

Scores
Criterion-referenced scores based on naming time and accuracy

Administration
3-5 minutes for screening

Qualification Levels
B, Q1

A Quick Test of Cognitive Speed (AQT) 2002
Assessment of Parietal Function
Elisabeth H. Wiig, Ph.D.; Niels Peter Nielsen, M.D.; Lennart Minthon, M.D., Ph.D.; and Siegbert Warkentin, Ph.D.

Use the AQT in conjunction with brain imaging (e.g., CT scan, MRI) and other neuro-psychiatric procedures to support an early differential diagnosis of various types of dementia including Alzheimer's Disease, Lewy Body Disease, Parkinson's Disease, and other neurological disorders. The AQT was developed by Elisabeth H. Wiig, a renowned language expert, and an esteemed group of leaders in neuropsychology, neuropsychiatry, and gerontology.

Use this test with confidence when assessing your clients.

AQT contains rapid, automatic naming (RAN) tasks, verified by rCBF measures to screen for Alzheimer’s Disease and other parietal impairments.

AQT tasks measure:
1) Processing speed and automaticity of naming
2) Cognitive shifts between visual dimensions and semantic field
3) Activation of working memory for processing and monitoring
4) Parietal lobe dysfunction associated with neurogenic disorders

AQT’s objective measures are based on clocked total-naming time
Highly reliable (r=.88–.96) over time and consistent over repeated trials
Independent of gender differences, 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
Conduct comparative evaluations of monolingual or bilingual adolescents and adults

For more information:
PsychCorp.com

88 2008 Annual

Phone 800.211.8378 • Fax 800.232.1223 • psychcorp.com
Measure selective attention, sustained attention, and attentional switching

A. The Test of Everyday Attention (TEA) 1994 Ian H. Robertson, Tony Ward, Valerie Ridgeway, and Ian Nimmo-Smith

The Test of Everyday Attention (TEA) gives a broad-based measure of three important clinical and theoretical aspects of attention. The TEA has three parallel versions, is ecologically-plausible, and acceptable to patients. It is sensitive enough to show normal age effects in the normal population. It can be used analytically to identify different patterns of attention breakdown. The TEA has a wide range of applications, from patients with Alzheimer’s Disease to young normal subjects. It is the only test of attention based largely on everyday materials; the real-life scenario means that patients enjoy the test and find it relevant to the problems faced in life.

Overview

TEA
Ages 18.0–80.0 years
Norms 154 U.K. controls, 4 age bands and 2 levels of educational attainment
Administration 45–60 minutes
Qualification Levels B, Q1, Q2

TEA–Ch
Ages 6.0–15.11 years
Norms 293 U.K. controls, by 6 age bands
Administration 55–60 minutes
Qualification Levels B, Q1, Q2

Assess the different attentional capacities in children and adolescents

B. The Test of Everyday Attention for Children (TEA–Ch) 1998
Tom Manly, Ian H. Robertson, Vicki Anderson, Ian Nimmo-Smith

Building on the international reputation of the TEA, the Test of Everyday Attention for Children (TEA–Ch) comprises nine subtests which measure children’s abilities to selectively attend, to sustain their attention, to divide their attention between two tasks, to switch attention from one thing to another, and to withhold (inhibit) verbal and motor responses.

materials & pricing

A. Complete Kit
Includes Manual, 25 Record Forms, Administration Book, Stimulus Cards, Maps, 3 Audiotapes, and Videotape
015-8054-458-MSC899 $475.00

Record Forms
Pkg of 50 015-8006-771-MSC899 $62.00

B. Complete Kit
Includes Manual, 25 Record Forms, Administration Book, 2 Audiotapes, Stimulus Cards, and Maps
015-8054-474-MSC899 $530.00

Record Forms
Pkg of 50 015-8010-248-MSC899 $62.00

FOR MORE INFORMATION:
PsychCorp.com
Overview

SIB
Ages
51:0-91:0 years
Norms
70 U.S. patient clinical study
Administration
20 minutes
Qualification Levels
B, Q2

MEAMS
Ages
Adults
Administration
10 minutes
Qualification Levels
B, Q1, Q2

Assess the cognitive functions of severely demented elderly

A. Severe Impairment Battery (SIB) 1993 Judy Saxton, K. L. McGonigle, A. A. Swihart, Francois Boller

The Severe Impairment Battery (SIB) was developed for individuals who are too impaired to complete standard neuropsychological tests. SIB focuses on gathering 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 test allows for nonverbal and partially correct responses, as well as for simpler response modes such as matching.

Screen for gross impairment of cognitive skills in the elderly

B. The Middlesex Elderly Assessment of Mental State (MEAMS) 1989 Evelyn Golding

The Middlesex Elderly Assessment of Mental State (MEAMS) is designed to assist clinicians to differentiate between functional illnesses and organically-based cognitive impairments. The MEAMS will not tell you how intelligent a person is, but will tell you whether there is reason to suspect that parts of the brain are working less efficiently than they should, and consequently whether or not it is necessary to recommend that the subject be investigated more thoroughly.

materials & pricing

A. Complete Kit
Includes Manual, 25 Record Forms, Stimulus Cards, Plastic Shapes, Spoon, Cup, and Full Distractor Package
015-8054-431-MSC899
$299.00

Record Forms
Pkg of 50 015-8054-44X-MSC899
$118.00

B. Complete Kit
Includes Manual, 25 Scoring Sheets, and 2 Stimulus Books
015-8054-792-MSC899
$185.00

Record Forms
Pkg of 25 015-8054-806-MSC899
$27.00

FOR MORE INFORMATION:
PsychCorp.com
Identify everyday memory problems and monitor change over time—and now—asses a wider range of ability with new test items and updated materials

A. Rivermead Behavioural Memory Test—Third Edition (RBMT–3)
Barbara A Wilson, Eve Greenfield, Linda Clare, Alan Baddeley, Janet Cockburn, Peter Watson, Robyn Tate, Sara Sopena, and Rory Nannery

The Rivermead Behavioural Memory Test—Third Edition (RBMT–3) is an internationally renowned, highly sensitive, ecological test of gross memory impairment to be used with people with acquired, non-progressive brain injury and monitor their change over time.

What’s new with RBMT–3
- Updated stories that assess an individual’s ability to absorb verbal information
- Enhanced user-friendliness with easy-to-use record forms that provide visual representation of participant’s strengths and weaknesses
- Expanded clinically utility with the inclusion of case studies to aid in interpretation and an Intervention chapter
- 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 an individual 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

Screen for gross impairment of cognitive skills in the elderly

B. Behavioural Inattention Test (BIT) 1987 Barbara A. Wilson, Janet Cockburn, and Peter W. Halligan

The Behavioural Inattention Test (BIT) is an objective behavioral test of everyday skills relevant to visual neglect, aimed at increasing our understanding of specific difficulties patients experience.
- Six conventional subtests and nine behavioral subtests
- Fulfills the practical requirement of a psychological test
- Easy to understand and interpret
- Applicable to a wide range of environmental settings
- Quick to administer

materials & pricing

A. RBMT–3 and IMT Complete Kit
978-0749-134-600-MSC899 $850.00

RBMT–3 Complete Kit
978-0749-134-761-MSC899 $699.00

IMT Complete Kit
Includes Manual, 25 Record Forms, Stimulus Books 1 and 2, and Test Cards
978-0749-138-004-MSC899 $299.00

RBMT–3 Record Forms
Pkg of 25
978-0749-134-624-MSC899 $99.00

IMT Record Forms
Pkg of 25
978-0749-134-723-MSC899 $69.00

B. Complete Kit
Includes Manual, 25 Scoring Sheets, Various Stimulus, Test and Playing Cards, and Clock Face
015-8054-628-MSC899 $375.00

Scoring Sheets
Pkg of 25 015-8054-644-MSC899 $40.00
predict everyday problems associated with the dysexecutive syndrome

Overview

BADS

**Ages**
16:0-87:0 years

**Norms**
216 U.K. controls and 92 patient study.

**Scores**
Aged scaled scores
Percentile ranks

**Administration**
40 minutes

**Qualification Levels**
B, Q1, Q2

BADS–C

**Ages**
8:0-16:0 years

**Norms**
259 U.K. controls, 8 age groups, 3 ability bands

**Administration**
35 to 45 minutes

**Qualification Levels**
B, Q1, Q2

Dysexecutive Syndrome includes disorders of planning, organization, problem solving, setting priorities, and attention and is one of the major areas of cognitive deficit that can impede functional recovery and the ability to respond to rehabilitation programs.

- Specifically assesses skills and demands of everyday life
- Is sensitive to capacities affected by frontal lobe damage

**Validation Studies**
BADS is sensitive to everyday problems experienced due to brain injury, and a small study was conducted with schizophrenia to identify executive deficits in this group.

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

B. Behavioural Assessment of the Dysexecutive Syndrome in Children (BADS–C) 2003
Hazel Emslie, F. Colin Wilson, Vivian Burden, Ian Nimmo-Smith, and Barbara A. Wilson

BADS–C is a scientifically valid and reliable battery of tests of executive functioning for children and adolescents with neuro-developmental disorders such as ADHD, Pervasive Development Disorder, and Traumatic Brain Injury.

- Standardized child-friendly administration
- Standardized scoring
- Comprehensive norms

**Materials & Pricing**

A. **Complete Kit**

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<th>Price</th>
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**Record Forms**

| Pkg of 25 987-0749-129-255-MSC899 | $42.00 |

**Questionnaires**

| Pkg of 50 015-8054-377-MSC899    | $52.00 |

B. **Complete Kit**

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**Record Forms**

| Pkg of 25 015-8055-438-MSC899 | $42.00 |

**Questionnaires**

| Pkg of 50 015-8054-407-MSC899 | $52.00 |

For more information: PsychCorp.com
Clinical assessment of executive functioning

A. The Hayling and Brixton Tests 1997 Paul W. Burgess and Tim Shallice

The Hayling and Brixton Tests measure the executive functioning of clients with special frontal lobe damage, useful in the following situations:
- Where judgments about performance need to be related to estimated pre-morbid levels of cognitive ability
- When people find the Behavioural Assessment of the Dysexecutive Syndrome (BADS) easy
- When monitoring changes over time
- 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.

B. Cambridge Test of Prospective Memory (CAMPROMPT) 2005
Barbara A. Wilson, Agnes Shiel, Jennifer Foley, Hazel Emslie, Yvonne Groot, Kari Hawkins, and Peter Watson

The Cambridge Test of Prospective Memory (CAMPROMPT) is an objective and standardized clinical instrument offering insights into a client’s ability to remember to do things at a particular time or within a given interval of time.

CAMPROMPT is composed of three time-based tasks and three event-based tasks that address failures in prospective memory that may impact a client’s everyday life.

The CAMPROMPT provides valid data for planning programs aimed at remediating prospective memory difficulties.

Overview

Hayling and Brixton
Ages 18.0-80.0 years

Norms
121 UK controls, 77 subject clinical study; Age related cut-off scores are given together with separate age and pre-morbid IQ cut-off scores for diagnostic decision-making

Administration
15 minutes

Qualification Levels
B, Q2

CAMPROMPT
Ages Adult

Norms
212 UK controls

Administration
30 minutes

Qualification Levels
B, Q2

For replacement parts or more information, call 1-800-211-8378 or visit PsychCorp.com.

materials & pricing

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<table>
<thead>
<tr>
<th>B. Complete Kit</th>
<th>Includes Manual, 25 Record Forms, Stimulus Cards, Analogical Clock, and 2 Digital Kitchen Timers in a Bag</th>
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<tr>
<td></td>
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<td>$155.00</td>
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</table>
A test of semantic access from words and pictures

A. The Pyramids and Palm Trees Test 1992 David Howard and Karalyn Patterson

The Pyramids and Palm Trees Test determines the degree to which a subject can access meaning from pictures and words. Information from the test will enable the tester to establish the root cause of a subject’s difficulty.

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.

Assess auditory comprehension in severely physically disabled patients

B. Putney Auditory Comprehension Screening Test (PACST) 2002

J. Graham Beaumont, Julia Marjoribanks, Sarah Flury, and Tracey Lintern

The Putney Auditory Comprehension Screening Test (PACST) provides a screening tool for patients who are unable to perform tasks required in existing tests of auditory comprehension. It gives an indication of how much patients can understand spoken language, and indicates the level of complexity of language presentation that would maximize his understanding.

A broad-based test of long-term memory

C. Doors and People 1994 Alan Baddeley, Hazel Emslie, and Ian Nimmo-Smith

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.

For more information:
PsychCorp.com

materials & pricing

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<th>A. Complete Kit</th>
<th>Includes Manual, 50 Record Forms, and Stimulus Book</th>
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<td>B. Complete Kit</td>
<td>Includes Manual, Questionnaire, and 25 Record Forms</td>
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<td>C. Doors Book</td>
<td>015-8054-547-MSC899</td>
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<td>Names Book</td>
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<td>People Book</td>
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<td>Record Forms</td>
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<td>015-8054-58X-MSC899</td>
<td>$50.00</td>
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A. Understanding the Nature of Autism, Second Edition
A Guide to the Autism Spectrum Disorders  Janice E. Janzen, M.S.
Appropriate for use with all ages and ability levels, this comprehensive and updated edition now addresses the full range of Autism Spectrum Disorders (ASD).

B. Autism Facts and Strategies for Parents
Janice E. Janzen, M.S.
Written for parents of children recently diagnosed with autism or one of the pervasive developmental disabilities, this resource includes information to help them understand their child’s diagnosis, the effects of autism on learning and behavior, and their role as an advocate.

C. Helping Babies Learn & Hawaii Developmental Charts
Setsu Furuno, Ph.D.; Katherine A. O’Reilly, PT; MPH; Carol M. Hosaka, M.A.; Takayo T. Inatsuka, OTR; and Barbara Zeisloft Falbey, M.S., CCC-SP
Use these easy-to-follow developmental charts to help parents learn how to observe their children from birth to 36 months. Parents discover how to use various interactions to promote the development of cognition, communication, socialization, movement, self-care, and safety.

D. Exploring the Spectrum of Autism and Pervasive Developmental Disorders
Carolyn Murray-Slutsky, M.S., OTR and Betty A. Paris, PT
Incorporating sensory integration and neuro-developmental techniques, this book outlines treatment interventions through an integrated approach.

Materials & Pricing

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<td>A. 499-page softbound Manual</td>
<td>076-1641-262-MSC899</td>
<td>$74.95</td>
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<tr>
<td>B. 184-page softbound Manual</td>
<td>076-1645-500-MSC899</td>
<td>$30.00</td>
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<td>C. 288-page spiral-bound Manual and 5 sets of Hawaii Developmental Charts</td>
<td>076-1678-980-MSC899</td>
<td>$85.00</td>
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<tr>
<td>D. 440-page softbound Manual</td>
<td>076-1655-00X-MSC899</td>
<td>$64.95</td>
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<td>Hawaii Developmental Charts</td>
<td>Pkg of 5 076-1630-023-MSC899</td>
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Note: Distributed product.
Not available for distribution from Harcourt Assessment in Australia and New Zealand.

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Phone 800.211.8378 • Fax 800.232.1223 • psychcorp.com
Develop classroom intervention strategies based on sensory processing

The Impact of Sensory Processing in the Classroom
Now you have easily accessible intervention exercises for the teacher
Understand sensory processing and enable improved learning through effective intervention techniques—a perfect companion resource for Sensory Profile and Sensory Profile School Companion.

The Insider’s View of Life with a Special Needs Child
Living In My Skin Lori A. Hickman, M.S., CCC-SLP
Living In My Skin provides a portal into the everyday lives of children with special needs and their parents and the real-life problems they must face daily. It is valuable for every professional who works with children with special needs. The book includes a glossary of medical terms and the conditions discussed, and a resource list.

Becoming Verbal and Intelligible
A Functional Motor Programming Approach for Children with Developmental Verbal Apraxia Kathleen E. Dauer, M.S., CCC-SLP; Sandra S. Irwin, M.S., CCC-SLP; and Sandra R. Schipitals, M.S., CCC-SLP
Help children develop articulation and speech skills
Increase the speech and articulation abilities of 2- through 10-year-old children who are nonverbal or highly unintelligible because of developmental verbal apraxia (DVA) and other articulation disorders.

Mouth Madness
Oral Motor Activities for Children
Catherine Orr, M.A., OTR, BCP
Improve children’s oral motor abilities
Use games, rhymes, and manipulative tasks to help preschool and primary school children with hearing impairment, oral dyspraxia, and articulation problems.
With this manual, you won’t need to research and design home treatment programs to address feeding and nutrition concerns. The 195 reproducible handouts will guide parents in implementing therapeutic programs. Customize recommendations by adding individual information in the special instructions section provided in each handout.

C. Feeding and Swallowing Disorders in Infancy
Lynn S. Wolf, M.O.T., OTR
and Robin P. Glass, M.S., OTR
This practical resource integrates information about sucking, swallowing, and breathing to aid in evaluating and treating infants from birth to 1 year. Topics cover the range of infant feeding disorders—from diagnosis to long-term implications.

D. Feeding and Nutrition for the Child with Special Needs
Marsha Dunn Klein, M.Ed., OTR/L and Tracy A. Delaney, Ph.D., RD
With this manual, you won’t need to research and design home treatment programs to address feeding and nutrition concerns. The 195 reproducible handouts will guide parents in implementing therapeutic programs. Customize recommendations by adding individual information in the special instructions section provided in each handout.

E. Pediatric Videofluoroscopic Swallow Studies
Joan C. Arvedson, Ph.D., CCC-SLP
and Maureen A. Lefton-Greif, Ph.D., CCC-SLP
Using detailed illustrations and tables, this professional manual describes the procedures for conducting a videofluoroscopic swallow study in infants and older children. It also reviews a child’s anatomy and motor development as they relate to feeding. Reproducible guidelines for caregivers explain the process in easy-to-understand language.
A. Processing Power
A Guide to CAPD Assessment and Management
Jeanane M. Ferre, Ph.D.

Bridge the gap between theory and therapy with this practical guide that includes therapy activities to help professionals develop deficit-specific management plans for children 5 years to young adults.

Give parents helpful information about ADHD

B. Parent Articles About ADHD Edited by Clare B. Jones, Ph.D.

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 assist in their child’s therapy. It also features a bibliography for reference.

C. Sourcebook for Children with Attention Deficit Disorder—Second Edition Clare B. Jones, Ph.D.

Totally dedicated to attention disorders in early childhood, this revised guide contains updated and expanded information for working with children 3 to 6 years old in the preschool classroom.

D. Attention Deficit Disorder—Strategies for School-Age Children Clare B. Jones, Ph.D. Foreword by Sam Goldstein, Ph.D.

Use as a multi-modality approach to instruction that emphasizes building self-esteem in students 6 to 18 years old.

materials & pricing

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Code</th>
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<tr>
<td>A.</td>
<td>Processing Power Includes a Manual, Gameboard, Game Cards, Score Card, other Game Pieces, Audiocassette, and Vinyl Storage Case 076-1615-245-MSC899</td>
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<tr>
<td>B.</td>
<td>200-page softbound Manual 076-1667-512-MSC899</td>
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<td>C.</td>
<td>240-page softbound Manual 076-1633-375-MSC899</td>
<td>$64.00</td>
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<td>D.</td>
<td>211-page spiral-bound Manual 076-1671-951-MSC899</td>
<td>$64.00</td>
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Bridge the gap between theory and therapy with this practical guide that includes therapy activities to help professionals develop deficit-specific management plans for children 5 years to young adults.

Give parents helpful information about ADHD

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 assist in their child’s therapy. It also features a bibliography for reference.

Totally dedicated to attention disorders in early childhood, this revised guide contains updated and expanded information for working with children 3 to 6 years old in the preschool classroom.

Use as a multi-modality approach to instruction that emphasizes building self-esteem in students 6 to 18 years old.
A. Parent Articles 1
Edited by Margaret Schrader, Ph.D., CCC-SLP

Share valuable information on speech therapy and speech/language disorders with parents of children 1 to 7 years old. These articles answer frequently asked questions, and suggest related activities to enhance children's speech and language skills.

B. Parent Articles 2
Edited by Anthony B. De Feo, Ph.D., CCC-SLP

Share a wealth of information with parents of preschool and school-age children with communication disorders. Covers topics ranging from specific disorders and explanations to activities parents can do at home with their children. This resource covers the emotional realities of living with a child who has special needs, and offers practical advice and encouragement.

C. Parent Articles for Early Intervention
Edited by Marsha Dunn Klein, M.Ed., OTR/L

Give these reproducible articles to parents of children from birth through 3 years who have communication and physical disorders. Articles are grouped by 12 major topics, including communication, cognitive development and play, personal care, emotional development, and family support.

Software eases use of symbols in your documents

D. TPC Phonetic Font

Create professional looking reports and progress notes without handwritten International Phonetic Alphabet (IPA) symbols. The TPC Phonetic Font, a TrueType font, can be used with any word processor whenever you need to indicate specific sounds or the pronunciation of a word.

theory and therapy
Incorporate occupational therapy into **early intervention**

A. An Overview of Early Intervention  
E.J. Brown with Jane P. Sorensen, Ph.D., OTR, ND  
This book covers:  
- Family-centered care  
- Identifying markers in prenatal factors  
- Issues concerning the family and home environments  
- Developmental milestones  
- Evaluating delayed development  
- Choosing and using treatment options  
- Educating parents  
- Planning for a realistic future  
- Discharging  
- Research in early intervention  
- Continuing education in early intervention

**Understand the link between CAPD and language learning behavior**

B. Central Auditory Processing Disorder (CAPD) Strategies for Use with Children and Adolescents  
Dorothy A. Kelly, D.A., CCC-SLP  
Use this complete guide, including reproducible materials for parents and teachers, to take the guesswork out of treating central auditory processing disorder (CAPD) in school-age students, including adolescents. Gain a clearer understanding of the behavioral effects of CAPD on language and language-development performance.

C. The Speech-Language Pathology Treatment Planner  
Keith Landis, Judith Vander Woude, and Arthur E. Jongima, Jr.  
The **Speech-Language Pathology Treatment Planner** provides all the elements necessary to quickly and easily develop formal treatment plans that satisfy the demands of HMOs, managed care companies, and third party payers. This book helps both the novice and expert speech-language pathologist identify functional and meaningful strategies for improving a client’s communication skills.

**materials & pricing**

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<th>A. 250-page Book</th>
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National Clinical Director

Amy Dilworth Gabel, Ph.D.
12881 Crouch Drive
Fairfax, VA 22030
Tel: 703-815-0905
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Clinical Consultant

Sherry Eyer, Ph.D.
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sherry_eyer@harcourt.com
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Clinical Consultant

Gloria Maccow, Ph.D.
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Fax: 724-766-7693
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Clinical Consultant

Regional Vice President

Donna Smith, Ed.D.
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Scott Sciotto
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Clinical Consultant

Gail Rodin, Ph.D.
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gail_rodin@harcourt.com
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Clinical Consultant

Christina Sparks, Ph.D.
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Jose Uralde
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Clinical Consultant

Peter Entwistle, Ph.D.
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Regional Vice President
Keith Bishop
128 Cedar Bluff Lane • Mooresville, NC 28117
Tel: 704-799-9649
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keith_bishop@harcourt.com

Clinical Consultant
John Hanson, Ph.D.
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Tel: 715-386-0508 • Cell: 715-410-0576
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john_hanson@harcourt.com
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Inside Consultant
Janet Marsico
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Tel: 800-228-0752, ext. 8448
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janet_marsico@harcourt.com
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Regional Vice President
Jeff Gadawski
13085 NW Ridgetop Street • Portland, OR 97229
Tel: 503-533-5101
Fax: 210-339-5052
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Clinical Consultant
Diane Donaldson, Ph.D.
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Clinical Consultant
Patrick Moran, Ph.D.
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Note: Please read this section.
Not everyone who wishes to buy a test license is qualified to do so. In order to avoid delay in your order, please make sure your qualifications are known to us.

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).

Harcourt Assessment 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.

In addition, 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 reissued, 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.

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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.
Qualifications Levels

Harcourt Assessment is committed to accurate and ethical assessment of individuals, and uses the qualification system to help ensure that the right tools are in the right hands. If you have questions about our qualification descriptions, please call Customer Service at 800-211-8378 for assistance.

We will require verification of qualifications for purchase.

**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:

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OR

**Q2:** 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
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   - [ ] Non-Public School
   - [ ] College: 4 year, 2 year, Trade/Technical Institute, Graduate
   - [ ] Government: Federal, State, County
   - [ ] Military
   - [ ] Early Childhood and Intervention
   - [ ] Clinic/Medical Facility
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   - [ ] Private Practice
   - [ ] Other ____________________________

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   - [ ] School Psychology
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5. Membership in Professional Organization(s) Status:
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   - [ ] AERA
   - [ ] NCME
   - [ ] CEC
   - [ ] ACA
   - [ ] AMA
   - [ ] SIOP
   - [ ] NASP
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   - [ ] INS
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   - [ ] SHRM
   - [ ] OTHER ____________________________
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   - [ ] 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; and access to test materials must be limited to qualified persons who agree to safeguard their use. Test materials may not be resold 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.

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Title of course to be taught or brief description of program:

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- 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

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