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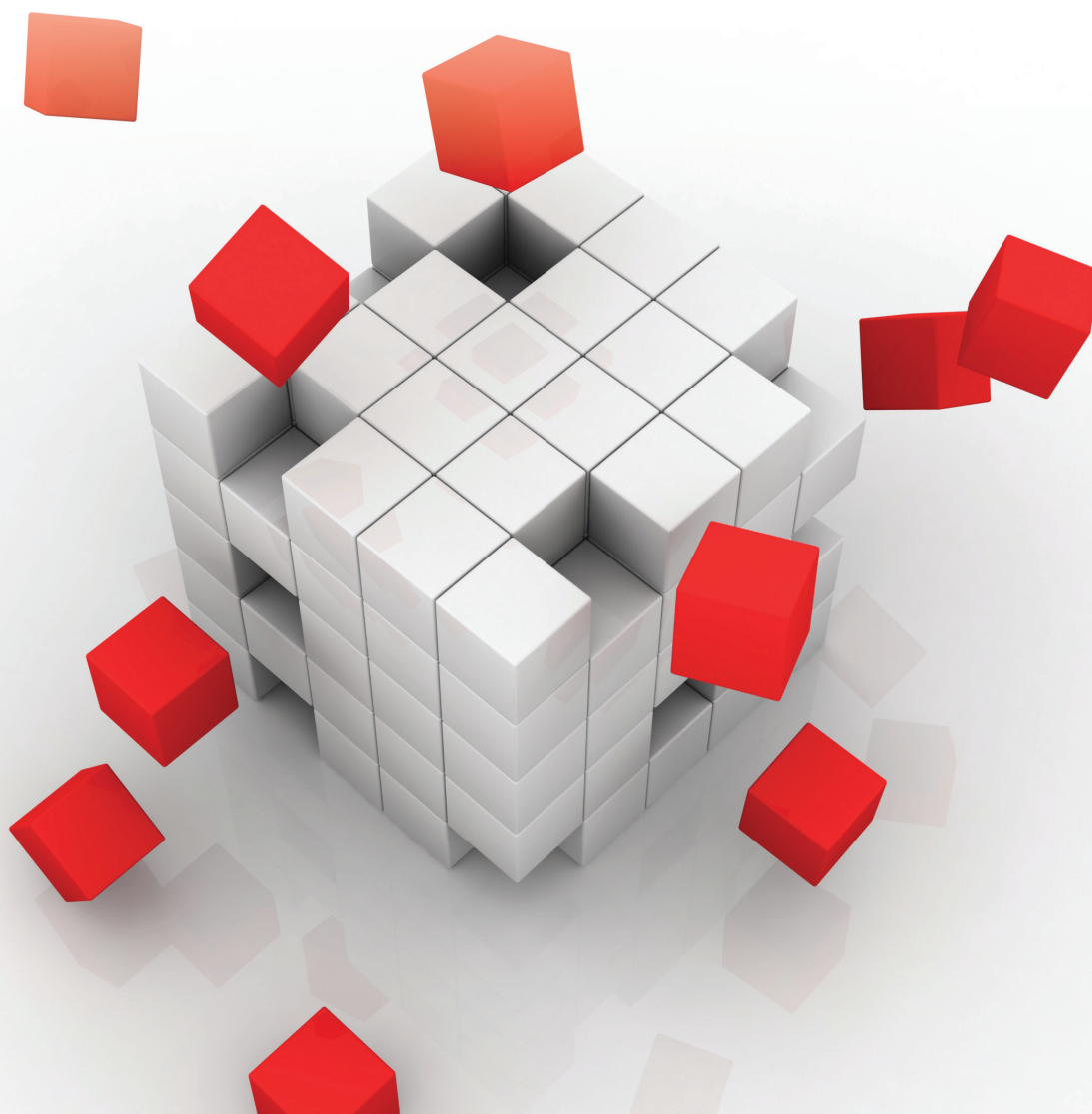
Providing the building blocks to reach your ultimate assessment

Products for Educators and Therapists

PRODUCTS FOR EDUCATORS

ACHIEVEMENT			
ASSESSMENT	**PURPOSE**	**TARGET GROUP**	**ADMINISTRATION**
Vassi Mathematics Proficiency Test	Measures curriculum expectations in Mathematics. Can be used qualitatively to determine the learning strand in which the learner may be experiencing problems, but also the specific cognitive process.	• Grades 1-6 • Norms for Afr, Eng, Sesotho • Sesotho instructions and answer sheets	• Group or individual
One Minute Tests	Screening tool to establish the level of reading and mathematics. Includes the One-Minute Reading Test, The One-Minute Adding Test and One-Minute Subtracting Test.	• 6-16 years • SA norms – Afr and Eng speaking children	• Individual
Working Memory Rating Scale (WMRS)	The Working Memory Rating Scale (WMRS) is a behavioural rating scale developed for teachers to facilitate easy identification of children with working memory deficits.	• 5 to 11 years	• Individual • Untimed
Dyslexia Early Screening Test-Second Edition (DEST-2)	Profiles strengths and weaknesses often associated with dyslexia. An 'at risk' score determines whether in-depth testing should be undertaken.	• 4 years 6 months - 6 years 5 months • UK norms	• Individual • 30 minutes
Dyslexia Screening Test – Junior (DST-J)	The DST-J is designed for early identification of children who are at risk of reading failure so that they can be given extra support at school.	• 6 years 6 months to 11 years 5 months	• Individual • 30 minutes
Dyslexia Screening Test - Secondary (DST-S)	Designed to identify those who are still experiencing difficulties at secondary school and provides data in support of requesting extra time concessions in exams.	• 11 years 6 months - 16 years 5 months • UK norms	• Individual • 30 minutes
Detailed Assessment of Speed of Handwriting (DASH)	Assess handwriting speed	• 9 years to 16 years 11 months	• Group or individual • 30 minutes
Detailed Assessment of Speed of Handwriting (DASH 17+)	A reliable, age-appropriate measure of handwriting speed for students aged 17-25 years in further and higher education.	• 17 years to 25 years	• Group or individual • 30 minutes

LEARNING SUPPORT			
ASSESSMENT	**PURPOSE**	**TARGET GROUP**	**ADMINISTRATION**
Launch into Reading Success	A programme to teach phonological awareness skills. Offers assessment over time (using evaluation and assessment record forms) so that areas of breakdown are pinpointed. Provides teachers with individual and group record forms. Pinpoints the areas where a child might need a specific type of help or simply more help. Exercises can be photocopied.	• Children 2-12 with mild to severe literacy difficulties	• Group or individual
SMALSI Handbook: Strategies for Academic Success	An instructional handbook for teaching students how to study, learn and take tests. To improve student learning strategies and academic performance.	• 8 years and up	• Individual or group
Spelling: Development, Disability, and Instruction (Book)	Students' spelling errors are predictable and logical and they can be remediated by those in possession of this detailed knowledge.	• Learners from age 6	• Individual
Autism Interventions: Exploring the Spectrum of Autism–Second Edition (Book)	Provides the most current assessment and intervention techniques based on best practice and up-to-date research. Offers holistic, dynamic and effective intervention strategies and treatment plans to improve the functioning of individuals with autism.	• Children with an Autism Spectrum Disorder (ASD)	• Individual

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
BASC 3 Intervention Guide	The BASC-3 Intervention materials contains a series of guides, material and tip sheets to help schools, psychologists and parents effectively implement strategies to support all learners.	• 2-21 years	• Whole school or individual intervention • Progress Monitor - 5 minutes per form
Learning Styles Inventory™ (LSI™)	The Learning Styles Inventory (LSI) makes it easier to determine which learning environments — and which instructors — are best for particular students. In both academic settings and industrial training programs, the LSI can improve student or trainee performance and reduce dropout rates.	• High school learners • University/College students • Adults	• Group or individual • 15-20 min • Self score
Practical Ideas that Really Work for Students with ADHD (Book)	A great resource for teachers and educational therapists working with students who have attention deficits or organisation problems. The workbook includes 40 activities that improve attention and organisation skills and reduce the classroom disruption associated with impulsive and hyperactive behaviour. Reproducible masters and implementation tips.	• Pre-school – Grade 12	• Classroom or individual
AD/HD SUCCESS! Solutions for Boosting Self-Esteem (Book)	A unique and practical method for working with children and adolescents who need to overcome some of the challenges that are frequently encountered in those with an AD/HD diagnosis. The book is in a diary form with a section for Teachers, Parents and the Learner with a positive reinforcement approach.	• 7-17 years	• Individual
Practical Ideas That Really work for Students with Disruptive, Defiant, or Difficult Behaviors, Second Edition (Pre-school-Grade 4) (Book)	For educators who work with students with challenging behaviours: 35 practical intervention ideas, reproducible worksheets, examples, illustrations and tips designed for easy implementation.	• Preschool to Grade 4	• Whole school, group or individual intervention
Practical Ideas That Really Work for Students with Disruptive, Defiant, or Difficult Behaviors, Second Edition (Grade 5-12)	For educators who work with students with challenging behaviours. The 10 years to 17 years Manual has 35 practical intervention ideas, reproducible worksheets, examples, illustrations and tips designed for easy implementation. A CD-ROM with all of the reproducible forms is provided along with the manual.	• Grade 4-Grade 12	• Whole school, group or individual intervention
Guidelines for Assessment Adaptations (Book)	Aimed at all educators facing the challenge of assessing learners with disabilities and learning difficulties fairly. Understanding classroom assessment within an inclusive framework; Identification of specific learning and language difficulties in the classroom and assessment adaptation; Principles, purposes and nature of assessment adaptations; Understanding categories of assessment adaptations; Administrative procedures with regard to assessment adaptations	• Grade1-Grade 12	• Individual
How to support English Second Language learners (Book)	Since the foundation of any learning is established in the Foundation and Intermediate Phases, it is critical that English Second Language (ESL) learners who struggle with English as the Language of Learning and Teaching (LOLT) should be supported as early as possible, in order to ensure that they achieve their optimal learning potential. This guide pays special attention to practical support strategies for ESL learners in the Foundation and Intermediate Phase who experience barriers to learning with regard to reading, writing, listening.	Grade 1 – Grade 7	• Individual

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Dyslexia Guidance (Book)	Dyslexia Guidance takes the reader through each stage of a student's school career, starting with commonly occurring precursors for dyslexia, such as a dislike of school, difficulty with letters and numbers, through to study skills tuition and access arrangements for students tackling public examinations. Recognising that much of the remediation and support will be integrated into the classroom or come from the school's specialist teacher, the book features a range of practical advice and activities based on real classroom experience.	• 5-16+ years	• Individual
Ready to Learn Ready for School (Leergereed Skoolgereed)	This book is a practical map to help parents, teachers and caregivers keep a watchful eye on and enhance a child's development – his body (physical), his heart (emotional and social) and his brain (cognitive/intellectual). It is not simply a school-readiness check-list, but a map that assists in identifying when a child is on par or when intervention/referral is required to help overcome developmental hiccups and make sure that the young child has a strong base.	• 3-6 years	• Individual

CAREER/LIFE ORIENTATION			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Career Portfolio (General)	Qualitative Career Guidance Workbook. Provides activities for qualitative assessment and to facilitate self- and career exploration.	• Learners, students and adults • SA product - English	• Group or Individual • Workbook format
Career Mentor Software	Assist individuals with career guidance and information on career clusters, careers, training institutions, courses at institutions and related entry requirements, bursaries.	• Learners, students and adults • SA product	• Software administration
Is death forever, Mommy? Is dood vir altyd, Mamma?	Provides basic guidelines in respect of grieving symptoms and the things adults may do to help the child through his grieving process. The booklet can be used by professionals as well as lay counsellors and parents to facilitate the child's process of mourning.	• 6-13 years	• Interactive workbook
Saying goodbye – a colouring booklet 'n Totsiens-sê inkleurboekie	This hand-drawn colouring booklet is constructed as such that therapists, teachers, parents or caregivers can utilise the booklet for individual or group sessions. It serves as a safe starting point for guiding the child creatively through the mourning process by normalising primary feelings, questions and fears via colouring pages and relevant questions.	• Grief counselling for 3-6 year olds	• Group or Individual
Children have feelings too Kinders het ook mos gevoelens	The book addresses core problems of children, especially those with ADD. It provides basic guidelines on why feelings are important, how to recognise feelings and healthy ways to process it; as well as how to express feelings without negative consequences for self or others, stress management , the relationship between our thoughts and our feelings and how children can practice problem-solving.	• 9-14 years	• Group or individual
Handbook of Individualized Strategies for Building Resiliency in At-Risk Students	This Handbook shows teachers how to build resilience in students who are at risk for educational failure. By assessing a student's needs, behaviour style, and current level of resilience, teachers can create an individualized plan to help the student respond to the adversity and environmental stress that places him at risk.	• Pre-school to high school learners	• Handbook with worksheet

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
The young child in context: a psycho-social perspective - second edition (Book)	Following two different perspectives on the development of the young child - psychological and socio-educational. Contents include the following: • Influence of heredity and the environment • Progress of language and speech development • Acquisition of self-identity • Value and implementation of discipline • Children's play and the formation of social relationships • Family and its influence • Effect of mass media and urban living • Deprivation, neglect and sexual molestation • Influence of poverty With English/Afrikaans/N-Sotho/Zulu glossary of concepts.	• 1-9 years	• Individual
The Little Dustbin Story (Guide)	An interactive story that teaches children about the healthy expression of emotions. The child and adult builds the story as it is told. The visual aspects as well as correlations in the story make it easy for children to understand and to explore alternative ways of expressing emotions.	• 4-12 years	• Individual
Anger Control Training	Using a cognitive-behavioural approach to help adolescents and adults change their thoughts, feelings, and behaviour. The program contains three volumes with leader's guides, handouts, and assessments. Volume One shows how to set up the anger control training group and explains client selection and evaluation procedures. Volume Two is the actual program with 12 two-hour sessions and a step-by-step facilitator's guide. Volume Three provides additional material on stress, assertiveness training, and enhancing self-esteem. Very complete and easy to use, this program is all you need to run an anger control group with teens or adults.	• Teenagers and Adults	• Group or Individual

OCCUPATIONAL THERAPY

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Autism Interventions: Exploring the Spectrum of Autism–Second Edition	Provides the most current assessment and intervention techniques based on best practice and up-to-date research. Offers holistic, dynamic, and effective intervention strategies and treatment plans to improve the functioning of individuals with autism.	• Children with an Autism Spectrum Disorder (ASD).	• Individual
Bayley Scales of Infant and Toddler Development, Third Edition (Bayley-III)	The Bayley Scales of Infant Development (Bayley-III) are recognised internationally as one of the most comprehensive tools to assess children from as young as one month old. With Bayley-III, it is possible to obtain detailed information even from non-verbal children as to their functioning. Children are assessed in the five key developmental domains of cognition, language, social-emotional, motor and adaptive behaviour. Bayley-III offers significant additions and improvements to the previous editions.	• 1 month-42months	• Individual • 30-90 minutes
Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition - Beery™ VMI 6th Ed	Screen for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems.	• 2-100 years • UK norms	• Individual and Group • Short and Full Format Tests: 10-15 minutes each • Visual and Motor Tests: 5 minutes each

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Bender Visual-Motor Gestalt Test, Second Edition	Brief test that can provide useful information about an individual's development and functioning. Helpful in preschool screening as well as geriatric assessment.	• 3-85+ years • UK norms	• Individual • Time varies
Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)	Assesses the motor proficiency of all students, ranging from those who are developing normally to those with moderate motor-skill deficits.	• 4-21 years • UK norms	• Individual • 45-60 minutes
Developmental Test of Visual Perception – Third Edition (DTVP-3)	Assesses visual perception (no motor response) and visual-motor integration ability.	4-12 years 11 months	Individual 30 minutes
De Gangi-Berk Test of Sensory Integration (TSI)	Permits early detection of sensory processing deficits that could lead to later learning difficulties.	• 3-5 years • US norms	• Individual • 30 minutes
Grooved Pegboard	Measures performance speed in fine motor tasks	• Youth and adults	• Individual
Koppitz Developmental Scoring System for the Bender Gestalt Test–Second Edition (KOPPITZ-2)	A highly reliable, valid measure of visual-motor integration skills that applies the developmental approach to scoring.	5-85 years	Individual 5-10 minutes
Miller Assessment for Preschoolers™ (MAP™)	This comprehensive preschool assessment instrument will help you evaluate children for mild to moderate developmental delays. Includes foundation index, co-ordination index, verbal index, non-verbal index, complex tasks index.	2 years 9 months to 5 years 8 months	Individual 30-40 minutes
Movement Assessment Battery for Children - Second Edition (Movement ABC-2)	Assesses motor skills and the tasks cover the following 3 areas: • Manual Dexterity • Ball Skills • Static and Dynamic Balance Paralleled by an observational approach to perceptual-motor aspects and emotional and motivational difficulties in relation to movement.	• 8 tasks for each of 3 age ranges : • 3-6 years • 7-10 years and • 11-16 years	• Test: Individual 20 to 40 minutes • Checklist: Group or individual - 10 minutes
Peabody Developmental Motor Scales, Second Edition (PDMS-2)	Assess motor skills, including reflexes, grasping, locomotion, object manipulation and visual-motor integration, in children.	• Birth - 6 years • UK norms	• Individual • 20-30 minutes for each motor subtest • 45-60 minutes for entire assessment
Purdue Pegboard	Measures gross movements of hands, fingers and arms, and fingertip dexterity as necessary in assembly tasks.	• Youth and adults	• Individual
Repeatable Battery for the Assessment of Neuropsychological Status Update (RBANS™ Update)	A brief, individually administered test that helps you measure cognitive decline in adolescents and adults who have neurological injury or disease such as dementia, head injury or stroke.	• 12-89 years	• Individual • 30 minutes
Rivermead Behavioural Memory Test - Third Edition (RBMT-3)	Predicts everyday memory problems in people with acquired, non-progressive brain injury and monitor change over time.	• Adults	• Individual • 30 minutes
Sensory Integration and Praxis Tests (SIPT)	Offers the most complete and flexible assessment of sensory integration available. 17 subtests requiring children to perform visual, tactile, kinaesthetic, and motor tasks.	• 4-8 years 11 months • US norms	• 10 minutes per test; • 2 hours for the entire battery
Sensory Processing Measure (SPM) Sensory Processing Measure - Preschool (SPM-P)	Provides a complete picture of children's sensory processing difficulties at school and at home: Social Participation, Vision, Hearing, Touch, Body Awareness (proprioception), Balance and Motion (vestibular function), Planning and Ideas (praxis), Total Sensory Systems.	• SPM: 5-12 years • SPM-P: 2-5 years (excluding 5-year-olds enrolled in pre-school, for whom the SPM is the appropriate choice)	• SPM: 15-20 minutes • Parent and/or teacher rating scales • SPM-P: 15-20 minutes each for Home / School Form
Sensory Profile™ 2	The Sensory Profile™ 2 family of assessments provides you with standardised tools to help evaluate a child's sensory processing patterns in the context of home, school and community-based activities. This instrument evaluates a child's unique sensory processing patterns from a position of strengths, providing deeper insight to help you customise the steps of intervention. The forms are completed by caregivers and teachers.	• Paper and Pencil • 5-10 minutes	• Paper and Pencil • 5-10 minutes

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Symbol Digit Modalities Test (SDMT)	Quickly screens for organic cerebral dysfunction in both children and adults	8 years and up	• 5 minutes
Test of Sensory Functions in Infants (TSFI)	Offers an objective way to determine whether and to what extent an infant has sensory processing deficits. Including those at risk for developing learning disabilities as they grow older.	• 4-18 months	• 20 minutes • Individually administered
Visual Object and Space Perception Battery (VOSP)	Assess object and space perception. Consists of eight tests each designed to assess a particular aspect of object or space perception, while minimising the involvement of other cognitive skills	Adult	• Individual or Group • Untimed

SPEECH, LANGUAGE AND HEARING

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Auditory Skills Assessment (ASA)	Provides you with a tool for early identification of young children who might be at risk for auditory and phonological skills deficits and/or early literacy skills difficulties.	• 3-6 years 11 months	• Paper & Pencil / CD-ROM • Ages 3:6 - 4:11 5 minutes • Ages 5:0 - 6:11 15 minutes
Autism Interventions: Exploring the Spectrum of Autism–Second Edition	Provides the most current assessment and intervention techniques based on best practice and up-to-date research. Offers holistic, dynamic, and effective intervention strategies and treatment plans to improve the functioning of individuals with autism.	• Children with an Autism Spectrum Disorder (ASD).	• Individual
Children's Communication Checklist (CCC-2)	The 70-item questionnaire screens for communication problems, identifies pragmatic impairment and assists in identifying children who may merit from further assessment for an autistic spectrum disorder.	• 4-16 years	• Individual • 5-15 minutes • Completed by a caregiver
Clinical Evaluation of Language Fundamentals - Fourth Edition UK (CELF-4 UK)	Evaluates the nature and extent of language difficulties; presents a multi-step assessment process – core subtests and additional subtests; culturally diverse contexts and visual stimuli.	• 5-16 years 11 months	• Individual • 30-60 minutes
Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2)	Use CTOPP-2 to assess phonological awareness, phonological memory and rapid naming in order to identify individuals who need help in developing phonological skills.	• 4-24 years 11 months	• Individual • 40 minutes
Diagnostic Evaluation of Articulation and Phonology (DEAP)	Detects and differentiates between articulation problems, delayed phonology and consistent versus inconsistent phonological disorder.	• 3-6 years 11 months	• Individual
Dyslexia Early Screening Test-Second Edition (DEST-2)	Profiles strengths and weaknesses often associated with dyslexia. An 'at risk' score determines whether in-depth testing should be undertaken.	• 4 years 6 months to 6 years 5 months • UK norms	• Individual • 30 minutes
Dyslexia Screening Test - Junior (DST-J)	Identify young children who are at risk of dyslexia. Profile of strengths and weaknesses to guide the development of in-school support. Training available.	• 6 years 6 months - 11 years 5 months • UK norms	• Individual • 30 minutes
Dyslexia Screening Test - Secondary (DST-S)	Designed to identify those who are still experiencing difficulties at secondary school and provides data as support of requesting extra time concessions in exams. Training available.	• 11 years 6 months - 16 years 5 months • UK norms	• Individual • 30 minutes
Early Repetition Battery (ERB)	Non-word and sentence repetition tasks have been identified as clinical markers of Specific Language Impairments (SLI). The tests consist of two expressive tasks: PSRep (Preschool Repetition Test) SIT (Sentence Imitation Test)	• 2-6 years • UK norms	• Individual • 10-15 minutes
Expression, Reception and Recall of Narrative Instrument (ERRNI)	Assess the ability to relate, comprehend and remember a story after a delay	6 years to adult norms from 4 years	Individual 8-10 minutes

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Expressive Vocabulary Test, Second Edition (EVT-2)	Compare receptive and expressive vocabulary. Can be used in conjunction with PPVT-4. Both instruments meet the needs of both general- and special-education professionals for vocabulary and language assessment, progress measurement.	• 2 years 6 months and older	• Individual • 10-15 minutes
Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)	Measure receptive vocabulary. Can be used in conjunction with EVT-2.	• 2 years 6 months - 90 years	• Individual • 10-15 minutes
Phonological Assessment Battery	Identifies children who have significant phonological difficulties and need special help in processing sounds in spoken language.	• 6-14 years	• Individual • 30-40 minutes
Phonological Assessment Battery : 2nd Edition Primary (PhAB2 Primary)	Assess phonological awareness in children aged 5-11 years and identifies phonological difficulties children encounter in learning to read. PhAB 2 Primary has been newly standardised and includes additional subtests on blending, phonological working memory, phoneme segmentation and phoneme deletion.	• 5-11 years	• Individual • 20 minutes
Preschool Language Scale - Fourth Edition (PLS-4UK)	Measure young children's receptive and expressive language. Includes expanded coverage of language skills with new UK norms.	• Birth to 6 years 5 months	• Individual • 20-45 minutes
SCAN-3:C Tests for Auditory Processing Disorders for Children	A valid and reliable test battery to help identify auditory processing disorders and describe their impact in daily life: Differentiate an auditory processing disorder from auditory attention problems and auditory comprehension difficulties. Develop strategies to assist the child in managing auditory processing difficulties at school, at home and in the community	• 5 years to 12 years 11 months	• Individual • Screener: 10 to 15 minutes • Full: 30 to 45 minutes
Speech-language therapy in a school context: Principles and practices (Book)	Speech-language therapy in a school context is aimed at students in speech-language therapy and audiology and is also a valuable foundational text for practicing therapists. The current situation in this country requires us to consider not only children who have specific communication impairments, but also those battling to develop communication skills when their situation places them at a severe disadvantage.	Learners from age 6	
Spelling: Development, Disability, and Instruction	Students' spelling errors are predictable and logical and they can be remediated by those in possession of this detailed knowledge	• Learners from age 6	
Test for Reception of Grammar (TROG-2)	Measure understanding of grammatical contrasts. Test understanding of 20 constructs four times each using different test stimuli.	• 4 years to adult	• Individual • 10-20 minutes
Test of Word Knowledge (TOWK)	Identify students who lack (or excel in) the semantic skills and repertories that are the foundation of mature language use in thinking, learning and communication.	• Level 1: 5-8 years • Level 2: 8-17 years	• Individual or Group • Level 1: 25 minutes for Core Battery, 25 minutes for supplementary subtest • Level 2: 40 minutes for Core Battery, 25 minutes for supplementary subtest