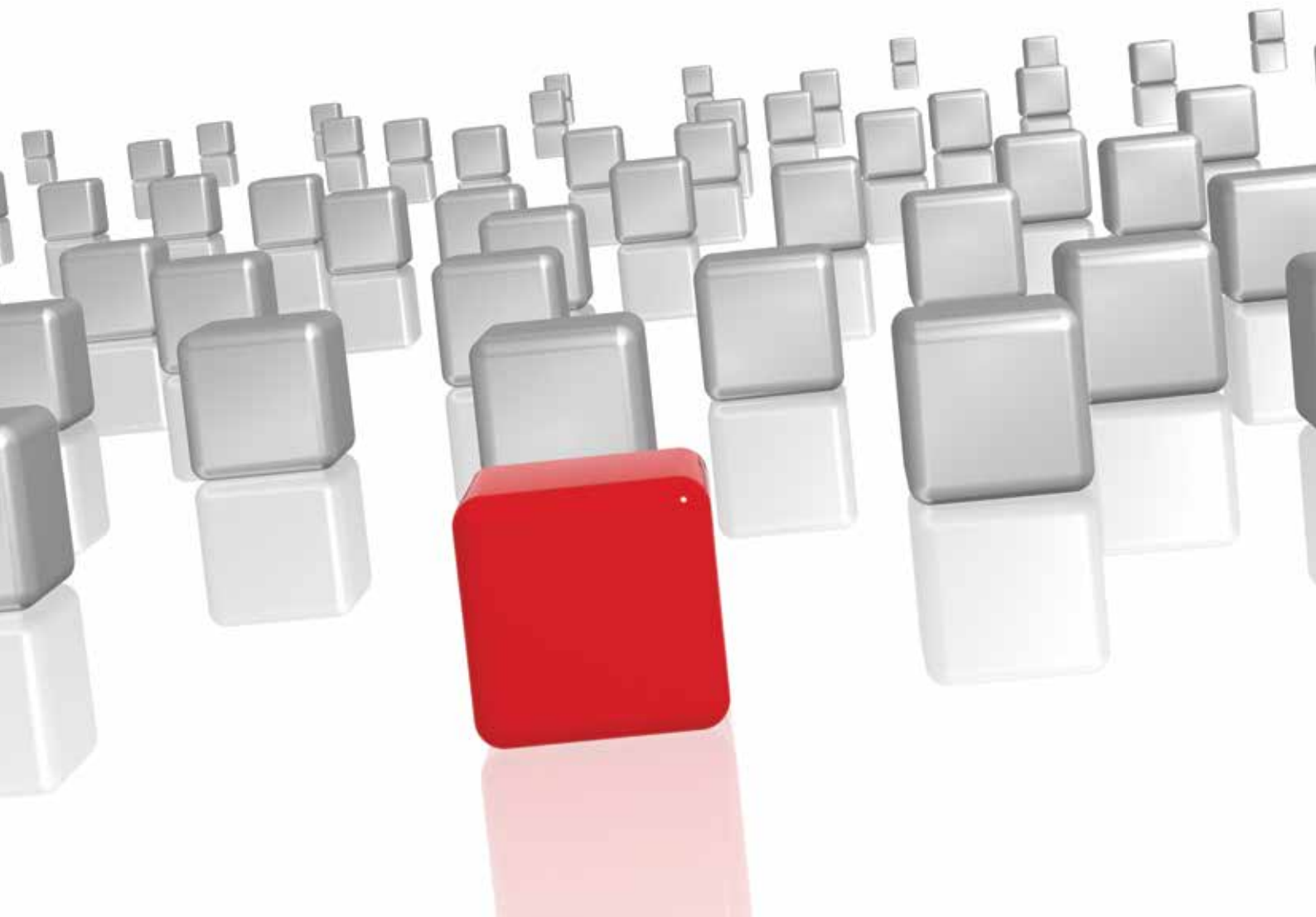




Providing the building blocks to reach your ultimate assessment

# Clinical and Counselling Psychology Assessments



## COGNITIVE ABILITIES

INDIVIDUAL INTELLIGENCE			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Wechsler Adult Intelligence Scale - Fourth UK Edition (WAIS IV)	Advanced measure of cognitive ability. Improved measures of Working Memory, Processing Speed, and Fluid Reasoning.	<ul style="list-style-type: none"> <li>16-90 years 11 months</li> <li>UK norms</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>75 minutes</li> </ul>
Wechsler Adult Intelligence Scale, Fourth Edition South African Version (WAIS-IV SA)	The WAIS-IV <sup>SA</sup> is a comprehensive measure of adult intelligence can be used for a variety of psychological purposes from qualification for special services to identification and treatment of psychological disability. Composed of 10 core subtests and five supplemental subtests, with the 10 core subtests comprising the Full Scale IQ. Four index scores - Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed.	<ul style="list-style-type: none"> <li>16 year 0 months to 59 years 11 months</li> <li>60 years 0 months to 80 years: in research phase</li> <li>South African norms</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>60-90 minutes for core tests</li> </ul>
Wechsler Adult Intelligence Scale, Fourth Edition South African Version (WAIS-IV SA)	Provides a brief, reliable measure of cognitive ability for use in clinical, educational and research settings.	<ul style="list-style-type: none"> <li>6-90 years 11 months</li> <li>UK norms</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>Four Subtest Form 30 minutes</li> <li>Two Subtest Form 15 minutes</li> </ul>

APTITUDE / GROUP TESTS			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Differential Aptitude Tests Forms K, L, R, S (DAT K, L, R, S)	Provides a profile of aptitudes and potential. Assess aspects such as Abstract reasoning ability, Language ability, Processing speed, Mechanical insight etc.	<ul style="list-style-type: none"> <li>DAT R/S: Grade 7-10</li> <li>DAT K/L: Grade 10-Adult</li> <li>Afr and Eng</li> <li>South African Norms and Namibia norms for DAT K and L</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen or</li> <li>Bureau Scoring or</li> <li>EAS Software</li> </ul>

NON-VERBAL TESTS			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Wechsler Non-verbal Scale of Ability (WNS)	A non-verbal measure of ability for anyone. Designed for <ul style="list-style-type: none"> <li>culturally and linguistically diverse groups</li> <li>hard of hearing or deaf individuals</li> <li>individuals with language difficulties</li> <li>individuals who may be eligible for special services and support</li> </ul>	<ul style="list-style-type: none"> <li>4-21 years 11 months</li> <li>Ideal for Cerebral palsy, Aphasia, Expressive and Receptive language disorders, Physical disabilities, Specific language impairments</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> </ul>
Raven's Progressive Matrices	The Progressive Matrices usefully provide an assessment of non-verbal ability, an important feature for ethnically diverse populations.	<ul style="list-style-type: none"> <li>Standard Progressive Matrices (SPM) (for use with the general population)</li> <li>Advanced Progressive Matrices (APM) (top 20% of the population)</li> </ul>	<ul style="list-style-type: none"> <li>Individual or group</li> <li>40 minutes</li> </ul>

## SOCIAL AND EMOTIONAL FUNCTIONING

EMOTIONS: PROJECTIVE MATERIAL			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Children's Self-Report and Projective Inventory (CSRPI) Children's Apperception Test	Developed to assess the inner world of children, to enrich the clinician's understanding of children's thoughts, feelings, self-perceptions, concerns, fantasies, defences and strengths. The CSRPI consists of 8 components which include self-report and projective tasks. Interpretation done via theme guidelines.	<ul style="list-style-type: none"> <li>5-12 years</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> </ul>
Children's Apperception Test (CAT)	Stimulates stories about relationships or social situations to determine perceptions, conflicts, emotions. Coloured cards for CAT Animals	<ul style="list-style-type: none"> <li>3-10 years</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> </ul>

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Family Relations Test: Children's Version - E. Bene and J. Anthony	Helps you record and quantify children's feelings about their families.	• 3-15 years	• Individual
Adolescent Apperception Cards	The cards focus on parent-, peer-, and sibling-adolescent interaction, pulling for themes of physical and sexual abuse, neglect, peer acceptance, loneliness, depression, drug use, and domestic violence. Two versions, one featuring white teenagers, the other, black teenagers.	• 12-19 years	• Individual
Thematic Apperception Test (TAT)	To help assess an individual's perception of interpersonal relationships as well as drives, emotions, and conflicts.	• Child, adolescent, adult	• Individual • Time: variable
Rorschach	Assesses the testee's responses to the unique inkblot designs on psychodiagnostic plates. Because reading is not required for administration, this test can overcome language or other barriers associated with reading and comprehension. The test measures personality structure and dynamics, including cognitive, affective/emotional, ego functioning, defenses, conflicts and coping mechanisms.	• Individuals 5 years and older	• Time varies
Sentence Completion Series (SCS)	The SCS consists of eight self-report forms, each with 50 content-valid sentence stems pertaining to specific areas of concern: Adult, Adolescent, Family, Marriage, Parenting, Work, Illness, and Aging.	• Adolescents and adults	• Individual • 10-15 minutes

SELF-REPORT INVENTORIES			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Adolescent Self-Perception Inventory (ASPI)	Assesses specific executive functions, learning skills, psychological resources and personal strengths necessary for academic achievement and personal well-being.	• 12-22 years	• Group or individual
Beck Anxiety Inventory (BAI)	Measures the severity of anxiety, giving professionals a firm basis upon which to make confident diagnostic decisions. The BAI evaluates both physiological and cognitive symptoms of anxiety and item overlap with other self-report depression inventories is minimised.	• 17 years to adult	• Individual • 10-20 minutes
Beck Depression Inventory II (BDI-II)	BDI-II consists of 21 items to assess the intensity of depression in clinical and normal patients.	• 13 years and older	• Individual • Less than 5 minutes
Beck Youth Inventories - Second Edition (BYI-II)	Evaluates children and adolescents' emotional and social adjustment: Depression, anger, anxiety, self-concept and disruptive behaviour.	• 7-18 years	• Group or individual
Detailed Assessment of Posttraumatic Stress™ (DAPS™)	Assesses peri- and posttraumatic symptoms (e.g. intrusion, avoidance, hyper arousal) and associated features (e.g. dissociative symptoms, substance abuse, suicidality) related to a specific traumatic event and generates a tentative diagnosis of Posttraumatic Stress Disorder (PTSD) or Acute Stress Disorder (ASD) in considerably less time than is required for a structured diagnostic interview.	• 18 years and older	• Individual or group • 20-30 minutes to complete
Postpartum Depression Screening Scale™ (PDSS™)	Gives clinicians a quick, systematic way to address postpartum depression and a valid assessment on which to base treatment.	• For new mothers of any age	• Self-report • 5-10 minutes
Self-Assessment Inventory (SAI)	Explores executive functions, learning skills and psychological resources students need for academic success e.g. Attention, Memory functions, Self-Image, Stress, Social relationships.	• Grade 6-10	• Group or individual
State-Trait Anger Expression Inventory-2™ Child and Adolescent (STAXI-2™ C/A)	Assesses state and trait anger along with anger expression and control. Distinguishes temporary anger states from more trait-like or enduring conditions.	• 9-18 years	• Individual or group • 10 minutes
State-Trait Anger Expression Inventory-2™ (STAXI-2™)	Provides easily administered and objectively scored measures of the experience, expression, and control of anger.	• 16 years and older	• Individual or group • 5-10 minutes to administer 5 minutes to score

## INTERPERSONAL RELATIONSHIPS

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Conflict Tactics Scales	Used for decades to evaluate violence within families and intimate relationships.	<ul style="list-style-type: none"> <li>Adults</li> </ul>	<ul style="list-style-type: none"> <li>Self-report or interview</li> <li>10 minutes</li> </ul>
Interpersonal Behaviour Survey (IBS)	Identifies interaction styles that may lead to conflict at home, on the job, or in school. Used in individual and group therapy, assertiveness training, marriage and family counselling, and career guidance, the IBS measures various dimensions of assertive and aggressive behaviour, identifying excesses and deficits in both.	<ul style="list-style-type: none"> <li>Adolescents and adults</li> </ul>	<ul style="list-style-type: none"> <li>Self-report: 45 minutes</li> <li>Short Form: 30 minutes</li> <li>Screening Form: 10 minutes</li> </ul>
Marital Satisfaction Inventory, Revised (MSI-R)	MSI-R helps couples communicate hard-to-express feelings, providing an easy, economical way to gather information about a broad range of issues. Because the items refer to "partner" and "relationship" rather than "spouse" and "marriage," the test is useful with both traditional and non-traditional couples.	<ul style="list-style-type: none"> <li>18 years and up</li> </ul>	<ul style="list-style-type: none"> <li>Self-report: 20-25 minutes</li> </ul>
Parent Adolescent Relationship Questionnaire™ (PARQ™)	The PARQ examines the relationships between adolescents and parents and enables you to plan effective treatments through an understanding of the multifaceted adolescent-parent relationship. Based in behavioural family systems therapy (BFST), the PARQ can help by inspecting views that fall into the following domains: Overt Conflict/Skill Deficits, Beliefs, and Family Structure.	<ul style="list-style-type: none"> <li>Adolescent</li> <li>Adult</li> <li>Average profiles are included for ADHD, ODD, anxiety, depression, eating disorder, and spina bifida clinical groups</li> </ul>	<ul style="list-style-type: none"> <li>Time varies</li> </ul>

## PSYCHOPATHOLOGY

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Psychiatric Diagnostic Screening Questionnaire (PDSQ)	Allow primary care providers to routinely consider comorbidity without additional demands on their time.	<ul style="list-style-type: none"> <li>18 years and up</li> </ul>	<ul style="list-style-type: none"> <li>Self-report</li> <li>15-20 minutes</li> </ul>
Millon™ Adolescent Clinical Inventory (MACI)	MACI assessment was specifically created to address the unique concerns, pressures and situations facing teens. This dedicated tool, enhanced by the addition of Grossman Facet Scales, helps assess personality patterns as well as self-reported concerns and clinical symptoms.	<ul style="list-style-type: none"> <li>13-19 years old</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>25-30 minutes</li> </ul>
Millon Pre-Adolescent Clinical Inventory (M-PACI)	The M-PACI assessment provides an integrated view that synthesises the child's emerging personality styles and clinical syndromes, helping clinicians detect early signs of Axis I and Axis II disorders.	<ul style="list-style-type: none"> <li>9-12 years</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>15-20 minutes</li> </ul>
Millon™ Clinical Multiaxial Inventory-III (MCMI-III™)	MCMI-III instrument helps quickly and accurately assess DSM-IV®-related personality disorders and clinical syndromes.	<ul style="list-style-type: none"> <li>18 years and older</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>25 to 30 minutes</li> </ul>
Millon™ Clinical Multiaxial Inventory-IV (MCMI-IV™)	The MCMI-IV offers updated norms that are based on a clinical adult population, a new scale, DSM-5® and ICD-10-CM alignment, updated narrative content and a new and deeper therapeutic focus.	<ul style="list-style-type: none"> <li>18 years and older</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>25 to 30 minutes</li> </ul>
Minnesota Multiphasic Personality Inventory-Adolescent™ (MMPI-A)	As a measure of adolescent psychopathology, the MMPI-A test contains adolescent-specific scales, and other unique features designed to make the instrument especially appropriate for today's youth. Offering reports tailored to particular settings, the MMPI-A test helps provide relevant information to aid in problem identification, diagnosis and treatment planning.	<ul style="list-style-type: none"> <li>14-18 years</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>45-60 minutes</li> </ul>
Minnesota Multiphasic Personality Inventory-2 (MMPI-2)	Widely used and widely researched test of adult psychopathology. Assesses major symptoms of social and personal maladjustment and identify suitable candidates for high-risk public safety positions as well as support classification, treatment, and management decisions in criminal justice and correctional settings.	<ul style="list-style-type: none"> <li>18-80 years</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>60-90 minutes</li> </ul>

## FORENSIC

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Structured Assessment of Violence Risk in Youth™ (SAVRY™)	The SAVRY helps you structure an assessment so that important factors will be emphasised when you formulate a final professional judgment about a youth's level of risk. The primary domains of known risk and protective factors are addressed, with clear operational definitions provided.	<ul style="list-style-type: none"> <li>12-18 years</li> </ul>	<ul style="list-style-type: none"> <li>10-15 minutes to administer</li> <li>Scoring time: 10 minutes</li> </ul>
Structured Inventory of Malingered Symptomatology™ (SIMS™)	Screening measures for malingered psychopathology and neuropsychological symptoms. Provides five scale domains as well as an overall score for probable malingering i.e. Total score : Psychosis (P) Neurologic Impairment (NI) Amnesic Disorders (AM) Low Intelligence (LI) Affective Disorders (AF)	<ul style="list-style-type: none"> <li>18 and older</li> </ul>	<ul style="list-style-type: none"> <li>Self-report</li> <li>Individual or group</li> <li>Approximately 10-15 minutes</li> </ul>

## NEUROPSYCHOLOGY

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS Update) RBANS Update	A brief test that measures cognitive decline in adolescents and adults who have neurologic injury or disease such as dementia, head injury or stroke. Assesses: Immediate Memory, Visuospatial/Constructional, Language, Attention, Delayed Memory.	<ul style="list-style-type: none"> <li>12-89 years</li> <li>US norms</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>30 minutes</li> </ul>
Rey Complex Figure Test and Recognition Trail (RCFT)	A measure of visuospatial constructional ability (Copy trial) and visuospatial memory (Immediate Recall, Delayed Recall, and Recognition trials). Captures five domains: Visuospatial recall memory, Visuospatial recognition memory, Response bias, Processing speed, and Visuospatial constructional ability.	<ul style="list-style-type: none"> <li>6-89 years</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>45 minutes including a 30 minute delay interval</li> </ul>
Comprehensive Colour Trailmaking Test (CTMT)	Set of five visual search and sequencing tasks that are heavily influenced by attention, concentration, resistance to distraction, and cognitive flexibility (or set-shifting). Its primary uses include the evaluation and diagnosis of brain injury and other forms of central nervous system compromise.	<ul style="list-style-type: none"> <li>8-74 years</li> <li>US norms</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>5-12 minutes</li> <li>Scoring typically requires less than 5 minutes</li> </ul>
Delis-Kaplan Executive Function System™ (D-KEFS™)	With nine new stand-alone tests, the D-KEFS™ provides a comprehensive assessment of higher-level thinking and cognitive flexibility – key components of executive functioning believed to be mediated primarily by the frontal lobe.	<ul style="list-style-type: none"> <li>8-89 years</li> <li>UK norms</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>90 minutes</li> </ul>
Short Parallel Assessments of Neuropsychological Status (SPANS)	A short battery of cognitive tasks for the assessment of acquired brain injury, including Orientation, Attention/Concentration, Language, Memory/Learning, Visuo-Motor Performance, Efficiency and Cognitive Flexibility.	<ul style="list-style-type: none"> <li>18-74 years</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>35 minutes</li> </ul>
Wisconsin Card Sorting Test (WCST)	Used primarily to assess perseveration and abstract thinking. Allows the clinician to assess the following "frontal" lobe functions as well: strategic planning, organised searching, utilising environmental feedback to shift cognitive sets, directing behaviour toward achieving a goal, and modulating impulsive responding.	<ul style="list-style-type: none"> <li>6,5-89 years</li> <li>US norms</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li>20-30 minutes</li> </ul>

For more options, please refer to our brochure: Neuropsychological Assessments

# CAREER ASSESSMENTS

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Electronic Assessment System (EAS 2 <sup>nd</sup> Edition)	Aptitude tests, Interest questionnaires, Personality and Maths Proficiency test on Software. Suitable for Career Guidance and/or Selection. Tests: DAT R, S, K & L, SAVII, 19FII, JPQ, CDQ, VS. (See descriptions of the tests hereafter).	<ul style="list-style-type: none"> <li>Grade 7 to adults</li> <li>Afr and Eng</li> <li>South African Norms</li> </ul>	<ul style="list-style-type: none"> <li>Software administration and scoring</li> </ul>
Differential Aptitude Tests Forms K, L, R, S (DAT K, L, R, S)	Provides a profile of aptitudes and potential. Assess aspects such as Abstract reasoning ability, Language ability, Processing speed, Mechanical insight etc.	<ul style="list-style-type: none"> <li>DAT R/S: Grade 7-10</li> <li>DAT K/L: Grade 10-Adult</li> <li>Afr and Eng</li> <li>South African Norms and Namibia norms for DAT K and L</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen or</li> <li>Bureau scoring or</li> <li>EAS Software</li> </ul>
South African Vocational Interest Inventory (SAVII)	Measures the occupational interests of all South Africans. Questionnaire consists of 126 items, divided into six fields of interest.	<ul style="list-style-type: none"> <li>Grade 8-12 and adults</li> <li>Criterion based</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen or</li> <li>Software administration and scoring: EAS 2nd Edition</li> </ul>
Jung Personality Questionnaire (JPQ)	Based on the personality theory of Jung, constructed to serve as an aid in vocational guidance: Extraversion-Introversion; Thought-Feeling; Sensation-Intuition; and Judgement-Perception.	<ul style="list-style-type: none"> <li>Learners Grade 9-12 and post school level</li> <li>Criterion based</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen or</li> <li>Software administration and scoring: EAS 2nd Edition</li> </ul>
Values Scale (VS)	The Values Scale can be used in individual counselling, group assessment, career development programmes, needs surveys and in research work.	<ul style="list-style-type: none"> <li>High school learners, students and adults</li> <li>Criterion and norms based</li> <li>SA norms</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen or</li> <li>Software administration and scoring: EAS 2nd Edition</li> </ul>
19 Field Interest Inventory (19 FII)	Measures the vocational interests of high school learners in Grades 10 to 12, students and adults in 19 broad fields of interest.	<ul style="list-style-type: none"> <li>Grades 10-12, students and adults</li> <li>Norms for Eng and Afr speaking learners</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen</li> <li>Software administration and scoring: EAS 2nd Edition</li> </ul>
Career Development Questionnaire (CDQ)	Evaluates the level of career maturity and readiness of adolescents and young adults to make career decisions.	<ul style="list-style-type: none"> <li>Adolescents and young adults</li> <li>Eng and Afr</li> <li>Criterion based</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen</li> <li>Software administration and scoring: EAS 2nd Edition</li> </ul>
Self-Directed Search Questionnaire (SDS)	Measures the occupational interests structured around Holland's six personality types, namely: Realistic (R); Investigative (I); Artistic (A); Social (S); Enterprising (E) and Conventional (C).	<ul style="list-style-type: none"> <li>Adolescent and young adults</li> <li>Eng and Afr</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Paper and pen</li> </ul>
Career Portfolio (General)	Qualitative Career Guidance Workbook. Provide activities for qualitative assessment and to facilitate self and career exploration.	<ul style="list-style-type: none"> <li>Learners, students and adults</li> <li>SA product - English</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Workbook format</li> </ul>
Career Portfolio (Curriculum – based)	To guide learners to appropriate subject and career choices. Designed to assist educators and learners with fulfilling the learning outcomes for the domain of Career Choice and World of Work in the National Curriculum for the learning area "Life Orientation".	<ul style="list-style-type: none"> <li>Grades 8-9 and 10-12</li> <li>SA product- English</li> </ul>	<ul style="list-style-type: none"> <li>Group or individual</li> <li>Workbook format</li> </ul>
Career Mentor Software	Assist individuals with career guidance and information on career clusters, careers, training institutions, courses at institutions and related entry requirements, bursaries.	<ul style="list-style-type: none"> <li>Learners, students and adults</li> </ul>	<ul style="list-style-type: none"> <li>Software administration and info</li> </ul>
Working Styles Assessment (WSA)	Assesses workplace personality traits in adults. Drive, Interpersonal skill, Responsibility Adjustment, Problem solving skills.	<ul style="list-style-type: none"> <li>Individuals: better understanding of personal work preferences</li> <li>Hiring managers: identify working styles they value and select applicants accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Self-report, individual or group</li> <li>Paper and pen</li> <li>25 minutes to administer; 10 minutes to score</li> </ul>

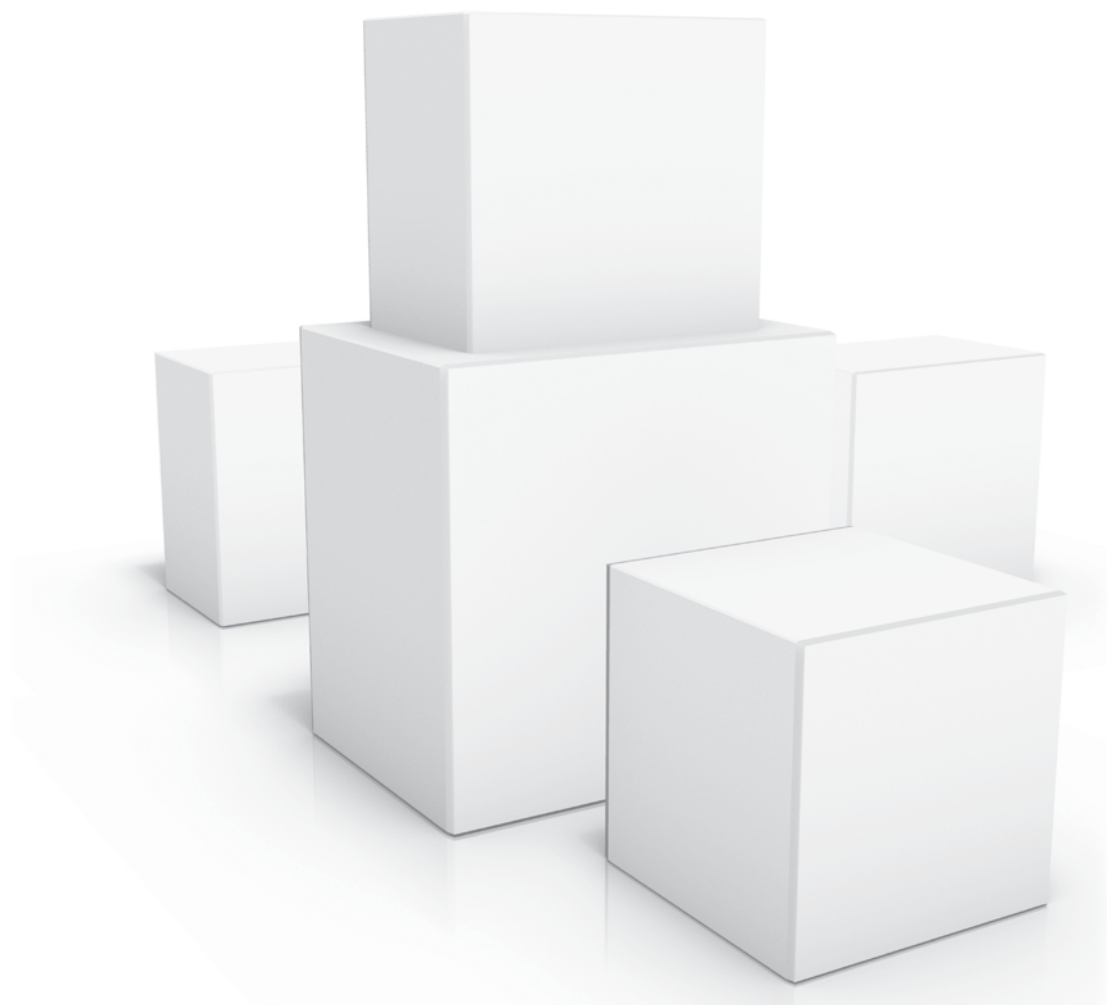
## THERAPY TOOLS

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
104 Activities that Build: Self-esteem, Teamwork, Communication, Anger Management, Self-Discovery, and Coping Skills	The book tells you how games can be used to modify behaviour, increase interaction with others, start discussions, address issues, and build relationships. Numerous games and ideas for groups or therapy.	<ul style="list-style-type: none"> <li>Children of all ages</li> </ul>	<ul style="list-style-type: none"> <li>Small groups, large groups or even one-on-one sessions</li> <li>Book</li> </ul>
Anger Control Game	Teaches children the skills they need for effective anger control. Based on cognitive behaviour principles – focus on empathising with the victim; distinguishing between aggressive and non-aggressive acts; using self-statements to diffuse anger; generating and evaluation alternatives to aggression; identifying feelings underlying anger; and evaluating the opinions of others.	<ul style="list-style-type: none"> <li>8 years and up</li> <li>Children with conduct disorders and temper tantrum problems</li> </ul>	<ul style="list-style-type: none"> <li>Board game, Anger control inventory and Cards</li> <li>Anger Control Workbook</li> </ul>
Pose and Play Dolls	These doll families – Black, White, and Hispanic – are ideal for creative play. They can be used to help children re-enact events, tell stories, or express their feelings.	<ul style="list-style-type: none"> <li>Children</li> </ul>	<ul style="list-style-type: none"> <li>Play therapy</li> </ul>
Good Mourning Game	Whether loss has occurred through illness, death, or a change in lifestyle (a move, a divorce, or new custody arrangement) this game lets children resolve their grief in an open, supportive, and caring environment. Game cards introduce techniques that can help children work through the grieving process.	<ul style="list-style-type: none"> <li>6–18 years</li> <li>Children who experienced loss</li> </ul>	<ul style="list-style-type: none"> <li>Board game with Cards</li> <li>Group or individual</li> </ul>
Is death forever Mommy? Is dood vir altyd, Mamma?	Provides basic guidelines in respect of grieving symptoms and the things that 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.	<ul style="list-style-type: none"> <li>6-13 years</li> </ul>	<ul style="list-style-type: none"> <li>Interactive booklet</li> <li>South African publication</li> </ul>
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.	<ul style="list-style-type: none"> <li>3-6 years</li> </ul>	<ul style="list-style-type: none"> <li>Interactive booklet</li> <li>South African publication</li> </ul>
Children have feelings too... Kinders het ook mos gevoelens...	The book addresses core problems of children, especially those with ADD. Provides basic guidelines on why feelings are important, how to recognise feelings and healthy ways to process it. Aspects include identifying different emotions (feelings cards), expressing feelings properly, stress management, relationship between our thoughts and feelings and how children can practice problem-solving.	<ul style="list-style-type: none"> <li>9-14 years</li> <li>Success has also been achieved with younger children</li> </ul>	<ul style="list-style-type: none"> <li>Interactive booklet</li> <li>South African publication</li> </ul>
Drugs and Alcohol Game	Teaching children the skills to both recognise and counter the pressures to use drugs and alcohol. Game cards present realistic scenarios in which characters confront alcohol, crack marijuana, and pills; players identify the characters' motivations to use drugs and role-play responses that reject drug use.	<ul style="list-style-type: none"> <li>8 years and up</li> </ul>	<ul style="list-style-type: none"> <li>Board game with cards</li> </ul>
Feeling Good Again: A Workbook for Children Who Have Been Sexually Abused	The most important thing to a child who has been sexually abused is feeling good again, about him/herself, family, friends, and the world. This workbook is full of effective treatment options and exercises that will help any boy or girl take a big step forward in healing from abuse.	<ul style="list-style-type: none"> <li>6 years and up</li> </ul>	<ul style="list-style-type: none"> <li>Book with treatment options and exercises</li> </ul>
Living in 2 houses	A useful tool to explore the feelings, experiences, expectations and coping mechanisms of children of divorced parents.	<ul style="list-style-type: none"> <li>4-16 years</li> </ul>	<ul style="list-style-type: none"> <li>Board with magnet figures</li> <li>Individual</li> </ul>



# PERSONALITY

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Jung Personality Questionnaire (JPQ)	Based on the personality theory of Jung, constructed to serve as an aid in vocational guidance: Extraversion-Introversion; Thought-Feeling; Sensation-Intuition; and Judgement-Perception	<ul style="list-style-type: none"> <li>Learners Grade 9 - 12 and post school level.</li> <li>Criterion Based</li> </ul>	<ul style="list-style-type: none"> <li>Group or Individual</li> <li>Paper and pen or</li> <li>Software administration and scoring: EAS 2nd Edition</li> </ul>
NEO™ Personality Inventory-3 (NEO™ -PI-3)	Provides a comprehensive assessment of personality, based on the Five-Factor Model (FFM). A concise measure of the five major domains of personality, as well as the six traits or facets that define each domain.	<ul style="list-style-type: none"> <li>12-99 years</li> <li>Adolescents and adults</li> </ul>	<ul style="list-style-type: none"> <li>Individual or group</li> <li>30-40 minutes</li> <li>Paper and pen</li> <li>Software Scoring available</li> </ul>



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