



Providing the building blocks to reach your ultimate assessment

Educational Psychology Assessments



COGNITIVE ABILITIES

INDIVIDUAL INTELLIGENCE TESTS			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Junior South African Individual Scales (JSAIS)	Measures cognitive abilities of young children. Provides: Verbal, Performance and Global Scales.	<ul style="list-style-type: none"> 3-7 years 11 months Afr & Eng, SA norms 	<ul style="list-style-type: none"> Individual
Senior South African Individual Scales - Revised (SSAIS-R)	Provides differential picture of cognitive abilities. Provides: Verbal, Non-verbal and Full Scales.	<ul style="list-style-type: none"> 7-16 years 11 months Afr & Eng, SA norms 	<ul style="list-style-type: none"> Individual
Individual Scales	Cognitive abilities of children with indigenous home languages. Provides: Verbal, Non-verbal and Full Scales.	<ul style="list-style-type: none"> 9-15 years 11 months Norms and instructions: Sepedi, SeSotho, Setswana, isiXhosa, isiZulu 	<ul style="list-style-type: none"> Individual
Raven's Educational Progressive Matrices	Measures Non-verbal and/or Verbal abilities. Indicates educative and general ability.	<ul style="list-style-type: none"> CPM: Children 4-11 years SPM: Children 7- 18 years 	<ul style="list-style-type: none"> Group or individual
Wechsler Preschool & Primary Scale of Intelligence - Fourth UK Edition (WPPSI-IV UK)	Measures cognitive abilities of young children. New: Working Memory, Processing Scales.	<ul style="list-style-type: none"> 2 years 6 months - 7 years 7 months English, UK norms 	<ul style="list-style-type: none"> Individual
Wechsler Intelligence Scale for Children - Fourth UK Edition (WISC-IV) (WISC-V should be available by December 2016)	Provides differentiated picture of cognitive abilities of children. Four Composite Scales, include: Fluid reasoning, Working memory and Processing speed.	<ul style="list-style-type: none"> 6-16 years 11 months English, UK norms 	<ul style="list-style-type: none"> Individual
Wechsler Abbreviated Scale of Intelligence - Second Edition (WASI II)	Provides a brief, reliable measure of cognitive ability for use in clinical, educational and research settings.	<ul style="list-style-type: none"> 6-90 years 11 months UK norms 	<ul style="list-style-type: none"> Individual Four Subtest Form: 30 minutes Two Subtest Form: 15 minutes

GROUP INTELLIGENCE / APTITUDE TESTS			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Raven's Educational Progressive Matrices	Measures Non-verbal and/or Verbal abilities. Indicates educative and general ability.	<ul style="list-style-type: none"> CPM: Children 4-11 years SPM: Children 7- 18 years 	<ul style="list-style-type: none"> Group or individual
Paper and Pencil Games (PPG)	Measures figural, quantitative and verbal skills closely related to scholastic achievement. Indicates Verbal and Non-verbal reasoning ability.	<ul style="list-style-type: none"> Grade 2-4 Norms and instructions in Afr, Eng, Sepedi, isiNdebele, Sesotho, isiSwati, Xitsonga, Setswana, Tshivenda, isiXhosa, isiZulu 	<ul style="list-style-type: none"> Group or individual
General Scholastic Aptitude Test (GSAT)	Measures developed general scholastic aptitude. Predicts progress in the conventional teaching situation.	<ul style="list-style-type: none"> 9-18 years Norms for Afr and Eng speaking learners Non environmentally disadvantaged Norms for disadvantaged Afr and Eng speaking White, Indian and Coloured learners: Intermediate phase 	<ul style="list-style-type: none"> Group or individual
Differential Aptitude Tests Forms K, L, R, S (DAT K, L, R, S)	Provides a profile of aptitude and potential. Assess aspects such as Abstract reasoning ability, Language ability, Processing speed, Mechanical insight etc.	<ul style="list-style-type: none"> DAT R/S: Grade 7-10 DAT K/L: Grade 10-Adult Afr and Eng South African norms and Namibian norms for DAT K and L 	<ul style="list-style-type: none"> Group or individual Paper and pen or Bureau Scoring or EAS Software

NON VERBAL COGNITIVE TESTS			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Draw a Person	Provides a measure of non-verbal intellectual ability through human figure drawing. Training section in the manual facilitates consistent use of the system.	<ul style="list-style-type: none"> 5-17 years UK norms 	<ul style="list-style-type: none"> Individual or group 15 minutes
Raven's Educational Progressive Matrices	Use the Non-verbal abilities test. Indicates educative ability.	<ul style="list-style-type: none"> CPM: Children 4-11 years SPM: Children 7- 18 years 	<ul style="list-style-type: none"> Group or individual
Wechsler Nonverbal Scale of Ability (WNV)	A nonverbal measure of ability for anyone. Designed for <ul style="list-style-type: none"> culturally and linguistically diverse groups hard of hearing or deaf individuals Individuals with language difficulties Individuals who may be eligible for special services and support. 	<ul style="list-style-type: none"> 4-21 years 11 months Ideal for Cerebral palsy, Aphasia, Expressive and Receptive language disorders, Physical disabilities, Specific language impairments 	<ul style="list-style-type: none"> Individual
CAS2: Cognitive Assessment System–Second Edition (with case)	Measures cognitive ability based on the well-researched cognitive/neuropsychological theory called PASS (Planning, Attention, Simultaneous, and Successive).	<ul style="list-style-type: none"> 5-18 years 	<ul style="list-style-type: none"> Individual 40 to 60 minutes

SCHOOL READINESS ASSESSMENTS			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Aptitude Tests for School Beginners (ASB)	Focus on Perception: Visual Perception, Spatial, Reasoning, Numerical, Gestalt, Co-ordination, Memory and Verbal Comprehension Can be used with JSAIS	<ul style="list-style-type: none"> Preschool Children and School Beginners Instruction and norms in 11 official Languages Norms for all South Africans 	<ul style="list-style-type: none"> Group or individual
School Readiness Evaluation by Trained Testers (SETT)	Screening test with focus on: Language and General (or intellectual) development, Physical and Motor development, and Emotional and Social development.	<ul style="list-style-type: none"> Preschool children Instructions: Afrikaans and English Criterion based - no norms 	<ul style="list-style-type: none"> Individual

ADAPTIVE BEHAVIOUR / SOCIAL AND EMOTIONAL FUNCTIONING

EMOTIONS: PROJECTIVE MATERIAL			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Children's Apperception Test (CAT)	Stimulates stories about relationships or social situations to determine perceptions, conflicts, emotions NEW: Coloured cards for CAT Animals.	<ul style="list-style-type: none"> 3-10 years 	<ul style="list-style-type: none"> Individual
Children's Self-Report and Projective Inventory (CSRPI)	Developed to assess the inner world of children, to enrich the clinicians' 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"> 5-12 years 	<ul style="list-style-type: none"> Individual
Family Relations Test: Children's Version E. Bene and J. Anthony	Helps you record and quantify children's feelings about their families.	<ul style="list-style-type: none"> 3-15 years 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 12-19 years 	<ul style="list-style-type: none"> Individual
House-Tree-Person (H-T-P) Projective Drawing Technique	The H-T-P is often administered as the first in a battery of psychodiagnostic tests. H-T-P drawings are highly sensitive to the presence of psychopathology – early in its development. Set contains Manual & Interpretive Guide; An Illustrated Diagnostic Handbook and a Catalogue for the Qualitative Interpretation of H-T-P.	<ul style="list-style-type: none"> 3 years and older Ideal way to assess personality in individuals who are culturally different, educationally deprived, developmentally disabled, or non-English-speaking. 	<ul style="list-style-type: none"> Individual

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 Youth Inventories - Second Edition (BYI-II)	Evaluates children and adolescent's emotional and social adjustment: Depression, anger, anxiety, self-concept and disruptive behaviour.	• 7-18 years	• Group or individual
Beck Depression Inventory (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
Bell Relationship Inventory for Adolescents (BRIA)	With adolescents, the presenting problem may be academic, emotional, or behavioural, but the solution is often interpersonal. BRIA offers a glimpse into the interpersonal world of the adolescent, providing a context in which to view data obtained from achievement, neuropsychological and personality tests.	• 11-17 years	• Self-report • 10-15 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
Piers Harris Self-Concept Scale	Based on the child's own perceptions, the Piers-Harris 2 assesses self-concept in the individual. Composed of 60 items covering six subscales: <ul style="list-style-type: none"> • Physical Appearance and Attributes • Intellectual and School Status • Happiness and Satisfaction • Freedom From Anxiety • Behavioural Adjustment • Popularity 	• 7-18 years	• Individual or group • 10-15 minutes
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
Reynolds Bully-Victimization Scales for Schools	Three self-report, standardised instruments form a comprehensive picture of a child's experience of peer-related threat, level of distress and anxiety related to school safety. Results can provide benchmarks for identifying a child for intervention, or for identifying what students perceive as a threatening or unsafe school environment.	• BVS: 8-17 years • BVDS: 8-17 years • SVAS: 10-17 year	• Individual • 10-15 minutes

BEHAVIOUR QUESTIONNAIRES			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Adaptive Behavior Assessment System, Third Edition (ABAS-3)	Comprehensive, convenient, and cost-effective, this behaviour rating scale measures daily living skills—what people actually do, or can do, without assistance from others. It is particularly useful for evaluating those with developmental delays, autism spectrum disorder, intellectual disability, learning disabilities, neuropsychological disorders, and sensory or physical impairments.	<ul style="list-style-type: none"> • Parent/Primary Caregiver Form (Ages 0–5) • Teacher/Daycare Provider Form (Ages 2–5) • Parent Form (Ages 5–21) • Teacher Form (Ages 5–21) • Adult Form (Ages 16–89) 	<ul style="list-style-type: none"> • 15 to 20 minutes • Behaviour rating scale typically completed by parent, caregiver, and/or teacher; self-rating option for adults
Behavior Assessment System for Children, Third Edition (BASC-3)	A comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH). Together, they help you understand the behaviours and emotions of children and adolescents.	<ul style="list-style-type: none"> • 2 : 0 - 21 : 11 (Teacher and Parent Rating Scales) • 6 : 0 to College age (Self Report of Personality) 	<ul style="list-style-type: none"> • Individual • 10 to 20 minutes (TRS and PRS), • 30 minutes (SRP)
Social Skills Improvement System Rating Scales (SsiS)	Assessment of individuals and small groups to help evaluate social skills, problem behaviours and academic competence.	• 3-18 years	• Individual • 10-25 minutes

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)	Addresses today's special needs populations such as individuals with intellectual and developmental disabilities, autism spectrum disorder and ADHD. Updated with new norms and improved items. Useful for diagnosis, qualification for special programs, progress reporting, program and treatment planning and research.	<ul style="list-style-type: none"> • Birth to 90 years • Teacher Rating Form: 3 years to 21 years 11 months 	<ul style="list-style-type: none"> • Individual • Pen and paper • Software scoring
Vineland Social-Emotional Early Childhood Scales (Vineland SEEC)	An early childhood measure of social-emotional development. The three scales - Interpersonal Relationships, Play and Leisure Time, and Coping Skills - and the Social-Emotional Composite assess usual social-emotional functioning in children from birth to 5:11.	<ul style="list-style-type: none"> • Birth to 5:11 	<ul style="list-style-type: none"> • Individual - 15 to 25 minutes • Interview with parent or caregiver

AUTISM			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Social Responsiveness Scale, Second Edition (SRS-2)	Identifies the presence and severity of social impairment within the autism spectrum and differentiates it from that which occurs in other disorders.	<ul style="list-style-type: none"> • 2.5 years through adulthood 	<ul style="list-style-type: none"> • 15-20 minutes • Parent and/or teacher rating scale for ages 2.5 through 18 years
Childhood Autism Rating Scale, Second Edition (CARS2)	Helps to identify children with autism and determine symptom severity through quantifiable ratings based on direct observation.	<ul style="list-style-type: none"> • 2 years and up 	<ul style="list-style-type: none"> • 5-10 minutes (after the information for ratings have been collected) • Two 15-item rating scales completed by the clinician and • An unscored Parent/Caregiver Questionnaire
Autism Diagnostic Interview, Revised (ADI-R)	Useful for diagnosing autism, planning treatment and distinguishing autism from other developmental disorders	<ul style="list-style-type: none"> • Children and adults with a mental age above 2.0 years 	<ul style="list-style-type: none"> • Individual • 1 hour 30min to 2 hours 30min

PERSONALITY			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Millon™ Adolescent Clinical Inventory (MACI)	Assesses personality patterns as well as self-reported concerns and clinical symptoms. Can assist practitioners in constructing treatment plans customised to individual needs.	<ul style="list-style-type: none"> • 13-19 years old 	<ul style="list-style-type: none"> • Individual • 25-30 minutes
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"> • 12-99 years • Adolescents and adults 	<ul style="list-style-type: none"> • Individual or group • 30-40 minutes • Paper and pen • Software Scoring available



SCHOLASTIC ACHIEVEMENT			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Vassi Mathematical Proficiency Test	Measures curriculum expectations in Mathematics. Can be used qualitatively to determine the learning strand in which the learner may be experiencing problems, as well as the specific cognitive process.	<ul style="list-style-type: none"> Grade 1-6 Norms for Afr, Eng, Sesotho Sesotho instructions and answer sheets 	<ul style="list-style-type: none"> Group or individual
KeyMaths3 UK	Presents the full spectrum of maths concepts and skills in three areas: Basic concepts (conceptual knowledge) Operations (computational skills) Applications (problem solving)	<ul style="list-style-type: none"> 6-16 years 11 months UK norms 	<ul style="list-style-type: none"> Individual 30-90 minutes
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.	<ul style="list-style-type: none"> 6-16 years SA norms – Afr and Eng speaking children 	<ul style="list-style-type: none"> Individual
Wechsler Individual Achievement Test® Second Edition (WIAT®-II) (WIAT-III is expected March 2017)	Assessment of Reading, (Word Reading, Reading Comprehension, Pseudo-Word Decoding) Numerical attainment (Numerical Operations, Mathematical Reasoning) Written language attainment (Spelling, Written Expression) Oral language attainment (Listening Comprehension, Oral Expression)	<ul style="list-style-type: none"> 4-16 years 11 months UK norms 	<ul style="list-style-type: none"> Individual Software scoring available
Neale Analysis of Reading Ability - Second Edition (NARAI)	Measures the accuracy, comprehension and rate of reading.	<ul style="list-style-type: none"> 6 years and older UK norms 	<ul style="list-style-type: none"> Individual Approximately 20 minutes
Wordchains	Screens for individual difficulties in word recognition.	<ul style="list-style-type: none"> 7+ years UK norms 	<ul style="list-style-type: none"> Group 6 minutes
Gray Oral Reading Test (GORT)	Measures oral reading fluency and comprehension.	<ul style="list-style-type: none"> 6-23 years 11 months 	<ul style="list-style-type: none"> Individual 20-30 minutes
Test of Word Reading Efficiency, Second Edition (TOWRE-2)	A measure of an individual's ability to pronounce printed words (Sight Word Efficiency) and phonemically regular nonwords (Phonemic Decoding Efficiency) accurately and fluently.	<ul style="list-style-type: none"> 6-0 to 24-11 years 	<ul style="list-style-type: none"> Individual 5-10 minutes
Detailed Assessment of Speed of Handwriting (DASH)	Ideal for providing evidence for Concession Arrangements. It can also play a role in identifying children with handwriting difficulties and provides relevant information for planning intervention.	<ul style="list-style-type: none"> 9 years to 16 years 11 months 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 17-25 years 	<ul style="list-style-type: none"> Individual or Group 30 minutes

LEARNING BARRIERS

MULTIPLE NEUROPSYCHOLOGICAL FUNCTIONS			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
NEPSY – Second Edition (NEPSY-II)	Assesses neurocognitive development in children. Six domains: Social Perception, Executive Functioning/Attention, Language, Memory and Learning, Sensorimotor Functioning, Visuospatial Processing.	<ul style="list-style-type: none"> 3-16 years UK norms 	<ul style="list-style-type: none"> Individual 45-120 minutes
Quick Neurological Screening Test 3 (QNST 3)	Identify possible neurological interference in learning. Quickly documents the presence of neurological soft signs and associated interference in learning and daily functioning.	<ul style="list-style-type: none"> 5-90+ years US norms 	<ul style="list-style-type: none"> Individual 20-30 minutes
Repeatable Battery for the Assessment of Neuropsychological Status (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"> 12-89 years US norms 	<ul style="list-style-type: none"> Individual 30 minutes

ATTENTION / EXECUTIVE FUNCTIONING

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Attention-Deficit/Hyperactivity Disorder Test (ADHDT-2)	Based on DSM-5 Definition of Attention-Deficit/Hyperactivity Disorder. Screens/identifies individuals who have attention-deficit/hyperactivity disorder. It is easily completed by teachers, parents, or others who know the referred individual.	<ul style="list-style-type: none"> • 3-23 years • US norms 	<ul style="list-style-type: none"> • Completed by observer
Behavioural Assessment of the Dysexecutive Syndrome in Children (BADS-C)	Assist in early identification of deficits in executive functioning in children such as: Inflexibility and perseveration Novel problem solving Impulsivity Planning The ability to utilise feedback and moderate one's behaviour accordingly	<ul style="list-style-type: none"> • 7-16 years 	<ul style="list-style-type: none"> • Individual • 35-45 minutes
Brown Attention-Deficit Disorder Scales® (Brown ADD Scales)	Screens for reliable indications of ADD in all ages. Features six clusters: Organising, Prioritising and Activating to Work; Focusing, Sustaining and Shifting Attention to Tasks; Regulating Alertness, Sustaining Effort and Processing Speed; Managing Frustration and Modulating Emotions; Utilising Working Memory and Accessing Recall; Monitoring and Self-Regulating Action.	<ul style="list-style-type: none"> • 3-7 years • 8-12 years • 12-18 years • Adults (18+ years) 	<ul style="list-style-type: none"> • Individual • 10-20 minutes
Children's Colour Trails Test™ (CCT™)	Assesses sustained attention, sequencing and other executive functions, while diminishing the effects of cultural bias and parental verbal report. Colour is used instead of letters to increase the suitability of the test within cross-cultural contexts and special needs populations.	<ul style="list-style-type: none"> • 8-16 years • US norms 	<ul style="list-style-type: none"> • 5-7 minutes • Verbal or non-verbal instruction
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"> • 8-74 years • US norms 	<ul style="list-style-type: none"> • Individual • 5-12 minutes • Scoring typically requires less than 5 minutes
Stroop Color and Word Test	Measures cognitive processing. The cognitive dimension tapped, is associated with cognitive flexibility, resistance to interference from outside stimuli, creativity and psychopathology – all of which influence the individual's ability to cope with cognitive stress and process complex input.	<ul style="list-style-type: none"> • Children's version: 5-14 years • Adult version: 15 years and up 	<ul style="list-style-type: none"> • Individual • 5 minutes
Test of Everyday Attention for Children (TEA-Ch)	The TEA-Ch comprises 9 subtests which measure children's abilities to: selectively attend; sustain their attention; divide their attention between two tasks; switch attention from one thing to another; withhold (inhibit) verbal and motor responses.	<ul style="list-style-type: none"> • 6-16 years • UK norms 	<ul style="list-style-type: none"> • Individual • 55-60 minutes
NEW Test of Everyday Attention for Children 2nd Edition (TEA-Ch2)	TEA-Ch2 is the new edition of the gold-standard test for attention, which uniquely measures separable aspects of attention. TEA-Ch2 has been updated to make the testing process more fun and engaging for the child. Shorter, simpler age appropriate version for the younger children (TEA-Ch2J) and a longer version for the older children (TEA-Ch 2A). The TEA-Ch comprises 9 subtests which measure children's abilities to: selectively attend; sustain their attention; divide their attention between two tasks; switch attention from one thing to another; withhold (inhibit) verbal and motor responses.	<ul style="list-style-type: none"> • 5-15 years • UK norms 	<ul style="list-style-type: none"> • Individual • 5-7 years: 35 to 40 minutes • 8-15 years: 40 to 55 minutes

DYSLEXIA			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
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.	<ul style="list-style-type: none"> 4 years 6 months to 6 years 5 months UK norms 	<ul style="list-style-type: none"> Individual 30 minutes
Dyslexia Screening Test – Junior (DST-J)	Identifies young children who are at risk of dyslexia. Profile of strengths and weaknesses to guide the development of in-school support.	<ul style="list-style-type: none"> 6 years 6 months to 11 years 5 months UK norms 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 11 years 6 months to 16 years 5 months UK norms 	<ul style="list-style-type: none"> Individual 30 minutes

MEMORY			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Child and Adolescent Memory Profile™ (ChAMP™)	To assess visual and verbal memory in children, adolescents, and young adults. Allows both in-depth memory evaluation and memory screening.	<ul style="list-style-type: none"> 5 to 21 years US norms 	<ul style="list-style-type: none"> Individual 30-40 minutes for full assessment 10-15 minutes for Screening Index
Children's Memory Scale™ (CMS)	The CMS parallels the structure of the adult Wechsler Memory Scales. Its 6 core subtests load onto scales tapping Immediate Verbal Memory, Delayed Verbal Memory, General Memory, Immediate Visual Memory, Delayed Visual Memory. Links learning and memory directly to ability and achievement, as measured by the WISC-IV, WPPSI-IV, and WIAT II.	<ul style="list-style-type: none"> 5-16 years UK norms 	<ul style="list-style-type: none"> Individual 30 minutes
Continuous Visual Memory Test (CVMT)	The CVMT uses complex, ambiguous designs and a recognition format to measure visual learning and memory.	<ul style="list-style-type: none"> 7-15 and 18-80 years and older US norms 	<ul style="list-style-type: none"> Individual 45-50 minutes (includes 30 minute delay)
Working Memory Rating Scales (WRMS)	A behavioural rating scale developed for teachers to facilitate easy identification of children with working memory deficits.	<ul style="list-style-type: none"> 5-11 years 	<ul style="list-style-type: none"> Individual Untimed
Rey Auditory Verbal Learning Test (RAVLT)	Widely used to evaluate verbal learning and memory, including proactive inhibition, retroactive inhibition, retention, encoding versus retrieval and subjective organisation. Because the test is brief and easy to understand, it has gained international acceptance.	<ul style="list-style-type: none"> 7-89 years US norms 	<ul style="list-style-type: none"> Individual
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"> 6-89 years US norms 	<ul style="list-style-type: none"> Individual 45 minutes including a 30 minute delay interval

PERCEPTUAL AND MOTOR DEVELOPMENT			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Beery-Buktenica Developmental Test of Visual-Motor Integration	Screen for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems.	<ul style="list-style-type: none"> 2-100 years UK norms 	<ul style="list-style-type: none"> Individual and group Short and Full Format tests: 10-15 minutes each Visual and Motor tests: 5 minutes each
Bender Visual-Motor Gestalt Test, Second Edition	Brief test that can provide useful information about an individual's development and psychological functioning. Helpful in preschool screening as well as geriatric assessment.	<ul style="list-style-type: none"> 3-85+ years UK norms 	<ul style="list-style-type: none"> Individual Time varies

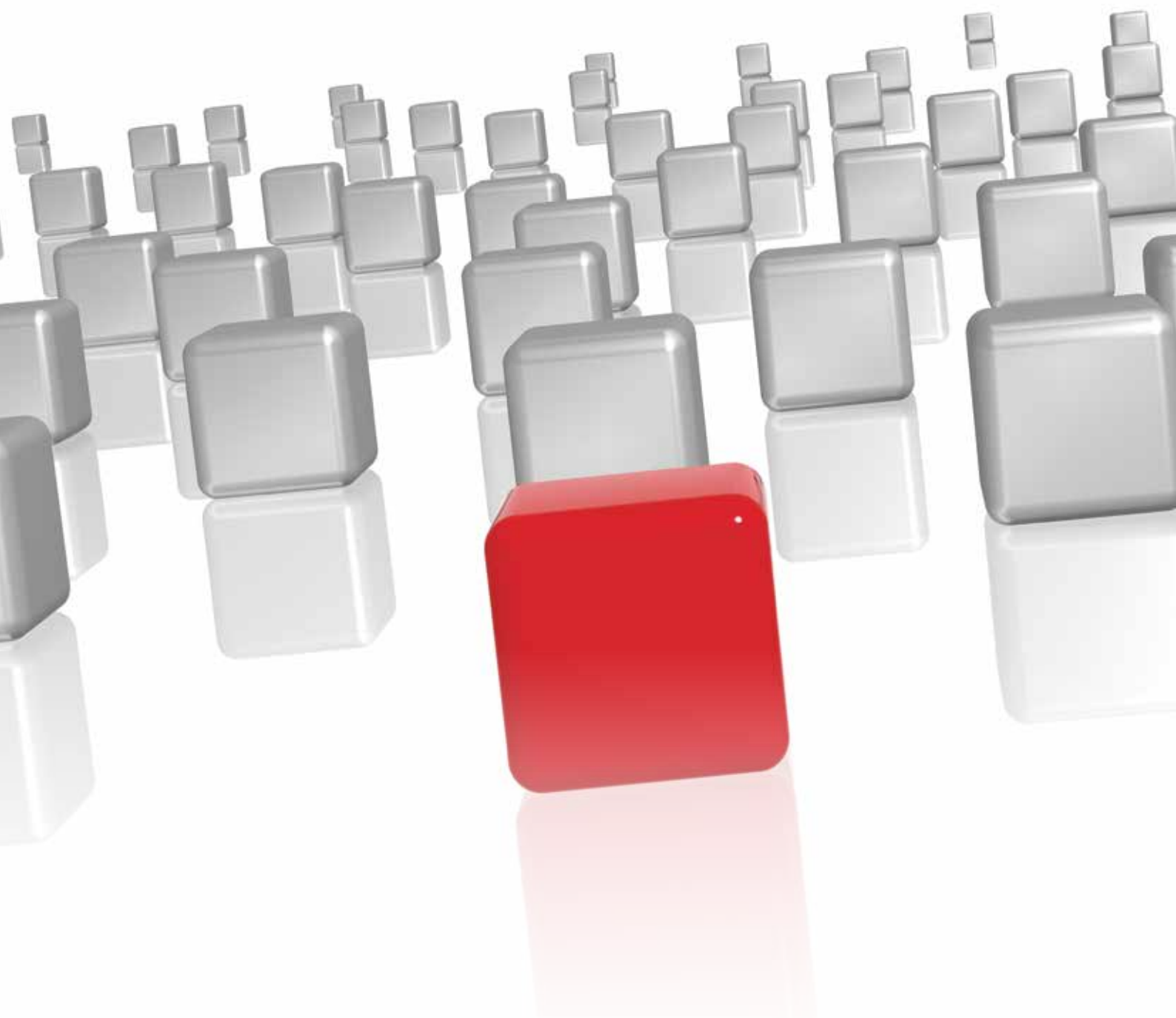
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
KOPPITZ-2: Koppitz Developmental Scoring System for the Bender Gestalt Test–Second Edition (With Bender Cards)	A valid measure of visual-motor integration skills that applies the developmental approach to scoring. Provides standard scores and percentile ranks, specialised scores and age equivalents. Nonverbal and useful with individuals from widely varied cultural and ethnic backgrounds.	<ul style="list-style-type: none"> • 5-85 years 	<ul style="list-style-type: none"> • Individual • 5-10 minutes
Aptitude Tests for School Beginners (ASB)	Focus on Perception: Visual Perception, Spatial, Reasoning, Numerical, Gestalt, Co-ordination, Memory and Verbal Comprehension.	<ul style="list-style-type: none"> • Preschool Children and School Beginners • Instruction and norms in 11 official Languages • Norms for all South Africans 	<ul style="list-style-type: none"> • Group or individual
Developmental Test of Visual Perception 3 (DTVP)	Assesses visual perception (no motor response) and visual-motor integration ability; and it is shown to be unbiased relative to race, gender, and handedness. The DTVP-3 has five subtests: Eye-Hand Coordination, Copying, Figure-Ground, Visual Closure, Form Constancy.	<ul style="list-style-type: none"> • 4 years to 12 years 11 months 	<ul style="list-style-type: none"> • 30 minutes • Individual
Phonological Assessments Battery (PhAB)	Identifies children who have significant phonological difficulties and need special help in processing sounds in spoken language.	<ul style="list-style-type: none"> • 6-14 years 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 5-11 years 	<ul style="list-style-type: none"> • Individual • 20 minutes
Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2)	Assesses phonological awareness, phonological memory and rapid naming in order to identify individuals who need help in developing phonological skills.	<ul style="list-style-type: none"> • 4 to 24 years 11 months 	<ul style="list-style-type: none"> • Individual • 40 minutes
Movement Assessment Battery for Children - Second Edition (Movement ABC-2)	Movement ABC-2 identifies, describes and guides treatment of motor impairment. Covers 3 main domains – manual dexterity; ball skills; static and dynamic balance.	<ul style="list-style-type: none"> • 3 years to 16 years 11 months (5 years to 12 years - checklist) 	<ul style="list-style-type: none"> • Test: Individual 20-40 minutes • Checklist: Group or individual 10 minutes

LEARNING SUPPORT			
ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
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.	<ul style="list-style-type: none"> • Learners from age 6 	
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.	<ul style="list-style-type: none"> • Children with an Autism Spectrum Disorder (ASD). 	

CAREER ASSESSMENTS

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Electronic Assessment System (EAS) 2nd 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.	<ul style="list-style-type: none"> Grade 7 to adults Afr and Eng South African Norms 	<ul style="list-style-type: none"> Software administration and scoring.
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"> DAT R/S: Grade 7-10 DAT K/L: Grade 10-Adult Afr and Eng South African Norms and Namibia norms for DAT K and L 	<ul style="list-style-type: none"> Group or individual Paper and pen or Bureau Scoring or EAS Software
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"> Grades 8 to 12 and adults Criterion based 	<ul style="list-style-type: none"> Group or individual Paper and pen or Software administration and scoring: EAS 2nd Edition
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"> Learners Grade 9 - 12 and post school level. Criterion Based 	<ul style="list-style-type: none"> Group or individual Paper and pen or Software administration and scoring: EAS 2nd Edition
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"> High school learners, students and adults Criterion and norms based. SA norms 	<ul style="list-style-type: none"> Group or individual Paper and pen or Software administration and scoring: EAS 2nd Edition
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"> Grades 10 to 12, students and adults Norms for Eng and Afr speaking learners 	<ul style="list-style-type: none"> Group or individual Paper and pen Software administration and scoring: EAS 2nd Edition
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"> Adolescents and young adults Eng and Afr Criterion based 	<ul style="list-style-type: none"> Group or individual Paper and pen Software administration and scoring: EAS 2nd Edition
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"> Adolescent and young adults Eng and Afr 	<ul style="list-style-type: none"> Group or individual Paper and pen
Career Portfolio (General)	Qualitative Career Guidance Workbook. Provides activities for qualitative assessment and to facilitate self and career exploration.	<ul style="list-style-type: none"> Learners, students and adults SA product - English 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Learners, students and adults 	<ul style="list-style-type: none"> Software administration and info

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"> Children of all ages 	<ul style="list-style-type: none"> Small groups, large groups or even one-on-one sessions Book
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"> 8 years and up Children with conduct disorders and temper tantrum problems 	<ul style="list-style-type: none"> Board game, Anger control inventory and Cards Anger control workbook
Bullying Game	Intervention programme: the game particularly emphasises bullies' motivations (e.g. displaced aggression, status-seeking) and victims' coping strategies (e.g. assertion, distraction).	<ul style="list-style-type: none"> 8 years and up Bullies, victims and bystanders 	<ul style="list-style-type: none"> Board game and Cards Individual or homogeneous groups of victims, bullies, or bystanders Also useful for mixed groups, particularly in settings where bullying occurs
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"> 6–18 years Children who experienced loss 	<ul style="list-style-type: none"> Board game with Cards Group or individual
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"> 6-13 years 	<ul style="list-style-type: none"> Interactive booklet South African publication
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"> Grief counselling for 3-6 year olds 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 9-14 years 	<ul style="list-style-type: none"> Group or individual
Drugs and Alcohol Game	Teaching kids 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"> 8 years and up 	<ul style="list-style-type: none"> Board game with cards
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"> 4-16 years 	<ul style="list-style-type: none"> Board with magnet figures Individual
BASC 3 Intervention Guide	The BASC-3 Intervention materials contains a series of guides, materials and tip sheets to help schools, psychologists and parents effectively implement strategies to support all learners.	<ul style="list-style-type: none"> 2-21 years 	<ul style="list-style-type: none"> Continuous Intervention Progress Monitor - 5 minutes per form



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