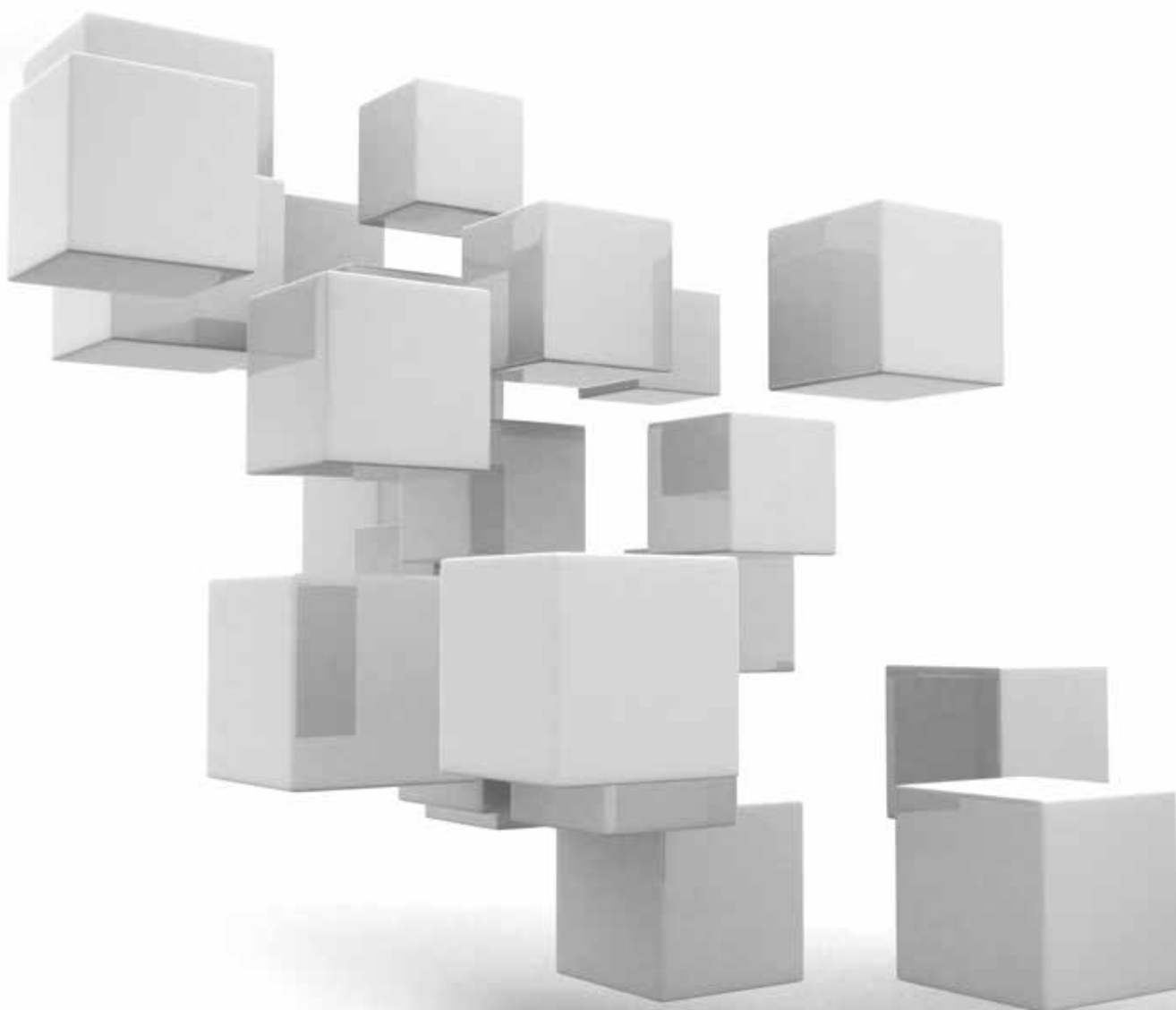




Providing the building blocks to reach your ultimate assessment

Neuropsychological Assessments



COGNITIVE ABILITIES / INTELLECT

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Brief Cognitive Status Exam (BCSE)	Assess cognitive abilities quickly and reliably.	<ul style="list-style-type: none"> 16 years and older 	<ul style="list-style-type: none"> Individual 15-20 minutes
Draw a Person	Provide a measure of non-verbal intellectual ability through human figure drawing.	<ul style="list-style-type: none"> 5-17 years 	<ul style="list-style-type: none"> Individual or group 15 minutes
Junior South African Individual Scales (JSAIS)	Measures cognitive abilities of young children. Provides: Verbal, Performance and Global Scale.	<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 (SSAIS)	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: N SeSotho, S SeSotho, Setswana, Tsivenda, isiXhosa, isiZulu 	<ul style="list-style-type: none"> Individual
Raven's Educational	Measures Non-verbal and/or Verbal abilities. Indicates educative and general ability.	<ul style="list-style-type: none"> 4-80 years CPM: Children 4-11 years SPM: Children 7-18 years UK norms 	<ul style="list-style-type: none"> Group or individual
Raven's Progressive Matrices	Provides an assessment of Non-verbal ability, an important feature for ethnically diverse populations.	<ul style="list-style-type: none"> Standard Progressive Matrices (SPM) (for use with the general population) Advanced Progressive Matrices (APM) (top 20% of the population) 	<ul style="list-style-type: none"> Individual or group 40 minutes
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, N Sesotho, isiNdebele, isiSotho, Siswati, Xitsonga, Setswana, Tsivenda, isiXhosa, isiZulu 	<ul style="list-style-type: none"> Group or individual
Test of Premorbid Functioning - UK Version (TOPF UK)	A test for predicting a person's pre-injury IQ and memory abilities. Enables clinicians to estimate an individual's level of intellectual functioning before the onset of injury or illness. Composed of a list of 70 words.	<ul style="list-style-type: none"> 16-89 years UK norms 	<ul style="list-style-type: none"> Individual 10 minutes
Wechsler Preschool & Primary Scale of Intelligence - Fourth UK Edition (WPPSI-IV UK)	Measures cognitive abilities of young children. New: Working memory and 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 is expected December 2016)	Provides a 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 Non-verbal Scale of Ability (WNS)	A non-verbal 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 UK norms 	<ul style="list-style-type: none"> Individual
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"> 16-90 years 11 months UK norms 	<ul style="list-style-type: none"> Individual 75 minute
Wechsler Adult Intelligence Scale, Fourth Edition South African Version (WAIS-IV^{SA})	The WAIS-IV ^{SA} is a comprehensive measure of adult intelligence and 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"> 16 year 0 months to 59 years 11 months 60 years 0 months to 80 years: in research phase South African norms 	<ul style="list-style-type: none"> Individual 60-90 minutes for core tests
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

BATTERIES ASSESSING MULTIPLE NEUROPSYCHOLOGICAL FUNCTIONS

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Brief Neuropsychological Cognitive Examination (BNCE)	Assesses the cognitive functions targeted in a typical neuropsychological exam. Reveals specific cognitive abnormalities that may warrant more detailed evaluation. The BNCE assesses: Working memory, Gnosis, Praxis, Language, Orientation, Attention, Executive functions.	<ul style="list-style-type: none"> 18 years and up US norms 	<ul style="list-style-type: none"> Individual Less than 30 minutes
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
Neuropsychological Impairment Scale (NIS)	Screens adults for neuropsychological symptoms. Addresses both global impairment and specific symptom areas. Useful in assessing age- and AIDS-related dementia.	<ul style="list-style-type: none"> 18-88 years US norms 	<ul style="list-style-type: none"> Individual Self-report and Observer report and/or Senior interview
Quick Neurological Screening Test, Third Edition (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 through 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
Short Parallel Assessments of Neuropsychological Status (SPANS)	A short battery of cognitive tasks that produce seven reliable index scores including Orientation, Attention/ Concentration, Language, Memory/Learning, Visuo-Motor Performance, Efficiency and Cognitive Flexibility.	<ul style="list-style-type: none"> 18-74 years UK norms in 4 groups: 18-32, 33-50, 51-64 and 65-74. 	<ul style="list-style-type: none"> Individual 25 minutes

MEMORY

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Child and Adolescent Memory Profile™ (CHAMP™)	Assess visual and verbal memory in children, adolescents and young adults.	<ul style="list-style-type: none"> 5-21 years 	<ul style="list-style-type: none"> Individual Full assessment 30-40 minutes Screening index 10-15 minutes
Wechsler Memory Scales Fourth UK Edition (WMS-IV UK)	Assesses verbal and non-verbal memory abilities. Sensitive to memory impairments associated with a variety of clinical conditions including dementia, neurological and neuropsychiatric conditions.	<ul style="list-style-type: none"> 16-89 years UK norms 	<ul style="list-style-type: none"> Individual 75 minutes
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 and links learning and memory directly to ability and achievement, as measured by the WISC-IV, WPPSI-IV, and WIAT.	<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)
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
Rivermead Behavioural Memory Test - Third Edition (RBMT-3)	Predict everyday memory problems in people with acquired, non-progressive brain injury and monitor change over time.	<ul style="list-style-type: none"> Adult UK norms 	<ul style="list-style-type: none"> Individual 30 minutes
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

ATTENTION AND EXECUTIVE FUNCTIONS

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI VI)	Assess visual-motor skills in children and adults	<ul style="list-style-type: none"> • 2 years to 100 years 	<ul style="list-style-type: none"> • Group or individual • Short and Full Format tests: 10–15 minutes each • Visual and Motor tests: 5 minutes each
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 (BAD5)	Predicts everyday problems associated with the dysexecutive syndrome. Assesses the skills and demands involved in everyday life. It is sensitive to the capacities affected by frontal lobe damage, emphasising those usually exercised in everyday situations.	<ul style="list-style-type: none"> • 16-87 years 	<ul style="list-style-type: none"> • Individual • 40 minutes
Behavioural Assessment of the Dysexecutive Syndrome in Children (BAD5-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
Color Trails Test™ (CTT™)	Measures sustained attention and sequencing. Retains the sensitivity and specificity of the original Trail Making Test but substitutes colour for letters, making it more suitable in cross-cultural and special needs contexts. Instructions may be presented either verbally or with visual cues.	<ul style="list-style-type: none"> • 18-89 years • US norms 	<ul style="list-style-type: none"> • Individual • Approximately 3-8 minutes (timed)
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
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"> • 8-89 years • UK norms 	<ul style="list-style-type: none"> • Individual • 90 minutes
Mini-Mental® State Examination, 2nd Edition™ (MMSE®-2™)	Brief assessments of cognitive impairment and useful in populations with milder forms of cognitive impairment, including subcortical dementia.	<ul style="list-style-type: none"> • 18-100 years • US norms 	<ul style="list-style-type: none"> • 5 minutes for the MMSE-2:BV • 10-15 minutes for the MMSE-2:SV • 20 minutes for the MMSE-2:EV

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Stroop Color and Word Test	Measures cognitive processing	<ul style="list-style-type: none"> Adult version: 15 years and up Children's version: 5-14 years 	<ul style="list-style-type: none"> Individual 5 minutes
Stroop Neuropsychological Screening Test (SNST)	Screens for brain damage. Consists of two parts namely the Colour Task and the Colour-Word Task. The test correctly differentiates 79-92% of brain-damaged adults from normal adults.	<ul style="list-style-type: none"> 18-79 years 	<ul style="list-style-type: none"> Individual 4 minutes (timed)
Test of Everyday Attention (TEA)	Measures selective attention, sustained attention and attentional switching. It can be used analytically to identify different patterns of attentional breakdown. Can be used on patients with Alzheimer's disease to young normal subjects. Based largely on everyday materials.	<ul style="list-style-type: none"> 18-80 years UK norms 	<ul style="list-style-type: none"> Individual 45-60 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
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"> 6,5-89 years US norms 	<ul style="list-style-type: none"> Individual 20-30 minutes

MALINGERING

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Structured Inventory of Malingered Symptomatology™ (SIMS™)	Screening instrument that assesses for both malingered psychopathology and neuropsychological symptoms. Provides five scale domains as well as an overall score for probable malingering: Psychosis (P) Neurologic Impairment (NI) Amnesic Disorders (AM) Low Intelligence (LI) Affective Disorders (AF)	<ul style="list-style-type: none"> Adult Elder Adult 	<ul style="list-style-type: none"> Self-report Individual or group Approximately 10-15 minutes
Validity Indicator Profile (VIP)	The test results help assess whether the results of cognitive, neuropsychological or other types of testing should be considered representative of an individual's overall capacities. Is intended to provide support for conclusions that may impact the awarding of large sums of money or the determination of competence or culpability.	<ul style="list-style-type: none"> 18-69 years 	<ul style="list-style-type: none"> Verbal subtest: 20 minutes (78 items) Non-verbal subtest: 30 minutes (100 items)

PERCEPTION / VISUOMOTOR / SPEED OF PROCESSING

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI VI)	Assess visual-motor skills in children and adults	<ul style="list-style-type: none"> 2 years to 100 years 	<ul style="list-style-type: none"> Group or individual 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
Grooved Pegboard	Measures performance speed in fine motor tasks. By examining both sides of the body, inferences may be drawn regarding possible lateral brain damage.	<ul style="list-style-type: none"> Adults 	<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
Rookwood Driving Battery (RDB)	A battery of simple neuropsychological tests designed to assess basic cognitive functions essential for safe driving. Assesses visual perception, praxis skills and executive function.	<ul style="list-style-type: none"> Adult UK norms 	<ul style="list-style-type: none"> Individual 30-40 minutes
Symbol Digit Modalities Test (SDMT)	Quickly screens for organic cerebral dysfunction in both children and adults. Involves only geometric figures and numbers, thus relatively culture free and can be administered to people who do not speak English.	<ul style="list-style-type: none"> 8 years and up US norms 	<ul style="list-style-type: none"> Less than 5 minutes
Visual Object and Space Perception Battery (VOSP)	Assesses 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.	<ul style="list-style-type: none"> Adult UK norms 	<ul style="list-style-type: none"> Individual or group Untimed

LANGUAGE AND ACHIEVEMENT

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
Differential Aptitude Tests – Forms K and L (DAT K and L) DAT L Namibia	Provides a profile of aptitudes and potential. Assesses aspects such as Abstract reasoning ability, Language ability, Processing speed, Mechanical insight.	<ul style="list-style-type: none"> Grade 10-Adult Shorter batteries for selection South African norms 	<ul style="list-style-type: none"> Group or individual Paper and pen or Bureau Scoring or EAS 2nd Edition Software
Differential Aptitude Tests – Forms R and S (DAT R and S)	Provides a profile of aptitudes and potential. Assesses aspects such as Abstract reasoning ability, Language ability, Processing speed, Mechanical insight.	<ul style="list-style-type: none"> Grade 7-9 South African norms 	<ul style="list-style-type: none"> Group or individual Paper and pen or Bureau Scoring or EAS 2nd Edition Software
Dyslexia Adult Screening Test (DAST)	Screens candidates for dyslexia and other learning disabilities. Provides a profile of the strengths and weaknesses which can be used to guide the intervention training strategies for the individual. For workplace and tertiary education.	<ul style="list-style-type: none"> 16 years 5 months and older UK norms 	<ul style="list-style-type: none"> Individual test 30 minutes
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 - 6 years 5 months UK norms 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 6 years 6 months - 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 - 16 years 5 months UK norms 	<ul style="list-style-type: none"> Individual 30 minutes

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
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
Wechsler Nonverbal Scale of Ability (WNS)	A non-verbal 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
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

ADAPTIVE BEHAVIOUR / SOCIAL AND EMOTIONAL FUNCTIONING

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.	<ul style="list-style-type: none"> • 12-22 years 	<ul style="list-style-type: none"> • Group or individual
Bell Relationship Inventory for Adolescents (BRIA)	With adolescents, the presenting problem may be academic, emotional, or behavioural, but the solution is often interpersonal. The Bell Relationship Inventory for Adolescents (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.	<ul style="list-style-type: none"> • 11-17 years 	<ul style="list-style-type: none"> • Self-report • 10-15 minutes
Beck Youth Inventories - Second Edition (BYI-II)	Evaluate children and adolescent's emotional and social adjustment: Depression, anger, anxiety, self-concept and disruptive behaviour.	<ul style="list-style-type: none"> • 7-18 years 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 13 years and older 	<ul style="list-style-type: none"> • Individual • Less than 5 minutes
Beck Anxiety Inventory (BAI)	Measures the severity of anxiety in adults and adolescents, giving professionals a firm basis upon which to make confident diagnostic decisions.	<ul style="list-style-type: none"> • 17 years - adult 	<ul style="list-style-type: none"> • 10-20 minutes
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
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 has been collected) • Two 15-item rating scales completed by the clinician and • An unscored Parent/Caregiver Questionnaire
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"> • 3-10 years 	<ul style="list-style-type: none"> • Individual

ASSESSMENT	PURPOSE	TARGET GROUP	ADMINISTRATION
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"> • 18 years and older 	<ul style="list-style-type: none"> • Individual • 25 to 30 minutes
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. Helps quickly and accurately assess personality disorders and clinical syndromes and plan therapy.	<ul style="list-style-type: none"> • 18 years and older <p>IMPORTANT : Note that MCMI-IV assessments can only be scored and reported on via Q-Global software purchased directly from the supplier (Pearson UK)</p>	<ul style="list-style-type: none"> • Individual • 25-30 minutes
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
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.	<ul style="list-style-type: none"> • Grade 6-10 	<ul style="list-style-type: none"> • Group or individual
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
Social Skills Improvement System Rating Scales (SSiS)	Assessment of individuals and small groups to help evaluate social skills, problem behaviours and academic competence.	<ul style="list-style-type: none"> • 3-18 years 	<ul style="list-style-type: none"> • Individual • 10-25 minutes
Vineland Adaptive Behaviour 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 - 21 years 11 months 	<ul style="list-style-type: none"> • Individual • Pen and paper • Software scoring

