

PsychPress

Talent Management Psychologists

Speech Pathology Catalogue



Catalogue Copyright © 2008 by Psych Press Pty Ltd.
Not to be reproduced in whole or in part without written permission.
All rights reserved. Printed in Australia.

Adapted Sequenced Inventory of Communication Development (A-SICD) for Adolescents and Adults With Severe Handicaps

by Sandra E. McClennen, Ph.D.



This useful test gives speech-language pathologists and other clinicians the means to assess the communication skills of adolescents and adults with severe handicaps-- individuals who have little or no speech or who are understood only by those closest to them. Like the *Sequenced Inventory of Communication Development, Revised* (SICD-R), on which it is based, the A-SICD provides separate measures of receptive and expressive language. However, it features revised questions, test materials, and scoring procedures that are appropriate for adults.

Individually administered, the A-SICD includes Receptive Questions, most of which require the examinee to point out or differentiate various test materials, and Expressive Questions, which can be answered with any form of communication, including speech, gestures, signs, picture boards, and voice output communication aid. (Unlike the SICD-R, the emphasis here is on effective communication, rather than development of vocal speech.) The test also includes a brief interview, in which a parent, teacher, or someone else who knows the examinee answers 13 questions about the subject's receptive and expressive language abilities.

In testing the examinee, basals and ceilings are used. Item sequence reflects expected order of skill acquisition, based on norms, but without age referents. All questions are scored "yes" or "no," and results are transferred to profile forms. The test, including the interview, can be given in 30 to 60 minutes and, if necessary, in more than one sitting. Norms are based on a group of individuals, aged 16 to 55 years, with mild to profound mental retardation, some with multiple handicaps.

A-SICD results can be used to improve communication between severely handicapped people and those who interact with them daily. By identifying discrepancies between receptive and expressive communication, the test often uncovers strengths and weaknesses previously unrecognized. This information can be used in designing appropriate communication training and in helping severely handicapped individuals become more functional.

Arizona Articulation Proficiency Scale, Third Revision (Arizona-3)

by Janet Barker Fudala, Ph.D.



When you need a precise, objective, and well-standardized assessment of articulatory skill in children, reach for the *Arizona-3*.

All Major Speech Sounds Assessed in Less than 3 Minutes

Comprehensive, simple, and brief, the *Arizona-3* covers all major speech sounds in the English language, including initial and final consonants and blends, vowels, and diphthongs. All target sounds are tested with just 42 cards--in less than 3 minutes. The test generates a clear-cut Total Score, which indicates severity of articulatory deviation.

Simple, Quantitative Scoring Rules

The examiner displays spiralbound Picture Cards, one at a time, and the child names the object depicted on each card. The examiner listens for particular consonants and vowels and then scores the child's response according to simple, quantitative rules.

Arizona-3 scores are provided in several formats--intelligibility descriptions, severity designations, percentile rankings, and standardized scores (Z-scores, standard scores, and normal curve equivalents). This allows you to select the kind of score that's most meaningful for a specific assessment purpose.

A Convenient Test Booklet

To simplify test interpretation, the *Arizona-3* Test Booklet includes both Intelligibility and Severity Ratings. It provides room for notes and programming recommendations and lists the ages at which 90% of all children achieve mastery of each sound assessed.

Gender Specific Norms

The *Arizona-3* was standardized on a national sample of more than 5,500 children and teens. The sample represents the U.S. population in terms of ethnicity, region, and parental education, and it includes equal numbers of boys and girls. Norms are gender-specific up to age 6--which is helpful during the preschool years, when boys and girls tend to develop speech and language skills at different rates.

Three Optional Assessment Tasks

The *Arizona-3* includes three optional tasks that enhance its clinical usefulness. With the exception of the Word Reading Administration option, which is an alternate method for administering the standard Articulation Test, these tasks are not standardized or scored. The Language Screening and Spontaneous Speech tasks enhance your evaluation by allowing you to sample spontaneous speech and form an impression of overall language skills.

Word Reading Administration

Examinees can read target words rather than naming objects on the Picture Cards.

Teenagers are often more comfortable with this option. And it's useful with head injury patients, who may have naming deficits, but are still able to read.

Language Screening Task

On the back of almost every Picture Card is a follow-up question that can be used to elicit information about the examinee's vocabulary and language-based cognitive skills. Since typical answers for various age levels are also printed on the Cards, you can quickly note whether or not the child has reached a particular developmental milestone.

Spontaneous Speech Task

Two additional Picture Cards encourage spontaneous conversation. You can use these to obtain a sample of continuous speech and analyze it for vocabulary, mean length of utterance, and other aspects of language development

Boston Diagnostic Aphasia Examination, 3rd Ed. (BDAE)

Harold Goodglass, PhD, Edith Kaplan, PhD, Barbara Barresi, PhD



Since 1972, the BDAE has been the benchmark for the diagnosis of aphasia and related disorders. The text, *Assessment of Aphasia and Related Disorders*, addresses the nature of aphasia; its definition and characteristics; the normative basis for the BDAE scoring system; a specific explanation of how to administer and interpret the exam; a Severity Rating Scale that provides a meaningful standard for measuring your client's communicative ability; and a Visuospatial Quantitative Battery to test visuospatial and quantitative skills after brain injury. (This 135-page book is only available as part of the Kit.)

New to the 3rd Edition:

- A Short Form of the BDAE--takes only 30-45 minutes to complete and provides you with the option to perform a brief, no frills assessment.
- Extended tools for more in-depth study and recording of results--the regular exam has been augmented with extended tools that test syntax comprehension, locate category-specific difficulties in word comprehension and word production, and assess grapho-phonemic processing.
- The **Boston Naming Test (BNT)**, which helps determine the extent of an individual's visual confrontation naming abilities, has been incorporated into the BDAE. This requires using the separately bound BNT Stimulus Cards and Record Booklets. New options for the BNT are provided and include new

methods for eliciting disclosure, new approaches to scoring, and new tests for analyzing reading disorders.

- Also includes a new 90-minute videotape, *Examining for Aphasia with the BDAE*, in which Drs. Goodglass, Kaplan, and Barresi demonstrate the test materials, examiner/patient interactions, and scoring techniques through real-life examinations of three aphasic patients.

California Verbal Learning Test[®], 2nd Ed (CVLT[®]-II)

Dean C. Delis, PhD, ABPP, Joel H. Kramer, PsyD, Edith Kaplan, PhD, ABPP/CN, and Beth A. Ober, PhD



The CVLT-II, a revision of the classic test of verbal learning and memory, now provides even more comprehensive information than the original CVLT. New features of the CVLT-II include additional items, increased flexibility in administration with new standard and short forms, an expanded age range for broader usage, and correlation with the Wechsler Abbreviated Scale of Intelligence[™] (WASI[™]) for valuable comparative data.

More Comprehensive Information

Additional items provide more comprehensive information. Examinees are read a list of words (selected after careful study of their frequency of use across multiple demographic variables) and asked to recall them in a series of trials. The CVLT-II includes forced-choice items useful in detecting malingering, thereby helping to reduce false results. In addition to recall and recognition scores, the CVLT-II measures:

- Encoding strategies
- Error types
- Learning rates
- Other processing data

Flexible Administration

New options provide flexibility in test administration:

- The Short Form (nine words in three categories) is useful when examination time is limited or when the clinician requires less detailed test information.
- The Short Form also is useful when examinee fatigue is a concern (or severe memory or cognitive deficits make the Standard or Alternate Forms impractical).
- The new Alternate Form prevents artificially inflated scores when retesting is necessary.

Expanded Sample

Extensive clinical data are available, as well as new norms on a national sample of adults selected to represent the U.S. population. Norms are provided now for individuals from ages 16-89 years, thus increasing the utility of the new edition.

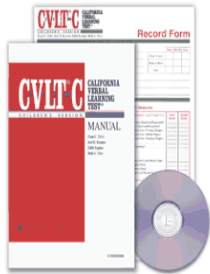
Correlated with the WASI™

The CVLT-II is correlated with the WASI, providing valuable comparative information about the effect of cognitive ability on verbal learning and memory. The CVLT-II offers a technologically advanced computer scoring system, the CVLT-II Comprehensive Scoring System, which provides rich information not available through typical hand scoring. The most technologically advanced scoring system yet; the CVLT-II Scoring System offers multiple scoring options, varying from brief to highly detailed information.

Requirements: Windows® 95/98/NT 4.0/200/Me/XP; CD-ROM drive and 1.44MB 3.5" disk drive for installation

California Verbal Learning Test[®]-Children's Version (CVLT[®]-C)

Dean C. Delis, PhD, ABPP, Joel H. Kramer, PsyD, Edith Kaplan, PhD, ABPP/CN, and Beth A. Ober, PhD



The CVLT-C assesses verbal learning through an everyday memory task in which the child is asked to recall a list. An interference task is given, followed by a short delay free recall and cued recall trials. Free recall, cued recall, and a word recognition trial also are administered after a 20-minute delay. In this way, the CVLT-C generates measures of short- and long-term memory performance, including eight recall and four recognition measures. It also provides data on encoding strategies and errors, such as intrusions and perseveration, together with indicating the degree to which stimuli may interfere with a profile of learning characteristics.

The CVLT-C can be used in a variety of settings to identify learning and memory difficulties, to isolate deficient learning strategies, and to assist in designing remediation programs. The CVLT-C standardization sample consisted of 920 children that were representative of the U.S. population of children for age, gender, race/ethnicity, geographic region, and parent education level, based on data from the U.S. Bureau of the Census (1988). Because the CVLT-C was co-normed with the Children's Category Test (CCT), it allows clinicians to compare a child's memory and learning performance with higher executive functioning.

The CVLT-C can be hand scored or scored using the CVLT-C Scoring Assistant software. The scoring software tabulates and prints numerous raw scores and age-referenced standard scores, thus making the scoring process cost-effective for both clinical and educational practices.

Requirements: Windows[®] 95/98/2000/Me/XP/NT 4.0, Pentium[®] 100 processor or higher; 16MB RAM, 14MB free hard drive space; CD-ROM and 3.5" disk drive

Comprehensive Assessment of Spoken Language (CASL)

by Elizabeth Carrow-Woolfolk, Ph.D.

Ideal for measuring delayed language, spoken language disorders, dyslexia, and aphasia, the CASL is an individually administered, research-based oral language assessment battery for individuals aged 3 through 21. It provides a precise picture of language processing skills and structural knowledge, allowing you to document development from preschool through the postsecondary years. Because the CASL provides age-based norms, it satisfies IDEA requirements for identifying language impairment.

Thorough Assessment

The 15 tests included in this battery measure comprehension, expression, and retrieval skills in 4 structural categories:

Lexical/Semantic Tests

- Comprehension of Basic Concepts
- Antonyms
- Synonyms
- Sentence Completion
- Idiomatic Language

Syntactic Tests

- Syntax Construction
- Paragraph Comprehension
- Grammatical Morphemes
- Sentence Comprehension
- Grammaticality Judgment

Supralinguistic Tests

- Nonliteral Language
- Meaning from Context
- Inference
- Ambiguous Sentences

Pragmatic Test

- Pragmatic Judgment (knowledge and use of appropriate language)

Administered individually or as a group, these tests stand alone: Using information found in the manual you can draw clinical conclusions from the results of each one. All CASL tests are classified as either core or supplementary, depending on the age of the child assessed. Core tests measure the most representative aspects of each language category, while supplementary tests provide additional diagnostic information for use in quantitative and qualitative analyses. For several CASL tests, Descriptive Analysis Worksheets are available, allowing you to target specific skill areas for intervention.

Administration Options

The CASL is flexible and easy to administer. The core battery can be completed in just 30 to 45 minutes, and you have the option of giving only the tests you need for a given

child. The CASL requires no reading or writing--children can respond to items by speaking, pointing, or marking their response choices with an X.

Test Books are self-standing and tabbed for quick, easy reference. Administration guidelines are printed on the first few pages of each book. Convenient Record Forms, one for ages 3 through 6 and another for ages 7 through 21, provide space for profile analysis, item responses, scores, and behavioral observations.

Age-Based Norms and 5 Score Formats

The CASL generates the following scores:

- Core Composite
- Processing Index (representing receptive or expressive skills)
- Category Index (reflecting skills in Lexical/Semantic, Syntactic, and Supralinguistic domains)
- 15 Individual Test Scores

These are available as age-based standard scores, percentiles, normal curve equivalents, stanines, and test-age equivalents.

Norms, based on a representative sample of 1,700 subjects, are provided at 6-month intervals for ages 3 and 4, at 1-year intervals for school-age children, and at multiyear intervals for upper-age groups. The standardization sample reflects the U.S. population in terms of geographic region, gender, race, and SES/parent education. In addition, it includes the following clinical groups: speech impaired, language delayed, intellectually disabled, learning disordered, emotionally disturbed, and hearing impaired.

Time-Saving Scoring Software

CASL ASSIST Software--for both Windows and Macintosh--simplifies scoring and gives you a complete interpretive report. In minutes, it does all of the following:

- Automatically converts raw scores to standard scores
- Generates percentiles, stanines, normal curve equivalents, and test-age equivalents for Index and Composite scores
- Produces graphic scores profiles
- Interprets all statistical results

The Single Most Useful Oral Language Assessment

Compatible with IDEA specifications, the CASL is an excellent way to measure oral language skills and is unique in its coverage of the literal, figurative, and social aspects of language. It can be used with students from preschool through young adulthood, regardless of reading ability or impairment. It's easy to administer and score. And it provides a sound basis for intervention planning.

Comprehensive Assessment of Spoken Language (CASL)

Elizabeth Carrow-Woolfolk, PhD



Ideal for measuring delayed language, spoken language disorders, dyslexia, and aphasia, the CASL is an individually administered, research-based oral language assessment battery for individuals ages 3-21 years. Because the CASL provides age-based norms, it satisfies IDEA requirements for identifying language impairment. The battery measures comprehension, expression, and retrieval skills via 15 tests that are organized into four language categories: Lexical/Semantic Tests, Supralinguistic Tests, Syntactical Tests, and Pragmatic Judgment.

- **Core or supplementary tests**--Each CASL test is classified as either core or supplementary, depending on the age level of the child assessed. Core tests measure the most representative aspects of each language category, and supplementary tests provide additional diagnostic information for use in quantitative and qualitative analyses.
- **Flexible and easy to administer**--The core battery can be completed in just 30 to 45 minutes, and you have the option of giving only the tests you need for a given child. The CASL requires no reading or writing, so children can respond to items by speaking, pointing, or marking their response choices with an X.
- **Convenient Record Forms**--One Record Form for ages 3-6 years and one Record Form for ages 7-21 years; each form provides space for profile analysis, item responses, scores, and behavioural observations.
- **Time-saving scoring software**--The CASL ASSIST™ Software (for both Windows® and Macintosh®) simplifies scoring and gives you a complete interpretive report.

Requirements: Windows® 95/98/2000/NT, 400MHZ processor, CD-ROM drive, 15MB hard drive space, 64MB RAM; Macintosh® Power G3 or better, 200MHZ processor, CD-ROM drive, 60MB hard drive space, 128MB RAM, OS 10.2 or later

Comprehensive Test of Phonological Processing (CTOPP)

by Richard Wagner, Joseph Torgesen, and Carol Rashotte



The CTOPP assesses phonological awareness, phonological memory, and rapid naming, quickly identifying individuals who may have reading problems due to weak phonological skills.

There are two versions of the test, one for 5- and 6-year-olds, the other for individuals from 7 to 24 years of age. The first version contains seven subtests and one supplemental test; the second contains six subtests and eight supplemental tests. (The supplemental tests permit more detailed assessment of phonological strengths and weaknesses.) Both versions can be individually administered in just 30 minutes.

Subtests included are:

- Elision
- Blending Words
- Sound Matching
- Memory for Digits
- Nonword Repetition
- Rapid Color Naming
- Rapid Digit Naming
- Rapid Letter Naming
- Rapid Object Naming
- Blending Nonwords
- Phoneme Reversal

Segmenting Words and Nonwords The CTOPP generates three composite scores:

The CTOPP generates three composite scores:

Phonological Awareness

Awareness and access to the phonological structure of oral language

Phonological Memory

Ability to code information phonologically for temporary storage in working or short-term memory

Rapid Naming

Ability to retrieve phonological information from long-term or permanent memory and to execute a sequence of operations quickly and repeatedly

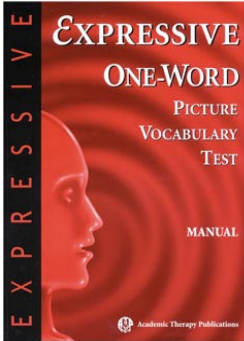
Subtest scores are also provided--as standard scores, percentiles, and age and grade equivalents.

Normed on a nationally representative sample of more than 1,600 individuals from 5 to 24 years of age, the CTOPP is an excellent way to identify students who are

significantly below their peers in phonological abilities

Expressive One-Word Picture Vocabulary Test, 2000 Ed. (EOWPVT)

Edited by Rick Brownell



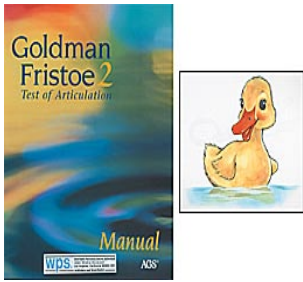
This is an individually administered, norm-referenced test of an individual's ability to name objects, actions, and concepts pictured in illustrations. The individual's performance, when compared to the normative group, gives an indication of his or her English-speaking vocabulary.

The EOWPVT has a number of specific uses, including assessing the extent of speaking vocabulary, assessing cognitive ability, diagnosing expressive aphasia, screening preschool and kindergarten children, evaluating an English learner's vocabulary, monitoring growth, and evaluating program effectiveness.

- All Test Plate illustrations have been newly rendered in full color with drawings that are easy to interpret and that better hold the examinee's interest.
- Norms are based on a representative sample of 2,327 school-age individuals ages 2-18.11 years in the United States; the sample was stratified by age, geographic region, ethnicity, level of parent education, community size, and gender.
- The test is conormed with the Receptive One-Word Picture Vocabulary Test for easy comparison of expressive and receptive vocabulary.
- Directions are included on each Record Form along with a list of item prompts.
- Instructions for using examiner prompts and cues are included to ensure assessment accuracy.
- Easy to use--The Manual provides detailed administration instructions, development procedures, and national norms; a series of Test Plates are bound in a spiral booklet with a fold-out easel.

Goldman-Fristoe Test of Articulation: Second Edition (G-FTA-2)

by Ronald Goldman and Macalayne Fristoe



The second edition of this popular test offers features that make it more clinically useful than ever:

- An expanded age range (2 through 21 years)
- Updated words and artwork
- Age-based standard scores with separate gender norms
- Norms based on a national sample controlled for gender, ethnicity, region, and socioeconomic status (determined by mother's education)
- An expanded Record Form, with more room for notes
- An updated Manual
- Additional easel prompts to help elicit spontaneous speech

The G-FTA-2 includes 3 subtests, which sample 39 consonant sounds and blends.

Sounds-in-Words Subtest uses 34 pictures to elicit articulation of major speech sounds in the initial, medial, and final positions. Where possible, several stimulus words are used with one picture plate for faster testing.

Sounds-in-Sentences Subtest assesses spontaneous sound production used in connected speech.

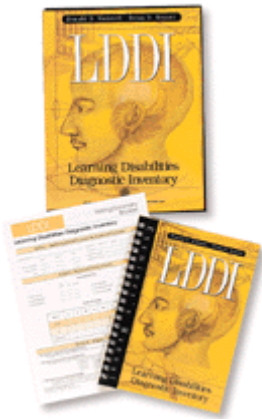
Stimulability Subtest assesses the child's ability to correctly produce a previously misarticulated sound after watching and listening as the examiner produces the sound.

By evaluating both spontaneous and imitative sound production, including single words and conversational speech, the test provides detailed information about a child's articulation ability. A Supplementary Norms Booklet allows organizations to set their own cutoff criteria, based on developmental data, for intervention services.

Individually administered, the G-FTA-2 is easy for both the child and the examiner. It requires no reading on the child's part, and the attractive, full color pictures quickly elicit spontaneous speech. This enduring test gives you a reliable and systematic assessment of the child's articulation of consonant sounds.

Learning Disabilities Diagnostic Inventory (LDDI)

Donald D. Hammill, EdD, Brian R. Bryant, PhD



The LDDI was designed to help you identify learning disabilities (LD) in individuals. It assesses the extent to which the student's skill patterns in a particular area are consistent with those individuals known to have LD in that area. Thus, using the LDDI shifts the diagnostic emphasis away from interpreting norm-referenced ability test scores and toward studying an individual's skill patterns, especially those patterns that are indicative of people who are known to have specific LDs.

The LDDI is a rating scale designed to help you identify intrinsic processing disorders and LDs in students between the ages of 8.0-17.11 years. A reliable and valid norm-referenced inventory, the LDDI is composed of six independent scales-Listening, Speaking, Reading, Writing, Mathematics, and Reasoning. Each scale contains 15 easy-to-rate items. These items were generated after an extensive review of theoretical writings and empirical studies in LDs, especially the literature that is focused on the neuropsychological aspects of the disabilities.

The test was normed on 2,152 students with LDs residing in 43 states and the District of Columbia. The demographic characteristics of the normative sample are representative of the population of U.S. students who have learning disabilities with regard to gender, race, ethnicity, urban/rural residence, family income, educational attainment of parents, and geographic distribution.

Numerous validity studies were conducted to ensure that the LDDI scores have content-description, criterion-prediction, and construct-identification validity. Furthermore, the LDDI was built to minimize the effects of bias. Numerous steps were taken to detect and eliminate sources of cultural, gender, and racial bias.

Multilingual Aphasia Examination, 3rd Edition (MAE)

Arthur L. Benton, PhD, Kerry deS. Hamsher, PhD, Abigail B. Sivan, PhD. MAE Spanish Version by Gustavo J. Rey, PhD, Abigail B. Sivan, PhD, Arthur L. Benton, PhD



The MAE is a relatively brief test battery designed to evaluate the presence, severity, and qualitative aspects of aphasic disorder. Three tests assess different aspects of oral expression--naming, sentence repetition, and verbal associative capacity; three tests assess oral verbal understanding; one test assesses reading comprehension; and three tests assess oral, written and block spelling. Speech articulation and the fluency-nonfluency dimension of expressive speech are rated, but not systematically sampled. Writing is evaluated from performance on the test of written spelling.

As a comprehensive aphasia battery, the MAE complements the use of other tests of neuropsychological function developed at the Benton Laboratory of Neuropsychology. The Manual includes new normative standards for elderly individuals, data on the discriminative value of each test, and recent clinical research results.

Most of the tests were standardized on a sample of 360 subjects, ranging in age from 16-69 years, whose native language was English, and who showed no evidence or history of hemispheric brain disease. The MAE was also standardized on 229 children, ages 6-12 years, who were within the normal range of intelligence.

MAE Tests Include:

- Visual Naming
- Oral Spelling
- MAE Token Test
- Reading Comprehension of Words and Phrases
- Sentence Repetition
- Written Spelling
- Aural Comprehension of Words and Phrases
- Controlled Word Association
- Block Spelling
- Rating of Articulation
- Rating of Praxic Features of Writing

Neuropsychological Assessment Battery® (NAB®)

Robert A. Stern, PhD, Travis White, PhD



The NAB is a comprehensive, integrated, modular battery of 33 new neuropsychological tests developed to assess a wide array of neuropsychological skills and functions in adults (ages 18-97 years) who have known or suspected disorders of the central nervous system. The individual tests are grouped into six modules: Attention, Language, Memory, Spatial, Executive Functions, and Screening (which allows the clinician to determine which of the other five domain-specific modules are appropriate to administer to an individual patient).

The NAB has excellent psychometric properties, includes extensive normative and validation data, provides clinical information that meets the needs of a broad range of modern referral sources, and offers two equivalent forms that reduce practice effects and facilitate reevaluation. The examiner can administer the entire NAB for a comprehensive evaluation of neuropsychological functioning in less than 4 hours.

The NAB was created and developed over a 7-year period and was funded, in part, through grants from the National Institute of Mental Health. Decisions pertaining to the content and format of the NAB were guided by the results of the publisher's national survey of neuropsychological assessment practices and needs, as well as by the feedback and guidance of members of the NAB Advisory Council (a group of experts recognized nationally in the field of clinical neuropsychology) and numerous other consultants and contributors.

Oral and Written Language Scales (OWLS)

by Elizabeth Carrow-Woolfolk, Ph.D.



Unlike other language assessments, the OWLS offers a comprehensive sampling of language tasks over a wide age range. These tasks address vocabulary, grammar, pragmatic structures, and higher order (supralinguistic) thinking, providing a clear picture of an individual's ability to understand and produce connected language, both spoken and written.

The OWLS includes a *Listening Comprehension Scale* and an *Oral Expression Scale*, which are packaged together, and a *Written Expression Scale*, which is provided separately. This packaging reflects the fact that oral and written language skills are often assessed independently. All OWLS scales are normed on the same population.

Listening Comprehension and Oral Expression Scales

Together these two scales assess receptive and expressive language in 3- through 21-year-olds. Individually administered, both are quick and easy to use. Basals and ceilings insure that examinees are administered only items that most closely approximate their ability levels. Neither scale requires reading on the examinee's part, and all items are presented with attractive artwork that's balanced in terms of race, gender, and physical differences.

The *Listening Comprehension Scale* uses a convenient easel to measure receptive language. The examiner reads a stimulus word printed on one side of the easel, and the student responds by indicating one of four pictures on the other side of the easel. Correct responses are printed on the examiner's side of the easel and on the Record Form--permitting easy, on-the-spot scoring. Administration time is just 5 to 15 minutes.

The *Oral Expression Scale*, with its own handy easel, measures expressive language, requires the examinee to answer questions, complete sentences, and generate sentences in response to visual or verbal stimuli. To simplify scoring, common responses (both correct and incorrect) and scoring criteria are printed on the Record Form. It takes just 10 to 25 minutes to administer this scale.

Written Expression Scale

The *Written Expression Scale* offers an authentic assessment of written language skills in children and young adults (5 through 21 years). Its wide age range allows you to follow the student's writing development, from primary grades through high school. Administered to individuals or groups, the scale measures the following writing skills:

- **Conventions:** (spelling, punctuation/capitalization, letter formation, conventional structures)
- **Linguistics:** (vocabulary, grammatical morphemes, and sentence structure)
- **Content:** (meaningful content, details, relevance, coherence, supporting ideas, word choice, unity)

The examiner presents oral, written, and pictorial prompts, and examinees write their answers in a Response Booklet. Items involve both structured and open-ended tasks typical of writing activities students might experience in the classroom. Because examinees respond to a set of about 15 items, you are sure to obtain representative writing samples. Administration time is 15 to 30 minutes.

The examiner's Record Form includes brief scoring rules for easy reference, while the Manual presents detailed guidelines with extensive scoring examples. Interpretation of an individual's performance is simple and straightforward. Descriptive analysis tables and convenient worksheets can be used to create a qualitative summary of student writing, with strengths and weaknesses noted.

OWLS Scores Provided in Several Useful Formats

All three scales provide age- and grade-based standard scores, test-age and grade equivalents, percentile ranks, stanines, and normal curve equivalents. You can use standard scores from the *Listening Comprehension* and *Oral Expression Scales* to derive an Oral Composite. Similarly, you can combine age-based standard scores from all three scales to obtain an overall Language Composite.

All OWLS scales are normed on a nationally representative sample of 1,795 subjects across 15 age groups, from 3 through 21 years. The sample is stratified within each age group according to gender, race/ethnicity, geographic region, and socioeconomic status (mother's education level).

Optional Computer Scoring and Interpretation

To make scoring particularly convenient, the OWLS offers time-saving ASSIST software, which is compatible with both Macintosh and Windows operating systems. Provided on CD-ROM, this program generates the following:

- A score profile with explanation of statistical results
- High-level item analysis
- Scale score comparisons
- A helpful narrative interpretation
- Individualized intervention strategies and exercises

ASSIST software provides an extremely useful summary of test results.

Clinical and School Applications

Because its three scales measure a variety of oral and written language structures, cover a wide age range, and are co-normed, the OWLS is highly useful in both clinical and school settings. Speech-language pathologists, school psychologists, educational diagnosticians, and other professionals choose the OWLS for the following purposes:

- **Identification**
Age-based norms help you identify students with learning disabilities, language

disorders, and other related difficulties in accordance with IDEA requirements. OWLS scores can be directly compared to global scores on cognitive batteries, such as the Kaufman or Wechsler scales.

- **Intervention**

Because it focuses on language tasks similar to those encountered in school, an OWLS assessment can be the first step in addressing potential academic difficulties.

- **Progress Monitoring**

The OWLS can provide a record of growth from preschool through age 21.

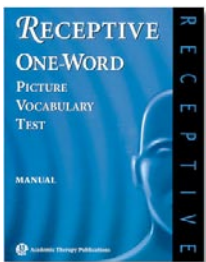
- **Research**

Given its wide age range, the OWLS lets you gather longitudinal data using the same test content. In addition, its co-normed scales permit comparative studies of various language impairments.

All OWLS scales offer high reliabilities and impressive evidence of validity.

Receptive One-Word Picture Vocabulary Test, 2000 Ed. (ROWPVT)

Edited by Rick Brownell



This is an individually administered, norm-referenced test of an individual's ability to understand the meaning of single words. The individual's performance, when compared to the normative group, gives an indication of his or her English-hearing vocabulary.

The ROWPVT has a number of specific uses, including assessing the extent of hearing vocabulary, assessing cognitive ability, diagnosing reading difficulties, diagnosing expressive aphasia, screening preschool and kindergarten children, evaluating an English-learner's vocabulary, monitoring growth, and evaluating program effectiveness.

- All Test Plate illustrations have been rendered in full color with drawings that are easy to interpret and hold the examinee's interest.
- Norms are based on a representative sample of 2,327 school-age individuals ages 4.0-12.11 years in the U.S.; the sample was stratified by age, geographic region, ethnicity, level of parent education, community size, and gender.
- The test is conormed with the Expressive One-Word Picture Vocabulary Test for easy comparison of expressive and receptive vocabulary.
- Directions are included on each Record Form along with a list of item prompts.

- Instructions for using examiner prompts and cues are included to ensure assessment accuracy.
- Easy to use--The Manual provides detailed administration instructions, development procedures, and national norms; the Test Plates are bound in a spiral booklet with a fold-out easel.

Receptive-Expressive Emergent Language Test Third Edition (REEL-3)

by Kenneth R. Bzoch, Richard League, and Virginia L. Brown



The third edition of this popular test identifies infants and toddlers who have language impairments or other disabilities that affect language development. It is especially useful as an assessment and planning instrument in early childhood intervention programs mandated under P.L. 99-457.

The REEL-3 uses the behavioural observations of parents or guardians to identify major language problems in youngsters up to 3 years of age. It consists of two core subtests--Receptive Language and Expressive Language--and a new supplementary subtest, the Inventory of Vocabulary Words. This edition incorporates a contemporary linguistic model and includes current studies relating to norms, reliability, and validity. Standardization data is based on parent reports describing the behaviour of 1,112 infants and toddlers. The normative sample, which reflects 2000 U.S. Census demographics, is stratified by age, gender, race, ethnic group, and geographic region. Standard scores, percentile ranks, and age equivalents are provided.

Individually administered in just 20 minutes, the REEL-3 can be used for the following purposes:

- Screening infants and toddlers for emergent language-learning problems
- Screening older preschoolers in whom delays are expected
- Obtaining a description of a child's present language environment
- Aiding clinical diagnosis
- Setting intervention goals
- Measuring delays in emergent speech and language development in infants with congenital anomalies and medically related handicaps

Speech-language pathologists and other early childhood specialists find the REEL-3 helpful in determining the effect of physical and/or environmental risks on early speech and language development.

Reynell Developmental Language Scales

by Joan K. Reynell, Ph.D. and Christian P. Gruber, Ph.D.



Two Brief Scales

The *Reynell Developmental Language Scales* simplify what is often a difficult task--measuring language skills in young or developmentally delayed children. Widely known for clinical usefulness, these scales assess two processes essential to language development:

- The **Verbal Comprehension Scale** measures receptive language skills. Two parallel but separately normed versions are provided--one for children who can respond orally, the other for children who can respond only by pointing.
- The **Expressive Language Scale** assesses expressive language skills, using three sets of items: Structure, Vocabulary, and Content.

Easy Administration

Designed for use with 1- through 6-year-olds, the Reynell includes colourful test materials that engage even children who are withdrawn, distractible, or difficult to test. Administration is easy for both the examiner and the child. The entire 134-item battery can usually be given in less than 30 minutes.

The test provides standard scores, percentiles, and developmental age scores. So it's easy to identify the child's strengths and weaknesses and to spot significant developmental lags.

Norms, based on a sample of more than 600 children, reflect U.S. demographics in terms of geographic region, ethnic composition, and parental education.

Clinical Utility

Clinicians find the *Reynell* highly useful in evaluating language processes in young children, especially those who show delayed development, or physical or psychological disabilities. Using simple, straightforward procedures, the test identifies the nature and extent of each child's language difficulty.

Screening Test of Adolescent Language (STAL)

by Elizabeth M. Prather, Sheila Van Ausdal Breecher, Marimyn Lee Stafford, and Elizabeth Matthews Wallace

Here is a quick and convenient way to screen large numbers of junior and senior high

school students. Individually administered and scored in just 7 minutes, and requiring no special materials or expertise, the STAL is particularly well suited to public school settings. The test quickly identifies students whose linguistic skills deviate from the norm enough to warrant further testing.

One of the few language screeners available for older students, STAL measures both receptive and expressive language. It includes 23 items divided among four subtests:

- Vocabulary--word finding and retrieval skills, substitution of a synonym in a grammatically correct form.
- Auditory Memory Span--repetition of a sentence in its original syntactical form.
- Language Processing--understanding sentences and identifying absurdities contained in them.
- Proverb Explanation--understanding and interpreting proverbs.

Unambiguous cutoff scores tell you whether the student needs further testing.

Comprehensive yet brief, easy to administer and interpret, STAL is an ideal way to screen for language disorders in students age 11 through 18.

Sequenced Inventory of Communication Development, Revised (SICD-R)

by Dona Lea Hedrick, Ph.D., Elizabeth M. Prather, Ph.D., and Annette R. Tobin, M.S.P.A.



This popular diagnostic test evaluates and quantifies communication skills of normal and developmentally delayed children functioning between 4 and 48 months.

It has two major sections: Receptive, which includes behavioural items that test sound and speech discrimination, awareness, and understanding; and Expressive, which includes three types of behaviour (imitating, initiating, and responding), as well as two distinct areas of expressive measurement (length and grammatical and syntactic structures of verbal output and articulation).

Age-level norms, from a sample of 252 normally developing children, are provided for both receptive and expressive language. Based on this sample, SICD items were grouped into sets graded at 4-month intervals between 4 and 48 months. The percentage of correct responses for each of these age-graded sets is used to determine the child's Receptive Communication Age and Expressive Communication Age. The resulting behavioural and processing profiles are helpful in developing individualized remedial programs for children.

The inventory is individually administered, usually in 30 to 75 minutes. The Test Manual documents validity and reliability, and the Instruction Manual presents

administration directions.

Stuttering Severity Instrument for Children and Adults (SSI-3)

Third Edition

by Glyndon D. Riley



The SSI-3 gives clinicians a reliable measure of stuttering severity. Appropriate for both children and adults, it is an excellent way to evaluate the progress of therapy.

Administration instructions differ slightly for readers and nonreaders, but in each case, speaking samples are evaluated according to specific criteria. The following scores are provided:

- Frequency
- Duration (the average length of the three longest stuttering events)
- Physical Concomitants (distracting sounds, facial grimaces, head movements, and arm and leg movements)
- Total Score (percentile and severity equivalent, from very mild to very severe)

Norms are based on a sample of 271 individuals and presented separately for three different age groups.

Widely used by speech-language pathologists, the SSI-3 is ideal for both clinical and research use

Test of Adolescent and Adult Language, Fourth Edition (TOAL-4)

by Donald D. Hammill, Virginia L. Brown, Stephen C. Larsen, and J. Lee Wiederholt

The fourth revision of this enduring test measures spoken and written language skills in people between the ages of 12 and 24. Because the TOAL-4 is free of bias in regard to gender, race, and ethnicity, it can be used with virtually all young people, including those who have only limited mastery of English.

The TOAL-4 is composed of six subtests:

- Word Opposites
- Word Derivations
- Spoken Analogies
- Word Similarities
- Sentence Combining
- Orthographic Usage

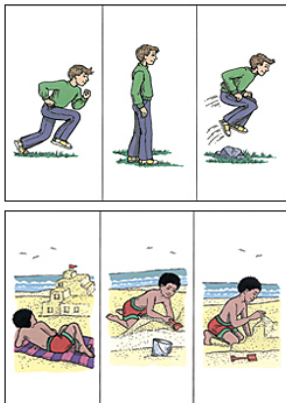
Each of these subtests measures integrative language as well as expressive and receptive language. And each requires the examinee to (1) listen to or read a brief stimulus; (2) transform the stimulus in some way; and (3) express the new format in speech or writing.

Suitable for either individual or group administration, the TOAL-4 can usually be completed in an hour. (Testing ends on each subtest when three consecutive items are scored *incorrect*.) The test provides scaled scores and percentile ranks for all subtests, plus three composites: Spoken Language, Written Language, and General Language. Norms are based on a nationally representative sample of 1,671 individuals between the ages of 12-0 and 24-11 years. Selected demographic variables--geographic region, ethnicity, Hispanic status, family income, parental education, and postsecondary education--are stratified by age.

The TOAL-4 is typically used to identify adolescents and young adults who need help with language proficiency. It sheds light on their specific strengths and weaknesses, often revealing large differences in written and spoken language skills. The information the TOAL-4 provides is extremely helpful in determining instructional goals for particular individuals.

Test for Auditory Comprehension of Language (TACL-3) Third Edition

by Elizabeth Carrow-Woolfolk



This popular, individually administered test measures receptive spoken grammar, vocabulary, and syntax. It tells you how well a child understands word classes and word relations, grammatical morphemes, and elaborated sentence constructions.

The test includes 142 items presented in three sections. Within each section, items are arranged according to difficulty, and basals and ceilings are provided for scoring.

Each stimulus item is composed of a word or sentence and a corresponding plate showing three color drawings. One of the three pictures illustrates the meaning of the word, morpheme, or syntactic structure being tested. The examiner reads the stimulus aloud, and the child points to the picture that he or she believes best represents its meaning. Oral responses are not required. Administration takes only 15 to 25 minutes, and scoring is equally quick and easy.

Standardized on more than 1,000 children, TACL-3 provides age- and grade-based norms and percentile ranks, standard scores, and age equivalents for children aged 3-0 through 9-11. The normative sample reflects U.S. census data in regard to socioeconomic factors, ethnicity, gender, disability, and other critical variables. In addition, norms are stratified by age relative to gender, race, ethnicity, and disability. The manual provides guidelines for using the test with adolescents and adults.

TACL-3 is commonly used to identify children with language problems and to clarify the nature of their problems. Test results clearly indicate areas of grammatical competence that need further assessment or remediation. The test is helpful in grouping children for intervention and instructional purposes, for monitoring progress, and for explaining language deficits to parents. Studies reported in the manual show that the test has no gender, racial, or ethnic bias.

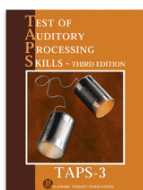
TACL-3 Features

- Updated norms, age-stratified relative to gender, race, ethnicity, and disability
- Additional items
- Stimulus pictures in color
- Reliability coefficients computed for subgroups, including individuals with speech problems

- Studies showing the absence of bias

Test of Auditory Processing Skills (TAPS-3)

Nancy Martin and Rick Brownell



The TAPS-3 is a revision of the Test of Auditory Perceptual Skills. Intended to be used along with other test as part of a battery, the TAPS-3 measures what a child or adolescent does with what he or she hears. It is designed to be used by speech-language pathologists, audiologists, school psychologists, and other testing professionals.

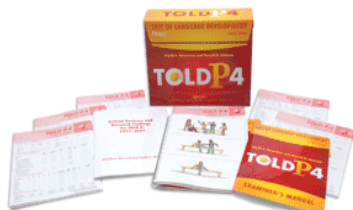
The TAPS-3 now offers seamless coverage for ages 4-18 years. Other changes primarily involve the structure of the test (e.g., subtest order was amended to reflect a developmental progression of tasks, ranging from easiest to most difficult). Four new subtests have been added: Phonological Segmentation, Phonological Blending, Auditory Comprehension, and Auditory Reasoning. New items were developed for many subtests, some existing test items were retained, and the content of some subtests was completely revised. An optional Auditory Figure-Ground task also was added as a supplemental subtest presented via CD-ROM to flag attention problems and give feedback about how the child's auditory processing system works in real-world situations.

There are also notable differences in how scores are derived and the types of scores obtained. The use of partial credit in some subtests more accurately reflects the child's auditory abilities. In addition to one overall score, individual subtest scores are combined to derive three cluster scores: Basic Auditory Skills, Auditory Memory, and Auditory Cohesion.

The TAPS-3 norms are now nationally stratified to closely match the demographics shown in the latest U.S. Census for gender, ethnicity, residence, geographic location, and parent educational level. Norms are based on data from more than 2,000 students. Individual subtests are reported as scaled scores; cluster scores and the overall score are reported as standard scores. Percentile ranks and age equivalents also are provided.

Test of Language Development-Primary, 4th Edition (TOLD-P:4)

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



Research-based and theoretically sound, the Test of Language Development-Primary: Fourth Edition (TOLD-P:4) assesses spoken language in young children. Professionals can use the TOLD-P:4 to identify children who are significantly below their peers in oral language proficiency, determine children's specific strengths and weaknesses in oral language skills, document children's progress in remedial programs, and measure oral language in research studies.

Subtests and Composites

The TOLD-P: 4 has nine subtests that measure various aspects of oral language. The results of these subtests can be combined to form composite scores for the major dimensions of language: semantics and grammar; listening, organizing, and speaking; and overall language ability.

- **Picture Vocabulary**--Measures a child's understanding of the meaning of spoken English words (i.e., semantics, listening).
- **Relational Vocabulary**--Measures a child's understanding and ability to orally express the relationships between two spoken stimulus words (i.e., semantics, organizing).
- **Oral Vocabulary**--Measures a child's ability to give oral directions to common English words that are spoken by the examiner (i.e., semantics, speaking).
- **Syntactic Understanding**--Measures a child's ability to comprehend the meaning of sentences (i.e., grammar, listening).
- **Sentence Imitation**--Measures a child's ability to imitate English sentences (i.e., grammar, organizing).
- **Morphological Completion**--Measures a child's ability to recognize, understand, and use common English morphological forms (i.e., grammar, speaking).
- **Word Discrimination**--Measures a child's ability to recognize the differences in significant speech sounds (i.e., phonology, listening).
- **Word Analysis**--Measures a child's ability to segment words into smaller phonemic units (i.e., phonology, organizing).
- **Word Articulation**--Measures a child's ability to utter important English speech sounds (i.e., phonology, speaking).

New Features of the TOLD-P: 4

- All new normative data were collected from a demographically representative sample of the 2005 U.S. population.
- Floor and ceiling effects have been eliminated in the core subtests and composites.
- The study of item bias has been expanded.
- Numerous validity studies, including studies of the test's sensitivity and specificity, have been provided.
- Complete directions for administering subtests have been included in the Examiner's Manual.
- The Examiner's Manual has been streamlined to be more user-friendly.

Test of Early Written Language (TEWL-2)

by Wayne P. Hresko, Shelley R. Herron, and Pamela K. Peak



The TEWL-2 is one of the only measures of written language expression in children. Suitable for individual assessment with children ages 4 to 10, it is grounded in current research on developing literacy abilities. Because research has shown that mechanics and content are equally important to overall literacy aptitude, these areas are equally assessed.

Two equivalent forms are included, each with Basic Writing and Contextual Writing subtests, so you can easily monitor a child's improvement by re-testing. The TEWL-2 takes 30-45 minutes to administer and provides raw scores, age equivalents, normal curve equivalents, and ratings. Scores can be profiled for diagnosis of strengths and weaknesses.

Test of Language Development, Fourth Edition (TOLD-4) Primary and Intermediate

by Phyllis L. Newcomer and Donald D. Hammill

One of the most widely used tests of spoken language, TOLD-4 identifies oral language proficiency in children aged 4-0 to 17-11. This fully revised Fourth Edition offers updated norms, a more user-friendly manual, new validity studies, and elimination of floor and ceiling effects for both the Primary and Intermediate versions of the test. In addition, the Intermediate form adds a new subtest, (Multiple Meanings), a new Composite Score (Organizing), and an expanded age range--up to 17-11 years.

The subtests for each version are listed below, along with the abilities and language

constructs they measure. Several have been renamed to better reflect their content.

PRIMARY (Ages 4-0 through 8-11)

SUBTEST	ABILITY MEASURED	CONSTRUCT
Picture Vocabulary	Understanding words	Semantics/Listening
Relational Vocabulary	Mediating vocabulary	Semantics/Organizing
Oral Vocabulary	Defining words	Semantics/Speaking
Syntactic Understanding	Understanding sentence meaning	Grammar/Listening
Sentence Imitation	Repeating sentences	Grammar/Organizing
Morphological Completion	Understanding sentence formation	Grammar/Speaking
Word Discrimination	Noticing sound difference	Phonology/Listening
Word Analysis	Segmenting words	Phonology/Organizing
Word Articulation	Saying words correctly	Phonology/Speaking

INTERMEDIATE (Ages 8-0 through 17-11)

Sentence Combining	Constructing sentences	Grammar/Speaking
Picture Vocabulary	Understanding word relationships	Semantics/Listening
Word Ordering	Constructing sentences	Grammar/Organizing
Relational Vocabulary	Understanding word similarities	Semantics/Organizing
Morphological Comprehension	Recognizing grammatical sentences	Grammar/Listening
Multiple Meanings	Providing word meanings	Semantics/Speaking

Each version of the test can be individually administered in less than an hour (sometimes as little as 30 minutes for the Intermediate version), and each yields standard scores, percentiles, and age equivalents. Profiles indicate individual strengths and deficiencies in basic language abilities. Norms are based on a large nationally representative sample, keyed to 2005 census data, and stratified by age.

Both versions of the test offer strong psychometric properties. The manual provides numerous validity studies, including several that demonstrate the test's sensitivity and specificity. Primary and Intermediate forms are unbiased in regard to gender and race.

With updated norms and an expanded age range, the TOLD-4 is an excellent choice when you need a comprehensive, individually administered test of language development.

Test of Pragmatic Language, Second Edition (TOPL-2)

by Diana Phelps-Terasaki and Trisha Phelps-Gunn

Pragmatic language is critical for adequate communication and for understanding the conversations around you. It is pragmatic language--language in social context--that helps you comprehend not only what is said, but why it is said.

The *Test of Pragmatic Language-2* (TOPL-2) expands on the original for an even more in-depth and comprehensive analysis of social communication in context. The TOPL-2 allows you to assess the effectiveness, and appropriateness, of a student's pragmatic language skills. Administered in approximately 45-60 minutes, it tests six core subcomponents of pragmatic language: physical setting, audience, topic, purpose (speech acts), visual-gestural cues, and abstraction. Raw scores, percentiles, standard scores, and age equivalents are provided. The convenient, spiralbound flipbook features people of various ethnicities in large-format color drawings.

Designed for use by speech-language pathologists, the TOPL-2 also provides important information about social skills and conflict resolution. Individually administered, this test is appropriate for individuals aged 6-0 to 18-11.

Because pragmatic language is a part of all communication, any comprehensive language assessment battery should include the TOPL-2.

Test of Written Language-3rd Ed. (TOWL-3)

Donald D. Hammill, EdD, Stephen C. Larsen, PhD



The TOWL-3 is an eight subtest battery that measures student writing competence, using both easy analysis (spontaneous) formats and traditional test (contrived) formats. Two alternative, equivalent forms (A and B) are available to evaluate student growth in writing, using pre- and post-testing that is not contaminated by memory.

The TOWL-3 subtests are: Vocabulary, Spelling, Style, Logical Sentences, Sentence Combining, Contextual Conventions, Contextual Language, and Story Construction.

- *Vocabulary*--The student writes a sentence that incorporates a stimulus word.
- *Spelling*--The student writes sentences from dictation, taking particular care to make proper use of spelling rules.
- *Style*--The student writes sentences from dictation, taking particular care to make proper use of punctuation and capitalization rules.
- *Logical Sentences*--The student edits an illogical sentence so that it makes better sense.
- *Sentence Combining*--The student integrates the meaning of several short sentences into one grammatically correct written sentence.
- *Contextual Conventions*--The student writes a story in response to a stimulus picture. Points are earned for satisfying specific requirements relative to capitalization, punctuation, spelling, or other arbitrary elements in writing.
- *Contextual Language*--The student's story is evaluated relative to the quality of its vocabulary, sentence construction, and grammar.
- *Story Construction*--The student's story is evaluated relative to the quality of its plot, prose, development of characters, interest to the reader, and other compositional aspects.

The TOWL-3 yields five types of scores: raw scores, age and grade equivalents, percentiles, subtest standard scores, and composite quotients. The three composite scores generated using the TOWL-3 are: Overall Writing, Contrived Writing, and Spontaneous Writing. These composite scores enable you to estimate a student's general writing proficiency and to determine any strengths or weaknesses relative to contrived or spontaneous testing formats.

The TOWL-3 can be used to identify students who perform more poorly than their

peers in writing and who may need special help; determine a student's particular strengths and weaknesses in various writing abilities; document a student's progress in a special writing program; and conduct research in writing.

- Stimulus pictures are appealing to students of all ages.
- The Manual provides suggestions for assessing written language and gives ideas to use when remediating writing deficits.
- The TOWL-3 Profile/Story Scoring Form makes scoring easy.
- With the exception of the 15 minutes allocated to story writing, the TOWL-3 has no set time limits; the entire test battery can be administered in approximately 1-1/2 hours.
- Standardized on a 26-state sample of more than 2,000 public and private school students in Grades 2-12 (ages 7.6-17.11 years).

Wepman's Auditory Discrimination Test (ADT) Second Edition

by Joseph M. Wepman, Ph.D. and William M. Reynolds, Ph.D.



Here is a quick, economical way to individually screen children for auditory discrimination--and to identify those who may have difficulty learning the phonics necessary for reading.

Using a very simple procedure, the *Auditory Discrimination Test (ADT)* assesses the child's ability to recognize the fine differences between phonemes used in English speech. The examiner reads aloud 40 pairs of words, and the child indicates, verbally or gesturally, whether the words in each pair are the same or different. The entire test can be administered and scored in just 5 minutes.

The ADT offers norms based on a stratified national sample of approximately 2,000 children. It provides standard scores and percentile norms at half-year intervals for children between the ages of 4 and 8 years. The two alternate forms (Form 1A and Form 2A) have separate norms.

Because younger children are included in the norm sample, the ADT can be used for preschool and kindergarten screening as well as elementary school assessment.

Already used with millions of children, the ADT is an effective way to identify those who are slower than average in developing auditory discrimination

How to order

By telephone:

1300 308 076 (Australia)
(03) 9670-0590 (Australia)
9:00 am – 5:30 pm (Weekdays – Australia Eastern Standard time)

Overseas clients please call +61 3 9670 0590

By Facsimile

Fax order form and user qualification form
(03) 9642-3577 (24 hours)
Order will be confirmed on receipt via email or phone call

By email

info@psychpress.com – order will be confirmed and any queries answered within 1 business day

Online

www.psychpress.com

ORDER FORM

Please complete and fax to 03 9642 3577

QTY	CODE (if known)	PRODUCT TITLE	ITEM PRICE	TOTAL
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
Subtotal			\$	\$
Postage and Handling (10% of subtotal)			\$	\$
TOTAL			\$	\$

Payment Details

Cheque enclosed
 VISA
 MasterCard

Card Number:

Expiry: /

Name on Card: _____ Signature: _____

Charge my account PO#: _____

Please send my order to:

Prefix: _____ First Name: _____ Last Name: _____

Title: _____ Department: _____

Organisation: _____

Address: _____ City: _____

State: _____ Post Code: _____ Country: _____

Phone: (____) _____ Fax: (____) _____

E-mail: _____

Using the above details, please confirm my order by: Fax E-mail

Please send me the free Psych Press email newsletter once a month

USER QUALIFICATION FORM

If you would like to register as a user of Psych Press materials, simply complete the following and return to us.

	First Name	Surname	Title
<hr/>			
Organisation		Department/Level	
<hr/>			
Street/PO Box		Suburb	State
		Postcode	
<hr/>			
()	()		
Telephone	Facsimile	E-mail	

Australian Psychological Society membership status (tick if applicable)

Full Associate Student

Other Professional Membership(s): (1) _____

(2) _____ (3) _____

a. I am a registered test user with the following:

- ACER The Psychological Corporation SRA SHL
 Other

b. I am a Registered Psychologist with a State Psychological Board or Council

State: _____

c. My academic qualifications are:

Degree or Diploma	Institution	Years
-------------------	-------------	-------

<hr/>	<hr/>	-
<hr/>	<hr/>	-
<hr/>	<hr/>	-

Previous experience in test use, including training or workshop details:

All applicants must complete:

I certify that the above is a correct statement of my qualifications and experience in test use. I agree that my use of the tests obtained from Psych Press will be in accordance with the relevant legislation in the state in which I am practising and the standards set by the Australian Psychological Society.

Signature: _____

Date: _____