

# PARC TEST FINDER INDEX

## COGNITIVE INSTRUMENTS

## Age Range

### Asperger Syndrome Diagnostic Scale (ASDS)

- Can be completed by parents or a professional at the home or school
- Can be completed in 10 to 15 minutes
- Can be used to identify a person with AS, document behavior, intervention and research projects

Ages 5 – 18

### Assessment Evaluation & Programming System (AEPS)

- Good for early intervention
- Includes family in the evaluation and intervention process

Ages 1 month-  
3 years

### Bayley Scales of Infant Development

- Can be used to detect developmental delay
- Cognitive and Behavioral scale

Ages 1 month-  
3 ½ years

### Children's Memory Scale (CMS)

- Evaluates learning and memory function
- Helps to formulate recommendations

Ages 5-17

### Cognitive Assessment System (CAS)- manual only

- Focuses on the cognitive process necessary for differential diagnosis and intervention planning
- It has a standard battery and a basic battery that cover processing areas

Ages 5-17

### Comprehensive Test of Nonverbal Intelligence (CTONI)

- Test of non-verbal reasoning

Ages 6-89.11

### Differential Abilities Scale (DAS)

- Measures cognitive and achievement functioning
- Can be use with a wide range of children
- Has a special non-verbal composite and out of range norms

Ages 2 ½ - 17

### Kaufman Assessment Battery for Children (K-ABC) (1983)

- Ability to solve problems sequentially and simultaneously
- Used for educational planning and placement
- Can be ordered in Spanish

Ages 2.6-12.6

### Kaufman Adolescent and Adult Intelligence Test (KAIT) (1993)

- Test's crystallized and fluid knowledge with applied tasks
- Six subtests in the core battery; takes about an hour.
- Extended battery has 10 subtests

Ages 11- 85

### Kaufman Brief Intelligence Test (K-BIT)

- Competent screener of cognitive abilities
- Composed of two subtest that take about 30 minutes
- Measures crystallized and fluid thinking
- It can be directly compared with the Wechsler, WRAT-3 and K-TEA

Ages 4-90

### Learning Accomplishments Profile (LAP-D)- standardized and un-standardized

- Global measure of language, motor, cognitive, & concept development
- Newer than Battelle with better norms
- Criterion-referenced version of birth – 3 available

Ages 30-72 months

<ul style="list-style-type: none"> <li>• Can be used as pre/post assessment</li> </ul>	
<b>Leiter- R</b>	Ages 2-20.11 years
<ul style="list-style-type: none"> <li>• Non verbal intelligence in fluid reasoning and visualization</li> <li>• Also visual spatial, memory and attention</li> <li>• Newly revised, good to be used with special populations</li> </ul>	
<b>McCarthy Scales of Children's Abilities (1972)</b>	Ages 2.5-8.5 years
<ul style="list-style-type: none"> <li>• Good preschool IQ test, old similar to SB:IV</li> </ul>	
<b>NEPSY- A Developmental and Neuropsychological Instrument (1998)</b>	Ages 3-12 years
<ul style="list-style-type: none"> <li>• Neuropsychological instrument for children</li> <li>• Measures executive function, attention, language, sensor motor and visual spatial</li> </ul>	
<b>Raven's Progressive Matrices</b>	Ages 5-Adults
<ul style="list-style-type: none"> <li>• Old, quick measure of nonverbal IQ, analogic reasoning</li> <li>• Several age versions available, used for gifted screenings</li> </ul>	
<b>Slosson Intelligence Test (SIT)</b>	
<ul style="list-style-type: none"> <li>• 1985 edition</li> <li>• Screener</li> </ul>	
<b>System of Multipluralistic Assessment (SOMPA)</b>	Ages 5-11
<ul style="list-style-type: none"> <li>• It's an old test, rarely used now</li> <li>• Directions available in English and Spanish</li> </ul>	
<b>Stanford Binet: Fifth Edition (SB5) (2003)</b>	Ages 2-85
<ul style="list-style-type: none"> <li>• Has an abbreviated battery</li> <li>• Can be used for neuropsychological testing</li> <li>• Non-verbal scale</li> <li>• Can be used for different population</li> </ul>	
<b>Torrence Test of Creativity (1990)</b>	Grades K-ongoing
<ul style="list-style-type: none"> <li>• Measures creative functioning both verbally and pictorially children</li> </ul>	
<b>Universal Nonverbal Intelligence Test (UNIT)</b>	Ages 5-17
<ul style="list-style-type: none"> <li>• Measures a broad range of complex memory and reasoning ability</li> <li>• Is a good measure for children that have speech, language, and hearing problems</li> <li>• It has six subtest and three different administration options</li> </ul>	
<b>Wechsler Adult Intelligence Scale- Third Edition (WAIS-III) (1997)</b>	Ages 17- and older
<ul style="list-style-type: none"> <li>• Verbal, performance,, working memory and processing scales</li> </ul>	
<b>Wechsler Adult Intelligence Scale- Revised Neuropsychological Instrument (WAIS-R NI)</b>	
<ul style="list-style-type: none"> <li>• Used for neuropsychological testing, by adapting subtest</li> </ul>	
<b>Wechsler Intelligence Scale for Children- Third Edition (WISC-III) (1991)</b>	Ages 6-16
<ul style="list-style-type: none"> <li>• Assess intellectual ability of children</li> </ul>	
<b>Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV)</b>	
<b>Wechsler Intelligence Scale for Children- Fourth Edition- Integrated (WISC-IV-I)</b>	
<b>Wechsler Memory Scale (WMS)- manual only</b>	Ages 16-89
<ul style="list-style-type: none"> <li>• It contains 11 subtest</li> <li>• Measures auditory, visual, and attentional memory</li> <li>• Relatively short takes from 30-35 minutes</li> </ul>	
<b>Wechsler Preschool and Primary Scale of Intelligence- Third Edition (WPPSI-III)</b>	Ages 2.6-7.3
<ul style="list-style-type: none"> <li>• Measures intellectual functioning</li> <li>• Can be used to assess developmental delay and giftedness</li> </ul>	
<b>Wide Range Assessment of Memory and Learning (WRAML) (1990)</b>	Ages 5-17

- Memory scale for children

**Woodcock-Johnson Tests of Cognitive Abilities- Third Edition (WJ-III Cog) Ages 2-90**

- Good measure of various abilities and processing skills; Less useful as a global measure
- Good measure of fluid reasoning

**PROCESSING INSTRUMENTS**

**Auditory Discrimination Test (ADT)**

- Measures the ability to differentiate (compare and contrast) speech sounds Ages 4-8
- Has two forms; good for re-testing

**Bender Visual Motor Gestalt Test (BVMGT)**

- Test of visual-motor integration and organization Ages 5-8.11+
- Frequently used test for varying ages, including adults

**California Verbal Learning Test-Children (CVLT-C)**

**Children's Auditory Verbal Learning Test-2 (CALVT-2) Ages 6.6-17**

- Short test
- Measures that can't be used with hearing impaired memory span, auditory learning ability and retention of recent learning.

**Embedded Figures Test (1969)**

- Protocols only

**Luria-Nebraska Neuropsychological Battery**

Ages 8-12

- Multidimensional battery that assesses a broad range of neuropsychological functions
- Specific use is to diagnose cognitive deficits

**Motor Free Visual Perception Test-Revised**

**Rey Complex Figure Test and Recognition Trial (RCFT)**

Ages 18-89

- It measures visual-spatial constructional ability and visual spatial memory
- It is sensitive to traumatic brain injury, Alzheimer's disease and others related diseases

**Stroop Neurological Screening Test**

Ages 18 & older

- Measures specific higher cognitive functioning

**Test of Auditory-Perceptual Skills- Revised (TAPS-R)**

Ages 4-13

- Test of auditory memory and processing
- Version available for older children (ages 12-18)

**Test of Auditory-Perceptual Skills- Revised Upper Level (TAPS-R UL)**

Ages 12-18

- Measures functioning in various areas of auditory perception
- Should be use with other tests to determine auditory-perceptual deficit

**Test of Visual-Perceptual Skills (nonverbal)- Revised (TVPS-R)**

Ages 4-13

- Test of visual memory and processing
- Version available for older children (ages 12-18)

**Test of Visual-Perceptual Skills (nonverbal)- Revised Upper Level (TVPS-R UL)**

- Un-timed test, can be given in a group setting or individually Ages 12-18
- Measured various aspects of visual-perceptual skills
- Non-language test

**The Visual Aural Digit Span Test (VADS) (1977)**

Ages 5.6-12

- Assesses short-term memory in various modalities

**Developmental Test of Visual-Motor Integration-3 (VMI-3) (1997)**

Ages 3-17

- Made up three parts: visual-motor development and two supplemental sections
- It does not overlap knowledge of letter with knowledge of numbers

Wide Range Assessment of Visual Motor Abilities (WRAVMA) Ages 3-17

- Measures visual-motor, visual-spatial and fine motor skills

Wisconsin Card Sorting Test (WCST) Ages 6.6-89

- Measures “Executive Functions” in neuropsychological screening
- Sensitivity to the effects of frontal lobe lesions

## **ACHIEVEMENT INSTRUMENTS**

Academic Competence Evaluation Scales (ACES)

- It has three forms (teacher, student, and college student) Grades K-4<sup>th</sup> year in college
- Can be used as part of pre-referral process
- It measures academic skills and academic enablers, such as motivation, study skills, and interpersonal skills

Anton-Brenner Developmental Gestalt Test of School Readiness

- Protocols and kit only, no manual

Bracken Basic Concept Scale- Revised (BBCR-R) (1998) Ages 2.6-7.11

- 11 subtests measuring various areas of concept development such as colors, numbers and letters
- Screening version included in test

Canfield Learning Styles Inventory (LSI)

- Self-report questionnaire Varies
- Measures preferences in educational experiences
- It has four formats, form E has a 5<sup>th</sup> grade reading level versus the others who have a 9<sup>th</sup> grade level

Comprehensive Receptive and Expressive Vocabulary Tests (CREVT) Ages 4-17.11

- Measures receptive and expressive vocabulary
- It can be used to: determine discrepancy between both forms of vocabulary, document progress in oral vocabulary, and measure vocabulary in research studies
- It is also used to identify students with low proficiency in oral vocabulary

Detroit Tests of Learning Aptitude

Expressive One-Word Picture Vocabulary Test (EOWPVT) (1979) Ages 2-12

- Measures expressive vocabulary
- It is an un-timed test and is relatively short
- It can be given to Spanish speakers

Expressive One-Word Picture Vocabulary Test- Upper Extension (EOWPVT-UE)

- It can be given individually or to a group Ages 12-16
- It is an un-timed test and is relatively short

Gilmore Oral Reading Test

- Measures oral reading performance Grades 1<sup>st</sup> –8th
- Test is administered individually

Gray Oral Reading Test

Kaufman Test of Educational Achievement- (K-TEA comprehensive) Ages 6-18

- Measures global areas, such as: reading, mathematics, and battery
- Can be used as pre and post testing

Kaufman Test of Educational Achievement- Brief (K-TEA brief)	Ages 4.0-90
<ul style="list-style-type: none"> <li>• Measures the area of mathematics, reading, and spelling</li> <li>• Is good for screening</li> </ul>	
Key Math- Revised (Forms A & B)	Ages 5-15.11
<ul style="list-style-type: none"> <li>• Very specific measure of math and pre-math skills</li> <li>• 1997 re-norming</li> </ul>	
Norris Educational Achievement Test (NEAT)	Ages 4.0-17.11
<ul style="list-style-type: none"> <li>• Measures areas such as math, oral reading, and recall</li> <li>• Has a standard battery and two supplemental achievement tests</li> <li>• Can be administered to an adult, using specific guidelines.</li> </ul>	
Peabody Picture Vocabulary Test- Third Edition (PPVT-III) Forms A & B	Ages 2-90
<ul style="list-style-type: none"> <li>• Short and quick test to give and score</li> <li>• Measures receptive vocabulary</li> <li>• Good to use with individuals with any type of language impairments</li> </ul>	
Peabody Individual Achievement Test- Revised (PIAT-R)	Ages 5-18.11
<ul style="list-style-type: none"> <li>• Good “secondary” measure of overall achievement</li> <li>• Much less reliance on language development, 1997 re-norming</li> <li>• Multiple choice, “pointing format”</li> </ul>	
The Phonological Awareness Test	Ages 5-9
<ul style="list-style-type: none"> <li>• Used to diagnose deficits in phonological processing and phoneme-grapheme correspondence</li> <li>• It has an optional subtest measuring spelling</li> </ul>	
Qualitative Reading Inventory-3	Grades pre-k - 12
<ul style="list-style-type: none"> <li>• It measures expository and narrative reading and comprehension at a instructional, frustration and mastery levels.</li> <li>• Is curriculum-based rather than a norm reference or standardized</li> <li>• It gives the examiner flexibility on what part to give</li> <li>• It measures expository and narrative reading and comprehension</li> </ul>	
Test of Early Mathematics Ability-II (TEMA-2)	Ages 3-8
<ul style="list-style-type: none"> <li>• Measures informal and formal mathematics</li> <li>• Use in screening children who might be behind</li> </ul>	
Test of Early Reading Ability-II (TERA-2)	
<ul style="list-style-type: none"> <li>• Protocol only</li> </ul>	
Test of Early Written Language (TEWL)	Ages 3-7
<ul style="list-style-type: none"> <li>• Can help to find specific difficulties in written language</li> <li>• Short test</li> </ul>	
Test of Phonological Awareness (TOPA)	Grades K-2 <sup>nd</sup>
<ul style="list-style-type: none"> <li>• Excellent measure of pre-reading skills &amp; possible cause of reading difficulties</li> <li>• Good for determining specific interventions</li> </ul>	
Test of Written Expression (TOWE)	Ages 6.6-14.11
<ul style="list-style-type: none"> <li>• It contains two-evaluation process the first administers 76 items that tap different skills associated with writing. The second method requires students to read or hear a prepared story starter and use it as a stimulus for writing an essay</li> <li>• Can be given individually or to a group</li> </ul>	
Test of Written Language-3 (TOWL-3)	Ages 7.6-17.11

- New, comprehensive measure of written languages skills
- Good for determining specific interventions

Wechsler Individual Achievement Test- Second Edition (WIAT-II) Ages 4-85

- Comprehensive achievement battery that can be used in for a wide range of ages
- Standard scores can be recorded by age or grade

Wechsler Individual Achievement Test- Second Edition Abbreviated (WIAT-II Abb.)

- Measures knowledge in reading, math, calculation and spelling
- Achievement measured related to the Wechsler Intelligence scale
- Brief form of achievement skills

Woodcock-Johnson Test of Achievement- Third Edition (WJ-III Ach) Ages 2-90

- “First-Line” comprehensive achievement battery in primary areas
- Standard and extended battery
- Can only be computer scored

Woodcock Language Proficiency Battery- Revised (1990) Ages 2-90

- Measures abilities and achievement in oral language, reading, and written language
- Contains 13 subtest
- Has a Spanish form

Woodcock Reading Mastery Test- Revised (WRMT-R) Ages 5-75+

- Comprehensive measure of reading & pre-reading skills
- Good for determining specific interventions

Wide Range Achievement Test-3 (WRAT-3) (1993) Ages 5-75+

- New, excellent achievement screener

## RATING SCALES

Achenbach Child Behavior Checklist (CBCL) Ages 4-30

- Comprehensive, well researched global behavior rating scale
- Versions available for many ages, different settings, and self-ratings
- Measures internalizing and externalizing behaviors
- Language development survey has an age range of 18-35

ADHD Rating Scale-IV Ages 4.5-21

- Two versions available: school and home versions
- Screens for characteristics of ADHD

Adolescent Psychopathology Scale- Short Form (APS-SF) Ages 12-19

- Measures clinical disorders in adolescents
- A brief form
- Criteria based on the DSM IV

AAMR Adaptive Behavior Scale- School (ABS-S:2) Ages 3.0-18.11

- Several versions available for different settings and ages

Attention Deficit Disorder Evaluation Scale (ADDES) Ages 4.5-18

- Rating scale of DSM-IV ADHD types of behaviors
- Versions for other ages (including adult) available

Behavior Assessment Scale for Children (BASC) Ages 4-18

- Comprehensive rating scale for student behavior
- Measures five domains: behavior, externalizing, internalizing, school problems, adaptive

<ul style="list-style-type: none"> <li>• Versions available for parent rating, teacher rating, self-rating form, structured observation form &amp; structured interview form</li> </ul>	
<b>Beck Depression Inventory-II (BDI-II)</b>	<b>Ages 13 &amp; older</b>
<ul style="list-style-type: none"> <li>• Self report rating of depressive feelings and behaviors (use 1996 version)</li> </ul>	
<b>Behavior Evaluation Scale (BES-2) (1990)</b>	<b>Grades K-12</b>
<ul style="list-style-type: none"> <li>• Measures behavior of school age children</li> <li>• Screens for Behavior Problems</li> </ul>	
<b>Beck Youth Inventories- Combined</b>	<b>Ages 7-14</b>
<ul style="list-style-type: none"> <li>• Brief form that assess children experiences with depression, anger, disruptive behavior and self concept</li> </ul>	
<b>Behavior Rating Profile (BRP)</b>	
<b>Burk's Behavior Rating Scales (1977)</b>	<b>Grades Pre-K-9th</b>
<ul style="list-style-type: none"> <li>• Screens for pathological behavior</li> <li>• Specifically used for differential diagnosis, not adequate for routine screening</li> <li>• It has a pre-school and kindergarten version</li> </ul>	
<b>The Childhood Autism Rating Scales (CARS)</b>	<b>About pre-school- grade school</b>
<ul style="list-style-type: none"> <li>• Rates autistic behaviors in children</li> <li>• Structured observations form based on ratings compared to "age-typical behaviors"</li> </ul>	
<b>Child Anxiety Scale</b>	<b>Ages 5-12</b>
<ul style="list-style-type: none"> <li>• It is a self report questionnaire</li> </ul>	
<b>Children's Depression Inventory (CDI)</b>	<b>1<sup>st</sup> grade- adolescent</b>
<ul style="list-style-type: none"> <li>• Quick self-report measure of depressive feelings and behaviors</li> </ul>	
<b>Children's Attention and Adjustment Survey (CAAS)</b>	
<ul style="list-style-type: none"> <li>• Measures criteria for inattention, impulsivity, hyperactivity and conduct problems</li> <li>• Has two versions, a home and school version</li> <li>• Can be used as a pre-referral assessment</li> </ul>	<b>Grades K-5th</b>
<b>Children's Version/ Family Environment Scale (CV/FES)</b>	
<b>Comprehensive Test of Adaptive Behavior (CTAB) (1984)</b>	<b>Birth- Adult</b>
<ul style="list-style-type: none"> <li>• Measures independent functioning of children with mental retardation</li> <li>• It provides prescriptive and descriptive information for people from birth to adult</li> <li>• It evaluates things like: self-help, home living, and social skills</li> </ul>	
<b>Conner's Rating Scales- Revised (CRS-R) (1997)</b>	<b>Ages 3-17</b>
<ul style="list-style-type: none"> <li>• Measures several areas but primarily used for ADHD evaluations</li> <li>• Versions available for many ages and different settings</li> </ul>	
<b>Coopersmith Self-Esteem Inventories (SEI)</b>	<b>Ages 8- Adult</b>
<ul style="list-style-type: none"> <li>• Measures evaluative attitudes about self in social, academic, family and personal areas</li> <li>• It contains a Lie scale</li> <li>• It has three forms, a long and short form for children and a form for adults</li> </ul>	
<b>Culture Free Self-Esteem Inventory-II (CFSEI-II)</b>	<b>Child-Adult</b>
<ul style="list-style-type: none"> <li>• "Yes/no" assessment of four to five areas of self esteem</li> <li>• Includes a lie scale</li> </ul>	
<b>Developmental Profile-II (DP-II)</b>	<b>Ages Birth – 9.6</b>
<ul style="list-style-type: none"> <li>• Measures a child's functional skills</li> <li>• Can be used for children with disabilities, as long as they are not severe</li> <li>• Should be used to screen young children for a diagnostic evaluation</li> </ul>	
<b>Devereux Measure Scales of Mental Disorders (DSMD)</b>	<b>Ages 5-18</b>

- Aids in identifying people with behaviors associated with psychopathology
  - Gives scores in areas of conduct, attention, anxiety and others
- Developmental Observation Checklist System (DOCS)** Ages birth -6
- Identifies potential developmental delays
  - Can be used for early intervention
  - Brief test
- Eating Disorders Inventory-2 (EDI-2)** Ages 12 & older
- Self report of a broad range of features common to eating disorders
  - 8 subscales and 3 provisional scales
- Kohn Problem Checklist/Kohn Social Competence Scale (KPC/KSC)** Grades Pre-K - Kindergarten
- Measures social and emotional functioning
  - Scale design for teacher use
  - KPC contains statements related with behavior problems
  - KSC contains statements related to positive and negative aspects of behavior
- Marital Satisfaction Inventory (MSI)** Married couples or couple living together for more than 6 months
- Multidimensional measure of marital interaction
  - Identifies sources of marital discord
  - Can be use in clinical setting
  - Can be used for pre-marital counseling
- Multidimensional Self-Concept Scale for Children (MSCS)** Ages 9-19
- Provides global score and six sub domains related to self concepts
- Normative Adaptive Behavior Checklist**
- Protocol only
- Parenting Stress Index (PSI)** Caregiver 18 & older
- Include parents and child Domains, with 117 questions, and a Total Stress score
- Piers-Harris Self-Concept Scale** Ages 8-18
- A self report assessment that measures self concept in the areas of behavior, school status, physical appearance, anxiety, popularity and happiness
  - It measures self concept from a conscious self perspective, instead of inferring
  - Can be used for screening, but not as a routine screening method
- Preschool and Kindergarten Rating Scales** 30 mos.-76 mos.
- Two scales which assess social skills (with 3 subscales) and behavior problems
  - Can be completed by a parent or teacher
- Prout-Strohmer** Ages 14 & above
- Measures maladaptive personality in mildly mentally retarded to borderline intelligence, in adolescents and adults
  - It has a low reading level and is administered orally
  - Brief test
- Reynolds's Adolescent Depression Scale (RADS)** Ages 13-18
- Measures symptoms associated with depression
  - Can be administered to junior or seniors in high school even if they don't meet the age criteria
  - Uses likert-type response format
- Reynolds's Child Depression Scale (RCDS)** Grades 3-6
- Uses a likert-type response format
  - Can be used as a screener in school settings

- Measures symptoms associated with depression
- Revised Children’s Manifest Anxiety Scale (RCMAS)** Ages 6-19
- Measures the level and nature of anxiety in children
  - There are 28 items divided into three scales for scoring
- School Social Behavior Scales (SSBS)** Grades K-12
- Measures social competence and antisocial behavior
  - It should be answered by a teacher or school personnel
  - It can be used for screening purposes
- Scales of Independent Behavior- Revised (SIB-R)** Ages early infancy-80
- Measure functional independence and adaptive functioning in school, home and community settings
  - Can assess a wide range of ages
  - Has two forms of administration: interview form and checklist form.
- Social Skills Rating System (SSRS) (1990)** Grade 3-12
- Ratings of social behavior, including social skills, problem behavior, & academic competence
  - Versions available for parent ratings & teacher ratings
- State-Trait Anxiety Inventory (STAI)** Ages 13 & older
- Differentiates “ temporary” anxiety from “longstanding” anxiety
- Student Adaptation to College Questionnaire**
- Student Self Concept Scale**
- Symptoms Checklist (SCL-90-R)**
- Protocol only
- Temperament Assessment Battery for Children** Ages 3-7
- Parent and Teacher forms
  - Assess 6 characteristics for child temperament
- Tennessee Self-Concept Scale-2 (TSCS:2)**
- Computer scored
- Trauma Symptom Checklist for Children (TSCC) (1996)** Ages 8-16
- It measures posttraumatic distress and related psychological symptomatology
  - Self-report
- Vineland Adaptive Behavior Scale** Ages 0-18 & 3-12 classroom edition
- Measures adaptive behaviors in the areas of communication, daily living skills, socialization, motor skills
  - Interview format
- Walker Problem Behavior Identification Checklist** Pre-K- Sixth Grade
- Used by teachers to identify children with behavior problems and disorders
  - The child should be observed for 2 months before administering the instrument to increase reliability and validity
  - Measures behaviors such as withdrawal, acting out, and distractibility
- Walker-McConnell Scale of Social Competence and School Adjustment**
- Protocol Only

## **PERSONALITY INSTRUMENTS**

**Adolescent Self-Report and Projective Inventory (ASRPI)**

- A projective and self report for adolescent
- There is no manual

#### Adolescent Apperception Test (1993)

Ages 12-19

- There is no normative base
- Should be used in conjunction with a full evaluation of the client

#### Bem Sex-Role Inventory

#### Children's Apperceptive Story-telling Test (CAST)

Ages 6-13

- Projective story telling test; norm referenced
- Provides 4 factor score and 15 adjustment scales

#### Children's Apperception Test (CAT)

Ages 3-10

- One of the original children's story-telling tests
- Uses drawings of animal in various situations
- Several scoring and interpretation systems available

#### California Psychological Inventory (CPI)

- Self administered
- 45-60 minutes
- Measures aspects such as: sociability, self-control, flexibility

#### Children's Self-Report and Projective Inventory (CSRPI)

Ages 5-12

- Measures social and emotional functioning
- It contains self report and projective measures
- Is a good measure to use as a complement of rating scales

#### Children's Sentence Completion

- It is a projective measure through the completion of a story of an imaginary child

#### "Guess Why"- Children's Sentence Completion

- It is a projective measure through the completion of a story of an imaginary child, where the child answers why he thinks an event is happening

#### Divorce Story Cards

#### Draw-A-Person (DAP)

Ages 3-15

- Drawings of a man, woman, and self

#### Draw-A-Person: Screening Procedure for Emotional Disturbance Manual(DAP:SPED)

Ages 6-17

- Drawings of a man, woman, and self
- Uses a normed-based, frequency count of emotional indicators to provide an overall level of adjustment
- Examples include **Draw-a-Person, Kinetic Family Drawing, Kinetic School System for Family and School**

#### BarOn Emotional Quotient Inventory: Youth Version (BarOn EQ-I:YV)

Ages 7-18

- Self report
- Used to measure emotional intelligence

#### Emotional Problem Scale

Ages 14 & older

- It contains two instruments: Behavior rating scale and self inventory
- Measures emotional and psychological difficulties in individuals with mild mental retardation or borderline intellectual abilities

#### Harter Competence and Social Acceptance Scale

- Measures domains of scholastic competence, athletic competence, physical appearance, social acceptance, and behavioral conduct
- It has separate domains as well as a global measure

<ul style="list-style-type: none"> <li>• There are children, adolescent, and young child version</li> </ul>	
<b>Human Figure Drawing Test</b>	Age 15 & older
<ul style="list-style-type: none"> <li>• Support qualitative and quantitative clinical interpretation</li> </ul>	
<b>Holtzman Inkblot Test</b>	
<ul style="list-style-type: none"> <li>• This instrument is an alternative to the Rorschach</li> <li>• It includes a form A and a form B</li> </ul>	
<b>House-Tree-Person Projective Drawing Technique</b>	Age 8 & older
<ul style="list-style-type: none"> <li>• There is a non-verbal and a verbal component</li> <li>• It measures response in an environment with little structure</li> </ul>	
<b>Kinetic Family Drawing System (KFD)</b>	Ages 5-20
<ul style="list-style-type: none"> <li>• Can be used to open a counseling or evaluative session</li> <li>• Ask children to draw their family doing an activity</li> </ul>	
<b>Million Adolescent Clinical Inventory (MACI)</b>	Ages 13-19
<ul style="list-style-type: none"> <li>• Useful in the evaluation of teenagers with emotional difficulties</li> <li>• Computer scored</li> </ul>	
<b>Million Clinical Multiaxial Inventory-III (MCMI-III)</b>	Adults
<ul style="list-style-type: none"> <li>• Comprehensive self-report instrument of psychology and personality functioning</li> <li>• “Normed” on a clinical population, and it uses base rates</li> </ul>	
<b>Millon Index of Personality Styles (MIPS)</b>	Ages 18 & older
<ul style="list-style-type: none"> <li>• Normed on a normal population</li> <li>• Four global scales and 15 subscales</li> </ul>	
<b>Minnesota Multiphasic Personality Inventory-II (MMPI-II)</b>	Ages 18 & older
<ul style="list-style-type: none"> <li>• Grandfather of self report personality measures</li> <li>• Very comprehensive</li> </ul>	
<b>Minnesota Multiphasic Personality Inventory- Adolescent (MMPI-A)</b>	Ages 14-18
<ul style="list-style-type: none"> <li>• Adolescent version of this comprehensive personality measure</li> </ul>	
<b>Myers-Briggs Type Indicator (MBTI)</b>	High School Students- Adults
<ul style="list-style-type: none"> <li>• Indicates four preferences Extraversion or Introversion, Sensing or Intuitive perception, Thinking or Feeling Judgment, Judgment or perception</li> </ul>	
<b>NEO Personality Inventory- Revised (NEO-PI-R)</b>	Adults
<ul style="list-style-type: none"> <li>• Comprehensive 240 item measure of adult personality</li> <li>• Provides scores for 5-domains with 6-traits in each domain</li> </ul>	
<b>Omnibus Personality Inventory (OPI)</b>	College students
<ul style="list-style-type: none"> <li>• Geared to college students</li> <li>• Two forms</li> </ul>	
<b>Personality Inventory for Children-2 (PIC-2)</b>	Ages 5-19
<ul style="list-style-type: none"> <li>• Filled out by parents</li> <li>• Measures behavioral, emotional, cognitive and interpersonal adjustment</li> <li>• It contains a behavioral summary and a standard form both fully standardized</li> </ul>	
<b>Reiss Scales</b>	
<ul style="list-style-type: none"> <li>• Protocol only</li> </ul>	
<b>Roberts Apperception Test for Children (RATC)</b>	
<ul style="list-style-type: none"> <li>• 27stimulus cards (male and female cards)</li> <li>• 16 cards used</li> <li>• Standardized scoring system based on themes in stories</li> </ul>	Ages 6-15
<b>Rotter Incomplete Sentence Blank (RISB)</b>	
<ul style="list-style-type: none"> <li>• Protocol only</li> </ul>	

## The Rorschach- A Comprehensive System

Ages 5-Adult

- Grandfather of projective assessment techniques
- Assess cognitive organization, psychopathology, and personality functioning
- Several scoring systems available, but the EXNER COMPREHENSIVE SYSTEMS seems it be the most valid, researched, and used

## Substance Abuse Subtle Screening Inventory-3 (SASSI-3)

- Identifies people with substance dependence or substance abuse
- Brief test to give and score

## Sixteen Personality Factor Questionnaire (16 PF)

Ages 16 & older

- Classic personality inventory with five global factors, 12 primary personality traits, and 16 general personality traits

## Tell-Me-A-Story (TEMAS)

Ages 5-13 & older

- Projective story telling technique
- Provides cards with many culturally-different characters

## The Hand Test

Ages 6 & older

- Diagnostic technique that uses pictures of hands as a projective measure
- A simple and brief test

## Thematic Apperception Test (TAT)

Adolescent-Adult

- First major story-telling test
- Pool of 31 cards for examiner to select
- Scoring can be vague, requires much experience and supervision

## **CAREER INSTRUMENTS**

### Career Ability Placement Survey (CAPS)

- Can be used separately or in conjunction to COPS system
- Scores are used in business and industrial settings for self-awareness and setting + placements

### Career Assessment Inventory

- Measurement of vocational interests
- Protocol only

### Career Beliefs Inventory

- Protocol only

### Career Decision Making System

- Uses four aspects: knowledge, values, preferences and self- concepts

### Career Occupational Preference System (COPS)

- Self administered test
- Measures interest

### Career Thoughts Inventory (CTI)

- Used to improve the quality of career decision-making
- Measures dysfunctional thinking related to making decisions about careers

### Kuder Occupational Interest Survey

Adult

- Used for career counseling or exploration
- Can be administered to individuals or groups and it is self administered

### Kuder Preference Record

- Measures preferences of careers
- Uses a systematic approach to career interest by looking at preferences such as working outdoors, working with machines and doing creative work.

### Minnesota Satisfaction Questionnaire

- There is both a short and long form; long form recommended

### Occupational Stress Inventory

- Measures occupational stress, psychological strain, coping resources
- Contains three questionnaire: occupational roles, personal strain, and personal resources
- Item booklet allows for the assessment of one or two of the questionnaires

### Reading Free Vocational Inventory

Ages 13 & older

- Non-reading vocational preference test for adolescent and adults with mental retardation, learning disabilities or below average range functioning due to economic, environmental, cultural or educational deprivation
- Provides 11 interest areas

### Self-Directed Search (SDS) Middle-High School

- It is a self-administered, self-scored, and self interpreted career tool
- It is meant to be a starting point for career exploration

### Strong-Hansen Occupational Guide

- Used to provide detailed description of 106 occupations
- Can be used with the other “Strong” instruments

### Strong Interest Inventory

Ninth grade and above

- Computer scored (cannot be hand scored)
- Measures interest not ability
- Eight to ninth grade reading level

### Strong-Campbell Interest Inventory

- Has a format where people answer “like” or “dislike” to the specific terms
- Has options of forms in other languages

### The Values Scale

Upper elementary- & older

- Some values measured are: Cultural Identity, Personal Development, and Economic Rewards
- Include both intrinsic and extrinsic values
- Uses a likert scale