

**Representative Test Domains and Measures provided by
the Neurobehavioral Evaluation Core (NEC) Laboratory of the IDDRC**

The following two tables summarize a representative set of commonly used assessment tools that are available in the NEC for research protocols investigating neurobehavioral questions across the full developmental age span from birth to adulthood. The approximate time required to complete each assessment component is also provided. The selection of instruments can be modified to meet requirements of specific research questions through the technical expertise of the Core staff.

Table 1. Representative neurodevelopmental and neurobehavioral measures available for children from birth to three years, and for older children with lower developmental levels.

Domain/ Test	Brief description and administration time
Neurophysiological Status:	
Brazelton Neonatal Assessment Scale	Newborn – One month. Provides standardized assessment of state regulation, sensory responses, and motor maturity. Time 45 minutes
General Cognitive Ability:	
Bayley Scales of Infant Development – Third Edition (BSID-III)	The <u>BSID-III</u> is extensively normed for ages 2-42 months. This is the most widely used standardized developmental test battery in medical and educational settings. The Mental Scale provides a standard score (X=100, sd=15). Time 30-40m
Differential Abilities Scale (DAS)	The <u>DAS</u> is extensively normed for ages 2:6 to 17:11. The DAS is a multifaceted cognitive battery, yielding a General Conceptual Ability (GCA) score, and cluster scores in Verbal and Nonverbal Ability at preschool level, and Verbal, Nonverbal Reasoning, and Spatial Ability at school-age level. 60 to 90 minutes.
Mullen Scales of Early Development	The <u>Mullen Scales</u> measure pre-academic cognitive functioning; abilities in visual, linguistic and motor domains; receptive and expressive processing. Birth to 68 months. 15 to 60 minutes.
Wechsler Preschool and Primary Scale of Intelligence – 3 rd Ed. (WPPSI-III)	The <u>WPPSI-III</u> is extensively normed for ages 2:63-7:3 years. This is the most widely used IQ test battery in medical and educational settings for preschoolers. The 13 individual subtests yield Verbal, Performance, and overall Full Scale IQ scores. 60 to 90 minutes.
Adaptive Behavior:	
Adaptive Behavior Assessment System – 2 nd Edition (ABAS-II)	The <u>ABAS-II</u> is a parent report system to assess the adaptive skills of children for the identification of strengths and limitation, and for diagnostic or classification purposes. Normed for ages 5 to 21. 15 minutes.
Vineland Adaptive Behavior Scales (VABS) – Second Edition	The <u>Vineland-2</u> is standardized for children from birth to 18 years. It assesses adaptive skills of daily living and yields 4 domain standard scores: communication, daily living skills, socialization, and motor skills. Parent Interview version is most frequently used. A Classroom version is also available. 45 – 60 minutes.
Functional Abilities Scale (FAS)	FAS is an observational tool that identifies specific functional ability in 10 areas. Useful in defining severity of handicapping condition when standardized testing is not appropriate. Time: 20 minutes

Temperament/Behavior:	
Temperament and Adaptive Behavior Scale (TABs),	This series of measures identifies behavior issues that may be of concern to parents or be clinically significant. The questionnaires are used to describe infant temperaments that may affect their initiation and response modes and their parents' interactions. Time: 20 minutes.
Brief Infant Temperament Scale (BITSEA)	Infant/Toddler Scale of Emotional Assessment Time: 20 minutes.
Social Emotional Early Childhood Scales (new)	Expanded from the Vineland ABS Time: 20 minutes
Emotion regulation and orientation/engagement _BSID-II_Behavior Rating Scale	Examiner rates child behavior (1-42 months) after completion of Bayley mental and motor scales. Provides percentile rank for self-regulation and for social engagement. Time: 10 minutes.
General Battery for Assessment of Neuropsychological Functioning:	
Developmental Neuro-psychological Assessment (NEPSY)	The <u>NEPSY</u> is extensively normed to assess five basic neuropsychological domains in children ages 3:0 to 12:11 years. Several subtests compose each of the following functional domains: attention and executive functions, language, sensorimotor, visuospatial, and memory. 120 minutes.
Attention and Executive Functioning:	
Behavior Rating Inventory of Executive Function –Preschool Version (BRIEF-P)	The <u>BRIEF-P</u> is a standardized behavior rating scale for ages 2 - 5 years, assessing 5 subdomains of executive function.
Developmental Neuro-psychological Assessment (NEPSY) Tower, Auditory Attention and Response Set, Visual Attention, Design Fluency, Statue	The <u>NEPSY</u> battery is described above. Attention and executive functioning domain subtests listed at left can be administered to 5-year-olds as well as older children.
Memory:	
Auditory	Digit span and word recall (McCarthy): 3 year olds. Time: 10 minutes.
Visual	Object permanence tasks appropriate for 15 months, 21 months, and 30 months. Object location appropriate for 3 ½ year old. Time: 10 minutes; NEPSY Memory for Faces Time: 10 minutes
Language - Receptive/Expressive:	
MacArthur Inventory of Communicative Development Words/Gestures	Parent identifies in a list the specific words that child is using at home. Useful supplement in less verbal toddler. Time: 10 minutes.
Peabody Picture Vocabulary Test-Third edition (PPVT-III)	The <u>PPVT-III</u> assesses receptive vocabulary without requiring a verbal response. Subjects point to pictures of words spoken by the examiner. Time: 5 minutes.
Expressive One Word Picture Vocabulary Test- Revised (EOWPVT-R)	The <u>EOWPVT-R</u> is an evaluation of expressive vocabulary/ language processing abilities. Ages 2 to 18. 10 to 15 minutes.
Receptive One Word Picture Vocabulary Test- Revised (ROWPVT-R)	The <u>ROWPVT-R</u> is an evaluation of receptive vocabulary/ language processing abilities. Ages 2 to 18. 10 to 15 minutes.
Preschool Language Scale-4	The <u>Preschool Language Scale-4 (PLS-4)</u> provides separate measures of receptive and of expressive language for children birth to 3 years (and older)
Picture Vocabulary (Woodcock Johnson, WJ-III)	The <u>Picture Vocabulary</u> subtest of the WJ-III is a test of single-word naming, requiring subjects to verbally label colored

	drawings of objects. Ages 2 to 90+. Time: 10 minutes.
Verbal Fluency	Subtest of the McCarthy appropriate for 3 year olds, where the child generates members of a given category (4 total) given two examples in a specified time period (20 seconds). Time: 5min.
Gross/Fine Motor:	
Bayley Psychomotor Index	Bayley Psychomotor Index is a standardized measure of general motor functioning, Mean=100, sd=15. Time 15-20 minutes.
Fine Motor Speed/Dexterity:	
Purdue Pegboard	A brief test of unimanual speed and dexterity. Normed for ages 2-3 years (and above). Time = 10 minutes
Motor Quality Behavior Rating Scale (BSID-II)	Examiner rating of quality of motor functioning after Bayley mental and motor scales, 1-42 months. Provides percentile rank.
Visual-Motor Integration:	
Developmental Test of Visual-Motor Integration (VMI)	VMI is a developmentally normed drawing test assessing visual planning, organization, fine motor control, and visual-motor integration with norms from age 2.5 years and older. Time: 10 minutes
Behavioral, Social, & Emotional Functioning:	
Behavior Assessment System for Children (BASC2) – Preschool Scales (Parent & Teacher rating scales)	The <u>BASC2</u> is an extensively normed standardized set of behavioral and mood-rating scales used for screening childhood behavior disorders. It is widely used in medical and educational settings. Parents or teachers can complete home and school versions. The BASC yields an overall Behavior Symptoms Index (BSI). There are two broad-band scores reflecting the presence of symptoms of internalizing disorders (associated with depression, anxiety, etc.) or externalizing disorders (associated with hyperactivity, oppositionality, etc.). The BASC also yields 10 narrow-band scores (e.g., attention problems, aggression, learning problems, somatic complaints, etc.). Finally, there are four Adaptive scales assessing adaptability, social skills, leadership skills, and study skills. All scores are provided in a standardized format. Rating scales specific to ages 2 to 5. 30 minutes, parent or teacher.
Achenbach Child Behavior Checklist (CBCL) – Ages 1 ½ -5 years (Parent)	The <u>CBCL 1 ½-5</u> is a well-recognized standardized rating scale, completed by the parent, for screening preschool children's behavior disorders. There are two broad band scores reflecting internalizing and externalizing disorders as well as specific domain scales. Ages 1:6 to 5:11. 20 to 30 minutes.
Achenbach Child Behavior Checklist (CBCL) – Ages 1 ½ -5 years (Caregiver-Teacher Report Form)	The <u>CBCL-CTRF</u> is a well-recognized standardized rating scale, completed by the caregiver or teacher, for screening children's behavior disorders. There are two broad band scores reflecting internalizing and externalizing disorders as well as specific domain scales. Ages 1:6 to 5:11. 20 to 30 minutes.
Child Development Inventory Profile (CDI)	The <u>CDI</u> is a parent report inventory of preacademic motor, language and social development for ages 1 to 6 years. 30 minutes.

Table 2. Representative test measures for preschool and school-aged children and adolescents.

Domain/ Test	Brief Description and administration time
Intelligence/General Ability:	
Wechsler Intelligence Scale for Children-4 th Edition (WISC-IV)	The <u>WISC-IV</u> is extensively normed for ages 6:0 to 16:11. This is the most widely used IQ test battery in medical and educational settings. 80 minutes for core subtests.
Stanford-Binet Intelligence Scale: Fifth Edition (SBIS-V)	The <u>SBIS-V</u> is extensively normed for ages 2:0 – 17:11, normed for use through age 90+. This is a widely used IQ test battery which is particularly useful with younger or developmentally impaired children. 60 minutes.
Test of Nonverbal Intelligence (TONI)	The TONI is a brief non-verbal measure of intelligence that is intended to be relatively culture free, and is useful in populations in which English is not the primary language. 10-15 minutes
Woodcock-Johnson Tests of Cognitive Ability – 3 rd Ed. (WJ-III-COG)	The <u>WJ-III Cognitive</u> is a comprehensive battery of subtests tapping multiple cognitive domains: long-term retrieval, short-term memory, processing speed, auditory processing, visual processing, comprehension-knowledge, and fluid reasoning. Extensively normed on large national population for ages 2 to 19 and 20 to 90+. 40 to 100 minutes, depending upon extent of subtests and level.
Wechsler Abbreviated Scale of Intelligence (WASI)	The <u>WASI</u> is a brief, 4 subtest version of the most widely used IQ test battery in medical and educational settings. Normed for ages 6 to 89. 30 minutes.
Wechsler Adult Intelligence Scales – 3 rd Ed. (WAIS – III)	The <u>WAIS-III</u> is the most widely used IQ test battery in medical and educational settings. Normed for ages 16+. 90 minutes.
Academic Achievement:	
Gray Oral Reading Tests – 4 th Ed. (GORT-IV)	The <u>GORT-IV</u> is a test of oral reading rate, accuracy, fluency, and comprehension, yielding an Overall Reading Ability score. Ages 6:0 to 18:11. 15 to 30 minutes.
Wechsler Individual Achievement Test- 2 nd Ed. (WIAT-II)	The <u>WIAT-II</u> is a comprehensive measure of reading, math, and written language skills, normed for ages 4:0 to 19:11, can be used with adults through 85. 60 minutes.
Wide Range Achievement Test – 3 rd Ed. (WRAT – III)	The <u>WRAT-III</u> helps to identify strengths and weaknesses in the development of reading, spelling, and arithmetic skills. Normed for ages 5 to 75. 15-30 minutes.
Woodcock-Johnson Tests of Achievement – 3 rd Ed. (WJ-III-ACH)	The <u>WJ-III Achievement</u> is a comprehensive measure of reading, math, written language, and knowledge base that has been standardized on a large national population for ages 2 to 19 and 20 to 90+. 40 to 90 minutes, depending upon extent of subtests and level.
Executive Functions:	
Behavior Rating Inventory of Executive Function (BRIEF)	The <u>BRIEF</u> is a questionnaire for parents, teachers, or self-reporting that assesses behaviors in the home and school. Clinical scales include inhibit, shift, emotional control, working memory, plan/organize, organization of materials, and monitor. Extensively normed for ages 2:0 to 18:11. 10 minutes.
Children’s Category Test (CCT)	The <u>CCT</u> is a non-verbal, non-timed, and non-motor measure of learning and memory, concept formation, and problem-solving abilities. Normed for ages 5 to 8, and 9 to 16:11. 15 to 20 minutes.
Delis-Kaplan Executive Function System (D-	The <u>D-KEFS</u> is a comprehensive measure of executive function assessing attention, language, perception, concept formation, inhibition, planning, and

KEFS)	cognitive flexibility. Normed for ages 8 to 89. Subtests are designed to stand alone or comprise a battery. 10+ minutes per subtest.
Halstead Category Test	Test of abstraction containing six stimulus series in which the visual stimulus is associated with a number between 1 and 4. 25 minutes
Developmental Neuro-psychological Assessment (NEPSY) Tower	The <u>Tower</u> is a nonverbal problem-solving task requiring visual-spatial planning, inhibition, working memory, and motor sequencing. Extensively normed for ages 5 to 12. 10 minutes.
Rey-Osterrieth Complex Figure Test	The <u>Rey-Osterrieth</u> measures visual-motor perceptual accuracy, visual organizational skills, and visual memory. Developmental scoring normed for ages 5 to 14. 10 minutes.
Stroop Color and Word Test	The <u>Stroop</u> is a three-part measure of speeded oral output (reading of color names, naming of colors, interference trial of naming colored ink rather than reading color name) measuring cognitive flexibility and resistance to interference. Normed for ages 7 to 14 and 15 through adulthood. 5 minutes.
Tower of London-DX	The <u>Tower</u> is a nonverbal problem-solving task requiring visual-spatial planning, inhibition, working memory, and motor sequencing. Normed for ages 7 to 15 and 16 to adulthood. 10 minutes.
Trail-Making Test	The <u>Trail-Making Test</u> is a brief, two-part pencil-paper test assessing visual scanning, graphomotor speed, cognitive flexibility, temporal sequencing, and planning. Ages 9 to 14 and 15 to adult. 5 minutes.
Wisconsin Card Sorting Test (WCST)	The <u>WCST</u> measures nonverbal abstract reasoning and conceptual flexibility. Ages 6:6 to 89. 20 to 30 minutes.
Attention and Working Memory:	
Auditory Consonant Trigrams (ACT)	The <u>ACT</u> is a measure of working memory. Age 9 to 15, and 16+. 5 to 10 minutes.
Cancellation of Rapidly Recurring Target Figures (CRRTF)	The <u>CRRTF</u> is a brief pencil-paper cancellation task with letter sequence, number sequence, and geometric target trials, which allows measurement of visual neglect as well as general impulsivity, inattention, speed of visual-motor processing, and organizational approach. Normed for ages 4 to 13. 5-10 minutes.
Children's Paced Auditory Serial Addition Test (CHIPASAT)	The <u>CHIPASAT</u> is an attentional test of controlled information processing capacity and speed. Normed for ages 8 to 15. 15 minutes.
Conners' Kiddie Continuous Performance Test (Kiddie CPT)	The Kiddie CPT is a computerized test of attention, inhibition, impulsivity, and distractibility to aid in the identification of attention problems and treatment effectiveness. Normed for ages 4 to 5. 11 minutes.
Conners Continuous Performance Test – II (CPT-II)	The <u>Conners CPT-II</u> is a computerized test of attention, inhibition, impulsivity, and distractibility to aid in the identification of attention problems and treatment effectiveness. Normed for ages 6 to adult. 14 minutes.
Test of Everyday Attention for Children (TEA-Ch)	The TEA-Ch uses 'game-like' tests to assess 3 different types of attention: selective, sustained, and attentional control/switching. 6 separate age bands take into account the rapid development in attention skills in boys and girls, ages 6 to 16. 60 minutes.
Tasks of Executive Control (TEC) (Computerized)	The TEC is a standardized computer-administered measure of two fundamental aspects of executive control processes: working memory and inhibitory control. The test represents the first standardized clinical application of two integrated neuroscience methods commonly used to tap working memory and inhibitory control: an n-back paradigm that parametrically increases working memory load and a go/no-go task to manipulate inhibitory control demand. This combination of methods yields four sequential tasks for 5- to 7-year-old children and six tasks for older children and adolescents ages 8-18 years. Three equivalent forms and two research forms are included, along with standardized regression-based change scores that facilitate interpretation of (a) change between performance on tasks and (b) change over time when the instrument is

	administered on two or more occasions. The TEC calculates multiple norm-referenced measures of accuracy, response time, and response time variability as working memory load increases in both inhibit and no inhibit conditions. Administration time: Ages 5-7 =15 minutes; ages 8 to 18=25 minutes.
Paced Serial Addition Test (PASAT)	A test of sustained and divided auditory attention in which a series of randomized numbers is presented. The task is to add each number to the digit immediately preceding it. 15 minutes
Test of Variables of Attention (Computerized)	The computerized <u>TOVA</u> is a lengthy test of sustained visual attention, vigilance, impulsivity, and distractibility. It has been shown to be sensitive to stimulant medication effects. Ages 4-5 administration: 11 minutes. Ages 6 to 80 administration: 22 minutes.
Memory and Learning:	
California Verbal Learning Test – Child version (CVLT-C)	The <u>CVLT-C</u> assesses many aspects of verbal list learning and memory including the ability to learn through repeated trials, learning strategies, organizational ability, working memory, and sensitivity to proactive and retroactive interference. Long-term storage and retrieval of verbal information are assessed after a timed delay. Ages 5:0 to 16:11. 20 minutes.
California Verbal Learning Test-II	The CVLT-II is the late adolescent/ adult analogue of the CVLT-C. The CVLT-II has recognition and forced choice recognition trials. 15 minutes.
Children’s Memory Scales (CMS)	Verbal and visual memory and learning skills are assessed via the <u>CMS</u> , which is extensively normed for ages 5.0 to 16:11. The CMS and the WISC-IV have been normed on the same normative population, allowing more sensitive comparison of a child’s memory skills and intellectual abilities. 50 minutes.
Hopkins Verbal Learning Test (HVLТ)	The HVLТ is a traditional serial word learning task containing six multiple forms, which makes it a valuable test for longitudinal assessment. 15 minutes.
Developmental Neuropsychological Assessment (NEPSY) Memory for Faces	<u>Memory for Faces</u> is a visual immediate and delayed memory test in which the child is shown a lengthy series of children's faces one at a time and then asked on immediate and delayed recognition trials to identify which faces in a longer series had been shown before. Extensively normed for ages 5 to 12. 10 minutes.
Rey Auditory Verbal Learning Test (RAVLT)	The <u>RAVLT</u> assesses many aspects of verbal list learning and memory including the ability to learn through repeated trials, learning strategies, organizational ability, working memory, and sensitivity to proactive and retroactive interference. Long-term storage and retrieval of verbal information are assessed after a timed delay. 25 minutes.
Selective Reminding Test (SRT)	The <u>SRT</u> is a verbal learning test that attempts to differentiate different aspects of learning and memory by reminding subjects on each trial only for those words not spontaneously recalled on the previous trial. Multiple forms make it a valuable test for longitudinal assessment. 25 minutes.
Wechsler Memory Scales (WMS-III)	The <u>WMS-III</u> is a comprehensive battery of subtests that assesses auditory and visual memory across a 30-minute delay. In addition, multiple subtests also assess working memory, mental tracking, and orientation. Standard scores are generated to facilitate comparison with IQ scores Ages 16 to 89. 60 minutes.
Wide Range Assessment of Learning and Memory, 2 nd Ed. (WRAML2)	The <u>WRAML2</u> assesses verbal and visual memory skills, with multiple measures in each subdomain to assess immediate and delayed recall as well as delayed recognition memory. Extensively normed for ages 5 to 17 years. 20 minutes for core screening tasks; 60 minutes full battery.
Expressive and Receptive Language:	

Controlled Oral Word Association Test (COWA)	The <u>COWA</u> is a timed measure of phonemic word fluency, requiring one-minute trials to generate words beginning with certain letters. Normed for children and adults. 5 minutes.
Boston Naming Test (BNT)	The <u>BNT</u> is a measure of word retrieval that requires naming of black and white drawings of common objects. Procedures allow study of retrieval latencies and benefit from phonemic cueing. Normed for children and adults. 10 minutes.
The Token Test for Children	The <u>Token Test</u> is a measure of listening comprehension for detailed, sequenced information and syntactic information that requires a pointing response to oral directions. Normed for ages 3 to 12. 10 minutes.
Clinical Evaluation of Language Fundamentals – 3rd Ed. (CELF – III)	The <u>CELF-III</u> was designed to identify individuals who lack the basic foundations of content and form that characterize mature language use in the areas of semantics, morphology and syntax, as well as language memory. Ages 6:00 to 21:11. 30 to 45 minutes.
Comprehensive Assessment of Spoken Language (CASL)	The <u>CASL</u> involves 15 orally administered subtests to assess comprehension, expression, and retrieval. Yields Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic language scores. Ages 3 to 21. 30 to 45 minutes.
Comprehensive Test of Phonological Processing (CTOPP)	The <u>CTOPP</u> measures phonological abilities via tests of phonological awareness, memory, and rapid naming. Ages 5 to 6, and 7 to 24. 30 minutes.
Denckla's Rapid Automatized Naming (RAN)	The <u>RAN</u> is a timed measure of rapid (automatized) color, number, object, and letter naming in response to a page of stimulus targets. Normed for ages 5 to 13. 5 minutes.
Detroit Tests of Learning Aptitude – Oral Directions	<u>Oral Directions</u> is a worksheet task requiring pencil-paper execution of detailed directions presented orally. Normed for ages 6 to 17. 5 minutes.
Expressive One Word Picture Vocabulary Test-Revised (EOWPVT-R)	The <u>EOWPVT-R</u> is an evaluation of expressive vocabulary/language processing abilities. Ages 2 to 18. 10 to 15 minutes.
Receptive One Word Picture Vocabulary Test-Revised (ROWPVT-R)	The <u>ROWPVT-R</u> is an evaluation of receptive vocabulary/language processing abilities. Ages 2 to 18. 10 to 15 minutes.
Developmental Neuropsychological Assessment (NEPSY) Verbal Fluency	<u>NEPSY Verbal Fluency</u> assesses semantic and verbal fluency through multiple timed trials. Extensively normed for ages 3 to 12. 5 minutes.
Oral Vocabulary (WJ-III)	The <u>Oral Vocabulary</u> subtest of the WJ-III is a test of synonym and antonym production, requiring single-word oral responses. Normed for ages 2 to 90+. 5 minutes.
Peabody Picture Vocabulary Test-Third edition (PPVT-III)	The <u>PPVT-III</u> assesses single-word comprehension without requiring a verbal response. Subjects point to pictures of words spoken by the examiner. Extensively normed for ages 2 to adult. 10-15 minutes.
Picture Vocabulary (Woodcock-Johnson Tests of Cognitive Ability – 3 rd Ed.)	The <u>Picture Vocabulary</u> subtest of the WJ-III is a test of one-word picture naming, requiring subjects to verbally label drawings of objects. Normed for ages 2 to 90+. 5 minutes.
Test of Problem Solving – Adolescent (TOPS)	The <u>TOPS</u> was developed to assess problem-solving and critical thinking via language skills in areas of clarifying, evaluating, fair-mindedness, analyzing, thinking independently, and affect. Ages 12:00 to 17:11. 40 minutes.
Verbal Analogies (WJ-III)	The <u>Verbal Analogies</u> subtest of the WJ-III is a test requiring oral completion of analogies. Normed for ages 2 to 90+. 5 minutes.
Wepman Auditory Discrimination Test – 2nd Ed.	The <u>ADT</u> measures ability to hear spoken English accurately and to discriminate between commonly used phonemes. It can be used to screen for auditory discrimination deficits that affect the phonics needed for

	reading. Ages 4 to 8. 5 minutes.
Phonological Awareness and Auditory Processing:	
Comprehensive Test of Phonological Processing (CTOPP)	The <u>CTOPP</u> measures phonological abilities via tests of phonological awareness, memory, and rapid naming. Ages 5 to 6, and 7 to 24. 30 minutes.
Incomplete Words (WJ-III)	The <u>Incomplete Words</u> subtest of the WJ-III measures auditory closure. Subjects hear standardized audiotaped words with missing phonemes, and must identify the words. Normed for ages 2 to 90+. 15 minutes.
Developmental Neuropsychological Assessment (NEPSY) Phonological Processing	<u>Phonological Processing</u> is an oral measure of the ability to analyze common words into sound components through deletion of specific phonemes or substitution of phonemes. Extensively normed for ages 3 to 12. 5 minutes.
Phoneme Segmentation Test	The <u>Phoneme Segmentation Test</u> is an oral measure of the ability to analyze sound components of real words through deletion of initial or end sounds, and comparison of initial vs. medial vs. end phonemes in words. Normed for ages 6 to 12. 5 minutes.
Sound Blending (WJ-III)	The <u>Sound Blending</u> subtest of the WJ-III measures the ability to integrate and say whole words after hearing parts of the words via audiotape. Normed for ages 2 to 90+. 15 minutes.
Test of Phonological Awareness (TOPA)	The <u>TOPA</u> measures a child's language development via the ability to isolate phonemes in spoken words. Ages 5:0 to 6:11, 7:0 to 8:11. 15 to 20 minutes.
Word Attack (WJ-III)	The <u>Word Attack</u> subtest of the WJ-III assesses phonics and structural analysis skills by requiring subjects to decode unfamiliar but linguistically logical nonsense words constructed of actual phonemes. Normed for ages 2 to 90+. 10 minutes.
Visual-Spatial & Visual-Motor Integration:	
Developmental Test of Visual-Motor Integration (VMI)	The <u>VMI</u> is a developmentally normed drawing test assessing visual planning, organization, fine motor control, and visual-motor integration. Ages 3 to 17. 10 minutes.
Hooper Visual Organization Test (VOT)	The <u>VOT</u> measures an individual's ability to organize visual stimuli component parts into a whole, but does not require a motor response. Assesses visual analysis and synthesis, concept formation, short-and long-term memory, and written or oral labeling of familiar objects. Normed for ages 5 to 13, adolescents and adults. 10 minutes.
Judgment of Line Orientation (JLO)	The <u>JLO</u> is a motor-free untimed measure of spatial perception and orientation requiring judgment as to the spatial directionality and size of angles. Normed for ages 7 to 14 and for adults. Two alternate forms exist, 10 minutes.
Test of Visual-Perceptual Skills (non-motor)– Revised (TVPS-R)	The <u>TVPS-R</u> assesses visual-perceptual strengths and weaknesses based on non-motor tasks: discrimination, memory, spatial relations, form-constancy, figure-ground, closure. Normed for ages 4 to 13. 15 minutes.
Visual Closure (WJ-III)	The <u>Visual Closure</u> subtest of the WJ-III is an untimed measure of visual perception, requiring subjects to recognize obscured or partially degraded drawings of common objects. Normed for ages 2 to 90+. 10 minutes.
Fine Motor Speed and Dexterity:	
Grooved Pegboard	The <u>Grooved Pegboard</u> is a brief test of unimanual visual-motor planning, motor speed, and dexterity. Ages 5 to adult. 10 minutes.
Finger Tapping	Finger tapping is a brief test of motor speed. 10 minutes
Purdue Pegboard	The <u>Purdue Pegboard</u> is a brief test of unimanual and bimanual fine motor speed and dexterity that has demonstrated sensitivity to lateralized brain lesions. Subjects are timed as they place small pegs in holes on dominant,

	nondominant, and bimanual trials. Normed for ages 2 to adult. 10 minutes.
Wide Range Assessment of Visual Motor Abilities (WRAVMA) Pegboard	The <u>WRAVMA</u> pegboard assesses fine motor coordination. It is suitable for ages 3 to 17. 5 minutes.
Psychomotor Speed/Processing Speed:	
Symbol Digit Modalities Test (SDMT)	The SDMT is a complex graphomotor transcription task that requires the subject to transcribe symbols to numbers as quickly as possible employing a combination of direct visual identification or short term memorization. Written and oral versions are available. 5 minutes.
Behavioral, Social, & Emotional Functioning:	
ACTers – 2 nd Ed.	The <u>ACTers</u> is an ADHD diagnostic tool via parent, teacher or self report to assess attention, social skills, hyperactivity and oppositional behavior. 5 minutes.
ADHD Rating Scale – 4 th Ed.	The <u>ADHD Rating Scale</u> is a brief teacher report or parent report instrument to assess observable behaviors contributing to a diagnosis of ADHD. 5 minutes.
Behavior Assessment System for Children- 2 nd Edition (BASC2)	The <u>BASC2</u> can be utilized as a self-report, parent or teacher rating instrument to measure emotions and self-perceptions, adaptive and clinical behaviors, and to obtain an extensive behavioral history. A student observation system is available. Extensively normed for ages 2 to 18. Reports take 20 minutes.
Child Assessment of Behavior (CAB)	The <u>CAB</u> is a self-report, parent or teacher report instrument designed to assess social-emotional functioning. Responses generate 5 scales (Internalizing, Externalizing, Social Skills, Competence, and Adaptive Behavior) with 12 clinical clusters (Anxiety, Depression, Anger, Aggression, Bullying, Conduct Problems, Attention-Deficit/ Hyperactivity, Autism Spectrum Behaviors, Gifted and Talented, Learning Disability, Mental Retardation, and Executive Function). Normed for ages. 15 minutes.
Children's Atypical Development Scale (CADS)	The <u>CADS</u> is a parent report measure of unusual behaviors associated with PDD. It has 4 scales (Communication Deficits, Social Relatedness Deficits, Mood Lability, and Obsessions) [Stein, 1994 #358].
Child Behavior Checklist (CBCL)	The <u>CBCL</u> is an extensively normed standardized set of behavioral and mood rating scales for screening childhood behavior disorders. It is one of the most widely used questionnaires in medical and educational settings. Two broad-band scores reflect the presence of symptoms of internalizing disorders (associated with depression, anxiety, etc.) or externalizing disorders (associated with hyperactivity, oppositionality, etc.). The CBCL also yields 7 narrow-band scores (e.g., attention problems, aggression, learning problems, somatic complaints). All scores are provided as standardized T-scores for ages 1 to 18. 20-30 minutes by parent, teacher, or self-report.
Children's Depression Inventory (CDI)	The <u>CDI</u> is a self-report, symptom-oriented scale appropriate for children with a first-grade reading level. The CDI Profile presents you with a total score as well as five factors: Negative Mood, Interpersonal Problems, Ineffectiveness, Anhedonia, Negative Self-Esteem. Normed for boys and girls ages 7 to 17. 10 minutes.
Children's Manifest Anxiety Scale – Revised (RCMAS)	The <u>RCMAS</u> is a brief self-report inventory measuring the level and nature of anxiety. Whether the problem involves school, peers, drugs, or other pressures, objective data on anxiety can inform and guide treatment to reduce anxiety so that he or she can function more easily. For ages 6 to 19. 10 minutes.

<p>Children's National Medical Center Pediatric Sleep Questionnaire</p>	<p>The Children's National Pediatric Sleep Questionnaire is a comprehensive parent-report instrument assessing sleep problems in children from birth through 18 years of age. Two forms are used - infants and toddlers (birth - 24 months), and children (24 months through 18 years), containing questions pertaining to all sleep disorders described in the International Classification of Sleep Disorders that corresponds to the DSM-IV and ICD-9. The measure also assesses daytime tiredness, regularity of sleep routines and other sleep related behavior. 15 minutes.</p>
<p>Conner's Parent Rating Scale – Revised (CPRS) Conner's Teacher Rating Scale – Revised (CTRS) Conner's Abbreviated Symptom Questionnaire - Revised (ASQ)</p>	<p>The <u>Conner's instruments</u> are parent and teacher rating scales of observable behavior to assess ADHD domains of inattention, impulsivity, and overactivity. Ages 3 to 17. 5 to 15 minutes.</p>
<p>Adaptive Behavior:</p>	
<p>Adaptive Behavior Assessment System – Second Edition (ABAS-II)</p>	<p>The <u>ABAS-II</u> can be utilized as an adult self-report or a parent or teacher report system to assess the adaptive skills in areas of communication, community use, functional academics, home/school living, health and safety, leisure, self-care, self-direction, social and work. Normed for ages 5 to 21 years. 20 minutes.</p>
<p>Vineland Adaptive Behavior Scale, Second Ed. (VABS2)</p>	<p>The <u>VABS2</u> is designed to assess personal and social sufficiency of individuals via parent or caregiver interview. Provides domain scores for communication, daily living skills, socialization, and motor skills, yielding an adaptive behavior composite and maladaptive behavior score. Appropriate for handicapped and non-handicapped individuals from birth to adulthood. 30 to 60 minutes.</p>
<p>Structured Diagnostic Interviews:</p>	
<p>The Schedule for Affective Disorders and Schizophrenia for School-Aged Children (Kiddie SADS)</p>	<p>The <u>Kiddie SADS</u> is a semi-structured diagnostic interview designed to assess current and past episodes of psychopathology in children and adolescents according to DSM-IV criteria. Probes and objective criteria are provided to rate individual symptoms, covering a broad spectrum of child psychiatric diagnoses, with the exception of pervasive development disorders, learning disorders and DSM-IV axis-II diagnoses. There are 5 supplements, affective disorders, psychotic disorders, anxiety disorders, behavior disorders and substance abuse; these questions are administered only if certain core interview items were positively endorsed. The child and parent interviews are appropriate for ages 6 to 18. 20 to 40 minutes.</p>
<p>Diagnostic Interview Schedule for Children (DISC)</p>	<p>The <u>DISC</u> is a highly structured parent interview designed to assess DSM-IV psychiatric disorders and symptoms. Questions are ordered by diagnosis, with follow-up items in case of positive endorsements. Diagnoses include simple and social phobias, separation anxiety, panic disorder, conduct disorder, oppositional defiant disorder, attention deficit/hyperactivity disorder, anorexia nervosa, bulimia, enuresis, encopresis, tic disorder, major depression, dysthymia, mania, hypomania, substance abuse/dependence. Ages 9 to 17. 45 to 60 minutes.</p>
<p>Autism Diagnostic Interview – Revised (ADI-R)</p>	<p>The <u>ADI-R</u> is a comprehensive interview providing a thorough assessment of children suspected of having autism or pervasive developmental disorder (PDD). It addresses early development, communication, social development and play, interests, and general behavior. Appropriate for children with mental ages from about 18 months into adulthood. 60+ minutes.</p>

Personality/Emotional:	
Beck Depression Inventory-II	The BDI-II is a 21 item questionnaire of dysphoria and stress-related complaints. Each item is rated by the patient on a 0-3 scale.
Minnesota Multiphasic Personality Inventory-II (MMPI-II)	The MMPI-II is the most widely used true/false objective measure of personality function. Ten clinical scales, which were empirically derived, are intended to detect the major forms of psychopathology.
Personality Assessment Inventory (PAI)	The PAI is similar in format to the MMPI-II but is considerably shorter. 45-50 minutes.
Profile of Mood States (POMS)	The POMS is an adjective checklist describing mood states. The test is scored for six scales: Fatigue, Vigor, Depression-Dejection, Anger-Hostility, Tension-Anxiety, Confusion-Bewilderment. 10 minutes.