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**BEHAVIOR**

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<td>3 mos through 6 yrs</td>
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visit www.therapro.com for more information on these evaluations
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visit www.therapro.com for more information on these evaluations
Sensory Processing Measure (SPM)

This unique assessment is the first to show how sensory processing problems manifest in various settings. The SPM includes 3 rating forms: Home Form, Main Classroom Form, and School Environments Form. It also offers descriptive clinical information on processing vulnerabilities, including under- and over- responsiveness, sensory seeking behavior, and perceptual problems.

With the Sensory Processing Measure (SPM), you can now get a complete picture of children's sensory functioning at home, at school, and in the community. Recognizing that sensory processing problems often manifest differently in different environments, this set of three integrated rating scales assesses sensory processing, praxis, and social participation in elementary school children.

Firmly grounded in sensory integration theory, the SPM provides norm-referenced standard scores for two higher level integrative functions -praxis and social participation - and five sensory systems - visual, auditory, tactile, proprioceptive, and vestibular functioning.

Within each system, it offers descriptive clinical information on processing vulnerabilities, including under- and overresponsive- ness, sensory-seeking behaviour, and perceptual problems.


SCHOOL KIT INCLUDES: 25 Main Classroom Autoscore Forms, School Environments Form CD and Manual.


Sensory Processing Measure - Preschool (SPM-P)

Now you can identify sensory processing difficulties in children as young as 2 years of age. The new Preschool edition of the popular Sensory Processing Measure lets you take an early look at overall sensory functioning as well as specific vulnerabilities that can affect learning.

Appropriate for 2- to 5-year-olds, the SPM-P measures the same functions as the SPM: Social Participation, Vision, Hearing, Touch, Body Awareness, Balance and Motion, Planning and Ideas, and Total Sensory Systems.

Within each sensory system, the SPM-P items also reveal specific problems, including under- and over-responsiveness, sensory-seeking behavior, and perceptual problems. In addition, the items provide information on the senses of taste and smell.

The SPM-P includes a Home Form, completed by the parent, and a School Form, completed by the preschool teacher or day care provider. Each form includes 75 items rated according to frequency of easily observable behaviors. Used together, the two forms provide a comprehensive overview of sensory processing, and allow quick comparison of the child's functioning across settings.

Both the SPM and SPM-P support the core principles of RTI, and can be used for evidence-based practice, scientifically-based research, differentiated instruction, and progress monitoring. Clinicians are enthusiastic about the SPM-P, not only because it generates useful information, but also because it is easy for therapists to explain test results and engage parents in the treatment process. Scale names are comprehensible, results are visually summarized and interpretation is clear-cut.

COMPLETE KIT INCLUDES: 25 SPM-P Home AutoScore Forms; 25 SPM-P School AutoScore Forms; Manual.

Preschool SENSE: Preschool Sensory Scan for Educators

Developed by best-selling special needs author Carol Kranowitz, with guidance from expert occupational and speech therapists, this easy-to-use screening tool features customized checklists that can be implemented in the often-chaotic preschool classroom or playground. With side-by-side examples of typical and atypical responses to everyday sensory stimuli, this program helps teachers to recognize sensory processing patterns among students 2½ to 5 years old.

Its purpose is to offer educators a way to understand sensory challenges, as well as the behaviors that result from those challenges. Therapists and educators can then create a program specific to individual preschooler's sand their classes, targeting areas of need. The workbook contains a sample introductory letter to parents and educators, as well as a permission form, to help therapists explain SPD and describe the purpose of the scanning process.

It also includes checklists for individual student responses to sensory stimulation and whole class charts to help organize the findings to give a clear picture of the needs of the class. A reference section describes how a typical preschool child develops and contrasts that to a preschooler with SPD. The checklists, charts, and reference section are divided into three categories of sensory processing: sensory modulation, sensory discrimination, and sensory-based motor skills. Each of these categories focuses on how the senses (tactile, vestibular, proprioceptive, visual, auditory and olfactory) are affected. A list of primary and secondary therapies is also included.

Preschool SENSE is a great way for occupational therapists and preschool teachers to collaborate on simple accommodations for their students. The manual includes complete screening and assessment instructions that have been designed, tested, and fine-tuned over the years. 64 pages,

For a more detailed description of these evaluations, please visit our website: www.therapro.com
<table>
<thead>
<tr>
<th>Description</th>
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<tr>
<td><strong>Test of Sensory Functions in Infants (TSFI)</strong></td>
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| **Purpose:** An objective way to determine whether an infant has sensory processing deficits
**Ages:** 4 to 18 months  
**Admin Time:** 20 minutes  
**Authors:** Georgia A. DeGangi, PhD, OTR & Stanley L. Greenspan, MD |                  |
| **COMPLETE KIT INCLUDES:**  
EVA55109 Complete TSFI Kit ......................................................................................... $277.00  
EVA55109F TSFI Administration & Scoring Forms (100) ......................................................... $42.00  
EVA55109M TSFI Manual ........................................................................................................... $63.00 |
| **The Scale of Sensory Strategies Tool Kit (S.O.S.S.):**                     |                  |
| **Purpose:** To develop a therapy plan that will help stabilize the overall sensory system of an individual to facilitate behaviors that will enable the learning of new skills
**Ages:** School-aged  
**Admin Time:** 30+ minutes  
**Author:** Jeana S. McCaigue |                  |
| **COMPLETE KIT INCLUDES:** The Scale of Sensory Strategies Manual, Sensory Strategy Software CD, 10 sets of Long Form A for Data Collection and 10 sets of Short Form B for Data Collection
**THS42701 Complete S.O.S.S. Kit ......................................................................................... $112.00
THS42702 S.O.S.S Long Form A (20) ...................................................................................... $40.00
THS42703 S.O.S.S Short Form B (20) ...................................................................................... $29.00
THS42704 S.O.S.S Manual ....................................................................................................... $55.00 |
| **DeGangi-Berk Test of Sensory Integration (TSI):**                          |                  |
| **Purpose:** Early detection of sensory processing deficits that could lead to later learning difficulties
**Ages:** 3 to 5 years  
**Admin Time:** 30 minutes  
**Authors:** Georgia A. DeGangi, PhD, OTR & Ronald Berk, PhD |                  |
| **COMPLETE KIT INCLUDES:**  
EVA55110 Complete TSI Kit .................................................................................................. $277.00
EVA55110SDS TSI Star Design Sheet (100) .............................................................................. $42.00
EVA55110PB TSI Protocol Booklet (25) .................................................................................. $42.00
EVA55110M TSI Manual ........................................................................................................... $63.00 |
| **Observations Based on Sensory Integration Theory:**                       |                  |
| **Purpose:** Guidelines for administering many clinical observations used as part of a therapeutic assessment of sensory integrative functions
**Ages:** 3 to 15 years  
**Admin Time:** 15-45 minutes  
**Author:** Erna Imperatore Blanche, PhD, OTR, FAOTAAL |                  |
| **PP3106 Observations Based on Sensory Integration Theory** ....................... $148.00 |
Goal-Oriented Assessment of Lifeskills (GOAL)

An innovative new evaluation of functional motor abilities needed for daily living. Designed for children 7 to 17, the GOAL consists of seven Activities, fun and motivating tasks based on real occupations of a child's daily life. This standardized, psychometrically precise instrument offers an valid description of a child's competencies and opportunities for growth in both fine and gross motor domains.

**FINE MOTOR ACTIVITIES:**
- Utensils: Using a knife, fork, and spoon;
- Locks: Opening keyed and combination padlocks;
- Paper Box: Coloring, cutting, folding;
- Notebook: Organizing/filling a 3-ring binder

**GROSS MOTOR ACTIVITIES:**
- Clothes: Putting on/taking off T-shirt & shorts;
- Ball Play: Bouncing and kicking a ball;
- Tray Carry: Carrying a tray, avoiding obstacles

**COMPLETE KIT INCLUDES:**
- Manual
- GOAL Record Forms (25)
- GOAL Paper Box Sheets (25)
- GOAL Stimulus Easel
- GOAL Record Forms
- Scoring Forms (20)
- Backpack

**Purpose:** An evaluation of functional motor abilities needed for daily living

**Ages:** 7 to 17 years

**Admin Time:** 15 minutes

**Authors:** Lucy Jane Miller, PhD, OTR/ Thomas Oakland, PhD/David Herzberg, PhD

Social Interaction and Group Membership/Roles. There are two versions of the Social Profile, the Children's Version and the Adult/Adolescent Version. The first three levels of the Adult/Adolescent Version make up the Children's Version which has 27 items.

Results give both a general overview and detailed measurement of social cooperative behaviors. Scores are graphed, averaged, and interpreted by developmental categories. The Manual includes 14 case studies that illustrate the use of the Social Profile. Downloadable and writable versions of both the Children's and the Adult/Adolescent versions are contained on a flash drive, along with a group-participation observation sheet.

**Purpose:** A psychological instrument designed to assess behavioral interactions

**Ages:** 18 months to adult

**Author:** Mary V. Donohue, PhD, OTR/L

**Social Profile:**

Social Profile: Assessment of Social Participation in Children, Adolescents and Adults

Based on the natural social development of children, adolescents, and adults, the Social Profile is a psychological instrument designed to assess behavioral interactions.

The Social Profile is designed to assess whether groups and individuals interact appropriately for their developmental stage and the activity in which they are engaged. This new instrument allows therapists, group leaders, and teachers with training in behavior observation to assess specific behaviors across five levels of participation and cooperation.

The full Social Profile has 40 items, divided into three topics of Activity Participation, social interaction, and group membership. The manual provides guidelines for activities and assessment procedures. A list of auditory, visual, olfactory, gustatory and tactile activities are provided along with guidelines for implementing and assessing the simulation. Assessment sheets allow direct support professionals to measure the number, and type of response (adaptive or appropriate) as well as arousal level.

**COMPLETE KIT INCLUDES:**
- Manual
- GOAL Record Forms (25)
- GOAL Paper Box Sheets (25)
- GOAL Stimulus Easel
- GOAL Record Forms
- Scoring Forms (20)
- Backpack

**Purpose:** A psychological instrument designed to assess behavioral interactions

**Ages:** 18 months to adult

**Author:** Mary V. Donohue, PhD, OTR/L

Sensory Integration Inventory Revised for Individuals with Developmental Disabilities

Appropriate for all ages, this Inventory and accompanying User's Guide is a preliminary assessment for occupational therapists who serve people with developmental delays and disabilities. It is designed to screen for clients who might benefit by a sensory integration treatment approach. Since these behaviors are not addressed in standardized assessments and the behaviors themselves interfere with formal test taking skills, this is an effective and appropriate tool for this population. This tool provides information on the subject's sensory processing abilities and specific self-stimulating or self-injurious behaviors.

The Inventory is divided into sections associated with sensory integrative processing: tactile, vestibular, proprioceptive, and general reactions. In each section behaviors suggestive of sensory needs are listed as well as the self-stimulatory or self-injurious behavior associated with that system.

The User's Guide gives a rationale for the inclusion of each item in the Inventory as an indicator of sensory integrative dysfunction. It also provides an alternative, sensory explanation for behaviors that are often presumed to be primarily psychosocial in origin.

**Purpose:** Designed to screen for clients with developmental delays and disabilities who might benefit by a sensory integration treatment approach

**Ages:** All ages

**Admin Time:** 30-60 minutes

**Authors:** Judith Reisman, Ph.D., OTR and Bonnie Hantsch, OTR

Sensory Stimulation Activities Kit

This comprehensive kit provides a sensory stimulation and basic cognitive rehabilitation program.

More than 90 sensory activities including auditory, visual, olfactory, gustatory and tactile stimuli are described in the accompanying manual. The clinician's responses to these stimulation activities may be used by the clinician as a foundation for cognitive gains that can be made by implementing the cognitive activities that are also documented in the manual.

The manual provides guidelines for activities and assessment procedures. A list of auditory, visual, olfactory, gustatory and tactile activities are provided along with guidelines for implementing and assessing the simulation. Assessment sheets allow direct support professionals to measure the number, and type of response (adaptive or appropriate) as well as arousal level.

**COMPLETE KIT INCLUDES:**
- 31 functional, safe materials to stimulate the senses, including 3 communication cards; a manual that includes sensorimotor assessment procedures; treatment guidelines and goals; activities and forms to document assessment, treatment and results.

The manual provides guidelines for activities and assessment procedures. A list of auditory, visual, olfactory, gustatory and tactile activities are provided along with guidelines for implementing and assessing the simulation. Assessment sheets allow direct support professionals to measure the number, and type of response (adaptive or appropriate) as well as arousal level.

**COMPLETE KIT INCLUDES:**
- 31 functional, safe materials to stimulate the senses, including 3 communication cards; a manual that includes sensorimotor assessment procedures; treatment guidelines and goals; activities and forms to document assessment, treatment and results.

**Purpose:** Provides a sensorimotor assessment procedure, sensory stimulation and a basic cognitive rehabilitation program

**Ages:** 3 years and up

**Admin Time:** 30 minutes

**Authors:** Angela Dikegi, MS, CC/SLP & Dawn Stewart, OTR/L

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Developmental Test of Visual Perception—3rd Edition (DTVP-3)

The third edition of Marianne Frostig’s popular Developmental Test of Visual Perception offers a useful measure of visual perception and visual–motor integration skills in children. Of all the tests of visual perception and visual-motor integration, the DTVP-3 is unique in that it yields scores for both visual perception (no motor response) and visual-motor integration ability; and it is shown to be unbiased relative to race, gender, and handedness.

The DTVP-3 has five subtests:

• Eye-Hand Coordination. Children are required to draw precise straight or curved lines with visual boundaries.
• Copying. Children are asked to study a simple figure and then copy it on a piece of paper. The figure serves as a model for the drawing. Subsequent figures are increasingly complex.
• Figure-Ground. Children are asked to find as many of the figures as they can on a page where the figures are hidden in a complex, confusing background.
• Visual Closure. Children are asked to select the exact figure from a series of figures that have been incompletely drawn.
• Form Constancy. Children are shown a stimulus figure and asked to find it in a series of figures.

The DTVP-3 is especially useful in identifying candidates for special programs, providing evidence of possible organic impairment, and verifying treatment effectiveness.


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<td>DTVP-3 Examiner’s Manual</td>
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<td>DTVP-3 Picture Book</td>
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<tr>
<td>EVA1479</td>
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Developmental Test of Visual Perception—Adolescent and Adult (DTVP-A)

The DTVP-A is a battery of six subtests that measure different but interrelated visual-perceptual and visual-motor abilities. The battery has empirically established reliability and validity.

The DTVP-A can be administered by psychologists, neuropsychologists, occupational therapists, physical therapists, regular and special educators, and diagnosticians who are interested in examining the visual-perceptual status and visual-motor integration skills of adolescents and adults.

It is a comprehensive measure of visual perception that reliably differentiates visual-perceptual problems from visual-motor integration deficits. The DTVP-A consists of 6 subtests including Copying, Figure-Ground, Visual-Motor Search, Visual Closure, Visual-Motor Speed, and Form Constancy. The DTVP-A is especially useful in the evaluation of the neuropsychological integrity of TBI and stroke patients who right hemisphere function may be at issue. It has sufficient detailed items to allow accurate assessment of even individuals with severe TBI and other neurological impairments.

The DTVP-A is particularly useful in distinguishing true visual-perceptual deficits from problems solely with complex eye-hand or perceptual-motor actions. The DTVP-A may also assist in differential diagnosis of various of the dementias in elderly patients, providing a baseline for normal aging changes in perception and perceptual-motor skills against which the referred patient may be referenced.


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Wide Range Assessment of Visual Motor Abilities (WRAVMA)

You no longer have to piece together different tests, standardized on different populations, in order to get a comprehensive evaluation of a child’s visual–motor skills. The WRAVMA lets you assess and compare visual–spatial, fine motor, and integrated visual–motor skills using norms gathered from the same sample. It assesses three areas using 3 tests:

• The Drawing Test measures visual–motor integration by asking the child to copy designs that are arranged in order of increasing difficulty.
• The Matching Test assesses visual–spatial skills by asking the child to look at a visual “standard” and select the option that “goes best” with it.
• The Pegboard Test evaluates fine motor skills by asking the child to insert as many pegs as possible, within 90 seconds, into a waffled pegboard.

The three areas were selected because of their relevance to school-related activities. Difficulties performing visual-motor tasks, such as copying form the chalkboard, drawing, or handwriting, can be linked to either fine motor deficits, spatial deficits and/or to an integration deficit when motor and spatial systems are combined.

Although each test can be used individually, all three tests can be administered in combination, yielding a comparison of a child’s integrated visual-motor ability with the skill area of visual-spatial and fine motor abilities.


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### Beery-Buktenica Developmental Test of Visual-Motor Integration—6th Edition (BEERY VMI)

This highly acclaimed test measures visual-motor integration in children and adults. Backed by decades of research and clinical use, the Beery VMI offers a convenient and economical way to screen for visual-motor deficits that can lead to learning, behavior, and neuropsychological problems.

**DEVELOPMENTAL TEACHING ACTIVITIES:** A booklet of more than 250 activities for teachers and parents to use with children from birth through age 6 to help develop solid foundations for art, academics (including pre-reading and pre-writing), and athletic skills. At each level, activities are included for gross motor, fine motor, visual, and visual-motor development.

**MY BOOK OF SHAPES:** Contains 100 geometric paper and pencil exercises that preschool and kindergarten teachers and parents may use with children to refine motor, visual, and visual-motor activities development. The exercises help support early prevention of problems and provide an important foundation for the teaching of letter and numeral shapes in the first semester of kindergarten.

**BEERY VMI STEPPING STONES PARENT CHECKLIST:** A consumable checklist of more than 200 key developmental “stepping stones” designed to help parents note observations of children from pre-kindergarten through early elementary age in non-school settings. Parents may then share this information with teachers to help track developmental progress and design learning programs.

**DEVELOPMENTAL WALL CHART FOR VISUAL-MOTOR INTEGRATION:** A laminated full-color wall chart of basic gross, fine motor, visual, and visual-motor developmental “stepping stones” from birth to age 6. Serves as a handy reminder for parents and professionals.

**BEERY VMI 6TH EDITION STARTER KIT INCLUDES:** Manual, 10 Full Forms, 10 Short Forms, 10 Visual Perception Forms, and 10 Motor Coordination Forms.

**TEACHING MATERIALS STARTER KIT INCLUDES:** My Book of Shapes, My Book of Letters and Numbers, Developmental Teaching Activities, Developmental Wall Chart and Stepping Stones Parent Checklist (25 per package).

### Test of Visual Motor Skills—3rd Edition (TVMS-3)

This brand-new revision of the TVMS assesses how well a person can coordinate visually guided fine-motor movements to copy a design while it is in sight. The TVMS-3 is used to determine whether there are any systematic distortions or gross inaccuracies in the copied design that could be the result of deficits in visual perception, motor planning, and/or execution.

The TVMS-3 utilizes a greatly simplified scoring system. A single test now replaces the two levels of the previous version (TVMS-R and TVMS-UL), making it both easier to administer and more economical.

Analysis of the types of errors made provides a detailed evaluation of visual-motor skills. Results can be reported as standard scores, percentile ranks, or age equivalents.

**COMPLETE KIT INCLUDES:** Manual, 15 Test Booklets, 15 Record Forms in a storage case with handle.

### Test of Visual Perceptual Skills—4th Edition (TVPS-4)

The TVPS-4 is the latest update of the standard comprehensive assessment of visual analysis and processing skills. The TVPS is used by many professionals, including occupational therapists, learning specialists, optometrists, and school psychologists.

The TVPS-4 remains an easy-to-use assessment for determining visual-perceptual strengths and weaknesses. Norms are based on a nationally representative sample. Additional lower-level items were added to address the needs of younger or more impaired individuals, making the TVPS-4 useful for a wider range of examinees.

The TVPS-4 utilizes the 112 black and white designs from the TVPS-3, plus an additional 14 new images. The new images were added to expand the range of easier items and improve the discriminative ability of the test for younger or more impaired individuals.

**COMPLETE KIT INCLUDES:** Manual, Test Plates and 25 Record Forms.

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For a more detailed description of these evaluations, please visit our website: [www.therapro.com](http://www.therapro.com)
Motor-Free Visual Perception Test-4 (MVPT-4)

The MVPT-4 is the most recent revision of the only nonmotor visual-perceptual assessment that can be used throughout the life span. The MVPT-4 provides a quick, reliable, and valid measure of overall visual perceptual ability in children and adults. The MVPT-4 includes 45 items from the MVPT-3 which have been reorganized and grouped for easier administration. The MVPT-4 is designed to be used for screening and research purposes by psychologists, occupational therapists, educational specialists, optometrists, and others who may need to determine a person's overall ability to discern and understand visual stimuli.

The MVPT-4 takes 20-25 minutes to administer. Test plates are contained in one easy-to-use book with an easel back. Test administration cues are provided in the test plates to facilitate administration. Scoring is extremely easy; no basals or ceilings are used. The raw score is quickly converted to one overall standard score and percentile rank.

The MVPT-4 assesses five categories of visual perception:

- **Visual Discrimination**: Ability to discriminate dominant features of different objects, including the ability to discriminate position, shapes, and forms
- **Spatial Relationship**: Ability to perceive the positions of objects in relation to oneself and to other objects
- **Visual Memory**: Ability to recognize a previously presented stimulus item after a brief interval
- **Figure–Ground**: Ability to distinguish an object from background or surrounding objects
- **Visual Closure**: Ability to perceive a whole figure when only fragments are presented

**COMPLETE KIT INCLUDES**: Manual, Test Plates, and package of Record Forms.

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Koppitz Developmental Scoring System for the Bender Gestalt Test (Koppitz-2)

The KOPPITZ-2 is a highly reliable, valid measure of visual-motor integration skills that applies the developmental approach to scoring made so popular by its originator, Dr. Elizabeth Munsterberg Koppitz.

The new KOPPITZ-2 assesses the ability to relate visual stimuli accurately to motor responses and to organize the drawing task independently. It does so using a less structured task than other tests, thereby providing a more ecologically sound approach to assessment of visual-motor integration skills relative to highly structured drawing tasks.

More clinically useful than ever, the KOPPITZ-2 can help you determine the presence and degree of visual-motor problems; identify candidates for remediation or visual-motor training; monitor progress in cases of acute injury or degenerative disease; and evaluate the effectiveness of intervention efforts.

**COMPLETE KIT WITH BENDER CARDS INCLUDES**: Examiner’s Manual, Bender Gestalt II Stimulus Cards, 25 Examiner Record Forms, and a Scoring Template, all in a sturdy storage box.

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<td>EVA1457</td>
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<td>EVA1453</td>
<td>KOPPITZ-2 Record Forms Ages 5-7 (25)</td>
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<td>KOPPITZ-2 Emotional Indicators Record Forms (25)</td>
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Slosston Visual-Motor Performance Test (S-VMPT)

The Slosston Visual-Motor Performance Test (S-VMPT) measures the ability to interpret and translate visually perceived geometric patterns using hand-motor responses. Individuals are asked to copy geometric figures 3 times, increasing in complexity, without the use of a ruler, compass, or other aids. The S-VMPT is one of the only measures of visual-motor integration, yielding standard scores and developmental age scores. The S-VMPT is designed as a screening test to identify individuals with serious perceptual organizational problems involving eye-hand coordination.

Based on the popular Slosston Drawing Coordination Test (SDCT), the S-VMPT includes new, upper-end geometric items, and a higher ceiling for the adult population. Record Forms have been re-designed for easier use, and greater reliability. Score Forms show all stimuli on one page, and allow space to write observations.

Administration is quick and easy. The individual is asked to copy as many figures as possible, which are then scored “1” or “0”, based on scoring guidelines. The comprehensive Manual includes scoring guidelines and examples that allow the examiner to practice the scoring procedure before administering a single test.

The S-VMPT yields both standard scores and developmental age scores for children and adults. It is highly reliable for all ages.

**COMPLETE KIT INCLUDES**: Manual, 25 Record Forms and 25 Score Forms.

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<td>EVA40606</td>
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Preschool Visual Motor Integration Assessment (PVMIA)

A standardized test specifically devoted to the perceptual abilities of the preschooler. Specific skills addressed by the PVMIA include: perception of position in space, awareness of spatial relationships, color and shape discrimination, matching two attributes simultaneously, and the ability to reproduce what is seen and what is interpreted.

The PVMIA consists of two subtests: a Drawing subtest (8 items), which examines the ability to recognize and reproduce lines and shapes on paper, and a Block Patterns subtest (25 items), which examines the abilities to recognize color and shape using three-dimensional blocks and to recognize and reproduce patterns created by assembling the same blocks.

Now includes scoring software to assure scores are correct - just type the numbers in and leave the calculating to the software!

**COMPLETE KIT INCLUDES:** Manual, 20 Record Forms, Test Plates, Shapes Blocks (14), Scoring Tools (Templates, Ruler, Primary Pencil, Screen) Scoring Software, and a Vinyl Case.

- EVA1501K Complete PVMIA Kit ............................. $195.00
- EVA1501 PVMIA Manual ................................. $45.00
- EVA1502 PVMIA Test Plates ............................. $80.00
- EVA1503 PVMIA Record Forms (20) .................. $25.00
- EVA1504 PVMIA Scoring Tools ......................... $18.50
- THP1501 PVMIA Shape Blocks (Set of 14) .......... $15.00
- EVA4507 PVMIA ScoreMaker CD ...................... $19.50

Full Range Test Of Visual Motor Integration (FRTVMI)

The Full Range Test of Visual-Motor Integration (FRTVMI) is a highly reliable, valid measure of visual-motor integration skills that not only covers the full range of school ages but, unlike most other tests of VMI, includes norms appropriate for special education students in the 19-21 year age range.

The FRTVMI assesses the ability to accurately relate visual stimuli to motor responses by asking subjects to copy a series of increasingly complicated designs. It gives the clinician a highly reliable, valid and unbiased measure to assessing individuals with a wide range of visual-motor ability.

The FRTVMI is unique among visual-motor integration tests because it gives the clinician a highly reliable, valid, and unbiased measure for assessing individuals with a wide range of visual-motor ability. Normative data were collected on 3,153 individuals from 22 states. Demographics of the sample matched those reported in the 2000 U.S. census. Three types of reliability and several validity studies were reported in the manual. This is a highly useful, highly regarded test that clinicians and researchers can use in a variety of ways.

**COMPLETE KIT INCLUDES:** Examiners manual, 25 Profile/Examiner Record Forms for 5-10, 25 Profile/Examiner Record Forms for 11-74, and a Scoring Transparency, all in a sturdy box.

- EVA1440 Complete FRTVMI Kit ......................... $213.00
- EVA1443 FRTVMI Manual .............................. $67.00
- EVA1441-25 FRTVMI Profile/Exam Record Form
  (ages 5-10) (25) ............................................. $75.00
- EVA1441-100 FRTVMI Profile/Exam Record Form
  (ages 5-10) (100) ......................................... $224.00
- EVA1442-25 FRTVMI Profile/Exam Record Form
  (ages 11-74) (25) .......................................... $75.00
- EVA1442-100 FRTVMI Profile/Exam Record Form
  (ages 11-74) (100) ........................................ $224.00
- EVA1444 FRTVMI Scoring Transparency ............. $10.00

Jordan Left-Right Reversal Test—3rd Edition (JORDAN-3)

The Jordan Left-Right Reversal Test helps clinicians identify students who have difficulty with reversals, and what types of reversals are problematic: objects, letters, numbers, words or letter sequences. Reversals are a major stumbling block for students learning to read. The Jordan-3 now has two parts (children ages 5-8 take only Part 1) consisting of five subtests, which examines the abilities to recognize color and shape using three-dimensional blocks and to recognize and reproduce patterns created by assembling the same blocks.

Now includes scoring software to assure scores are correct - just type the numbers in and leave the calculating to the software!

**COMPLETE KIT INCLUDES:** Manual, 20 Record Forms, Test Plates, Shapes Blocks (14), Scoring Tools (Templates, Ruler, Primary Pencil, Screen) Scoring Software, and a Vinyl Case.

- EVA53116 Jordan Left/Right Reversal Test Kit .......... $130.00
- EVA53117 Jordan Left/Right Reversal Test Manual .... $50.00
- EVA53118 Jordan Reversal Test Record Forms (25) .... $40.00
- EVA53119 Jordan Reversal Test Remedial Checklists (25) .... $20.00
- EVA53120 Jordan Reversal Test Laterality Checklist (25) .... $20.00

For a more detailed description of these evaluations, please visit our website: www.therapro.com
**Visual Skills Appraisal-2 (VSA-2)**

The VSA provides an easy way to screen for common visual skill difficulties that can impact academic performance and participation, including reading and writing tasks by way of five items that assess binocular, ocular-motor, and visual-motor skills. The VSA requires minimal equipment and can be administered as part of a school’s annual vision screening program or with students who present with visual skill concerns to determine need for further optometric evaluation.

VSA-2 items include:
- Pursuits (Object Tracking)
- Scanning ( Trails)
- Aligning (Push-Ups)
- Locating/Saccadic Eye Movements (Numbers)
- Eye-Hand Coordination (Design Completion)

The VSA-2 can be administered in 10-15 minutes and scored in 5. Detailed examples are provided in the manual to assist with scoring the Design Completion items. Raw scores are converted to an Overall standard score and percentile rank. Individual items and time scores can be further analyzed using frequency tables.

**Reliability and Validity**

- Validity studies demonstrated that the VSA-2 is able to identify visual skill challenges in children with specific learning disability, dyslexia, and autism spectrum disorder, and is able to differentiate typically developing children from those with a known visual efficiency disorder.

**COMPLETE KIT INCLUDES:** Manual, 25 Record Forms, 25 Design Completion Worksheets, 1 set of 5 Stimulus Cards, stopwatch, pencil and pencil topper, in portfolio case.

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_SASP is intended for use by occupational therapists, developmental optometrists, and therapists who work with preschool through elementary-school-age LD, ADD, or dyslexic children, individually or in groups. SASP consists of two components: the Test, which enables you to identify and determine the performance (instructional) level of those children who lack adequate spatial awareness skills; and the Curriculum, which provides methods for training those skills._

**Spatial Awareness Skills Program (SASP)**

The Spatial Awareness Skills Program (SASP) assesses and teaches the fundamental analysis and organization abilities that enable children to make sense out of arithmetic and, more generally, to address written work and multistep listening and reading comprehension tasks in an efficient, step-by-step fashion.

SASP is intended for use by occupational therapists, developmental optometrists, and teachers who work with pre-kindergarten through elementary-school-age LD, ADD, or dyslexic children, individually or in groups. SASP consists of two components: the Test, which enables you to identify and determine the performance (instructional) level of those children who lack adequate spatial awareness skills; and the Curriculum, which provides methods for training those skills.

The Curriculum is divided into two major sections: activities to improve spatial analysis and organizational skills, and activities to teach the words (verbal organizers) that support this process. Many of the activities are accompanied by worksheets that may be given to parents for supplemental use at home.


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**McDowell Vision Screening Kit**

With the McDowell Vision Screening Kit, you can test virtually any child for vision problems—even very young and severely disabled children who are too inattentive, difficult, or impaired to evaluate with conventional vision screeners. This unique test lets you assess the functional vision of children previously considered untestable. Convenient, quick, and economical, the McDowell provides a complete evaluation. It gives you a behavioral assessment of visual performance in five areas: Distance Visual Acuity, Near-Point Visual Acuity, Ocular Alignment and Motility, Color Perception, and Ocular Function.

The McDowell Vision Screening Kit contains all the toys, objects, and recording forms you need to do a comprehensive screening. The entire process takes only 10 to 20 minutes, and scoring is based on simple pass/fail criteria. If the child fails in a given area, referral recommendations are provided. The procedures used in the McDowell Vision Screening Kit consistently identify children with the three most common and correctable vision problems: refractive errors, ocular alignment dysfunction, and amblyopia. Virtually all children, regardless of their developmental level, can complete these procedures.

The McDowell is a real breakthrough because it gives schools the means to do all appropriate and mandated vision screening - at a low cost. No other instrument can be used effectively with preschool and severely disabled children. Unlike other vision screeners, the McDowell requires no matching skills and no verbal skills. It permits early detection and treatment of vision problems - before they cause permanent damage or developmental delays.

**COMPLETE KIT INCLUDES:** all test materials, 100 Recording Forms and Manual.

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**NAB Visual Discrimination Test**

The NAB Visual Discrimination Test, a stand-alone component of the Neuropsychological Assessment Battery (NAB), can be used to assess visual perception in adults without the demands of motor output.

The NAB consists of five domain-specific modules: Attention, Language, Memory, Spatial, and Executive Functions. A sixth module, Screening, allows the clinician to determine which of the other five domain-specific modules are appropriate to administer to an individual patient. Each of the six NAB modules is self-contained and may be administered independently of the other modules.

- The Attention Module provides a marker of an individual’s attentional capacity, working memory, psychomotor speed, selective attention, divided attention, and information processing speed.
- The Language Module provides a marker of the severity of aphasia and related disorders of language production, comprehension, and word-finding.
- The Spatial Module provides a marker of the examinee’s visuo perceptual skills, attention to visual detail, visuoconstruction, right-left orientation, topographical orientation, and visual scanning.
- The Memory Module provides a marker of an individual’s verbal explicit learning, visual explicit learning, verbal delayed free recall, visual delayed recognition memory, and verbal explicit learning.
- The Executive Functions Module provides a marker of planning, engaging with others effectively, problem solving, successfully interacting with the environment to get one’s needs met, judgment, conceptualization, cognitive response set, mental flexibility, verbal fluency, and generativity.
- The Screening Module streamlines the assessment process by providing scores that quickly let you know whether further assessment should be conducted.

**COMBINATION KIT INCLUDES:** NAB Visual Discrimination Test Professional Manual, 25 Form 1 Record Forms, 25 Form 2 Record Forms, Form 1 Stimulus Book, and Form 2 Stimulus Book.

**EVA40172** NAB Combination Kit $261.00
**EVA40176** NAB Form 1 Record Form (25) $39.00
**EVA40177** NAB Form 2 Record Forms (25) $39.00

**Visual Skills Screening**

A quick screening to assess the visual skills of:
- Tracking (Pursuits)
- Eye Jumps (Saccadics)
- Eye Teaming (Near Point of Convergence)
- 3D Vision (Stereopsis)
- Recognizing Same or Different (Spatial Relationships)
- Connect the Broken Line (Closure)

**COMPLETE KIT INCLUDES:** Discovery Checklist for Visual Skills, 2 StickySticks to be used with the 12 included cards, penlite, and 2 pairs of the special therapeutic glasses, all in a handy carrying case

**EVA10501** Complete Visual Screening Kit $60.00

**Developmental Assessments**

**Assessment for Persons With Profound or Severe Impairments—2nd Edition (APPSI-2)**

The APPSI-2 is an easy-to-administer test built specifically for clinicians working with clients of any age who are preverbal and functioning at a mental age of 0 to 24 months. The test’s second edition has been fully reconceptualized to create an assessment system that is comprehensive enough to aid in planning effective individualized instruction for these examinees. Results can be used to (a) identify abilities and behaviors that clients are able to demonstrate, (b) plan effective intervention, and (c) monitor progress in mastery of new abilities. The APPSI-2 also aids in defining an individual’s preferred methods of communication, which is useful for planning instruction to enhance these individuals’ independence.

The five APPSI-2 domains (Alertness, Preferences, Problem-Solving Prerequisites, Communication, and Social–Emotional) cover both foundational learning components and major developmental components. Specifically, the APPSI-2 measures an examinee’s alertness, the types of stimuli likely to evoke his or her attention, and the rewards likely to serve as reinforcers, all of which are important foundational components of instructional planning, particularly for this population.


**EVA526210** APPSI-2 Complete Kit $271.00
The Carolina Curriculum for Infants & Toddlers with Special Needs—3rd Edition (CCITSN)

The Carolina Curriculum for Infants and Toddlers with Special Needs is designed for the assessment and teaching of children with mild to severe special needs from birth to 36 months' developmental age.

The volume first takes users step-by-step through the assessment process - from setting up to scoring and charting assessment results - with a sample Assessment Log.

The curriculum itself is divided into 24 logical teaching sequences covering five developmental domains: cognition, communication, social adaptation, fine motor, and gross motor. Once the assessment is complete, professionals select curricular items that correspond to each child’s special needs.

Each curricular item follows the same format: title, objective, materials needed, teaching procedures, routine integration strategies, and sensorimotor adaptations. The uncomplicated format and jargon-free language make CCITSN easy to use and easy to share with families.

Purpose: For use with young children who have mild to severe disabilities, to evaluate a child’s progress and encourage development through teaching activities

Ages: Birth to 36 mos.

Admin Time: 60-120 minutes

Authors: Nancy Johnson-Martin, PhD, Susan Attermeier, PhD, PT & Bonnie Hacker, MHS, OTR/L

The Carolina Curriculum for Preschoolers with Special Needs—2nd Edition (CCPSN)

The Carolina Curriculum for Preschoolers with Special Needs is designed for the assessment and teaching of children with mild to severe special needs from 2 to 5 years’ developmental age.

The natural follow-up to The Carolina Curriculum for Infants and Toddlers with Special Needs, the volume first takes users step-by-step through the assessment process - from setting up to scoring and charting assessment results - with a sample Assessment Log.

The curriculum itself is divided into 22 logical teaching sequences covering five developmental domains: cognition, communication, social adaptation, fine motor, and gross motor. Once the initial assessment is complete, professionals select curricular items (there are more than 400) that correspond to each child’s special needs.

As in CCITSN, each curricular item follows the same format: title, objective, materials needed, teaching procedures, routine integration strategies, and sensorimotor adaptations. The uncomplicated format and jargon-free language make CCPSN easy to use and easy to share with families.

Purpose: For use with young children who have mild to severe disabilities, to evaluate a child’s progress and encourage development through teaching activities

Ages: 2 to 5 years

Admin Time: 60-120 minutes

Authors: Nancy Johnson-Martin, PhD, Susan Attermeier, PhD, PT & Bonnie Hacker, MHS, OTR/L

Goal-Oriented Assessment of Lifeskills (GOAL)

The Goal-Oriented Assessment of Lifeskills (GOAL) is an innovative new evaluation of functional motor abilities needed for daily living. Designed for children 7 to 17, the GOAL consists of seven Activities, fun and motivating tasks based on real occupations of a child’s daily life. Each Activity is linked to Intervention Targets that help you turn assessment results into development of cognitive and motor skills.

In this individually administered assessment, the child performs seven Activities representing a range of functional tasks. Dr. A. Jean Ayres’ sensory integration theory describes many of the key concepts underlying the GOAL Activities. This theory proposes that processing of sensory inputs provides a foundation for development of cognitive and motor skills.

Purpose: An evaluation of functional motor abilities needed for daily living

Ages: 7 to 17 years

Admin Time: 15 minutes

Authors: Lucy Jane Miller, PhD, OTR/ Thomas Oakland, PhD/David Herzberg, PhD

The Assessment Log and Developmental Progress Charts packages are indispensable companions to The Carolina Curriculum.

The Assessment Log’s convenient recording system encourages data collection about a child’s performance of hundreds of discrete skills in more than 20 developmental subdomains. The curriculum volumes take professionals step-by-step through the assessment process - from setting up to scoring and charting assessment results with the Developmental Progress Charts.

The CCPSN log also contains an easy-to-use graphic system for charting individual preschool programs.

The logs and charts keep data organized and accessible, so they allow professionals to focus on developing intervention programs - and not on designing the office filing system!

Purpose: For use with young children who have mild to severe disabilities, to evaluate a child’s progress and encourage development through teaching activities

Ages: 2 to 5 years

Admin Time: 60-120 minutes

Authors: Nancy Johnson-Martin, PhD, Susan Attermeier, PhD, PT & Bonnie Hacker, MHS, OTR/L
Developmental Profile 4 (DP-4)

The DP-4 is a comprehensive assessment instrument with a simple yes-or-no response format that includes 190 test items, each describing a particular skill. The respondent indicates whether or not the child has mastered the skill in question. Within each of the five scales on the interview form, start and stop rules are used, so you don’t have to use all five scales if you are interested in just one area of development. Additionally, there is an intervention activity for every item.

The DP-4 evaluates children’s functioning in just 20 to 40 minutes. It features norms-based standard scores, clear interpretive guidelines, and strong reliability and validity.

**COMPLETE KIT INCLUDES:**

**Purpose:** Allows you to quickly screen a child for developmental delays in five key areas.

**Ages:** Birth to 12-11 years

**Admin Time:** 20-40 minutes

**Author:** Gerald D. Alpern, PhD

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Developmental Assessment of Young Children—2nd Edition (DAYC-2)

The DAYC-2 is a popular test used to identify children with possible delays in the following domains: cognition, communication, social-emotional development, physical development, and adaptive behavior.

Each of the five domains reflects an area mandated for assessment and intervention for young children in IDEA. The domains can be assessed independently, so examiners may test only the domains that interest them or test all five domains when a measure of general development is desired.

The DAYC-2 format allows examiners to obtain information about a child’s abilities through observation, interview of caregivers, and direct assessment. The DAYC-2 may be used in arena assessment so that each discipline can use the evaluation tool independently.

The DAYC-2 was normed on a national sample of 1,832 children; characteristics of the normative sample approximate the 2010 census. Standard scores, percentile ranks, and age equivalents are provided for each domain, and for overall general development if all five domains are tested.

**COMPLETE KIT INCLUDES:**
- Examiners Manual; 25 each of five different Scoring Forms; a 25 Mini Poster-Pack of Early Child Development Chart, 3E; and 25 Examiner Summary Sheets, all in a storage box.

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Developmental Assessment for Individuals with Severe Disabilities—3rd Edition (DASH-3)

The DASH-3 is a criterion-referenced measure of specific skill levels in persons of all ages who have severe and/or multiple physical/sensory disabilities, including persons with severe and profound intellectual disability (“mental retardation”) and autism spectrum disorders. The scales are also appropriate for individuals with mild to moderate disabilities; those who have single disabling conditions (e.g., individuals with visual impairment or paraplegia), and children who are functioning chronologically from birth to 6 years of age.

Because the DASH-3 items identify specific behaviors and scoring criteria describe graduated levels of support, it may be used to track progress with targeted skills, so that timely changes may be made to the individual’s intervention program.

**COMPLETE KIT INCLUDES:**

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For a more detailed description of these evaluations, please visit our website: [www.therapro.com](http://www.therapro.com)
Schooloodles School Fine Motor Assessment—4th Edition (SFMA)

A comprehensive assessment for children age 3 and older. Occupational therapists are increasingly being asked to assist with RTI (Response to Intervention) screens in addition to assessing and determining need for service. The 4th Edition is packed with new information and tools that occupational therapists working in schools need for screens, evaluations and annual updates. Therapists will be able to understand and describe the underlying causes of fine motor challenges by referring to the detailed guidebook and the skill chart. Information gathering will be simple and structured using the updated clinical observation form and reproducible workbook pages.

SCHOOLOODLES SFMA 4TH EDITION INCLUDES:

- Comprehensive Therapist Guide, Student Workbook, Goal Writing Template, Teacher Consultation and Intervention Guide, Classroom Observation Guide, Clinical Observation Guide, Skill Chart with Age Levels for Skill Attainment, pencil pouch to hold all of your materials for assessments

Available as a 3-ring binder with sturdy pages for reproduction and pencil pouch, or as a PDF on a CD for transportability.

EVA50304  Complete Schooloodles Test (3-Ring Binder version)  ......................... $110.00

Clinical Observations of Motor and Postural Skills—2nd Edition (COMPS)

A screening tool based on 6 of the Clinical Observations developed by A.J. Ayres. It generates a score to help identify a number of subtle motor coordination problems in children.

COMPS offers standardized administration procedures and objective criteria for scoring. Easy to follow instructions and illustrations help therapists to administer the test quickly and reliably in less than 15 minutes.

COMPS is appropriate for children ages 5 through 15. It can be used to screen groups of children. The authors’ caution that the COMPS is not designed for children with known neurological or neuromotor problems, such as CP or epilepsy, nor for children with general intellectual delay.

Includes Scoremaker software - just type in the numbers and let the software calculate the correct scores. ScoreCalculator software is Windows-compatible only.

COMPLETE KIT INCLUDES:

- Manual, scoring sheet (pack of 20), and 2 ATNR measuring tools

EVA1505K  Complete COMPS Kit  .......................................................... $100.00
EVA1506  COMPS Scoring Sheets (20) ......................................................... $18.00
EVA1507  COMPS ATNR Measuring Tools .................................................. $35.00
EVA1508  COMPS Manual .......................................................... $36.00
EVA4506  COMPS Scoremaker Software ..................................................... $19.50

Schoodles School Keyboarding Assessment: An Assessment and Interpretation Tool for Keyboarding Skills

Includes questions and answers school therapists ask themselves when trying to decide how best to help a student struggling with handwritten work. This new assessment is the result of in-depth research regarding how keyboarding fits into the scope of occupational therapy practice and includes a variety of activities to aide decision making.

Includes a Background Information Form, a Teacher Question Form, a Student Question Form and a detailed Record Sheet to gather information. In addition, there are typing samples to copy, links to timed tests and links to keyboarding programs for intervention. Forms are meant to be copied.

The workbook helps therapists compare handwritten work to work produced on a keyboard. There is an assessment of classroom skills and supporting skills needed to evaluate, decide on service, and create interventions to help students become successful keyboarders in school.

EVA50306  Schoodles School Keyboarding Assessment  .................. $75.00

Purdue Pegboard Test

Aids in the selection of employees for various types of manual labor by measuring dexterity for two types of activity: gross movements of hands, fingers and arms, and fingertip dexterity as necessary in assembly tasks. Comes complete with pins, collars and washers and an examiner’s manual with norms.

EVA70801  Purdue Pegboard Test  ........................................... $140.00

O’Connor Tweezer Dexterity Test

For eye/hand coordination test. Uses a tweezer to insert a pin into each hole. Resembles the FDT - Finger Dexterity test. Includes 100 pins tweezers and an examiner’s manual.

EVA70803  Tweezer Dexterity Test  .................................................. $175.00

O’Connor Finger Dexterity Test

For timed evaluation of rapid manipulation of small parts and coordination training. Pegboard is 11 1/2 x 5 7/8 * 100 holes. Pins are 1 long x 1/16 in diameter. Includes 300 pins and examiner’s manual.

EVA70804  Finger Dexterity Test  .................................................. $175.00

Grooved Pegboard Test

A test for the complex visual-motor coordination skills. Features 25 key-style pegs with holes in various positions in space. Excellent for testing lateralized brain damage.

EVA70802  Grooved Pegboard Test  ........................................ $124.95
**Fine Motor Skills in the Classroom: Screening & Remediation Strategies**

This hand skills program was developed as a tool to facilitate consultation in the classroom. Both the teacher’s and students’ needs can be addressed without a lengthy referral process. The effects of this program on teachers, administrators and students have been profound. Students with hand skills problems can be identified using a simplified, more efficient and less costly process. In addition, teachers and administrators have recognized the value of occupational therapy for teaching hand skills and other skills needed for classroom performance.

The manual consists of training modules, a screening to administer to an entire class, report formats for teachers and parents, and classroom and home remediation activities. Designed to include everyone involved in the education process and to make them aware of the opportunities offered by occupational therapy in the classroom. 96 pages.

EVA1450 Complete Fine Motor Kit (TGMD-3) .............................................................. $125.00
EVA1451 Fine Motor Strategies.......................................................... $25.00
EVA1452 Fine Motor Strategies.......................................................... $25.00
EVA1453 Fine Motor Strategies.......................................................... $25.00
EVA1454 Fine Motor Strategies.......................................................... $25.00
EVA1455 Fine Motor Strategies.......................................................... $25.00
EVA1456 Fine Motor Strategies.......................................................... $25.00
EVA1457 Fine Motor Strategies.......................................................... $25.00
EVA1458 Fine Motor Strategies.......................................................... $25.00
EVA1459 Fine Motor Strategies.......................................................... $25.00
EVA1460 Fine Motor Strategies.......................................................... $25.00
EVA1461 Fine Motor Strategies.......................................................... $25.00
EVA1462 Fine Motor Strategies.......................................................... $25.00

**Test of Gross Motor Development—3rd Edition (TGMD-3)**

The TGMD-3 has two subtests. The first subtest, Locomotor, measures the gross motor skills that require fluid coordinated movements of the body as the child moves in one direction or another. The second subtest, Ball Skills, measure the gross motor skills that demonstrate efficient throwing, striking, and catching movements.

The TGMD-3 provides an overall composite score (Gross Motor). The two subtest scaled scores are combined to form the Gross Motor composite. The Examiner’s Manual discusses the test’s theoretical and research-based foundation, item development, standardization, administration and scoring procedures, normative tables, and guidelines for using and interpreting the test’s results.

**NEW FEATURES IN THE THIRD EDITION**

- New and extensive studies of test bias (both differential item functioning and subgroup comparison studies) were conducted, indicating that the TGMD-3 possesses little or no bias in regard to gender, race, or ethnicity.

- New extensive studies of the floors, ceilings, and item gradients for the TGMD-3’s subtests and composite were conducted. The results indicate that the TGMD-3 has substantial and consistently good-to-excellent floors and ceilings.

- All new reliability and validity studies were prepared, including diagnostic accuracy analyses, which are considered the most rigorous technical techniques for establishing validity today. These analyses involve the computation of sensitivity and specificity indexes and the receiver operating characteristic/area under curve (ROC/AUC) statistic.

**COMPLETE KIT INCLUDES:** Examiner’s Manual and 25 Examiner Record Forms in a sturdy storage box.

EVA1463 Complete TGMD-3 Kit .......................................................... $150.00
EVA1464 TGMD-3 Examiner’s Manual .................................. $90.00
EVA1465 TGMD-3 Examiner Record Forms (25).................... $60.00

**Quick Neurological Screening Test-3R (QNST-3R)**

The QNST-3R is an individually administered, empirically based assessment of the development of motor coordination and sensory integration (both of which have been shown to relate to learning as well as to general daily functioning), seen as neurological soft signs (NSS). NSS are minor irregularities that include poor motor coordination, sensory perceptual changes, and difficulty sequencing complex motor tasks. The presence of NSS can indicate neural trauma and are often harbinger of learning difficulties (without history of trauma).

**NOTE:** The QNST-3 Forms are NOT compatible with the QNST-3R

**COMPLETE KIT INCLUDES:** Manual, 25 Record Forms, and 25 Remedial Guidelines Forms, all neatly stored in a vinyl folder.

EVA53153 Complete QNST-3R Test Kit .................................. $150.00
EVA53154 QNST-3R Manual .................................................. $65.00
EVA53155 QNST-3R Record Forms (25) ................................ $40.00
EVA53156 QNST-3R Remedial Guidelines (25) ................. $20.00


The PDMS-2 is an early childhood motor development program that provides both an in-depth assessment and training or remediation of gross/fine motor skills for children from birth to 5 years. Scores include 1) a Gross Motor Quotient which is a composite of the Reflexes, Stationary, Locomotion and Object Manipulation subtests, 2) a Fine Motor Quotient, a composite of the Grasping and Visual-Motor Integration subtests, and 3) a Total Quotient, a combination of the gross and motor subtests.

**COMPLETE KIT INCLUDES:** an Examiner’s Manual, Guide to Item Administration, Picture Book, 25 Profile/Summary Forms, 25 Examiner Record Booklets, the Peabody Motor Activities Program Manual, a Black and White Peabody Motor Development Chart, and manipulatives, all in a sturdy storage box. The complete TEST does NOT include the Peabody Motor Activities Program Manual.

EVA1410 Complete PDMS-2 TEST ........................................... $457.00
EVA1415 Complete PDMS-2 KIT (includes Motor Activities Program) ........ $557.00
EVA1417 PDMS-2 Examiner’s Manual ................................ $102.00
EVA1418 PDMS-2 Examiner Record Booklets (25) .......... $90.00
EVA1419 PDMS-2 Profile/Summary Forms (25) ............... $39.00
EVA1420 PDMS-2 Motor Activities Program ......................... $102.00
EVA1421 PDMS-2 Guide to Item Administration ............... $117.00
EVA1422 PDMS-2 Shape Cards/BLM Kit .......................... $20.00
EVA1423 PDMS-2 Object Kit ................................................ $90.00
EVA1424 PDMS-2 Motor Development Chart (25) ......... $28.00
EVA1427 PDMS-2 Online Scoring and Report System ......... $209.00
EVA1427L PDMS-2 Add On Licenses (5) for Scoring System (Initial Purchase) ........ $73.00
EVA1427R PDMS-2 Add On Licenses (5) for Scoring System (Renewal) ......... $73.00

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Here's How I Write: A Child's Self-Assessment and Goal Setting Tool

Here's How I Write (HHIW) is a different kind of assessment tool in which the student assesses his/her own handwriting and becomes an active participant in setting goals for improvement.

HHIW consists of a picture-card interview in which a child is presented with 24 cards, one at a time, sampling various aspects of handwriting. Nineteen of the 24 items relate to specific performance features of handwriting, such as staying on the lines, letter formation, letter and word spacing, size of letters, use of correct case, use of page margins, ability to accurately copy, and automaticity. Two items involve the child's feelings about writing (affectionate items), including "I like to write," and "I feel that I write well," and three items relate to physical factors contributing to writing including body posture and stabilizing the page with the nonwriting hand.

HHIW targets children in second through fifth grade who are in need of Response to Intervention Tier 2 and Tier 3 intervention, or those referred for occupational therapy assessment for consideration of a related service as a result of handwriting difficulties.

COMPLETE KIT INCLUDES: Manual, 25 cards, 1 Forms Set all neatly stored in a hard plastic briefcase with handle.

FORMS SET INCLUDES: 10 Child's Self-Assessment Forms, 10 Teacher/Therapist FORMS SET INCLUDES:
- Goals and objectives, and a language to share with parents and school personnel.
-くるりセット
-評価とリメディエーション

The Print Tool: The Tool to Evaluate & Remediate by Handwriting Without Tears

The Print Tool is a complete evaluation that includes student and school information, a review of school papers, and careful observation of the child's physical approach and fine motor skills. Administered individually, the Print tool evaluates capitals, numbers, lowercase letters, and seven specific handwriting components: memory, orientation, placement, size, start, sequence, and word spacing.

When scored, the Evaluation form shows exactly which letters/numbers and components are causing difficulty. Children get precisely the materials and strategies they need to remediate their specific difficulties.

This Fifth Edition has new updates that make the Tool easier than ever! Simplified scoring - By simplifying the scoring process for spacing, and streamlining the components to assess printing, the assessments will be quicker and results will be easier to measure. Easier Remediation - Simply check what is needed on the new, easy-to-use remediation form. It also features new remediation tools and tech products to engage children and add another multisensory element to remediation suggestions.

COMPLETE KIT INCLUDES: The Print Tool® Guide Book, Measuring Tool, 3 Sets of Student Sample Worksheets (30), Evaluation Scoresheets (10), Handwriting Remediation Plan Forms (10)

REFILL PACKAGE INCLUDES: Student Worksheets Capitals/Numbers (Grades K-1) (25), Student Worksheets Lowercase (Grades K-1) (25), Older Student Worksheets (Grades 2+) (25), Evaluation Sheets (25), Remediation Sheets (25), Measuring Tool.

Test of Handwriting Skills—Revised (THS-R)

This is an untimed standardized assessment of handwriting skills, both manuscript and cursive. It can be used with any of the popular handwriting programs. The changes to the new edition include: norms are extended through age 18 (manuscript and cursive), nationally stratified norms, a simplified scoring procedure, handwriting exemplars that reflect current styles including D'Nealian, Handwriting Without Tears, Universal and Zaner-Bloser and abbreviated administration procedures. The Manual now provides guidance on how the THS-R can be used for progress monitoring. Also included is a video tutorial to assist practitioners in the scoring process. Subtest scores are reported as scaled scores and percentile ranks, and an overall standard score has been added.

COMPLETE KIT INCLUDES: manual, 15 manuscript test booklets, 15 cursive test booklets, 30 record forms, and training video.

Evaluation Tool of Children's Handwriting (ETCH)

The Evaluation Tool of Children's Handwriting is a basic resource for every school-based practitioner. Its focus is to assess a student's legibility and speed of handwriting tasks similar to those required of students in the classroom.

The ETCH evaluates the manuscript and handwriting skills of students in Grades 1-6. It assesses handwriting speed and legibility in writing tasks similar to those required of classroom students. Writing speed is measured in letters per minute and percentages of numeral, letter, and word legibility. Each writing task is scored and a Combined Score for all tasks is given.

ETCH results allow for easy documentation, a blueprint for intervention, integrated IEP goals and objectives, and a language to share with parents and school personnel.

THIS USER-FRIENDLY TEST KIT INCLUDES: reproducible score sheets and response booklets; quick reference sheets; wall charts; task sheets; scoring card; and 163-page Examiner's Manual detailing test administration and scoring procedures for legibility.
Communication Activities of Daily Living—3rd Edition (CADL-3)

The Communication Activities of Daily Living—Third Edition (CADL-3) is an individually administered assessment of the functional communication skills of adults with neurogenic communication disorders. It contains 50 items assessing communication activities in seven areas: Reading, Writing, and Using Numbers; Social Interactions; Contextual Communication; Nonverbal Communication; Sequential Relationships; Humor, Metaphor, and Absurdity; and Internet Basics.

New Features include: Stimulus book illustrations have been replaced with photos, allowing for a greater sense of realism; Administration instructions have been added to the Examiner Record Booklet to increase examiners’ ease of use; Items pertaining to the basic use of technology including mobile phones, the Internet, and email, have been added; An all-new standardization sample (2014–2016) was collected.

Test of Early Communication and Emerging Language (TECEL)

The Test of Early Communication and Emerging Language (TECEL) assesses the earliest communication behaviors and emerging language abilities in infants and toddlers up to 24 months old. It is well-constructed, reliable, practical, research-based, and theoretically sound.

The TECEL is a revision and standardization of Mary Blake Huer’s Nonspeech Test, a well-regarded assessment used with both typically developing young children and with older children with moderate-to-severe language delays.

It can be used to: (1) assess and chart communication and language strengths and weaknesses and design intervention plans, (2) make estimates about future language development, and (3) serve as a research tool for investigating early communication and emerging language.

The TECEL was normed on 558 children between the ages of 2 weeks and 24 months from 28 states. The sample is demographically representative according to U.S. Census projections for 2010. The TECEL evidences a consistently high degree of reliability related to content (94), time (.87), and scorer differences (.82). The TECEL possesses relatively little test error and provides strong qualitative and quantitative evidence of validity, including high correlations with age and cognitive and language abilities.

Test for Auditory Comprehension of Language—4th Edition (TACL-4)

The latest revision of this popular, individually-administered test. It is a reliable and valid measure of a child’s receptive spoken vocabulary, grammar, and syntax. The test measures children’s ability to understand three language forms: Vocabular, Grammatical Morphemes, and Elaborated Phrases and Sentences.

Each item is composed of a word or sentence and a corresponding picture plate that has three full-color drawings. One of the three pictures for each item illustrates the meaning of the word, morpheme, or syntactic structure being tested. The other two pictures illustrate either two semantic or grammatical contrasts to the stimulus, or one contrast and one decoy. The examiner reads the stimulus aloud, and the subject is directed to point to the picture that he or she believes best represents the meaning of the word, phrase, or sentence spoken by the examiner. No oral response is required on the part of the subject.

The TACL-4 test items are ordered according to difficulty within each of the three subtests. Entry points, basal and ceiling rules for scoring are provided for each subtest. The Examiner’s Manual includes a comprehensive discussion of the test’s theoretical and research-based foundation, item development, standardization, administration and scoring procedures, norms tables, and guidelines for using and interpreting the results.


For a more detailed description of these evaluations, please visit our website: www.therapro.com
The Listening Comprehension Test 2 (LCT 2)

Because children need the basic skill of listening (receiving, attending to, interpreting, and responding to verbal messages and other cues) in order to succeed in school and in life and because classroom listening is such an integrated process, each subtest on The Listening Comprehension Test 2 require students to: pay attention; listen with a purpose in mind; remember what they hear well enough to think about it; avoid being impulsive in giving answers; express answers verbally.

The test, as closely as possible, models the type of listening required in the classroom. The student must determine what part of the message needs immediate attention, organize and understand the input, and plan appropriate responses. In order to respond, the student must integrate the communication skills of vocabulary and semantics, syntax and morphology, phonology, and thinking.

**COMPLETE SET INCLUDES:** Examiner’s Manual, 20 Test Forms.

**EVA520575** LCT-2 Test Set .......................................................... $178.00
**EVA520576** LCT-2 Test Forms (20) .............................................. $45.00

Listening Comprehension Test—Adolescent Normative Update (LCT-A:NU)

The LCT-A: NU evaluates a student’s abilities in listening comprehension skills. Teachers can use the results to help students improve their skills and behaviors in both the classroom and in everyday listening situations. There are five subtests: Main Idea, Details, Reasoning, Vocabulary and Semantics, and Understanding Messages. Students are required to (a) pay careful attention to what they hear, (b) listen with a purpose in mind, and (c) remember what they hear well enough to think about it. Students must also avoid being impulsive in giving answers, and they must express answers verbally. The test can be used to identify students who have specific language impairments, plan interventions, and represent listening comprehension in research studies.

**NEW FEATURES**

Each item on the test was evaluated using both conventional item analysis to choose good items and differential item analyses to find and eliminate potentially biased items.

The Listening Comprehension Index has more-than-adequate floors and ceilings for the assessment of the listening comprehension ability of examinees across adolescent ages and ability levels.

**COMPLETE KIT INCLUDES:** Examiner’s Manual and 25 Examiner Record Booklets in a sturdy storage box.

**EVA526010** Complete LCT-A: NU Kit ........................................ $160.00
**EVA526011** LCT-A: NU Examiner’s Manual .......................... $110.00
**EVA526012** LCT-A: NU Examiner Record Booklets (25 pack) .... $50.00

Functional Communication Profile-Revised (FCP-R): Assessing Communicative Effectiveness in Clients with Developmental Delays

The FCP-R yields an overall inventory of the individual’s communication abilities, mode of communication (e.g., verbal, sign, nonverbal, augmentative), and degree of independence. The FCP-R is appropriate for individuals who range between mild and profound deficits. Uses age-appropriate stimulus materials familiar to the individual being evaluated, such as colored blocks, eating utensils, and noisemakers.

**COMPLETE SET INCLUDES:** Examiner’s Manual and 15 Profile Forms

**EVA520573** FCP-R Test Set .................................................. $74.00
**EVA520574** FCP-R Forms (15) ................................................ $35.00

Language Processing Test 3—Elementary (LPT 3)

This test evaluates the ability to attach increasingly more meaning to information received to then formulate an expressive response. The skills evaluated are discrete and carefully controlled, beginning with simple tasks and progressively increasing the language processing demand placed upon the student. This hierarchical approach ensures evaluation of prerequisite skills for increasing demand. There are two pretest and six subtests. Each subsequent subtest builds on the skills previously evaluated. The test items are valid clinical indicators of the ability to attach meaning to language.

The LPT 3 Elementary is both a valid and reliable measure. Reliability tests (SEM, Inter-Rater Reliability, Test-Retest, KR20) were highly satisfactory for the total test at all age levels. Contrast value comparisons show the test has a satisfactory ability to differentiate subjects with language disorders from subjects developing language normally. Combined sub-test intercorrelations reveal acceptable levels across all age levels, indicating acceptable validity. Analysis of the LPT 3 Elementary shows no significant difference when comparing race and other minimal differences to socioeconomic status.

**COMPLETE SET INCLUDES:** Examiner’s Manual, 20 Test Forms.

**EVA526583** LPT 3 Test Set .................................................. $168.00
**EVA526584** LPT 3 Test Forms (20) .......................................... $45.00

The Receptive-Expressive Emergent Language Test—Fourth Edition (REEL-4) was designed to help you identify infants and toddlers who have language impairments or who have 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-4 has two subtests that make up the Language Ability composite, Receptive Language and Expressive Language, as well as a supplementary Vocabulary Inventory test, composed of the Nouns and Expanded subtests. Results are obtained from a caregiver interview.

The REEL-4 is based on a contemporary linguistic model. It includes current studies related to normative base, reliability, and validity. The normative sample includes 1,019 infants and toddlers from around the nation. The demographic characteristics of the sample were matched to U.S. child population for the year 2019 reported in ProQuest Statistical Abstract of the United States 2018. The normative sample was stratified on the basis of gender, race, Hispanic status, and geographic region. Standard scores, percentile ranks, and age equivalents are provided.

The average reliability coefficients for all test scores are high (exceeding .90). Test–retest studies show the REEL-4 is stable over time.

**COMPLETE KIT INCLUDES:** Examiner’s Manual, 25 Examiner Record Booklets, and 25 Vocabulary Inventory Forms each for Forms A and B, all in a sturdy storage box.

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**Test of Language Development—Primary—5th Edition (TOLD-P:5)**

The TOLD-P:5 assesses spoken language in young children. It is well constructed, reliable, practical, research-based, and theoretically sound. Professionals can use the TOLD-P:5 to (1) identify children who are significantly below their peers in oral language proficiency, (2) determine their specific strengths and weaknesses in oral language skills, (3) document their progress in remedial programs, and (4) measure oral language in research studies.

The TOLD-P:5 has six core subtests and three supplemental subtests which measure various aspects of oral language are described below. 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.

The TOLD-P:5 Online Scoring and Report System (provided as part of the TOLD-P:5 Complete Kit) was designed as a quick, efficient tool for (a) entering test session data; (b) converting subtest item scores or subtest total raw scores into scaled scores; (c) converting sums of scaled scores into composite index scores, percentile ranks, and upper and lower confidence intervals; (d) comparing TOLD-P:5 scores to identify significant intradividual differences; and (e) obtaining a score summary and narrative report.

The TOLD-P:5 Online Scoring and Report System yields four types of normative scores: age equivalents, percentile ranks, subtest scaled scores, and composite indexes.

**COMPLETE KIT INCLUDES:** Examiner’s Manual, Picture Book, 25 Examiner Record Form, all in a sturdy storage box.

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The TOLD-I:5 assesses spoken language in intermediate-age students. It is well constructed, reliable, practical, research based, and theoretically sound. Professionals can use the TOLD-I:5 to (a) identify students who are significantly below their peers in oral language proficiency, (b) determine their specific strengths and weaknesses in oral language skills, (c) document their progress in remedial programs, and (d) measure oral language in research studies.

The TOLD-I:5 has six 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.

**Subtests:**

1. Sentence Combining - measures the ability to combine two to five short, simple sentences into one complex or compound sentence while retaining all the meaning expressed in the short sentences (grammar, speaking)
2. Picture Vocabulary - measures the ability to understand the meanings of spoken two-word phrases (semantics, listening)
3. Word Ordering - measures the ability to construct a meaningful sentence from a set of words presented orally in a random sequence (grammar, organizing)
4. Relational Vocabulary - measures the ability to identify the abstract relationship existing among a set of spoken words (semantics, organizing)
5. Morphological Comprehension - measures the ability to recognize ungrammatical spoken sentences (grammar, listening)
6. Multiple Meanings - measures the ability to provide different meanings for spoken stimulus words (semantics, speaking)

**COMPLETE KIT INCLUDES:** Examiner’s Manual, Picture Book, and 25 Examiner Record Booklets, all in a sturdy storage box.

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Test of Early Language Development—4th Edition (TELD-4)

The TELD-4 is a highly reliable and valid measure of spoken language in children ages 3 years 0 months through 7 years 11 months. It uses brief, simple tasks to obtain a broad picture of language development, specifically semantics, syntax, and morphology. It is used to identify language delays (compared to age-related peers), to determine language strengths and weaknesses, and to track a child's progress. Like the previous edition, the test yields Receptive Language and Expressive Language subtest index scores, as well as a Spoken Language index score.

Pictures are in color to make them appealing to children. The test is untimed, and the test kit contains all manipulatives needed.

All users now have access to the new optional PC-, Mac-, Chromebook-, and tablet-compatible TELD-4 Online Scoring and Report System via activation codes that are included in each package of TELD-4 Examiner Record Booklets. This system is a quick, efficient tool for (a) entering test session data; (b) converting subtest item scores or total raw scores into scaled scores; (c) generating composite index scores, percentile ranks, and upper and lower confidence intervals; (d) comparing TELD-4 scores to identify significant intraindividual differences; and (e) obtaining a score summary or narrative report. Use of the software ensures accurate application of basals and ceilings and calculation of scores.

**COMPLETE KIT INCLUDES:** Examiner’s Manual, Picture Book, 25 Examiner Record Booklets Form A, and 25 Examiner Record Booklets Form B, all in a sturdy storage box.

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<td>EVA526102</td>
<td>TELD-4 Picture Book A &amp; B</td>
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<td>TELD-4 Examiner’s Manual</td>
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Comprehensive Assessment of Spoken Language—2nd Edition (CASL-2)

The Comprehensive Assessment of Spoken Language—Second Edition is the most up-to-date measure of oral language skills available. It offers the flexibility of 14 stand-alone tests in one comprehensive yet specific battery. Preserving the strengths of the original and highly regarded test, the second edition introduces new and enhanced features to increase validity, functionality, and ease of use.

The CASL-2 can be used by speech—language pathologists and other professionals in a variety of settings, including schools, clinics, hospitals, private practices, and intervention programs. The CASL-2 provides important information for everyone involved in treatment, so you can help children and young adults reach their potential at school, at home, at work, and in the community.

14 stand-alone tests give you the flexibility to measure only the specific area or areas that you are interested in. You can interpret each test separately and/or combine test scores to get a wider picture of oral language skills. The CASL-2 tests feature extended age ranges so you can start assessing and intervening earlier, as well as track progress in the same child over many years using the test. Many of the tests now include younger ages, and all of them extend to age 21.

**COMPLETE KIT INCLUDES:** Examiner’s Manual, 3 Easels, and 10 Comprehensive Forms.

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<td>CASL-2 Manual</td>
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Receptive, Expressive & Social Communication Assessment—Elementary (RESCA-E)

Based on current research and designed for today’s child, the RESCA-E was developed to provide essential information to professionals and parents about a child’s receptive, expressive, and social communication language skills. It targets critical areas of language development which are often included in IEPs and treatment plans but are difficult or impossible to objectively measure with existing tests for the elementary-age population.

The RESCA-E combines standardized tests with informal observation across different settings to give a more complete picture of a child’s communication skills.

The RESCA-E has 14 components, organized into three cores. The three cores, their component subtests, and associated supplemental subtests are: RECEPTIVE Core (Comprehension of Vocabulary / Comprehension of Oral Directions / Comprehension of Stories and Questions); EXPRESSIVE Core (Expressive Labeling of Vocabulary / Expressive Skills for Describing and Explaining / Narrative Skills); and SOCIAL COMMUNICATION Core (Comprehension of Body Language and Vocal Emotion / Social and Language Inference / Situational Language Use).


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<td>RESCA-E Expressive Language &amp; Social Communication Test Plates</td>
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<td>RESCA-E Record Forms (20)</td>
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<td>EVA53164</td>
<td>RESCA-E Picture Worksheets (20)</td>
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**Purpose:** Used to identify language delays, to determine a child’s strengths and weaknesses in several language areas

**Ages:** 3-8 to 7-11 years

**Admin Time:** 15-45 minutes

**Authors:** Wayne P. Henske, D. Kim Reid & Donald D. Hammill

**Purpose:** Provides an in-depth, research-based assessment of oral language skills

**Ages:** 3-8 to 21-11 years

**Admin Time:** 45 minutes

**Author:** Elizabeth Carrow-Woold, PhD

**Purpose:** Assesses the functional features of language

**Ages:** 5 to 3 years

**Admin Time:** 60 minutes or less

**Authors:** Patti Hamaguchi, MA, CCC-SLP & Deborah Ross-Swain, EdD, CCC-SLP

**Phone:** 800.257.5376 • **Fax:** 800.268.6624
The Rossetti Infant-Toddler Language Scale

The Rossetti Infant-Toddler Language Scale is designed to provide the clinician with a comprehensive, easy-to-administer, and relevant tool to assess the preverbal and verbal aspects of communication and interaction in the young child. The Rossetti-Toddler Language Scale is a criterion referenced instrument that assesses Interaction-Attachment, Pragmatics, Gesture, Play, Language Comprehension, and Language Expression. Behaviors can be directly elicited from the child, directly observed, or reported by parent or caregiver to credit the child's performance. All carry equal weight when scoring the Scale. Results reflect the child's mastery of skills in each of the areas assessed at three-month intervals across developmental domains tested. The test items guide you in directing and structuring observations in order to monitor the child's progress in language developmental areas. The items are based on a compilation of author observations and descriptions from developmental hierarchies and behaviors recognized and used by leading authorities in the field of infant-toddler assessment. Only items considered discriminating and representative of a skill at an age were included. Severity rating guidelines help you interpret the results and confidently communicate the severity of the child's delay.

Parent Questionnaire and report questions are in English and Spanish, found on the CD-ROM for quick printing.

COMPLETE KIT INCLUDES: Manual, Parent Questionnaire in English and Spanish on CD-ROM, 15 Test Forms

EVA526581 Rossetti-Toddler Language Scale Test Kit .................. $116.00
EVA526582 Rossetti-Toddler Language Scale Test Forms (15) .......... $45.00

Test of Expressive Language (TEXL)

The new Test of Expressive Language (TEXL) is a highly reliable and valid measure of a child's expressive spoken language ability. The test measures a child's ability to produce the following categories of English language forms:

Vocabulary: Word classes such as nouns, verbs, adjectives, and adverbs, and of words that represent basic percepts and concepts.

Grammatical Morphemes: Function words (e.g., prepositions, pronouns, determiners) and inflections (e.g., bound morphemes such as noun number and case, verb number and tense, noun—verb agreement, and derivational suffixes).

Elaborated Phrases and Sentences: Syntactically based word relations and elaborated phrase and sentence constructions, including the modalities of single and combined constructions (interrogative sentences, negative sentences, active and passive voice, direct and indirect object), embedded sentences, and partially and completely conjoined sentences.

Each item is composed of a word or sentence and a corresponding picture plate. The examiner reads the stimulus aloud and the subject answers a question, finishes a sentence, or combines sentences based on the stimulus provided. The TEXL test items appear according to difficulty within each of the three subtests. The Examiners Manual includes a comprehensive discussion of the test's theoretical and research-based foundation, item development, standardization, administration and scoring procedures, norms tables, and guidelines for using and interpreting the test's results.


EVA526404 Complete TEXL Kit ........................................ $367.00
EVA526406 TEXL Examiner's Manual ............................... $107.00
EVA526405 TEXL Examiner Record Booklets (25) ................. $73.00
EVA526407 TEXL Picture Book ................................. $188.00

Evaluating Acquired Skills in Communication—3rd Edition (EASIC-3)

Evaluating Acquired Skills in Communication—Third Edition (EASIC-3) is a five-level inventory developed for use with children who are developmentally disabled, have autism, or have moderate to severe cognitive and language disorders. It provides assessment items in the areas of prelinguistic skills, semantics, syntax, morphology, and pragmatics. Examiners can use this systematic tool to (1) evaluate students' communication skills, (2) record their performance, or (3) translate assessment data into appropriate goals and objectives for IEPs.

Some new features of EASIC-3: New assessment items are included; Developmental age ranges have been updated; Profiles have been restructured to correspond to revised Inventory items; Developmental Age Charts (Appendix A) correspond to the revised developmental data; and Goals and Objectives List (Appendix B) correspond to the new item hierarchy on the Inventories and Profiles.

NOTE: The examiner will need to gather a variety of common objects and toys to use in the administration of EASIC-3.

COMPLETE KIT INCLUDES: Manual, Picture Book, a set of Picture Cards, 10 Prelanguage Inventory Booklets, 10 Receptive I & II Inventory Booklets, 10 Expressive I & II Inventory Booklets, 10 Prelanguage Profile Forms, 10 Receptive I & II Profile Forms, 10 Expressive I & II Profile Forms, a Developmental Age Charts (Appendix A), and a Goals and Objectives List (Appendix B), all in a sturdy storage box.

EVA526197 Complete EASIC-3 Kit ................................. $203.00
EVA526198 EASIC-3 Expressive I Refill Kit .......................... $42.00
EVA526199 EASIC-3 Expressive II Refill Kit .......................... $42.00
EVA526200 EASIC-3 Prelanguage Refill Kit .......................... $42.00
EVA526201 EASIC-3 Receptive I Refill Kit ............................ $42.00
EVA526202 EASIC-3 Receptive II Refill Kit ............................ $42.00
Illinois Test of Psycholinguistic Abilities—3rd Edition (ITPA-3)

The ITPA-3 is an effective measure of children's spoken and written language. All of the subtests measure some aspect of language, including oral language, writing, reading, and spelling. The content in this edition is consistent with Charles Osgood's original communication model and also with the adaptations of that model made by Samuel Kirk, James McCarthy, and Winifred Kirk.

The new ITPA-3 Software Scoring and Report System, Version 1.1, is a quick, efficient tool to (a) convert ITPA-3 subtest raw scores into standard scores, percentile ranks, and age equivalents; (b) generate composite quotients; (c) compare ITPA-3 subtest performance and composite performance to identify significant intra-individual differences; and (d) provide a printed report of the student's ITPA-3 performance, including composite pattern analysis.


EVA526207 Complete ITPA-3 Kit .......................................................... $224.00
EVA526208 ITPA-3 CD ........................................................................ $83.00
EVA526209 ITPA-3 Examiner's Manual ............................................. $39.00
EVA526211 ITPA-3 Profile/Examiner Record Booklets (25) .................. $68.00
EVA526213 ITPA-3 Student Response Booklet (25) ............................... $59.00

Test of Narrative Language —2nd Edition (TNL-2)

The Test of Narrative Language—Second Edition (TNL-2) is a norm-referenced test that measures children's narrative language abilities (i.e., children's ability to understand and tell stories). Narration is an important aspect of spoken language, not usually measured by oral-language tests, that provides a critical foundation for literacy.

The TNL-2 enables clinicians to assess important aspects of narrative language without having to transcribe children's stories. This saves hours of transcription time, and provides a valid and reliable metric of narrative language development. The TNL-2 is a natural complement to other standardized tests that use contrived formats to assess components of oral language, and it is especially useful for diagnosing language-based learning disabilities.


EVA52686 Complete TNL-2 Kit .............................................................. $201.00
EVA52687 TNL-2 Examiner Record Booklets (25) ............................... $59.00
EVA52688 TNL-2 Examiner's Manual ................................................... $75.00
EVA52689 TNL-2 Picture Book ............................................................ $81.00

Token Test for Children—2nd Edition (TTFC-2)

The Token Test for Children—Second Edition (TTFC-2) is a reliable and effective screening measure for assessing receptive language in children ages 3 years 0 months to 12 years 11 months. Administration is rapid, yielding raw scores, standard scores, percentile ranks, and age equivalents. The normed representative sample consists of 1,310 children, residing in 22 states.

TTFC-2 comes with 20 small tokens, varying in size (large and small), shape (round and square), and color (blue, green, yellow, white, and red). The child is given three opportunities to practice. The administrator then gives the child i6 linguistic commands, to which they must respond by manipulating the tokens. The commands are arranged in four parts of increasing difficulty, and must be administered in consecutive order.

The TTFC-2 is psychometrically sound, accurate, and cost-efficient. It can be used for language intervention progress monitoring.

COMPLETE KIT INCLUDES: Examiner's Manual, 50 Examiner Record Forms, and a Tokens Kit, all in a sturdy storage box.

EVA52698 Complete TTFC-2 Kit .......................................................... $172.00
EVA526119 TTFC-2 Examiner's Manual .............................................. $83.00
EVA52699 TTFC-2 Tokens (20) .............................................................. $38.00
EVA526118 TTFC-2 Examiner Record Forms (50) ................................. $59.00

Test of Adolescent and Adult Language—4th Edition (TOAL-4)

The updated TOAL-4 assesses spoken and written language in the ways adolescents and young adults actually use those skills. This new edition, with six subtests instead of eight, takes less time than previous editions and was normed on a nationally representative sample. Examinees provide oral responses for Word Opposites, Word Derivations, and Orthographic Usage (punctuation).


EVA526191 Complete TOAL-4 Kit .................................................... $245.00
EVA526189 TOAL-4 Examiner's Manual ............................................. $96.00
EVA526188 TOAL-4 Examiner Record Booklets (25) ........................... $71.00
EVA526190 TOAL-4 Written Language Forms (25) ............................... $96.00
EVA526192 TOAL-4 Print and Software Combo ................................... $305.00

Purpose: Individually administered battery of tests designed to measure spoken and written language abilities

Ages: 5-0 to 12-11 years

Admin Time: 45-60 minutes

Authors: Donald D. Hammill, EdD, Nancy Mather, PhD & Rhia Roberts

Purpose: Identifies subtle receptive language deficits and indicates child's ability to follow spoken directions of increasing length and complexity

Ages: 3-0 to 12-11 years

Admin Time: 10-15 minutes

Authors: Bonnie L. McGhee, David J. Ehrlir & Frank DiSimonii

Purpose: Provides an in-depth, research-based assessment of oral language skills

Ages: 5-0 to 11-11 years

Admin Time: 15-20 minutes

Authors: Ronald G. Gillam & Nils A. Pearson

Purpose: To measure spoken and written language abilities of adolescents and young adults, with varying degrees of knowledge of English

Ages: 12-0 to 24-11 years

Admin Time: 60 minutes


Purpose: Identifies subtle receptive language deficits and indicates child's ability to follow spoken directions of increasing length and complexity

Ages: 3-0 to 12-11 years

Admin Time: 10-15 minutes

Authors: Bonnie L. McGhee, David J. Ehrlir & Frank DiSimonii

Purpose: Provides an in-depth, research-based assessment of oral language skills

Ages: 5-0 to 12-11 years

Admin Time: 45-60 minutes

Authors: Donald D. Hammill, EdD, Nancy Mather, PhD & Rhia Roberts

Now features norms through geriatric ages (80+). The EOWPVT-4 is an individually administered, norm referenced assessment of how well persons ages 2 years, 0 months to over 80 years can name (in English) the objects, actions, or concepts presented in full-color pictures. The EOWPVT-4 features additional items of younger children, as well as items applicable to older adults.

Color pictures are presented singly to the examinee, who is asked to name what is shown. The EOWPVT-4 retains the use of prompts and cues (shown on the Record Form) to ensure that examinees will attend to the relevant aspect of each illustration.

In addition to assessing verbal intelligence, this instrument is useful in screening for preschool and kindergarten readiness and in estimating the English fluency of bilingual individuals.

**COMPLETE KIT INCLUDES:** Manual, Test Plates, Record Forms (in English, 25 pack), in portfolio.

- EVA53108 Complete EOWPVT-4 Test Kit ................................................................. $195.00
- EVA53110 EOWPVT-4 Record Forms (in English) (25) ........................................... $40.00
- EVA531081 EOWPVT-4 Manual ................................................................. $75.00
- EVA531082 EOWPVT-4 Test Plates ................................................................. $80.00

**Purpose:** Assessment of how well persons can name (in English) the objects & actions, or concepts presented in full-color pictures

**Ages:** 2 to 70+ years

**Admin Time:** 20 minutes

**Authors:** Nancy A. Martin, PhD & Rick Brownell, MA

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This edition is intended for use with—and was normed on—a bilingual population of individuals who speak Spanish and English with varying levels of proficiency. Because examinees are permitted to respond in either language, the test measures total acquired vocabulary.

The Spanish-bilingual edition (SBE) tests are co-normed, allowing for a comprehensive evaluation of a person's naming abilities.

The Expressive One-Word Picture Vocabulary Test—4: Spanish-Bilingual Edition can be administered in either Spanish or English or both languages, and the individual is given the opportunity to respond in either language. As with the EOWPVT-4 (English version), the EOWPVT-4: SBE retains the use of prompts and cues (shown on the Record Form) to ensure that examinees will attend to relevant aspects of each illustration.

Examinees must be fluent in both languages or be assisted by someone fluent in the language not spoken by the principal examiner, in order to understand whether any dialectical variants should be counted as correct.


- EVA53102 Test EOWPVT-4: SBE Kit (Manual, Test Plates, 25 Spanish-Bilingual Record Forms, in portfolio) ................................................................. $195.00
- EVA53102M EOWPVT-4: SBE Manual ................................................................. $75.00
- EVA53102RF EOWPVT-4: SBE Spanish-Bilingual Record Forms (25) .............. $40.00
- EVA53102P EOWPVT-4: SBE Plates ................................................................. $80.00

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The ROWPVT-4 is an individually administered, norm-referenced assessment of how well persons age 2 years 0 months to over 80 years can match a word that is heard (in English) to objects, actions, or concepts presented in full-color pictures (in a multiple-choice format). The ROWPVT-4 features additional items for younger children as well as for older adults.

The examinee indicates (by pointing or saying) the correct color picture (out of four presented) that matches the word spoken by the examiner. Age-related starting points and ceilings (reached when the examinee makes a set number of consecutive errors) ensure that only a subset of items (the critical range) is administered.

This test is useful in assessing people who are bilingual, speech impaired, withdrawn, emotionally impaired, or physically disabled.

**COMPLETE KIT INCLUDES:** Manual, Test Plates, Record Forms (in English, 25 pack), in portfolio.

- EVA53109 Complete ROWPVT-4 Test Kit ................................................................. $195.00
- EVA53111 ROWPVT-4 Record Forms (in English) (25) ........................................... $40.00
- EVA531091 ROWPVT-4 Manual ................................................................. $75.00
- EVA531092 ROWPVT-4 Test Plates ................................................................. $80.00

**Purpose:** Assessment of how well persons can name (in English) the objects & actions, or concepts presented in full-color pictures

**Ages:** 2 to 70+ years

**Admin Time:** 20 minutes

**Authors:** Nancy A. Martin, PhD & Rick Brownell, MA

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This edition is intended for use with—and was normed on—a bilingual population of individuals who speak Spanish and English with varying levels of proficiency. Because examinees are permitted to respond in either language, the test measures total acquired vocabulary; it is not a test of language proficiency. The Spanish-bilingual edition (SBE) tests are co-normed, allowing for a comprehensive evaluation of a person's naming abilities.

The Receptive One-Word Picture Vocabulary Test—4: Spanish-Bilingual Edition can be administered in either Spanish or English or both languages, and the individual is given the opportunity to respond in either language. Examiner singly presents 180 color plates to the examinee, who is shown four images and asked to match a word that is heard to the object, action, or concept presented.

Examinees must be fluent in both languages or be assisted by someone fluent in the language not spoken by the principal examiner, in order to understand whether any dialectical variants should be counted as correct.


- EVA53103 Test ROWPVT-4: SBE Kit Manual, Test Plates, 25 Spanish-Bilingual Record Forms, in portfolio) ................................................................. $195.00
- EVA53103M ROWPVT-4: SBE Manual ................................................................. $75.00
- EVA53103RF ROWPVT-4: SBE Spanish-Bilingual Record Forms (25) .............. $40.00
- EVA53103P ROWPVT-4: SBE Plates ................................................................. $80.00

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Test of Adolescent/Adult Word Finding—2nd Edition (TAWF-2)

The Test of Adolescent/Adult Word Finding—Second Edition is a norm-referenced, single-word expressive language test expressly designed to assess the word-finding ability of adolescents and adults. It can be used to identify individuals who have word-finding problems, plan word finding intervention, and measure word finding ability in research studies.

Features of the TAWF-2: All normative data were collected in 2009-2013; New noun and verb target words have been added; Contains both the 80-item Complete Test and the 28-item Brief Test for use with examinees or in situations where the Complete Test is not feasible; Studies showing the absence of racial and gender bias are reported; Information pertaining to the TAWF-2’s diagnostic accuracy (sensitivity, specificity, and ROC/AUC) is provided; The lexical processing model underlying TAWF-2 has been updated to reflect current thinking regarding word retrieval; The Comprehension Check functions as a built-in assessment of examinees’ word knowledge.

The standardized assessment has four naming sections, the results of which are combined to form the overall Word Finding Index: Picture Naming: Nouns, Sentence Completion Naming, Picture Naming: Verbs, and Picture Naming: Categories. Correlations of the Word Finding Index with those of other well-known expressive language tests are large or very large in magnitude. Diagnostic accuracy studies indicate that the TWF-3 is able to accurately identify students with word finding difficulties.

Five informal analyses are also provided. Three of these analyses (the Phonemic Cueing Procedure, the Imitation Procedure, and the Substitution Analysis) examine types of word finding errors individuals make. The remaining informal analyses (the Delayed Response Procedure and the Secondary Characteristics Tally) contribute to interpreting the Word Finding Index.


Test of Word Finding—3rd Edition (TWF-3)

The Test of Word Finding, now in its third edition, is a norm-referenced, single-word expressive language test expressly designed to assess children’s word-finding ability. It can be used to identify students who have word-finding problems, plan word finding intervention, and measure word finding ability in research studies.

The standardized assessment has four naming sections, the results of which are combined to form the overall Word Finding Index: Picture Naming: Nouns, Sentence Completion Naming, Picture Naming: Verbs, and Picture Naming: Categories. Correlations of the Word Finding Index with those of other well-known expressive language tests are large or very large in magnitude. Diagnostic accuracy studies indicate that the TWF-3 is able to accurately identify students with word finding difficulties.

Five informal analyses are also provided. Three of these analyses (the Phonemic Cueing Procedure, the Imitation Procedure, and the Substitution Analysis) examine types of word finding errors students make. The remaining informal analyses (the Delayed Response Procedure and the Secondary Characteristics Tally) contribute to interpreting the Word Finding Index.

COMPLETE KIT INCLUDES: Examiner’s Manual, Word Finding Assessment Picture Book, Comprehension Check Picture Book, 10 Preprimary Examiner Record Forms, 10 Primary Examiner Record Forms, and 10 Intermediate Examiner Record Forms, all in a sturdy storage box.

The WORD Test 3—Elementary

The WORD Test 3 - Elementary assesses a student’s ability to recognize and express semantic attributes critical to vocabulary growth and language competency. Current research clearly supports the impact each task on this test has on academic and reading competency. You will understand how your students attach meaning to words and why they might be struggling in the classroom.

The six subtests of The WORD Test 3 - Elementary measure skills that correlate with word mastery, reading comprehension, and overall academic success. Test items are from the curriculum, including language arts, social studies, math, health, and science. There are fifteen tasks in each subtest.

The Subtests are: Associations: Choose one semantically- unrelated word from among four and explain the choice in relation to the common category of the other three words; Synonyms: Give a one-word synonym for each stimulus word; Semantic Absurdities: Identify and repair an absurd statement; Antonyms: Give a one-word opposite for each stimulus word; Definitions: State the definition of words that include critical attributes; and Flexible Word Use: Give multiple meanings for words.

The Discussion of Performance section in the Examiner’s Manual guides the examiner to make appropriate and educationally-relevant recommendations for intervention based on a clear understanding of each task. There are examples of how weaknesses are exhibited in the classroom and instructional suggestions to assist with intervention planning based on current research and best-practice strategies.

COMPLETE KIT INCLUDES: Examiner’s Manual and 20 Test Forms.
Test of Semantic Skills—Primary (TOSS-P)

The TOSS-P is a receptive and expressive diagnostic test designed to assess a student’s semantic skills and it yields specific information about a student’s semantic and vocabulary abilities.

Children with language and learning disorders often are severely hampered when facing words out of context or new words in reading passages, or when trying to determine word meaning by using context clues. The TOSS-P meets the need for a comprehensive diagnostic test of semantics. A wide range of receptive and expressive tasks, including skills in categorizing, describing, and defining (not just naming skills), means the TOSS-P will accurately assess your students’ competency with semantics.

The test is built around six common themes and comprised of twenty realistic line-illustrations depicting natural, real-life scenes. In this way, your student can use visual and verbal information to respond to the test as they do to respond to their environment.

There are five subtests and 10 semantic and vocabulary tasks in the test. Five tasks are receptive and five are expressive. This parallel allows for analysis and comparison of verbal and non-verbal performance. The multiple question types gives students ample opportunities to demonstrate the flexibility, diversity, and richness of their language.

The TOSS-P has 10 subtests based on the themes of Learning and Playing, Shopping, Around the House, Working at School, Eating, and Health and Fitness: 

- **SUBTEST A:** Identifying Labels
- **SUBTEST B:** Identifying Categories
- **SUBTEST C:** Identifying Attributes
- **SUBTEST D:** Identifying Functions
- **SUBTEST E:** Identifying Definitions
- **SUBTEST F:** Stating Labels
- **SUBTEST G:** Stating Categories
- **SUBTEST H:** Stating Attributes
- **SUBTEST I:** Stating Functions
- **SUBTEST J:** Stating Definitions

**COMPLETE TEST INCLUDES:**
- TOSS-P Test Forms (20).

**EVA526017** Complete TOSS-P Kit ........................................... $179.00
**EVA526018** TOSS-P Test Forms (20) ........................................... $45.00

Test of Semantic Reasoning (TOSR)

The Test of Semantic Reasoning (TOSR) is a new, standardized vocabulary assessment for children and adolescents ages 7 through 17. Semantic reasoning is the process by which new words are learned and retrieved from one’s lexicon through analysis of multiple images that convey various contexts of the word’s meaning.

The TOSR assesses breadth (the number of lexical entries one has) and depth (the extent of semantic representation for each known word) of vocabulary knowledge without taxing expressive language skills, providing an important new resource for individuals assessing children with possible language and literacy deficits. Breadth and depth are both important for literacy. Breadth is related to early decoding, and depth to later comprehension.

The TOSR was developed by two practicing speech-language pathologists. It includes 90 sets of four high-quality color photographs that reflect a vocabulary word in a variety of contexts. The individual must use semantic reasoning to analyze the pictures and then select the single word from a choice of four that best represents the multiple contexts of the word represented by all the images.

Information obtained from this assessment can provide educators, psychologists, and speech-language pathologists with information on children and adolescents’ basic receptive vocabulary knowledge, as well as their higher order thinking and reasoning in the semantic domain.

The TOSR incorporates the easy administration and scoring of traditional one-word vocabulary assessments. Age-related starting points and ceilings ensure that only a subset of items will need to be administered. Scoring is straightforward, generally taking less than 5 minutes.

**TEST KIT INCLUDES:**
- Manual, Test Plates, 25 Record Forms in Portfolio

**EVA53148** TOSR Test Kit ...................................................... $175.00
**EVA53148M** TOSR Manual .................................................... $55.00
**EVA53148TP** TOSR Test Plates ................................................. $80.00
**EVA53148RF** TOSR Record Forms ............................................. $40.00

Comprehensive Receptive and Expressive Vocabulary Test—3rd Edition (CREVT-3)

The CREVT-3 is an innovative, efficient measure of both receptive and expressive oral vocabulary. It is a norm-referenced assessment tool used to identify, describe, and quantify oral vocabulary proficiency in children and adults.

The format of the 76-item Receptive Vocabulary subtest is a variation of the familiar “point-to-the-picture-of-the-word-I-say” technique featuring the unique use of thematic full-color photographs. This subtest is made up of 10 plates, each of which comprises six pictures. All of the pictures on a plate relate to a particular theme. After each word, the examinee selects from six photographs the one that best goes with the stimulus word.

The Expressive Vocabulary subtest uses the “define-the-word-I-say” format—the most popular and precise way to measure expressive vocabulary. The format encourages and requires the individual to converse in detail about a particular stimulus word, making it ideal for measuring expressive ability. The 29 items on this subtest pertain to the same 10 common themes used in the Receptive Vocabulary subtest, allowing for easy transition from subtest to subtest.

The General Vocabulary index is comprised of the Receptive and Expressive Vocabulary subtests. It represents overall ability in the area of oral vocabulary.

**COMPLETE KIT INCLUDES:**
- Examiner’s Manual, Photo Album Picture Book, 25 Form A Profile/Record Forms, and 25 Form B Profile/Record Forms, all in a sturdy storage box.

**EVA526981** Complete CREVT-3 Kit ......................................... $332.00
**EVA526982** CREVT-3 Examiner’s Manual ................................ $104.00
**EVA526983** CREVT-3 Form A Examiner Record Booklet (25) .... $62.00
**EVA526984** CREVT-3 Form B Examiner Record Booklet (25) .... $62.00
**EVA526985** CREVT-3 Photo Album Picture Book ...................... $104.00
Test of Preschool Vocabulary (TOPV)

The Test of Preschool Vocabulary (TOPV) is an easy-to-administer test that appeals to preschoolers and encourages children to share the words they know. The test measures children’s ability to receive and express single words that represent all parts of speech and a variety of basic concepts (things, events, experiences, temporality, relational and substantive processes, and relative position). The words tested progress in order of difficulty from familiar words and concepts to less familiar ones.

The TOPV has two subtests, Expressive Vocabulary and Receptive Vocabulary, the results of which are combined to create a composite, the General Vocabulary Index. Test results can be used to (a) identify children with oral language disorders, (b) diagnose early semantic ability, (c) compare receptive and expressive vocabulary knowledge, (d) monitor language intervention progress, and (e) do research.

COMPLETE KIT INCLUDES: Examiner’s Manual, 25 Examiner Record Booklets, Picture Plate (two scenes), Garage, and an Object Kit, all in a sturdy storage box.

EVA05261 Complete TOPV Kit ........................................... $239.00
EVA05262 TOPV Examiner Record Booklets (25) ............... $62.00
EVA05263 TOPV Examiner’s Manual ............................... $67.00
EVA05264 TOPV Garage .................................................. $20.00
EVA05265 TOPV Object Kit ............................................. $117.00
EVA05266 TOPV Picture Plate .......................................... $29.00

Hodson Assessment of Phonological Patterns—3rd Edition (HAPP-3)

The Arizona Articulation and Phonology Scale, Fourth Revision measures speech intelligibility, articulatory impairment, and phonological impairment in one quick, easy to use assessment. The fourth revision of this widely used assessment retains the strengths of its predecessors and adds features that enhance its effectiveness in identifying individuals who have speech sound disorders. New norms, refined measurement properties, and the addition of connected-speech and phonology tests help clinicians identify individuals who may benefit from speech sound services. Supplemental qualitative tasks facilitate deeper interpretation of the scores and help clinicians develop treatment plans that are targeted to the individual’s needs.


EVA5261117 Complete Kit ................................................ $239.00
EVA5261118 HAPP-3 Examiner’s Manual .......................... $77.00
EVA5261119 HAPP-3 Comprehensive Phonological Evaluation Record Forms (25) ............................................. $46.00
EVA5261120 HAPP-3 Multisyllabic Word Screening Record Forms (pad of 50) .................................................. $27.00
EVA5261121 HAPP-3 Preschool Phonological Screening Record Forms (pad of 50) ............................................. $27.00
EVA5261122 HAPP-3 Substitutions and Other Strategies Analysis Forms (25) ................................................ $39.00
EVA5261123 HAPP-3 Major Phonological Deviations Analysis Forms (25) ................................................ $39.00
EVA5261124 HAPP-3 Picture Card Kit ................................... $14.00
EVA5261125 HAPP-3 Multisyllabic Word Screening Picture Sheet (1) .................................................. $13.00
EVA5261126 HAPP-3 Object Kit ............................................. $66.00

Phonological Awareness Test-2: Normative Update (PAT-2: NU)

The PAT-2:NU is a standardized assessment of phonological awareness, phoneme-grapheme correspondence, and phonemic decoding skills. Test results help educators focus on those aspects of oral language that may not be systematically targeted in classroom reading instruction.

The test has six core subtests (Rhyming, Segmentation, Isolation, Deletion, Substitution, and Blending) that measure students’ awareness of spoken syllables and phonemes in students ages five through nine years of age. The test also has two supplemental subtests (Phoneme-Grapheme Correspondence and Phonemic Decoding) that measure students’ knowledge of sound/symbol correspondence in isolation and in practice in students ages six years through nine years. The test is comprehensive and includes a wide variety of tasks; performance on each of these tasks has been correlated with success in early reading and spelling. The straightforward, developmental format lets you easily tease out specific skills and plan effective interventions.


EVA526106 Complete PAT-2: NU Kit ........................................ $209.00
EVA526107 PAT-2: NU Examiner’s Manual .......................... $87.00
EVA526109 PAT-2: NU Graphemes Book ............................ $30.00
EVA526111 PAT-2: NU Colored Blocks ................................ $7.00
EVA526108 PAT-2: NU Decoding Book ................................ $40.00
EVA526110 PAT-2: NU Examiner Record Booklet (25) ........ $45.00
Comprehensive Test of Phonological Processing—2nd Edition (CTOPP-2)

The CTOPP is popular with professionals in psychology and education for its ability to meet the need for an assessment of reading-related phonological processing skills. It has been used in many studies of reading and phonological processing in both typical and clinical populations. The CTOPP-2 has four principal uses: (1) to identify individuals who are significantly below their peers in important phonological abilities, (2) to determine strengths and weaknesses among developed phonological processes, (3) to document individuals’ progress in phonological processing as a consequence of special intervention programs, and (4) to serve as a measurement device in research studies investigating phonological processing.


COMPLETE KIT INCLUDES: Examiner’s Manual, 25 Examiner Record Booklets for ages 4 through 6, 25 Examiner Record Booklets for ages 7 through 24, Picture Book, and 2 CDs, all in a sturdy storage box.

Glaspey Dynamic Assessment of Phonology (GDAP)

The GDAP is the first standardized, computer-assisted, dynamic assessment of speech production and stimulability. This ground-breaking approach employs a unique 15-point cueing system and hierarchy (from 15 to 1) which represents the scaffolding levels available to a child in the production of a target. This responsive approach provides for a more sensitive measure that takes into account the emergence of skills and the child’s ability to learn, not just the final speech product.

A standardized decision matrix is used to determine the progression of prompts and cues, and the speech environment complexity. By assessing a child’s responsiveness in greater detail with the GDAP, it is possible to measure how a child responds to cues across a range of systematically varied linguistic contexts.

The GDAP has 49 items, including 2 multisyllabic words, 22 initial phonemes, 21 final phonemes, 3 initial blends, and 1 final blend. Sound classes represented in the GDAP include: Glides, Nasals, Stops, Velars, Stridents, Interdental, Liquids, and a set of 6 Card Packs, all in a sturdy storage box.

COMPLETE KIT INCLUDES: Manual, Plates and 25 Record Forms.

Clinical Assessment of Articulation and Phonology—2nd Edition (CAAP-2)

The CAAP-2 assesses articulation and phonology in children. It is time-efficient, accurate, and yields results that are easy to score and interpret. The checklist approach to assessing phonological processes virtually eliminates the need for phonetic transcription. The CAAP-2 is designed so that children will enjoy its administration. It helps you qualify students for therapy with word standard scores, sentence standard scores, and phonology standard scores.


Rapid Automatized Naming and Rapid Alternating Stimulus Tests (RAN/RAS)

The RAN and RAS Tests are considered to be the “gold standard” of naming tests. These tests reflect three decades of clinical evidence and research across all parts of the United States, Canada, Europe, Israel, Asia, and Australia that have examined the relationship between processing speed and reading. This wealth of research evidence added to the fact that the tests are simple, fun, and quick to administer (i.e., five to ten minutes for all six tests) make tests an important addition to any prediction battery or diagnostic assessment of oral and written language from age five to adulthood.

The RAN and RAS Tests are individually administered measures designed to estimate an individual’s ability to recognize a visual symbol such as a letter or color and name it accurately and rapidly. The tests consist of rapid automatized naming tests (Letters, Numbers, Colors, Objects) and two rapid alternating stimulus tests (2-Set Letters and Numbers, and 3-Set Letters, Numbers and Colors).

COMPLETE KIT INCLUDES: Examiner’s Manual, 50 Examiner Record Forms, and a set of 6 Card Packs, all in a sturdy storage box.

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Linguist Systems Articulation Test—Normative Update (LAT-NU)

The Linguist Systems Articulation Test—Normative Update (LAT-NU) was designed to identify children and young adults with abnormal articulation patterns. It ensures a thorough examination of all sounds and blends by presenting several sounds more than one time in the same position. All positions at the word level are tested.

The test allows examiners to rate the severity of the speech sound disorder, rate the intelligibility of speech, and evaluate stimulability. The test also allows examiners to screen for childhood apraxia of speech (CAS), a neurological disorder that impairs the precision and consistency of speech.

The LAT-NU can be used to screen for CAS through the evaluation of the individual's sequential productions of twelve multisyllabic words. Intelligibility and stimulability can also be assessed. Intelligibility of speech is rated by noting the type and frequency of errors in a picture description task. Stimulability is assessed immediately after an incorrect production is made, and determines if the individual is able to imitate a correct production.

Photo Articulation Test—3rd Edition (PAT-3)

The Photo Articulation Test—Third Edition (PAT-3) is a completely revised edition of the popular Photo Articulation Test. It meets the nationally recognized need for a standardized way to document the presence of articulation errors. The PAT-3 enables the clinician to rapidly and accurately assess and interpret articulation errors.

The test consists of 72 color photographs (9 photos on each of eight sheets). The first 69 photos test consonants and all but one vowel and one diphthong. The remaining 3 pictures test connected speech and the remaining vowel and diphthong. A deck of the same 72 color photographs, each on a separate card, is provided for further diagnosis and may be used in speech-language remediation.

To administer the PAT-3, the examiner simply points to each consecutively numbered photograph and asks the child, “What is this?” The child’s response is scored on the Summary/Response Form to indicate the presence or absence of errors. The elicited sounds are arranged by age of acquisition. All sounds that are tested are written in the international phonetic alphabet. In addition, consonant sounds are differentiated into the initial, medial, and final positions within the stimulus words. The results from the PAT-3 provide the clinician with a straightforward comprehensive view of each student’s articulation errors.

The PAT-3 was standardized in a 23-state sample of more than 800 public and private school students in prekindergarten through Grade 4. Percentiles, standard scores, and age equivalents are provided.

Arizona Articulation and Phonology Scale—4th Revision (Arizona-4)

The Arizona Articulation and Phonology Scale, Fourth Revision measures speech intelligibility, articulatory impairment, and phonological impairment in one quick, easy to use assessment. The fourth revision of this widely used assessment retains the strengths of its predecessors and adds features that enhance its effectiveness in identifying individuals who have speech sound disorders. New norms, refined measurement properties, and the addition of connected-speech and phonology tests help clinicians identify individuals who may benefit from speech sound services. Supplemental qualitative tasks facilitate deeper interpretation of the scores and help clinicians develop treatment plans that are targeted to the individual's needs.

The Arizona-4 scores help clinicians identify individuals who are in need of speech sound services and develop treatment plans for them. The primary score is the easy-to-understand Word or Sentence Articulation Total Score, which has a direct and useful interpretation. Because the Total Scores are based on research that links them to the actual rate of speech sound occurrence in American speech, they express a real sense of how often misarticulated sounds are likely to occur in the examinee’s everyday speech and what impact those misarticulations are likely to have on overall speech intelligibility. The Word–Sentence Articulation Critical Difference Score provides further information about clinically meaningful differences between articulation in single-word versus connected-speech contexts.

The Examiner Record Booklet also provides a two-page summary allowing examiners to visually analyze the individual’s speech errors by word location, type, and stimulability. The Speech Sound Error Analysis section all phonemes tested in the LAT-NU are included in the.

The Examiner’s Manual discusses the test’s theoretical and research-based foundation, item development, standardization, administration and scoring procedures, normative tables, and guidelines for using the test's results. Reliability and validity studies conducted include typically developing students and students previously been diagnosed with an articulation disorder.

Test of Pragmatic Language—2nd Edition (TOPL-2)

The Test of Pragmatic Language-2 (TOPL-2) expands the original test for an even more in-depth and comprehensive analysis of social communication in context. Its four principal uses include: identifying individuals with pragmatic language deficits; determining individual strengths and weaknesses; documenting an individual’s progress; and researching pragmatic language skills.

This updated edition addresses reviewers’ concerns with the previous edition, adding and improving on important components such as Pragmatic Evaluation, Detailed IEP’s, Clinical Interpretive Framework, Extended Norms, Color Picture Prompts, Verbal Prompts, and Comprehensive Scoring Guidelines.

This test was originally designed for use by speech-language pathologists. However, with the ever-increasing emphasis on social skills and conflict resolution in students, the TOPL-2 test provides essential information for all team members: school psychologists, counselors, clinical psychologists, and special education specialists.


EVA5261009 Complete TOPL-2 Kit ............................................... $270.00
EVA5261010 TOPL-2 Examiner Record Booklets: Ages 6-7 (25) ....................................................... $59.00
EVA5261011 TOPL-2 Examiner Record Booklets: Ages 8-18 (25) ......................................................... $66.00
EVA5261012 TOPL-2 Examiner’s Manual ..................................................... $76.00
EVA5261013 TOPL-2 Picture Book ................................................................. $84.00

Purpose: In-depth and comprehensive analysis of social communication in context
Ages: 6-0 to 18-11 years
Admin Time: 45-60 minutes
Authors: Diana Phelps-Terasaki, EdD & Trisha Phelps-Gunn, MA

Social Language Development Test - Elementary: Normative Update
(SLDT-E: NU)

The Social Language Development Test-Elementary: Normative Update (SLDT-E:NU) assesses language-based skills of social interpretation with friends, the skills found to be most predictive of social language development. Specifically, it measures the language required to appropriately infer and express what another person is thinking or feeling within a social context, to make multiple interpretations, take mutual perspectives, and negotiate with and support their peers.

These tasks reflect the developmental refinement of social language comprehension and expression and differentiate typically developing children with those with autism spectrum disorder.

New Features include: Updated norms based on the 2015 U.S. Census; new standard score metric for subtests and composites; all new item analysis and item bias studies; all new reliability and validity studies, including diagnostic accuracy analyses, which are considered the most rigorous techniques for establishing validity today. These analyses involve the computation of sensitivity and specificity indexes and the receiving operating characteristic/area under curve statistic (ROC/AUC).

The test has four subtests, which require students to make inferences, interpret photographed scenes, and explain how they would resolve problems with peers. The Examiner’s Manual includes a comprehensive discussion of the test’s theoretical and research-based foundation, item development, standardization, administration and scoring procedures, norms tables, and guidelines for using and interpreting the test’s results.


EVA520581 Complete SLDT-E:NU Kit ........................................ $224.00
EVA520582 SLDT-E:NU Examiner Record Booklets (25) .................................................. $42.00
EVA520583 SLDT-E:NU Manual ................................................ $57.00
EVA520584 SLDT-E:NU Picture Book .................................................... $63.00
EVA520585 SLDT-E:NU Scoring Standards and Example Responses Book ............................................. $32.00

Purpose: Assesses language-based skills of social interpretation and interaction with friends, the skills found to be most predictive of social language development
Ages: 6-0 through 11-11
Admin Time: 45 minutes
Authors: Linda Bowers, MA, SLP; Rosemary Huisingh, MA, SLP; Carolyn LoGiudice, MA, CCC-SLP

Social Language Development Test - Adolescent: Normative Update
(SLDT-A: NU)


New Features include: updated norms to reflect the demographics of the 2016 U.S. Census; the normative sample is stratified by age relative to geographic region, gender, race, and ethnicity; new standard score metric for subtests and composites; all new item analysis and item bias studies provide convincing evidence of content-description validity; all new reliability and validity studies were prepared, including diagnostic accuracy analyses, which are considered the most rigorous techniques for establishing validity today. These analyses involve the computation of sensitivity and specificity indexes and the receiving operating characteristic/area under curve statistic (ROC/AUC).

The test has five subtests (Making Inferences, Interpreting Social Language, Problem Solving, Social Interpretation, and Interpreting Ironic Statements) that yield scaled scores. A composite score, called the Social Language Development Index, represents overall performance on the subtests. The Examiner’s Manual discusses the test’s theoretical and research-based foundation, item development, standardization, administration and scoring procedures, normative tables, and guidelines for using and interpreting the test’s results.


EVA520586 Complete SLDT-A: NU Kit ................................................ $212.00
EVA520587 SLDT-A: NU Examiner Record Booklets (25) .................................................. $42.00
EVA520588 SLDT-A: NU Examiner’s Manual ..................................................... $77.00
EVA520589 SLDT-A: NU Picture Book ................................................................. $53.00
EVA520590 SLDT-A: NU Scoring Standards and Example Responses Book ............................................. $40.00

Purpose: Measures students’ ability to make inferences, and interpret and respond to social interaction
Ages: 12-0 to 17-11 years
Admin Time: 45 minutes
Authors: Linda Bowers, MA, SLP; Rosemary Huisingh, MA, SLP; Carolyn LoGiudice, MA, CCC-SLP

For a more detailed description of these evaluations, please visit our website: www.therapro.com

The TAPS-4 provides information about language processing and comprehension skills across three intersecting areas: phonological processing, auditory memory and listening comprehension. These areas underpin the development of effective listening and communication skills, and are critical to the development of higher order language skills, including literacy skills.

The TAPS-4 features new subtests along with revisions to subtests from the TAPS-3, fully updated norms, and an expanded age range. The TAPS-4 subtests were also reorganized into Index and Supplemental subtests, reducing testing burden and increasing flexibility in administration.

The TAPS-4 also features audio administration for the subtests in which proper pronunciation of speech sounds is critical, providing a greater degree of standardization and accuracy during the testing process.

The TAPS-4 has 11 subtests, organized into three indices: Phonological Processing Index; Auditory Memory Index; and Listening Comprehension Index.

The TAPS-4 assesses five narrow abilities across three broad skill areas as defined in the Cattell-Horn-Carroll (CHC) theory of cognitive abilities: Short-Term Memory; Auditory Processing; Comprehension Knowledge.

TAPS-4 Index subtests can be administered in one hour or less. Scaled scores are provided for subtests; standard scores are provided for indices and the overall score. Discrepancy scores allow comparison of performance across subtests.


- EVA53165 Complete TAPS-4 Kit ............................................. $205.00
- EVA53166 TAPS-4 Manual .................................................... $80.00
- EVA53167 TAPS-4 Test Booklets (25) ............................. $85.00
- EVA53168 TAPS-4 Administration CD ............................ $40.00

Test of Auditory Processing Skills—3rd Edition (Spanish Bilingual) (TAPS-3:SBE)

The Spanish version of the Test of Auditory Processing Skills 3rd Edition (TAPS-3, 2005), is NOT just a translation. The TAPS-3:SBE includes new items equivalent to the English version that were reviewed by Spanish-bilingual testing professionals.

The TAPS-3:SBE provides separate norms that are based on 800 Spanish-speaking children in the U.S. ages 5-0 through 18-11.

The structure of the test is similar to the English version but with allowances made for language and grammar differences. Notably, the subtest in the English version that utilized compound words was dropped because such words are extremely rare in Spanish, and new sentences with idioms were developed.

While the test is administered in Spanish and the responses are expected to be in Spanish, the examiner may use English to give directions, if necessary, and English responses may be accepted if the meaning is the same as the intended response. Subtest scoring is the same as in the TAPS-3, allowing partial credit in order to reflect more accurately the child’s processing ability.

Individual subtests are reported as scaled scores, while cluster scores (Phonological Skills, Memory, and Cohesion) and the overall score are reported standard scores; percentile ranks and age equivalents are also provided.

COMPLETE KIT INCLUDES: Manual, 25 Test Booklets, and Auditory Figure-Ground CD.

- EVA53131 Complete TAPS-3:SBE Kit ................................. $160.00
- EVA53132 TAPS-3:SBE Manual ........................................ $60.00
- EVA53133 TAPS-3:SBE Test Booklets (25) ..................... $75.00
- EVA53134 TAPS-3:SBE Auditory Figure-Ground CD ........ $25.00

The Listening Inventory

The Listening Inventory is an informal behavioral observation completed by parents and/or teachers. The Listening Inventory is a first step to quantify behaviors to see if a child might need evaluation for auditory disorders and it can provide a starting point for discussions with the speech-language professional prior to formal evaluation of a child. Six areas are assessed and index scores are derived for each. The areas are: linguistic organization, decoding/language mechanics, attention/orrganization, sensory/motor, social/behavioral and auditory processes.

The Listening Inventory Form is easy to use, designed to automatically direct scores to the appropriate Index column for quick scoring. The manual contains background information as well as a guide for interpretation and use of the observations that were made. Profile forms are provided to assist with score interpretation using convenient graphs.

The observers (parents, teachers, and other professionals) are given TLI to complete; they then return the Inventory Form to the speech-language professional for interpretation. Statements in the Listening Inventory Form are rated on a 0 to 5 point scale. Index scores are compared to criterion-based cut-off scores to determine clinical significance. The Listening Inventory Form is easy to use, designed to automatically direct scores to the appropriate Index column for quick scoring. Profile forms are provided to assist with score interpretation using convenient graphs.


- EVA4253 Complete Listening Inventory Kit ........................... $90.00
- EVA4254 Listening Inventory Manual ................................ $40.00
- EVA4255 Listening Inventory Forms & Profile Forms (25) .... $50.00
- EVA42551 Listening Inventory Forms (25) .......................... $30.00
Multiple Auditory Processing Assessment (MAPA-2)

The MAPA-2 is a comprehensive assessment of auditory processing and listening skills. It may be used as a screener to be followed by other behavioral or physiological tests or it may be used for a preliminary diagnosis in the auditory area. The test is administered via CD and can be used in a clinical setting or a sound booth.

The MAPA-2 includes eight different subtests in the three domains (monaural, temporal, and binaural) that ASHA and AAA recommend for auditory processing assessment along with the Scale of Auditory Behaviors, a 12-item parent or teacher completed questionnaire of listening behaviors.

Monaural: Evaluate an individual’s ability to use low redundancy information.

Temporal: Evaluate an individual’s ability to use acoustic information over time.

Binaural: Evaluate an individual’s ability to use unique information presented simultaneously to each ear.

The full MAPA-2 can be administered in about 30–40 minutes. Scoring is easy and straightforward. Raw scores are reported as scaled scores and percentile ranks for subtests, and as standard scores and percentile ranks for the Domains and the Overall score. Additional qualitative analyses of the SINCA, Dichotic Digits, and the Gap Detection subtests are provided. Significant changes in scores over time can be documented with the Reliable Change Index.

The MAPA-2 can be administered either in a clinical audiometry environment (sound booth and audiometer) or by using standard circumaural headphones and audio player. Headphones with increased performance in low frequencies and earbud style transducers are NOT recommended because they could alter the outcomes of testing.


- EVA53169 MAPA-2 Complete Test Kit ........................... $215.00
- EVA53170 Manual ..................................................... $75.00
- EVA53171 Record Forms (25) ................................. $45.00
- EVA53172 Scale of Auditory Behaviors ................. $15.00
- EVA53173 Administration CD ............................... $70.00

Auditory Processing Abilities Test (APAT)

The APAT is a nationally standardized, norm-referenced auditory processing battery. It may be used in the identification of children who are at risk or who may experiencing Auditory Processing Disorder (APD). The APAT was developed using a model based on a hierarchy of auditory processing skills that are basic to listening and processing spoken language. These skills range from sensation to memory to cohesion.

The APAT is comprised of 10 subtests that quantify a child’s performance in various areas of auditory processing: Phonemic Awareness, Word Sequences, Semantic Relationships, Sentence Memory, Cued Recall, Content Memory, Complex Sentences, Sentence Absurdities, Following Directions, and Passage Comprehension.

The APAT provides composite index scores as well as individual subtest scores: Global Index reflecting overall auditory processing efficiency, Linguistic Processing Index, and Auditory Memory Index. Optional analyses allow further examination of Linguistic Processing tasks (yielding indices for discrimination, sequencing, and cohesion) and Memory tasks (yielding indices for immediate recall, delayed recall, sequential recall, and cued recall).

The battery is designed primarily to be used by speech-language pathologists but may also be used by other professionals such as learning disabilities specialists, psychologists, and resource specialists.

The APAT is individually administered and can be completed and scored in less than 45 minutes. It yields scaled scores and percentile ranks for subtests and standard scores and percentile ranks for the composites. Age equivalents are also available for all areas assessed.

**COMPLETE KIT INCLUDES:** Manual, 25 Test booklets, 25 Test forms

- EVA4256 Complete APAT Kit ..................................... $130.00
- EVA4257 APAT Manual .............................................. $55.00
- EVA4258 APAT Test Booklets (25) ............................ $50.00
- EVA4259 APAT Summary Sheets (25) ....................... $25.00

Differential Screening Test for Processing (DSTP)

Determine if your student has difficulty with auditory processing, difficulty with language processing, or a combination of the two. The DSTP is the only test of its kind to differentiate among the various levels of auditory and language processing and identifies areas for referral or further evaluation. The DSTP is a screening instrument to assist professionals in determining if additional diagnostic assessment is warranted and the specific areas of focus for further testing.

The subtest areas of the DSTP represent the neurological continuum of processing acoustic stimuli. Critical skills are evaluated in three major levels: acoustic, acoustic-linguistic, and linguistic. Test vocabulary was carefully chosen to be within the linguistic capabilities of the target population.

Subtests: Level One – Acoustic Subtests, Level Two – Acoustic-Linguistic Subtests; Level Three – Linguistic Subtests.

**COMPLETE TEST INCLUDES:** Examiner’s Manual, 20 Test Forms, 2 Headphones, Y-Cord Adapter, Audio CD-ROM, 12 Letter Tiles, and Picture Cards, all in a Sturdy Storage Box.

- EVA526430 Complete DSTP Test ........................... $95.00
- EVA526431 DSTP Test Forms (20) .......................... $28.00

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Augmentative & Alternative Communication Profile: A Continuum of Learning

This profile includes everything you need to assess communicative competence and design intervention for the ever-changing needs of people who use AAC systems.

1. An assessment tool that measures subjective, functional skills for developing communicative competence using AAC systems; re-evaluates skill level; and monitors progress.

2. A guide to help manage clients who use any type of speech-generating AAC system. The profile grew out of the literature related to critical pathways and continuums of care implemented to increase quality of care and efficiency and to reduce costs.

The Profile allows you to identify areas of strengths and those that need intervention and instruction; determine functional, long-range outcomes and the steps toward achieving them; compare individual performance over time toward desired outcomes; identify ways that AAC support team members can define and coordinated their roles for intervention and instruction programs; and identify and provide optimal learning environments.

Originally developed for use with children who use speech-generating systems; the AAC Profile is appropriate for use with adults who do not have acquired communication disorders and who use AAC systems. The profile is not specific to a disorder, severity, or setting.

Although the Augmentative & Alternative Communication Profile is best used under the guidance of a speech-language pathologist, it is intended for use by a multidisciplinary team of individuals who have knowledge about the person’s physical, cognitive, and social skills as they relate to AAC.


Oral and Written Language Scales—2nd Ed (OWLS-2)

Building on the strong theory and research underpinning the original OWLS, the Second Edition of this highly regarded test offers an integrated, global approach to language assessment. The OWLS-II adds a Reading Comprehension Scale, updated norms, new items, a parallel form, improved scoring guidelines, and full-color stimulus materials. A helpful new handbook, Foundations of Language Assessment, explains the theory upon which the OWLS-II is based, making it easier to understand the test and interpret results.

The four OWLS-II scales, Listening Comprehension, Oral Expression, Reading Comprehension, and Written Expression, give you a complete, accurate, and useful picture of language skills. Each of the four scales assesses four linguistic structures.

COMPREHENSIVE HAND-SCORED KIT INCLUDES: LC/OE Kit & RC/WE Kit, with a single copy of Foundations of Language Assessment and 10 Profile Forms.


LC/OE HAND-SCORED KIT (FORM B) INCLUDES: 10 LC/OE Record Forms, LC Easel and OE Easel for Form B.


RC/WE HAND SCORED KIT (FORM B) INCLUDES: 10 RC/WE Record Forms (Form B), 10 WE Response Booklet (Form B), RC Easel (Form B), and WE Easel (Form B).
The Test of Childhood Stuttering (TOCS) provides clinicians and researchers with a sound method for assessing speech fluency skills and stuttering-related behaviors in children 4 through 12 years of age. Its main purposes are to (1) identify children who stutter, (2) determine the severity of a child’s stuttering, and (3) document changes in a child’s fluency functioning over time. It can also be used as a tool in research on childhood stuttering.

The TOCS is comprised of three major components:

1) STANDARDIZED SPEECH FLUENCY MEASURE: Four speech fluency tasks are used to identify children who stutter and rate the severity of their stuttering.

2) OBSERVATIONAL RATING SCALES: Enables the examiner to gather information about stuttering and related behaviors from parents, teachers, and other individuals who have known the child for an extended period of time.

3) SUPPLEMENTAL CLINICAL ASSESSMENT: Eight supplementary fluency-related assessments enable examiners to probe disfluency-related data in greater detail.


Oral Speech Mechanism Screening Examination—Third Edition (OSMSE-3)

The Oral Speech Mechanism Screening Examination—Third Edition (OSMSE-3) provides an efficient, quick, and reliable method to examine the oral speech mechanism of all types of speech, language, and related disorders where oral structure and function is of concern. Its appeal for all types of clients and problems, ease of administration and scoring, and nearly two decades of continued use in clinical and research efforts set it apart from other oral examinations. The OSMSE-3 is specifically designed for speech-language pathologists who evaluate and treat all kinds of speech and language disorders. The third edition has a number of attractive new features designed to make the instrument easier to administer and score than the previous revision, yet it is still comprehensive and accurate.

COMPLETE KIT INCLUDES: Examiner’s Manual, a pad of 50 Scoring Forms, and a CD, all in a sturdy storage box.

Jaw Rehabilitation Program

The Jaw Rehabilitation Program (JRP) is a step-by-step progression of treatment delineated into 7 outcome levels to develop biting and chewing skills. Beginning goals and objectives target the development of prerequisite sensory and motor skills with goals that follow a progression of treatment to facilitate and strengthen functional patterns of mandibular movement.

The Jaw Rehabilitation Program provides a step-by-step series of treatment exercises, using Chewy Tubes, which are designed to improve sensory and motor skills and to strengthen functional patterns of mandibular movement. All treatment is practiced using Chewy Tubes, rather than real food.

Therapists may also want to use the JRP with patients who need to rehabilitate after a jaw post stroke or craniofacial surgery.

Includes 3 yellow Chewy Tubes, 3 red Chewy Tubes, a Manual, and Jaw Assessment Test Forms, all in a sturdy box.

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Test of Information Processing Skills (TIPS)

The TIPS provides clinicians with quick and reliable measures of how well a person processes information (letter strings) presented visually and auditorily. Short-term and working memory responses show differences between sequenced and non-sequenced retention (a hallmark of those with learning disabilities). Error analyses (Proactive Inhibition and Auditory Intrusion) document the extent to which new information is lost or its retention is inhibited.

TIPS assesses how a person processes information that is either seen or heard; how much information is retained (short term, working memory and delayed recall); how it is retained (in the sequence presented or in a scrambled order); the effects of interference on recall; semantic fluency.

The test provides norm-referenced standard scores and percentile ranks for visual and auditory memory, under three recall conditions. Differences between sequential and nonsequential retention are also noted. In addition, error analyses (Proactive Inhibition and Auditory Intrusion) document the extent to which new information is lost or its retention is inhibited.

Purpose: Provides clinicians with quick measures of how well a person processes information presented visually and auditorily.

Ages: 5 to 90+ years

Admin Time: 30 minutes

Authors: Raymond E. Webster, PhD

Executive Functions Test—Elementary: Normative Update (EFT-E: NU)

The Executive Functions Test—Elementary: Normative Update (EFT-E: NU) measures language skills that affect executive functions, such as working memory, problem solving, inferring, predicting outcomes, and shifting tasks. It can be used to identify children who have executive-functioning deficits, plan interventions, and represent executive functioning in research studies.

The test has four subtests (Attention and Immediate Memory–Verbal, Attention and Immediate Memory–Nonverbal, Working Memory and Flexible Thinking, and Shifting) that yield scaled scores. A composite score, called the Executive Function Index, represents overall performance on the subtests. The Examiner's Manual includes a comprehensive discussion of the test's theoretical and research-based foundation, item development, standardization, administration and scoring procedures, norms tables, and guidelines for using and interpreting the test's results. Reliability and validity studies were conducted with students with normal language abilities and students who had previously been diagnosed with autism spectrum disorder or learning disabilities.

Purpose: Measures language skills that affect executive functions.

Ages: 7-0 to 12-11

Admin Time: 60 minutes

Authors: Linda Bowers, MA, SLP and Rosemary Huisingh, MA, SLFP

Cognitive Assessment of Young Children (CAYC)

The Cognitive Assessment of Young Children (CAYC) is a newly developed easy-to-administer screening and assessment tool used to identify children with developmental delays. It is based on the same reliable, successful, theoretical model upon which the DASI (Developmental Activities Screening Inventory) and DASI-II were both designed. This test was normed on 743 demographically representative children, residing in 16 different states.

The CAYC serves four main purposes:

1) Early Identification of Developmental Delay in order to facilitate early intervention.

2) Determination of Strengths and Weaknesses contributes valuable information to the total diagnostic effort.

3) Documentation of Progress provides clinicians, early childhood educators, teachers, diagnosticians, and psychologists a base from which to monitor change and evaluation. Conclusions can then be made on whether to continue, modify, or terminate the intervention program.

4) Research Data can be collected from the well-constructed, reliable and valid results.

Purpose: To identify children with developmental delays

Ages: 2m through 5-11

Admin Time: 15-30 minutes

Authors: M. Beth Langley, Rebecca Fewell & Taddy Maddox
Cognitive Assessment System—2nd Edition (CAS2)

Designed to measure cognitive processing abilities that are important for a broad range of differential diagnoses and instructional planning, the Cognitive Assessment System, Second Edition (CAS2) is a norm-referenced measure based on the well-researched cognitive/neuropsychological theory called PASS (Planning, Attention, Simultaneous, and Successive). It provides practitioners with a valid and reliable tool to evaluate the strengths and weaknesses of children and adolescents in important areas of cognitive processing.

The CAS2 was designed to measure cognitive processing abilities important for a broad range of differential diagnoses and instructional planning in individuals ages 5-0 through 18-11. The CAS2 Extended Battery has three subtests for each of the four PASS scales. The Core Battery includes two subtests from each of the four PASS scales. The CAS2 also yields five supplemental composite scores: Executive Function without Working Memory, Executive Function with Working Memory, Working Memory, Verbal Content, and Nonverbal Content. A visual versus auditory comparison is also provided.

Test of Problem Solving: Adolescent (TOPS-2:A)

While other tests may assess thinking skills by tapping mathematical, spatial, or nonverbal potential, the TOPS-2: Adolescent assesses critical thinking abilities based on the student’s language strategies using logic and experience.

TOPS 2: Adolescent uses a natural context of problem-solving situations related to adolescent experiences and assesses five different decision-making skill areas critical to academic, problem-solving, and social success.

Based on the research of Richard Paul, the TOPS 2: Adolescent emphasizes the integrative disposition of critical thinking by focusing on these cognitive processes: understanding/comprehension; analysis; interpretation; self-regulation; evaluation; explanation; inference/insight; decision-making; intent/purpose; problem-solving; and acknowledgment.

The test is comprised of five subtests (18 written passages) that assess a student’s performance of these skills. The subtests require the student to pay careful attention to process, and think about what they hear and read; think about problems with a purpose in mind; resist the urge to be impulsive; and express answers verbally.

The Discussion of Performance section found in the Examiner’s Manual was developed to guide the examiner to make appropriate and educationally-relevant recommendations for remediation based on a clear understanding of each subtest.

It includes a research-based rationale for the importance of teaching thinking skills, clinically sound information about each task, what the student needs to do to be successful with each task, how the tasks relate to academic performance, the specific steps a student goes through to complete each thinking task, and the breakdown of what the student’s responses reflect about his thinking skills.

Test Of Problem Solving—3rd Edition Elementary: Normative Update (TOPS-3E: NU)

The TOPS-3E: NU assesses a school-age child’s ability to integrate semantic and linguistic knowledge with reasoning ability by way of picture stimuli and verbal responses.

The TOPS-3E: NU focuses on students’ linguistic ability to think and reason. Language competence is the verbal indicator of how a student’s language skills affect his ability to think, reason, problem solve, infer, classify, associate, predict, determine causes, sequence, and understand directions. The test focuses on a broad range of language-based thinking skills, including clarifying, analyzing, generating solutions, evaluating, and showing affective thinking.

While other tests may assess students’ thinking skills by tapping mathematical, spatial, or nonverbal potential, the TOPS-3E: NU measures discreet skills that form the foundation of language-based thinking, reasoning, and problem-solving ability.

The TOPS-3E: NU has three components: an Examiner’s Manual, Examiner Record Booklets, and a Picture Book. The

Examiner’s Manual includes a comprehensive discussion of the test’s theoretical and research-based foundation, item development, standardization, administration and scoring procedures, norm tables, and guidelines for using and interpreting the test’s results. The Examiner Record Booklet provides space to record responses and transform the raw score to an age equivalent, percentile rank, and the Problem Solving Index. The test kit also includes a Picture Book, which includes the picture stimuli for the test items.

Complete Kit Includes: Examiner’s Manual, Picture Book, and 25 Examiner Record Booklets, all in a sturdy storage box

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Cognition and Intelligence

Comprehensive Test of Nonverbal Intelligence—2nd Edition (CTONI-2)

The CTONI-2 is a popular norm-referenced test that uses nonverbal formats to measure general intelligence of children and adults whose performance on traditional tests might be adversely affected by subtle or overt impairments involving language or motor abilities.

The CTONI-2 measures analogical reasoning, categorical classification, and sequential reasoning, using six subtests in two different contexts: Pictures of familiar objects (e.g., people, toys, animals) and geometric designs (unfamiliar sketches and drawings). The six subtests are: (1) Pictorial Analogies, (2) Geometric Analogies, (3) Pictorial Categories, (4) Geometric Categories, (5) Pictorial Sequences, and (6) Geometric Sequences.

The CTONI-2 generates six subtest and three composite scores: Global Nonverbal IQ, Pictorial Nonverbal IQ, and Geometric Nonverbal IQ. All are provided as standard scores, percentile ranks, and age equivalents. The test was standardized on a nationally representative sample of 2,827 individuals between the ages of 6-0 and 89-11. Norms are stratified by age, and this second edition eliminates floor effects.


Test of Nonverbal Intelligence—4th Edition (TONI-4)

The Test of Nonverbal Intelligence is a practical, easy-to-use, norm-referenced instrument that measures an individual’s intelligence. The administration and response format are pragmatic with simple oral instructions, requiring test takers to answer only with simple but meaningful gestures such as pointing, nodding, or blinking. This test is ideal for those who have language, hearing, or motor impairments, or are not familiar with mainstream American culture.

The TONI-4 has two equivalent forms: Form A and Form B. Each form consists of 60 items, all of which are abstract/figural (i.e., void of pictures or cultural symbols), thus educational, cultural, or experiential backgrounds will not adversely affect test results. All items are arranged in easy-to-difficult order. Each item contains one or more of the eight salient characteristics: shape, position, direction, rotation, contiguity, shading, size, and movement.

Easier items contain one or two characteristics, while the more difficult items contain several. Use either or both forms for periodic reevaluation and research purposes.

Backed by decades of research establishing its reliability and validity, the TONI-4 offers both sound psychometrics and quick, convenient administration. This popular nonverbal assessment is highly useful in educational, neuropsychological, forensic, and research contexts.

COMPLETE KIT INCLUDES: Examiner’s Manual, Picture Book, Critical Reviews and Research Findings (1982-2009), 50 Form A Answer Booklets and Record Forms, 50 Form B Answer Booklets and Record Form, all in sturdy storage box.

Mini-Mental State Examination—2nd Edition (MMSE-2)

With a new standard version that is equivalent to the original MMSE and new and expanded forms, the MMSE-2 retains clinical utility and efficiency while expanding the original’s usefulness in populations with milder forms of cognitive impairment, including subcortical dementia.

The original MMSE is one of the most frequently used brief assessments of cognitive function. It can be used to track patients’ progress over time, to screen large populations for cognitive impairment, and to select patients for clinical trials research in dementia treatment.

A Kit is not available for the MMSE-2: Brief Version. If Examiner wants to use the Brief Version, the Brief Version Blue Forms, the Brief Version Red Forms, User’s Manual and Pocket Norms Guide should be purchased.


phone 800.257.5376 • fax 800.268.6624
Allen Cognitive Level Screen-5 (ACLS-5)

The Allen Cognitive Level Screen-5 (ACLS-5) and Large Allen Cognitive Level Screen-5 (LACLS-5) are intended to provide a quick measure of learning potential, global cognitive processing capacities and performance abilities. This is achieved with leather lacing tools and instructions to complete 3 stitches of increasing complexity to assist with determining the person's Allen cognitive level.

The Allen Cognitive Level Screen (ACLS) is an evidence-based, standardized screening assessment of functional cognition developed within the framework of the cognitive disabilities model. The ACLS provides a quick estimate of an individual's learning and problem solving abilities during performance of three visual motor tasks of increasing complexity. Scores on the screening assessment are verified through further assessment and interpreted within the framework of the cognitive disabilities model.

The tool used in this screening assessment is available in three forms: the standard Allen Cognitive Level Screen (ACLS), the Large Allen Cognitive Level Screen (LACLS) for persons with vision or hand function problems, and the Disposable Large Allen Cognitive Level Screen (LACLS[D]) for single or serial use with individuals for whom infection control precautions must be observed. All three forms are administered and scored using the Manual for ACLS-5 and LACLS-5 (Allen, Austin, David, Earhart, McCraith & Riska-Williams, 2007).

MANUAL: A revised version for administering both the Standard Allen Cognitive Level Screen (ACLS) and the Large Allen Cognitive Level Screen (LACLS). New sections include: Definition of Functional Cognition, History of the Cognitive Disabilities Model, Set Up of the Tools with Photos, Color-Coded Administration Instructions, Revised Scoring Tables, Assigning and Interpreting Scores, Review of Published Research, and four Appendices with References, and Resources for Practitioners. The Manual is a spiral bound notebook and comes with a clear plastic pouch to hold each of the 2 Lacing Leather tools (not included).

STANDARD ALLEN COGNITIVE LEVEL SCREEN (ACLS): Contains: 1 pre-punched 4x5 inch rounded, tan leather rectangle, 1 large-eyed, blunt sewing needle, 2 brass threaded, locking needles, 1 hank of leather lace and 1 hank of wax linen thread. Use with new Manual for ACLS-5 and LACLS-5 (sold separately).

LARGE ALLEN COGNITIVE LEVEL SCREEN (LACLS): This is a large form of the ACLS for persons with impaired vision or hand function who have difficulty using the standard ACLS leather piece. Research studies have demonstrated correspondence with the ACLS. Includes: 1 pre-punched 6x7 inch rounded, tan leather rectangle, 1 shoelace with plastic tips on each end, 2 large brass threaded locking needles, 1 hank of wide leather lace with 2 visibly distinct sides. Use with new Manual for ACLS-5 and LACLS-5 (sold separately).

STANDARD ALLEN COGNITIVE LEVEL SCREENING (ACLS) WITH MANUAL: Contains the newly updated and revised Manual, the ACLS, and a clear plastic storage pouch.

LARGE ALLEN COGNITIVE LEVEL SCREENING (LACLS) TOOL WITH MANUAL: Contains the newly updated and revised Manual, the LACLS, and a clear plastic storage pouch. This is a larger version of the ACLS often used with persons who have impaired vision or hand skills.

DISPOSABLE LACLS: Developed for use where strict infection control procedures must be observed. This fully disposable tool is designed for a single use or serial use with one individual, after which it should be discarded. Materials to set up four screening tools are provided. Each pack includes: 4 disposable chipboard forms, pre-cut shoelace lengths, 4 pieces of 60" lacing to be cut in half for use with each tool, set up instructions unique to the tool and contact information to participate in a feedback survey. Needles are not used with the (LACLS[D]). The “front” of the tool is indicated by the ACLS & LACLS Committee Approved stamp. Follow administration protocol in The Manual for the Allen Cognitive Level Screen-5 (ACLS-5) and Large Allen Cognitive Screen-5 (LACLS-5). Please note: the leather lacing in this product contains natural rubber latex which may cause allergic reactions.

ACLS Lace Replacement Kit To be used with "ACLS and LACLS Committee approved" ACLS assessment tool. Includes: 72" waxed linen thread to replace Running Stitch task thread 4 times, and 60" of 3/32 inch wide leather lace to replace the Whipstitch and Single Cordovan Stitch task. This kit does not include needles. Please note: Caution- The leather lacing in this product contains natural rubber latex which may cause allergic reactions.

LACLS LACE REPLACEMENT KIT: To be used with "ACLS and LACLS Committee approved" ACLS assessment tool. Includes: 1 shoelace to replace Running Stitch task shoelace, and 60" of 3/15 inch leather lace to replace the Whipstitch and Single Cordovan Stitch tasks. This kit does not include needles. Please note: Caution- The leather lacing in this product contains natural rubber latex which may cause allergic reactions.

ACLS NEEDLE REPLACEMENT KIT: Replacement needles for the "ACLS and LACLS Committee approved" ACLS-5 assessment. Includes: 2 permalok needles for the ACLS leather lace stitches and 1 large eye needle for the linen thread stitch. Leather lace and thread not included in this kit.

LACLS NEEDLE REPLACEMENT KIT: Replaces needles for the "ACLS and LACLS Committee approved" LACLS-5 assessment. Includes: 2 permalok needles to be used with the wider LACLS lace for the Whipstich and Single Cordovan leather lacing stitches. Leather lace and thread not included in this kit.


For a more detailed description of these evaluations, please visit our website: www.therapro.com
Wide Range Assessment of Memory and Learning—2nd Edition (WRAML-2)

The WRAML2 is a carefully standardized psychometric instrument which allows the user to evaluate an individual’s memory functioning. It affords evaluation of both immediate and delayed memory ability, as well as the acquisition of new learning. As with the original Wide Range Assessment of Memory and Learning (WRAMLTM), the WRAML2 includes standard scores, scaled scores, and percentiles.

The WRAML2 Core Battery is composed of two Verbal, two Visual, and two Attention/Concentration subtests, yielding a Verbal Memory Index, a Visual Memory Index, and an Attention/Concentration Index. Together, these subtests yield a General Memory Index. A new Working Memory Index has been added, which is comprised of the Symbolic Working Memory and Verbal Working Memory subtests. Four new recognition subtests have been added. The Story Memory subtest includes new stories, and the Picture Memory subtest provides new full-color scenes.


EVA40130 Complete WRAML2 Kit ......................................................... $643.75
EVA40131 WRAML2 Admin & Scoring Manual .................................. $134.00
EVA40132 WRAML2 Examiner’s Forms (pkg/25) .................................. $97.75
EVA40133 WRAML2 Picture Memory Response Forms (25) ............. $67.00
EVA40134 WRAML2 Picture Memory Recognition Forms (25) ......... $68.50
EVA40135 WRAML2 Design Memory Response Forms (25) ............ $53.50
EVA40136 WRAML2 Design Memory Recognition Forms (25) ......... $53.50
EVA40137 WRAML2 Picture Memory Cards (set of 4) ....................... $40.75
EVA40141 WRAML2 Working Memory Cards (set of 2) ................. $64.25
EVA40138 WRAML2 Design Cards ......................................................... $53.50
EVA40139 WRAML2 Finger Window Card ............................................... $53.50
EVA40140 WRAML2 Sound Symbol Booklet ........................................ $80.25
EVA40142 WRAML2 Red Grease Pencil .................................................. $1.55

Primary Test of Nonverbal Intelligence (PTONI)

The Primary Test of Nonverbal Intelligence (PTONI) is a theoretically sound, research-based method of assessing reasoning abilities in young children. Psychologists, diagnosticians, special educators, speech-language pathologists, and other professionals can use this test to identify both severe intellectual deficits and superior cognitive intelligence; help estimate future school success based on family history, educational background, and personality traits; and study a wide range of researchable topics and issues.

The nonverbal format of the PTONI is especially appropriate for testing children who typically are not verbally or motorically well developed. Furthermore, directions in eight alternative languages are provided for the PTONI making it an appropriate assessment of intelligence for children from diverse language backgrounds.

This test is composed of an Examiner’s Manual, a Picture Book with easel backing, and an Examiner Record Form.

EVA526414 Complete PTONI Kit ......................................................... $241.00
EVA526415 PTONI Examiner/Record Forms (25) .......................... $56.00
EVA526416 PTONI Examiner’s Manual ............................................... $56.00
EVA526417 PTONI Picture Book ......................................................... $111.00

Cognitive Performance Test (CPT) REVISED 2018

The Cognitive Performance Test (CPT) is a standardized occupational therapy assessment of functional cognition. Therapists examine cognitive integration with functioning in an IADL-environmental context and rate executive processing across seven subtasks for an average score. The CPT is used to explain and predict capacity to function in various contexts and guide intervention plans; it measures and tracks the severity of a cognitive-functional disability by means of baseline and serial assessment.

The CPT Revised Manual 2018 uses an updated construct and language consistent with advances in cognitive neuroscience and what is known about neurocognitive disorders (NCDs) and the memory systems of mild and major NCDs.

CPT Revised 2018 Includes:

- Updates based on cognitive neuroscience and CPT research in early NCDs
- Administration protocols and props (Props for subtasks Medbox, Shop, Wash, and Toast are included; Subtasks Phone, Dress, and Travel are location specific with prop instructions included)
- Task analyses for each subtask and easier to use protocols
- CPT Profiles for evidence-based intervention in IADL/ADL, Independent living and care
- Documentation Template and Billing Code
- Reference list of empirical studies published since 1990 thru 2018

EVA0115 Cognitive Performance Test ..................................................... $706.35
Behavior Rating Inventory of Executive Function (BRIEF-2)

An enhanced rating scale of executive function that continues to be as efficient, comprehensive, and consistent with current models of executive function as its predecessor but now includes a quick screener and enhanced features.


**Purpose:** To assess adaptive skills in children & adolescents

**Ages:** 5 to 18 years

**Admin Time:** 15 minutes

**Authors:** Gerard Gioia, PhD, Peter Isquith, PhD, Steven Guy, PhD & Lauren Kenworthy, PhD

**Scored Kit**

- **Brief-2 Parent/Teacher/Self-Report Hand-Scored Kit**
  - 25 copies each of the 11 printed materials (forms, worksheets, rating guides and practice checks).
  - **Hand-Scored Kit**
    - **$435.00**

- **Brief-2 Parent/Teacher/Self-Report**
  - **$33.00**

- **Brief-2 Parent/Teacher/Self-Report Hand-Scored Kit**
  - **$265.00**

- **Brief-2 Parent Forms**
  - **$78.00**

- **Brief-2 Parent Forms (25)**
  - **$78.00**

- **Brief-2 Teacher Forms**
  - **$79.00**

- **Brief-2 Teacher Forms (25)**
  - **$79.00**

- **Brief-2 Self-Report Forms**
  - **$79.00**

- **Brief-2 Self-Report Forms (25)**
  - **$79.00**

- **Brief-2 Parent-Scoring Summary/Profile Forms (25)**
  - **$34.00**

- **Brief-2 Teacher-Scoring Summary/Profile Forms (25)**
  - **$34.00**

- **Brief-2 Scoring Parent Forms (25)**
  - **$61.00**

- **Brief-2 Scoring Teacher Forms (25)**
  - **$61.00**

- **Brief-2 Scoring Self-Report Forms (25)**
  - **$61.00**

**Complete Kit**

- **Complete BRIEF-P Kit**
  - **$221.00**

- **BRIEF-P Manual**
  - **$96.00**

- **BRIEF-P Rating Forms (25)**
  - **$84.00**

- **BRIEF-P Scoring Summary/Profile Forms (25)**
  - **$61.00**

**Bay Area Functional Performance Evaluation (BaFPE)**

A two-part, behaviorally-anchored assessment designed to assess how a client may function in task-oriented and social interactional settings.

The Task Oriented Assessment (TOA) utilizes five tasks in which twelve functional parameters in cognitive, performance, and affective areas are rated. Observations about specific cognitive and neuropsychological functioning are made during each task.

The Social Interaction Scale (SIS) measures the level of social competency through assessment of seven areas of social functioning via observation in five different social situations. These situations are observed in activities that are generally part of any therapeutic milieu program.

The BaFPE™ has been used in inpatient and outpatient settings to evaluate the functional performance of psychiatric, brain injured, geriatric, or developmentally disabled adults as well as adolescents in treatment or special education settings.

**COMPLETE KIT INCLUDES:**

- A loose leaf binder containing a manual of background information, directions for administering the TOA and the SIS, administration forms, rating guides and worksheets. Also includes a set of sea shells, set of design blocks and associated items.

- **Replacement Kit includes:** 25 copies each of the 11 printed materials (forms, worksheets, rating guides and practice checks).

Each set is packaged separately.

**Complete BaFPE Kit**

- **$522.85**
Dynamic Loewenstein Occupational Therapy Cognitive Assessment (DLOTCA)

The Dynamic LOTCA is a series of cognitive tests that enables a therapist to evaluate clients with neurological deficits in order to obtain a detailed cognitive profile, enabling intervention planning for management and maintenance. DLOTCA builds off the research used to develop the original LOTCA series and incorporates a dynamic component providing the ability to measure learning potential and recognize thinking strategies through the use of mediation. In addition, it enables the therapist to identify the level of awareness the client has to his/her condition and cognitive disability.

Designed to be used with clients aged 18-69 years old. It consists of 28 subtests in 7 cognitive areas: Orientation, Awareness, Visual Perception, Spatial Perception, Praxis, Visuomotor Construction and Thinking Operations. Designed to provide standardized testing procedures and established norms for systematic data collection in cognitive assessment.

DLOTCA consists of 28 subtests in 7 cognitive areas: Orientation, Awareness, Visual Perception, Spatial Perception, Praxis, Visuomotor Construction and Thinking Operations. For each sub-test, except Orientation, Awareness, and Memory, there is a structured 4-5 step mediation option.

An individual’s initial incorrect response is not taken as the final product of the evaluation task. Instead, the examiner utilizes a systematic approach to modify the task through prompts or mediation. This enables the examiner to begin to understand the type of information that is necessary for the individual to complete certain tasks. This understanding is helpful in developing effective remediation strategies and can be used as a baseline for choosing and designing an intervention program.

EVA0101  DLOTCA Kit ................................................. $349.50

Dynamic Occupational Therapy Cognitive Assessment for Children (DOTCA-Ch)

Finally, an evaluation designed to provide a baseline measurement of perceptual, motor and cognitive interventions for children who are referred for treatment as a result of possible developmental, cognitive, or academic and learning difficulties and for children with brain injuries. Some of the subtests were designed to provide information regarding speed of performance, as well as immediate and delayed memory capabilities. Includes 22 subtests in 5 the following 3 areas of cognition: Orientation, Spatial Perception, Praxis, Visuomotor Construction and Thinking Operations.

The subtests are well-designed to give the examiner the necessary information about the child's problems. For example, the Praxis area has 3 items, Motor Imitation, Utilization of Objects and Symbolic Actions. And the Thinking Operations area gives great information about categorization, classifying, sequencing and how concrete or fluid is the child's thinking. Administration procedures allow the examiner to prompt or cue the student so the examiner can learn about the student's processing strategies. This is what makes the evaluation dynamic and is considered when scoring.

The goals of the assessment are to identify the strengths and deficits of the child in the different cognitive areas and measure learning potential, as well as to recognize the child's thinking strategies utilizing dynamic procedures.

EVA0103  DOTCA-Ch Kit ............................................. $875.00

Dynamic Loewenstein Occupational Therapy Cognitive Assessment—Geriatric—2nd Edition (DLOTCA-G)

The Dynamic LOTCA is a series of cognitive tests that enables a therapist to evaluate clients with neurological deficits in order to obtain a detailed cognitive profile, enabling intervention planning for management and maintenance. DLOTCA builds off the research used to develop the original LOTCA series and incorporates a dynamic component providing the ability to measure learning potential and recognize thinking strategies through the use of mediation. In addition, it enables the therapist to identify the level of awareness the client has to his/her condition and cognitive disability.

DLOTCA-G Designed to be used with clients aged 70 and over and specifically addresses physical and mental factors that can accompany aging by offering larger components, reduced pictorial detail, multiple choice questions, and shorter administration time. Consists of 24 subtests in 8 cognitive areas: Orientation, Awareness, Visual Perception, Spatial Perception, Praxis, Visuomotor Construction, Thinking Operations and Memory.

It was designed to provide standardized testing procedures and established norms for systematic data collection in cognitive assessment.

Scoring is on an ordinal scale of 1-4 (1-severe deficit and 4-average performance), except for orientation were scores range from 1-8. The test is a performance test with minimal verbal requirement except for orientation. Memory includes delayed recall and recognition.

EVA0102  DLOTCA-G Kit ............................................. $364.00
Comprehensive Trail-Making Test—2nd Edition (CTMT-2)

The Comprehensive Trail-Making Test—Second Edition (CTMT2) is a standardized assessment that uses five visual search and sequencing tasks, called trails, that are heavily influenced by attention, concentration, resistance to distraction, and cognitive flexibility (or set-shifting). The basic task of the trails is to connect a series of stimuli (numbers, expressed as numerals or in word form, and letters) in a specified order as quickly as possible. The test’s primary uses include the evaluation and diagnosis of brain injury and other forms of central nervous system compromise. Other purposes include detection of frontal lobe deficits; problems with psychomotor speed, visual search and sequencing, and attention; and impairments in set shifting along with monitoring recovery from concussion and other forms of TBI. Neuropsychologists; clinical, counseling, school, and pediatric psychologists; occupational therapists; speech and language professionals; physical therapists; and others interested in objective testing of functionality in brain—behavior relationships would all benefit from using the CTMT2.

New Features of the CTMT2
- An updated normative sample is reflective of 2017 U.S. Census data for ages 8 through 79 years.
- Two new composite indexes, Inhibitory Control (composed of Trails 1–3) and Set Shifting (Trails 4–5), are included in addition to the Total Composite Index (Trails 1–5). These indexes add clinical richness and assist both clinicians and researchers in evaluating the source and implications of low scores on the CTMT2.
- Enhanced validity data related to CTMT2 performance of persons with traumatic brain injury and the degree of initial injury as measured by the Glasgow Coma Scale are added.

COMPLETE CTMT2 KIT INCLUDES: Examiner’s Manual and 10 Record Booklets, all in a sturdy storage box.

Test of Memory and Learning—2nd Edition (TOMAL-2)

Test of Memory and Learning Second Edition (TOMAL-2) is a nationally standardized test for evaluating general and specific memory functions. It provides the most comprehensive coverage of memory assessment currently available in a standardized battery.

New in TOMAL-2:
- Reduced administration time
- Additional analyses of cultural impact to ensure culturally fair assessment of memory
- Improved clarity of scoring and administration rules
- Reformulated core subtests and core indexes
- Redesigned, convenient to use Record Booklet
- New Verbal Delayed Recall Index

The TOMAL-2 includes 8 core subtests, 6 supplementary subtests, and 2 delayed recall tasks that evaluate general and specific memory functions; features composite memory scores for Verbal Memory, Nonverbal Memory, and a Composite Memory Index; has supplementary composite scores that include a Verbal Delayed Recall Index, Learning Index, Attention and Concentration Index, Sequential Memory Index, Free Recall Index, and an Associate Recall Index.


Test of Memory and Learning—Senior Edition (TOMAL-SE)

Why a memory test just for the senior population? After TBI, patients, seniors are the most likely group to exhibit memory issues, yet most memory batteries are either too long for them—they fatigue more easily and become progressively more distractible than younger examinees—or are very short, assessing only 1 or 2 aspects of memory. The TOMAL-SE is just right! Long enough to assure a thorough assessment yet short enough to enhance motivation and the ability to stay on task and give appropriate effort on the entire battery.

The instrument includes six core subtests (Memory for Stories, Facial Memory, Word List Learning, Object Recall, Visual Sequential Memory, and Memory for Location) and three delayed recall tasks that evaluate general and specific memory functions. Two composite memory scores (Verbal Memory and Nonverbal Memory) and a Composite Memory Index are also provided. Supplementary composite scores include a Verbal Delayed Recall Index and a Learning Index.

The 6 core and 3 delayed recall tasks are designed to give information on specific and general aspects of memory and are used to derive the Core Indexes and the Supplementary Indexes. Subtests include Memory for Stories (MFS), Facial Memory (FM), Word List Learning (WLL), Object Recall (OR), Visual Sequential Memory (VSM), and Memory for Location (MFL) along with 3 verbal delayed recall tasks.

Core Indexes: Verbal Memory Index, Nonverbal Memory Index, and Composite Memory Index.

Supplementary Indexes: Verbal Delayed Recall Index, Learning Index

Behavioral and Emotional Rating Scale—2nd Edition (BERS-2)

**Purpose:** To identify children's individual behavior and emotional strengths, and indicate the areas in which strengths need to be developed.

**Ages:** 5-0 to 18-11 years

**Admin Time:** 10 minutes

**Authors:** Michael H. Epstein, EdD

Information from the BERS-2 is useful in evaluating children for prereferral services, in placing children for specialized services, and in measuring the outcomes of services. The BERS-2 can identify children's individual behavior and emotional strengths and the areas in which individual strengths need to be developed.


- **EVA526168** Complete BERS-2 Kit .................................................. $208.00
- **EVA526169** BERS-2 Manual .................................................. $73.00
- **EVA526170** BERS-2 Parent Rating Scale (25) .................... $39.00
- **EVA526171** BERS-2 Parent Rating Scales-Spanish Version ........ $36.00
- **EVA526172** BERS-2 Summary Form (pad of 50) .................. $39.00
- **EVA526173** BERS-2 Summary Forms-Spanish Version .......... $36.00
- **EVA526174** BERS-2 Teacher Rating Scale (25) .................. $39.00
- **EVA526175** BERS-2 Teacher Rating Scales-Spanish Version .... $36.00
- **EVA526176** BERS-2 Youth Rating Scale (25) ....................... $39.00
- **EVA526177** BERS-2 Youth Rating Scales-Spanish Version .... $36.00

Conduct Disorder Scale (CDS)

The Conduct Disorder Scale (CDS) is an efficient and effective instrument for evaluating students exhibiting severe behavior problems who may have Conduct Disorder. It is the only test of its kind that provides standard scores for use in identifying students with Conduct Disorder. The 40 items on the CDS describe the specific diagnostic behaviors characteristic of persons with Conduct Disorder. These items comprise four subscales representing the core symptom clusters necessary for the diagnosis of Conduct Disorder: Aggressive Conduct, Non-aggressive Conduct, Deceitfulness and Theft, and Rule Violations.

The CDS is designed to help in the diagnosis of Conduct Disorder and can be administered by anyone who has had direct, sustained contact with the referred individual. Items on the subscales have strong face validity because they are based on the diagnostic criteria for Conduct Disorder published in the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition-Text Revision (DSM-IV-TR).

- **EVA526126** CDS: Complete Kit .............................................. $105.00
- **EVA526127** CDS: Examiner Manual ................................. $65.00
- **EVA526128** CDS: Summary/Response Forms ...................... $50.00

Social Profile: Assessment of Social Participation in Children, Adolescents and Adults

**Purpose:** Provides both a general overview and detailed measurement of social cooperative behaviors.

**Ages:** 18 mos to adult

**Admin Time:** 15-30 minutes

**Author:** Mary V. Donohue, PhD, OTR/L, FAOTA

The full Social Profile has 40 items, divided into three topics of Activity Participation, Social Interaction and Group Membership/Roles. There are two versions of the Social Profile, the Children's Version and the Adult/Adolescent Version. The first three levels of the Adult/Adolescent Version make up the Children's Version which has 27 items.

- **EVA67701** Test Kit: Manual and Flash Drive with all Forms .......... $140.00

Evaluating Acquired Skills in Communication—3rd Edition (EASIC-3)

**Purpose:** A tool for assessing a student's communication skills, recording their performance, and translating that assessment data into an Individualized Education Program (IEP).

**Ages:** 3 months through 6 years

**Admin Time:** 15-30 minutes

**Author:** Anita Marcott

Some new features of EASIC-3: New assessment items are included; Developmental age ranges have been updated; Profiles have been restructured to correspond to revised inventory items; Developmental Age Charts (Appendix A) correspond to the revised developmental data; and Goals and Objectives List (Appendix B) correspond to the new item hierarchy on the Inventories and Profiles.

**COMPLETE KIT INCLUDES:** Manual, Picture Book, a set of Picture Cards, 10 Prelanguage Inventory Booklets, 10 Receptive I & II Inventory Booklets, 10 Expressive I & II Inventory Booklets, 10 Prelanguage Profile Forms, 10 Receptive I & II Profile Forms, 10 Expressive I & II Profile Forms, a Developmental Age Charts (Appendix A), and a Goals and Objectives List (Appendix B), all in a sturdy storage box.

- **EVA526197** Complete EASIC-3 Kit ........................................ $203.00
- **EVA526198** EASIC-3 Expressive I Refill Kit ....................... $42.00
- **EVA526199** EASIC-3 Expressive II Refill Kit ..................... $42.00
- **EVA526200** EASIC-3 Prelanguage Refill Kit ......................... $42.00
- **EVA526201** EASIC-3 Receptive I Refill Kit ......................... $42.00
- **EVA526202** EASIC-3 Receptive II Refill Kit ......................... $42.00
Gilliam Autism Rating Scale—3rd Ed (GARS-3)

The Gilliam Autism Rating Scale, now in its third edition, is one of the most widely used instruments for the assessment of Autism Spectrum Disorder in the world. The GARS-3 assists teachers, parents, and clinicians in identifying autism in individuals and estimating its severity. Items on the GARS-3 are based on the 2013 diagnostic criteria for autism spectrum disorder adopted by the APA and published in the Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition (DSM-5). The GARS-3 yields standard scores, percentile ranks, severity level, and probability of Autism.

Purpose: A norm-referenced instrument that assists teachers, parents, and clinicians in identifying and diagnosing autism
Ages: 3 to 22 years
Admin Time: 5-10 minutes
Author: James E. Gilliam

The instrument consists of 56 clearly stated items describing the characteristic behaviors of persons with autism. The items are grouped into six subscales: Restrictive/Repetitive Behaviors, Social Interaction, Social Communication, Emotional Responses, Cognitive Style, and Maladaptive Speech.


- EVA526531 Complete GARS-3 Kit ........................................ $172.00
- EVA526532 GARS-3 Examiner’s Manual ........................................ $77.00
- EVA526533 GARS-3 Instructional Objectives ......................................... $37.00
- EVA526534 GARS-3 Summary/Response Booklets (50) ........................ $62.00

Social Communication/Emotional Transactional Support (SCERTS)

A groundbreaking synthesis of developmental, relationship-based, and skill-based approaches, The SCERTS Model provides a framework for improving communication and social-emotional abilities in preschool and primary school students with autism spectrum disorders (ASD) and their families. Developed by internationally recognized experts, SCERTS supports developmental progress in three areas: Social Communication (communicating spontaneously and establishing relationships), Emotional Regulation (regulating emotional arousal to support learning and engagement), and Transactional Supports (elements that aid a child’s progress as he or she works toward a goal).

With the two-volume manual set, early intervention professionals will have comprehensive and practical guidance on using SCERTS in assessment and intervention.

VOLUME I: ASSESSMENT gives detailed background information on The SCERTS Model and guides professionals through the assessment process.

VOLUME II: INTERVENTION gives early interventionists explicit instruction on how to help children reach their goals following assessment.

Semi-structured yet flexible enough to respond to individual differences, SCERTS can be applied in many different settings and used with other intervention approaches. With this child- and family-centered model, based on over two decades of research and clinical experience, early interventionists will have everything they need to evaluate and promote the social and emotional development of children with ASD.

- EVA40706 SCERTS Two Volume Manual ........................................ $119.95
- EVA40707 SCERTS Easy Score CD-ROM ........................................ $249.95

Childhood Autism Rating Scale—2nd Edition (CARS-2)

Since its original publication, the CARS has become one of the most widely used and empirically validated autism assessments. It has proven especially effective in discriminating between children with autism and those with severe cognitive deficits, and in distinguishing mild-to-moderate from severe autism. Now a revised Second Edition expands the test’s clinical value, making it more responsive to individuals on the “high-functioning” end of the autism spectrum—those with average or higher IQ scores, better verbal skills, and more subtle social and behavioral deficits. While retaining the simplicity, brevity, and clarity of the original test, the CARS2 adds forms and features that help you integrate diagnostic information, determine functional capabilities, provide feedback to parents, and design targeted intervention.


- EVA55131 Complete CAR2 Kit .......................................................... $225.00
- EVA55132 CARS2 Standard Version Rating Booklet (25) .................. $55.00
- EVA55144 CARS2 High Functioning Individuals Rating Booklet (25) .... $55.00
- EVA55143 CARS2 Questionnaire for Parents or Caregivers (25) ........ $39.00
- EVA55133 CARS2 Manual ........................................................... $103.00

TEACCH Transition Assessment Profile—2nd Edition (TTAP)

TEACCH Transition Assessment Profile (TTAP) — Second Edition is a newly titled and improved revision of the Adolescent and Adult Psychoeducational Profile (AAPEP). This comprehensive test was developed for adolescent and older children with autism spectrum disorders, particularly those with transitional needs. The TTAP is structured to satisfy those provisions in the Individuals with Disabilities Education Act (IDEA) of 1997, which require adolescents to be evaluated and provided with a transition plan by age 14.

Educators, parents, counselors, and care providers can use this powerful tool to assist individuals with autism spectrum disorders to prepare for a successful, semi-independent adult life (i.e., personal development, recreational living, adult integration into employment and residential arrangements, etc.). The TTAP will also help providers identify the individual’s principle transition goals, strengths and weaknesses.

COMPLETE KIT INCLUDES: Examiner’s Manual, 10 Profile/Scoring Forms.

- EVA526203 Complete TTAP Kit .................................................. $93.00
- EVA526203SF TTAP Scoring Forms (10) ......................................... $25.00

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Social Responsiveness Scale—2nd Edition (SRS-2)

The second edition of this highly regarded autism assessment offers the convenience of a screener and the power of a diagnostic tool. Completed in just 15 to 20 minutes, the SRS-2 identifies social impairment associated with autism spectrum disorders (ASDs) and quantifies its severity. It's sensitive enough to detect even subtle symptoms, yet specific enough to differentiate clinical groups, both within the autism spectrum and between ASD and other disorders. And, with an expanded age range, the SRS-2 can be used to monitor symptoms throughout the life span.

COMPREHENSIVE KITS (AGES 2-1/2 TO ADULT)

HAND SCORED KIT INCLUDES: Includes 25 School-Age AutoScore Forms; 25 Preschool AutoScore Forms; 25 Adult AutoScore Forms; 25 Adult Self Report AutoScore Forms; Manual.

SOFTWARE KIT INCLUDES: Includes all components listed above plus Unlimited Use Administration and Scoring CD.

CHILDEREADULT KITS (AGES 2-1/2 TO 18)

CHILD/ADOLESCENT HAND SCORED KIT INCLUDES: Includes 25 School-Age AutoScore Forms; 25 Preschool AutoScore Forms; Manual.

CHILDEREADULT SOFTWARE KIT INCLUDES: Includes all components listed above plus Unlimited Use Administration and Scoring CD.

ADULT KITS (AGES 19 AND UP)

ADULT HAND SCORED KIT INCLUDES: Includes 25 Adult AutoScore Forms; 25 Adult Self-Report AutoScore Forms; Manual.

ADULT SOFTWARE KIT INCLUDES: Includes all components listed above plus Unlimited Use Administration and Scoring CD.

Gilliam Asperger Disorder Scale (GADS)

The Gilliam Asperger Disorder Scale is a norm referenced test designed to evaluate children with unique behavioral problems who may have Asperger’s Disorder. Based on the most current and relevant definitions and diagnostic criteria of Asperger’s Disorder, the GADS is useful for contributing valuable information toward the identification of children who have this disorder.

Easily completed by a parent and professional who knows the child, the GADS provides documentation about the essential behavior characteristics of Asperger’s Disorder necessary for diagnosis. It can be used with confidence in the assessment process, documenting behavioral progress, targeting goals for IEPs, and for research purposes.

Psychoeducational Profile—3rd Edition (PEP-3)

The third edition of the popular Psychoeducational Profile: Third Edition (PEP-3) allows you to assess the skills and behaviors of children with autism and communicative disabilities with a developmental age between 6 months and 7 years. The profile resulting from the PEP-3 graphically charts uneven and idiosyncratic development, emerging skills, and autistic behavioral characteristics. Individually administered in 45 to 90 minutes the PEP-3 meets the need for an assessment tool to assist in the educational programming for young children (ages 3 through 5) with disabilities and is particularly useful in planning for older students’ Individualized Education Programs (IEPs).

The function domains for the PEP-3 were revised to reflect current research and clinical concerns, especially in the area of social and communication functions. The test yields 3 composite scores (Communication, Motor, and Maladaptive Behaviors) and features 10 Performance Subtests: Cognitive Verbal/Nonverbal, Expressive Language, Receptive Language, Fine Motor, Gross Motor, Visual-Motor Imitation, Affective Expression, Social Reciprocity, Characteristic Motor Behaviors, and Characteristic Verbal Behaviors.

COMPLETE Kit INCLUDES: Manual, Guide to Item Administration, Picture Book, 10 Examiner Scoring/Summary Booklets, 10 Response Booklets, 10 Caregiver Report Forms, and an Object Kit, all in a sturdy storage box.

—End—
**School Motivation and Learning Strategies Inventory (SMALSI)**

Measure student learning strategies early and intervene proactively. Poor study skills, ineffective learning strategies, test anxiety—all of these things impede academic success. And they often go unrecognized until a student enters college and is placed in a remedial program.

The SMALSI is available in three forms. The Child Form is for students 8 through 12 years of age; the Teen Form is for 13- to 18-year-olds; and the new College Form is for college students at all levels. The Child and Teen Forms can be administered using an audio CD that allows poor readers, who are often at risk for academic failure, to hear rather than read test items.

Unlike many other measures, the SMALSI does not focus on learning styles or preferences. Instead it assesses the strategies that students actively use in learning and test-taking—strategies repeatedly shown to affect academic performance. This practical, specific focus makes the SMALSI ideal for both routine school wide screening and targeted assessment of students with ADHD, learning disabilities, low motivation, or emotional problems.

Based on more than 30 years of research, the SMALSI allows you to identify and directly target poor learning strategies.

- **EVA551100** Complete SMALSI Kit ........................................ $343.00
- **EVA551101** SMALSI Child Kit (Ages 8-12) ........................... $246.00
- **EVA551102** SMALSI Teen Kit (Ages 13-18) ......................... $246.00
- **EVA551103** SMALSI Manual ................................................. $81.00
- **EVA551104** SMALSI Audio CD for Child & Teen Forms .......... $27.00
- **EVA551106** SMALSI Child Test Forms (25) ......................... $69.00
- **EVA551107** SMALSI Child Scoring Templates (1 Reusable Set) $53.00
- **EVA551108** SMALSI Child Profile Sheet (Pad Of 100) ........... $45.00
- **EVA551109** SMALSI Spanish Child Test Forms (25) ............... $69.00
- **EVA551110** SMALSI Teen Test Forms (25) ......................... $69.00
- **EVA551111** SMALSI Teen Scoring Templates (1 Reusable Set) $53.00
- **EVA551112** SMALSI Teen Profile Sheet (Pad Of 100) ........... $45.00
- **EVA551113** SMALSI Spanish Teen Test Forms (25) ............... $69.00
- **EVA551114** SMALSI Unlimited Use Scoring CD ................. $580.00

**Educational Assessment of School Youth for Occupational Therapists (EASY-OT)**

Developed by occupational therapists, the EASY-OT is an assessment tool that lives up to its name. Quickly evaluate students, write in-depth reports, and take charge of your occupational therapy caseload. The EASY-OT consists of four different developmental assessment forms made for students from preschool through high school, as well as those who are severe and profound, autistic, physically disabled and low-functioning. Each version looks at the areas of fine-motor, gross-motor, visual perceptual, visual-motor and self-help skills. All the Assessment Forms (except for the Low-Functioning form) contain a chart for recording observations of the students being tested.

Includes: 4 different Assessment Forms: 1) Pre-Kindergarten-2nd Grade; 2) Grades 3-8; 3) Grades 9-12, and 4) Low Functioning (for students with developmental or physical disabilities). Each form assesses developmentally appropriate, school-related skills in 5 areas: Fine Motor, Gross Motor, Visual-Perceptual, Visual Motor and Self-Help.

The Screening Form and Annual Report Form assist in IEP planning and determining eligibility for services. All forms are contained on an unlimited-use CD; the EASY-OT can be completed manually or on a PC.

**COMPLETE KIT INCLUDES:** Unlimited-Use CD; Manual; Test Templates (set of 18); 1 Assessment Form for Pre-K-2nd Grade; 1 Assessment Form for Grades 3-8; 1 Assessment Form for Grades 9-12; 1 Low Functioning Assessment Form; 1 Screening Form; 1 Annual Report Form; 1 Sensory Processing Skills Addendum; 1 Life Skills Addendum.

- **EVA40601** Complete EASY-OT Kit ........................................ $359.00
- **EVA40602** EASY-OT Manual ................................................. $50.00

**Children’s Academic Intrinsic Motivation Inventory (CAIMI)**

For students with academic difficulties, the CAIMI is an excellent resource for differentiating motivation from achievement and ability factors.

A valuable part of a psychodiagnostic battery, the CAIMI provides information useful for counseling students with regard to academic interests and course selection, instructional planning to stimulate motivation in weak areas and facilitate intrinsic motivation in strong areas, individualized program planning, and program and educational evaluation by schools and school districts.

The 44 CAIMI questions comprise 122 items in five scales: Reading, Math, Social Studies, Science, and General. Results can be reported as T scores or percentiles, and the Profile Form allows a visual comparison of motivational strengths across scales.

The CAIMI is the basis for the construct of gifted motivation, which addresses the concept that individuals with exceptionally high intrinsic motivation have a history of higher academic competence and functioning.

**INTRODUCTORY KIT INCLUDES:** Manual, 50 Test Booklets and 50 Profile Forms.

- **EVA40155** CAIMI Introductory Kit ........................................ $247.00
- **EVA40156** CAIMI Manual ................................................. $29.00
- **EVA40157** CAIMI Profile Forms (25) ................................. $40.00
- **EVA40158** CAIMI Test Booklets (25) ................................... $83.00

For a more detailed description of these evaluations, please visit our website: [www.therapro.com](http://www.therapro.com)
Schoodles School Fine Motor Assessment—4th Edition (SFMA)

SCHOODLES School Fine Motor Assessment (SFMA) - 4th Edition is a comprehensive, qualitative assessment for children age 3 and older. Occupational therapists are increasingly being asked to assist with RTI (Response to Intervention) screens in addition to assessing and determining need for service. The 4th Edition is packed with new information and tools that occupational therapists working in schools need for screens, evaluations and annual updates.

Therapists will be able to understand and describe the underlying causes of fine motor challenges by referring to the detailed guidebook and the skill chart. Information gathering will be simple and structured using the updated clinical observation form and reproducible workbook pages. Meaningful goals can be written to support student growth using the goal writing chart. Findings and recommendations can be presented to educational teams with confidence.

SCHOODLES SFMA - 4th Edition will become your go-to reference and assessment for fine motor skills related to school performance.

Available as a 3-ring binder with sturdy pages for reproduction and pencil pouch, or as a PDF on a CD for transportability.


EVA50304 Complete Schoodles Test (3-Ring Binder version). $110.00

Schoodles School Keyboarding Assessment: An Assessment and Interpretation Tool for Keyboarding Skills

Includes questions and answers school therapists ask themselves when trying to decide how best to help a student struggling with handwritten work. This new assessment is the result of many discussions and in-depth research regarding how keyboarding fits into the scope of occupational therapy practice and includes a variety of activities to aide decision making.

Includes a Background Information Form, a Teacher Question Form, a Student Question Form and a detailed Record Sheet to gather information. In addition, there are typing samples to copy, links to timed tests and links to keyboarding programs for intervention. Forms are meant to be copied.

The workbook helps therapists compare handwritten work to work produced on a keyboard. There is an assessment of classroom skills and supporting skills needed to evaluate, decide on service, and create interventions to help students become successful keyboarders in school.

EVA50306 Schoodles School Keyboarding Assessment ....... $75.00

Test of Written Language—4th Edition (TOWL-4)

The fourth edition of Test of Written Language (TOWL-4) is a norm-referenced, comprehensive diagnostic test of written expression that identifies students who need special help, documents specific areas of strength or weakness, and monitors the effectiveness of remedial efforts to improve writing skills.

The TOWL-4 has two forms (i.e., Form A and Form B), each of which contains seven subtests. The subtests represent the conventional, linguistic, and conceptual aspects of writing. The subtests are Vocabulary, Spelling, Punctuation, Logical Sentences, Sentence Combining, Contextual Conventions, and Story Composition.

Three composites are produced: Overall Writing, which uses both spontaneous and contrived formats; Contrived Writing, which uses only contrived formats; and Spontaneous Writing, which evaluates spontaneously composed essays.

The test provides percentiles, standard scores, age equivalents, and grade equivalents for each subtest. In addition, three Composite Scores are available: Overall Writing, Contrived Writing, and Spontaneous Writing. Norms, based on an age- and grade-stratified sample of 2,505 individuals from 18 states, reflect the demographic characteristics of the U.S. population. Studies reported in the Manual document the predictive validity of the TOWL-4 and demonstrate that the test is unbiased relative to gender and race. The TOWL-4 is extremely helpful to professionals who assess and treat writing deficits.

COMPLETE KIT INCLUDES: Examiner’s Manual, 3 Large Picture Cards, 50 4-page Record/Story Scoring Forms; 25 12-Page Student Response Booklets, Form A; 25 12-Page Student Response Booklets, Form B, and a Supplemental Practice Scoring Booklet, all in a sturdy storage box.

EVA52635 Complete TOWL-4 Kit ......................... $288.00
EVA52636 TOWL-4 Examiner’s Manual .................. $89.00
EVA52637 TOWL-4 Picture Cards ......................... $29.00
EVA52638 TOWL-4 Record/Story Scoring Forms (50) .... $59.00
EVA52639 TOWL-4 Student Response Booklets, Form A (25) $63.00
EVA52640 TOWL-4 Student Response Booklets, Form B (25) $63.00
Test of Silent Contextual Reading Fluency—2nd Edition (TOSCRF-2)

The TOSCRF-2 is a measure of reading comprehension and general reading ability that (a) can be administered to individuals or groups in a brief period of time, (b) is cost-effective, and (c) is reliable and valid.

The TOSCRF-2 is a companion to the Test of Silent Word Reading Fluency—Second Edition (TOSWRF-2). The TOSCRF-2 measures a student’s essential contextual reading abilities (i.e., word identification, word meaning, word building, sentence structure, comprehension, and fluency).

The TOSCRF-2 has four equivalent Student Record Forms and a test manual. It can be used by classroom teachers, special education teachers, reading specialists, school psychologists, speech pathologists, or any other professionals who have some training in standardized test administration can use the TOSCRF-2.


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SORT-R3 Scannable Score Sheets (50) .................................. $65.25

EVA40610 SORT-R3 Green Original Score Sheets (50) .................. $65.25

EVA40611 SORT-R3 Word List, Spiral Bound .......................... $30.00

EVA40612 SORT-R3 Large Print Word List .............................. $15.00

For a more detailed description of these evaluations, please visit our website: www.therapro.com

Slosston Oral Reading Test—Revised 3 (SORT-R3)

The Slosston Oral Reading Test (SORT) has historically held a respected position in education as a quick screening test to determine a student’s reading level. The SORT-R3 continues in the tradition and purpose that Richard L. Slosston intended, remaining as a quick and reliable screening test. With the ability to target word recognition levels for children and adults, the SORT-R3 can be used for regular education testing populations and for many special testing populations.

Developed from several sources, such as Dolch and other reading references, the SORT-R3 Word Lists contain 200 words in groups of 20 words. Target words have been carefully selected to represent a steady progression of difficulty from preprimer through the high school level. The design and layout of this test allows for quick individual administration, taking about 3-5 minutes on average to complete.

With the Slosston Oral Reading Test—Revised 3 being a multidimensional reading assessment tool, and only taking 3 to 5 minutes to administer, it easily stands out as a unique test.

Education is a self-enlightening process, and is an important component of life. The ability to save time, while still providing important educational assessments to individuals who desire to gain knowledge, assists the administrator in helping the examinee to obtain progress.

COMPLETE KIT INCLUDES: Manual / Scannable Score Sheets (Set of 50) / Word Lists (14 and 18 Point Print, Spiral-Bound)

EVA40607 Complete SORT-R3 Kit ........................................ $130.25
EVA40608 SORT-R3 Manual ............................................. $85.25
EVA40609 SORT-R3 Scannable Score Sheets (50) ................. $65.25
EVA40610 SORT-R3 Green Original Score Sheets (50) .......... $65.25
EVA40611 SORT-R3 Word List, Spiral Bound ..................... $30.00
EVA40612 SORT-R3 Large Print Word List ........................ $15.00
The TEWL-3 measures written expression in children, assessing both mechanics and content, and comprises two subtests: the Basic Writing Subtest (used to assess the understanding of language and use of writing tools) and the Contextual Writing Subtest (used to measure the ability to construct a story when provided with a picture prompt). An Overall Writing Index can be derived when using both subtests, which allows for a complex understanding of the child’s writing abilities. Scores are reported in standard scores, percentiles, and age and grade equivalents. TEWL-3 includes two equivalent forms for the purpose of monitoring improvement. The TEWL-3 provides standard score indexes for age and grade percentiles, and age and grade equivalents.

The selection of items and the development of the subtests are grounded in the available research literature and other evidence of developing literacy ability, including curriculum guides and classroom activities. Item types were selected only if recognized experts in the field have related them to developing literacy abilities. Though using a different format, the TEWL-3 is a companion to the TOWL-4 and extends the assessment range to younger children.

**COMPLETE KIT INCLUDES:** Examiner’s Manual, 10 Administration/Record Booklets (Form A), 10 Administration/Record Booklets (Form B), 10 Student Workbooks (Form A), 10 Student Workbooks (Form B), and 3 Picture Cards, all in a sturdy storage box.

- EVA526133 Complete TEWL-3 Kit ...........................................$289.00
- EVA526134 TEWL-3 Manual ..................................................$79.00
- EVA526135 TEWL-3 Profile/Record Booklets Form A (10) ..........$37.00
- EVA526136 TEWL-3 Profile/Record Booklets Form B (10) ..........$37.00
- EVA526137 TEWL-3 Student Workbooks Form A (10) ...............$69.00
- EVA526138 TEWL-3 Student Workbooks Form B (10) ...............$69.00
- EVA526139 TEWL-3 Picture Cards ..........................................$26.00

The Test of Written Spelling (TWS-5) is an accurate and efficient instrument that uses a dictated-word format to assess spelling skills in school-age children and adolescents. It has two forms that can be administered in 20 minutes to either individually or in groups. Each form contains 50 spelling words drawn from eight basal spelling series and graded word lists. The TWS-5 provides percentiles, standard scores, age and grade equivalents. The Answer and Record Form offers a convenient way to record and keep track of scores, summarize the results, and indicate any comments and recommendations.

The TWS-5 was normed on a representative sample of 1,634 students from 23 U.S. states. The analyses show no gender or racial bias in the TWS-5 items. Test reliability was studied in various ways: coefficient alphas, alternate form (immediate administration), test-retest, alternate form (delayed administration), and interscorer. All coefficients are over .90, which indicates the test’s high reliability. Additional studies confirmed the TWS-5’s content-description, criterion-prediction, and construct-identification validity. Especially encouraging are the new studies of the test’s sensitivity, specificity, and ROC/AUC.

The results of the TWS-5 can be used for three specific purposes: to identify students whose scores are significantly below those of their peers and who might need interventions designed to improve spelling proficiency, to document overall progress in spelling as a consequence of intervention programs, and to serve as a measure for research efforts designed to investigate spelling.

**COMPLETE KIT INCLUDES:** Examiner’s Manual, 50 TWS-5 Answer and Record Forms, and 1 Laminated Double-sided Card with Stimulus Words, all in a sturdy storage box.

- EVA052611 Complete TWS-5 Kit ...........................................$132.00
- EVA052612 TWS-5 Answer & Record Form (50) .......................$54.00
- EVA052613 TWS-5 Examiner’s Manual ...................................$67.00
- EVA052614 TWS-5 Stimulus Word Cards .................................$12.00

The DAB-4 is a revision of one of the most popular individual achievement tests available. Its 8 subtests identify students’ strengths and weaknesses across important areas of school achievement. A supplemental manual shows how to probe student responses to obtain information about students’ thinking processes and problem-solving strategies.

The eight subtests are: Listening Comprehension, Synonyms, Alphabet/Phonics/Word Identification, Reading Comprehension, Punctuation/Capitalization, Spelling, Mathematics Reasoning, and Mathematics Calculation. Five composites are: Spoken Language, Reading, Writing, Mathematics, and Total Basic Academic Skills.

The DAB-4 has four primary uses. It can be used to (1) identify students who are significantly below their peers in basic academic skills, (2) determine the particular kinds of component strengths and weaknesses that individual students possess, (3) document students’ progress in specific areas as a consequence of special intervention programs, and (4) conduct research studies of academic achievement.

**COMPLETE KIT INCLUDES:** Manual, Student Booklet, 25 Profile/Examiner Record Booklets, 25 Student Response Booklets, Assessment Probes, and an audio CD, all in a sturdy storage box.

- EVA526000 Complete DAB-4 Kit ............................................$391.00
- EVA526001 DAB-4 Manual ....................................................$104.00
- EVA526002 DAB-4 Student Booklet .........................................$69.00
- EVA526003 DAB-4 Profile/Examiner Record Booklets (25) .........$77.00
- EVA526004 DAB-4 Student Response Booklets (25) .................$62.00
- EVA526005 DAB-4 Audio CD ..................................................$29.00
- EVA526006 DAB-4 Assessment Probes for Comprehension, Thought Processes, & Learning Potential .........................$52.00
Test of Orthographic Competence (TOC)

The Test of Orthographic Competence (TOC) assesses aspects of the English writing system that are integral to proficient reading and writing. These aspects include letters, spelling, punctuation, abbreviations, and special symbols. It has three age-related forms (6-7 years, 8-12 years, and 13-17 years). Normal on a national representative sample of 1,477 individuals, it yields standard scores and percentiles for both subtests and composites. Classroom teachers, special education teachers, reading specialists, school psychologists, speech pathologists, or any other professionals with some training in standardized test administration can use the TOC.


EVA5260 Complete TOC Kit ........................................ $321.00
EVA5262 TOC Examiner's Manual .................................. $56.00
EVA5263 TOC Picture Book .......................................... $63.00
EVA5261 TOC Examiner Record Forms (Ages 6-7) (25) ...... $32.00
EVA5265 TOC Student Response Booklets (Ages 6-7) (25) ... $56.00
EVA5266 TOC Student Response Booklets (Ages 8-12) (25) $63.00
EVA5264 TOC Student Response Booklets (Ages 13-17) (25) $63.00

Gray Oral Reading Tests—Fifth Edition (GORT-5)

The fifth edition of this enduring test quickly identifies students with oral reading difficulties. The GORT-5 offers updated norms, an expanded age range, revised comprehension questions, and streamlined basal and ceiling rules that make administration easier and more efficient.

The test includes two equivalent forms, both of which contain 16 developmentally sequenced reading passages. The student reads these passages aloud and answers five questions about each one. The examiner records the student's reading rate, deviations from the printed passages, and miscues. The Manual provides clear scoring guidelines and a system for analyzing miscues in four areas: Meaning Similarity, Function Similarity, Graphic/Phonemic Similarity, and Self-Correction. This miscue analysis system is helpful in designing interventions tailored to each student's needs.

Free of gender and ethnic bias, the GORT-5 is widely used to identify students with poor oral reading proficiency, to pinpoint specific strengths and weaknesses, and to document reading progress in response to intervention.


EVA52671 Complete GORT-5 Kit ..................................... $288.00
EVA52672 GORT-5 Examiner Record Booklet (Form A) (25) ... $62.00
EVA52673 GORT-5 Examiner Record Booklet (Form B) (25) ..... $62.00
EVA52674 GORT-5 Examiner's Manual ................................ $97.00
EVA52675 GORT-5 Student Book ..................................... $69.00

Decoding-Encoding Screener for Dyslexia (DESD)

The Decoding—Encoding Screener for Dyslexia (DESD) is a screening test that allows you to assess a student’s specific reading difficulties in less than 10 minutes. The DESD consists of three sections: Decoding, Encoding, and Letter Writing. The Decoding section provides a norm-referenced measure of sight-word recognition (Reading Standard Score). Additionally, qualitative indicators in the Encoding section allow you to distinguish deficits in sight-word recognition from deficits in phonetic analysis. The test identifies the specific skills that a child brings to bear on the task of reading words.

The DESD allows identification of children who are at risk for dyslexia, so they can be referred without delay to special services. The early screening and intervention made possible by the DESD vastly improves the effectiveness of educational therapy and helps minimize the secondary emotional problems dyslexia can create. Standardized on a sample of 678 students in grades 1 through 8, the DESD can be administered and scored in 5 to 10 minutes.

COMPLETE KIT INCLUDES: Stimulus Booklet; 100 Spelling Response Forms; 100 Record Sheets; Manual

EVA551212 Complete DESD Kit ....................................... $160.00
EVA551213 DESD Spelling Response Form (100) ................ $15.00
EVA551214 DESD Record Sheet (100) ............................. $62.00
EVA551215 DESD Stimulus Booklet ................................. $39.00
EVA551216 DESD Manual ............................................ $77.00

Test of Word Reading Efficiency—Second Edition (TOWRE–2)

The Test of Word Reading Efficiency—Second Edition (TOWRE–2) is a measure of an individual’s ability to pronounce printed words (Sight Word Efficiency) and phonemically regular nonwords (Phonemic Decoding Efficiency) accurately and fluently. Because it can be administered very quickly, the test provides an efficient means of monitoring the growth of two kinds of word reading skill that are critical in the development of overall reading ability.

COMPLETE KIT INCLUDES: Examiner’s Manual, Form A Word Cards, Form B Word Cards, Form C Word Cards, Form D Word Cards, 25 Form A Examiner Record Booklets, 25 Form B Examiner Record Booklets, and 25 Response to Intervention Booklets, all in a sturdy storage box.

EVA52603 Complete TOWRE-2 Kit .................................. $318.00
EVA52604 TOWRE-2 Examiner’s Manual ......................... $79.00
EVA52606 TOWRE-2 Form A Word Cards ........................ $27.00
EVA52608 TOWRE-2 Form B Word Cards ........................ $27.00
EVA52609 TOWRE-2 Form C Word Cards ........................ $27.00
EVA52610 TOWRE-2 Form D Word Cards ........................ $27.00
EVA52605 TOWRE-2 Form A Examiner Record Booklets (25) $44.00
EVA52607 TOWRE-2 Form B Examiner Record Booklets (25) $44.00
EVA52611 TOWRE-2 Response to Intervention Booklets (25) $46.00

For a more detailed description of these evaluations, please visit our website: www.therapro.com
Adaptive Behavior Diagnostic Scale (ABDS)

The Adaptive Behavior Diagnostic Scale (ABDS) is an interview-based rating scale that assesses the adaptive behavior of individuals between the ages of 2 through 21 years. The primary function of the ABDS is to establish the presence and the magnitude of adaptive behavior deficits. The ABDS scores are compatible with state and federal special education classification systems and consistent with the DSM-V and American Association on Intellectual and Developmental Disorders (AAIDD) definitions of intellectual disability. The ABDS may be used to assess the adaptive behavior of individuals with or suspected of having intellectual disability, autism spectrum disorder, learning disabilities, mental or behavioral health condition or other similar concerns.

The test yields reliable and valid scores for three adaptive behavior domains (Conceptual, Social, Practical), composed of 50 items each. Specific skill areas are measured in the three domains.

DO-EAT: Performance-Based Assessment Tool for Children

The Do-Eat Assessment is a reliable and valid assessment that was developed to evaluate the areas of strength and difficulty in activities of daily living and instrumental activities of daily living among children with a variety of disorders, such as developmental coordination disorder, attention deficit hyperactivity disorder, non-verbal learning disabilities and learning disabilities. The Do-Eat is suitable for children with either a chronological or behavioral age of five to eight years.

The Do-Eat is composed of three related activities, performed one after the other, similar to sequences required in daily life. Each activity is designed according to a sequence of tasks required to perform the overall activity. The observation and the scoring are performed on two dimensions: observation and analysis of the tasks required for each activity, and a parallel observation and analysis of the performance skills (sensory-motor, executive functions and behavioral and emotional measures). The information gathered can be used to define therapeutic goals, for meaningful intervention that takes the child's level of functioning into account.

Goal-Oriented Assessment of Lifeskills (GOAL)

The Goal-Oriented Assessment of Lifeskills (GOAL) is an innovative new evaluation of functional motor abilities needed for daily living. Designed for children 7 to 17, the GOAL consists of seven Activities, fun and motivating tasks based on real occupations of a child's daily life. Each Activity is linked to Intervention Targets that help you turn assessment results into a specific, goal-oriented treatment plan. This standardized, psychometrically precise instrument offers an ecologically valid description of a child's competencies and opportunities for growth in both fine and gross motor domains.

The GOAL can help determine eligibility for special services and inform planning of occupational and/or physical therapy and adaptive physical education. It’s useful in a variety of settings, including schools, clinics, hospitals, and private practice. Although intended primarily for occupational therapists, it can be used by other professionals, including psychologists, physical therapists, and other childhood intervention specialists.

In this individually administered assessment, the child performs seven Activities representing a range of functional tasks. Dr. A. Jean Ayres’ sensory integration theory describes many of the key concepts underlying the GOAL Activities. This theory proposes that processing of sensory inputs provides a foundation for development of cognitive and motor skills.

The GOAL scores are based on 54 Steps - small units of easily observable, functional behavior within the seven Activities. These are scored based on three elements of successful functional performance: accuracy, independence, and speed. Using the Record Form, each Step is scored pass or fail; then the Step scores are summed to yield the Fine Motor and Gross Motor Standard Scores, as well as the Progress Score.

COMPLETE KIT INCLUDES: 1 Set of Test Materials; 25 Record Forms; Pad of 25 Paper Box Sheets; Stimulus Easel, and Manual.
**Reading-Free Vocational Interest Inventory—3rd Edition (R-FVIII-3)**

The Reading-Free Vocational Interest Inventory—Third Edition (RFVIII-3) is a nonverbal measure of vocational interests of users from Grade 5 through adult. It uses illustrations of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults who have intellectual disabilities or learning disabilities, are struggling readers, or anyone who prefers a pictorial display. No reading or writing is required.

The RFVIII-3 is easy to administer and score. Although there is no time limit, it can be administered in 15 to 30 minutes to groups or individuals. For each of the 80 items, examinees select the one illustration out of three that they find most interesting. The RFVIII-3 displays a wide range of occupations from those requiring little to no training to those for which considerable training is needed.

The RFVIII-3 is appropriate for use by teachers, psychologists, counselors, or other vocational and educational personnel in school, career and technology programs, sheltered employment centers, vocational rehabilitation centers, and other job training and career placement facilities.


- **EVA526007 RFVIII-3: Complete Kit** ........................................... $150.00

**TEACCH Transition Assessment Profile—2nd Edition (TTAP)**

TEACCH Transition Assessment Profile (TTAP) — Second Edition is a newly titled and improved revision of the Adolescent and Adult Psychoeducational Profile (AAPEP). This comprehensive test was developed for adolescent and older children with autism spectrum disorders, particularly those with transitional needs. The TTAP is structured to satisfy those provisions in the Individuals with Disabilities Education Act (IDEA) of 1997, which require adolescents to be evaluated and provided with a transition plan by age 14.

Educators, parents, counselors, and care providers can use this powerful tool to assist individuals with autism spectrum disorders to prepare for a successful, semi-independent adult life (i.e., personal development, recreational living, adult integration into employment and residential arrangements, etc.). The TTAP will also help providers identify the individual’s principle transition goals, strengths and weaknesses.

COMPLETE KIT INCLUDES: Examiner’s Manual, 10 Profile/Scoring Forms.

- **EVA526203 Complete TTAP Kit** ........................................... $93.00
- **EVA526203SF TTAP Scoring Forms (10)** ................................. $25.00

**Transition Planning Inventory—2nd Edition (TPI-2)**

Provides school personnel with a systematic way to address critical transition planning areas that are mandated by the Individuals With Disabilities Education Act of 2004 and to account for individual students preferences, interests, strengths, and needs. Key information is gathered from students, parents, guardians, and school personnel through the use of rating scales and open-ended questions.


- **EVA1480 TPI-2 Informal Assessments for Transition Planning** ................................. $50.00
- **EVA1481 TPI-2 Administration and Resource Guide** ................................. $35.00
- **EVA1483 TPI-2 Home Rating Forms (25)** ........................................... $35.00
- **EVA1484 TPI-2 Profile/Recommendation Forms (25)** ................................. $35.00
- **EVA1485 TPI-2 School Rating Forms (25)** ........................................... $35.00
- **EVA1486 TPI-2 Student Rating Forms (25)** ........................................... $35.00
- **EVA1488 TPI-2 Student Preferences & Interests - Basic Forms (25)** ................................. $31.00
- **EVA14881 TPI-2 Preferences & Interests - Advanced Forms (25)** ................................. $31.00

**Goniometers**

Goniometers measure the range of motion of wrists, digits and larger joints for limb centering and alignment.

The Finger Goniometer (A) is 6" clear plastic, measures 0° to 180° and is marked in 5° increments. Linear measurements are in inches.

The 180° Degree Goniometer (B) is stainless steel. The 7" model has one 180° scale marked in 5° increments. The 14" model has two 180° scales marked in 1° increments. Linear measurements are in inches and centimeters.

The International Goniometers (C) measure large joints. The 180° model provides linear measurements up to 7 7/8" and is marked in 5° increments. The 360° goniometer provides linear measurements up to 12 1/4" and is marked in 1° increments. Linear measurements are in inches and centimeters.

- **A. EVA0601 Finger Goniometer** ........................................... $5.49
- **B. EVA0602 180° Degree Goniometer (7")** ........................................... $18.95
- **B. EVA0603 180° Degree Goniometer (14")** ........................................... $41.50
- **C. EVA0604 180° International Goniometer** ........................................... $12.95
- **C. EVA0605 360° International Goniometer** ........................................... $24.50

For a more detailed description of these evaluations, please visit our website: [www.therapro.com](http://www.therapro.com)
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