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Assess the level of adaptive skills in children and adults
See pages 7 & 55 for details

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A new assessment and curriculum for Individuals with Developmental Difficulties
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Provides the engaging tools for group activities
Group Activities with Older Adults
See page 52 for details

Full colour illustrations for Social Behaviour and Personal Safety
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The Psychological Corporation®
A Harcourt Assessment Company
The bestselling Sensory Profile™ now covers all ages for evaluating sensory processing
See pages 12 & 13 for details

Ordering information: see pages 68-69
Who should I contact?

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020 7424 4456

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020 7424 4512

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01865 314348

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www.tpc-international.com

Send orders to:
The Psychological Corporation
Harcourt Education
Halley Court
Jordan Hill
Oxford OX2 8EJ
Nancy Bayley, 1993

An update of the classic Bayley Scales, this test offers a comprehensive assessment of early childhood development. BSID® –II retains the broad content coverage that characterised the original scales and includes:

- The Mental Scale – which evaluates sensory/perceptual acuities, discriminations, acquisition of object consistency, memory, learning and problem-solving, vocalisation, early verbal communication and abstract thinking, habituation, mental mapping, complex language and mathematical concept formation.

- The Motor Scale – which evaluates degree of body control, coordination of large muscles, fine manipulation skills, dynamic movement, postural imitation and stereognosis.

- The Behaviour Rating Scale – which measures attention and arousal, orientation and engagement, emotional regulation and motor quality.

In clinical settings, the Bayley Scales have traditionally been used to evaluate the development of young children. The BSID® –II includes new items measuring a broader skill range. It features improved stimulus materials and its clinical utility has been extended by including data from a wide range of groups, including children born prematurely, having the HIV antibody, prenatally drug exposed, asphyxiated at birth, developmentally delayed, children with autism and children with Down’s Syndrome. This, together with an extended age range, revised norms, improved psychometric properties and non-restrictive administrative procedures, makes the BSID® –II a highly flexible instrument that allows you to meet the needs of the very young child.

Materials & Prices

Complete kit:
Includes manual, stimulus booklet, packs of 25 each of the mental scale record forms, motor scale record forms (with tracing design sheet), and behaviour rating scale record forms, visual stimulus cards, map and all necessary manipulatives in a soft sided carrying case
0 1580 2800 7 £876.00 exc VAT £1,002.48 inc VAT

Manual
0 1580 2801 5 £76.50 exc VAT £82.56 inc VAT

Stimulus booklet
0 1580 2802 3 £76.50 exc VAT £82.56 inc VAT

Mental scale record forms, pack of 25
0 1580 2803 1 £35.00 exc VAT £38.84 inc VAT

Motor scale record forms, pack of 25 with tracing design sheet
0 1580 2804 K £34.50 exc VAT £38.84 inc VAT

Behaviour rating scale infant record forms, pack of 25
0 1580 2805 R £33.00 exc VAT £35.94 inc VAT

Visual stimulus cards, pack of 8
0 1580 2808 6 £22.00 exc VAT £24.24 inc VAT

Some components can be reordered. Please call 01865 888188 for information.
The Bayley Scales of Infant Development® has been conveniently repackaged to include everything you need to assess motor development.

The Motor Scale Kit helps you assess these skills: degree of body control, large muscle coordination, finer manipulatory skills of the hands and fingers, dynamic movement, dynamic praxis, postural imitation and stereognosis.

Motor Scale Administration Directions is a new component that provides all the necessary information to administer and score the Motor Scale assessment.

Complete kit:
- Includes motor scale administration directions manual, BSID-II manual, 25 motor scale record forms, (with tracing design sheet) and all necessary motor scale manipulatives
  0 7616 4600 0 £183.00 exc VAT £199.65 inc VAT
- Motor scale administration directions manual
  0 7616 4604 3 £20.00 exc VAT £20.00 inc VAT
- Motor scale record forms, pack of 25 with tracing design sheet
  0 1580 2804 X £34.50 exc VAT £40.54 inc VAT

Materials & Prices

Bayley Infant Neurodevelopmental Screener™ (BINS™)
Glen P Aylward, 1995

Reliably assess basic neurological functions, auditory and visual receptive functions, verbal and motor expressive functions and cognitive processes.

Each of the six age specific item sets contains 11 to 13 items from the Bayley Scales of Infant Development®, Second Edition (BSID-II) and neurological assessments.

BINS™ has been standardized using 2 samples. The non-clinical sample is demographically representative of the US infant population according to the infant’s gender, race/ethnicity, region of the country and the parent’s level of education. The clinical sample represents infants from Neonatal Intensive Care Unit follow-up clinics.

Complete kit:
- Includes manual, 25 record forms, laminated stimulus card, manipulatives, soft carrying case
  0 1580 2870 8 £243.00 exc VAT £274.89 inc VAT
- Record forms, pack of 25
  0 1580 2872 4 £32.00 exc VAT £37.60 inc VAT

Some components can be reordered. Please call 01865 888188 for information.
School Function Assessment (SFA)

Wendy Coster, Theresa Donney, Jane Haltiwanger and Stephen Haley, 1998

The School Function Assessment (SFA) contains three parts:

Part I – Participation is used to rate the student’s participation in six major school activity settings – regular or special education classroom, playground/recess, transportation, bathroom/toileting, transitions, and mealtime/snack time.

Part II – Task Supports is used to rate the assistance and adaptations currently provided to the student for both physical and cognitive/behavioural tasks. Physical Tasks include travel, maintaining and changing positions, recreational movement, manipulation with movement, using materials, setup and cleanup, eating and drinking, hygiene, clothing management, stairs, written work, and computer and equipment use. Cognitive/Behavioural Tasks include functional communication, memory and understanding, following social conventions, compliance with adult directives and school rules, task behaviour/completion, positive interaction, behaviour regulation, personal care awareness and safety.

Part III – Activity Performance is used to examine the student’s performance of specific school-related functional activities in each of the task areas assessed globally in Part II. The items of each of these scales are written in measurable, behavioural terms that can be used directly in the student’s Individualised Educational Plan. School personnel who are familiar with the student’s typical performance complete the SFA.

Instructions and examples for completing the SFA are provided in the Rating Scale Guide. The Rating Scale Guide is then circulated with the Record Form to appropriate school personnel.

Pediatric Evaluation of Disability Inventory (PEDI)

Stephen M Haley, Wendy J Coster, Larry H Ludlow, Jane T Haltiwanger and Peter J Andrellos, 1992

Accurately evaluate functional disabilities with score forms and an easy-to-understand manual.

PEDI helps you identify treatment progress and recommends areas of any functional intervention. Also, use it to identify functional deficits and establishes treatment plans.

Since PEDI is standardised on a normative sample, you can calculate both standard and scaled performance scores. Record your scores in the booklet, which also contains a summary score sheet.

Materials & Prices

Complete kit: includes user’s manual, 25 record forms and 3 rating scale guides
0 7616 1539 9 £139.00 exc VAT £148.05 inc VAT

Record forms with 3 rating scale guides, pack of 25
0 7616 1539 3 £55.00 exc VAT £63.48 inc VAT

Rating scale guides, pack of 5
0 7616 1571 7 £11.16 exc VAT £11.16 inc VAT

Functional Independence Skills Handbook (FISH)
Assessment and Curriculum for Individuals with Developmental Disabilities
William K Killion, 2003

OVERVIEW
- Assess daily functional activities

Age Range
- Child and Adult

Qualification Code
- CL3

Administration
- Individual

Materials & Prices
- Manual
  0 1491 2381 1 £54.00 inc VAT £54.00 inc VAT
- Assessment booklet, pack of 10
  0 1491 2382 X £23.00 inc VAT £27.00 inc VAT

Patti Harrison and Thomas Oakland, 2003

OVERVIEW
- Assess the level of adaptive skills in children and adults

Age Range
- Birth to 89 years

Qualification Code
- CL2

Administration
- Individual
  15 minutes

Materials & Prices
- Complete kit:
  Includes manual (infant and preschool, school and adult), 5 parent/primary caregiver forms (ages 0-5), 5 teacher/provider forms (ages 0-5), 5 parent forms (ages 5-21), 5 teacher forms (ages 5-21) and 5 adult forms
  0 1580 0450 7 £127.00 inc VAT £144.78 inc VAT
- Parent/primary caregiver forms (ages 0-5), pack of 25
  0 1580 0452 5 £45.00 inc VAT £52.88 inc VAT
- Teacher/provider forms (ages 0-5), pack of 25
  0 1580 0453 1 £45.00 inc VAT £52.88 inc VAT
- Parent forms (ages 5-21), pack of 25
  0 1580 0461 2 £45.00 inc VAT £52.88 inc VAT
- Teacher forms (ages 5-21), pack of 25
  0 1580 0463 5 £45.00 inc VAT £52.88 inc VAT
- Adult forms (ages 16-89), pack of 25
  0 1580 0465 9 £45.00 inc VAT £52.88 inc VAT

Scores for each of the 10 areas specified by the AMAR and DSM-IV allow you to evaluate functions, determine strengths and weaknesses, and specify training goals.

This excellent tool helps you evaluate levels of adaptive skill and specify treatment goals for individuals with learning disabilities and behavioral, medical and psychological problems.

Validity studies allow you to evaluate the relationship between adaptive skills and intelligence ability.
Paediatric Assessments and Interventions – General Development

FirstSTEP™:
Screening Test for Evaluating Preschoolers
Lucy J Miller, 1993

OVERVIEW
Screen to identify developmental delays
Age Range
Level 1: 2.9 to 3.8 years
Level 2: 3.9 to 4.8 years
Level 3: 4.9 to 6.2 years
Qualification Code
CL2
Administration
Independent
15 minutes
Norms
Scaled Scores stratified by age for five Domains and one Composite Score

Materials & Prices
Complete kit: Includes examiner’s manual, score sheets, and all items needed for administration and scoring in a briefcase
0 1581 8183 2
£638.00 exc VAT £738.49 inc VAT
Record booklets, pack of 25
0 1581 8176 5
£33.00 exc VAT £38.78 inc VAT
Drawing booklets, pack of 25
0 1581 8177 4
£16.50 exc VAT £19.39 inc VAT

Miller Assessment for Preschoolers™ (MAP™)
Lucy J Miller, 1982

OVERVIEW
Use the game-like activities in the Miller Assessment for Preschoolers™ (MAP™) to help identify developmental delays in sensorimotor and cognitive abilities.

With five indices – Neuro Foundations, Coordination, Verbal, Nonverbal and Complex Tasks – obtain screening information or complete in-depth assessment to formulate IEPs.

A supplemental observation sheet and workshop set are also available.

Materials & Prices
Complete kit: Includes manual, stimulus booklet, 5 record forms each for levels 1, 2 and 3, 25 social emotional/adaptive behaviour booklets, 25 parent booklets; manipulatives with carrying case
0 1581 8270 7
£188.00 exc VAT £211.66 inc VAT
Level 1 (Ages 2.9 to 3.8) Record forms, pack of 25
0 1581 8273 1
£33.00 exc VAT £38.78 inc VAT
Level 2 (Ages 3.9 to 4.8) Record forms, pack of 25
0 1581 8274 X
£33.00 exc VAT £38.78 inc VAT
Level 3 (Ages 4.9 to 6.2) Record forms, pack of 25
0 1581 8275 8
£33.00 exc VAT £38.78 inc VAT
Social-Emotional Scale/Adaptive Behaviour checklist, pack of 25
0 1581 8276 6
£33.00 exc VAT £38.78 inc VAT
Parent/Teacher Scale, pack of 25
0 1581 8277 4
£16.50 exc VAT £19.39 inc VAT
**Overview**

Provide a measure of intellectual ability through human figure drawing.

*Age Range*: 5 to 17 years

*Qualification Code*: CL2

*Administration*: Individual or Group

*Norms*: Standard scores, percentiles, age equivalents

**Materials & Prices**

- Complete kit: Includes examiner's manual with scoring chart and a pack of 25 student record/response forms
  - 0 1580 8341 5: £139.50 exc VAT (£147.64 inc VAT)
  - 0 1580 8343 1: £44.50 exc VAT (£52.29 inc VAT)

**Developmental Assessment of Young Children (DAYC)**

Judith K Vonness and Taddy Maddox, 1998

**Overview**

Identify children who may have possible delays.

*Age Range*: Birth to 5 years

*Qualification Code*: CL2

*Administration*: Individual

*Norms*: Standard scores, percentiles, age equivalents

**Materials & Prices**

- Complete kit: Includes examiner's manual; 25 each of adaptive, cognitive, communication, physical, and social emotional domain scoring forms; 25 profile/summary forms; sturdy storage box
  - 0 7616 1824 4: £164.00 exc VAT (£187.25 inc VAT)

- Adaptive scoring forms, pack of 25
  - 0 7616 1825 2: £23.00 exc VAT (£27.03 inc VAT)

- Cognitive scoring forms, pack of 25
  - 0 7616 1826 0: £23.00 exc VAT (£27.03 inc VAT)

- Communication scoring forms, pack of 25
  - 0 7616 1827 9: £23.00 exc VAT (£27.03 inc VAT)

- Physical scoring forms, pack of 25
  - 0 7616 1828 7: £23.00 exc VAT (£27.03 inc VAT)

- Social Emotional domain scoring forms, pack of 25
  - 0 7616 1829 5: £23.00 exc VAT (£27.03 inc VAT)

- Profile/Summary forms, pack of 25
  - 0 7616 1830 9: £14.00 exc VAT (£16.45 inc VAT)
Paediatric Assessments and Interventions – General Development

**Infant / Toddler Symptom Checklist: A Screening Tool for Parents**
Georgia A DelGangi, Susan Poisson, Ruth Z Sickel and Andrea Saftman Wiener, 1995

Use to determine whether a child may have a predisposition toward developing sensory integrative disorders, attention deficits, or emotional, behavioral or learning difficulties.

Includes items that measure the domains of Self-Regulation, Attention, Modulation of Sleep/Wake States, Responses to Sensory Stimulations, Attachment and Emotional Functioning.

This criterion-referenced checklist includes six versions, a single short version for general screening purposes and five age specific screens for: 7 to 9 months, 10 to 12 months, 13 to 18 months, 19 to 24 months, 25 to 30 months.

**Materials & Prices**
Complete kit: Includes 38 page manual, 6 sets of 5 score sheets in 25 page pads and vinyl storage portfolio
0 7816 4265 9 £80.00 exc VAT £88.20 inc VAT

Score Sheets, set of 6 pads
0 7816 4275 3 £25.00 exc VAT £27.13 inc VAT

**Helping Babies Learn: Developmental Profiles and Activities for Infants and Toddlers**
Setsu Furuno, Katherine A O’Reilly, Carol M Hasaka, Takayo T Inatsuka and Barbara Zelkoff Foxley, 1983

Use these easy-to-follow developmental charts to help parents learn how to observe their children from birth to 36 months. The six charts summarise normal skills development for each 3 month time period and help you and the parents track the child’s progress. Parents discover how to use various interactions to promote the development of cognition, communication, socialization, movement, self-care and safety. Developmentally sequenced activities recommended for use every day address Home Routines, Indoor Activities, Excursions, Social Development, and Health and Safety.

288 pages, spiralbound manual and 6 developmental charts
(set of 5)
0 7816 7088 9 £85.50 exc VAT £93.50 inc VAT

6 developmental charts, pack of 5 each
0 7816 3022 3 £27.00 exc VAT £27.50 inc VAT
Play Calendars: Weekly Activities for Infants, Toddlers, and Preschoolers
Rachel B Diamant, 1996

These parents here to stimulate their child’s overall development through play with these activities that are organised by age: birth to 10 months, 10 months to 3 years, and 3 to 5 years. These activities, on reproducible pages, focus on the gross motor, sensory, cognitive, language/communication and self-help.

192 pages, spiralbound manual
0 7616 4766 X £46.00 exc VAT £48.00 inc VAT

What’s a Group to Do? A Collection of OT Activities
Felicia Norman, 1996

Use the group activities described in this book, with clients of all ages to improve motor planning and co-ordination, memory skills, following directions, interacting and communicating. Activities are designed for all levels of functioning in sensorimotor, cognitive and interpersonal skills. The therapy ideas are appropriate for groups ranging from children in classrooms to adults in assisted living or rehabilitation centers.

114 pages, spiralbound manual
0 7616 2800 2 £37.00 exc VAT £37.00 inc VAT

Developmental Play Group Guide
Barbara C Brown, Marian H Jarrett, Carolyn J Hovey-Lewis and Maxine B Freund, 1995

Use this manual to provide a group intervention programme for premature and at-risk infants and their families and carers. Give parents the information they need to guide the development of their infants with reproducible handouts. Use the reproducible recordkeeping forms to track an infant’s progress and record interventions with family members and carers. The manual’s detailed lessons plans cover play interventions in five major developmental areas for fine motor, cognition, gross motor, communication and sensory.

290 pages, spiralbound manual
0 7616 3148 8 £56.00 exc VAT £56.00 inc VAT

Pre-Dressing Skills
Mauna Dunn Klein, 1983

A practical text includes adaptive techniques and equipment descriptions. Learn the developmental sequence of specific dressing and undressing skills.

Included in the manual are:
- Tasks analysed teaching methods and diagrams
- Adaptive techniques
- List of equipment available
- Reproducible assessment checklists and activity plans.

152 pages, paperback manual
0 7616 4693 2 £37.00 exc VAT £37.00 inc VAT

Paediatric Assessments and Interventions – General Development

Ordering information: see pages 68-69
Paediatric Assessments and Interventions

Infant/Toddler Sensory Profile™
Winnie Dunn, 2002

**Overview**
- Examines patterns in children who are at risk or have specific disabilities
- Age Range: Birth to 36 months
- Qualification Code: CL2
- Administration: 15 minutes
- Norms: Standardized with 598 cases, 100 per age range

**Materials & Prices**
- Complete kit: Includes user’s manual, 25 caregiver questionnaires, and 25 summary score sheets
  - 0 7616 4954 9: £113.50 (exc VAT) £129.39 (inc VAT)
  - User’s manual: 0 7616 4955 7: £72.00 (exc VAT)
  - Caregiver questionnaires, pack of 25: 0 7616 4956 5: £35.25 (exc VAT)
  - Summary score sheets, pack of 25: 0 7616 4958 1: £14.69 (exc VAT)

**Adolescent/Adult Sensory Profile**
Catana Brown and Winnie Dunn, 2002

**Overview**
- Enables clients to evaluate themselves through the use of a self-questionnaire
- Examines patterns in adolescents and adults with or without disabilities
- Age Range: 11 years and older
- Qualification Code: CL2
- Administration: Untimed
- Norms: Classification system based on normative information

**Materials & Prices**
- Complete kit: Includes user’s manual and 25 self-questionnaire/summary reports
  - 0 7616 4970 0: £75.50 (exc VAT) £86.07 (inc VAT)
  - User’s manual: 0 7616 4971 9: £62.00 (exc VAT)
  - Self-questionnaire/summary reports, pack of 25: 0 7616 4973 5: £28.20 (exc VAT)

**OVERVIEW**
- Provides a standard method for measuring an infant’s sensory processing abilities
- Helps therapists, early childhood teachers, and parents profile the effect of sensory processing on functional performance in the daily life of the infant
- Caregivers complete a judgment-based questionnaire reporting the frequency with which infants respond to various sensory experiences (Almost Always, Frequently, Occasionally, Seldom, or Almost Never)
- Provides validated and reliable scores as well as interpretation of results and case studies for your review

**OVERVIEW**
- Identifies sensory processing patterns and effects on functional performance
- Age Range: 11 years and older
- Qualification Code: CL2
- Administration: Untimed
- Norms: Classification system based on normative information

**Materials & Prices**
- Complete kit: Includes user’s manual and 25 self-questionnaire/summary reports
  - 0 7616 4970 0: £75.50 (exc VAT) £86.07 (inc VAT)
  - User’s manual: 0 7616 4971 9: £62.00 (exc VAT)
  - Self-questionnaire/summary reports, pack of 25: 0 7616 4973 5: £28.20 (exc VAT)
Paediatric Assessments and Interventions

OVERVIEW
Evaluate sensory information processing

Age Range
3 to 10 years

Qualification Code
CL2

Administration
Individual
Untimed

Norms
Classification system based on normative information

Sensory Profile™
Winnie Dunn, 1999

Determine how well children process sensory information in everyday situations and profile the sensory system’s effect on functional performance.

Combine the information with other evaluation data to create a complete picture of the child’s status for diagnostic and intervention planning.

Caregivers complete the 125 question profile.

Sensory Profile™ for Windows® & Palm OS®

Administer and score Sensory Profile™ electronically with a personal computer or Personal Digital Assistant (PDA), such as a Palm Pilot™ or Handspring Visor™.

Download scores to your desktop computer to quickly create reports and graphs and to store data.

Provides a visual and narrative interpretation of test results.

Offers a convenient, portable, and time-saving alternative to traditional administration and scoring.

Materials & Prices

Sensory Profile™

Software kit:
Includes the user’s manual and 1 year license of online administration

User’s manual
0 7616 3801 8 £62.00 exc VAT £62.00 inc VAT

Caregiver questionnaire, pack of 25
0 7616 3802 4 £30.00 exc VAT £35.25 inc VAT

Summary score sheets, pack of 25
0 7616 3803 2 £18.00 exc VAT £21.15 inc VAT

Complete kit:
Includes the user’s manual, 25 caregiver questionnaires, 25 short sensory profile sheets, 25 summary score sheets

0 7616 3800 8 £113.50 exc VAT £123.33 inc VAT

User’s manual
0 7616 3801 8 £62.00 exc VAT £62.00 inc VAT

Caregiver questionnaire, pack of 25
0 7616 3802 4 £30.00 exc VAT £35.25 inc VAT

Short sensory profile, pack of 25
0 7616 3804 0 £15.00 exc VAT £17.63 inc VAT

Summary score sheets, pack of 25
0 7616 3803 2 £18.00 exc VAT £21.15 inc VAT

Sensory Profile™
Winnie Dunn, 1999

Determine how well children process sensory information in everyday situations and profile the sensory system’s effect on functional performance.

Combine the information with other evaluation data to create a complete picture of the child’s status for diagnostic and intervention planning.

The Summary Score Sheet provides a profile of the child’s sensory response from the Caregiver Questionnaire.

The Short Sensory Profile is a 38 item caregiver questionnaire and score sheet designed for screening and research protocols.

The Summary Score Sheet provides a profile of the child’s sensory response from the Caregiver Questionnaire.

The Short Sensory Profile is a 38 item caregiver questionnaire and score sheet designed for screening and research protocols.
The DeGangi-Berk Test of Sensory Integration (TSI) permits early detection of even subtle developmental deficits that could lead to learning difficulties if ignored. 36 items measure overall sensory integration as well as three clinically significant subdomains: Postural Control, Bilateral Motor Integration and Reflex Integration. The child performs specific tasks or responds to various stimuli and the therapist rates the child's performance on each item. When used as the basis for screening decisions, total scores demonstrate an 81% accuracy rate.

Materials & Prices
- Complete kit: Includes manual, 25 star design sheets and 25 protocol booklets
  - £166.50 exc VAT
  - £191.02 inc VAT
- Star design sheet, pack of 100
  - £24.00 exc VAT
  - £28.20 inc VAT
- Protocol booklet, pack of 25
  - £24.00 exc VAT
  - £28.20 inc VAT

Documenting Sensorimotor Progress
A Pediatric Therapist's Guide
Georgia A DeGangi, 1994

Respond to the growing need for objective documentation of progress in children 3 months to 10 years old with special needs. Quantify changes occurring in these domains:
- Reflex maturation
- Atypical motor and postural control
- Postural tone
- Functional daily living activities
- Emotion regulation, communication, play and interaction skills
- Sensory processing
- Attention and arousal

You'll also learn how to streamline your recordkeeping by creating comprehensive individual checklists and eliminate the need for long, written narratives.

Materials & Prices
- 167 pages, paperback manual
  - £41.50 exc VAT
  - £44.50 inc VAT

Early Sensory Skills
Jackie Cooke, 1996

This huge compendium of practical and enjoyable activities for touch, vision, taste and smell is invaluable to anyone working with young children. The text outlines major principles and aims followed by six easy-to-use sections containing basic activities, everyday activities, games and topics to stimulate the senses.

Materials & Prices
- 180 pages, spiralbound manual
  - £37.50 exc VAT
  - £37.50 inc VAT
Paediatric Assessments and Interventions

The first half of this compendium includes chapters by leading researchers in sensory integration (SI) based on the theory and research by Dr A Jean Ayres. The second half is devoted to clinical application of SI principles in treatment with diverse populations and case studies. The organisation of this book makes it an ideal reference for occupational therapists and physiotherapists.

- Topics include SI Theory; Proprioception; Praxis and Motor Planning; SI and Visual Deficits; SI and Cerebral Palsy; Fragile X; Autism; and ADHD. Each chapter contains a bibliography and reference list.

464 pages, paperback manual
0 7616 1515 6
£50.00 exc VAT
£50.00 inc VAT

Sensory Integration and the Child
A. Jean Ayres, 1979

Parents and teachers will gain a better understanding of sensory integrative dysfunction in developmentally delayed children when they read this helpful book by an author who is a pioneer in this field. The book includes a glossary of terms and a question-and-answer section.

341 pages, paperback manual
0 7616 2503 8
£27.50 exc VAT
£27.50 inc VAT

Oh Behave!
Sensory Processing and Behavioral Strategies
MaryAnn Colby Trott, 2002

This useful guide provides specific strategies to help change difficult behavior due to sensory processing issues in pre-teen children and to determine the possible reasons for the behavior. It is also applicable to older students who have disabilities and those who qualify for OT and/or IEP services.

The book includes simple explanations of technical behavioral terminology and practical examples of many concepts and suggestions. In addition, it addresses distinct ways in which sensory processing and behavior strategies work together.

The guide is based on the study of behavioral research as well as the author's 25 year career as a behavior consultant. A checklist helps you follow the appropriate steps in developing a behavior change program. The book also includes tables to help you determine how to pursue difficult behaviors and to determine appropriate interventions. A glossary of terms commonly used in behavior psychology and a bibliography featuring helpful resources are also included.

Set of 10, 32 page booklets
0 7616 4976 X
£36.50 exc VAT
£36.50 inc VAT

Ordering information: see pages 68-69
Combining Neuro-Developmental Treatment and Sensory Integration Principles:
An Approach to Pediatric Therapy
Erna I Blanche, Tina M Buttolph and Mary K Hallway, 1995

Use this guide to help you combine the two most prevalent methods of treating sensory and movement problems affecting the daily activities of children aged from birth to 12 years old. Create an individualised therapy programme appropriate for children with sensory processing dysfunction, cerebral palsy, Down’s syndrome, autism and other developmental disorders.

This manual includes a discussion of both NDT and SI approaches, and the many benefits of combining the two.

- 29 activities that combine NDT and SI methods
- Assessment guidelines for determining when a combined approach is appropriate
- Case studies of children with various disabilities
- A thorough comparison of NDT and SI, including background, principles and ways in which the two approaches are complementary.

175 pages, spiral bound manual
0 7616 4334 6 £59.50 exc VAT £59.50 inc VAT

SI for Early Intervention
A Team Approach
Katherine Newton Inamura, 1998

Use a team approach to the sensory-integrative treatment of children from 1 to 3 years with mild to moderate developmental delays and disabilities.

This book provides theoretical and practical information for developing a group programme.

It is written for the team of therapists, educators and families involved in early intervention and covers topics such as legislation, programme design and management, appropriate activities and includes case studies.

250 pages, paperback manual
0 7616 4352 4 £55.00 exc VAT £55.00 inc VAT

Activity-Based Intervention Guide
With More Than 250 Multi-Sensory Play Ideas
Marcia Cain Coley and Judith Nealer Garrett, 1995

Implement an effective activity-based intervention programme for birth to 5 year-olds with or without disabilities. Gain insight into effectively building and maintaining early intervention teams and how to include families in the intervention programme.

Chapters include Family-Centred Services, Team-Building, Adapting Activities for Mixed Age/Ability Groups, Incorporating Technology into Activity-Based Intervention and Developing Activities for Children with Physical Challenges.

Each of the more than 250 engaging activities contains goals in six developmental domains.

356 pages, paperback manual
0 7616 4352 4 £55.00 exc VAT £55.00 inc VAT
Sensory Motor Activities for Early Development
Chia Swee Hong, Helen Gabriel and Cathy St John, 1996
This is a successful manual of tried and tested activities to develop gross and fine motor skills in children. It contains:
- Numerous creative activities to stimulate sensory and body awareness, encourage basic movement, promote hand skills and enhance spatial/perceptual skills.
- Information on working in small groups.
- Handouts that can be photocopied to give to parents or other carers for home practice.
108 pages, spiralbound manual
£33.00
£33.00
Sensory Motor Handbook: Second Edition
Julie Brazil, Joan Fisher, Carol Owens and Patricia Polcyn, 1998
Occupational therapists, teachers and parents are constantly searching for resources to help children who experience difficulties in the classroom and in everyday play.
When a teacher asks, “What can I do to meet sensory and motor needs in my classroom?” or when a parent asks, “What can I do at my home?”, Sensory Motor Handbook will provide you with activity suggestions that can be completed in the classroom or at home.
In addition, the Troubleshooting section is a valuable tool for assisting with classroom modifications for individual children. It recognises that children come to school with a variety of strengths and limitations. The authors’ recommendations provide therapists and teachers with practical solutions.
220 pages, paperback manual
£47.50
£47.50
Sensorimotor Groups
Activities for School and Home
Carol R Scheerer, 1996
Provide effective, appropriate group therapy for children who have, or are at risk for, sensorimotor disorders. This hands-on approach is designed to help 4 through 6 year olds succeed in school by improving their sensorimotor performance. You’ll have activity suggestions and reproducible information sheets for parents and teachers.
Exciting and innovative activities for 30 weekly sessions incorporate skills necessary for success in school.
You will facilitate growth in: Development and promotion of attention to task; Body awareness; Fine motor control; Motor planning; Postural orientation; Co-ordination of body sides; Auditory processing and Ocular control. Each activity offers tips to parents at the end of the group session and before the encouraged parent/child carryover home activity.
240 pages, spiralbound manual
£44.50
£44.50
Ordering information: see pages 68-69
Educate parents and teachers of 5 to 12 year olds about sensory integration with this reproducible training resource. Case examples help you guide teachers and parents in applying practical information to real-life situations for all sensory domains. You’ll find helpful ideas for adapting your clients’ environment and suggestions involving your clients’ movement, playground equipment, mealtime, bedtime, clothes and dressing, communication and travel.

5, 69 page paperback booklets; 69 reproducible looseleaf pages; storage file folder

0 7616 4283 8
£73.50 exc VAT
£73.50 inc VAT

Booklets, pack of 5
0 7616 4008 8
£36.50 exc VAT
£36.50 inc VAT

Paediatric Assessments and Interventions
SenseAbilities
Understanding Sensory Integration
Maryann Colby Trott, Marci Laurel and Susan L Windeck, 1993

Apply the functional concepts and procedures of work hardening to your school-age children. Help those children in your caseload who have functional or sensory processing deficits and are not performing to their cognitive potential. Plus, address behaviour problems linked to sensory system difficulties.

110 pages, paperback manual
0 7616 4331 1
£31.00 exc VAT
£31.00 inc VAT

Sensorimotor Processing Activity Plans
Constance H Sheda and Patricia R Ralston, 1997

Help school aged children who have sensory processing or sensorimotor difficulties by choosing from more than 150 activities in this workbook. These activities, shown on reproducible pages, are adaptable to groups or individuals. Organised according to the systems approach, themes approach, and developmental approach, the workbook is aimed to the occupational or physiotherapist who works in private practice or a school.

224 pages, spiralbound manual
0 7616 4767 8
£45.00 exc VAT
£45.00 inc VAT

Sensory-Motor Integration Activities
Barbara E Fink, 1989

You and the teacher can use more than 200 reproducible instruction sheets to facilitate and improve your school-age children’s ability to accept sensory input. You’ll find activities covering tactile, kinesthesia, vestibular and flexion. Each activity offers a performance objective, basic procedure, measurement guidelines and variations to help you programme appropriately for the sensitivity levels of each child.

252 pages, ringbound manual
0 7616 4160 2
£52.00 exc VAT
£52.00 inc VAT
Action Alphabet

Sensorimotor Activities for Groups
Kathleen L. Herring and Suzanne Wilkinson, 1995

Combine therapy objectives with curriculum goals as you implement these activities to develop motor and language skills in children from 4 to 8 years. This multisensory teaching approach helps to promote letter recognition, formation and builds vocabulary.

In addition, activities help children develop problem solving, self-help, memory and other skills. Guide your students through warm-ups, main activities and cool-down exercises. Each activity features an oral motor, fine motor or gross motor challenge. Tailor the course to your group’s size - from small groups to an entire class. Your students will enjoy forming letters with their bodies as part of the exercises.

139 pages, spiralbound manual
0 7616 4759 7 £38.50 exc VAT £38.50 inc VAT

An Introduction to Sensory Integration
Nan Arnaught, 1998

Learn about helping children with learning disabilities by using sensory integration. This manual provides guidance to help children synthesise, organise and process the information from the senses and environment to produce useful, goal-directed responses via the tactile, vestibular, and proprioceptive systems. Additional material enables parents and teachers to reinforce therapy at home and in the classroom.

Set of 10, 30 page paperback booklets
0 7616 2001 X £42.00 exc VAT £42.00 inc VAT

Sensory Motor Issues in Autism
Johanna Anderson, 1999

Gain a new understanding about sensory processing disorders and autism with this manual, developed for therapists, teachers and caregivers of autistic children. Information is provided to show teachers and parents how to help improve a child's responses to sensation using sensory diet and sensory motor circuits in the classroom and how to teach motor skills using daily living activities such as eating and dressing.

A sensory environment checklist is included to determine the most effective learning environment for the autistic child. Eating and dressing checklists, individual sensory preference checklists, sample of sensory diets and 25 reproducible activity sheets are also included. The manual features many activities for children with sensory processing disorders and a comprehensive reference list.

88 pages, paperback manual
0 7616 7100 5 £21.00 exc VAT £21.00 inc VAT
The Movement Assessment Battery for Children (Movement ABC) identifies and evaluates the movement problems that can determine a child’s participation and social adjustment at school. It is a unique assessment battery specifically designed to identify and evaluate movement problems that can determine a child’s social integration at school.

The Movement ABC Checklist provides classroom assessment of movement difficulties, screening for “at-risk” children and systematic monitoring of treatment programmes. It provides a comprehensive assessment for those identified as “at-risk”, yielding both normative and qualitative measures of movement competence, manual dexterity, ball skills, static and dynamic balance.

Guidelines for Management and Remediation provides practical assistance in organizing intervention programmes based on Movement ABC’s assessment process and in today’s activity-based learning environment. Physical skills can determine levels of classroom and playground involvement, barring the clumsier or less co-ordinated child from full participation in the education process.

Recent research indicates that children starting out with comparative advantages in ability and achievement, but with moderate motor difficulties, can experience progressive erosion of their early promise and eventually fail in educational terms, sometimes quite dramatically.

Movement difficulties can make these children conspicuous and isolated with important implications for emotional and social development as well as for educational progress. For many of these children, early detection and corrective action may be the only hope of combating the destructive impact of movement difficulties.

In addition to its value as a normative test, Movement ABC offers a qualitative appreciation of the many factors contributing to difficulties in the motor domain. This integrated package gives therapists and educators an important additional perspective on the assessment of young children.

Dr Sheila Henderson is a Reader in the Department of Educational Psychology and Special Needs at London University’s Institute of Education. She has published over 100 papers in scientific books and journals and is currently engaged in both motor and perceptual paediatric research.

Professor David Sugden is a Professor of Special Needs in Education at the University of Leeds. His current research involves examining manual skills in children with hemiplegic cerebral palsy and delivery of the National Curriculum for key stages 2 and 3 to children with special educational needs.

Materials & Prices

- Complete kit: Includes manual, 50 checklists and 10 of each record form, bibliography and all manipulatives in briefcase
  
  
  0 7491 0168 7 £15.50 exc VAT £15.50 inc VAT

- Checklist, pack of 50 and instruction sheet
  
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- Age band 1 (4 to 6 years) record forms, pack of 25
  
  0 7491 0132 6 £14.50 exc VAT £14.50 inc VAT

- Age band 2 (7 to 8 years) record forms, pack of 25
  
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- Age band 3 (9 to 10 years) record forms, pack of 25
  
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- Age band 4 (11 to 12 years) record forms, pack of 25
  
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- Manual
  
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Activities in two subtests, Locomotor and Object Control, help you identify children who are significantly behind their peers in gross motor skill development and who should be eligible for special education services in physical education.

These activities include run, gallop, hop, horizontal jump, and slide (Locomotor); and striking a stationary ball, stationary dribble, kick, catch, overhand throw and underhand roll (Object Control).

Use the results to develop instructional programmes, monitor progress, evaluate treatment and conduct further research in gross motor development.

**Materials & Prices**

- **Complete kit**: Includes manual and 50 profile/examiner record booklets in a sturdy storage box.
  - 0 7616 1820 1 £91.00 exc VAT £99.12 inc VAT

- **Profile/Examiner record booklets, pack of 50**
  - 0 7616 1822 8 £47.00 exc VAT £55.23 inc VAT

**Overview**

- Identify children with gross motor skill development problems
- **Age Range**: 3 to 10 years
- **Identification Code**: CL2
- **Administration**
  - Individual
  - 15 to 20 minutes
- **Norms**
  - Standard Scores, Percentile Ranks and Age Equivalents
Measure developing motor skills with the following:

- **Reflexes**: This 9 item subtest measures a child's ability to automatically react to environmental events. Because reflexes typically become integrated by the time a child is 12 months old, this subtest is only given to children birth through 11 months.

- **Stationary**: This 30 item subtest measures a child's ability to sustain control of his or her body within the control of gravity and retain equilibrium.

- **Locomotion**: This 89 item subtest measures a child's ability to move from one place to another. The actions measured include crawling, walking, running, hopping, and jumping forward.

- **Object Manipulation**: This 24 item subtest measures a child's ability to manipulate balls. Examples of the actions measured include catching, throwing, and kicking. Because these skills are not apparent until a child has reached the age of 11 months, this subtest is only given to children ages 12 months and older.

- **Grasping**: This 26 item subtest measures a child's ability to use his or her hands. It begins with the ability to hold an object with one hand and progresses up to actions involving the controlled use of the fingers of both hands.

- **Visual-Motor Integration**: This 72 item subtest measures a child's ability to use his or her visual perceptual skills to perform complex eye-hand coordination tasks such as reaching and grasping for an object, building with blocks, and copying designs.

**COMPOSITES**

- **Gross Motor Quotient**: This composite is a combination of the results of the subtests that measure the use of the large muscle systems:
  - Reflexes (birth to 11 months only)
  - Stationary (all ages)
  - Locomotion (all ages)
  - Object Manipulation (12 months and older)

- **Fine Motor Quotient**: This composite is a combination of the results of the subtests that measure the use of the small muscle systems: Grasping (all ages), Visual-Motor Integration (all ages).

- **Total Motor Quotient**: This composite is formed by a combination of the results of the gross and fine motor subtests. Because of this, it is the best estimate of overall motor abilities.

The illustrated guide to administering and scoring provides detailed descriptions of each item. After assessing the child's motor skills and completing the Profile/Summary Forms, use the Peabody Motor Activities Programme, which is included as the instruction/treatment component of PDMS-2, to facilitate the child's development in the specific skill areas.

**Materials & Prices**


  - 0 7616 1821 X
  - £379.00 exc VAT
  - £395.58 inc VAT

- Examiner record booklets, pack of 25

  - 0 7616 1823 6
  - £56.00 exc VAT
  - £65.80 inc VAT

- Profile/Summary forms, pack of 25

  - 0 7491 2079 7
  - £22.00 exc VAT
  - £27.03 inc VAT

- Full-colour chart

  - 0 7491 2077 0
  - £17.50 exc VAT
  - £20.56 inc VAT

**OVERVIEW**

Assess motor skills of children

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Score in 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 to 6</td>
<td>11</td>
</tr>
</tbody>
</table>

**Administration**

- 20 to 30 minutes for each motor-related subtest or 45 to 60 minutes for entire assessment

- Standard Scores, Percentile Ranks and Age Equivalents

**DISTRIBUTED PRODUCT**

**BESTSELLER**


M Rhonda Folio and Rebecca R Fewell, 2000


M Rhonda Folio and Rebecca R Fewell, 2000


M Rhonda Folio and Rebecca R Fewell, 2000
Paediatric Assessments and Interventions – Motor

The T.I.M.E.® Toddler and Infant Motor Evaluation
Lucy Jane Miller and Gale H Reid, 1994

- Measures changes in children who have atypical motor development and track change over time using individual growth scores.
- Subtests include mobility, stability, motor organisation, functional performance and social-emotional abilities.
- Evaluate the relationship of motor ability to functional performance, specific components of movement patterns in each position and transitions within and between movement positions.
- Observe the child’s sequences of movement, then accurately score movement patterns on the illustrated record form.
- This effective assessment tool helps you to evaluate infants who are born prematurely, treated in neonatal intensive care, affected by sickness such as meningitis and heart failure, or developing slowly.
- Scoring guidelines and a concise two-page assessment form are included for measuring and scoring results.

Materials & Prices
Complete kit: Includes examiner’s manual, 10 record booklets, keyboard, rattle, 2 balls, squeak toy, toy telephone, 2 seed beads, 6 blocks, in a bag
Includes 10 record booklets, 2 seeds beads, 6 blocks, in a bag

Examiner’s manual
0 7616 4266 2 £30.00 exc VAT £33.00 inc VAT

Record forms, pack of 10
0 7616 4300 8 £3.50 exc VAT £4.00 inc VAT

The Infanib
A Reliable Method for the Neuromotor Assessment of Infants
Patricia H Ellison, 1994

- This effective assessment tool helps you to evaluate infants who are born prematurely, treated in neonatal intensive care, affected by sickness such as meningitis and heart failure, or developing slowly.
- Scoring guidelines and a concise two-page assessment form are included for measuring and scoring results.

Materials & Prices
Complete kit: Includes examiner’s manual and 1 pad of two-sided screening forms

Examiner’s manual
0 7616 4284 6 £366.00 exc VAT £409.87 inc VAT

Record forms, pack of 10
0 7616 4350 8 £35.50 exc VAT £41.71 inc VAT

Ordering information: see pages 68-69
**Posture and Fine Motor Assessment of Infants**

*Jane Case-Smith and Rosemarie Bigsby, 2000*

**OVERVIEW**

- Determine intervention needs of developmentally delayed children
- **Age Range:** 2 to 12 months
- **Qualification Code:** CL3

**Administration**

- **Individual**
- **20 to 30 minutes**

**Norms**

- **Criterion Referenced**

**Materials & Price**

- **96 page paperback manual**
  - **0 7616 4480 6**
  - **£55.00** exc VAT
  - **£55.00** inc VAT

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**Spatial, Temporal, and Physical Analysis of Motor Control**

*A Comprehensive Guide to Reflexes and Reactions*

*Diane Berg McCormack and Kathy Riske Perrin, 1997*

**OVERVIEW**

- Analyse reflexes and reactions in children with central nervous system deficits
- **Age Range:** Infants and children
- **Qualification Code:** CL3

**Administration**

- **Individual**
- **Untimed**

**Materials & Price**

- **Complete kit:** Includes 288 page manual, 15 record forms and 44 cards
  - **0 7616 4378 8**
  - **£75.00** exc VAT
  - **£79.07** inc VAT

- **Record forms, pack of 15**
  - **0 7616 4432 6**
  - **£16.50** exc VAT
  - **£19.39** inc VAT

- **Manual**
  - **0 7616 4430 X**
  - **£39.00** exc VAT
  - **£34.08** inc VAT

- **Reflex and reaction cards, pack of 44**
  - **0 7616 4431 9**
  - **£39.00** exc VAT
  - **£34.08** inc VAT
Paediatric Assessments and Interventions – Motor

Ordering information: see pages 68-69

Motor Skills Acquisition in the First Year: An Illustrated Guide to Normal Development
Lois By, 1994

Use this comprehensive resource to detect the development of different motor skills during the first year of life. Discover how specific motor components build the foundation for babies to achieve developmental milestones. You’ll find that the progression of skills is clearly illustrated by remarkable photographs. Noted physiotherapist Lois By clarifies the difference between normal variations and pathology. Follow the monthly progression that’s enhanced by 300 photographs. You’ll find an informative discussion that includes an overview and specific developmental characteristics. The detailed photographs illustrate motor development occurring in these positions – supine, prone, sidelying, standing, and walking.

Normal Development of Functional Motor Skills: The First Year of Life
Nora Alexander, Ropi Bezner and Barbara Cupps, 1993

This illustrated book focuses on the normal development of infants birth through 12 months. Convenient summary charts outline all stages of motor development. The information can also be used to plan treatment for children with neurological involvement and developmental disabilities up to age 3.

Motor Skills Acquisition Checklist
Lois By, 2000

As a companion to Motor Skills Acquisition in the First Year, this convenient 48 page checklist helps you to identify the proper milestones for each month of development from neonatal to 12 months.

Normal Development of Functional Motor Skills Acquisition Checklist
Lois By, 1994

Normal Development of Functional Motor Skills Acquition Checklist, pack of 10
0 7616 0201 1 £9.00 exc VAT £9.00 inc VAT
Individual Checklist, 48 page booklet
0 7616 0201 1 £8.00 exc VAT £8.00 inc VAT

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<th>Product</th>
<th>Code</th>
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<th>Price (inc VAT)</th>
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<td>Individual Checklist, 48 page booklet</td>
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<th>Code</th>
<th>Price (exc VAT)</th>
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<tr>
<td>Motor Skills Acquisition in the First Year: An Illustrated Guide to Normal Development</td>
<td>Lois By, 1994</td>
<td>£59.00</td>
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<td>£26.00</td>
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</tr>
<tr>
<td>Normal Development of Functional Motor Skills: The First Year of Life</td>
<td>Nora Alexander, Ropi Bezner and Barbara Cupps, 1993</td>
<td>£59.00</td>
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<tr>
<td>245 pages, paperback manual</td>
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<td>£26.00</td>
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Paediatric Assessments and Interventions – Motor

Approach to Treatment of the Baby (Revised)
Regi Boehme, 1990

Learn guidelines on handling clients with motor problems from an NDT perspective and the type of sensorimotor input consistent with normal development.

57 pages, spiralbound manual
£28.00 exc VAT
£28.00 inc VAT

The Hypotonic Child
Treatment for Postural Control, Endurance, Strength, and Sensory Organization (Revised)
Regi Boehme, 1990

This clinical manual gives you information for assessment and treatment including early diagnostic signs, principles of NDT and its relationship to hypotonia and effective sensorimotor input.

53 pages, paperback manual
£28.00 exc VAT
£28.00 inc VAT

Developing Mid-Range Control and Function in Children with Fluctuating Muscle Tone (Revised)
Regi Boehme, 1990

Using techniques based on neuro-developmental treatment (NDT) principles, this manual helps therapists facilitate function in babies who have neurological disorders. The manual provides step-by-step instructions and photogrqphs demonstrating positioning techniques and how to facilitate function. It is written by the co-author of the best selling Facilitation Techniques Based on NDT Principles.

272 pages, paperback manual
£69.00 exc VAT
£69.00 inc VAT

Baby Treatment Based on NDT Principles
Lois By, 1999

Using techniques based on neuro-developmental treatment (NDT) principles, this manual helps therapists facilitate function in babies who have neurological disorders. The manual provides step-by-step instructions and photogrqphs demonstrating positioning techniques and how to facilitate function. It is written by the co-author of the best selling Facilitation Techniques Based on NDT Principles.

300 pages, paperback manual
£73.50 exc VAT
£73.50 inc VAT

Facilitation Techniques Based on NDT Principles
Lois By and Alison Whiteside, 1998

This resource provides strategies for observing and evaluating the movements of clients who demonstrate problems with coordinated movement. It gives kinesiological reasons why clients move as they do and illustrates how to use kinesiology-based techniques.

300 pages, paperback manual
£73.50 exc VAT
£73.50 inc VAT
Follow the manual’s illustrations, photographs and step-by-step instructions to learn how to adapt or fabricate splints for children ages 1 to 18 years who need protection, support, correction or intervention of the upper extremity. Reproducible patterns are included, along with wearing schedules and tips for encouraging children to wear splints.

Chapters include:
- Principles In Pediatric Splinting Material
- Practical Tips for Fabrication and Wear
- Splint Patterns and Fabrication Directions

192 page paperback manual

Parent Articles About NDT
Edited by Rhoda Erhardt, 1999

Experts in the field of neuro-developmental treatment (NDT) have written the articles in this collection to help parents, family members, and caregivers of individuals receiving NDT. Photocopy and distribute these articles as needed in the clinic, hospital, or school setting.

Articles cover:
- Feeding and swallow
- Sensory problems in infants with neuromotor deficits
- Motor and posture control
- Emotional aspects of having a child with disabilities
- Communications of school activities

176 page paperback manual

Pediatric Splinting
Selection, Fabrication, and Clinical Application of Upper Extremity Splints
Laura Hogan and Tracy Uditsky, 1998

Follow the manual’s illustrations, photographs and step-by-step instructions to learn how to adapt or fabricate splints for children ages 1 to 18 years who need protection, support, correction or intervention of the upper extremity. Reproducible patterns are included, along with wearing schedules and tips for encouraging children to wear splints.

Chapters include:
- Principles In Pediatric Splinting Material
- Practical Tips for Fabrication and Wear
- Splint Patterns and Fabrication Directions

192 page paperback manual

Management of Upper Limb Hypertonicity
Jodi Copley and Kathy Kuipers, 1999

This resource, helpful for working with clients of all ages, provides a clinical reasoning guide for identifying intervention options for managing upper limb hypertonicity. It uses a collaborative, functionally based approach to meeting occupational performance goals.

336 pages, paperback manual

Improving Upper Body Control
Regi Bateman, 1997

This clearly written illustrated text discusses the applications of specific neuro-developmental treatment techniques for clients of all ages. It offers practical therapy treatment ideas for upper body dysfunction, including information on functional knowledge, normal development, and development after an injury to the central nervous system.

210 pages, paperback manual

Ordering information: see pages 68-69
Paediatric Assessments and Interventions – Motor

Posture and Movement of the Child With Cerebral Palsy
Marcia Stamer, 2001

Using a neurodevelopmental (NDT) approach, the author provides a detailed, multidisciplinary book about the development, evaluation, and treatment of children with cerebral palsy. She includes information about the different types of cerebral palsy, the various systems to be considered, and general treatment strategies.

264 pages, paperback manual
£39.00 exc VAT
£39.00 inc VAT

Positioning for Play
Home Activities for Parents of Young Children
Rachel Z Diamant, 1996

Use this collection of more than 70 reproducible activity sheets with parents of children birth to 3 years old who have developmental delays or who are at risk. The book helps you teach parents how to stimulate and develop motor skills in their children with therapeutic play activities. Clear illustrations and nontechnical instructions are ideal for parents with low parenting/play skills or who have limited English proficiency. Easy-to-read sheets serve as helpful reminders at home for all caregivers.

213 pages, paperback manual
£47.00 exc VAT
£47.00 inc VAT

Pediatric Massage – Revised
For the Child with Special Needs
Kathy Fleming Drehobl and Mary Gengler Fuhr, 2000

Learn about the benefits of massage, the medical needs to consider before giving a massage and detailed massage strokes. This guide is designed for use with newborns, infants and young children with special needs up to 11 years with cerebral palsy, Down’s syndrome, autism, sensory integrative disorders, developmental delays and other impairments. Reproducible pages may be given to the parents and caregivers for use at home. Detailed illustrations show how to accomplish different massage strokes for targeted areas, including arms, legs, chest, back and head. Updated research, medical communications, resources and an extensive bibliography are also included.

210 pages, paperback manual
£35.00 exc VAT
£35.00 inc VAT
Home Program Instruction Sheets for Infants and Children
D LaVonne Jaeger and Joan Gertz, 1997

Designed to augment therapy provided by the physiotherapist, these informative and easy-to-use instruction sheets include more than 200 reproducible exercises for infants and children with motor dysfunctions such as cerebral palsy or motor delay. The activities are valuable in home carryover for parents and other caregivers or for use by classroom aides.

215 pages, ringbound manual
0 7616 4133 5
£55.00-exc VAT
£55.00-inc VAT

PT Activities for Pediatric Groups
Karen L. Kani and Melissa Moore Anderson, 1996

Physiotherapists now have an excellent resource to assist with children ages 3 to 5 years who have physical disabilities. Select from a variety of hands-on activities that are appropriate for small groups of children with similar abilities. The structure of the activities assists in the development of gross motor skills. The group therapy setting also encourages social interaction and increases self-confidence. The activities are also appropriate for carryover use at home. Reproducible activity cards with large type contain a description of the main activity, so that other adults can help the therapist conduct the group.

96 pages, spiralbound manual
0 7616 4130 1
£45.00-exc VAT
£45.00-inc VAT

Pediatric Strengthening Program
Text by Linda Stern, Illustrations by Kathryn Steidle 1994

These playful activities help to increase the strength of your paediatrics who have had selective dorsal rhizotomy (SDR) surgery, myelomeningocele, Guillain-Barré, spinal cord injury or orthopaedic surgery. You can customize these strengthening exercise programmes to meet the needs of individual clients. Save time with reproducible instruction sheets for caregivers, parents, teachers and paraprofessionals.

124 pages, spiralbound manual
0 7616 4348 6
£48.00-exc VAT
£48.00-inc VAT

Pediatric Balance Program
Sieglinde Martin, 1998

Help children aged 1 to 18 years achieve early independence through balance training. The activities in the manual integrate balance training with treatment goals and strategies and are appropriate for children with conditions such as myelomeningocele, Down’s syndrome, cerebral palsy or orthopaedic surgery. The programme includes exercises for balance in activities such as sitting, kneeling, back-stepping and standing. Exercises are presented in order of difficulty, so that the child masters a skill as a foundation for learning the next one.

228 pages, paperback manual
0 7616 6020 8
£45.00-exc VAT
£45.00-inc VAT

Ordering information: see pages 68-69
Developmental Motor Activities for Therapy
Instruction Sheets for Children
Constance Sheeda and Christine Small, 1990

These fully illustrated, reproducible instruction sheets show specific techniques for proper positioning and functional movement of the school-age child with physical disabilities. Incorporate them into therapy programmes in schools, private homes, nursing homes and clinics.

You'll find instruction sheets organised into nine major sections including supine/sidelying; prone; rolling; sitting; quad; creeping; kneeling; standing and walking. Each of these areas is divided into four subsections representing increasingly difficult degrees of movement: Alignment/Position; Active/Assistive; Active Movement; Transition.

272 pages, ringbound manual
£48.00 exc VAT
£48.00 inc VAT

Motor Development Program for School-Age Children
(Second Edition)
Jeanne Shanks Sellers, 1996

Easily create individualised programmes to assess the motoric development level of children from 4 to 12 years old. Sequential activities assess children in building on each skill they acquire, and in just 10 weeks you can expect improvement in the overall quality of movement patterns of children who are developmentally delayed.

You'll also receive variety of helpful materials to guide you along the way, including instructions for making your own equipment, motor-sensory-perceptual checklists providing quantitative and qualitative information and weekly objectives giving the minimal achievement expected for each station.

208 pages, spiralbound manual
£46.00 exc VAT
£46.00 inc VAT

Motor Development Kit
M Kay Mason, 1994

Working through seven activity stations, help your school-age students with motor delays increase muscle tone, correct posture and build confidence. Detailed goals are given for each activity. Each station addresses basic concepts that encourage the development of a wide range of motor, cognitive and language skills. Activities concentrate on skills involving body awareness, spatial awareness, balance, gross and fine motor skills, rhythm and sensory integration.

Included in the manual are reproducible worksheets to track your students’ progress and self-evaluations for your students to evaluate their own performance. You'll be able to easily adapt the activities for children with disabilities.

357 pages, ringbound manual with tabbed dividers; poster; 28 cut-apart cue cards; 36 cut-apart perception cards; 40 cut-apart word cards; 70 activity cards; 1 pin the tail on the donkey game; 10 hula hoops; 6 dance ribbons; 1 responsible ball; carrying case
£165.00 exc VAT
£193.88 inc VAT
Paediatric Assessments and Interventions – Perceptual / Fine Motor Development

Ordering information: see pages 68-69
Take advantage of more than 590 pages of activities, ideas and compensatory strategies. Now you can have helpful ideas and activities that are reproducible and ready to use! These remediating and compensating strategies help you adapt regular classroom programming and materials for preschool and school-age children.

Historical sheets help teachers and parents understand why a child is having difficulty with fine motor tasks. The activities and strategies give examples of ways to improve the child's performance.

This task-specific approach also enhances children's self-image by helping them participate with greater success in school activities. Activities are arranged in 15 skill areas, including:

- Control of arm and hand
- Postural control
- Coordination
- Shoulder stability and control
- Finger and hand movement
- Central nervous system states
- Postural control
- Arm and hand strength
- Grip and pinch strength
- Upper limb function
- Joint stability
- Core stability
- Finger and hand movement

Suggestions are given for using these activities in various settings so the child can practice the skill throughout the day.

The appendices include resources for additional information and additional activity suggestions and source lists for adaptive equipment. Also included is a checklist with motor, perceptual-motor and cognitive components that play a role in fine motor skill development. Use this checklist to record areas that need intervention.

The CD-ROM version of Fine Motor Dysfunction offers flexibility and convenience for therapists working with preschool and school-age children with fine motor dysfunctions. All of the best selling book's 593 pages are included on one compact disc, along with a user's manual.

The software helps you develop and customize activity programmes to better target the needs of individual clients. Edit and print the instruction sheets with or without illustrations to give to teachers and parents for use in the classroom or at home. Create and print a summary report that lists all activities provided, with dates, as well as comments about progress.

32 pages, ringbound manual
0 7616 4708 X £50.00 exc VAT £50.00 inc VAT

313 pages, ringbound manual
0 7616 4710 9 £86.50 exc VAT £86.50 inc VAT

563 pages, ringbound manual
0 7616 4710 9 £86.50 exc VAT £86.50 inc VAT

CD-ROM for PC and Macintosh and instruction manual
0 7616 4690 6 £111.00 exc VAT £130.43 inc VAT

Hands at Work and Play
Developing Fine Motor Skills at School and Home
Janice Miller Knight and Mary Jo Gilpin Decker, 1994

Work with teachers and parents to refine coordination in at-risk 5 to 7 year olds. Work in small groups integrating sensory-motor activities with manipulatives for cutting, colouring and writing. You'll receive reproducible materials including screening methods, 50 illustrated worksheets, alphabet workbooks, instructor aids and weekly parent letters.

513 pages, ringbound manual
0 7616 4230 1 £86.50 exc VAT £86.50 inc VAT
Focus on normal acquisition of skills, including NDT principles of development. Learn how improved stability helps pre-school and school age children achieve controlled mobility functioning for refined scissor use.

Brand-new features include:
- Illustrations
- Principles of normal progression
- Lists of adaptive scissors
- Adaptive techniques and more.

96 pages, paperback manual
0 7616 3101 1 £37.00 exc VAT £37.00 inc VAT

Pre-Writing Skills (Revised)
Marsha Dunn Klein, 1990

Learn pre-requisite skills needed for writing and the developmental stages pre-school and school age children go through to learn pre-writing skills.

You’ll receive information on:
- How children normally acquire writing skills
- Adaptive equipment
- Therapeutic teaching techniques for multi-handicapped children
- Common pre-writing problems with practical solutions.

Use in special and regular pre-school and classroom settings, in homes, clinics or hospitals.

119 pages, paperback manual
0 7616 2089 3 £37.00 exc VAT £37.00 inc VAT

Minnesota Handwriting Assessment
Judith Reisman, 1999

- Analyze handwriting skills, including standard manuscript and D’Nealian styles of print to identify how students are performing in relationship to their peers.
- Cut scores are based on raw and five quality categories: Legibility, Form, Alignment, Size and Spacing.
- Normative information substantiates its test/retest reliability.
- Monitor progress as a result of intervention.
- Test students individually or in groups.

Materials & Prices

Complete kit: includes manual, 1 manuscript and 1 D’Nealian pad, 25 sheets
0 7616 3165 1 £159.00 exc VAT £159.00 inc VAT
1 pack of 4 D’Nealian print pads, 25 sheets per pad
0 7616 3164 8 £15.00 exc VAT £17.63 inc VAT
1 pack of 4 standard manuscript print pads, 25 sheets per pad
0 7616 3167 9 £15.00 exc VAT £17.63 inc VAT
Big Strokes For Little Folks
Bonnie Levine Rubell, 1995

Use this developmental training programme to prepare children aged 5 to 9 years for handwriting. Improve children's spontaneous, legible manuscript letter formation and placement. Guide students to printing each letter of the alphabet and (optionally) numbers 1, 3, 4, and 6 to 8. Children will find the creative activities in this product fun and challenging.

This programme is designed for children who already recognize most letters but have had limited success in learning to form them. The manual includes a timeline for normal writing development and 133 reproducible worksheets for use in teaching skills.

You'll have a complete discussion of:
- The Programme, including objectives, intended population and materials needed
- The Developmental Handwriting Plan, using a step-by-step guide for developing motor planning for basic and complex letter formation
- Special Problems and Suggestions
- References
- Resources.

246 pages, ringbound manual
0 7616 4367 2 £64.00 inc VAT

Loops and Other Groups
A Kinesthetic Writing System
Mary D Benbow

Help your school age students with learning disabilities and perceptual dyslexia learn cursive writing along with their non-disabled peers in a typical mainstream classroom. Letters are taught in groups that share common movement patterns. For example, a, d, g, q and c can be visualised on a clock face, and are called "Clock Climbers".

Easy to remember motor and memory cues help students visualise and verbalise while experiencing the "feel" of the letter. Most students can learn formations of all lower-case letters in just six weeks. Groups include:
- Clock Climbers - a, d, g, q, c
- Kite Strings - i, u, w, t, j, p, s, o
- Loop Group - h, k, b, f, l, e
- Hills and Valleys - n, m, v, y, x, z.

After your students have mastered the lower-case letters, introduce them to capital letters. Groups include:
- Slim 7 Group - P, R, H, K
- Umbrella Tops and Eggs - C, K, A, O, Q
- High Hills and Deep Valleys - N, M, U, V, Y.

You'll have two levels of reproducible practice sheets. Use Level 1 to teach all students during the first year of handwriting instruction. Level 2 helps students review lower-case letters and focus on the practice of capital letters. Level 1 uses 1/2" divided line paper and Level 2 uses 3/8" divided lines.

Includes instructor's manual; level 1 manual; level 2 manual; 32 page alphabet models and letter group charts manual
0 7616 4189 0 £51.50 inc VAT
Handwriting Without Tears® (HWT) is a systematic, developmental-based system that assists children who have handwriting difficulties to improve their skills. This multi-sensory programme is suitable for use with individuals or groups.

Children progress from readiness materials to printing (Levels 1/2) to cursive script (Levels 3/4):

- Early emphasis: Letters, capitals, lower case, numbers, size, shape, placement
- Later emphasis: Directionality, smaller size, fluency, neatness, words to paragraphs
- The programme features easy to follow instructions, review and mastery activities and sections to avoid reversal of letters and numbers.

The new Pre-Kinderpack (Pre-K) starter pack is for use with four year old children upwards. This pack uses developmental sequences for shapes, pre-strokes, letters and numbers to progress the child to the right amount of awareness needed for the Readiness Level.

Starter Packs for one child


0 7491 1996 3 £30.00 inc VAT £25.00 exc VAT
0 7491 1995 5 £30.00 inc VAT £25.00 exc VAT

Readiness Level Starter Pack: Includes Handwriting Without Tears® Teacher's Guide, Letters and Numbers for Me workbook, 'Draw and Write' notebook, HWT capital letters wood pieces set and HWT slate blackboard

0 7491 1986 9 £50.00 inc VAT £42.00 exc VAT
0 7491 1985 3 £50.00 inc VAT £42.00 exc VAT


0 7491 1983 7 £6.50 inc VAT £5.50 exc VAT
0 7491 1982 9 £6.50 inc VAT £5.50 exc VAT


0 7491 1981 0 £6.50 inc VAT £5.50 exc VAT
0 7491 1980 2 £6.50 inc VAT £5.50 exc VAT

Additional copies of materials:

Readiness Level 1 wide double line notebook paper, 100 sheets

0 7491 1978 5 £3.00 inc VAT £2.50 exc VAT

Level 2/3 regular double line notebook paper, 100 sheets

0 7491 1973 3 £3.50 inc VAT £3.00 exc VAT

Level 4 narrow double line notebook paper, 100 sheets

0 7491 1972 1 £3.50 inc VAT £3.00 exc VAT

Note: Formation of letters and sequence of teaching may differ from current school curricula. This programme has been designed to facilitate success and enable easy transfer from print to cursive.

Ordering information: see pages 68-69
The Self Image Profiles (SIP)

Richard J Butler, 2001

The Self Image Profiles (SIP) provide a quick measure of both self image and self esteem:

Self Image – Individuals first rate the ‘Actual Self’ by indicating ‘How I Am’ against each of the 25 items on a rating scale of 0 to 6. This enables the child/adolescent to reveal the way in which they construe themselves.

Self Esteem – Students then rate their ‘Ideal Self’ by indicating ‘How I Would Like To Be’ against the same 25 items. The discrepancy between the ‘How I Am’ and the ‘How I Would Like To Be’ scores, provides an estimate of self esteem.

There are 2 forms: the SIP-C for children aged 7 to 11 years and the SIP-A for adolescents aged 12 to 16 years. The SIP-C and SIP-A have different item content appropriate for the respective age levels, but an identical format and scoring procedure.

Both the SIP-C and SIP-A consist of 25 familiar self descriptions; 12 of a positive nature, 12 with a negative slant and one neutral item. All self descriptions are words or short statements generated by children and adolescents.

The SIP-C and SIP-A have different item content appropriate for the respective age levels, but an identical format and scoring procedure.

Both the SIP-C and SIP-A consist of 25 familiar self descriptions; 12 of a positive nature, 12 with a negative slant and one neutral item. All self descriptions are words or short statements generated by children and adolescents.

This assessment can be used in both an educational context by Teachers, Specialist Support Services and Educational Psychologists, and in health service environments by Psychologists, Paediatricians, School Nurses, Counsellors and Specialists working with children and adolescents.

Materials & Prices

| Complete kit: Includes manual, 25 SIP-C record forms and 25 SIP-A record forms in a bag |
|-----------------|-----------------------------------------------|
| 0 74912048 7 | £28 00 exc VAT £33 12 inc VAT |
| SIP-C record forms, pack of 25 |
| 0 74912047 9 | £16 00 exc VAT £19 20 inc VAT |
| SIP-A record forms, pack of 25 |
| 0 74912046 0 | £16 00 exc VAT £19 20 inc VAT |

Visit www.tpc-international.com – your online source for new assessment and therapy tools, upcoming events and assessment news
The Beck Youth Inventories™ provide an accurate, efficient evaluation of children’s emotional and social impairment. Five self-report inventories can be used separately or in combination to quickly assess symptoms of depression, anxiety, anger, disruptive behaviour and self-concept in children and early adolescents.

The Beck Youth Inventories™ use the same principles as the widely used Beck Scales of Depression, Anxiety, Hopelessness and Suicide Ideation. Each inventory contains 20 statements about thoughts, feelings and behaviours associated with emotional and social impairment in youth. Children describe how frequently the statement has been true for them. The instruments measure emotional and social impairment in five specific areas: Depression, Anxiety, Anger, Disruptive Behaviour and Self-Concept.

Materials & Prices

**Complete kit:** Includes manual and 25 combination inventory booklets
- 1580 1430 8
- £103.00 exc VAT
- £114.63 inc VAT

**Depression inventory, pad of 25**
- 1580 1432 4
- £33.00 exc VAT
- £38.78 inc VAT

**Anxiety inventory, pad of 25**
- 1580 1434 0
- £33.00 exc VAT
- £38.78 inc VAT

**Anger inventory, pad of 25**
- 1580 1436 7
- £33.00 exc VAT
- £38.78 inc VAT

**Disruptive behaviour inventory, pad of 25**
- 1580 1438 3
- £33.00 exc VAT
- £38.78 inc VAT

**Self-concept inventory, pad of 25**
- 1580 1440 5
- £33.00 exc VAT
- £38.78 inc VAT

**Combination inventory, pack of 25 booklets**
- 1580 1442 1
- £67.00 exc VAT
- £78.73 inc VAT

Materials & Prices

**OVERVIEW**

**Assess symptoms of depression, anxiety, anger, disruptive behaviour and self-concept**

**Age Range**
7 to 14 years

**Qualification Code**
CL2R

**Administration**
Individual: £3.60 per inventory

**Trauma Symptom Checklist for Children™ (TSCC™)**

This is a self-report instrument was developed to evaluate post-traumatic stress and related psychological symptomatology in children who have experienced traumatic events such as physical or sexual abuse, major loss, natural disaster or who have witnessed violence.

The 54 item TSCC™ includes:
- Six clinical scales (Anxiety, Depression, Anger, Post-traumatic Stress, Dissociation and Sexual Concerns)
- Two validity scales (Under-response and Hyper-response)
- Eight critical items.

**Materials & Prices**

**TSCC Complete kit:** Includes manual, 25 TSCC test booklets, 25 male profile forms and 25 female profile forms
- 1589 6640 6
- £116.50 exc VAT
- £130.16 inc VAT

**TSCC-A Complete kit:** Includes manual, 25 TSCC-A test booklets, 25 male profile forms and 25 female profile forms
- 1589 6641 4
- £116.50 exc VAT
- £130.16 inc VAT

**TSCC test booklets, pack of 25**
- 1589 6642 5
- £41.00 exc VAT
- £48.18 inc VAT

**TSCC-A test booklets, pack of 25**
- 1589 6644 9
- £41.00 exc VAT
- £48.18 inc VAT

Materials & Prices

**OVERVIEW**

**Evaluate children who have experienced traumatic events**

**Age Range**
5 to 16 years

**Qualification Code**
CL2

**Administration**
Individual or Group 15 to 20 minutes
Behavior Rating Inventory of Executive Function™
– Preschool Version (BRIEF-P™)
Gerard A Gioia, Kimberly Andrews Espy and Peter K Isquith, 2003

The BRIEF-P™ is the first standardised rating scale designed to specifically measure the range of behavioural manifestations of executive function in preschool aged children – thus facilitating intervention at earlier stages of development.

The BRIEF-P™ consists of a single rating form used by parents, teachers and day care providers to rate a child’s executive functions within the context of his or her everyday environments both at home and preschool.

Materials & Prices
Complete kit: Includes professional manual, 25 rating forms and 25 scoring summary/profile forms
0 7491 2222 6 £36.00 exc VAT £42.30 inc VAT
Rating forms, pack of 25
0 7491 2224 2 £15.00 exc VAT £17.68 inc VAT
Parent Form, pack of 25
0 7491 2227 7 £25.00 exc VAT £29.38 inc VAT

OVERVIEW
Assess executive functioning in preschool children
Age Range
2 to 5 years 11 months
Qualification Code
CL2
Administration
Individual
10 to 15 minutes

Behavior Rating Inventory of Executive Function™
– (BRIEF™)
Gerard A Gioia, Peter K Isquith, Steven C Guy and Lauren Kenworthy, 2000

The BRIEF™ consists of 2 rating forms, a parent questionnaire and a teacher questionnaire, designed to assess executive functioning in the home and school environments. The BRIEF™ is useful in evaluating children with a wide spectrum of developmental and acquired neurological conditions such as:

- Learning disabilities
- Attention-Deficit Hyperactivity Disorder (ADHD)
- Traumatic Brain Injury (TBI)
- Pervasive Developmental Disorders/Autism.

Each BRIEF™ questionnaire contains 86 items in 8 non-overlapping clinical scales and 2 validity scales. These theoretically and statistically derived scales form two broader indexes: Behavioral Regulation (3 scales) and Metacognition (5 scales), as well as a Global Executive Composite score. Factor analytic studies and structural equation modelling provide support for the two-factor model of executive functioning as encompassed by the two indexes. Validity scales measure Negativity and Inconsistency of responses.

Materials & Prices
Complete kit: Includes manual, 25 parent form questionnaires, 25 teacher form questionnaires, 50 parent form scoring summary/profile forms and 50 teacher form scoring summary/profile forms
0 7491 1912 8 £74.00 exc VAT £83.94 inc VAT
Parent form questionnaires, pack of 25
0 1580 3750 2 £36.00 exc VAT £42.30 inc VAT
Teacher form questionnaires, pack of 25
0 1580 3751 0 £36.00 exc VAT £42.30 inc VAT

OVERVIEW
Assesses executive functioning in children
Age Range
5 to 18 years
Qualification Code
CL2
Administration
Individual
10 to 15 minutes
Assess critical executive aspects of cognitive functioning, the underlying problem in ADD: Organising, Prioritising and Activating to Work; Focusing, Sustaining and Shifting Attention to Tasks; Regulating Alertness, Sustaining Effort and Processing Speed; Managing Frustration and Modulating Emotions; Utilising Working Memory and Accessing Recall; and Monitoring and Self-Regulating Action.

With the new Brown ADD Scales for Children that include a primary/preschool scale (ages 3 to 7) and a school-age scale (ages 8 to 12), in addition to the adolescent and adult scales already available, the Brown ADD Scales allow you to comprehensively assess ADD in individuals of all ages.

Easy to understand parent and teacher questionnaires are available for all ages. For ages 8 to 12, self-report forms with child-friendly items are provided to obtain information that may be overlooked by observers.

Convenient scoring form gives you an immediate summary score indicating overall impairment from a broad range of ADD symptoms.

Brown Attention-Deficit Disorder Scales®
(Brown ADD Scales)

Materials & Prices

Complete kit for Children and Adolescents: Includes manual for children and adolescents, 5 ready score parent and teacher forms for ages 3 to 7, 5 ready score parent and self-report forms for ages 8 to 12, 5 ready score answer documents for ages 12 to 18, and diagnostic forms (10 each, children and adolescents)
0 1580 2833 X £147.00 exc VAT £172.73 inc VAT
Manual for Children and Adolescents
O 1580 2832 1 £73.00 exc VAT £73.00 inc VAT
Ready Score® Parent Form, Ages 3 to 7, pack of 25
O 1580 2834 6 £37.00 exc VAT £43.48 inc VAT
Ready Score® Parent Form, Ages 8 to 12, pack of 25
O 1580 2837 2 £37.00 exc VAT £43.48 inc VAT
Ready Score® Teacher Form, Ages 3 to 7, pack of 25
O 1580 2835 6 £37.00 exc VAT £43.48 inc VAT
Ready Score® Teacher Form, Ages 8 to 12, pack of 25
O 1580 2836 4 £37.00 exc VAT £43.48 inc VAT
Ready Score® Self-Report Form, Ages 8 to 12, pack of 25
O 1580 2838 0 £37.00 exc VAT £43.48 inc VAT
Diagnostic Form for Children, Ages 3 to 12, pack of 10
O 1580 2839 5 £18.50 exc VAT £21.74 inc VAT

Complete kit for Adolescents and Adults: Includes manual for adolescents and adults, treatment monitoring worksheet, 50 ready score answer documents (25 each for ages 12 to 18 and 18+) and diagnostic forms (10 each, for ages 12 to 18, 18+)
0 1580 2834 6 £174.50 exc VAT £202.85 inc VAT
Manual for Adolescents and Adults
0 1580 2841 0 £73.00 exc VAT £73.00 inc VAT
Ready Score® Answer Documents, Ages 12 to 18, pack of 25
O 1580 2843 3 £37.00 exc VAT £43.48 inc VAT
Ready Score® Answer Documents, Adult, pack of 25
O 1580 2846 1 £37.00 exc VAT £43.48 inc VAT
Diagnostic Form, Ages 12 to 18, pack of 10
O 1580 2847 7 £18.50 exc VAT £21.74 inc VAT
Diagnostic Form, Adult, pack of 10
O 1580 2844 5 £18.50 exc VAT £21.74 inc VAT
Conners' Rating Scales™ – Revised (CRS-R)

C Keith Conners, 1996

An established assessment for attention deficit/hyperactivity disorder, long and short form versions are available for each respondent.

The Conners’ Rating Scale – Revised contains empirically and rationally derived scales:

- Conners’ ADHD Index to identify children at risk for ADHD
- ADHD/DSM-IV Scales which are directly linked to DSM-IV diagnostic criteria
- Conners’ Global Index which consists of two parts: Restless/Impulsive and Emotional Lability.

Feedback Forms give parents, teachers or adolescents important information in an easy-to-understand format.

Teacher Information Forms help collect and organize information about the child to assist with report writing and treatment planning. The CRS-R Treatment Progress ColorPlot™ Form depicts treatment response (medication and other interventions) on all three instruments over time.

Parent Version (CPRS-R) is an 80-item long form. Its scales include: Oppositional, Cognitive Problems, Hyperactivity, etc.

The 27-item short form (CPRS-R:S) scales include: Oppositional, Cognitive Problems, Hyperactivity and Conners’ ADHD Index. The Teacher Version (CTRS-R) is 59-item long while its short form consists of 28 items. The Self-Report Forms for Adolescents (CASS) is 57-page long and its scales include: Family Problems, Emotional Problems, Conduct Problems, etc. Its short version (CASS:S) consists of 27 items.

Materials & Prices

OVERVIEW
Assesses a broad range of behavior problems
Age Range
3 to 17 years
Qualification Code
CL2R
Administration
Individual
Long forms – 45 minutes
Short forms – 15 minutes

Complete Parent and Teacher Rating Scales Kit:
Includes manual and 25 each of CPRS-R:L, CPRS-R:S, CTRS-R:L and CTRS-R:S
0 1580 4639 0
£166.00 exc VAT £184.88 inc VAT

Long Version Kit:
Includes manual and 25 each of CPRS-R:L, CTRS-R:L and CASS:L
0 1580 4640 4
£139.00 exc VAT £153.60 inc VAT

Short Version Kit:
Includes manual and 25 each of CPRS-R:S, CTRS-R:S and CASS:S
0 1580 4641 2
£133.00 exc VAT £146.97 inc VAT

For details of additional materials, call Customer Services or visit our website at www.tpc-international.com

Parent Articles About ADHD

Edited by Clare B Jones, 1999

This manual provides techniques to manage behavioral problems and increase the effectiveness of therapy sessions. A variety of practical strategies with case examples illustrate how to structure sessions for maximum student success. Disruptive and troublesome behaviors can be prevented using strategies, based on sound pedagogy principles, to meet the increasing student demands.

200 pages, paperback manual
0 7616 7512 2
£47.00 exc VAT £52.40 inc VAT
The two components, a ‘Manual of Practical Ideas’ and an ‘Evaluation Form’, are quick and easy to implement in the classroom.

Evaluation Form's rating scale and ideas matrix are helpful in selecting the most appropriate interventions to meet each student’s needs.

Choose from more than 40 activities that can be used to improve the attending and organisation skills of students with attention deficit/hyperactivity disorder (ADHD).

The activities can also help decrease problem behaviors stemming from impulsivity and hyperactivity.

Suitable for use with children aged 4 to 17 years.

Includes examiner’s manual and 25 evaluation forms
0 7616 1848 1 £39.00 exc VAT £41.45 inc VAT

Evaluation forms, pack of 25
0 7616 1849 X £14.00 exc VAT £16.45 inc VAT
Gilliam Asperger’s Disorder Scale (GADS)
James E Gilliam, 2000

**OVERVIEW**
Identify children who might have Asperger’s Disorder
Age Range
3 to 22 years
Qualification Code
CL3
Administration
Individual
5 to 20 minutes
Norms
Standard Scores, Percentiles

Complete kit: Includes examiner’s manual, 32 summary/response forms and storage box
0 7616 1520 0 £30.00 excl VAT £33.80 inc VAT
Summary/Response forms, pack of 32
0 7616 1520 2 £20.00 excl VAT £22.60 inc VAT

Materials & Prices

Obtain an AS Quotient that indicates the likelihood that an individual has Asperger Syndrome.

Answer the 50 yes/no items drawn from five specific areas of behavior: Cognitive, Maladaptive, Language, Social and Sensorimotor.

The five subtest scores provide comparative information. The total score identifies individuals with Asperger Syndrome.

Use the test to document behavioral progress as a result of intervention or to target goals on the student’s IEP.

Asperger Syndrome Diagnostic Scale (ASDS)
Brenda Myles, Stacey Jones-Bock and Richard Simpson, 2000

**OVERVIEW**
Identify children who might have Asperger Syndrome
Age Range
5 to 18 years
Qualification Code
CL3
Administration
Individual
10 to 15 minutes
Norms
Standard Scores, Percentiles

Complete kit: Includes examiner’s manual, 50 summary/response forms and storage box
0 7616 1520 4 £30.00 excl VAT £34.20 inc VAT
Summary/Response forms, pack of 50
0 7616 1520 1 £20.00 excl VAT £23.60 inc VAT

Materials & Prices

Evaluate children with unique behavioral problems who may have Asperger’s Disorder and distinguish from those who have autism or other related pervasive developmental disabilities.

Use in the assessment process, to document behavioral progress, to target goals for IEPs, and for research purposes.

A parent or professional who knows the child provides documentation about the essential behavior characteristics of Asperger’s Disorder necessary for diagnosis.

Thirty-two clearly stated items divided into four subscales describe specific, observable, and measurable behaviors.

Obtain an AS Quotient that indicates the likelihood that an individual has Asperger Syndrome.

Answer the 50 yes/no items drawn from five specific areas of behavior: Cognitive, Maladaptive, Language, Social and Sensorimotor.

The five subtest scores provide comparative information. The total score identifies individuals with Asperger Syndrome.

Use the test to document behavioral progress as a result of intervention or to target goals on the student’s IEP.
### Childhood Autism Rating Scale (CARS)
**Eric Schopler, Robert L. Reichler and Barbara R. Renner, 1968**

**OVERVIEW**
- Identify children with autism

**Age Range**
- 2 years and older

**Qualification Code**
- CL3

**Administration**
- Individual
- Untimed

**Norms**
- Criterion or Cut Scores

**Materials & Prices**
- Complete kit: Includes manual and 25 rating scales
  - 0 7616 1400 1 - £62.50 exc VAT, £68.38 inc VAT
- Rating scale, pack of 25
  - 0 7616 1401 X - £24.00 exc VAT, £28.20 inc VAT

### Gilliam Autism Rating Scale (GARS)
**James E. Gilliam, 1995**

**OVERVIEW**
- Identify and diagnose autism; estimate severity

**Age Range**
- 3 to 22 years

**Qualification Code**
- CL3

**Administration**
- Individual
- 5 to 10 minutes

**Norms**
- Standard Scores, Percentiles

**Materials & Prices**
- Complete kit: Includes examiner’s manual, 25 summary/response forms and a sturdy storage box
  - 0 7616 1834 1 - £81.50 exc VAT, £88.54 inc VAT
- Summary/response forms, pack of 25
  - 0 7616 1835 X - £36.50 exc VAT, £42.89 inc VAT

### Autism Facts and Strategies for Parents
**Janice E. Janzen, 1999**

This book is written for parents of children recently diagnosed with autism or one of the pervasive developmental disorders including Asperger’s Syndrome. It includes information to help them understand their child’s diagnosis, the effects of autism on learning and behavior, and strategies for teaching their child new skills. The book also includes information about treatment and educational service options, and the parent’s role as an advocate. It concludes with an overview of the strengths and “gifts” of those with autism.

184 page paperback manual
- 0 7916 4540 0 - £23.00 exc VAT, £23.00 inc VAT
Gain the knowledge necessary to effectively meet children from birth to 18 years who have autism or related pervasive developmental disorders. Incorporating sensory integration and neuro-developmental techniques, this book outlines treatment interventions through a holistic approach.

This comprehensive and updated resource now addresses Autism Spectrum disorders, including Asperger’s Syndrome and the various co-occurring conditions.

The book presents an integrated approach to teaching and intervention and incorporates strategies from recognized models that match the specific needs of each child. One strategy addresses conducting functional behavioural assessments for making individualised programme and placement decisions. New and expanded intervention strategies – including the use of computers and videos – help teach early interaction skills. It also contains a new chapter on parents’ role in assessment, case studies, checklists and extensive references.

Gain a new understanding about sensory processing disorders and autism with this manual, developed for therapists, teachers and carers of autistic children. Information is provided to show teachers and parents how to help improve a child’s responses to sensation using sensory diet and sensory motor circuits in the classroom and how to teach motor skills using daily living activities such as eating and dressing.

A sensory environment checklist is included to determine the most effective learning environment for the autistic child, along with numerous other checklists and reproducible activity sheets.

**Practical Ideas That Really Work for Students with Autism Spectrum Disorders**

Kathleen McConnell and Gail Ryser, 2000

**Understanding the Nature of Autism: Second Edition**

Janice E. Jarcen, 2002

**Sensory Motor Issues in Autism**

Johanna Anderson, 1999

**Exploring the Spectrum of Autism and Pervasive Developmental Disorders**

Caroline Murray-Statkis and Betty A. Paris, 2000

**Paediatric Assessments and Interventions – Autistic Spectrum Disorders**

**BESTSELLER DISTRIBUTED PRODUCT**

INCLUDES REPRODUCIBLE ITEMS

**Practical Ideas That Really Work for Students with Autism Spectrum Disorders**

Kathleen McConnell and Gail Ryser, 2000

- Manual includes two main components: a ‘Book of Practical Ideas’ and an ‘Evaluation Form’.
- Evaluation Form includes a criterion-referenced rating scale, which assists you in determining intervention strategies and setting IEP goals and objectives.
- Materials are quick and easy to implement in the classroom and are based on the authors’ comprehensive review of autism spectrum disorders.
- Manual includes a one-page explanation of each idea, handy tips to increase each idea’s effectiveness, helpful illustrations and examples and reproducible masters.
- Use these 37 instructional strategies to improve the social interaction and communication, and decrease stereotyped/unpredictable behaviour patterns for students with autism or other developmental disorders.
- Examiner’s manual and 25 evaluation forms
  - O 7616 4126 2 £64.00 exc VAT £64.00 inc VAT
- Evaluation forms, pack of 25
  - O 7616 7100 5 £14.00 exc VAT £16.45 inc VAT

**Understanding the Nature of Autism: Second Edition**

Janice E. Jarcen, 2002

This comprehensive and updated resource now addresses Autism Spectrum disorders, including Asperger’s Syndrome and the various co-occurring conditions.

The book presents an integrated approach to teaching and intervention and incorporates strategies from recognized models that match the specific needs of each child. One strategy addresses conducting functional behavioural assessments for making individualised programme and placement decisions. New and expanded intervention strategies – including the use of computers and videos – help teach early interaction skills. It also contains a new chapter on parents’ role in assessment, case studies, checklists and extensive references.

- 490 pages, paperback manual
  - O 7616 4126 2 £64.00 exc VAT £64.00 inc VAT

**Sensory Motor Issues in Autism**

Johanna Anderson, 1999

- Gain a new understanding about sensory processing disorders and autism with this manual, developed for therapists, teachers and carers of autistic children. Information is provided to show teachers and parents how to help improve a child’s responses to sensation using sensory diet and sensory motor circuits in the classroom and how to teach motor skills using daily living activities such as eating and dressing.

- A sensory environment checklist is included to determine the most effective learning environment for the autistic child, along with numerous other checklists and reproducible activity sheets.

- 38 pages, paperback manual
  - O 7616 7100 5 £21.00 exc VAT £21.00 inc VAT
Primarily for able and verbal children with an autistic spectrum disorder, the programmes are relevant to the needs of a much wider group of children than those with a formal diagnosis. The session plans are very flexible; they can be used as presented, or adjusted to include aspects of the national curriculum or to meet the needs of particular groups in both clinical and educational settings.

At the early-years level the programme introduces children to good attention behaviour, which includes looking, listening and turn-taking. By adolescence, the participants are helped to deal effectively with real-life situations, as well as gaining some insight into the thoughts, perspectives and intentions of others.
### Promoting Social Competence

**G Gordon Williamson and Wilma J Dorman, 2002**

This book provides a practical resource for enhancing the social competence of children between the ages of 3 and 12 years. It emphasises peer interaction with age-appropriate activities for effecting changes in social and play behaviour, self-regulation, communication, prosocial skills, and social decision-making.

Use the book for programme planning for children with special developmental, behavioural, or learning needs in segregated or inclusive settings. Critical information is provided on the assessment of social behaviour and intervention to promote it. The book also includes detailed strategies and activities that have been successfully field-tested for promoting social competence.

400 pages, paperback manual

£36.00 exc VAT
£36.00 inc VAT

### Popular Games for Positive Play

**Activities for Self Awareness**

Barbara Sher, 1994

This manual provides self-awareness activities in a context that makes learning fun for toddlers through to 11 year-olds. Playing this wide variety of games encourages children to:

- Move their bodies, including motor planning, control and relaxation
- Notice and express their feelings
- Know and like themselves
- Trust and relate to others
- Use their imaginations
- Be aware of their surroundings

You can incorporate all of these lessons into an engaging, non-competitive, no-right-no-wrong context with or without other social and communication skills in an all-encompassing positive play plan. All of the games are cross-referenced by type and very few of them require any materials at all.

192 pages, paperback manual

£43.50 exc VAT
£43.50 inc VAT

### Personal Safety

**Colorcards, 2003**

This set contains 44 large-format cards. The full-colour illustrations show a variety of situations in which people are at risk, either through their own or through an other’s behaviour or that of others. Each card clearly shows the activity creating the risk and ways of avoiding it. The images include people of all ages and from a range of ethnic backrounds.

Includes: buying drugs, talking to strangers, skateboarding in a shopping precinct, not heeding fire in the kitchen, no seatbelts on a school bus, drinking from a stream, too close to a horse rider, not washing hands after using the toilet, blocked fire exit, playing football in the street.

44 cards, 148 x 210 mm, + booklet, boxed

£31.00 exc VAT
£36.43 inc VAT

### Social Behaviour

**Colorcards, 2003**

These full-colour illustrations show a variety of familiar situations and activities that depend on the awareness of acceptable social behaviour for everyone present to feel at ease. Some cards show a good understanding of social skills, while others show a poor understanding by one or more people.

The cards also clearly show non-verbal communication such as posture, gestures, facial expression, respecting personal space and appearance.

Includes: Disturbing other people, helping a disabled person, jumping a queue, caring for an animal, cheating in an exam, leaving all the work to one person, giving to someone in need, wearing informal clothes at a formal occasion, sexual harassment, petting on adult.

44 cards, 148 x 210 mm, + booklet, boxed

£31.00 exc VAT
£36.43 inc VAT
Aston™ Postural Assessment Workbook
Skills for Observing and Evaluating Body Patterns
Judith Aston, 1998

The Aston-Mechanics Method, the basis for this workbook, teaches occupational and physiotherapists how to efficiently and effectively evaluate adult clients with orthopaedic conditions and other alignment or pain syndromes contributing to musculoskeletal dysfunction. This approach focuses on the process of observing a client’s musculoskeletal function in relationship to the entire body.

This step-by-step manual is helpful in evaluating clients for alignment, dimension and compensation. The manual includes:

- A pretest to assess the therapist’s visual skills in identifying musculoskeletal dysfunctions
- 200 illustrations and photos.

Use the workbook to increase the effectiveness, accuracy and efficiency of your treatment methods. The manual can help you to evaluate clients more quickly and accurately, and enable you to analyse function in relation to performance.

The author developed the Aston-Patterning Method, which has been taught through workshops to occupational and physiotherapists, body work practitioners, athletes and coaches.

Facilitation Techniques Based on NDT Principles
Lois Bly and Alison Whiteside, 1998

Assist clients of all ages who have neurological dysfunction in reaching to their highest functional levels using the first

This resource provides strategies for observing and evaluating the movements of clients who demonstrate problems with coordinated movement. It gives kinesiological reasons why clients move as they do and illustrates how to use kinesiology-based techniques.

Help your clients develop better:

- Active functional movement
- Movement on the sagittal, frontal and transverse planes
- Base of support while prone, sitting, quadruped, kneeling or standing
- Alignment
- Range of motion.

Incorporate facilitation techniques into functional patterns and activities that are meaningful to the client as part of your treatment programme. Become aware of how sensory issues, both intrinsic and external, greatly effect the success of facilitation techniques.

Photos show how to place your hands to align your client’s body, stabilize body segments, initiate movements of a segment or prevent movement of a segment.

Materials & Prices
200 page paperback manual
0 7616 1530 X £59.00 exc VAT £59.00 inc VAT

300 pages, paperback manual
0 7616 4400 8 £73.50 exc VAT £73.50 inc VAT

OVERVIEW
Increase effectiveness and efficiency in evaluating orthopaedic conditions
Age Range
Adult
Qualification Code
Unrestricted
Administration
Individual
Untimed
Improving Upper Body Control
Regi Boehme, 1997

This clearly written, illustrated text discusses the applications of specific neuro-developmental treatment techniques for clients of all ages. It offers a practical therapy treatment plan for upper body dysfunction, including information on functional kinesiology, normal development, and development after an injury to the central nervous system. Chapters include:

- Touch
- The Role of the Shoulder Girdle in Posture and Movement

Management of Upper Limb Hypertonicity
Jodie Copley and Kathy Kuipers, 1999

This resource, helpful for working with clients of all ages, provides a clinical reasoning guide for identifying intervention options for managing upper limb hypertonicity. It uses a collaborative, functionally based approach to meeting occupational performance goals.

- Comprehensive assessment and formulation of upper limb hypertonic needs
- Analysis and Treatment for Vertical Reach
- Analysis and Treatment for Wide Range Reach
- Treatment for Basic Hand Function
- Digital Manipulation
- Current Trends in Upper Body Splinting
- Casting to Improve Upper Extremity Function
- A Kinesiological Analysis of Dynamic Sitting

This manual includes information about:

- Comprehensive assessment and formulation of upper limb hypertonic needs
- Interventions based on classification of upper limb functional characteristics
- A systematic guide for choosing appropriate interventions for specific clients
- Retraining, splinting, casting and surgery
- Neurological damage and upper limb function

Illustrations and photographs enhance the book’s functionality. Reproducible forms are included for keeping track of objectives, performance, and success of intervention strategies.

308 pages, paperback manual
0 7616 1529 6 £49.00 exc VAT £49.00 inc VAT

Please call or email us with any questions, comments or suggestions

Customer Services: 01865 888188 Email: tpc@tpc-international.com

Ordering information: see pages 68-69
Understand the theoretical framework and the means to quickly and inclusively assess significant areas of cognition. Use it to establish a baseline as well as to validate treatment. Adhere to the cognitive hierarchy, maintaining consistency of the material. This approach explains the sequence of skills necessary to accomplish a task. Four areas of cognitive processes cover:

- Array of acquired information or storage of knowledge
- Manipulations of old knowledge, calculations or problem solving
- Social awareness and judgement
- Abstract thinking, the interpretation of unfamiliar proverbs or the completing of conceptual series.

The Cognitive Assessment of Minnesota is an objective measure that helps strengthen your role in the evaluation of clients with neurological impairments. Within the hierarchy are 17 subtests to measure:

- Attention span
- Memory orientation
- Visual neglect
- Temporal awareness
- Recall/recognition
- Auditory memory and sequencing
- Simple maths skills
- Safety and judgement.

Contextual Memory Test

Assess awareness of memory, capacity, strategy of memory use and recall in clients with memory dysfunction. Use with a variety of client diagnoses, including head trauma, cerebral vascular disorders, multiple sclerosis, depression, schizophrenia and chronic alcohol abuse. Administration at bedside or in clinical settings. The manual includes case studies and treatment approaches for effective therapy planning.
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS™)
Adapted for Use in the UK
Christopher Randolph, 1998

The Repeatable Battery for the Assessment of Neuropsychological Status (RBANS™) is a brief, individually administered test that helps you measure cognitive decline in adults who have neurologic injury or disease such as dementia, head injury or stroke.

Administrators can obtain a quick sampling of five important cognitive areas – immediate memory, visuospatial/constructional, attention, language and delayed memory. Two parallel forms are provided for measuring change in the client’s neuropsychological status over time.

RBANS™ can be used in a variety of ways, including:
- As a stand-alone core battery for the detection and characterization of dementia in the elderly.
- As a neuropsychological screening battery when lengthy standardized assessments are either impractical or inappropriate.
- For repeat evaluations when an alternate form is needed to control for content/practice effects.

OVERVIEW
Detect and characterize cognitive decline
Age Range
20 to 89 years
Qualification Code
CL2
Administration
Individual
30 minutes
Norms
Index standard scores

Materials & Prices
Primary Form kit: Includes 25 record forms A, stimulus book A, coding scoring template A and manual
0 7491 2345 1 £134.00 exc VAT £142.13 inc VAT
Alternate Form kit: Includes 25 record forms B, stimulus book B and coding scoring template B
0 7491 2346 X £111.50 exc VAT £118.27 inc VAT
Record Forms A, pack of 25
0 7491 2347 8 £39.50 exc VAT £46.41 inc VAT
Record Forms B, pack of 25
0 7491 2348 6 £39.50 exc VAT £46.41 inc VAT

Materials & Prices
Complete kit: Includes examiner’s manual, stimulus book, coding scoring template and response forms
0 1583 2800 0 £143.50 exc VAT £163.59 inc VAT
Record/Response forms, pack of 25
0 1583 2803 5 £48.00 exc VAT £56.40 inc VAT

Cognitive Linguistic Quick Test (CLQT)
Nancy Helm-Estabrooks, 2001

Enables you to quickly determine severity ratings (normal, mild, moderate, severe) for five primary domains of cognition (Attention, Memory, Executive Functions, Language and Visuospatial Skills) and a Composite Severity Rating for adults with known or suspected neurological impairment (e.g., as a result of stroke, traumatic brain injury, or dementia).

Developed by a leader in the field of neurogenic communication.

Can be administered in less than 30 minutes and at a table or at bedside to examinees who can sit up and use a pen.

Special effort was made to create some tasks with minimal language demands to assist in evaluating the cognitive functions of examinees with language disorders such as aphasia.

Clinician’s notes provide information and suggestions to assist you in administering and interpreting the tasks.

OVERVIEW
Quickly obtain severity ratings for 5 cognitive domains
Age Range
18 to 89 years
Qualification Code
CL2
Administration
Individual
12 to 30 minutes
Norms
Criterion referenced

Materials & Prices
Complete kit: Includes examiner’s manual, stimulus book, coding scoring template and response forms
0 1583 2806 8 £179.20 exc VAT £203.80 inc VAT
Record/Response forms, pack of 25
0 1583 2809 2 £73.50 exc VAT £83.09 inc VAT
Record/Response forms, pack of 25
0 1583 2810 5 £48.00 exc VAT £56.40 inc VAT

Materials & Prices
Primary Form kit: Includes 25 record forms A, stimulus book A, coding scoring template A and manual
0 7491 2345 1 £134.00 exc VAT £142.13 inc VAT
Alternate Form kit: Includes 25 record forms B, stimulus book B and coding scoring template B
0 7491 2346 X £111.50 exc VAT £118.27 inc VAT
Record Forms A, pack of 25
0 7491 2347 8 £39.50 exc VAT £46.41 inc VAT
Record Forms B, pack of 25
0 7491 2348 6 £39.50 exc VAT £46.41 inc VAT

Materials & Prices
Primary Form kit: Includes 25 record forms A, stimulus book A, coding scoring template A and manual
0 7491 2345 1 £134.00 exc VAT £142.13 inc VAT
Alternate Form kit: Includes 25 record forms B, stimulus book B and coding scoring template B
0 7491 2346 X £111.50 exc VAT £118.27 inc VAT
Record Forms A, pack of 25
0 7491 2347 8 £39.50 exc VAT £46.41 inc VAT
Record Forms B, pack of 25
0 7491 2348 6 £39.50 exc VAT £46.41 inc VAT
Adult Assessments and Interventions – Cognitive

Dementia Rating Scale – 2nd (DRS-2™)
Steven Mattis, Paul Jurica and Christopher Leitten, 2002

The DRS-2 provides an extensive revision of the original Dementia Rating Scale manual. The DRS is widely used, brief yet comprehensive neuropsychological measure of cognitive status in adults with cortical impairment, particularly of the degenerative type. Like the DRS, the DRS-2 assesses cognitive function at lower ability levels where some other evaluation instruments are limited by floor effects. The DRS-2 can also be used to track cognitive status over time.

Improved user-friendliness, expanded normative data, additional validity information, and a comprehensive review of the literature since publication of the original manual make the DRS-2 an ideal tool for the assessment of cognitive function at lower levels of ability, were normal assessment procedures can be limited by floor effects.

The DRS-2 is brief and easy to administer in both an office and bedside setting. Its psychometric robustness is well demonstrated by comprehensive reliability and validity data.

Materials & Price

Complete kit: Includes manual, 50 record forms and a set of stimulus cards
0 7491 1924 1 £173.50 exc VAT £194.05 inc VAT

Scoring booklets, pack of 50
0 1584 1872 7 £91.00 exc VAT £106.93 inc VAT

The Essential Dementia Care Handbook
Edited by Graham Stokes and Fiona Goudie, 2003

Beginning with the diagnosis of dementia and other problems associated with ageing, this book considers assessment, the person-centred model of dementia, rehabilitation and therapy.

The contributors draw on their considerable and varied experiences to outline practical interventions, illustrating their ideas by case studies which provide a stimulating insight into contemporary understanding and practice.

Contents include:
- Dementia: causes & neuropsychology
- Cognitive & behavioural assessment
- Person-centred approaches to understanding
- Memory clinics
- Activity, occupation & stimulants
- Challenging behaviour
- Depression & distress
- Therapeutic relationships
- Medication
- Carers & caring.

144 pages, spiralbound manual
0 8638 8242 7 £33.50 exc VAT £33.50 inc VAT

Group Activities with Older Adults
Viki Clint, 2003

If you have responsibility for providing activities for older adults and you aren’t sure whether what you are providing is effective, or you have exhausted all your own activity ideas then this book is for you. This clear and easy-to-use resource provides the tools you require to develop and implement a range of activities that meet the needs of your group structured around the ten areas of activity need – cognitive, creative, cultural, educational/employment, emotional, physical, self-esteem, sensory, social and spiritual – this book is a resource of activity ideas with hints, tips and suggestions for successful planning and delivery, and guidance on recording and evaluating activity programmes.

144 pages, spiralbound manual
0 8638 8242 7 £33.50 exc VAT £33.50 inc VAT
Adult Assessments and Interventions – Cognitive

Ordering information: see pages 68–69

This resource is for use with adult clients who have decreased cognitive skills secondary to stroke, brain injury, dementia or other neurological events. It can also be used with psychiatric patients who may have cognitive deficits that impede social function. It consists of 50 pictures in a flip book format along with questions that facilitate critical thinking.

The material is divided into 7 sections: Home Management, Community Access, Following Directions, Problem Solving, Health/Personal Well Being, Calculations/Measurements and Leisure/Play.

122 pages, spiralbound manual
£76.00 exc VAT
£76.00 inc VAT

Critical Thinking for Activities of Daily Living and Communication
Mary Pitti Daly and Jennifer Holmes Fauche, 1998

This resource is for use with adult clients who have decreased cognitive skills secondary to stroke, brain injury, dementia or other neurological events. It can also be used with psychiatric patients who may have cognitive deficits that impede social function. It consists of 50 pictures in a flip book format along with questions that facilitate critical thinking.

The material is divided into 7 sections: Home Management, Community Access, Following Directions, Problem Solving, Health/Personal Well Being, Calculations/Measurements and Leisure/Play.

122 pages, spiralbound manual
£76.00 exc VAT
£76.00 inc VAT

Problem Solving Picture Cards
Daily Living Situations for Adults with Disabilities
Mary Pitti Daly and Traci Miler, 1992

These 78 colour photographs help increase problem-solving skills and to stimulate language expansion which is essential for everyday living. The problem solving picture cards cover Household Problems, Personal Hygiene, Safety, Consumer Problems, Community Mobility and Confrontation.

Box contains 13 page manual and 78 full colour cards (6” x 8”)
£66.00 exc VAT
£77.55 inc VAT

Treating Memory Impairment
A Memory Book and Other Strategies
Vicki S Dohrman, 1994

This is a step-by-step programme to treat memory impairments and includes training materials and practice workbooks, reproducible memory book pages, informative handouts, data collection forms, case studies illustrating goals and objectives and treatment plans.

Individual therapy plans can be developed and there are two skill levels for each activity to make it easier to adjust training materials to each client's individual needs and clients can be shown how to use memory books in therapy sessions. The effectiveness of memory strategies can be increased by sending reproducible book pages home with the client.

In addition to this you will be able to help your clients generalise memory strategies across settings by including all of the clients' therapists and carers in the therapy plan.

207 pages, spiralbound manual
£47.00 exc VAT
£47.00 inc VAT

DISTRIBUTED
BESTSELLER
INCLUDES
REPRODUCIBLE
ITEMS

In addition to this you will be able to help your clients generalise memory strategies across settings by including all of the clients’ therapists and carers in the therapy plan.
Adult Assessments and Interventions – Functional Needs

Independent Living Scales™ (ILS™)
Patricia Anderten Loeb, 1996

Oversight
Determine to what degree adults are capable of caring for themselves and their property. Use this reliable standardised tool to identify areas of competence in forensic cases and to determine the most appropriate living setting for adults who are experiencing a decline in cognitive function. Get performance-based results from older adults and those who have brain injuries, emotional disturbances, dementia, or mild mental retardation.

Assess abilities in five areas:
- Memory and orientation
- Managing money
- Managing home and transportation
- Health and safety
- Social adjustment

Use item scoring to differentiate between individuals who are not capable of understanding the issue, who understand the issue but need help in resolving it, and who can independently address it. Clients’ adaptations to challenging situations are given partial credit.

Administer the 68 ILS items in about 45 minutes, and score the test in about 10 minutes. Screen clients before testing, for their ability to see, hear, speak, read, write, and sign their names. Use the screening test to determine whether to administer the test orally or in written form, and as an aid in interpreting performance on the five scales.

Materials & Prices
Complete kit: Includes manual, stimulus booklet, 25 record forms, and facsimile driver’s license, credit card, and key in a storage pouch.
0 1541 1001 7 £32.00 exc VAT £37.28 inc VAT
0 1541 1001 X £36.00 exc VAT £41.13 inc VAT

Neurobehavioral Functioning Inventory (NFI™)
Jeffrey S Kreutzer, Ronald T Soel and Jennifer H Marwitz, 1999

Oversight
This is a multipurpose, self-report instrument that is appropriate for a variety of information-gathering needs with patients suffering from neurological disorders and their families. The 76 items are organised into 6 independent scales reflecting symptoms and problems commonly encountered following the onset of neurological disability:
- Depression
- Somatic Complaints
- Memory/Attention
- Communication
- Aggression
- Motor Problems

The everyday living problems highlighted by the NFI can be contrasted with performance on neuropsychological tests. Furthermore, by enabling comparisons to be made between the patient’s and carer’s perspectives, issues relating to self-awareness and insight can be addressed. In this way, the NFI helps to focus on the quality of life concerns of patients and their families, thus allowing for effective treatment planning and clinical interventions.

Materials & Prices
Complete kit: Includes manual, and one each of family and patient record forms, pack of 25.
0 1585 7053 4 £120.00 exc VAT £139.50 inc VAT
0 1585 7058 0 £22.00 exc VAT £26.00 inc VAT

Family Record forms, pack of 25
0 1585 7058 9 £22.00 exc VAT £26.00 inc VAT

Patient Record forms, pack of 25
0 1585 7058 D £38.00 exc VAT £44.65 inc VAT
Paith Harrison and Thomas Oakland, 2003

**Assess the level of adaptive skills in children and adults**

**Age Range:** Birth to 89 years

**Qualification Code:** CL2

**Administration:** Individual

**Norms:** Age-based norms

**Validity Studies:** Allow you to evaluate the relationship between adaptive skills and intelligence ability.

**Materials & Prices**

- **Complete kit:** Includes manual (infant and preschool, school and adult), 5 parent/primary caregiver forms (ages 0-5), 5 teacher/daycare provider forms (ages 2-5), 5 teacher forms (ages 5-21) and 5 adult forms
  
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<td>0 1580 0463 9</td>
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**What’s a Group to Do?**
*A Collection of OT Activities*
Felicia Norman, 1996

- **Clients of all ages and levels of functioning in sensorimotor, cognitive and interpersonal skills can participate in the group activities described in this book, such as:**
  - Cooking
  - Gross motor skills
  - Cognitive skills
  - Games
  - Crafts

- **Required function levels are listed for each activity, and contraindications and instructions for adapting activities for people in wheelchairs are included. Each activity is listed with rated difficulty and number of participants suitable for the activity. A list of goals and objectives is included at the beginning of each section.**

- **Activities are designed to improve motor planning and coordination, memory skills, ability to follow sequenced directions, and the ability to interact and communicate with others. The activities are useful for groups ranging from children in classrooms to adults in assisted living or rehabilitation centres.**

- **114 pages, spiralbound manual**
  
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Beck Depression Inventory®-FastScreen (BDI®-FastScreen)
Aaron T Beck, Robert A Steer and Gregory K Brown, 2000

This is a 7 item self-report instrument that screens for depression in adolescents and adults. Because BDI®-FastScreen targets the cognitive and affective symptoms of depression, while excluding somatic and performance symptoms that might be attributable to other conditions, it is a quick and effective way to assess depression in populations with biological, medical, alcohol and/or substance abuse.

Materials & Prices
Complete kit: Includes manual and pad of 50 record forms
0 1580 1941 5 £63.00 exc VAT £68.89 inc VAT
Record forms, pad of 50
0 1580 1943 1 £36.00 exc VAT £42.30 inc VAT
Manual
0 1580 1942 3 £36.00 exc VAT £36.00 inc VAT

Beck Anxiety Inventory® (BAI®)
Aaron T Beck and Robert A Steer, 1990

The Beck Anxiety Inventory® (BAI®) measures the severity of anxiety in adults and adolescents, giving professionals a firm basis upon which to make confident diagnostic decisions. The BAI® evaluates both physiological and cognitive symptoms of anxiety and items overlap with other self-report depression inventories minimally.

Materials & Prices
Complete kit: Includes manual and 25 record forms
0 1580 1837 0 £63.00 exc VAT £68.89 inc VAT
Record forms, pack of 25
0 1580 1839 7 £33.00 exc VAT £38.78 inc VAT
Manual
0 1580 1838 9 £32.00 exc VAT £32.00 inc VAT

The edition of the Beck Depression Inventory®-II, the world’s most widely used instrument detecting depression, features new items that bring it in line with current depression criteria of the DSM-IV. It consists of 21 items to assess the intensity of depression in clinical and normal patients. Each item is a list of four statements arranged in increasing severity about a particular symptom of depression.

Materials & Prices
Complete kit: Includes manual and 25 record forms
0 1580 1840 6 £63.00 exc VAT £68.15 inc VAT
Record forms, pack of 25
0 1580 1842 7 £33.00 exc VAT £38.78 inc VAT
Manual
0 1580 1841 9 £32.00 exc VAT £32.00 inc VAT

Beck Depression Inventory®-II (BDI®-II)
Aaron T Beck, Robert A Steer and Gregory K Brown, 1996

OVERVIEW
Assess the severity of depression
Age Range 13 to 80 years
Qualification Code CL2
Administration Individual
Time 5 minutes

Materials & Prices
Complete kit: Includes manual and 25 record forms
0 1580 1840 6 £63.00 exc VAT £68.15 inc VAT
Record forms, pack of 25
0 1580 1842 7 £33.00 exc VAT £38.78 inc VAT
Manual
0 1580 1841 9 £32.00 exc VAT £32.00 inc VAT
Beck Scale for Suicide Ideation® (BSS®)

**Overview**
Assesses an individual’s thoughts, attitudes and intentions regarding suicide.

**Age Range**
17 years and over

**Qualification Code**
CL2

**Administration**
Individual

5 to 10 minutes

**Materials & Prices**
Complete kit: Includes manual and 25 record forms
0 1580 1844 3 £65.00 exc VAT £68.89 inc VAT

Record forms, pack of 25
0 1580 1846 5 £33.00 exc VAT £35.78 inc VAT

Manual
0 1580 1845 1 £32.00 exc VAT £35.00 inc VAT

Beck Hopelessness Scale® (BHS®)
A. T. Beck and R. A. Steer, 1988

**Overview**
Evaluate the severity of hopelessness.

**Age Range**
17 to 80 years

**Qualification Code**
CL2

**Administration**
Individual

10 minutes

**Materials & Prices**
Complete kit: Includes manual and 25 record forms
0 1581 3360 9 £63.00 exc VAT £68.89 inc VAT

Record forms, pack of 25
0 1581 3362 5 £33.00 exc VAT £35.78 inc VAT

Manual
0 1581 3361 7 £32.00 exc VAT £35.00 inc VAT

Beck InterpreTrak™
The Psychological Corporation, 2000

**Overview**
This efficient software package offers a quick analysis of results from any or all 4 Beck scales (Depression, Anxiety, Hopelessness, and Suicide Ideation) and then summarizes results in a single interpretive report with insights from the renowned cognitive psychotherapy expert, Aaron T. Beck.

**Materials & Prices**
CD ROM version
0 1580 1822 7 £45.00 exc VAT £48.89 inc VAT
Adult Assessments and Interventions – Mental Health

**Firestone Assessment of Self-Destructive Thoughts (FAST)**

Robert W Firestone and Lisa A Firestone, 1996

This standardized self-report questionnaire offers a means of investigating a patient’s self-destructive thoughts and can be used as a preliminary screening device and as a measure of pre- and post-treatment progress. It consists of 84 items drawn from 11 levels of progressively self-destructive thoughts on a continuum from social isolation, eating disorders, substance abuse to self-mutilation and suicide.

Clients endorse items on a fire point like a type scale from never to most of the time. The FAST provides T-scores for the eleven levels of continuum, four composite scores and total score. The composites are as follows:

- **Self-defeating thoughts composite** addressing issues of low self-esteem and inwardness.
- **Addiction thoughts composite** which addresses the cycle of addiction.
- **Self-Analysing thoughts composite** which addresses suicide intent.
- **Suicidal intent composite** which has been found to be the strongest predictor of suicide validity.

**Materials & Prices**

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<td>Complete kit: includes manual and pack of 25 ready score® answer documents</td>
<td>0 1581 9036 0</td>
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<td>Manual</td>
<td>0 1581 9039 9</td>
<td>£79.00</td>
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<tr>
<td>Ready Score® answer documents, pack of 25</td>
<td>0 1581 9032 7</td>
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**Clark-Beck Obsessive-Compulsive Inventory (CBOCI)**

David Clark and Aaron T Beck, 2002

Use a reliable measure of Obsessive-Compulsive Disorder (OCD) modelled after the widely used Beck Depression Inventory® Second Edition (BDI-II). The Clark-Beck Obsessive-Compulsive Inventory (CBOCI) is an efficient screening instrument to identify obsessive-compulsive symptoms in individuals aged 17 and older.

This self-report measure of obsessive-compulsive symptoms is patterned after the BDI-II, with a similar response format and structure. The CBOCI can be used in conjunction with the Beck Scales for depression, anxiety, hopelessness and suicide ideation for a more comprehensive measure of psychopathology; this integration can help in understanding possible co-morbidity and in formulating and evaluating treatment.

The CBOCI is consistent with current diagnostic criteria for OCD according to the DSM-IV. It also reflects recent advances in theory and research on the key cognitive and behavioural processes underlying Obsessive-Compulsive Disorder.

**Materials & Prices**

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**Clark-Beck Obsessive-Compulsive Inventory (CBOCI)**

David Clark and Aaron T Beck, 2002

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**Firestone Assessment of Self-Destructive Thoughts (FAST)**

Robert W Firestone and Lisa A Firestone, 1996

This standardized self-report questionnaire offers a means of investigating a patient’s self-destructive thoughts and can be used as a preliminary screening device and as a measure of pre- and post-treatment progress. It consists of 84 items drawn from 11 levels of progressively self-destructive thoughts on a continuum from social isolation, eating disorders, substance abuse to self-mutilation and suicide.

Clients endorse items on a fire point like a type scale from never to most of the time. The FAST provides T-scores for the eleven levels of continuum, four composite scores and total score. The composites are as follows:

- **Self-defeating thoughts composite** addressing issues of low self-esteem and inwardness.
- **Addiction thoughts composite** which addresses the cycle of addiction.
- **Self-Analysing thoughts composite** which addresses suicide intent.
- **Suicidal intent composite** which has been found to be the strongest predictor of suicide validity.

**Materials & Prices**

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Detailed Assessment of Posttraumatic Stress™ (DAPS™)
John Briere, 2001

The DAPS™ is a detailed 104 item comprehensive clinical measure of trauma exposure and posttraumatic stress in individuals who have a history of exposure to one or more potentially traumatic events.

The instrument assesses peri- and posttraumatic symptoms (eg, intrusion, avoidance, hyperarousal) and associated features (eg, dissociative symptoms, substance abuse, suicidality) related to a specific traumatic event and generates a tentative diagnosis of Posttraumatic Stress Disorder (PTSD) or Acute Stress Disorder (ASD) in considerably less time than is required for a structured diagnostic interview. The diagnosis can then be confirmed by a clinical interview.

The DAPS™ scales include the 3 PTSD symptom clusters (Re-experiencing, Avoidance, and Hyperarousal) and 3 associated features of PTSD: Trauma-Specific Dissociation, Suicidality, and Substance Abuse. Two validity scales identify overreporting and underreporting of psychological symptoms. Unlike other diagnostic measures of PTSD, the DAPS™ was normed on a group of 406 trauma-exposed men and women in the general population. As a result, an individual’s DAPS™ results can be compared (using T scores) to the scores of a large group of men and women with a known trauma history. This facilitates the empirical determination of both severity and clinical importance of the results.

Complete kit:
Includes manual, 10 reusable item booklets, 50 hand-scorable answer sheets and 50 male/female profile forms
0 7491 1915 2 £149.50 exc VAT £169.12 inc VAT

Hand-scorable answer sheets, pack of 50
0 7491 1920 9 £78.00 exc VAT £91.65 inc VAT

Materials & Prices

StressPac
Jim White, 1997

StressPac provides a detailed programme for use with any adult client presenting stress related problems.

The therapist’s manual contains a detailed account of the theoretical background to the package, information on the clinical use of StressPac and an explanation of how to use the materials in practice.

The self help manual is a detailed cognitive, behavioural package which is given to the client.

StressPac has been shown to be effective in primary care work and has been developed along theoretical principles which fit in most effectively with any approach that emphasises an educational, structured, directive, present- time oriented approach, such as CBT.

Complete kit: Includes Therapist’s manual, self help manual and cassette
0 7491 0801 0 £123.50 exc VAT £145.11 inc VAT

Client materials, pack of 10
0 7491 0803 8 £73.50 exc VAT £85.68 inc VAT

Materials & Prices

ORDERING INFORMATION: see pages 68-69
Adult Assessments and Interventions – Mental Health

Trauma Symptom Inventory™ (TSI™)
John Briere, 1995

This simple-to-administer 100 item test evaluates post-traumatic stress and other psychological sequelae of traumatic events. As such, it considers the traumatic effects of rape, sexual abuse, physical assault, combat, major accidents, natural disasters and the lasting effects of childhood abuse. It includes 10 clinical scales that measure the extent to which the respondent endorses trauma-related symptoms.

These scales which can be subsumed under three broad categories of distress (trauma, self, dysforia), include:
- Anxious arousal
- Dissociation
- Depressive symptoms
- Sexual concerns
- Anger irritability
- Dysfunctional sexual behaviour
- Intrusive experiences
- Impaired self reference
- Defensive avoidance
- T ension reduction behaviour.

Additionally, in contrast to other trauma measures the TSI™ contains three validity scales, response level, a typical response, and an inconsistent response. These are made up of twelve critical items which assess the respondent’s tendency to deny symptoms that others commonly endorse to over endorse unusual or bizarre symptoms and to respond to items in an inconsistent or random manner thus helping in the identification of potential problems such as suicidal ideation or behaviour, substance abuse, psychosis, and self-mutilatory behaviour that may require immediate follow up.

Materials & Prices
Complete kit: Includes manual, pack of 10 reusable item booklets, 25 hand scorable answer sheets and 25 each of male and female profile forms
0 1589 6634 1 £155.00 exc VAT £173.99 inc VAT
Reusable item booklets, pack of 10
0 1589 6636 8 £27.50 exc VAT £32.31 inc VAT
Hand scorable answer sheets, pack of 25
0 1589 6639 2 £38.50 exc VAT £45.24 inc VAT
Male profile forms, pack of 25
0 1589 6637 6 £27.50 exc VAT £32.31 inc VAT
Female profile forms, pack of 25
0 1589 6638 4 £27.50 exc VAT £32.31 inc VAT

OVERVIEW
Evaluate acute and chronic post-traumatic symptomatology
Age Range
18 years and older
Qualification Code
CL2
Administration
Individual
20 minutes

Childhood Trauma Questionnaire (CTQ)
David P Bernstein and Laura Fink, 1997

The CTQ is a 28 item self-report inventory that can be administered to adults and adolescents to provide reliable, valid screening for a history of abuse and neglect in order to establish whether traumatic childhood conditions are a factor in your client’s personal history.

Materials & Prices
Complete kit: Includes manual and pack of 25 ready score® answer documents
0 1581 0233 9 £88.50 exc VAT £92.55 inc VAT
Manual
0 1581 0229 0 £65.00 exc VAT £65.00 inc VAT
Ready Score® answer documents, pack of 25
0 1581 0232 2 £37.50 exc VAT £44.00 inc VAT

OVERVIEW
A retrospective self report to assess history of trauma
Age Range
12 years and older
Qualification Code
CL2
Administration
Individual
5 minutes
Inventory of Interpersonal Problems (IIP-32 / IIP-64)
Leonard M. Horowitz, Lynn E. Alden, Jerry S. Wiggins, and Aaron L. Pincus, 2000

This easily administered self-report inventory identifies the types of interpersonal problems and associated levels of distress that people experience. The IIP was developed to assess the degree of difficulty with the following interpersonal domains:

- Being too controlling or manipulative
- Being self-centered and resentful
- Having minimal feelings of affection for, and little connection with, other people
- Being socially avoidant and having difficulty approaching others
- Being non-assertive and having difficulty expressing one’s needs
- Being gullible and easily taken advantage of by others
- Being excessively selfless, generous, trusting, caring, and permissive in dealing with others
- Being too intrusive and having difficulty respecting the boundary of others.

The IIP-64 and the shorter IIP-32 are based on extensive theory regarding interpersonal aspects of personality and on systematic research about interpersonal problems.

Materials & Prices
Complete kit: Includes manual, pack of 64-item question sheets, pack of 64-item scoring sheets and pack of 32-item question scoring sheets
0 1581 3250 5 £108.00 exc VAT £122.18 inc VAT

Parenting Stress Index – (PSI)
Richard R. Abidin, 1995

Identify stressful areas in parent-child interactions with this updated screening and diagnostic instrument. The PSI was developed on the basis that the total stress a parent experiences is a function of certain salient child characteristics, parent characteristics, and situations directly related to the role of being a parent. The PSI Short Form is a direct derivative of the 101 item full length test and consists of a 36 item self-scoring questionnaire/profile. It yields a Total Stress score from three scales.

Materials & Prices
Complete kit: Includes manual, pack of 64-item question sheets, pack of 64-item scoring sheets and pack of 32-item question scoring sheets
0 1581 3250 5 £108.00 exc VAT £122.18 inc VAT

Butcher Treatment Planning Inventory™ (BTPI™)
James N. Butcher, 1998

This tool offers the clinician a comprehensive picture of essential treatment-relevant information by determining whether the client has characteristics that will aid or impede their treatment progress. The BTPI™ Full Form consists of 210 items and is useful early in the treatment process, serving as a baseline for evaluating symptom reduction during the treatment phase. The 80-item symptom monitoring form is then used to evaluate changes in symptoms, to document improvement or to justify the need for continued care.

Materials & Prices
Complete kit: Includes manual, 10 reusable item booklets, 25 hand scorable answer/profile forms
0 1586 6000 5 £127.50 exc VAT £139.77 inc VAT

Materials & Prices
Short form kit: Includes manual and 25 hand scorable answer sheet/profile forms
0 1586 6004 8 £89.00 exc VAT £94.45 inc VAT

Overview
Assess client characteristics that facilitate or interfere with treatment progress
Age Range
Adult
Qualification Code
CL2
Administration
Individual
30 minutes

DISTRIBUTED PRODUCT
The Career Interest Inventory (CII) consists of job activity statements to represent a wide range of occupations. In addition, it contains statements that have been selected to represent a wide range of subjects available in college programmes. When this information is then combined with job interests, the CII can be used to help adults explore both educational and career opportunities. This assessment can be used to complement Differential Aptitude Tests for Guidance as a means of linking vocational interests with aptitudes.

**OVERVIEW**

**Identify suitable areas for future training and employment**

**Age Range**

Adult

**Qualification Code**

CL3

**Administration**

Individual or Group

10 to 30 minutes per subtest

**CII manual**

0 7491 0865 7

£59.00

exc VAT

£59.00

inc VAT

**Handscore booklets, pack of 10**

0 7491 0870 3

£27.00

exc VAT

£27.00

inc VAT

**Materials & Prices**

Differential Aptitude Tests for Guidance (DAT for Guidance)

George K Bennett, Harold G Seashore and Alexander G Wesman, 1996

**OVERVIEW**

Measure an individual’s capacity to succeed in a variety of careers

**Age Range**

Adult

**Qualification Code**

CL2

**Administration**

Individual or Group

10 to 30 minutes per subtest

**Manual**

0 7491 0400 7

£86.50

exc VAT

£86.50

inc VAT

**Test booklet**

0 7491 0401 5

£18.50

exc VAT

£18.50

inc VAT

**Hand score answer sheets, pack of 10**

0 7491 0402 3

£34.00

exc VAT

£39.95

inc VAT

**Materials & Prices**

**Differential Aptitude Tests for Guidance (DAT for Guidance)**

George K Bennett, Harold G Seashore and Alexander G Wesman, 1996

**OVERVIEW**

DAT for Guidance assesses eight different types of ability which can be related to success in different areas of employment. It is essentially a profiling instrument. Its co-standardised tests provide an eight-point profile which portrays relative strengths and weaknesses in an individual’s key aptitudes.

**Materials & Prices**

**Manual**

0 7491 0400 7

£86.50

exc VAT

£86.50

inc VAT

**Test booklet**

0 7491 0401 5

£18.50

exc VAT

£18.50

inc VAT

**Hand score answer sheets, pack of 10**

0 7491 0402 3

£34.00

exc VAT

£39.95

inc VAT
Adult Assessments and Interventions

**Occupational Therapy and Stroke**
Judi Edmans, Annette Champion, Louisa Hill, Mike Fidler, Fiona Sneddy, Therese Jackson and Moya Neale (editors), 2000

This book is intended to guide newly-qualified occupational therapists (and those new to the field of stroke) through the complexities of treating people following stroke. This book acknowledges the many different techniques that may be used in stroke management and the scope of the occupational therapy role in the UK. It is hoped that this book will provide occupational therapists with the foundations for effective occupational therapy in stroke rehabilitation.

Written in a user-friendly style, the book’s chapters are presented in a form that enables the therapist to review the subject prior to assessment and treatment planning. Complex problems are grouped together to avoid confusion. It is hoped that this book will encourage therapists to use their skills in observation and problem solving, adapting and building on the techniques seen on clinical placement and taught in college.

200 pages, paperback manual
1 8615 6198 9
£20.50 exc VAT
£20.50 inc VAT

**The Mental Health Handbook**
Trevor Powell, 2000

Designed to be photocopied and handed to clients to supplement treatment programmes through home practice, this second edition contains extended sections on anger management and relationship difficulties and new sections covering procrastination, managing worry, self-care, chronic fatigue, and irritable bowel syndrome.

It contains more than 150 photocopiable sheets, including graded practice sheets, checklists, behavioural symptom questionnaires, rating scales, home assignments, analysis sheets, goal plans and self-monitoring exercises.

176 pages, spiralbound manual
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**Positive Approaches to Assisting Older People (PAAOP)**
Ian Fleming and Christine Barrowclough, 1996

Drawn from the authors’ extensive experience in organising service provision, training staff and working with a range of client groups, the PAAOP provides a systematic cognitive-behavioural package for direct work for older adults and staff training in residential settings.

The PAAOP consists of:
- A manual outlining the values and rationale underlying the approach and intervention principles
- A unit-based training course with overheads, looking at issues including goal planning, analysing behaviour and implementing change
- A staff workbook and resource pack

Manual with intervention and recording materials
0 7491 1065 1
£60.00 exc VAT
£60.00 inc VAT

**Draw on Your Emotions**
Margot Sunderland, illustrations by Philip Engleheart, 1993

This manual contains a series of structured ‘easy-to-do’ picture exercises to help people of all ages express, communicate and deal more effectively with their emotions in everyday life. Providing a series of photocopiable illustrations, it is a source of effective ready-made material.

The book contains exercises and pictures specifically designed to ease the process of talking about feelings. It offers opportunities to release other ways of functioning by trying out alternatives safely on paper or exercises that can be adapted for any age range and ability.

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