



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Directory of Speech-Language Pathology Assessment Instruments

XIV. Related Tests

**American Speech-Language-Hearing Association
2007**

Note: Descriptions for each assessment instrument are adapted from publishers' own information sources.

Title: Achieving Communication Independence (ACI)

Author: Yvonne Gillette

Publisher: Thinking Publications

Year: 2003

Age range: Infant–adult

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Consists of three subtests that examine existing and potential communication opportunities and partners in five environments, rates the individual's independent use of 11 skills, and analyzes 61 subskills to pinpoint intervention targets.

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

Author: Sandra E. McClennen

Publisher: Western Psychological Services

Year: 2005

Age range (years): 16–55

Administration time (minutes): 30–60

Language(s): English

Computerized scoring: No

Description: Assesses the communication skills of adolescents and adults with severe handicaps—individuals who have little or no speech or who are understood only by those closest to them. Receptive Questions require a pointing response, and the Expressive Questions can be answered with any form of communication, including speech, gestures, sign, picture boards, and voice output communication aid.

Title: Assessment for Persons Profoundly or Severely Impaired (APPSI)

Author: Patricia Connard and Sharon Bradley-Johnson

Publisher: PRO-ED

Year: 1998

Age range: Appropriate for all ages functioning at a mental age of 0 to 8 months

Administration time (minutes): 30–60

Language(s): English

Computerized scoring: No

Description: Assesses the extent of preverbal children's and adults' abilities to communicate and determines their preferences for visual, auditory, and tactile stimuli; for social interaction; and for methods of expressing themselves.

Title: Assessment of Classroom Communication and Study Skills (ACCSS)

Author: Charlann S. Simon

Publisher: Communi-Cog Publications

Year: 2000

Age range (years): 9–16

Administration time (minutes): 25–45

Language(s): English

Computerized scoring: No

Description: Measures students' language and study skills using simulated general education classroom and curriculum tasks.

Title:	ATI Assessment
Author:	Diane DeCoste
Publisher:	Don Johnston, Inc.
Year:	1999
Age range:	All
Administration time:	Varies
Language(s):	English
Computerized scoring:	Yes
Description:	Software that identifies best computer access and AAC setup displays for an individual.

Title: Attention Deficit/Hyperactivity Disorder Test (ADHDT)

Author: James E. Gilliam

Publisher: PRO-ED

Year: 1995

Age range (years): 3–23

Administration time (minutes): 5–10

Language(s): English

Computerized scoring: No

Description: Identifies students with attention deficits that may affect learning in the classroom. Completed by teachers, parents, and others who interact with the individual.

Title: Augmentative Communication Assessment Profile (ACAP)

Author: Helena Goldman

Publisher: Speechmark Publishing

Year: 2002

Age range (years): Children

Administration time (minutes): 15

Language(s): English

Computerized scoring: No

Description: Provides guidance for clinicians who are seeking the most effective and easy-to-implement low-technology communication system for their nonverbal clients with autistic spectrum disorder.

Title:	The Bloomer Blocks: A Structured Clinical Interview
Author:	H. Harlan Bloomer and Shelly Weaverdyck
Publisher:	Western Psychological Services
Year:	1999
Age range (years):	Older children and adults
Administration time (minutes):	Varies
Language(s):	English
Computerized scoring:	No
Description:	Identifies the underlying causes of language impairment. Through a series of simple tasks, the interview elicits both reactive and proactive, as well as verbal and nonverbal, communication. Provides the opportunity to analyze all four principal modes of linguistic communication—speech, listening, reading, and writing

Title: BOT-2: Bruininks-Oseretsky Test of Motor Proficiency, Second Edition

Author: Robert H. Bruininks and Brett D. Bruininks

Publisher: AGS Publishing/Pearson Assessments

Year: 2005

Age range (years;months): 4;0–21;11

Administration time (minutes): Short form: 15–20
Complete form: 45–60

Language(s): English

Computerized scoring: Yes (optional)

Description: Measures motor proficiency of children and young adults. Eight subtests assess gross and fine motor development and upper-limb coordination of gross and fine motor skills.

Title: Bracken School Readiness Assessment (BSRA)

Author: Bruce A. Bracken

Publisher: Harcourt Assessment

Year: 2002

Age range (years;months): 2;6–7;11

Administration time (minutes): 10–15

Language(s): English and Spanish

Computerized scoring: No

Description: Nonverbal screener helps determine if a child may have an underlying language disorder that requires further evaluation. Includes six subtests: Colors, Letters, Numbers/Counting, Sizes, Comparisons, and Shapes.

Title:	Comprehensive Test of Nonverbal Intelligence (CTONI)
Author:	Donald D. Hammill, Nils A. Pearson, and J. Lee Wiederholt
Publisher:	PRO-ED
Year:	1996
Age range (years;months):	6;0–adult
Administration time (minutes):	60
Language(s):	English
Computerized scoring:	No
Description:	Measures nonverbal reasoning abilities of individuals for whom most other mental ability tests are either inappropriate or biased. The CTONI measures analogical reasoning, categorical classifications, and sequential reasoning in two different contexts: pictures of familiar objects (e.g., people, toys, and animals) and geometric designs (e.g., unfamiliar sketches and drawings).

Title: CTB Assessment Accommodations Guide

Author: Stephen Elliot, Thomas Kratochwill, and Aleta Gilbertson Schulte

Publisher: CTB/McGraw-Hill

Year: 1999

Age range: School-age children

Administration time: Varies

Language(s): English

Computerized scoring: No

Description: Assists educators and IEP teams to comply with IDEA regulations. Offers guidelines for the consistent documentation and implementation of testing accommodations for students with disabilities.

Title: Detroit Tests of Learning Aptitude–Adult (DTLA-A)

Author: Donald D. Hammill and Brian R. Bryant

Publisher: PRO-ED

Year: 1991

Age range (years): 16–79

Administration time (minutes): 90–150

Language(s): English

Computerized scoring: Yes

Description: Includes 12 subtests and 16 composites that measure both general intelligence and discrete ability areas. Permits interpretation in terms of current theories of intellect and behavior domains, and provides an index of optimal-level performance.

Title: Detroit Tests of Learning Aptitude, Fourth Edition (DTLA-4)

Author: Donald D. Hammill and Brian R. Bryant

Publisher: PRO-ED

Year: 1991

Age range (years): 6–17

Administration time (minutes): 40–120

Language(s): English

Computerized scoring: Yes

Description: Includes 10 subtests and 16 composites that measure both general intelligence and discrete ability areas.

Title: Detroit Test of Learning Aptitude–Primary, Third Edition (DTLA-P:3)

Author: Donald D. Hammill and Brian R. Bryant

Publisher: PRO-ED

Year: 2005

Age range (years;months): 3;0–9;11

Administration time (minutes): 15–45

Language(s): English

Computerized scoring: Yes

Description: Identifies children deficient in general and specific aptitude. Yields important verbal, attentional, and motoric information.

Title:	Galileo Preschool and Galileo K-12
Author:	ATI (Assessment Technology, Inc.)
Publisher:	ATI
Year:	2000
Age range:	Preschool Assessment: Birth–5 years K-12 Assessment: 6–18 years
Administration time (minutes):	Ongoing; contact publisher for details
Language(s):	English; contact publisher for information regarding translation applications
Computerized scoring:	Yes
Description:	<p>An online, interactive suite of tools to assist educators in documenting learning outcomes and planning learning opportunities appropriate to the developmental needs of learners.</p> <p>Galileo Preschool: Eight research-based assessment scales. Domains include early math, language and literacy, social and emotional development, fine and gross motor, physical health practices, approaches to learning, nature and science, and creative arts. Aligned with the Head Start Framework domains. Can set data sources, keep notes, and record student progress with scales and standards to document a child’s learning outcomes.</p> <p>Galileo K-12: A research-based electronic system that links assignments, lesson plans, gradebook, and online testing with district goals and state standards for K-12 educators and other stakeholders.</p>

Title: Individual Growth and Development Indicators-Early Literacy (IGDIs-EL)

Authors: S.R. McConnell, M.A. McEvoy, J.S. Priest, and K.M. Missall

Publisher: Early Childhood Research Institute on Measuring Growth and Development *Individual Growth and Development Indicators for preschool children*. Minneapolis, MN: Center for Early Education and Development, University of MN. Available from <http://education.umn.edu/ceed/projects/ecri/default.html>.

Year: 1998–2001

Age range: Birth through 3 years

Administration time: 1-2 minutes each

Language(s): English (Spanish experimental version only)

Computerized scoring: Yes

Description: A Web-based tool for downloading assessment materials and stimulus items, and for managing child data. IGDIs are performance measures designed to reflect individual children's progress toward outcomes in the areas of communication, movement/motor, social competency, problem solving, and parent–child interaction. IGDIs display an individual growth trend over time compared to normative growth. They are standardized and replicable so that the data from separate administrations are comparable.

Title: Inpatient Functional Communication Interview (IFCI)

Author: Linda Worrall, Deborah Toffolo, Chris Code, and Louise Hickson

Publisher: Speechmark Publishing

Year: 2004

Age range: Adult

Administration time (minutes): 30–45

Language(s): English

Computerized scoring: No

Description: Measures how well inpatients with communication difficulties in an acute hospital setting can communicate in relevant hospital situations.

Title: Interaction Checklist for Augmentative Communication (INCH)

Author: Sue Bolton and Sallie Dashiell

Publisher: PRO-ED

Year: 1984

Age range (years): Elementary grades and older

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Informal instrument for measuring the interaction skills of nonverbal children or adults.

Title: Kaufman Brief Intelligence Test, Second Edition (KBIT-2)

Author: Alan S. Kaufman and Nadeen L. Kaufman

Publisher: AGS Publishing/Pearson Assessments

Year: 2004

Age range (years): 4–90

Administration time (minutes): 20

Language(s): English

Computerized scoring: No

Description: A brief, individually administered measure of verbal and nonverbal cognitive ability.

Title: Learning Disabilities Diagnostic Inventory (LDDI)

Author: Donald D. Hammill and Brian D. Bryant

Publisher: PRO-ED

Year: 1998

Age range (years;months): 8;0–17;11

Administration time (minutes): 10–20

Language(s): English

Computerized scoring: No

Description: Helps identify intrinsic processing disorders by recognizing the likelihood of a learning disability in listening, speaking, reading, writing, mathematics, and/or reasoning.

Title:	Lifespace Access Profile
Author:	W. B. Williams, G. Stemach, S. Wolfe, and C. Stranger
Publisher:	The Speech Bin
Year:	1993
Age range (years):	All
Administration time (minutes):	Varies
Language(s):	English
Computerized scoring:	No
Description:	Evaluates cognitive, physical, and emotional skills, support resources, and abilities of individuals of all cognitive abilities who have physical limitations to select appropriate assistive devices.

Title:	Listening Inventory
Author:	Donna Geffner and Deborah Swain
Publisher:	The Speech Bin
Year:	2005
Age range (years):	3–22
Administration time (minutes):	Varies
Language(s):	English
Computerized scoring:	No
Description:	Measure of listening behaviors that helps determine if an individual needs further auditory evaluation. Assesses attention, expressive communication, receptive language, behavior and social skills, and motor and social skills

Title: The Manual of AAC Assessment

Author: Arlene McCurtin and Geraldine Murray

Publisher: Speechmark Publishing

Year: 2000

Age range (years): Child and adult

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Assesses a client's potential for an AAC device. The manual concentrates on assessment methods that utilize everyday materials, and contains detailed comparison of low- and high-technology devices.

Title: Miller Assessment for Preschoolers (MAP)

Author: Lucy J. Miller

Publisher: Harcourt Assessment

Year: 1982

Age range (years;months): 2;9–5;8

Administration time (minutes): 30–40

Language(s): English

Computerized scoring: No

Description: Identifies children with moderate to severe developmental delays in sensorimotor and cognitive abilities.

Title: Pre-Feeding Skills, Second Edition

Author: Suzanne Evans Morris and Marsha Dunn Klein;
Foreword by Ellyn Satter

Publisher: Harcourt Assessment

Year: 2000

Age range (years): Birth–adolescence

Administration time (minutes): Varies

Language(s): English and Spanish

Computerized scoring: No

Description: The book contains 12 new chapters with information about mealtime roles and influences, supportive diagnostic testing, gastrointestinal influences on feeding, autism, sensory influences on feeding, children who do not eat enough to grow, foundations for mealtime, and oral-motor skills limitations. Assessment and treatment principles are thoroughly explored.

Title: Quality of Communication Life Scale (ASHA QCL)

Author: Diane R. Paul, Carol M. Frattali, Audrey L. Holland, Cynthia K. Thompson, Carol J. Caperton, and Sarah C. Slater

Publisher: American Speech-Language-Hearing Association

Year: 2005

Age range (years): Adult

Administration time (minutes): 15

Language(s): English

Computerized scoring: No

Description: Assesses the quality of communication life for adults with communication disorders. Captures information about the impact of a communication disorder on an adult's relationships, communication interactions, participation in activities, and overall quality of life. Can be used to assist with treatment planning, prioritization of goals, counseling, and documentation of outcomes.

Title: Screening for Central Auditory Processing Difficulties

Author: Dorothy A. Kelly

Publisher: Academic Communication Associates

Year: 2001

Age range (years): 5–8

Administration time (minutes): 15

Language(s): English

Computerized scoring: No

Description: Used to pinpoint a variety of auditory processing difficulties that may be affecting a child's functioning in the classroom learning environment.

Title:	Screening Test for Educational Prerequisite Skills (STEPS)
Author:	Frances Smith
Publisher:	Western Psychological Services
Year:	1990
Age range (years):	4–5
Administration time (minutes):	8–10
Language(s):	English
Computerized scoring:	Yes
Description:	STEPS screens kindergartners in five areas: intellectual skills, verbal information skills, cognitive strategies, motor skills, and attitudes in learning situations. It produces two written reports (one for the school, one for the parents) indicating skills mastered and areas that may require attention. It involves no numerical scores or normative comparisons.

Title: Social Emotional Observational Record

Author: CTB/McGraw-Hill

Publisher: CTB/McGraw-Hill

Year: 1990

Age ranges: Pre-K–K

Administration time: Varies

Language(s): English

Computerized scoring: No

Description: A systematic way to observe, record, and assess the development of social and emotional skills in children from pre-Kindergarten through Kindergarten.

Title: Sourcebook for Adults With Profound Communication Difficulties

Author: Fiona Sudgen-Best

Publisher: Speechmark Publishing

Year: 2002

Age range (years): Adults

Administration time (minutes): 10–15

Language(s): English

Computerized scoring: No

Description: For use with clients who have limited motor control, with a reliance on a yes/no response and/or eye pointing. It contains Oromotor Exercises, Articulation Sheets, Language Assessments, and AAC screenings.

Title: Test of Memory and Learning (TOMAL)

Author: Cecil R. Reynolds and Erin D. Bigler

Publisher: PRO-ED

Year: 1994

Age range (years;months): 5;0–19;11

Administration time (minutes): 45

Language(s): English

Computerized scoring: Yes

Description: Subtests include Memory for Stories, Facial Memory, Word Selective Reminding, Visual Selective Reminding, Object Recall, Abstract Visual Memory, Digits Forward, Visual Sequential Memory, Paired Recall, Memory-for-Location, Manual Imitation, Letters Forward, Digits Backward, and Letters Backward. Computes composite memory scores for verbal memory, nonverbal memory, delayed recall, and a composite memory index.

Title: Test of Nonverbal Intelligence–Third Edition (TONI-3)

Author: Linda Brown, Rita J. Sherbenou, and Susan K. Johnson

Publisher: PRO-ED

Year: 1997

Age range (years;months): 6;0–89;11

Administration time (minutes): 15–20

Language(s): English

Computerized scoring: No

Description: Provides language-free measure of cognitive ability; uses abstract problem-solving tasks to measure reasoning and intelligence. Can be administered without spoken directions, reading, or writing. Instructions given through pantomime, subject responds by pointing. Suitable for persons with communication disabilities, neurological impairments, mental retardation, hearing loss, or learning disabilities, and non-English speaking persons.

Title: Work Sampling System

Author: Samuel Meisels, Judy R. Jablon, Margo L. Dichtelmiller, Aviva B. Dorfman, and Dorthea B. Marsden

Publisher: Pearson Early Learning

Year: 1991

Age range (years): Pre-K–Grade 6

Administration time: 15 minutes for screening

Language(s): English; some Spanish components

Computerized scoring: Yes

Description: A valid research-based performance assessment, including guidelines, checklists, and summary reports for use with students in pre-kindergarten through Grade 6. Intended to help teachers systematically document children’s skills, knowledge, behavior, and academic accomplishments. The developmental guidelines cover seven domains, based on national standards (personal/social development, language/literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development/health).