

Pearson Assessment: Making Pupil Premium Count



www.pearsonclinical.co.uk/education



Contents

Introduction	1
Closing the attainment gap	2
Early intervention.....	5
Developing communication skills	8
Improved behaviour and attendance	12
Building resiliency.....	15
Key skills - literacy, phonics and mathematics.....	18
Teacher development	22
Contact us.....	24



Improving outcomes for children and young people.

Pearson Assessment leads the way in publishing standardised assessments and interventions.

With over 90 years experience in publishing standardised assessments for use by professionals working in mainstream - and special education settings, Pearson Assessment understands that every learner has their own unique, learning journey to make. The increase in pupil premium funding, means that together we can ensure that children from low-income and disadvantaged families, and teachers have access to resources they need to help close the achievement gap that currently exists.

Many reports looking at the effective use of pupil premium funds, have called for the use of 'effective diagnostic and standardised assessment tools' to help identify problem areas and monitor pupil progress over time.¹ At Pearson Assessment we specialised in a number of key areas identified as being a priority within the pupil premium framework. These include tools that can help with:

- Closing the attainment gap
- Early intervention
- Developing communication skills
- Improved behaviour and attendance
- Building resiliency
- Key skills - literacy, phonics and mathematics
- Teacher development.

Each of these tools can also help to foster parental engagement, and monitor pupil progress with clear links to intervention.

Cogmed Working Memory Training (Cogmed)

An evidence-based program for improving working memory

Overview

Description	An evidence-based intervention for improved working memory
Age Range	4 years and older
Administration Time	25 sessions of up to 30-40 minutes each, five days a week for five weeks
Qualification Code	CL3

Cogmed Working Memory Training™ is an evidence-based program for helping children, adolescents, and adults sustainably improve attention by training their working memory. The program based on strong scientific research, is delivered under the supervision of a Cogmed Coach - trained by Pearson.

8 out of 10 users who complete Cogmed Working Memory Training show measurable effects; working memory capacity is increased, leading to better ability to focus, follow instructions, and stay on task.

Features

- An online, coach-supported training program.
- Can be completed in around five weeks in school, home or work environments.
- Built around three easy-to-use and age-specific online applications, each designed to motivate and reward the user for training.
- Programs automatically adjust the complexity level of the exercises in real-time to a level that is challenging but not so difficult that it becomes intimidating. It adapts to whoever is using it.
- Clinically proven to increase working memory capacity
- Coming soon to iPad.

Benefits

- Improve working memory substantially. For students constrained by working memory capacity, this will allow them to absorb the curriculum – based instruction more effectively with the objective of improved academic performance in areas such as maths and reading comprehension.
- Acts as a “primer” for improved learning, allowing the student to build the cognitive platform needed to learn successfully.
- Help develop key learning foundations. In isolation training alone will not improve results and is not intended to replace skilled teaching and instruction – but as part of a cohesive intervention it can show measurable effects.



Ideal For

- ✓ Children and adults alike
- ✓ Rewarding practice and providing feedback
- ✓ Creating a valuable learning experience that is customised and personalised
- ✓ Providing robust and reliable intervention, that meets the demands of today's learners

Watch an introductory video at www.cogmed.uk.com

Raven's - Educational

Raven's Progressive Matrices and Vocabulary Scales

Description	Measure non-verbal and verbal aspects of general ability
Age Range	CPM/CVS: 4 years to 11 years, SPM+/MHV: 7 years to 18 years
Administration Time	Individual or group: SPM+/MHV: 60 to 90 minutes; Individual: CPM/CVS: 30 minutes
Qualification Code	CL3

Raven's enjoy a long and famous history in the assessment of general cognitive abilities in children. The Progressive Matrices usefully provide an assessment of non-verbal ability, an important feature for our ethnically diverse population, and the Vocabulary Scales provide scores in the verbal domain.

In this standardisation study 640 children aged between 4 and 11 years were administered the Coloured Progressive Matrices (CPM) and the Crichton Vocabulary Scale (CVS) and 960 children aged between 7 years and 18 years received the Standard Progressive Matrices – Plus Version (SPM-Plus) and Mill Hill Vocabulary Scale (MHV). Along with this standardisation, Raven's – Educational has been extensively redesigned, simplified and updated. This makes the test more attractive and easier to use.

The following kits are available:

- Raven's – Educational CPM/CVS Complete kit - Individually administered test for children aged four to 11 years.
- Raven's – Educational SPM+/MHV Complete kit - Individually and group administered test for children and adolescents aged seven to 18 years.

View sample reports and learn more at www.pearsonclinical.co.uk/ravens

Gifted Rating Scales (GRS)

Identifying gifted and talented students on free school meals

Description	Identify children for placement in gifted education programmes with these norm-referenced rating scales
Age Range	4 years to 13 years 11 months
Administration Time	Individual - 5 to 10 minutes
Qualification Code	CL2R

Tracking the progress of children who receive free school meals, but are not falling behind their peers is an equally important part of accounting for use of pupil premium funding. With the Gifted Rating Scales, schools have access to norm-referenced rating scales which are based on current theories of gifted and talented students.

Teachers can complete both forms of the GRS easily and quickly: the GRS-P form for children aged 4 years to 6 years 11 months and the GRS-S form for ages 6 years to 13 years 11 months. These forms cover the domains: intellectual, academic readiness, motivation, creativity and artistic talent ('leadership' is also included for GRS-S form).

Both forms of the GRS allow for identification of relative strengths and specific areas of giftedness and provide specific behavioural guidelines for identification of giftedness within each domain.

Learn more at www.pearsonclinical.co.uk

Practical Ideas That Really Work for Students who are Gifted

Linking intervention to assessment for students who are gifted and talented.

Description	A tool for teachers in both general & gifted education classes to assist in differentiating instruction for students who are gifted
Age Range	4 years to 18 years
Qualification Code	UNAS

Practical Ideas That Really Work for Students Who Are Gifted is a tool for teachers in both general and gifted education classes to assist in differentiating instruction for students who are gifted or who show potential for performing at high levels of accomplishment. This includes two components:

- An easy to use evaluation form to rate a student's talent areas and select strategies that can be used to differentiate instruction.
- A book of practical ideas, containing 30 instructional strategies, explanations of the strategies, helpful illustrations and examples, and over 90 reproducible forms.

The rating scale consists of 40 items measuring four talent areas: general intellectual ability, specific academic aptitude, creativity, and leadership and is linked directly to the planning matrix, which allows for the selection of several appropriate instructional strategies.

Find out more about this title and others in the series at www.pearsonclinical.co.uk

Related Title: Practical Ideas That Really Work for Secondary Students in Inclusive Classrooms

Description	Designed to assist secondary students in general education classrooms that have mild to moderate disabilities or struggling learners.
Age Range	11 years to 18 years
Qualification Code	UNAS

Practical Ideas That Really Work for Secondary Students in Inclusive Classrooms is the latest addition to an existing series of eight other "Practical Ideas" books. It's designed for educators and other school-based professionals in assisting secondary students in general education classrooms that have mild to moderate disabilities or are struggling learners. "Struggling learners" may include those with English language barriers, cultural diversity, or economic disadvantages.

This kit contains:

- Evaluation Form with a Rating Scale and Ideas Matrix — A criterion-referenced screening assessment that thoroughly identifies a student's academic problem areas (1) Before Instruction, (2) During Instruction, and (3) After Instruction. Each scale consists of five items, with a possible score range from 0 to 15; the lower the score, the more significant are the student's learning needs. The Ideas Matrix provides a systematic way of linking the results of the Rating Scale to specific interventions that tailor to each student's specific needs.
- Resource Manual — Contains 36 fun intervention ideas such as Warm It Up; Word Clues; Roll a Question, Tell an Answer; Easy as Pie, Tough as Nails; Socratic Starter; Think Out Loud; Develop a Rubric that are sure to stimulate students and improve their performance in school. Each practical idea is accompanied by helpful examples, illustrations, and handy tips designed for easy implementation; most come with reproducible masters.

Find out more about this title and others in the series at www.pearsonclinical.co.uk

Bracken Basic Concept Scales

Bracken Basic Concept Scale – Third Edition: Receptive Bracken Basic Concept Scale: Expressive

Overview

Description	Assess a child's receptive and expressive knowledge of basic concepts
Age Range	3 years to 6 years 11 months
Administration Time	Individual: BBCS-3:R - 30 to 45 minutes; BBCS:E - 30 minutes
Qualification Code	CL3

Basic concept knowledge is an integral part of a child's cognitive development and provides the necessary fundamental framework for both a child's overall communication development and academic success.

Used in conjunction or separately these two assessments can help gain a complete picture of a child's expressive and receptive basic concept development.

The Bracken Basic Concept Scale – Third Edition: Receptive (BBCS-3:R) is a developmentally sensitive measure that evaluates concepts essential to early communication development and school readiness. Bracken Basic Concept Scale: Expressive (BBCS:E) can be used to evaluate a child's acquisition of basic concepts expressively.

Features

- Together the BBCS-3:R and BBCS:E provide a developmentally sensitive measure of children's basic concept knowledge; the acquisition of which is strongly related to cognitive and language development and early childhood academic achievement.
- Scoring Assistant also available.
- Contains a school readiness composite.
- Provides clinical studies on specific populations including Developmental Delayed.

Benefits

- Easy to administer, score and interpret.
- Assesses important educational concepts – colour, letter/sounds, numbers/counting, size, shapes, direction/position, self-/social-awareness, texture/material, quality, time/sequence.
- Outcomes can assist you in developing appropriate goals that relate to the educational curriculum.



Ideal For

- ✓ Individual assessment of children aged 3 years to 6 years 11 months
- ✓ Gaining a complete picture of a child's basic concept development
- ✓ Assessing important educational concepts
- ✓ Shaping attainment goals

Download parent and teacher sample reports at www.pearsonclinical.co.uk

Bracken School Readiness Assessment, Third Edition (BSRA-3)

High-quality assessment can help identify pupils who may struggle early on in their education

Description	Screen readiness concept knowledge
Age Range	3 years to 6 years 11 months
Administration Time	Individual - 10 to 15 minutes
Qualification Code	CL3

- Brief and easy to administer, the BSRA-3 helps you determine if a child is ready for school.
- Evaluates the first five subtests from the Bracken Basic Concept Scale—Third Edition (BBCS-3:R):
 - Colours
 - Letters
 - Numbers/Counting
 - Size/Comparison
 - Shapes.
- Quick and easy to administer.
- Record form has detachable Parent-Teacher Record Form that includes information about the child's performance and activities the parent can do with the child at home.

Learn more at www.pearsonclinical.co.uk

Dyslexia Early Screening Test - Second Edition (DEST-2)

For the early identification of children who may be experiencing difficulty in areas known to be affected in dyslexia.

Description	Determine whether a young child is experiencing difficulty in areas known to be affected in dyslexia
Age Range	4 years 6 months to 6 years 5 months
Administration Time	Individual - 30 minutes
Qualification Code	CL3

The Dyslexia Early Screening Test - Second Edition (DEST-2) battery contains screening tests of attainment and ability. These determine whether a young child is experiencing difficulty in areas known to be affected in dyslexia. An 'at risk' score for dyslexia determines whether further in-depth testing should be undertaken. A profile of skills provides valuable information that can be used to guide in-school support.

The DEST-2 consists of 12 subtests:

- Rapid naming
- Bead threading
- Phonological discrimination
- Postural stability
- Rhyme/Alliteration
- Forwards digit span
- Digit naming
- Letter naming
- Sound order
- Shape copying
- Corsi frog
- Vocabulary (group/individual).

Read an interview with co-author Angela Fawcett at www.pearsonclinical.co.uk/DST

Related Products:

Dyslexia Screening Test - Junior and
Dyslexia Screening Test - Secondary

Beery VMI

Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition: Assess visual-motor skills

Overview

Description	Identify individuals who may be encountering difficulties in visual-motor integration
Age Range	2 years to 100 years
Administration Time	Individual and Group - Short and Full Format tests: 10–15 minutes each; Visual and Motor tests: 5 minutes each
Qualification Code	CL2R

Early Childhood Focus

The sixth edition of the Beery VMI remains strongly focused upon early childhood education with norms from 2 years of age. Internationally respected and backed by decades of research and clinical use, the Beery VMI, offers a convenient and economical way to screen for visual-motor deficits that can lead to learning, neuropsychological and behavioural problems.

It can be used by psychologists, occupational therapists, learning disability specialists, specialist teachers and other professionals, to help assess the extent to which individuals can integrate their visual and motor abilities.

Features

- Short Format and Full Format tests present drawings of geometric forms arranged in order of increasing difficulty that the individual is asked to copy. Supplementary Visual Perception and Motor Co-ordination tests are also included.
- Approximately 600 age-specific norms from birth to 6 years are provided. These consist of basic gross motor, fine motor, visual and visual-fine motor developmental “stepping stones”.
- The Short and Full Format tests can be administered individually or to groups. (Individual administration is recommended for the supplemental tests.)

Benefits

- As a culture-free, non-verbal assessment, the Beery VMI is useful with individuals of diverse environmental, educational, and linguistic backgrounds.
- Age norm information is useful in helping parents better understand their child’s current level of development, whilst the manual also presents teaching suggestions.
- Can be used as evidence in access arrangement applications.
- Assessment outcomes can be addressed using the Beery VMI - Teaching Materials which include:
 - Developmental Teaching Activities
 - My Book of Shapes
 - My Book of Letters and Numbers
 - Developmental Wall Chart for Visual-Motor Integration
 - Beery™ VMI Stepping Stones Parent Checklist.



Ideal For

- ✓ Identifying individuals who may be encountering difficulties in visual-motor integration
- ✓ Making appropriate referrals for services
- ✓ Testing the effectiveness of educational and other interventions
- ✓ Access arrangement applications

Read FAQs and a product review at www.pearsonclinical.co.uk/beery

Early Repetition Battery (ERB)

Language and communication skills are ‘strong predictors of school attainment’.¹



Ideal For

- ✓ Informing therapy or IEP (Individual Educational Plan) targets
- ✓ Monitoring progress over time
- ✓ Young children

Overview

Description	Assess phonological and morphosyntactic processing abilities
Age Range	2 years to 6 years
Administration Time	Individual - 10 to 15 minutes
Qualification Code	CL3

The National Curriculum Review Report placed an important emphasis on speech, language and communication needs (SLCN), when it recommended that these skills are embedded across all subjects, and not just English from 2014. Non-word and sentence repetition tasks have been identified as clinical markers of Specific Language Impairments (SLI) and children’s performance has been found to correlate with a variety of language measures in both typically and atypically developing children.

The ERB a UK-developed and standardised test battery, based on a nationally stratified sample of children, can be used to assesses phonological and morphosyntactic processing abilities in children aged 2 to 6 years - placing an emphasis on early identification and assessment.

Features

- UK-developed and standardised test battery.
- Assesses phonological and morphosyntactic processing abilities in children aged 2 to 6 years.
- Consists of two expressive tasks:
 - PSRep (Preschool Repetition Test) – assesses children’s recognition, recall and production of real words and made-up words.
 - SIT (Sentence Imitation Test) – children are required to repeat sentences, assessing for length and syntactic complexity.
- Level 1 can be used by Teachers and SENCOs to identify children for referral and as part of the first stages of assessment.
- Level 2 and 3 analyses the child’s performance in greater depth, identifying areas of strength and difficulties. This level is designed to be used by Speech and Language Therapists.
- Authored by leaders in the field of child phonological and morphosyntactic assessment

Benefits

- Tasks in the ERB are easy for young children to understand, and are quick to administer, making the test particularly useful when assessing children who suffer from short attention spans.
- PSRep and the SIT help to categorise and differentiate between children with and without language problems.
- Can be used to inform therapy or IEP (Individual Educational Plan) targets as well as help monitor progress by comparing repeated test results.

Find out more at www.pearsonclinical.co.uk/ERB

1. Department for Education, (2011). The Framework for the National Curriculum. A report by the Expert Panel for the National Curriculum review. London: Department for Education.

PPVT-4 and EVT-2

Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4) Expressive Vocabulary Test, Second Edition (EVT-2)

Overview

Description	Measure receptive and expressive vocabulary
Age Range	2 years 6 months to 90 years and older
Administration Time	Individual, 10 to 15 minutes
Qualification Code	CL2R

A recent report highlighted that “Speech, language and communication needs are the most common type of special educational need (SEN) in 4-11 year old children”.¹ By using the correct assessment tools, schools can readily identify whether SLCN is a primary and, or secondary-need that needs further support. PPVT-4 and EVT-2 are two tools that can be used in conjunction to measure receptive and expressive vocabulary quickly, easily and reliably.

Together they meet the needs of both general- and special-education professionals for vocabulary and language assessment, progress measurement, Reading First Goal attainments.

Features

- Both assessments are often used in conjunction, to provide an unbeatable system for comparing receptive and expressive vocabulary.
- PPVT-4 includes more stimulus words (now 228 per form), with better representation of word types across all levels of difficulty, whilst EVT-2 includes stimulus questions for more precise administration.
- Up-to-date, realistic art used, offering an exceptional balance of gender and race/ethnicity.
- New digital stimulus books: flash drive with stimulus book pictures of Form A and printable administration directions Windows® version) now available.

Benefits

- Both instruments meet the needs of general and special education professionals for vocabulary and language assessment and progress measurement.
- Outcomes can help foster growth in language and literacy.
- PPVT-4 and EVT-2 are normed on the same sample, making direct comparison possible.
- Progress can be measured over with new Growth Scale Values (GSVs).
- Enhanced technology options for faster administration, scoring and reporting.
- Assessments are quick, easy and reliable to administer.
- As no reading or writing is required, the test can be used for measuring language development among non-readers and those with written-language difficulties.



Ideal For

- ✓ Fostering growth in language and literacy
- ✓ Screening for verbal development
- ✓ Helping to detect language impairments and measuring language development
- ✓ Reporting within Ofsted's inspection framework on the importance of children's communication

Find out more at www.pearsonclinical.co.uk

1. Gascoigne MT (ed). (2012) Better communication – shaping speech, language and communication services for children and young people. London: RCSLT.

Boehm-3 Preschool

Rapidly identify children who lack understanding of basic relational concepts.

Description	Individually evaluate basic concept comprehension
Age Range	3 years to 5 years 11 months
Administration Time	Individual - 20 to 30 minutes
Qualification Code	CL3

This standardised test is designed to rapidly identify children who lack understanding of basic relational concepts and provide intervention sooner, increasing their chance of success in school.

- Measure concepts relevant to today's preschool and early childhood curriculum.
- Quick and easy to administer and score.
- Children respond favourably to the colourful stimulus materials.
- Each concept is tested twice to determine the child's understanding of it across contexts.
- Includes curriculum-based test summary, observation and intervention planning tool, a parent report form, and suggestions for modifying and adapting administration directions and testing materials for differently able children.

Learn more at www.pearsonclinical.co.uk

Boehm Test of Basic Concepts - Third Edition (Boehm-3)

Evaluate basic concepts essential for school success.

Description	Evaluate basic concepts essential for school success
Age Range	5 years to 7 years
Administration Time	Individual or Group - 30 to 45 minutes
Qualification Code	CL3

This new edition measures knowledge of 50 basic concepts identified as necessary for understanding verbal instructions and early school achievement.

- Group administered in a classroom setting.
- Effectively identifies concepts children already know and those they need to learn to be successful in school.
- Two parallel forms, E and F, enable you to conduct pre- and post- testing to help determine if the student's comprehension of the concept is consistent across multiple contexts. The results can be used to demonstrate progress as a result of teaching or intervention.
- May be used as part of a battery of tests for assessing students' understanding of basic relational concepts.
- Identify students who may be "at risk" for learning difficulty and who may need a referral for additional testing.

Learn more at www.pearsonclinical.co.uk

Shine a Light Awards

Celebrating excellent practice in supporting children and young people's communication development.

Run by The Communication Trust and Pearson Assessment, the Shine a Light Awards are designed to celebrate excellent practice in supporting children and young people's communication development.

The Shine a Light Awards are a flagship event in the speech and language calendar that began two years' ago as part of *Hello*, the national year of communication.

'The Shine a Light Awards have revealed the wonderful efforts that some schools make in helping develop children's communication skills, and it is great that those schools gain recognition for those efforts and provide examples for others to follow.'

Neil Mercer, Professor of Education, Cambridge University

Each year we ask teams and individuals to tell us; about their best practice, the innovative approaches they take, the impact their work has had and why speech, language and communication needs are important.

Last year's awards raised the profile of more than 35 leading organisations across the UK and we expect that this year's awards will do the same.

Find out about this year's winners at
www.shinealightawards.co.uk

'Our Shine a Light Award was recognised and celebrated at a strategic level. The Director of Children's Services reported on it, the cabinet member for education wrote to all individuals involved, the award was featured in internal evaluation and communications, the Lord Mayor referred to it, headteachers were informed at their briefing and the actual award is on display in the town hall. It has helped our profile enormously.' (Shine a Light 2011 winner)

'The Shine a Light Awards are a tribute to the commitment of practitioners who put huge amounts of time and effort into helping every child with whom they work develop essential communication and language skills. Their work can change lives and it deserves this praise and recognition.' **Helen Moylett, Early Learning Consultancy**



Find out more about the awards at www.shinealightawards.co.uk

Behavior Assessment System for Children, Second Edition (BASC-2)

1 in 10 young people in every class has a behavioural or emotional difficulty¹



Ideal For

- ✓ Facilitating the evaluation of a variety of emotional and behavioural disorders of children
- ✓ Designing Individual Educational Plans
- ✓ Encouraging parental engagement
- ✓ Tracking the effectiveness of interventions

Overview

Description	Assess behaviour and emotions in children and adolescents
Age Range	2 years to 25 years
Administration Time	Individual - 10 to 30 minutes
Qualification Code	CL2R

The measurable demonstration of improved behaviour and attendance is a key indicator of an effective use of pupil premium funding. It is here that the BASC-2 and related interventions can be of most benefit. The BASC-2 is a multi-dimensional system, sensitive to both obvious and subtle behavioural and emotional disorders, and to academic and familial demands on child and adolescent development.

It ensures that the perspectives of the pupil, school and parent are all taken into account, a key factor given that evidence has shown that where parents engage with their child's education, attainment can increase by up to 15%, irrespective of the families social background.²

Features

- Has five components which can be used individually or in any combination:
 - Two rating scales (teacher - TRS and parent - PRS) which gather descriptions of a child's observable behaviour, each divided into age-appropriate forms.
 - A self-report scale (self-report of personality - SRP) these allows the child to describe their emotions and self perceptions.
 - A structured developmental history (SDH)
 - A form to record and classify directly observed classroom behaviour (Student Observation System - SOS)
- Allows information from multiple sources to be compared to help achieve reliable and accurate diagnoses.
- Scales also have high internal consistency and test-retest reliability.
- Is recommended in 'A framework of outcomes for young people' by the Young Foundation.

Benefits

- Analyses the pupil's behaviour from three perspectives, giving you a more complete and balanced picture.
- Strong base of theory and research gives you a thorough set of highly interpretable scales
- Can aid clinical diagnosis of disorders that are first apparent in childhood or adolescents, and differentiates between hyperactivity and attention problems.
- Is sensitive to numerous presenting problems in the classroom: academic difficulties are frequently linked to behaviour problems. It is also useful for assessing severe emotional disturbance.
- Particularly useful for designing individual educational plans.
- Repeated use of the BASC-2 can help to identify a child's progress in specific programmes.

1. Children & Young People's Mental Health Coalition, 'Resilience and Results: How to improve the emotional and mental wellbeing of children and young people in your school.' http://www.cypmhc.org.uk/resources/cypmhc_launches_a_new_guide_for_schools_resilience

2. The impact of parental involvement, parental support and family education on pupil achievement and adjustment, DfES, 2003

BASC-2™ Progress Monitor

Targeted support for improving attendance and behaviour

Description	Implement evidence-based interventions that monitor progress
Age Range	2 years to 21 years
Administration Time	5 minutes per form
Qualification Code	UNAS

The BASC™-2 Progress Monitor will help you easily monitor the effectiveness of interventions based on specific areas of concern grouped by internalising problems, externalising and ADHD problems, social withdrawal, and adaptive skills. By using the BASC-2™ Progress Monitor you can not only gain multiple perspectives to track progress effectively but readily meet documentation requirements with easy-to-use software reports. There are four forms available – teachers, parent’s forms for preschool (ages 2–5) and child/adolescent and student forms.

BASC-2™ Intervention Guide

Targeted support for improving attendance and behaviour

Description	Implement evidence-based interventions that monitor progress
Age Range	2 years to 21 years
Qualification Code	UNAS

This step-by-step guide provides extensive information on the most common behavioural and emotional issues. It can be used to select and implement evidence-based interventions that work in schools.

Covering 60 interventions, each chapter includes characteristics of the condition, theoretical framework, and a list of available evidence-based, proven interventions. In addition, the guide gives an overview of each intervention, followed by clear, step-by-step implementation procedures, evidence-for-use information, citations for each intervention, and a description of factors that may enhance or detract from the chosen intervention’s effectiveness.

Behaviour and emotional categories covered include:

- Academic problems
- Conduct problems
- Adaptability
- Depression
- Aggression
- Functional communication
- Anxiety
- Hyperactivity
- Attention problems
- Leadership/social skills.

Classroom Intervention Guide

Consisting of easy-to-use, workbooks they provide descriptions, examples of common behaviours, reviews of the types of problems a student may be experiencing and intervention strategies.

Parent Tip Sheets

Provide useful information about the categories of behavioural and emotional interventions and list steps and strategies that parents can take to help support school and home-based intervention strategies.

Documentation Checklist

For professionals to assist with reporting requirements.

Find out more about the BASC Family at www.pearsonclinical.co.uk/BASC

Social Skills Improvement System (SSiS)

Social skills are an essential and critical attribute to successful functioning in life.



Ideal For

- ✓ Identifying specific social behaviour acquisition and performance
- ✓ Quickly and conveniently evaluating & monitoring progress on the targeted skill areas
- ✓ Monitoring progress over time

Overview

Description	Evidence-based tools for assessing & teaching social skills that lead to social and academic success.
Age Range	3 years to 18 years
Administration Time	Individual - 10 to 25 minutes
Qualification Code	CL2R

Children and adolescents interact with an increasing number of people in varied settings and situations, some do with ease, whilst others struggle. Well developed social skills can contribute to academic success, conversely social skills deficits can lead to poor academic outcomes and may later result in social adjustment problems.

Importantly social skills can be developed and improved; the Social Skills Improvement System (SSiS™) Rating Scales enable targeted assessment of individuals aged between 3 and 18 years, which can help to evaluate social skills, problem behaviours and academic competence that can be linked to intervention measures.

Features

- A broad, multi-rater assessment of student's social behaviours that can affect teacher–student and parent–child relations, peer acceptance and academic performance.
- Features three key sub–scales; social skills, problem behaviours and academic competence, which are then broken down further to specific attributes.
- Students rate how true each social skills and problem behaviours item is for them. Older students also rate the importance of each of the social skills.
- The SSiS™ Rating Scales are part of a larger family which includes:
 - SSiS Intervention Guide - Designed to help you plan and implement remediation strategies
 - SSiS Classwide Intervention Program - An efficient way to teach 10 of the most important social skills to students.
 - SSiS Performance Screening Guide - A tool for the classwide screening of key social, motivational and academic skills.

Benefits

- Enables targeted assessment of individuals and small groups to help evaluate social skills, problem behaviours and academic competence.
- Provides a student-centred approach whilst also giving the other key individuals within a student's life an opportunity to view their concerns.
- Intervention materials i.e. Classwide Intervention Program include ongoing monitoring and feedback components.
- The SSiS™ Rating Scales are correlated with other assessments including: Behavior Assessment System for Children, Second Edition (BASC-2) and Vineland Adaptive Behavior Scales, Second Edition (Vineland-II).

Find out more at www.pearsonclinical.co.uk/SSiS

Resiliency Scales for Children and Adolescents™

Build positive psychology into your school's assessment practices

Overview

Description	Profile child and adolescent personal strengths as well as vulnerability
Age Range	9 years to 18 years
Administration Time	Individual or group - 5 minutes per scale
Qualification Code	CL2R



Ideal For

- ✓ Quickly screening for pupils' personal strengths and vulnerabilities
- ✓ Helping to develop tailored intervention programs with measurable outcomes

'The Resiliency Scales...represent a scientifically grounded, reasoned approach to evaluating resiliency through the eyes of the most important stakeholders in the system; our youth. These scales provide a framework for understanding processes within a youth's thinking, that interact with immediate family and extended community to offset the negative effects of adversity, thereby increasing the probability of positive development...' *Sam Goldstein, Ph.D., Neurology, Learning and Behavior Center, University of Utah*

The Resiliency Scales are three brief self-report scales designed to identify areas of perceived strength and/or vulnerability in youth aged 9 -18 years. Each scale focuses on one area of resiliency.

Features

- Three stand-alone scales of 19 - 24 questions each:
 - Sense of Mastery Scale - Optimism, Self-Efficacy, Adaptivity
 - Sense of Relatedness Scale - Trust, Support, Comfort, Tolerance
 - Emotional Reactivity Scale - Sensitivity, Recovery, Impairment
- Quick-to-administer.
- Use separately, together, or in conjunction with any symptom-based measure to obtain a balanced view of the pupil.

Benefits

- Resiliency skills can be taught as an intervention strategy.
- Allows children to focus on strengths as well as symptoms and vulnerabilities.
- Results easily interpreted and discussed with adolescents, teachers and parents.
- May be used to start assessment to establish rapport and to initiate a positive helping relationship.
- The test correlates with Reynolds Bully Victimization Scales for Schools, Brown Attention Deficit Disorder Scales and Beck Youth Inventories™ - Second Edition For Children and Adolescents (BYI-II™).
- Assessments are quick, easy and reliable to administer.
- As no reading or writing is required, the test can be used for measuring language development among non-readers and those with written-language difficulties.

Find out more at www.pearsonclinical.co.uk

Beck Youth Inventories™ - Second Edition For Children and Adolescents

Evaluate children's and adolescents' emotional and social impairment to guide intervention



Ideal For

- ✓ Quickly screening for pupils' personal strengths and vulnerabilities
- ✓ Helping to develop tailored intervention programs with measurable outcomes

Overview

Description	Profile child and adolescent personal strengths as well as vulnerability
Age Range	9 years to 18 years
Administration Time	Individual or group - 5 minutes per scale
Qualification Code	CL2R

'Emotional well being lays the foundation for adulthood, and ensures young people are able to participate fully as adults. It is vital that schools feel confident to play their part in both pastoral support and early intervention activities.' Sarah Teather, Minister of State for Children and Families 2010-2012.

Beck Youth Inventories™ – Second Edition are five self-report scales that may be used separately or in combination to assess a child's experience of depression, anxiety, anger, disruptive behaviour and self-concept. The inventories are intended for use with children and adolescents between the ages of 7 and 18 years. Each inventory contains 20 statements about thoughts, feelings or behaviours associated with emotional and social impairment in children and adolescent.

Features

- Five self-report scales that may be used separately or in combination to assess a child's experience of depression, anxiety, anger, disruptive behaviour and self-concept.
- Intended for use with children and adolescents between the ages of 7 and 18 years.
- Each inventory contains 20 statements about thoughts, feelings and behaviours associated with emotional and social impairment in youth.
- Children and adolescents describe how frequently the statement has been true for them.

Benefits

- Brief and easy to administer. They have fewer items than most other measures on the market, but do not sacrifice reliability and validity.
- Addresses the co-morbidity of disorders of negative effect. Collectively they are broad in scope, individually each is a relatively specific measure of functioning.
- Short, psychometrically sound scales.
- Profile analysis available to assist in conceptualising how depression, anxiety and anger may all be part of a child's distress.
- Recommended in 'A framework of outcomes for young people' by The Young Foundation.

Self Image Profiles (SIP)

Assess self image and self esteem in children and adolescents

Description	Quickly assess self image and self esteem in children and adolescents
Age Range	7 years to 16 years
Administration Time	Individual or Group - SIP-C: 12 to 25 minutes, SIP-A: 9 to 17 minutes
Qualification Code	CL2R

The Self Image Profiles (SIP) are brief self report measures that tap the individual's theory of self. 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. Both the SIP-C and SIP-A consist of 25 familiar self descriptions, 12 of a positive nature (e.g., Happy, Friendly), 12 with a negative slant (e.g., Lazy, Moody) and one item on sense of difference. All statements were generated by children or adolescents. The participant indicates 'How they think they are' and 'How they would like to be' using a 0–6 scale (not at all to very much).

Key features include:

- 2 forms; the SIP-C for children aged 7 to 11 years and the SIP-A for adolescents aged 12 to 16 years.
- Child friendly
- Quick and easy to administer (10 - 20 minutes).
- UK norms, based on a clinical and non clinical samples
- Can be used as a screening instrument where a quick assessment of a child or young person's view of self is required.
- Recommended in 'A framework of outcomes for young people' by The Young Foundation.

'I find these useful tools to inform my assessment about how children currently see themselves and their perceived levels of self-esteem and also how they would like to be. I am then able to compare their self-image with how significant others (teachers, carers, parents) see them and this opens up areas for discussion and informs intervention.'

Patricia Buxton, Chartered Psychologist, Child Psychology Associates

Learn more at www.pearsonclinical.co.uk/SIP

School Motivation and Learning Strategies Inventory (SMALSI)

Identify strengths and weaknesses related to a student's academic success

Description	Identify strengths and weaknesses that are related to a student's academic success
Age Range	8 years to 18 years
Administration Time	20 to 30 minutes
Qualification Code	CL2R

Based on more than 30 years of intensive research, the SMALSI™ helps identify strengths and weaknesses that are related to a student's academic success, and makes it possible to address weak learning strategies pro actively.

The SMALSI™ is highly effective at identifying students with ineffective learning strategies, low academic motivation, attention and concentration problems, difficulties with test taking, or test anxiety. Intended to be used with special and general education students, the SMALSI™ is appropriate for a wide variety of different learning styles.

This assessment is most useful as a screening tool within regular education settings; as a component of pre-referral intervention; and as an evaluation of students with learning disabilities, emotional disturbance, or ADHD. The SMALSI™ can be scored either by hand or computer. An audio CD is available for those who have difficulties with reading. Respondents can complete the SMALSI™ by listening to test items rather than reading them.

Learn more at www.pearsonclinical.co.uk/education

WIAT-II UK for Teachers (WIAT-II^{UK} -T)

‘Disadvantaged students are twice as likely to be among the poorest performers in reading’¹



Ideal For

- ✓ Assessing general literacy levels
- ✓ Access arrangement and DSA applications
- ✓ Establishing a baseline and in measuring progress following intervention
- ✓ For specialist teachers

Overview

Description	Designed for access arrangements, statementing and general literacy levels
Age Range	4 to 85 years (17 to 85 years are US norms)
Administration Time	Individual - 30 to 40 minutes
Qualification Code	CL2R

Research has shown that ‘around 30-35,000 children leave primary school reading and writing at the level of a seven year old or below’.¹ However research has shown that early identification and targeted intervention can make a real difference.

The Wechsler Individual Achievement Test® – Second UK Edition for Teachers (WIAT-II^{UK}-T), is an invaluable and effective tool. Not only do the standardised scores provide

useful evidence for identifying strengths and weaknesses often associated with dyslexia and other literacy difficulties, but the WIAT-II^{UK}-T can be used as a baseline measure to record progress over time.

Features

- The only test for specialist teachers currently offering subtests in the three key areas of reading:
 - **Word Reading** - measures phonological awareness, word recognition and decoding skills. Word reading accuracy is scored, and word reading automaticity and self-corrections are marked for qualitative analysis.
 - **Reading comprehension** - assesses the types of skills that are taught in the classroom or used in everyday life. It measures; literal, inferential and lexical comprehension, reading rate, oral reading accuracy and fluency, and word recognition in context.
 - **Spelling** - assesses the individual’s ability to spell dictated letters, letter blends and words; tasks that require phonological skills, orthographic skills and the knowledge of phoneme-spelling correspondence.
- Standardised on 892 individuals between the ages of 4:0 and 16:11 years in the UK in 2004.

Benefits

- Most comprehensive UK-normed assessment package designed for access arrangements, statementing and general literacy levels.
- Scores are valuable in establishing a baseline and in measuring progress following intervention.
- Can be used to provide evidence of literacy difficulties when making applications for access arrangements.
- On the list of accepted assessments for applications for the Disabled Students’ Allowance (DSA).

Read a Review of WIAT-II UK for Teachers in Dyslexia Review, www.pearsonclinical.co.uk

1. National Literacy Trust, ‘Disadvantaged pupils twice as likely to be poor readers’, http://www.literacytrust.org.uk/news/5213_disadvantaged_pupils_twice_as_likely_to_be_poor_readers

Woodcock Reading Mastery Tests, Third Edition (WRMT-III)

Gain a sharper focus on reading difficulties

Overview

Description	Assess reading readiness and reading achievement
Age Range	4 years 6 months to 79 years 11 months
Administration Time	15 to 45 minutes for complete battery
Qualification Code	CL2R

'Almost half of young people with fewer than five GCSEs graded A* to C said they 'always' or 'often' feel down or depressed compared with 30% of young people who are more qualified.'
(Prince's Trust, 2012)¹.

The new WRMT-III offers you the latest revision of the WRMT, which set the standard for assessment of reading readiness and reading achievement. The significant revisions and expansions of the test's range to give you even greater diagnostic power, helping you to identify those pupils which need more support from the outset, and from there implement strategies which can start to address the attainment gaps which effects children from disadvantaged backgrounds.



Ideal For

- ✓ Evaluating struggling readers
- ✓ Identify specific strengths and weaknesses in reading skills
- ✓ Screen for reading readiness

Features

- Comprehensive, contemporary reading coverage based on extensive research.
- Contains four new and five revised subtests:
 - Phonological Awareness NEW
 - Letter Identification REVISED
 - Rapid Automatic Naming NEW
 - Word Attack REVISED
 - Passage Comprehension REVISED
- Simplified administration and scoring.
- Listening Comprehension NEW
- Word Identification REVISED
- Oral Reading Fluency NEW
- Word Comprehension REVISED

Benefits

- Identifies specific strengths and weaknesses in reading skills to plan targeted remediation.
- Guides educational selection and placement decisions.
- Screens for reading readiness.
- Helps determine reading strategies for students with special needs.
- Two parallel forms can be used to monitor reading growth
- Now available on Q-global, our new web-based platform for test administration, scoring and reporting.

Find out more at www.pearsonclinical.co.uk

Preschool and Primary Inventory of Phonological Awareness (PIPA)

Linking preschool phonological awareness and the successful development of literacy skills

Description	Assess the nature and extent of a child's phonological awareness development
Age Range	3 years to 6 years 11 months
Administration Time	Individual - 25 to 30 minutes (each subtest takes 4 to 5 minutes)
Qualification Code	CL3

PIPA was designed to identify poor phonological awareness by assessing areas of sound knowledge in children from 3 to 7 years. Six subtests (three for young children) assess ability to detect, isolate, manipulate and convert sound units at the syllable, onset-rime and phoneme levels.

- Syllable Segmentation
- Alliteration Awareness
- Phoneme Segmentation
- Rhyme Awareness
- Phoneme Isolation
- Letter Knowledge.

Features include:

- UK norms
- Standard scores and percentile ranks
- Profile graph
- Full colour stimulus material
- Case histories.

Learn more at www.pearsonclinical.co.uk

Launch into Reading Success

Phonological awareness has been shown to be critical to longer term reading success.

Description	A programme to teach the phonological awareness skills
Age Range	2 years to 12 years
Qualification Code	CL3

Designed for use by classroom and special needs teachers, teaching assistants (under supervision) and speech and language therapists, Launch into Reading Success should be used with children, aged 2 to 12 years, with mild to severe indicators of literacy problems.

Launch into Reading Success provides 66 activity lessons divided into 9 sections. It's designed to be both teacher friendly and fun for children. It is a carefully sequenced auditory training programme beginning with single words as units of sound and concluding with linkage.

Launch into Reading Success:

- Offers assessment over time (using evaluation and assessment record forms) so that areas of breakdown are pinpointed.
- Provides teachers with individual and group record forms.
- Pinpoints the areas where a child might need a specific type of help or simply more help.
- Fully photocopiable exercises.
- Is quick and easy to administer.

Learn more at www.pearsonclinical.co.uk

Detailed Assessment of Speed of Handwriting (DASH)

Identifying children with handwriting difficulties

Description	Assess handwriting speed - ideal for providing evidence for Access Arrangements for Key Stage 2 National Curriculum Tests and for General Qualifications.
Age Range	9 years to 16 years 11 months
Administration	Group or individual - complete battery: maximum 30 minutes
Qualification Code	CL3

The Detailed Assessment of Speed of Handwriting is ideal for providing evidence for Access Arrangements for Key Stage 2 National Curriculum Tests and for General Qualifications. It can also play a role in identifying children with handwriting difficulties and provides relevant information for planning intervention.

The assessment includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency.

UK standardisation - Standardised subtest and composite scores are provided, based on a nationally stratified normative sample of over 500 children collected across the UK in 2006.

Read case studies, FAQs and more at www.pearsonclinical.co.uk/DASH

KeyMath3 UK

Identify students' strengths and weaknesses with a new comprehensive test of maths proficiency

Description	A comprehensive, norm-referenced measure of essential mathematical concepts and skills
Age Range	6 to 16 years 11 months (extrapolated norms available for ages 4.6-5.11 years & 17.0-21.11 years)
Administration	Individual - 30 to 90 minutes
Qualification Code	CL2R

KeyMaths3 UK gives Specialist Teachers and SENCOs the tool they need to assess maths skills of students aged 6 years to 16 years 11 months who may be struggling, and assist in intervention planning.

An untimed assessment, KeyMaths3 UK provides extensive, in-depth coverage across a range of 10 mathematical concepts and skills:

- Basic concepts - numeration, algebra, geometry, measurements, data analysis and probability.
- Operational skills - mental computation and estimation and written computation.
- Applications - foundations of problem solving and applied problem solving.

KeyMaths3UK can assist you in:

- Accurately measuring maths proficiency
- Measuring student progress via highly reliable scores
- Supporting instructional development by providing accurate information regarding specific concepts and skills
- Supporting educational placement by providing a variety of normative scores.

Visit www.pearsonclinical.co.uk/keymaths3 to watch our webinar and short video

SOSIE 2nd Generation

Assess personality traits and values to help develop and support your team



Ideal For

- ✓ Identifying an individual's traits and values
- ✓ Teacher Training applicants
- ✓ Leadership development and recruitment

Overview

Competency Areas Personality Traits, Interpersonal Values, Personal Values

Administration Type Online

Test Duration Average 25-30 minutes (untimed)

SOSIE is a comprehensive measure of personality, identifying both an individual's traits and values, which are important in interactions with others and drive personal motivators. All this can help drive an effective use of pupil premium funding.

Features

- Ipsative questionnaire containing 80 questions
- Three areas of measure:
- Personality traits
- Interpersonal values
- Personal values.

- Norm groups: UK Adults in work, Teacher Training applicants.
- Can be used for recruitment, career guidance, personal and leadership development, and coaching.
- Reports:
 - Competency report – shows the level of fit to eight managerial competencies as well as favourable environment. It also contains a number of questions which can be used to aid the interview stage in an assessment process or development discussions.
 - Profile report – for experienced users, provides a score breakdown from the three key measures into twenty personality and values dimensions.
 - Bespoke reports mapped to specific competencies required for a role (and not included in the competency report)
 - Candidate feedback report.

Benefits

- Helps professionals in charge of recruitment to measure behaviours and values, and the level of fit to an organisational environment, company, team or job.
- Indicates leadership style and how the candidate may play a role within a team.
- Because of the forced choice nature of the items in SOSIE, it is difficult for candidates to fake responses.
- Captures not only the stable (personality related) dynamic of the person but also the current (values driven) dynamic. This helps form discussions about how important values are and where they can be modified.
- Accreditation courses are available to administer and interpret the SOSIE - visit TalentLens.co.uk for details of SOSIE training options.

Learn more at www.talentlens.co.uk/sosie

Psychometrics Training Online / Psychometric Assessment, Statistics and Report Writing

Supporting professionals delivering standardised tests

Overview

Description	An online training package developed to support those using standardised assessments
Qualification Code	UNAS

Introducing two products to support professionals involved in assessing young people and adults with special educational needs and specific learning difficulties.

Psychometrics Training Online is an online training package developed to support those using standardised assessments in both health and education settings. Psychometric Assessment, Statistics and Report Writing is a practical reference book that covers basic statistical methods.

Features

Psychometrics Training Online

- Content is aimed at providing an introduction (or refresher for those who have already completed formal psychometric training), to the statistical concepts that underpin standardised tests.
- Easily navigable online program accessible at your convenience for one year.
- Consists of approximately 5 hours of content: a combination of online and self-directed learning. Includes a copy of Psychometric Assessment, Statistics and Report Writing.

Psychometric Assessment, Statistics and Report Writing

- Uses scenarios and step-by-step worked examples for illustration.
- Aids in diagnostic interpretation of psychometric scores and addresses common misunderstandings.
- Increases confidence that diagnostic conclusions reflect sound principles of statistical interpretation and hypothesis-testing.

Benefits

Psychometrics Training Online

- Easily navigable online program accessible at your convenience for one year.
- A useful precursor to training, such as CCET or as a refresher course for those already familiar with standardised assessments.

Psychometric Assessment, Statistics and Report Writing, will be of benefit to:

- Teachers training for a practising certificate in special education or specialist teachers who are renewing certificates.
- Assessors who provide reports for Access Arrangements, the Disabled Students' Allowance, or for tribunals.
- Continuing Professional Development (CPD).



Ideal For

- ✓ Teachers training for a practising certificate in special education
- ✓ Specialist teachers who are renewing certificates
- ✓ Assessors who provide reports for Access Arrangements, the Disabled Students' Allowance
- ✓ CPD

Download sample pages at www.pearsonclinical.co.uk/psychometrics

Contact Us

Making effective use of pupil premium funding

Our Area Sales Consultants are available to offer advice on the appropriate assessments and interventions to help you make the most of your pupil premium funding.

Find your nearest Sales Consultant at www.pearsonclinical.co.uk/salesconsultant or download our free Pearson UK Assessment Assistant App.

Easy registration

All customers must be registered with Pearson Assessment to order any materials from us. Registration is quick and easy. You can do this in advance online at www.pearsonclinical.co.uk/registrationinfo, via Customer Services on 0845 630 8888 or at the checkout when you place an order.

Depending on your contact preferences we can also help you keep up-to-date with our latest news and developments.

How to stay in touch

Our ways of talking to you have been growing, now you can:

- Follow @PsychCorpUK and @CogmedUK on Twitter
- Like our PsychCorpUK group on Facebook www.facebook.com/PsychCorpUK
- Read our team blog at <http://psychcorpuk.wordpress.com>
- Register to receive our bimonthly e-newsletters via www.pearsonclinical.co.uk/enewsletters

Visit www.pearsonclinical.co.uk/education or phone 0845 630 8888.

Contact us:

Tel: 0845 630 8888

Email: info@pearsonclinical.co.uk

Website: www.pearsonclinical.co.uk

Keep up-to-date:



[Twitter.com/PsychCorpUK](https://twitter.com/PsychCorpUK)



[Facebook.com/PsychCorpUK](https://facebook.com/PsychCorpUK)



psychcorpuk.wordpress.com



pearsonclinical.co.uk/enewsletters