2024

Resource Guide
for **Educators**

Pearson

New!

Mental Health Resource Center

Bringing supportive student mental health tools to you

An alarming and rapidly growing number of children and adolescents struggle with mental health issues. Anxiety, depression, and stress are more prevalent than ever before, with record numbers of children and adults displaying clinical signs since the onslaught of COVID-19. There's an urgent need for mental health support and we're committed to making sure you've got the most reliable tools at your disposal.

Check out our new resource center for the latest tools to support you and your students.

EXPLORE MORE

Featured Student Mental Health and Behavior Tools

BASC 3

SSIS SEL
Social–Emotional Learning Edition

BECK

See more solutions at **PearsonAssessments.com/ MentalHealth**

DIGITAL ASSESSMENT LIBRARY
for schools

Make the most of Pearson's Digital Assessment Library for Schools

Streamline your assessments!

Unlimited use of assessments addressing:

- Behavior issues
- Social emotional learning
- Dyslexia
- ADHD
- Giftedness
- Intellectual disabilities
- SLD identification
- Speech and language impairments
- OT and PT support

Check out the complete DALS guide! >

New development portfolio now included!

See how the Digital Assessment Library for Schools can revolutionize the way you administer assessments at **PearsonAssessments.com/DALS.**
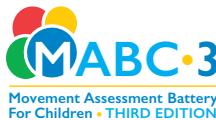
Fresh and featured for 2024

Our team has been hard at work developing new tools to lighten your workload and make it easier to stay connected to your students. We've also released updated editions of the tools you already know and trust. Dig into this guide to learn more about these new and soon-to-be released assessment tools for special educators!

Here's what's new...

CONNERS 4 4th EDITION

**Differential Ability Scales®** Second Edition

Bracken

BASC SOCIAL WELLNESS SKILLS SYSTEM

MABC·3 Movement Assessment Battery For Children • THIRD EDITION

Coming soon!
DASH 2 SECOND EDITION
Detailed Assessment of the Speed of Handwriting

Coming soon!
Bruininks–Oseretsky
BOT·3 TEST OF MOTOR PROFICIENCY™ 3RD ED

Coming soon!
WAIS®5 Wechsler Adult Intelligence Scale® FIFTH EDITION

Coming soon!
D-KEFS DELIS–KAPLAN Executive Function System™ Advanced

Explore more at **PearsonAssessments.com/new**

Here's how to use your guide effectively

STEP 1: Explore each section and get to know some of our experts! They will share their stories and guide you through addressing your students' needs.

Screen → Assess → Intervene → Monitor
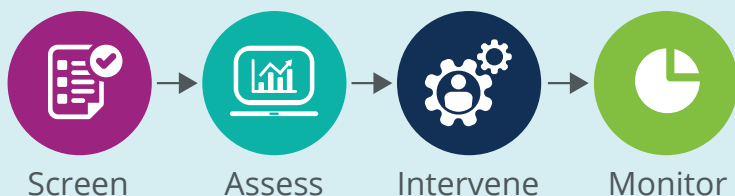
STEP 2: Each accredited expert will share their story as it relates to their specialty and provide an outline to address that specific challenge using the **SCREEN** ▶ **ASSESS** ▶ **INTERVENE** ▶ **MONITOR** assessment flow.

STEP 3: To help you develop a holistic approach to your students' unique needs, we've organized our collections across that same assessment flow. Explore the premier products we've highlighted for each topic.

Table of contents

To learn more about the products that are new and coming soon, visit PearsonAssessments.com/new

Need **reliable information** on your students' cognitive abilities?

Our tools can help determine eligibility and guide interventions!

Meet **Kathleen Woodward**

"Assessing cognitive function and psychological processing is essential to identifying potential learning, intellectual, and other disabilities. When you're determining eligibility for Special Education services and developing an intervention plan, selecting and administering *valid and reliable assessments* is crucial.

As a practicing School Psychologist, I conducted evaluations that helped guide critical decisions—decisions that can, and often did, have a profound impact on the lives of the students and their families. Our multi-disciplinary team *worked together* to evaluate each student's strengths and needs, and administered the assessments that would help us make informed decisions.

I trust these tools to provide reliable data on a student's cognitive abilities such as processing speed, memory and storage, retrieval of information, reasoning, and problem solving. For more info on these and other cognitive ability tools, visit **PearsonAssessments.com**.

Please let us know if you have questions!

Kathleen

Cognitive Function and Ability Tools

Screening	Diagnostic	Additional Resources
WASI-II	DAS-II NU School-Age	• Cognitive Assessments
Raven's 2	DAS-II Early Years Spanish Supplement	• Dyslexia Assessments
NNAT3	KABC-II NU	• Autism Assessments
KBIT-2 Revised	WISC-V	• Gifted & Talented Assessments
	WAIS-IV	• Attention-deficit/hyperactivity disorder (ADHD) Assessments
	WNV	
	WPPSI-IV	

Fresh and featured!

Differential Ability Scales®
Second Edition

KBIT-2
REVISED

Coming soon!

WAIS®5
Wechsler Adult Intelligence Scale®
Fifth Edition

> " *When you're determining eligibility for Special Education services and developing an intervention plan, selecting and administering valid and reliable assessments is crucial.*
> — Kathleen Woodward

A simple step-by-step approach to support **student behavior** and well-being

Meet **Chris Huzinec**

"Traditionally, supporting the mental health of students has focused on the identification, classification, and management of emotional and behavioral issues that negatively impact their learning. Today, these efforts have expanded to considering the well-being of all students. By proactively addressing the needs of all students, educators can integrate and align student well-being with the core goals of instruction and schooling. **BASC-3, SSIS SEL, Brown EF/A, and Review360** provide ways for educators to evaluate areas of need; identify social, emotional, and behavioral strengths; and to incorporate this information in their decision-making process.

Using a step-by-step approach can help support students on their journey forward

1. Identify all students' behavioral, social wellness, and executive functions strengths and areas of need using universal screeners such as **BASC-3 BESS, Brown EF/A** and **SSIS SEL.**

2. Follow up on students who are identified as "at risk" using a comprehensive set of rating scales such as in the **BASC-3**, which provide input from school, home, and the personal perspective from students to help determine their needs.

3. Use the information collected to guide interventions and supports. Many of our solutions are aligned with these assessments and screeners. They include interventions for specific behavioral and mental health issues, a proactive behavioral and emotional skill building guide for all students, and an SEL curriculum from the **SSIS SEL** that can proactively develop coping skills and resilience.

4. Use progress monitoring tools such as those included in **Review360** through Check-in/Check-out or individualized student support plans, or the **SSIS SEL** or **BASC-3 Flex Monitor** to track your students' improvements and overall well-being. This allows you to provide supports that best meet the needs of your students.

All the best, *Chris*

—— Behavior & Social Wellness Toolkit ——

Screen	Assess	Intervene	Monitor
BASC-3 BESS	ABAS-3	BASC-3 Behavior Intervention Guide	BASC-3 FLEX Monitor
BASC SWSS Short Form	BASC-3 TRS, PRS, SRP	BASC-3 Behavioral and Emotional Skill Building Guide	Review360
SIBS/SEBS	BASC-3 PRQ		SSIS SEL Screening and Progress Monitoring Scales
SSIS SEL Brief + Mental Health Scales	BASC-3 SDH	BASC SWSS Student Skill Builder	
SSIS SEL Screening and Progress Monitoring Scales	Brown EF/A Scales	Review360	
	Conners 4	SSIS SEH CIP	
	SSIS SEL Rating Scales	SSIS SEH CIP T2	
	Vineland-3		

Fresh and featured!

BASC 3

BROWN EXECUTIVE FUNCTION/ATTENTION **SCALES**

New!

BASC SOCIAL WELLNESS SKILLS SYSTEM

CONNERS 4 4th EDITION

See all the behavior and social wellness resources at PearsonAssessments.com/Behavior

> *By proactively addressing the needs of all students, educators can integrate and align student well-being with the core goals of instruction and schooling.*
> — Chris Huzinec

Let's talk student **mental health**

Meet **Selina Oliver**

"Some of the most important work I do as a Nationally Certified School Psychologist and school-based mental health professional is assisting schools and students struggling with mental health issues. Now, more than ever, there is a need for psychometrically strong early warning tools, as well as a continuum of tools to address escalating complexities.

Throughout the application of the Screen, Assess, Intervene, and Monitor process, we can help you develop safe learning environments. We are proud to provide products and tools that fit within a model that supports prevention, identification, preparedness, response, and recovery.

1. Screen with **BYI-2:** Five self-report inventories assess depression, anxiety, anger, disruptive behavior, and self-concept.

2. Take a multi-dimensional approach with **BASC-3.** The BASC-3 provides a complete picture of a child's behavior as required by IDEA and is also useful for developing FBAs, BIPs, and IEPs.

3. For a deeper understanding or if more disruptive psychological, social, or emotionally impairing behavior is suspected or observed, it can be better understood using the **MMPI-A-RF.**

The degree of severity of emotional and/or personality instability that impacts functioning can be further delineated using the **M-PACI** (9–12) or the **MACI-II** (13–18).

The MACI-II is particularly designed to identify more severe and entrenched psychological problems and offers an integrated view that synthesizes emerging personality styles. When digitally scoring with **Q-global**, these tools can also be instrumental in guiding interventions and monitoring progress by taking advantage of the built-in recommendations.

4. Get real-time intervention recommendations and invaluable professional development with **Review360,** a web-based behavior improvement system that benefits general and special ed teachers, students, and schools.

Selina

Student Mental Health Tools

BASC-3

BYI-2

Brown EF/A Scales

D-REF

MMPI-A-RF

MACI-II (13-18)

M-PACI (9-12)

Fresh and featured!

Review360®

Fresh and featured!

Q-global®

New!

Mental Health Resource Center

Stop by our mental health hub and find tools you need to help tackle anxiety, depression, stress, and other mental health issues your students may be facing. We've got informative articles, the most commonly used tools, and timely resources to help you guide them toward brighter days.

Learn more at
PearsonAssessments.com/MentalHealth

Struggling student?
Let's work together to find out why!

Academic difficulties may be a sign of something more.

Meet **Liz Grose**

"They say "it takes a village" to raise a child. At critical times in a child's life, a school psychologist may have the privilege of collaborating with and leading that "village". That's why I became a school psychologist— to foster a community of support to empower children to discover and reach their goals.

Screening and diagnosing learning difficulties is manageable with the right tools!

Valid and reliable assessment tools reveal the strengths and challenges your students face. Here are some common reasons to choose an achievement test:

- The student is not meeting the general education curriculum goals.

- The student's teachers or parents/caregivers have academic performance concerns.

- The student has had a change in status (medical/educational/environmental) and a baseline assessment process is warranted for intervention and curricular planning.

- A comprehensive evaluation to identify the student's pattern of strengths and needs, and to determine eligibility for services.

- A re-evaluation to measure the effectiveness of the student's individualized education program (IEP).

Standardized achievement measures—whether administered individually or at the class level—help you identify a student's academic strengths and weaknesses across skill areas. Then, evaluate growth on a periodic basis. Results are designed to inform next steps and a plan for intervention.

For comprehensive or more complex evaluations, standardized achievement tests are designed to be used alongside behavior, cognitive, intellectual functioning, and oral language assessments to provide a more in-depth diagnostic profile.

Whatever challenges are present, we've got the tools to help you respond to any referral question or concern.

Liz

Literacy Toolkit

Screen	Assess	Intervene	Monitor
PAL-II Reading and Writing	WIAT-4	WriteToLearn	Growth Scale Values (GSVs)
KTEA-3 Brief (Letter & Word Recognition, Reading Comprehension)	KTEA-3	SPELL-Links	Progress Monitoring Assistant
WRAT5 (Word Reading, Sentence Comprehension)	WRMT-III	Bridge of Vocabulary	Review360
CELF-5 (Reading and Writing)	PAL-II Reading and Writing	PAL Interventions	
WRMT-III (6 subtests)	DASH-2	KTEA-3 Intervention Statements	
		WIAT-4 Intervention Statements	
		PAL-II Reading and Writing Revised User Guide	
		Intervention Guide for LD Subtypes	

Math Toolkit

Screen	Assess	Intervene	Monitor
PAL-II Math	WIAT-4	KeyMath-3 Essential Resources	Growth Scale Values (GSVs)
KTEA-3 Brief (Math Computation, Math Concepts & Applications)	KTEA-3	PAL-II Math Revised User Guide Intervention Strategies	Progress Monitoring Assistant
WRAT5 (Math Computation)	KeyMath-3 Diagnostic Assessment	KTEA-3 Intervention Statements	
	PAL-II Math	WIAT-4 Intervention Statements	

Learn more about all our literacy and math solutions at
PearsonAssessments.com/achievement-toolkits

How do you know if your students are **at risk for dyslexia?**

Let's collaborate across disciplines and make measurable change!

Meet
Tina Eichstadt

"My clinical career as a SLP started in acute care neuro and trauma, then I had four kids (one with epilepsy) and earned a front-row seat watching their brains tackle oral and written language. This mash-up of my two worlds, the groundswell of awareness in dyslexia, and finding examples of exceptional team-based success around the country get me out of bed every morning.

Screen

Assess

Intervene

Monitor

When identifying dyslexia and other written language disorders, education professionals have so much to offer the team.

1. **We're trained to screen:** We know how to "take a quick look" with the **Shaywitz DyslexiaScreen, WIAT–4 Dyslexia Index,** or **KTEA-3 Dyslexia Index.**

2. **We're trained to assess:** Our "eagle eyes" get to the bottom of what's happening *and why.* We cast a wide net with different assessments, for instance using **CELF-5** with the language measures of the **WIAT–4.**

3. **We're trained to intervene:** For many of us, interventions make up the bulk of our day. We can plan interventions based on screening and assessment results, and teach core skills in written language. Great ones include **Beery-VMI Teaching Materials, Bridge of Vocabulary 2, SPELL-Links to Reading & Writing,** and **WriteToLearn.**

4. **We're trained to show progress:** Tools like **aimswebPlus** or **Review360 for SLPs** are a great way to simplify and streamline data gathering.

We'd love to hear how you make it easier!

Tina

Dyslexia Toolkit

Screen	Assess	Intervene	Monitor
aimswebPlus	KTEA-3 Comprehensive Form	PAL Interventions	aimswebPlus
Dyslexia Index scores from the KTEA-3 and WIAT–4	PAL-II	SPELL-Links to Reading & Writing	Review360
KTEA-3 Brief Form	WIAT–4	WriteToLearn	Growth Scale Values (GSVs)
Shaywitz DyslexiaScreen	WRMT-III	Intervention Guide for LD (Learning Disability) Subtypes	Progress Monitoring Assistant
WRAT5		KTEA-3 teaching objectives and intervention statements & WIAT-4 intervention goal statements	

Fresh and featured!

Shaywitz DyslexiaScreen™

WIAT®4

Learn more at
PearsonAssessments.com/Dyslexia

> *When identifying dyslexia and other written language disorders, education professionals have so much to offer the team.*
>
> *Our 'eagle eyes' get to the bottom of what's happening and why.*
>
> — Tina Eichstadt

As the basis for learning, **memory is a critical skill.**

We have tools that measure multiple factors affecting memory.

Meet **Daniella Maglione**

"Prior to joining Pearson, I spent 17 years working as a bilingual school psychologist assessing students who struggled with learning a second language, reading, math, or writing (or sometimes all of the above). What I learned over the years is that ALL learning takes place in a working memory environment, so it's essential that we include working memory as part of our evaluations.

There are many components of memory to assess in order to understand a student's learning difficulties.

1. **Attention/Concentration: TEA-Ch2** measures all aspects of attention. **BASC-3** measures attention and executive functions.
2. **Working Memory: WRAML3** measures both verbal and visual working memory as well as other components of memory.
3. **Executive Functioning: Brown EF/A Scales** lets you track a student's learning and demonstrates how they learn.
4. **Learning and Remembering: WRAML3** assesses free recall, cued recall, and recognition.
5. Measure components of attention, learning, and memory with the **NEPSY-II.**

Get to the bottom of learning ability with your new memory assessment tools!

Daniella

Fresh and featured!

WR **WRAML**™ 3

Are **sensory and motor** challenges impacting your student's participation?

Use assessments to help implement accommodations.

From **Melinda Cooper**

"We need to understand how sensory and motor needs in educational settings may present challenges for students to meet their academic expectations, and where these differences offer opportunity. Sensory and motor needs may change throughout a child's school journey. Having the right sensory and motor assessment tools is fundamental to support goal-setting, decision-making, accommodations, and measure progress.

The **PEDI-CAT** uses a top-down approach to provide a comprehensive view of a child's activity and participation to aid in goal setting.

Handwriting is a common reason for OT referral in school-based practice. Measure fine-motor and visual-motor-integration skills with the **BOT-2** or **Beery VMI** to inform intervention, and utilize the **DASH** to support the use of accommodations such as assistive technology for written communication.

Using assessment tools such as the **Sensory Profile 2** and **PEDI-CAT** can help you determine how best to implement environmental and contextual accommodations and measure success.

Enjoy helping students with your new sensory and motor assessment tools!

Melinda

Sensory/Motor Tools

Adolescent/Adult Sensory Profile

BOT-2

Beery VMI

DASH

DASH 17+

MABC-3

M-FUN

PEDI-CAT

PDMS-3

Sensory Profile 2

SFA

WRAVMA

Coming soon!
DASH-2

Work with **babies** & **tiny tots?**

Take a deeper dive into our world of early intervention tools!

Meet
Shelley Hughes

"Pearson's early intervention tools have been a big part of my personal life. As the mother of a daughter with complex needs and an OTR, the Bayley-III was one of the first assessments used to help her qualify for the necessary services at an early age. It didn't feel like an assessment, but more like quality play time with my child and a clinician. It made for a positive experience at a challenging time.

Pearson's early childhood tools help so many families on this journey. A typical example of an assessment flow similar to my own experience might include:

1. A screening assessment using the **Bayley-4 Screening Test, CELF Preschool-3,** or the **Sensory Profile 2 Short Form**

2. A remote questionnaire sent to the caregiver to be completed prior to an appointment (for example the **Sensory Profile 2** and the **PEDI-CAT**)

3. An in-person assessment using a full **Bayley-4,** providing a chance for the clinician and caregiver to explore "together" what the child can do

4. An in-person assessment exploring language development using the **PLS-5** and/or the **PPVT-5** and **EVT-3**

5. Intervention sessions based on information provided during the assessments

6. Progress monitoring using measures built right into many of our tools

The information gathered in steps 1–6 can help determine school placement and ensure the right services are in place from the start. In my situation, the continuity of many of these tools through the school years has helped reduce unnecessary assessments and streamlined developmental and educational monitoring.

Thanks for all that you do for our little ones,

Shelley

Early Childhood Toolkit

Screen	Assess	Intervene	Monitor
Bayley-4 Screening Test	BASC-3	Bridge of Vocabulary 2	Bayley-4
BSRA-4	Bayley-4	Sensory Profile 2	PEDI-CAT
CCC-2	BOEHM-3		PPVT-5/EVT-3
CELF Preschool-3 Screening Test	BBCS-4:R		
DIAL-4	CELF Preschool-3		
ESI-3	PDMS-3		
PEDI-CAT	PEDI-CAT		
PLS-5 Screening Test	PLS-5		
Sensory Profile 2 Short Form	PLS-5 Spanish		
	PPVT-5/EVT-3		
	Sensory Profile 2		
	Vineland-3		

Fresh and featured!

DIAL-4

ESi3 Early Screening Inventory THIRD EDITION

Bracken

Learn more at **PearsonAssessments.com/EarlyChildhood**

In my situation, the continuity of many of these tools through the school years has helped reduce unnecessary assessments and streamlined developmental and educational monitoring.
— Shelley Hughes

Universal screening and progress monitoring

Building a bridge with MTSS

As we strive to help all students become successful learners, we not only see, but *embrace* the diversity in individual students. Whether you need to identify those who are at risk or need support, pinpoint strengths, and areas of need, implement interventions, or monitor progress, we have the tools to help—no matter how you define your Multi-Tiered System of Support (MTSS) processes.

With students learning in a variety of settings — virtual, hybrid, and face-to-face instruction — educators are facing an enormous challenge in identifying student needs and providing effective evidence-based interventions. Research indicates having a comprehensive support structure is effective in student growth and with some additional guidance to help meet your students where they are and support their individual needs.

Recognizing that the MTSS "lens" looks different in every school and district, we are here to help you apply your unique framework (MTSS/RTI/PBIS) to help your students achieve success. Imagine looking at the whole child through the lens of your tiered systems of support for academic, behavior and social emotional learning... all while making data-driven decisions that ensure equity and inclusion for diverse learners.

MTSS
Multi-Tiered System of Support

academic · behavior · social emotional
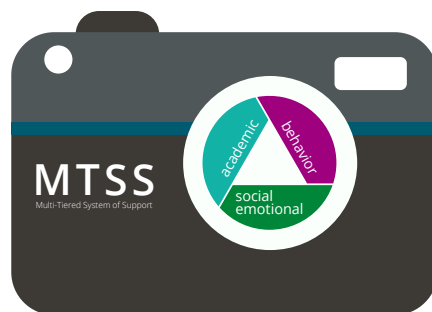
Did you know we offer a comprehensive tool set to support MTSS?
Learn more at **PearsonAssessments.com/mtss.**

What could success look like?

It all starts with aimswebPlus, the whole child lens that's right at your fingertips.

The aimswebPlus optional measures not only support the goals of your school/district, they will also help you support the students whose unique strengths and needs are waiting to be discovered.

Review360 with optional measures

Universal screening is a critical step in identifying students who are at risk for social-emotional and behavioral issues. Educators use the results to identify which students are at risk, discover the most appropriate next steps, and share the results with families.

We're here to support you.

No matter where you are in your MTSS implementation, we're here to help. Reach out to our customer experience team for support!

General inquiries

1-800-328-5999

CAPSupport@pearson.com

Contact us

Rapid Automatized Naming (RAN)

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- Call Customer Support:
  +1 (800) 627-7271

Product platform login
For customers who have purchased Pearson products that have an online platform for assessment administration/ scoring, you can find links to all platform login pages at **PearsonAssessments.com/ Product-logins**

Things to remember!
Jot down your **customer account number** for future reference while ordering. You can find this listed on past order confirmations or invoices.

Save your **Q-global Inventory Account Number** for ordering. Log into Q-global, then access My Account > Account Information.

Notes:

Check out our Education Resource Center!

To support your unwavering dedication to your students, we have organized a resource center to help you quickly find whatever support you need to help them go from struggling to thriving.

PearsonAssessments.com/EDUfocus

Keep in touch with us on our social channels:

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