



Faculty of Medicine, Dentistry & Health Sciences
**Melbourne School of Psychological
Sciences**

Policy and Procedures Manual

Psychology Test Library

2023

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Introduction

The University of Melbourne Psychology Test Library has a large collection of psychological testing materials that are available to promote the research activities of both staff and students, as well as the acquisition of test administration skills for clinical training within the Psychology AOU. The library includes current editions of most of the widely used group and individual tests such as the WAIS, WISC, WMS, MMPI and NEO. The collection also includes a wide range of tests for neuropsychological and clinical assessment, intellectual and developmental assessment, and occupational and vocational testing. The collection is continually updated and expanded as new tests become available, and in response to the needs of the School's rapidly developing fourth year and graduate programs.

The library is situated on two sites:

Site 1 – Melbourne School of Psychological Sciences,

Site 2 – Educational Psychology Unit. Psychological test materials are housed at each of these locations (see map, page 5) and staff and students from each department can access these shared resources. Tests are also stored on location at the University of Melbourne Psychology Clinic as required. A full list of test library holdings available for loan is detailed in this Manual, and can also be found in the Postgraduate Student Handbook, and at <http://www.psych.unimelb.edu.au/resources/TL/>.

Test Library Contact Details

The University of Melbourne Psychology Test Library is run by administrative and academic staff within the Melbourne School of Psychological Sciences and Educational Psychology Unit, according to the policies and procedures outlined in this Manual.

Any inquiries that are not addressed via these sources should be made to the Test Librarian.

University of Melbourne Psychology Test Library Site 1 (MSPS)

Contact: Enquiry Officer

Address: Psychology Office,
Level 12, Redmond Barry Building
The University of Melbourne, 3010

Phone: ~~+61 3 8344 6377~~

Email: enquiry-psych@unimelb.edu.au

Location: Building Number 115

Map: <https://maps.unimelb.edu.au/parkville/building/115>

Opening hours: 9.00am to 4.30pm Monday to Friday

University of Melbourne Psychology Test Library Site 2 (Ed Psych Unit)

Contact: Catherine Tiffin

Address: 5th Floor, 100 Leicester St
The University of Melbourne, 3010

Phone: ~~+61 3 8344 6448~~

Email: tiffinc@unimelb.edu.au

Opening Hours: Mondays 12.30pm – 2.30pm and Tuesdays 10.00am-1.00pm during Semester

The Academic Convenor responsible for policy with respect to the Ed Psych Unit's library holdings is DrChelsea Hyde Email: Chelesea.Hyde@unimelb.edu.au Phone: +61 3 8344 6549

Borrowing Procedures and Conditions

1. How do I borrow a test from the Library?

1. Requests to borrow resources held at Site 1 (MSPS) should be made by submitting a [Test Loan](#) form. The forms outlines reason(s) for the request, the intended use of the test item(s), and for students, affiliations with staff members of the department. Students require supervisors' approval to borrow tests. Students enrolled in the Master of Educational Psychology can also use this form-
2. Requests to borrow resources held at Site 2 (Ed Psych Unit) should be made by email to the librarian (Margo nicholls- see above) in advance of proposed collection date. Email requests need to include the name of the test(s), collection date and return date. Loans are usually for one week. Requests for long-term loans are considered and are dependent on test availability, predicted use patterns and the borrower's agreement to negotiate temporary access for another borrower if required. Reservations can be made for tests up to 4 weeks in advance. More than one test may be borrowed at the same time. Students require supervisors' approval to borrow tests.
3. Proof of appropriate qualifications should accompany the request where required. External student requests should be made in conjunction with the student's supervisor and signed by both parties. In this case, appropriate use and return of the test(s) by the due date will be the responsibility of the supervisor. These case-by-case requests will be considered and approved at the discretion of the test library convenor.
4. If one or more tests are borrowed by students or staff of the Ed. Psych Unit and these tests are required by students and/or staff of the MSPS, the borrower will be notified and these tests must be returned immediately to the test library; they may not be retained until the normal borrowing period is completed

2. Who can borrow tests from the library?

1. Test resources are available to staff, graduate and fourth year students, and honorary staff of the MSPS and Ed. Psych. Unit. MSPS Staff wishing to use test materials from Site 1 for undergraduate teaching purposes can do so by requesting the necessary items under their name. In this case, appropriate use and return of the test(s) by the due date will be the responsibility of the staff member.
2. Whilst the use of library resources is restricted to staff and students as specified in 2.1 above, the school will consider other requests to borrow test materials on a case-by-case basis. **The use of certain psychological tests is subject to qualification requirements, as stipulated by test publishers. The Test Library will consider all requests in light of these requirements.** Requests should be made in writing to the Test Librarian,

outlining the reason(s) for the request, the intended use of the test item(s), and where applicable, affiliations with staff members of the School or Unit. Proof of appropriate qualifications should accompany the request where required. External student requests should be made in conjunction with the student's supervisor and signed by both parties. In this case, appropriate use and return of the test(s) by the due date will be the responsibility of the supervisor. These case-by-case requests will be considered and approved at the discretion of the Test Library Convenor.

3. Conditions of borrowing tests

1. The purpose of borrowing tests from the Test Library is to promote student and staff education and research, and the acquisition of test administration skills for clinical training within the School and Unit. Borrowing of tests will only be approved if test usage complies with the purchasing agreements that exist between the school and the test providers. Borrowing of tests will not normally be approved for use on student clinical placement. Borrowing for reasons other than those outlined will be subject to specific consideration by the Test Library Convenor.
2. It is a requirement that use of test materials borrowed from the Test Library comply with the Australian Psychological Society (APS) [Ethical Guidelines](#) (current edition) and the [APS Code of Ethics](#). **Where relevant, users must also meet the qualification requirements stipulated by the test publisher.**
3. The period of a loan varies between one day and two weeks, depending on the types of tests and number of copies available. Long term loans may be available depending on demand (see below).
4. Test Library items requested for loan will be held for 1 week from the date "to be collected". If you are unable to collect requested tests during this time, contact the Test Librarian to arrange another day for collection. Tests that are not collected during this period will be returned to the Test Library and the loan will be cancelled.
5. All borrowers are required to return a test in the condition in which it was borrowed, subject to normal wear and tear. The applicant is liable for all damage and loss. Damage to a test may incur a replacement cost so that future staff and students can use the test. Borrowers should (in their own interest) immediately report damaged tests or missing test components not caused by them so as not to incur a replacement charge.
6. Students are not permitted to lend the test to any other person whilst it is borrowed in their name. When a test is borrowed it becomes the sole responsibility of the applicant to use and return according to clause 3.2 above. Where a graduate student uses a test borrowed by a staff member, it is the responsibility of the staff member to ensure appropriate use and return of the test by the due date.

7. All tests must be returned by the designated due date.

4. Why an application to borrow a test may be rejected

1. The requested test is on loan to another user. If this is the case, your application will be held, and you will be notified when the test is available.
2. The requested item is not owned by the Test Library.
3. The applicant already has overdue test materials.
4. The applicant does not meet the qualification requirements stipulated by the test publisher.
5. Anticipated use of the test does not conform with the APS ethical guidelines and code of professional practice.

5. Extension requests

Extension requests will only be granted prior to the due date and will be approved subject to test demand. An extension will not be granted if another user has requested the test or if the request relates to an overdue test, as borrowing privileges are suspended once an item becomes overdue. To extend the borrowing period of a test contact enquiry-psych@unimelb.edu.au.

6. Late returns policy

Test resources are limited and must be shared by a large number of staff and students. Please note that borrowing privileges are suspended once an item becomes overdue, and failure to return tests or parts of tests by the due date may incur a fine for the period of time the test is overdue. The following fines may be imposed at the discretion of the Test Library Convenor:

- | | |
|--|-------------------|
| 1-14 day loans - \$1.50 per day overdue | (maximum \$15.00) |
| 15 – 28 day loans - \$1.00 per day overdue | (maximum \$15.00) |
| 29-90 day loans - \$0.50 per day overdue | (maximum \$15.00) |

7. Long-term loan of test materials

Long-term loan of test materials is only available to staff, or graduate students for research (thesis) purposes, where data needs to be collected over an extended period. To apply for a long-term loan, contact enquiry-psych@unimelb.edu.au.

Be advised that long-term loans will not be granted for “High Use” tests, or when the demand for the test exceeds the number of tests available. Long-term borrowers may be required to return a test for a period of increased demand. Long-term borrowing may then be renewed once this demand has subsided.

Requesting a New or More Recent Edition of a Test (staff only)

1. Requests for purchasing of new tests or more recent test editions by the Test Library Site 1 should come from staff members of the Melbourne School of Psychological Sciences.
2. Requests should pertain to essential test items that have the potential to be broadly used by staff and students. Tests that relate to funded research projects should be purchased through grant monies. In this case, Test Library staff are happy to order the test on behalf of the staff member provided the account to be charged is specified.
3. **The purchasing of new test forms for student research is not funded by the Test Library.** These requests should be funded by the student research allowance. Test Library staff are happy to order new forms on behalf of the student once the funding request has been approved.
4. To request a new or more recent edition of a test or test forms, the staff member should contact enquiry-psych@unimelb.edu.au. The request must be accompanied by a fully-costed letter of justification for the requested item(s). Please include details of test suppliers. When more than one test is requested, provide a rating of your test preferences.
5. The purchase request should be submitted to the Psychology Office at least 4 weeks before the material is required, to allow time for approval and processing of the order. Please note that overseas orders can sometimes take several months.
6. Requests will be considered by the Test Library Convenor and in cases where approval cannot be given, the Test Library Convenor will contact the staff member.
7. While all attempts will be made to support requests for new tests, each request will be considered on an individual basis, in terms of the broader demands for the test, its cost and availability. Each year the budget will only allow a small number of requests to be met.

Test Library Holdings (by title)

1. Test Library Collection Site 1 (MSPS)

TITLE OF TEST	ACRONYM	NO. HELD
ACHENBACH SYSTEM OF EMPIRICALLY BASED ASSESSMENT: ADULT FORMS & PROFILES	ASEBA	1
ADAPTIVE BEHAVIOUR SCALE-RESIDENTIAL AND COMMUNITY: 2ND EDITION	ABS-RC:2	1
ADOLESCENT COPING SCALE	ACS	2
ADVANCED CLINICAL SOLUTIONS FOR WAIS-IV AND WMS-IV	ACS-WW	1
ANATOMICAL MODEL: THE BRAIN		1
ANXIETY DISORDERS INTERVIEW SCHEDULE FOR DSM-IV	ADIS-IV	1
APRAXIA BATTERY FOR ADULTS: 2ND EDITION	ABA-2	1
ASSESSMENT OF CHILDREN: REVISED 3RD ED; WAIS-III SUPPLEMENT	WAIS-III SUPPLEMENT	1
AUTOBIOGRAPHICAL MEMORY INTERVIEW	AMI	1
BECK ANXIETY INVENTORY	BAI	1
BECK DEPRESSION INVENTORY: 2ND EDITION	BDI-II	3
BEHAVIOUR RATING INVENTORY OF EXECUTIVE FUNCTION	BRIEF	1
BEHAVIOURAL ASSESSMENT OF THE DYSEXECUTIVE SYNDROME	BADS	2
BENTON JUDGEMENT OF LINE ORIENTATION		1
BOSTON DIAGNOSTIC APHASIA EXAMINATION: 2ND EDITION (GOODGLASS & KAPLAN)		1
BOSTON DIAGNOSTIC APHASIA EXAMINATION: 3RD EDITION	BDAE: 3	2
BOSTON NAMING TEST: 2ND EDITION	BNT-2	7
BOSTON QUALITATIVE SCORING SYSTEM FOR THE REY- OSTERRIETH COMPLEX FIGURE	BQSS	1
BRIEF SYMPTOM INVENTORY	BSI	1
BRIEF TEST OF ATTENTION	BTA	1
BURMESE PYRAMID PUZZLE		2
CALIFORNIA CHILD Q-SET	CCQ	2
CALIFORNIA VERBAL LEARNING TEST: 2ND EDITION	CVLT-II	2
CAMBRIDGE PROSPECTIVE MEMORY TEST	CAMPROMPT	1
CANTAB RESEARCH SUITE (6.0)		1
CANTABECLIPSE - 4	CANTAB-4	1

TITLE OF TEST	ACRONYM	NO. HELD
CHILD BEHAVIOUR CHECK LIST INTEGRATIVE GUIDE 1991/4-18; YSR & TRF PROFILES	CBCL	1
CHILD BEHAVIOUR CHECK LIST: DIRECT OBSERVATION FORM	CBCL - DOF	1
CHILD BEHAVIOUR CHECKLIST & REVISED CHILD BEHAVIOUR PROFILE: MANUAL	CBCL	1
CHILDREN'S APPERCEPTION TEST: 7TH EDITION	CAT	2
CHILDREN'S ASSESSMENT TOYS		1
CHILDREN'S DEPRESSION INVENTORY: 2ND EDITION	CDI-2	1
CHILDREN'S MEMORY SCALE	CMS	2
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS PRESCHOOL: 2ND EDITION (AUSTRALIAN)	CELF	1
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS: 4TH EDITION (AUSTRALIAN)	PRESCHOOL-2	
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS: 4TH EDITION (AUSTRALIAN)	CELF-4	1
CONNERS RATING SCALES: TEACHER AND PARENT	CTRS/CPRS	1
CONTRIBUTIONS TO NEUROPSYCHOLOGICAL ASSESSMENT		1
CONTRIBUTIONS TO NEUROPSYCHOLOGICAL ASSESSMENT: 2ND EDITION		1
CONTRIBUTIONS TO NEUROPSYCHOLOGICAL ASSESSMENT - MANUAL	CAN	1
CORSI BLOCK BOARD		1
DELIS-KAPLAN EXECUTIVE FUNCTION SYSTEM	D-KEFS	6
DEPRESSION ANXIETY STRESS SCALES: 2ND EDITION	DASS-2	2
EMBEDDED FIGURES TESTS: 3 FORMS	EFT, CEFT, GEFT	1
EYSENCK PERSONALITY INVENTORY	EPI	1
EYSENCK PERSONALITY QUESTIONNAIRE: ADULT	EPQ (ADULT)	1
EYSENCK PERSONALITY QUESTIONNAIRE: JUNIOR	EPQ (JUNIOR)	3
FAMILY ADAPTABILITY & COHESION SCALES: IV, VERSION 3/07	FACES IV	2
FAMILY ENVIRONMENT SCALE	FES	2
FRENCHAY DYSARTHRIA ASSESSMENT: 2ND EDITION	FDA-2	1
GENERAL HEALTH QUESTIONNAIRE	GHQ	2
GROOVED PEGBOARD: MODEL 32025		1
HARE PSYCHOPATHY CHECKLIST: REVISED EDITION	HARE PCL-R	1
HASSLES AND UPLIFTS SCALES: RESEARCH EDITION		2
HAYLING AND BRIXTON TESTS		2
HOPKINS VERBAL LEARNING TEST - REVISED	HVLT-R	2
INTERNATIONAL PERSONALITY DISORDER EXAMINATION: DSM-IV	IPDE	1
IOWA GAMBLING TASK	IGT	1
KAUFMAN BRIEF INTELLIGENCE TEST: 2ND EDITION	KBIT-2	2
KAUFMAN SHORT NEUROPSYCHOLOGICAL ASSESSMENT PROCEDURE	K-SNAP	1

TITLE OF TEST	ACRONYM	NO. HELD
MASLACH BURNOUT INVENTORY: 2ND ED	MBI-2	1
MILLON CLINICAL MULTIAXIAL INVENTORY: II	MCMII-II	2
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY-2	MMPI-2	1
MULTIDIMENSIONAL PERFECTIONISM SCALE	MPS	1
MULTILINGUAL APHASIA EXAMINATION: 2ND EDITION	MAE: 2	1
MYERS-BRIGGS TYPE INDICATOR: FORM F	MBTI	1
MYERS-BRIGGS TYPE INDICATOR: MANUAL		2
NATIONAL ADULT READING TEST	NART	1
NEO FIVE-FACTOR INVENTORY-3	NEO-FFI-3	1
NEO PERSONALITY INVENTORY: FORM S	NEO-PI	2
NEO PERSONALITY INVENTORY: REVISED & NEO FIVE-FACTOR INVENTORY	NEO-PI-R	4
NEPSY-II: 2ND EDITION	NEPSY- II	5
PEABODY PICTURE VOCABULARY TEST: 4TH EDITION	PPVT 4	1
PROFILE OF MOOD STATES	POMS	1
PURDUE PEGBOARD TEST		2
PYRAMIDS AND PALM TREES TEST	PYRAMID+PALM	8
RANDALL'S ISLAND TEST BOARD		1
RAVEN'S ADVANCED PROGRESSIVE MATRICES: 1962	APM	1
RAVEN'S EDUCATIONAL: CPM/CVS	RAVEN'S EDUCATIONAL	1
RAVEN'S EDUCATIONAL: SPM PLUS & MHV		1
RAVEN MANUAL: SECTION 1 GENERAL OVERVIEW 1998 EDITION	RMGO	1
REPEATABLE BATTERY FOR THE ASSESSMENT OF NEUROPSYCHOLOGICAL STATUS: FORM A	RBANS: FORM A	1
REPEATABLE BATTERY FOR THE ASSESSMENT OF NEUROPSYCHOLOGICAL STATUS: FORM A UPDATE	RBANS: FORM A UPDATE	5
REPEATABLE BATTERY FOR THE ASSESSMENT OF NEUROPSYCHOLOGICAL STATUS: FORM B	RBANS: B	1
REY COMPLEX FIGURE TEST & RECOGNITION TRIAL	RCFT	1
RIVERMEAD BEHAVIOURAL MEMORY TEST	RMBT	1
RORSCHACH PSYCHODIAGNOSTICS		2
ROSENBAUM POCKET VISION SCREENER		1
ROYLAN 9-HOLE PEG TEST		1
RUFF FIGURAL FLUENCY TEST	RFFT	1
SCHEMA THERAPY: PACK OF INVENTORIES		1
SIXTEEN PERSONALITY FACTORS: 5TH EDITION	16PF	3
SOCIAL ADJUSTMENT SCALE - SELF-REPORT	SAS-SR	1
SOCIAL SKILLS RATING SCALE	SSRS	1

TITLE OF TEST	ACRONYM	NO. HELD
STANDARD READING TESTS		2
STANFORD BINET INTELLIGENCE SCALE: 4TH EDITION (AUST VERSION)		4
STATE-TRAIT ANGER EXPRESSION INVENTORY: 2ND EDITION	STAXI-2	1
STATE-TRAIT ANXIETY INVENTORY FOR ADULTS	STAI (FORM Y)	4
STOPWATCHES		10
STRONG VOCATIONAL INTEREST BLANK: 4TH EDITION	SVIB	2
STROOP COLOUR AND WORD TEST (GOLDEN)		1
STRUCTURED CLINICAL INTERVIEW FOR DSM-IV-TR AXIS 1 DISORDERS: RESEARCH VERSION	SCID-1(RV)	1
STRUCTURED CLINICAL INTERVIEW FOR DSM-5 DISORDERS CLINICAL VERSION	SCID-5-CV	1
STRUCTURED CLINICAL INTERVIEW FOR DSM-5 PERSONALITY DISORDERS	SCID-5-PD	1
SYMBOL DIGIT MODALITY TEST	SDMT	1
SYMPTOM CHECKLIST 90: REVISED (DEROGATIS)	SCL-90-R	1
TEMPERAMENT AND CHARACTER INVENTORY	TCI	1
TEST OF EVERYDAY ATTENTION	TEA	2
TEST OF EVERYDAY ATTENTION: FOR CHILDREN	TEA-CH	1
TEST OF EVERYDAY ATTENTION FOR CHILDREN - SECOND EDITION	TEA-CH 2	1
TEST OF MEMORY MALINGERING	TOMM	6
TESTS OF ABSTRACT AND CONCRETE THINKING		2
THEMATIC APPERCEPTION TEST: REVISED	TAT	5
TOWER OF LONDON	TOL	5
VICTORIA STROOP STIMULI SETS		4
VINELAND ADAPTIVE BEHAVIOUR SCALES: CLASSROOM EDITION		1
VISUAL ANALOG MOOD SCALES	VAMS	1
VISUAL OBJECT AND SPACE PERCEPTION BATTERY	VOSP	1
VISUAL RETENTION TEST: 4TH EDITION		2
WAYS OF COPING: RESEARCH EDITION	WOC	2
WECHSLER ABBREVIATED SCALE OF INTELLIGENCE	WASI	3
WECHSLER ABBREVIATED SCALE OF INTELLIGENCE: 2ND EDITION	WASI-II	3
WECHSLER ADULT INTELLIGENCE SCALE: III	WAIS-III	6
WECHSLER ADULT INTELLIGENCE SCALE: IV; AUSTRALIAN ADAPTION	WAIS-IV	23
WECHSLER INDIVIDUAL ACHIEVEMENT TEST: 2ND EDITION; AUSTRALIAN (WECHSLER)	WIAT-II	7
WECHSLER INDIVIDUAL ACHIEVEMENT TEST: 3RD EDITION; AUSTRALIAN (WECHSLER)	WIAT-III	3

TITLE OF TEST	ACRONYM	NO. HELD
WECHSLER INTELLIGENCE SCALE FOR CHILDREN: IV	WISC-IV	2
WECHSLER INTELLIGENCE SCALE FOR CHILDREN: IV AUSTRALIAN NORMS	WISC-IV AUSTRALIAN	6
WECHSLER INTELLIGENCE SCALE FOR CHILDREN: REVISED EDITION	WISC-R	3
WECHSLER INTELLIGENCE SCALE FOR CHILDREN: V (A&NZ)	WISC-V	12
WECHSLER MEMORY SCALE: III	WMS-III	7
WECHSLER MEMORY SCALE: IV	WMS-IV	11
WECHSLER MEMORY SCALE: REVISED EDITION	WMS-R	4
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE	WPPSI	2
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE: 3RD EDITION (A&NZ)	WPPSI-III AUSTRALIAN	2
WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE: IV (A&NZ)	WPPSI-IV	2
WECHSLER TEST OF ADULT READING	WTAR	1
WIDE RANGE ACHIEVEMENT TEST: 3RD EDITION (WILKINSON)	WRAT-III	2
WIDE RANGE ACHIEVEMENT TEST: 4TH EDITION	WRAT-4	3
WIDE RANGE ASSESSMENT OF MEMORY & LEARNING: 2ND EDITION	WRAML-II	2
WICONSIN CARD SORTING TEST	WCST	3
WICONSIN CARD SORTING TEST: REVISED & EXPENDED	WCST-R	1
WOODCOCK-JOHNSON LLL CLINICAL USE AND INTERPRETATION		1
WOODCOCK-JOHNSON LLL: ACHIEVEMENT BATTERY-FORM B (AUST)	WJ LLL (ACHIEVEMENT)	1
WOODCOCK-JOHNSON LLL: COGNITIVE ABILITIES (AUST)	WJ LLL (COGNITIVE AUST)	1
YOUTH SELF-REPORT & 1991 PROFILE		1
YOUTH SELF-REPORT & PROFILE		2

2. Test Library Collection Site 2 (Ed Psych Unit)

TITLE OF TEST	NO. HELD
ACER ADVANCED TEST (B40)	1
ACER HIGHER TEST (AL AQ & BL BQ)	1
ACER MECHANICAL REASONING TEST	1
ADOLESCENT COPING STYLE FRYDENBERG & LEWIS	1
A. G. S. EARLY SCREENING PROFILES	1
AUSTRALIAN DEVELOPMENT SCREENING TEST	1
AUSTRALIAN INTEREST MEASURE NAYLOR	1
BAILEY SCALES OF INFANT DEVELOPMENT 2 ND -ED	1
BECK ANXIETY INVENTORY	1
BEHAVIOUR ASSESSMENT SYSTEM FOR CHILDREN (BASC)	1
BENE ANTHONY FAMILY RELATIONS TEST	1
BOOKER PROFILES IN MATHEMATICS	2
CALIFORNIA PSYCHOLOGICAL INVENTORY	1
CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS CELF-3	3
CATTELL INFANT INTELLIGENCE SCALE	1
CAREER BELIEFS INVENTORY KRUMBOLTZ	6
CHILD BEHAVIOUR CHECKLIST ACHENBACH 4 DIFFNT MANUALS	1
CHILDREN'S APPERCEPTION TEST	1
CHILDREN'S DEPRESSION SCALE	1
CLASSROOM ENVIRONMENT SCALE TRINKETT & MOOS	1
COLOURED PROGRESSIVE MATRICES ACER 1 X '90 & 1 X 98 ED	1
COOPERSMITH SELF ESTEEM INVENTORIES	2
COPING SCALE FOR ADULTS	1
COPING RESOURCE INVENTORY	1
DELIS ET AL	1
DIAGNOSTIC MATHEMATICS PROFILE ACER	1
DIFFERENTIAL APTITUDE TESTS	2
DSM IV APA	2
EYSENCK PERSONALITY SCALES ADULT	1
FAMILY ENVIRONMENT SCALE MOOS & MOOS	1
FLUHARTY PRESCHOOL SPEECH & LANGUAGE SCREENING TESTS	1
HIGH SCHOOL PERSONALITY QUESTIONNAIRE CATTEL ET AL	2
ILLINOIS TEST OF PSYCHOLINGUSTIC ABILITES	5
JENKINS NON VERBAL TEST	1
KAUFMAN BRIEF INTELLIGENCE TEST	2
KAUFMAN SURVEY OF EARLY ACADEMIC & LANGUAGE SKILLS	1
KAUFMAN DEVELOPMENT SCALE	1
KEYMATH R CONNOLLY	1
KENDALLS AUSTRALIAN DIRECTORY 1996	1
KUDER PREFERENCE RECORD (FORM C)	1
MATHS COMPETENCY TEST	1
MATHEMATICAL PROBLEM SOLVING PROFILES	1
MCCARTHY SCREENING TEST	1
MMPI 2 ND -ED	1
MMPI SCALES	1
MMPI ADOLESCENT HATHAWAY & MCKINLEY	2
MYER BRIGGS TYPE INDICATOR	1

TITLE OF TEST	NO. HELD
NEALE ANALYSIS OF READING ABILITY (REV)	2
NEO PERSONALITY INVENTORY—COSTA & MCCRAE	1
NON-VERBAL ABILITY TEST (ROWE)	1
NON-VERBAL TEST OF COGNITIVE SKILLS	3
OCCUPATIONAL STRESS INVENTORY—OSIPOW & SPONKANE	1
PARENTAL STRESS INDEX	2
PEABODY INDIVIDUAL ASSESSMENT—VOL 1 & 2)	1
PEABODY INDIVIDUAL ASSESSMENT—REV	2
PEABODY PICTURE VOCAB TEST—FORMS L & M	1
PERCEPTUAL MOTOR SURVEY (PURDUE)	1
PERSONALITY ASSESSMENT INVENTORY—MORE	1
PORTEUS MAZE TEST	1
PROGRAM ACHIEVE PRIMARY SET	1
PROGRAM ACHIEVE SECONDARY SET	1
PROGRESSIVE ACHIEVEMENT TESTS IN READING	1
PROGRESSIVE ACHIEVEMENT TESTS IN MATHEMATICS	1
PUBLICATION MANUAL OF THE APA (4 TH ED)	1
QNST—QUICK NEUROLOGICAL SCREENING TEST	1
ROHDE SENTENCE COMPLETION	1
SELF-DESCRIPTION QUESTIONNAIRE 1, 2, 3	1
SELF-DIRECTED SEARCH—HOLLAND	1
16 PF—CATTELL	1
SLOSSON INTELLIGENCE TEST	1
STANDARD PROGRESSIVE MATRICES	1
STANFORD-BINET INTELLIGENCE TEST 4 TH ED	2
STATE TRAIT ANXIETY INVENTORY FOR ADULTS—SPIELBERGER	1
STRONG INTEREST INVENTORY: 4 GEN MANUALS, 1 U.G. & 1 C. D. G.	1
STUDENT SELF-ESTEEM INVENTORY	1
TEST OF ACHIEVEMENT—WOODCOCK & JOHNSON	1
TEST OF COGNITIVE ABILITY—WOODCOCK & JOHNSON	1
TEST OF COGNITIVE SKILLS	1
TEST OF READING COMPREHENSION	1
TRAUMA SYMPTOM INVENTORY (TSI)	1
VERBAL REASONING 839 NFER-NELSON	1
WAYS OF COPING QUESTIONNAIRES	1
WECHSLER ADULT INTELLIGENCE SCALE—III (WAIS—III)	1
WECHSLER ADULT INTELLIGENCE SCALE—R (WAIS—R)	2
WECHSLER INTELLIGENCE SCALE FOR CHILDREN—III (WISC—III)	3
WECHSLER INTELLIGENCE SCALE FOR CHILDREN—R (WISC—R)	1
WECHSLER P-P-S INVENTORY (WPPSI-R)	1
WORK ASPECTS PREFERENCE SCALE—PRYOR	1
WORK ENVIRONMENT SCALE—MOOS & INSEL	1

Current Test Editions			
<i>The following tests are considered up-to-date by their publishers, as of February 2023, unless stated otherwise. However, it is essential to check the relevance of the test norms (e.g., recency, country) and the appropriateness of the instrument before use.</i>			
Test Name	Published	Description	Quantity
ASEBA-P Preschool Age (CBCL/1½-5, C-TRF)	2000	ASEBA Preschool Age forms and profiles allow clinicians to obtain information about behavioural and emotional functioning in preschool-age children, spanning 1½ - 5 years of age. There is a parent form (CBCL/1½-5) and daycare provider/teacher form (C-TRF).	1
ASEBA-S School Age (CBCL-S, TRF-S, YSR-S)	2001	ASEBA School Age forms and profiles allow clinicians to obtain information about behavioural and emotional functioning in school-age children. There are parent (CBCL, 6-18 years), teacher (TRF, 6-18 years), and self-report (YSR, 11-18 years) forms available.	1
Adolescent Coping Scale - Second Edition (ACS-2)	2011	The ACS-2 is a 60-item self-report inventory that is useful for considering the effectiveness of coping styles utilised by adolescents, and for promoting the development of new coping strategies. The report provides a graphical profile of an individual's degree of usage of 20 coping strategies and an evaluation of their perceived helpfulness. A short-form questionnaire is also available.	1
Beck Youth Inventories – Second Edition (BYI-2)	2005	The BYI-2 uses five self-report inventories to assess symptoms of depression, anxiety, anger, disruptive behaviour, and self-concept in children and adolescents.	1
Behavior Assessment Checklist for Children – Third Edition (BASC-3)	2015	The BASC-3 is a comprehensive set of rating scales that measures social, emotional and behaviour functioning of individuals aged 2 to 21 years 11 months. Forms include the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH).	1
Boehm Tests of Basic Concepts – Third Edition (BOEHM-3)	2001	The BOEHM-3 helps evaluate basic concepts essential for school success, based on research that identified the 50 basic concepts most frequently used by teachers in kindergarten, first, and second grade classrooms.	1
Children's Depression Inventory – Second Edition (CDI-2)	2011	The CDI-2 is a comprehensive multi-rater assessment of depressive symptoms in young people aged 7 to 17 years, based on reports from children/adolescents, teachers and parents.	1
Children's Memory Scale (CMS)	1997	The CMS is used to assess memory abilities by comparing memory and learning to ability, attention, and achievement in children aged 5 to 16 years.	1
Childhood Autism Rating Scale – Second Edition (CARS-2)	2009	The CARS-2 helps clinicians identify autistic children and determine symptom severity using quantifiable ratings based on direct observation.	1
Comprehensive Test of	2013	The CTOPP-2 is used to evaluate 4 to 24 year olds' phonological processing abilities, which are essential for reading accuracy and	1

Phonological Processing – Second Edition (CTOPP-2)		fluency.	
Conners – Third Edition (Conners-3) *	2007	The Conners-3 is an assessment of Attention-Deficit/Hyperactivity Disorder (ADHD) and its most common comorbid presentations and disorders in children and adolescents aged 6 to 18 years. The Conners-3 is a multi-informant tool, and includes Parent, Teacher and Self-Report forms.	1
* The Conners - Fourth Edition (Conners-4) has been newly released (2022). Currently, it is not available for students use at the MGSE. If and when there are changes in its availability, all students will be notified through the Ed Psych Community on Canvas.			
DABERON-2	1991	The DABERON-2 is a standardised instrument of school readiness in children aged 4-6. It assesses essential knowledge and skills for early academic success, including knowledge of body parts, colour and number concepts, gross motor development, categorisation, and other developmental abilities.	1
Delis-Kaplan Executive Functioning System (D-KEFS)	2001	The D-KEFS is a set of tests used to evaluate higher-level cognitive functions that constitute components of executive functioning in children and adults.	1
Early Screening Inventory – Revised Edition (ESI-R)	2008	The ESI-R is an individually administered screening instrument used to identify children who may need special education services to perform successfully in school.	3x ESI-R 1x Training
Functional Assessment and Intervention System (FAIS)	2004	The FAIS provides a comprehensive set of assessment tools, practice guides, and procedures designed to identify the intent or function of a student’s challenging behaviour.	1
Kaufman Brief Intelligence Test – Second Edition (KBIT-2)	2004	The KBIT-2 is a brief, individually administered measure of overall intelligence, including verbal and non-verbal intelligence.	3
KeyMath – Third Edition, Form B (KeyMath-3, Form B)	2007	KeyMath-3 is an individually administered measure of essential mathematical concepts and skills.	1
NEALE Analysis of Reading Ability, Third Edition (Neale-3)	1999	The Neale-3 measures the accuracy, comprehension and rate of reading, monitors reading progress, and obtains diagnostic observations of reading behaviour.	1
Resiliency Scales for Adolescents (RSCA)	2006	An individual or group-level assessment of adolescents’ resiliency, including Sense of Mastery, Sense of Relatedness, and Emotional Reactivity scales.	1
Revised Children’s Manifest Anxiety Scale – Second Edition (RCMAS-2)	2008	Measure of children’s anxious and internalising symptoms, including ‘invisible’ worry, stress and fear.	1
Self-Directed	2012	The SDS is a self-administered, self-scored and self-interpreted	1

Search (SDS) Form R, Second Australian Edition		career counselling tool based on Holland's theory of careers.	
Stanford Binet Intelligence Scale – Fifth Edition (SB-5)	2003	The SB-5 measures general intelligence and cognitive strengths and weaknesses in children to adult-age individuals. This includes measures of fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory.	1
Strong Interest Inventory - 4th Edition (SII-4)	2004	Based on Holland's theory of careers, the SII assesses an individual's interests in order to guide career choices.	1
Vineland Adaptive Behavior Scales – Third Edition (Vineland-3)	2016	The Vineland-3 is a measure of adaptive functioning, and is used to support the diagnosis of intellectual and developmental disabilities. Comprehensive and Domain-level forms are available for Parents/Caregivers and Teachers.	1
Wechsler Nonverbal Scale of Ability (WNV)	2006	The WNV is a nonverbal measure of ability especially designed for culturally and linguistically diverse groups and those with low incidence disorders, for ages 4 to 21 years 11 months	1
Wechsler Individual Achievement Scale – Third Edition (WIAT-III)	2016	The WIAT-III is an individually administered, standardised achievement test suitable for use in a variety of clinical, educational and research settings. It can be used to identify the academic strengths and weaknesses of an individual, in the areas of Reading, Maths, Written Language and Oral Language. The information can inform decisions regarding eligibility for educational services or placement, for diagnosis of a specific learning disability, and to design instructional objectives and plan interventions.	1
Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV)	2008	The WAIS-IV is an individually administered, comprehensive clinical instrument for assessing the intelligence of adults aged 16 to 90 years 11 months	1
Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)	2016	The WISC-V is an individually administered, comprehensive clinical instrument for assessing the intelligence of children aged 6:0 to 16:11 years. The WISC-V provides a measure of full-scale IQ (FSIQ), as well as Visual-Spatial, Fluid Reasoning, Verbal Comprehension, Working Memory and Processing Speed Indexes.	4
Wechsler Preschool & Primary Scale of Intelligence – Fourth Edition (WPPSI-IV)	2014	The WPPSI-IV is an individually administered, comprehensive clinical instrument used to measure general intelligence and cognitive strengths and difficulties in children aged 2:6 - 7:7 years.	1
Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ-IV-ACH)	2014	The WJ-IV-ACH is individual administered, norm-referenced achievement test that is used for screening, diagnosing, and monitoring progress in reading, writing, and mathematics achievement areas for individuals aged 2-90+ years.	4
Woodcock-Johnson Tests of Cognitive Abilities –	2014	The WJ-IV-COG is an individually administered, norm-referenced instrument that measures general intellectual ability (g) and specific cognitive abilities in individuals aged 2 to 90+ years old. Clusters place an emphasis on seven different broad	6

Fourth Edition (WJ-IV-COG)		abilities based on Cattell-Horn-Carroll (CHC) theory.	
Woodcock-Johnson Tests of Oral Language – Fourth Edition (WJ-IV-OL)	2014	The WJ-IV-OL is individually administered, norm-referenced instrument that is used to identify expressive and receptive language strengths and difficulties in individuals aged 2 to 90+ years.	3
Woodcock Reading Mastery Tests – Third Edition (WRMT-III)	2011	The WRMT-III is used for assessment of reading readiness and reading achievement, and helps to evaluate struggling readers, identify specific strengths and weaknesses in reading skills to plan targeted remediation, guide educational selection and placement decisions, screen for reading readiness and determine reading strategies for students with reading difficulties.	1
York Assessment of Reading for Comprehension (YARC)	2012	The YARC assesses reading comprehension skills in children aged 5 to 18 years, with separate tests for early, primary and secondary years.	2

3. Test Library Collection Site 3 (UMPC) These tests are NOT for Loan

TITLE OF TEST	ACRONYM	NO. HELD
ADVANCED CLINICAL SOLUTIONS FOR WAIS-IV AND WMS-IV	ACS-WW	1
BEHAVIOURAL ASSESSMENT OF THE DYSEXECUTIVE SYNDROME	BADS	1
BOSTON NAMING TEST: 2ND EDITION	BNT-2	2
CALIFORNIA VERBAL LEARNING TEST: 3RD EDITION	CVLT-II	1
DELIS-KAPLAN EXECUTIVE FUNCTION SYSTEM	D-KEPS	1
HAYLING AND BRIXTON TESTS		1
WECHSLER ADULT INTELLIGENCE SCALE: IV; AUSTRALIAN ADAPTATION	WAIS-IV	1
WECHSLER MEMORY SCALE: IV; AUSTRALIAN ADAPTATION	WMS-IV	1
TEST OF MEMORY MALINGERING	TOMM	1
REPEATABLE BATTERY FOR THE ASSESSMENT OF NEUROPSYCHOLOGICAL STATUS: FORM A UPDATE	RBANS: UPDATE FORM A	1
REY COMPLEX FIGURE TEST & RECOGNITION TRIAL	RCFT	1
WECHSLER INDIVIDUAL ACHIEVEMENT TEST: 3RD EDITION; AUSTRALIAN (WECHSLER)	WIAT-III	1
COLOR TRAILS TEST	CIT	1