

Guidelines for Psychological/Neuropsychological Tests and Times For Administration, Scoring, Interpretation and Report

	<u>Hours</u>
Adaptive Behavior Assessment System –II (ABAS)	.25
Autism Diagnostic Observation Schedule – (ADOS)	2
Child Autism Rating Scale (CARS)	.25
Child Behavior Checklist (Achenbach) –parent, teacher, self	.25 Each
Behavior Assessment System for Children (BASC)	.50 Each
Behavior Rating of Executive Functioning (BRIEF)	1.0
Beck Anxiety Inventory	.25
Beck Depression Inventory	.25
Beck Youth Inventory	10 min/per Inventory
Benton Visual Retention Test	.50
Boston Naming Test	.25
Children’s Depression Inventory	.25
Conners Ratings Scales –Parent, Teacher Forms	.25 Each
Conners Continuous Performance Test	.50
Delis Kaplan Executive Function System (DKEFS)	.5 - 2.0
<small>Note: Clinical rationale for each test from system proposed must be provided/not to be combined with other repetitive neuropsychological batteries tests</small>	
MCMI-III (Millon)	2.0
M-ACI, MAPI, M-Pre-API, MPACI	1.0 Each
MMPI-2 and MMPI-A	
NEPSY-II: A Developmental Neuropsychological Assessment System	.5 to 2.0
<small>Note: Clinical rationale for each test from system proposed must be provided/not to be combined with other repetitive neuropsychological tests</small>	
Personality Inventory for Children-2	1.0
Personality Assessment Inventory	1.0
Rorschach (approved for assessment of possible psychosis only)	2.0
Social Responsiveness Scale (SRS)	.25
Stroop Color-Word	.5
Test of Variable Attention	1.0
Trails A & B	.5
Trauma Symptom Checklist (Adult and Child)	.25
Vineland Adaptive Behavior Scales	1.0
WAIS-IV (IQ)	3.0
WISC-IV (IQ)	3.0
Wisconsin Card Sort	.75
Wechsler Memory Scale	1.0
WPPSI (preschool IQ)	2.0

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Note: This list is a set of guidelines to be followed when requesting the time needed to complete assessments including administration, scoring, and interpretation of tests; tests repetitive of one and other should not be requested; tests only related to the referral question should be requested and a clear rationale should be provided; tests listed are the most commonly requested by evaluators and this is not comprehensive of all assessments that can be requested; tests requested not included on this list may be requested with a clear rationale for the use and the time for testing being requested; tests requested not included in this list should be considered for validity and reliability, as well as general acceptance in the professional practice of psychology as a sound measure for the concern being assessed.