

In the event of a conflict between a Clinical Payment and Coding Policy and any plan document under which a member is entitled to Covered Services, the plan document will govern. Plan documents include, but are not limited to, Certificates of Health Care Benefits, benefit booklets, Summary Plan Descriptions, and other coverage documents.

In the event of a conflict between a Clinical Payment and Coding Policy and any provider contract pursuant to which a provider participates in and/or provides Covered Services to eligible member(s) and/or plans, the provider contract will govern.

Providers are responsible for accurately, completely, and legibly documenting the services performed including any preoperative workup. The billing office is expected to submit claims for services rendered using valid codes from Health Insurance Portability and Accountability Act (HIPAA) approved code sets. Claims should be coded appropriately according to industry standard coding guidelines including, but not limited to: Uniform Billing (UB) Editor, American Medical Association (AMA), Current Procedural Terminology (CPT®), CPT® Assistant, Healthcare Common Procedure Coding System (HCPCS), National Drug Codes (NDC), Diagnosis Related Group (DRG) guidelines, Centers for Medicare and Medicaid Services (CMS) National Correct Coding Initiative (CCI) Policy Manual, CCI table edits and other CMS guidelines. Claims are subject to the code auditing protocols for services/procedures billed.

## **Psychological and Neuropsychological Testing**

**Policy Number: ECPCP008**

**Version 3.0**

**Enterprise Clinical Payment and Coding Policy Committee Approval Date: 09/04/2018**

**Effective Date: 09/15/2018**

\*Note: This policy is not applicable to Blue Cross Community Centennial<sup>SM</sup> contracted providers providing services to Blue Cross and Blue Shield of New Mexico Blue Cross Community Centennial members.

### **Description**

The purpose of this document is to clarify payment policy for covered psychological and neuropsychological testing. Health care providers are expected to exercise independent medical judgment in providing care to patients. Providers are responsible for accurately, completely, and legibly documenting the services performed. The billing office is expected to submit claims for services rendered using valid codes from HIPAA-approved code sets.

### **Reimbursement Information:**

#### **Guidelines:**

- Testing services should only be provided by medical or mental health providers who are licensed in their state of practice to administer, score and interpret psychological testing.
- Approval for payment is only applicable to standardized tests that are based on published, national, normative data with scoring resulting in standardized or scaled scores.
- Psychological test, neuropsychological test and evaluation claims may be reviewed to ensure that all services are of an appropriate duration. The following table

summarizes expected timeframes for certain categories of evaluation and testing. Claims that exceed these guidelines may be subject to additional review such as patient records request in order to determine medical necessity.

Type of Evaluation	Expected Timeframe
Neuropsychological evaluations (inclusive of time for administration, scoring, interpretation and report write up)	8 hours
Psychological testing to determine readiness for a medical procedure (i.e. bariatric surgery, spinal cord stimulation)	3-4 hours
Psychological testing to diagnose uncomplicated Attention Deficit/Hyperactivity Disorder (combination presentation, predominantly inattentive or hyperactive/impulsive presentation). Neuropsychological testing for Attention Deficit/Hyperactivity Disorder is indicated only when there is remarkable evidence of medical or neurological history.	3-4 hours

- Brief symptom screening inventories, paper or computer based (e.g. BAI, BDI, BHS, MMSE, Eat-26), are not separately payable as psychological testing when included in a thorough diagnostic evaluation (intake) or routine therapy sessions.

Testing is limited to once per calendar year. If more than one claim is submitted for testing within a 12-month period, there must be reason to believe that cognitive changes have occurred that require further testing, or that the initial testing did not provide the necessary clinical information. More than one claim submission for testing per year may be subject to medical records request to determine medical necessity.

- For criteria and exclusions relating to psychological and neuropsychological testing please refer to Medical Policy PSY301.020. For specific test expected timeframes, refer to Appendix A.

The following procedural codes serve as guidelines for the billing of psychological and neuropsychological testing services:

- As per AMA guidelines a minimum of 31 minutes must be provided to bill any per hour code. ~~n CPT manual. If less than 31 minutes 96127 would be appropriate or not bill at all.~~

96101	Psychological testing, per hour of the psychologist's or physician's time, including face to face administration of tests to patient, interpreting the test results and preparing the report. 96101 should not be reported for the interpretation and report of 96102 and 96103.
96102	Psychological testing, per hour of face to face administration by technician, with

	qualified health care professional interpretation and report.
96103	Psychological testing administered by computer, with qualified health care professional interpretation and report.
96105	Assessment of aphasia, per hour with interpretation and report.
96110	Developmental screening with scoring and documentation, per standardized instrument.
96111	Developmental testing with interpretation and report.
96116	Neurobehavioral status exam, per hour of the psychologist's or physician's time, including administration of tests to patient, either face-to-face or via telemedicine, interpreting the test results and preparing the report.
96118	Neuropsychological testing, per hour of the psychologist's or physician's time, including face to face administration of tests to patient, interpreting the test results and preparing the report. 96118 should not be reported for the interpretation and report of 96119 and 96120.
96119	Neuropsychological testing, per hour of face to face administration by technician, with qualified health care professional interpretation and report.
96120	Neuropsychological testing administered by computer, with qualified health care professional interpretation and report.
96125	Standardized cognitive performance testing, per hour of qualified health care professional interpretation and report.
96127	Brief emotional/behavior assessment (i.e. depression inventories, attention-deficit/hyperactivity disorder (ADHD) scales) with scoring and documentation per standardized instrument.

## References:

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**Policy Update History:**

<b>Approval Date</b>	<b>Description</b>
08/23/2017	New policy
	<b>Annual Review</b>

## APPENDIX A: CATALOG OF PSYCHOLOGICAL AND NEUROPSYCHOLOGICAL TESTS

*This guide is intended as an aid for providers who administer psychological and neuropsychological testing. There may be other covered tests that are not on this list. Medical necessity as defined by the Psychological and Neuropsychological Testing Policy (PSY 301.020) must be established prior to testing. Test times were calculated using established Tests in Print guidelines and test publisher's guidelines plus an allotment for reporting and interpretation.*

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Achenbach System of Empirically Based Assessment</i>	ASEBA	<i>Adaptive and Maladaptive functioning</i>	1.5y - 90+ y	<i>Preschool (1.5y - 5y)</i> <i>CBCL: 20 min, C-TRF: 20 min</i> <i>School age (6y – 18y)</i> <i>CBCL (6y - 18y): 30 min, TRF (6y - 18y): 30 min</i> <i>YSR (11y - 18y): 30 min, BPM (6y - 18y): 30 min</i> <i>DOF (6y - 11y): 30 min, SCICA (6y - 18y): 1 h -2 h</i> <i>Adult (18y - 59y)</i> <i>ASR: 30 min, ABCL: 30 min</i> <i>Older Adult (60y - 90+y)</i> <i>OASR: 30 min, OABCL: 30 min</i>
<i>Adaptive Behavior Assessment System- 3<sup>rd</sup> Ed</i>	ABAS-3	<i>Adaptive Skills</i>	Birth - 89y	<i>30 min for ALL forms</i>  <i>Parent /Primary Caregiver Form (Birth-5y)</i> <i>Parent Form (5y - 21y)</i> <i>Teacher/Day Care Form (2y - 5y)</i> <i>Teacher Form (5y - 21y)</i> <i>Adult Form (16y - 89y)</i>
<i>Adaptive Behavior Diagnostic Scale</i>	ABDS	<i>Adaptive Skills</i>	2y - 21y	1 h
<i>ADHD Comprehensive Teachers Rating Scale- 2<sup>nd</sup> Ed.</i>	ACTeRS	<i>Attention Disorder (with or without hyperactivity)</i>	Grades K- Adult	<i>20-30 min for all forms</i>  <i>ACTeRS Teachers Form (K-8<sup>th</sup> grade)</i> <i>ACTeRS Parent Form</i> <i>ACTeRS Self Report, (adolescent-adult)</i>
<i>ADHD Rating Scale-IV</i>	ADHD-IV	<i>ADHD</i>	5y - 18 y	30 min
<i>ADHD Symptom Checklist-4</i>	ADHD-SC4	<i>ASHD</i>	3y - 18 y	15 min

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>ADHD Symptom rating Scales</i>	<i>ADHD-SRS</i>	<i>ADHD</i>	<i>5y - 18y</i>	<i>20 min</i>
<i>Adolescent Anger Rating Scale</i>	<i>AARS</i>	<i>Anger expression</i>	<i>11y - 19 y</i>	<i>Individual: 15 min Group: 30 min</i>
<i>Adolescent Coping Scale</i>	<i>ACS</i>	<i>Coping strategies</i>	<i>12y - 18y</i>	<i>30 min</i>
<i>Adolescent Diagnostic Interview</i>	<i>ADI</i>	<i>Assess psychoactive substance use</i>	<i>12y - 18y</i>	<i>1 h – 1.5 h</i>
<i>Adolescent Psychopathology Scale</i>	<i>APS</i>	<i>Psychopathology, personality, and social-emotional problems</i>	<i>12y - 19 y</i>	<i>1 h</i>
<i>Adolescent Psychopathology Scale-Short Form</i>	<i>APS-SF</i>	<i>Psychopathology and personality characteristics</i>	<i>12y – 19y</i>	<i>30 min</i>
<i>Adolescent Substance Abuse Subtle Screening Inventory- A2</i>	<i>SASSI-A2</i>	<i>Substance use</i>	<i>12y - 18y</i>	<i>20 min</i>
<i>Adult Attention Deficit Disorders Evaluation Scale 4<sup>th</sup> ed.</i>	<i>A-ADDES</i>	<i>ADHD</i>	<i>Adults</i>	<i>Self-report, home and work version: 30 min</i>
<i>Adult Attention Deficit Disorders Evaluation Scale-Secondary Age Student</i>	<i>ADDES-S</i>	<i>ADHD</i>	<i>11y - 19y</i>	<i>30 min</i>
<i>Adult Manifest Anxiety Scale</i>	<i>AMAS-A (Adult), AMAS-C (College) AMAS-E (Elderly)</i>	<i>Anxiety/Worry</i>	<i>&gt;19y</i>	<i>15 min</i>
<i>Adult Self-Report Inventory-4</i>	<i>ASRI-4 AI-4</i>	<i>Diagnosis</i>	<i>18y -75y</i>	<i>20 min</i>
<i>Adult Suicide Ideation Questionnaire</i>	<i>ASIQ</i>	<i>Suicidal thoughts</i>	<i>&gt;18y</i>	<i>15 min</i>
<i>Alcohol Use Inventory</i>	<i>AUI</i>	<i>Alcohol use</i>	<i>&gt;16y</i>	<i>1 h</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Aphasia Diagnostic Profiles</i>	<i>ADP</i>	<i>Language and communication</i>	<i>Adults</i>	<i>1 h</i>
<i>Asperger's Syndrome Diagnostic Scale</i>	<i>ASDS</i>	<i>Asperger syndrome</i>	<i>5y-18y</i>	<i>20 min</i>
<i>Attention Deficit Disorders Evaluation Scales-Fourth Edition</i>	<i>ADDES-4</i>	<i>ADHD</i>	<i>4y-18y</i>	<i>30 min</i>
<i>Attention Deficit/Hyperactivity Disorder Test-2<sup>nd</sup> Ed.</i>	<i>ADHDT-2</i>	<i>ADHD</i>	<i>5y-17y</i>	<i>10 min</i>
<i>Attention Test Listing Assessment and Services</i>	<i>ATLAS</i>	<i>ADHD</i>	<i>8y-18y</i>	<i>1 h</i>
<i>Auditory Processing Abilities Test</i>	<i>APAT</i>	<i>Auditory processing</i>	<i>5y-12y</i>	<i>50 min</i>
<i>Autism Diagnostic Interview, Revised</i>	<i>ADI-R</i>	<i>Autism</i>	<i>&gt;2y mental age</i>	<i>1.5h - 2.5h</i>
<i>Autism Diagnostic Observation Schedule-2<sup>nd</sup> Ed. (4 modules)</i>	<i>ADOS-2</i>	<i>Autism</i>	<i>1y - Adult</i>	<i>1 hour per module (usually only one module is administered)</i>
<i>Autism Spectrum Rating Scales</i>	<i>ASRS</i>	<i>Autism</i>	<i>2y - 18y</i>	<i>20 min</i>
<i>Barkley Adult ADHD Rating Scale-IV</i>	<i>BAARS-IV</i>	<i>Adult ADHD</i>	<i>18y - 89y</i>	<i>10 min for all forms</i>  <i><u>Self Report</u> (Current symptoms, Childhood Symptoms)</i> <i><u>Other Report</u> (Current symptoms, Childhood Symptoms)</i> <i><u>Self Report</u> (Current Symptoms Interview, Childhood Symptoms Interview)</i> <i><u>Other Report</u> (Current Symptoms Interview, Childhood Symptoms Interview)</i>



<i>Barkley Deficits in Executive Functioning Scale</i>	<i>BDEFS</i>	<i>Executive functioning</i>	<i>18y - 81y</i>	<i>Self-report: 30 min Older-report: 30 min Short form: 10 min Long form: 30 min</i>
<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Barkley Deficits in Executive Functioning Scale-CA</i>	<i>BDEFS-CA</i>	<i>Executive functioning</i>	<i>6y - 17y</i>	<i>Short form: 10 min Long form: 30 min</i>
<i>Basic Personality Inventory</i>	<i>BPI</i>	<i>Personality and psychopathology</i>	<i>Adolescent -Adult</i>	<i>45 min</i>
<i>Battelle Developmental Inventory-2</i>	<i>BDI-2</i>	<i>Screens and evaluates early childhood developmental milestones</i>	<i>Birth-7 y</i>	<i>Full assessment: 1h - 2 h Screening Test: 30 min</i>
<i>Bayley Infant Neurodevelopmental Screener</i>	<i>BINS</i>	<i>Development delay/neurological impairments</i>	<i>3 months-24 months</i>	<i>30 min</i>
<i>Bayley Scales of Infant and Toddler Development 3<sup>rd</sup> ed.</i>	<i>Bayley-III</i>	<i>Early Development</i>	<i>1 month - 3.5 y</i>	<i>45 min - 1.5 h</i>
<i>Bayley Scales of Infant and Toddler Development, 3<sup>rd</sup> ed., Screening Test</i>	<i>Bayley-III Screening Test</i>	<i>Early Development</i>	<i>1 month - 3.5 y</i>	<i>30 min - 40 min</i>
<i>Beck Anxiety inventory</i>	<i>BAI</i>	<i>Anxiety</i>	<i>&gt;17 y</i>	<i>10 min</i>
<i>Beck Depression Inventory</i>	<i>BDI</i>	<i>Depression</i>	<i>&gt;13 y</i>	<i>10 min</i>
<i>Beck Hopelessness Scale</i>	<i>BHS</i>	<i>Hopelessness</i>	<i>&gt;17 y</i>	<i>15 min</i>
<i>Beck Scale for Suicidal Ideation</i>	<i>BSS</i>	<i>Suicidal Ideation.</i>	<i>&gt;17 y</i>	<i>15 min</i>
<i>Beck Youth Inventories for Children and Adolescents– 2<sup>nd</sup> Ed.</i>	<i>BYI-II, BDI-Y, BSCI-Y, BAI-Y, BANI-Y, BDBI-Y</i>	<i>Depression, anxiety, anger, disruptive behavior and self-concept</i>	<i>7y - 18 y</i>	<i>50 min for combination form</i>

<i>Beery Buktenica Visual Motor Integration test- 6<sup>th</sup> Ed.</i>	<i>Beery VMI</i>	<i>Visual-motor abilities</i>	<i>2y - 100 y</i>	<i>Beery VMI Full and Short form: 20 min Visual Perception and Motor Coordination: 10 min</i>
<i>Behavioral and Emotional Screening System</i>	<i>BASC-3 BESS</i>	<i>Behavioral and emotional strengths and weaknesses in children and adolescents</i>	<i>3y - 18y</i>	<i>15 min</i>
<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Behavior Assessment System for Children-3<sup>rd</sup> ed.</i>	<i>BASC-3</i>	<i>Behavior and self-perception</i>	<i>2y - 21y (TRS, PRS); 6y- College (SRP)</i>	<i><u>Teacher Rating Scales</u> Preschool, Child and Adolescent: 30 min <u>Parent Rating Scales</u> Preschool, Child and Adolescent: 30 min <u>Self Report of Personality</u> Interview (6y-7y), Child, Adolescent and Young Adult(18y-25y): 30 min</i>
<i>Behavior Assessment System for Children-3<sup>rd</sup> ed., Parenting Relationship Questionnaire</i>	<i>BASC-3, PRQ</i>	<i>Parents perspective on parent child relationship</i>	<i>NA- parents of children 2y - 18y</i>	<i>BASC-3 PRQ-P (2y - 5y): 20 min BASC-3 PRQ-CA (6y - 18y): 20 min</i>
<i>Behavioral and Emotional Rating Scale- 2<sup>nd</sup> ed.</i>	<i>BERS-2</i>	<i>Strengths and Competencies</i>	<i>5y - 18 y</i>	<i>15 min</i>
<i>Behavior Rating Inventory of Executive Function, 2<sup>nd</sup> ed.</i>	<i>BRIEF2</i>	<i>Executive Functions</i>	<i>5y - 18 y</i>	<i>20 min</i>
<i>Behavior Rating Inventory of Executive Function-Adult Version</i>	<i>BRIEF-A</i>	<i>Executive Functions</i>	<i>18y - 90 y</i>	<i>20 min</i>
<i>Behavior Rating Inventory of Executive Functioning-Preschool Version</i>	<i>BRIEF-P</i>	<i>Executive Functions</i>	<i>2y - 5y</i>	<i>20 min</i>

<i>Behavior Rating Inventory of Executive Function- Self Report Version</i>	<i>BRIEF-SR</i>	<i>Cognitive, emotional and behavioral Functions</i>	<i>11y - 18 y</i>	<i>30 min</i>
<i>Bender Visual Motor Gestalt Test-2<sup>nd</sup> ed.</i>	<i>Bender Gestalt-II</i>	<i>Visual-motor integration</i>	<i>4y - 85+ y</i>	<i>20 min</i>
<i>Benton Judgment of Line Orientation</i>	<i>JOLO</i>	<i>Visuospatial judgment in brain-injured patients</i>	<i>7y - 74 y</i>	<i>15 min</i>
<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Benton Visual Retention test- 5<sup>th</sup> Ed</i>	<i>BVRT-5</i>	<i>Visual perception, memory, and visuoconstructive abilities</i>	<i>8y - Adult</i>	<i>30 min</i>
<i>Brief Cognitive Status Exam</i>	<i>BCSE</i>	<i>Cognitive status</i>	<i>16y - 90y</i>	<i>20 min</i>
<i>Binge Eating Scale</i>	<i>BES</i>	<i>Binge eating</i>	<i>Adults and Adolescents</i>	<i>10 min</i>
<i>Booklet Category Test, 2<sup>nd</sup> Ed</i>	<i>BCT</i>	<i>Brain damage</i>	<i>&gt;15y</i>	<i>1 h</i>
<i>Boston Diagnostic Aphasia Examination-3<sup>rd</sup> Ed.</i>	<i>BDAE-3</i>	<i>Language and Aphasia</i>	<i>Individuals with Aphasia</i>	<i>Standard form: 1 h Short Form: 45 min</i>
<i>Boston naming Test 2<sup>nd</sup> ed.</i>	<i>BNT</i>	<i>Naming abilities</i>	<i>Individuals with Aphasia</i>	<i>45 min</i>
<i>Brief Visuospatial memory Test- Revised</i>	<i>BVMT-R</i>	<i>Visuospatial memory</i>	<i>18y – 79y</i>	<i>1 h</i>
<i>Brief Neuropsychological Cognitive Examination</i>	<i>BNCE</i>	<i>Cognitive impairment</i>	<i>&gt;18y</i>	<i>40 min</i>
<i>Brief Symptom Inventory</i>	<i>BSI</i>	<i>Psychological symptoms</i>	<i>&gt;13y</i>	<i>15 min</i>

<i>Brief Test of Attention</i>	<i>BTA</i>	<i>Attention</i>	<i>17y - 82 y</i>	<i>Numbers form: 15 min Letters form: 15 min</i>
<i>Brown Attention Deficit Disorder Scales</i>	<i>Brown ADD Scales</i>	<i>ADD</i>	<i>3y-Adult</i>	<i>All Forms: 20 min each  Primary/Preschool Level (3y - 7y) School-age Level (8y - 12y) Adolescent Level (13y - 18y) Adult (&gt;18y)</i>
<b><i>Test Name</i></b>	<b><i>Acronym</i></b>	<b><i>Type</i></b>	<b><i>Age</i></b>	<b><i>Time (inclusive of administration, scoring, interpretation and report write-up)</i></b>
<i>Burks Behavior Rating Scales-2<sup>nd</sup> ed.</i>	<i>BBRS-2</i>	<i>Problem behavior in school</i>	<i>4y - 18y</i>	<i>Teacher or Parent form: 20 min</i>
<i>California Verbal learning Test-II, Adult Version</i>	<i>CVLT-II</i>	<i>Verbal learning and memory</i>	<i>16y - 89 y</i>	<i>Standard/Alternate Forms: 75min, Short Form: 40 min</i>
<i>California Verbal Learning Test-Children's version</i>	<i>CVLT-C</i>	<i>Verbal learning and memory</i>	<i>5y - 16 y</i>	<i>1 h</i>
<i>Category Test</i>	<i>Cat</i>	<i>Problem solving/brain damage</i>	<i>9y - 69y</i>	<i>30 min to 95 min (varies by impairment level)  Halsted Category test (HCT) (16y-69y) Adaptive Category test (ACT) (16y-69y) Russell Revised short form (RCat) (16y-69y) Intermediate Category test (ICat) (9y-15y)</i>
<i>Checklist for Autism Spectrum Disorder</i>	<i>CASD</i>	<i>Autism</i>	<i>1y-17y</i>	<i>1h</i>
<i>Checklist for Autism Spectrum Disorder-Short Form</i>	<i>CASD-SF</i>	<i>Autism</i>	<i>1y-17y</i>	<i>45 mi</i>
<i>Child and Adolescent Symptom Inventory-5</i>	<i>CASI-5</i>	<i>Emotional and behavioral disorders</i>	<i>5y - 18y</i>	<i>Parent and Teacher checklist: 20 min</i>

<i>Child Development Inventory</i>	<i>CDI</i>	<i>Development, symptoms, and behavior problems</i>	<i>1y - 6y</i>	<i>45 min-1 hour</i>
<i>Childhood Autism Rating Scale-2<sup>nd</sup> Ed.</i>	<i>CARS-2</i>	<i>Autism</i>	<i>&gt;2y</i>	<i>Standard and high functioning version: 15 min</i>
<i>Childhood Trauma Questionnaire</i>	<i>CTQ</i>	<i>Abuse history</i>	<i>&gt;12y</i>	<i>10 min</i>
<i>Test Name</i>	<i>Acronym</i>	<i>Type</i>	<i>Age</i>	<i>Time (inclusive of administration, scoring, interpretation and report write-up)</i>
<i>Children's Aggression Scale</i>	<i>CAS</i>	<i>Aggression</i>	<i>5y - 18y</i>	<i>Parent and Teacher: 20 min</i>
<i>Children's Apperception Test</i>	<i>C.A.T</i>	<i>Personality and emotional disturbance</i>	<i>3y - 10y</i>	<i>45 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Children's Auditory Verbal learning Test-2</i>	<i>CAVLT-2</i>	<i>verbal learning and memory</i>	<i>6y -17y</i>	<i>40 min</i>
<i>Children's Category Test</i>	<i>CCT</i>	<i>Non-verbal concept formation</i>	<i>5y -16 y</i>	<i>20-30 min</i>
<i>Children's Color Trails Test</i>	<i>CCTT</i>	<i>Alternating and Sustained visual attention, sequencing</i>	<i>8y - 16 y</i>	<i>10 min</i>
<i>Children's Depression Inventory-2</i>	<i>CDI-2</i>	<i>Depression</i>	<i>7y - 17y</i>	<i>Parent Report: 15 min Teacher Report: 10 min Self-Report- full: 20 min Self-Report- Short: 10 min</i>
<i>Children's Depression rating Scale-Revised</i>	<i>CDRS-R</i>	<i>Depression</i>	<i>6y - 12 y</i>	<i>30 min</i>
<i>Children's Memory Scale</i>	<i>CMS</i>	<i>Memory</i>	<i>5y - 16y</i>	<i>30 min – 1 h</i>
<i>Children's Personality Questionnaire</i>	<i>CPQ</i>	<i>Personality</i>	<i>8y-12 y</i>	<i>45 min-75 min</i>
<i>Clinical Assessment of Attention Deficit–Adult</i>	<i>CAT-A</i>	<i>Comprehensive assessment of ADD/ADHD</i>	<i>19y – 79y years</i>	<i>30 min</i>
<i>Clinical Assessment of Attention Deficit–Child</i>	<i>CAT-C</i>	<i>Comprehensive assessment of ADD/ADHD</i>	<i>8y - 18y</i>	<i>30 min</i>
<i>Clock Drawing Test</i>	<i>NA</i>	<i>Cognitive impairment</i>	<i>&gt;65y</i>	<i>15 min</i>
<i>Cognistat (The Neurobehavioral Cognitive Status Examination)</i>	<i>Cognistat</i>	<i>Intellectual functioning</i>	<i>Adults</i>	<i>40 min</i>
<i>Cognitive Abilities Scale-2<sup>nd</sup> Ed.</i>	<i>CAS-2</i>	<i>Cognitive abilities</i>	<i>3 months - 4 y</i>	<i>Infant Form and Preschool form: 40 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Cognitive Abilities test, Form 7</i>	<i>CogAT</i>	<i>Reasoning and problem solving</i>	<i>Grades K-12</i>	<i>Grades (k-2): 30 min - 45 min per battery plus time for practice items Grades (3-12): 30 min per battery plus time for practice items</i>
<i>Color Trails Test</i>	<i>CTT</i>	<i>Sustained attention and sequencing</i>	<i>&gt;18y</i>	<i>15 min</i>
<i>Comprehensive Trail-Making Test</i>	<i>CTMT</i>	<i>Brain Injury</i>	<i>8y - 74y</i>	<i>15 min</i>
<i>Comprehensive Test of Nonverbal Intelligence-Second Ed.</i>	<i>CTONI-2</i>	<i>Nonverbal intellectual abilities</i>	<i>6y - 89y</i>	<i>1 h</i>
<i>Conners Adult ADHD Diagnostic Interview for DSM-IV</i>	<i>CAADID</i>	<i>ADHD</i>	<i>&gt;18 y</i>	<i>Interview: 1.5 h Self-Report: 30 min-1 h</i>
<i>Connors Adult ADHD Rating Scale</i>	<i>CAARS</i>	<i>ADHD in adults</i>	<i>&gt;18 y</i>	<i>CAARS Self Report and Observer (long): 30 min CAARS Self Report and Observer (short): 15 min CAARS Self Report and Observer (screening): 15 min</i>
<i>Conners Comprehensive Behavior Rating Scales CBRS-T-Teacher CBRS-P-Parent CBRS SR-Self Report</i>	<i>Conners CBRS Connors CI</i>	<i>Assess wide range of behavior concerns</i>	<i>6y - 18 y</i>	<i>Teacher: 30 min CBRS- Parent: 30 min CBRS- Self Report: 30 min Clinical Index- Teacher: 15 min Connors Clinical Index- Parent: 15 min Connors Clinical Index- Self Report: 15 min</i>
<i>Conners Continuous Performance Test, 3<sup>rd</sup> ed.</i>	<i>Conners CPT 3</i>	<i>Attention</i>	<i>&gt;8 y</i>	<i>15 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Conners Early Childhood</i>	<i>Conners EC</i>	<i>Behavior, emotional and social concerns</i>	<i>2y - 6y</i>	<i>Conners EC Full length (Parent and Teacher): 30 min Conners EC Behavior (Parent and Teacher): 20 min Conners EC Developmental Milestones (Parent and Teacher): 15 min Conners EC Behavior Short (parent and teacher): 15 min Conners EC Global Index (Parent and teacher): 10 min</i>
<i>Conners Kiddie Continuous Performance Test- 2<sup>nd</sup> ed.</i>	<i>K-CPT 2</i>	<i>Attention</i>	<i>4y - 7y</i>	<i>10 min</i>
<i>Conners- 3<sup>rd</sup> Ed.</i>	<i>Conners 3</i>	<i>ADHD</i>	<i>6y - 18y</i>	<i>Full –Parent, Teacher, Self-Report: 30 min Short –Parent, Teacher, Self-Report: 15 min ADHD index -Parent, Teacher Self-Report: 15 min Global index - Parent and Teacher: 15 min</i>
<i>Continuous Visual Memory Test</i>	<i>CVMT</i>	<i>Visual memory</i>	<i>7y - 80y</i>	<i>50 min</i>
<i>Controlled Oral Word Association Test</i>	<i>COWAT/FAS</i>	<i>Word fluency</i>	<i>16y - 70y</i>	<i>15 min</i>
<i>Coolidge Assessment Battery</i>	<i>CAB</i>	<i>Determine Axis 1 &amp; II and neuropsychological functioning</i>	<i>&gt;15 y</i>	<i>50 min</i>
<i>Correa-Barrick Depression Scale</i>	<i>CBPDS</i>	<i>Postpartum depression</i>	<i>postpartum women</i>	<i>15 min</i>
<i>Correa-Barrick Postpartum Depression Scale</i>	<i>CBDS</i>	<i>Depression</i>	<i>18y-65y</i>	<i>15 min</i>
<i>Delis Kaplan Executive Function System</i>	<i>D-KEFS</i>	<i>Executive functioning</i>	<i>8y-89 y</i>	<i>Full test: 2 h 10 min per subtest</i>



<i>Delis Rating of Executive Functions</i>	<i>D-REF</i>	<i>Executive functioning</i>	<i>5y - 18y</i>	<i>15 min</i>
<i>Dementia Rating Scale-2</i>	<i>DRS-2</i>	<i>Dementia</i>	<i>56y - 105y</i>	<i>45 min</i>
<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Dementia Rating Scale-2 Alternate Form</i>	<i>DRS-2: AF</i>	<i>Dementia</i>	<i>56y - 105y</i>	<i>45 min</i>
<i>Developmental Test of Visual Perception- Adolescent and Adult</i>	<i>DTVP-A</i>	<i>Visual perceptual and motor integration skills</i>	<i>11y - 74y</i>	<i>30 min</i>
<i>Developmental Test of Visual Perception-3<sup>rd</sup> Ed.</i>	<i>DTVP-3</i>	<i>Visual perceptual and motor integration skills</i>	<i>4y - 12y</i>	<i>45 min</i>
<i>Devereux Scales of Mental Disorders</i>	<i>DSMD</i>	<i>Behavioral or emotional problems in children and adolescents</i>	<i>5y - 18 y</i>	<i>20 min</i>
<i>Diagnostic Interview for Children and Adolescents-IV</i>	<i>DICA-IV</i>	<i>Behavioral Problems</i>	<i>6y - 17y</i>	<i>30 minutes per category</i>
<i>Differential Abilities Scale-II</i>	<i>DAS-II</i>	<i>Cognitive abilities</i>	<i>2.5y - 17y</i>	<i>Core battery: 1 h Diagnostic Subtests: 30 min</i>
<i>Draw a Person-A Quantitative Scoring System</i>	<i>Draw a Person-QSS</i>	<i>Intellectual ability</i>	<i>5y - 17y</i>	<i>30 min</i>
<i>Draw a Person-Screening procedures for emotional disturbance</i>	<i>DAP-SPED</i>	<i>Emotional Disturbance</i>	<i>6y - 17y</i>	<i>30 min</i>

<i>Early Childhood Attention-Deficit Disorders Evaluation Scale</i>	<i>ECADDES</i>	<i>ADHD</i>	<i>2y -7y</i>	<i>20 min</i>
<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Eating Disorder Inventory-3</i>	<i>EDI-3</i>	<i>Eating disorder</i>	<i>13y - 53 y</i>	<i>EDI-3: 30 min Referral Form: 15 min Symptom Checklist: 15 min</i>
<i>Expressive Vocabulary Test, 2<sup>nd</sup> ed.</i>	<i>EVT</i>	<i>Expressive vocabulary</i>	<i>2.5y - 90y+</i>	<i>25 min</i>
<i>Family Relations Test: Children's version</i>	<i>FRT</i>	<i>Assessing family relationships</i>	<i>3y - 15y</i>	<i>45 min</i>
<i>Feelings, Attitudes, and Behaviors Scale for Children</i>	<i>FAB-C</i>	<i>Emotional and behavioral problems</i>	<i>6y - 13y</i>	<i>15 min</i>
<i>Gilliam Asperger's Disorder Scale</i>	<i>GADS</i>	<i>Aspergers</i>	<i>3y - 22y</i>	<i>15 min</i>
<i>Gilliam Autism Rating Scale-3<sup>rd</sup> Ed.</i>	<i>GARS-3</i>	<i>Autism</i>	<i>3y - 22y</i>	<i>15 min</i>
<i>Gordon Diagnostic System</i>	<i>GDS</i>	<i>ADHD</i>	<i>Children &amp; adults</i>	<i>10 min per task (11 tasks)</i>
<i>Green's Word Memory Test</i>	<i>WMT</i>	<i>Verbal and nonverbal memory</i>	<i>&gt;7y</i>	<i>Not reported</i>
<i>Grooved Pegboard Test</i>	<i>NA</i>	<i>Manipulative dexterity</i>	<i>5y- Adult</i>	<i>10 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Halstead Reitan Neuropsychological Test Battery</i>	<i>HRNTB</i>	<i>Neuropsychological Tests</i>	<i>&gt;5y</i>	<u><i>Young Children (5y - 8y)</i></u> <i>Category: 1 h</i> <i>Tactual performance: 30 min</i> <i>Finger tapping: 10 min</i> <i>Lateral dominance examination: 15 min</i> <i>Aphasia screening: 30 min</i> <i>Sensory perceptual: 20 min</i> <i>Grip strength: 5 min</i> <u><i>Older children (9y-14y) and Adults (&gt;15y)</i></u> <i>Category: 1 h</i> <i>Tactual performance: 30 min</i> <i>Seashore Rhythm test: 30 min</i> <i>Speech sounds perception: 20 min</i> <i>Trail making: 15 min</i> <i>Finger tapping: 10 min</i> <i>Aphasia screening: 30 min</i> <i>Sensory-perceptual- 20 min</i> <i>Tactile form recognition- 30 min</i> <i>Grip strength- 10 min</i> <i>Lateral dominance: 15 min</i>
<i>Hamilton Depression Inventory</i>	<i>HAM-D</i>	<i>Depression</i>	<i>Adults</i>	<i>15 min</i>
<i>Hooper Visual Organization test</i>	<i>VOT</i>	<i>Neurological impairment- ability to organize visual stimuli</i>	<i>&gt;5y</i>	<i>20 min</i>
<i>Hopkins Verbal Learning Test– Revised</i>	<i>HVLT-R</i>	<i>verbal learning and memory</i>	<i>&gt;16y</i>	<i>20 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>House-Tree-Person and Draw-A-Person as Measures of Abuse in Children: A Quantitative Scoring System</i>	<i>H-T-P/D-A-P</i>	<i>Possible child sexual abuse</i>	<i>7y - 11 y</i>	<i>1 h</i>
<i>House Tree Person Projective Drawing Technique</i>	<i>H-T-P</i>	<i>Psychopathology</i>	<i>&gt;3 y</i>	<i>1 h</i>
<i>Human Figures Drawing Test</i>	<i>HFDT</i>	<i>Projective test</i>	<i>Age range not found</i>	<i>30 min</i>
<i>IVA+Plus (Integrated Visual and Auditory Continuous Performance Test)</i>	<i>IVA+Plus CPT</i>	<i>Sustained attention</i>	<i>6y - Adult</i>	<i>25 min</i>
<i>Jesness Behavior Checklist-Revised</i>	<i>Jl-R</i>	<i>Delinquency</i>	<i>&gt;8y</i>	<i>30 min</i>
<i>Judgment of Line Orientation</i>	<i>JOLO</i>	<i>Visuospatial judgment in brain-injured patients</i>	<i>7y - 74y</i>	<i>15 min</i>
<i>Kaufman Assessment Battery for Children-2<sup>nd</sup> Ed</i>	<i>K-ABC-II</i>	<i>Cognitive ability</i>	<i>3y - 18 y</i>	<i>30 min- 1.5 h</i>
<i>Kaufman Brief Intelligence Test</i>	<i>KBIT-2</i>	<i>Verbal and nonverbal intelligence</i>	<i>4y - 90 y</i>	<i>30 min</i>
<i>Kinetic Drawing System for Family and School</i>	<i>NA</i>	<i>Relationship between self and others</i>	<i>5y - 20y</i>	<i>40 min</i>
<i>Leiter International Performance Scale- 3<sup>rd</sup> Ed.</i>	<i>Leiter-3</i>	<i>Nonverbal measure of intelligence</i>	<i>&gt;3y</i>	<i>1 h</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Luria-Nebraska Neuropsychologica I battery-Children's Revision</i>	<i>LNNB-C</i>	<i>Cognitive functioning</i>	<i>8y -12 y</i>	<i>Up to 3 h</i>
<i>Luria-Nebraska Neuropsychologica I battery: Forms I and II</i>	<i>LNNB</i>	<i>Neuropsychological functioning</i>	<i>&gt;15 y</i>	<i>2- 3 h</i>
<i>McCarthy Scales of Children's Abilities</i>	<i>MSCA</i>	<i>Abilities of preschool children</i>	<i>2.5y - 8.5 y</i>	<i>1 h</i>
<i>Memory Assessment Scales</i>	<i>MAS</i>	<i>Attention/memory</i>	<i>&gt;18y</i>	<i>45 min</i>
<i>Merrill Palmer Revised Scales of Development</i>	<i>MPR</i>	<i>Developmental delays</i>	<i>1 month- 6.5y</i>	<i>1 h - 1.5 h</i>
<i>Millon Adolescent Clinical Inventory</i>	<i>MACI</i>	<i>Adolescent personality and self-reported concerns</i>	<i>13y - 19y</i>	<i>40 min</i>
<i>Millon Adolescent Personality Inventory</i>	<i>MAPI</i>	<i>Adolescent Personality</i>	<i>13y - 18 y</i>	<i>40 min</i>
<i>Millon Behavioral Health Inventory</i>	<i>MBHI</i>	<i>Psychological evaluations of medical patients</i>	<i>Adults</i>	<i>40 min</i>
<i>Millon™ Behavioral Medicine Diagnostic</i>	<i>MBMD</i>	<i>Psychosocial factors that support or interfere with a chronically ill patient's course of medical treatment.</i>	<i>18y - 85 y</i>	<i>30 min</i>
<i>Millon Clinical Multiaxial Inventory--IV</i>	<i>MCFI-IV</i>	<i>Personality and psychopathology</i>	<i>&gt;18y</i>	<i>40 min</i>
<i>Millon Pre-Adolescent Clinical Inventory</i>	<i>M-PACI</i>	<i>Psychological disorders</i>	<i>9y - 12y</i>	<i>30 min</i>

<i>Mini-Mental Status Exam-2<sup>nd</sup> ed.</i>	<i>MMSE-2</i>	<i>Cognitive impairment</i>	<i>18y - 100y</i>	<i>Brief version: 10 min Standard version: 15 min Expanded version: 20 min</i>
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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Minnesota Multiphasic Personality Inventory- 2</i>	<i>MMPI-2</i>	<i>Adult psychopathology</i>	<i>&gt;18 y</i>	<i>1.5 h</i>
<i>Minnesota Multiphasic personality Inventory-Adolescent</i>	<i>MMPI-A</i>	<i>Adolescent psychopathology</i>	<i>14y - 18y</i>	<i>1 h</i>
<i>Minnesota Multiphasic personality Inventory-2- Restructured Form</i>	<i>MMPI-RF</i>	<i>Symptoms, personality characteristics, behavior, interests and functioning</i>	<i>&gt;18y</i>	<i>1 h</i>
<i>Montreal Cognitive Assessment</i>	<i>MoCA</i>	<i>Cognitive Assessment</i>		<i>15 min</i>
<i>Motor-Free Visual Perception Test-4</i>	<i>MVPT-4</i>	<i>Visual perception</i>	<i>4y - 80y</i>	<i>40 min</i>
<i>Mullen Scales of Early Learning</i>	<i>NA</i>	<i>Cognitive functioning</i>	<i>Birth - 68 months</i>	<i>1 year: 30 min 3 years: 1 h 5 years: 75 min</i>
<i>Multidimensional Anxiety Questionnaire</i>	<i>MAQ</i>	<i>Adult anxiety</i>	<i>18y -89 y</i>	<i>15 min</i>
<i>Multidimensional Anxiety Scale for Children-2<sup>nd</sup> Ed.</i>	<i>MASC 2</i>	<i>Anxiety symptoms</i>	<i>8y - 19 y</i>	<i>Self-Report and Parent - 20 min</i>

NEPSY II-2 <sup>nd</sup> Ed.	NEPSY-II	Neuropsychological Functioning	3y - 16 y	<u>General Assessment</u> Preschool ages (3y-4y)- 75 min School Ages (5y-16y)- 90 mn <u>Full Assessment</u> Preschool ages (3y-4y)- 2 h School ages (5y-16y): 2.5 h -3.5 h
<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
Neuropsychological Assessment Battery	NAB	Neuropsychological Assessment	18y -97 y	Up to 5.5 h
Neuropsychological Status Exam	NSE	Comprehensive data collection	18y - 90y	Not reported
Nonverbal Stroop Card Sorting Test	NSCST	Executive function	3y-75y	20 min
Paced Auditory Serial Addition Test	PASAT	Effects of traumatic brain injury on cognitive functioning	Not found	15 min
PDD Behavior Inventory	PDDBI	Pervasive Developmental disorders	1.5y - 12.5y	Standard form: 30 min Extended form: 45 min
Pediatric Attention Disorders Diagnostic Screener	PADDS	Attention and executive function disorders	6y - 12 y	45 min
Pediatric Behavior Rating Scale	PBRS	Identification of symptoms associated with early onset bipolar disorder	3y - 18 y	20 min
Peabody Picture Vocabulary Test, Fourth Edition	PPVT-4	Receptive vocabulary	2.5y – 90y+	25 min
Personality Assessment Inventory	PAI	Clinical diagnosis	>18 y	1.5 h



<i>Personality Assessment Inventory-Adolescent</i>	<i>PAI-A</i>	<i>Clinical diagnosis</i>	<i>12y - 18 y</i>	<i>1 h</i>
<i>Personality Inventory for Children- 2nd Ed</i>	<i>PIC-2</i>	<i>Emotional, behavioral, cognitive, and interpersonal adjustment</i>	<i>5y - 19y</i>	<i>Standard form: 50 min Behavioral Summary: 20 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Personality Inventory for Youth</i>	<i>PIY</i>	<i>Emotional and behavioral adjustment</i>	<i>9y -19y</i>	<i>1 hour Screener: 20 min</i>
<i>Pervasive Developmental Disorders Screening Test-2<sup>nd</sup> Ed.</i>	<i>PDDST-II</i>	<i>Autism and PDD</i>	<i>1-4 y</i>	<i>30 min</i>
<i>Piers-Harris Children's Self-Concept Scale-2<sup>nd</sup> Ed</i>	<i>Piers-Harris 2</i>	<i>Self-concept</i>	<i>7y - 18 y</i>	<i>20 min</i>
<i>Posttraumatic Stress Diagnostic Scale</i>	<i>PDS</i>	<i>Symptom severity of posttraumatic stress disorder</i>	<i>18y - 65 y</i>	<i>20 min</i>
<i>Psychiatric Diagnostic Screening Questionnaire</i>	<i>PDSQ</i>	<i>Common Axis 1 Disorders</i>	<i>&gt;18y</i>	<i>20 min</i>
<i>Psychological Screening Inventory</i>	<i>PSI</i>	<i>Mental health problems</i>	<i>&gt;16y</i>	<i>15 min</i>
<i>Questionnaire on Eating and Weight Patterns-5</i>	<i>QEWP-5</i>	<i>Eating patterns</i>	<i>Adults, adolescents</i>	<i>30 min</i>
<i>Quotient ADHD System</i>	<i>Quotient ADHD</i>	<i>ADHD</i>	<i>Children, adolescents and adults</i>	<i>30 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Raven's Progressive Matrices</i>	<i>RPM</i>	<i>Non-verbal measure of perception and thinking skills</i>	<i>6y - 65 y</i>	<i>Colored (5y-11y) or individuals with mental defects and elderly) ): 45min Standard (6y-65y): 1 h Advanced (&gt;11y and those with average or high intellectual ability)- set I: 15 min, set II: 45min- 75 min</i>
<i>Repeatable Battery for the Assessment of Neuropsychological Status Update</i>	<i>RBANS Update</i>	<i>Attention, language, visuospatial/constructional abilities, and memory</i>	<i>12y - 89y</i>	<i>40 min</i>
<i>Revised Behavior problems Checklist</i>	<i>RBPC</i>	<i>Problem behaviors</i>	<i>5y - 18y</i>	<i>30 min</i>
<i>Revised Children's Manifest Anxiety Scale-2<sup>nd</sup> ed.</i>	<i>RCMAS-2</i>	<i>Anxiety</i>	<i>6y -19y</i>	<i>20 min</i>
<i>Revised Hamilton Rating Scale for Depression</i>	<i>RHRSD</i>	<i>Depression</i>	<i>Adults</i>	<i>15 min</i>
<i>Rey Auditory Verbal Learning Test</i>	<i>RAVLT</i>	<i>Verbal learning and memory</i>	<i>7y - 89y</i>	<i>20 min</i>
<i>Rey Complex Figure Test and Recognition Trial</i>	<i>RCFT</i>	<i>Visuospatial ability and memory</i>	<i>6y - 89 y</i>	<i>50 min</i>
<i>Reynolds Adolescent Adjustment Screening Inventory</i>	<i>RAASI</i>	<i>Adolescent adjustment</i>	<i>12y - 19 y</i>	<i>10 min</i>
<i>Reynolds Adolescent Depression Scale- 2<sup>nd</sup> Ed</i>	<i>RADS-2</i>	<i>Depression</i>	<i>11y - 20y</i>	<i>15 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Reynolds Adolescent Depression Scale- 2<sup>nd</sup> Ed.: Short Form</i>	<i>RADS-2:SF</i>	<i>Depression</i>	<i>11y - 20y</i>	<i>10 min</i>
<i>Reynolds Child Depression Scale- 2<sup>nd</sup> Ed. and Short Form</i>	<i>RCDS-2 RCDS-2:SF</i>	<i>Depression</i>	<i>7y - 13y</i>	<i>25 min Short form- 10 min</i>
<i>Reynolds Depression Screening Inventory</i>	<i>RDSI</i>	<i>Depression</i>	<i>18y - 89y</i>	<i>15 min</i>
<i>Reynolds Intellectual Assessment Scales, Second Edition and Reynolds Intellectual Screening Test, Second Edition</i>	<i>RIAS-2 RIST-2</i>	<i>Verbal and nonverbal intelligence and memory</i>	<i>3y - 94y</i>	<i>RIAS- 50 min RIST- 20 min</i>
<i>Rey- Osterreith Complex Figure Test</i>	<i>ROCFT</i>	<i>Visuoconstructive skills and visual memory</i>	<i>Adults</i>	<i>1 hour</i>
<i>Roberts- 2 (Roberts Apperception Test for Children-2)</i>	<i>Roberts-2</i>	<i>Social perception</i>	<i>6y - 18 y</i>	<i>1 h</i>
<i>Rorschach</i>	<i>NA</i>	<i>Clinical assessment</i>	<i>&gt;5 y</i>	<i>1 h</i>
<i>Ross Information Processing Assessment- Geriatric: Second Edition</i>	<i>RIPA-G:2</i>	<i>Cognitive linguistic deficits</i>	<i>&gt;55y</i>	<i>45 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Ross Information Processing Assessment- Primary</i>	<i>RIPA-P</i>	<i>Information processing in children with brain problems</i>	<i>5y - 12 y</i>	<i>50 min</i>
<i>Ross Information Processing Assessment- 2<sup>nd</sup> ed.</i>	<i>RIPA-2</i>	<i>Cognitive linguistic deficits after TBI</i>	<i>15y - 90y</i>	<i>75 min</i>
<i>Rotter Incomplete Sentences Blank- 2<sup>nd</sup> ed</i>	<i>RISB-2</i>	<i>Overall adjustment</i>	<i>High school to adult</i>	<i>45 min</i>
<i>Ruff Figural Fluency Test</i>	<i>RFFT</i>	<i>nonverbal capacity for initiation, planning, and divergent reasoning</i>	<i>16y - 70y</i>	<i>10 min</i>
<i>Ruff-Light Trail Learning Test</i>	<i>RULIT</i>	<i>visuospatial learning and memory</i>	<i>16y - 70y</i>	<i>20 min</i>
<i>Ruff Neurobehavioral Inventory</i>	<i>RNBI</i>	<i>cognitive, emotional, physical, and psychosocial problems before and after neuro-injury</i>	<i>&gt;18y</i>	<i>50 min</i>
<i>Ruff 2 &amp; 7 Selective Attention Test</i>	<i>2 &amp; 7 Test</i>	<i>Measure sustained attention and selective attention</i>	<i>16y - 70y</i>	<i>10 min</i>
<i>SCAN-3 for Adolescents and Adults: Tests for Auditory Processing Disorders</i>	<i>SCAN-3:A</i>	<i>Auditory processing disorders</i>	<i>13y - 50y</i>	<i>Screening: 20 min Diagnostic and Supplementary- 40 min</i>
<i>SCAN-3 for Children: Tests for Auditory Processing Disorders</i>	<i>SCAN-3:C</i>	<i>Auditory processing disorders</i>	<i>5y - 12y</i>	<i>Screening: 20 min Diagnostic and Supplementary- 40 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Screening Test for Luria Nebraska Neuropsychologica I Battery</i>	<i>ST-LNNB</i>	<i>Screening for LNNB</i>	<i>&gt;8 y</i>	<i>30 min</i>
<i>Self-Rating Depression Scale</i>	<i>SDS</i>	<i>Depression</i>	<i>&gt;18 y</i>	<i>10 min</i>
<i>Sensory Profile</i>	<i>NA</i>	<i>Sensory-related difficulties</i>	<i>3y - 10y</i>	<i>30 min</i>
<i>Sentence Completion Series (various types)</i>	<i>SCS</i>	<i>Specific areas of distress</i>	<i>Adolescents and adults</i>	<i>Up to 45 min</i>
<i>Sentence Completion Tests (various types)</i>	<i>SCT</i>	<i>Projective</i>	<i>Varies</i>	<i>40 min</i>
<i>Severe Impairment Battery</i>	<i>SIB</i>	<i>Severely dementia</i>	<i>51y - 91y</i>	<i>20 min</i>
<i>Shibley-2</i>	<i>Shibley-2</i>	<i>Cognitive functioning and impairment</i>	<i>7y - 89y</i>	<i>30 min</i>
<i>Social Communication Questionnaire</i>	<i>SCQ</i>	<i>Autism or autism spectrum disorders</i>	<i>4y - 40y</i>	<i>15 min</i>
<i>Social Responsiveness Scale, 2<sup>nd</sup> ed.</i>	<i>SRS-2</i>	<i>Autism spectrum</i>	<i>2.5y - Adult</i>	<i>30 min</i>
<i>Social Skills Rating System</i>	<i>SSRS</i>	<i>Social skills</i>	<i>3y - 18 y</i>	<i>30 min</i>
<i>Speech-Sounds Perception test</i>	<i>SSPT</i>	<i>Processing</i>	<i>Older children- 9y - 15 y Adults- &gt;15y</i>	<i>20 min</i>
<i>Spence Child Anxiety Scale</i>	<i>SCAS</i>	<i>Anxiety</i>	<i>2.5y – 12y</i>	<i>15 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Stanford-Binet Intelligence Scale, 5<sup>th</sup> Ed</i>	<i>SB5</i>	<i>Intelligence and cognitive abilities</i>	<i>2y - 89y</i>	<i>Full battery- 90 min Abbreviated battery- 30 min</i>
<i>Stanford-Binet Intelligence Scale for Early Childhood, 5<sup>th</sup> Ed</i>	<i>Early SB5</i>	<i>Intelligence and cognitive abilities</i>	<i>2y - 7.25y</i>	<i>30 min - 60 min</i>
<i>State-Trait Anger Expression Inventory-2</i>	<i>STAXI-2</i>	<i>Experience, expression, and control of anger</i>	<i>&gt;16y</i>	<i>20 min</i>
<i>State-Trait Anger Expression Inventory-2, Child and Adolescent</i>	<i>STAXI-2 C/A</i>	<i>Experience, expression, and control of anger</i>	<i>9y - 18y</i>	<i>20 min</i>
<i>State-Trait Anxiety Inventory</i>	<i>STAI</i>	<i>Differentiates between anxiety as state and trait</i>	<i>&gt;grade 9</i>	<i>25 min</i>
<i>State-Trait Anxiety Inventory for Children</i>	<i>STAIC</i>	<i>Differentiates between temporary state anxiety and longstanding trait anxiety</i>	<i>Upper elementary through junior high</i>	<i>25 min</i>
<i>Stroop Color and Word Test (Children and Adult versions, Revised)</i>	<i>Stroop</i>	<i>Ability to separate word and color naming stimuli</i>	<i>5y - 90y</i>	<i>20 min</i>
<i>Structured Interview of Reported Symptoms-2<sup>nd</sup> Ed.</i>	<i>SIRS-2</i>	<i>Psychiatric symptoms</i>	<i>&gt;18y</i>	<i>45 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Substance Abuse Subtle Screening Inventory-3</i>	<i>SASSI-3</i>	<i>Substance Abuse</i>	<i>18y - 73 y</i>	<i>20 min</i>
<i>Substance Use Disorders Diagnostic Schedule-5</i>	<i>SUDDS-5</i>	<i>Substance abuse</i>	<i>adults</i>	<i>50 min</i>
<i>Suicide Probability Scale</i>	<i>SPS</i>	<i>Suicide risk</i>	<i>&gt;14y</i>	<i>15 min</i>
<i>Symbol Digit Modalities Test</i>	<i>SDMT</i>	<i>Cerebral dysfunction</i>	<i>&gt;8y</i>	<i>15 min</i>
<i>Symptom Assessment- 45 Questionnaire</i>	<i>SA-45</i>	<i>Psychiatric symptoms</i>	<i>&gt;13 y</i>	<i>15 min</i>
<i>Symptom Checklist-90-Revised</i>	<i>SCL-90-R</i>	<i>Psychological symptoms</i>	<i>&gt;13y</i>	<i>20 min</i>
<i>Tactile Performance Test</i>	<i>TPT</i>	<i>Complex psychomotor ability</i>	<i>5y - 90 y</i>	<i>15 min per trial. Max of 3 trials.</i>
<i>Tell Me a Story</i>	<i>TEMAS</i>	<i>Apperception test</i>	<i>5y - 18 y</i>	<i>Short Form: 1 h Long Form: 2 h</i>
<i>Test of Everyday Attention</i>	<i>TEA</i>	<i>Attention skills</i>	<i>18y - 80 y</i>	<i>1 h</i>
<i>Test of Everyday Attention-for Children</i>	<i>TEA-ch</i>	<i>Attention skills</i>	<i>6y-16y</i>	<i>1 h</i>
<i>Test of Memory and Learning-2nd Ed.</i>	<i>TOMAL-2</i>	<i>Memory assessment</i>	<i>5y - 59 y</i>	<i>Core battery: 30 min Core plus Supplemental: 1 h</i>
<i>Test of Memory and Learning-Senior Edition</i>	<i>TOMAL-SE</i>	<i>Memory assessment</i>	<i>55y - 89y</i>	<i>45 min</i>
<i>Test of Memory Malinger</i>	<i>TOMM</i>	<i>Malingering</i>	<i>16y - 84y</i>	<i>30 min</i>



<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Test of Nonverbal Intelligence-4thEd.</i>	<i>TONI-4</i>	<i>Intelligence, aptitude, abstract reasoning and problem solving</i>	<i>6y - 89y</i>	<i>30 min</i>
<i>Test of Premorbid Functioning</i>	<i>TOPF</i>	<i>Pre-morbid functioning</i>		<i>20 min</i>
<i>Test of Variables of Attention (version 8)</i>	<i>TOVA</i>	<i>Attention and impulse control</i>	<i>4y - 80+y</i>	<i>Auditory and visual- 25 min</i>
<i>Test of Visual Perceptual Skills- 3<sup>rd</sup> Ed.</i>	<i>TVPS-3</i>	<i>Visual perceptual strengths and weaknesses</i>	<i>4y - 18 y</i>	<i>30 min</i>
<i>Thematic Apperception Test</i>	<i>TAT</i>	<i>Projective</i>	<i>&gt;4y</i>	<i>Up to 3.5 h</i>
<i>Token Test for Children-2<sup>nd</sup> Ed.</i>	<i>TTFC-2</i>	<i>Receptive language</i>	<i>3y - 12y</i>	<i>20 min</i>
<i>Tower of London-Drexel University- 2<sup>nd</sup> ED.</i>	<i>TOLDX 2<sup>nd</sup> Ed.</i>	<i>Executive functions</i>	<i>&gt;7y</i>	<i>Child and Adult- 20 min</i>
<i>Trauma Symptom Checklist for Children</i>	<i>TSCC</i>	<i>Evaluate acute and chronic posttraumatic symptomatology</i>	<i>8y - 16y</i>	<i>30 min</i>
<i>Trauma Symptom Checklist for Young Children</i>	<i>TSCYC</i>	<i>Evaluate acute and chronic posttraumatic symptomatology</i>	<i>3y - 12y</i>	<i>30 min</i>
<i>Trauma Symptom Inventory-2</i>	<i>TSI-2</i>	<i>acute and chronic posttraumatic symptomatology</i>	<i>&gt;18y</i>	<i>TSI-2 and TSI-2-A (alternate form)- 30 min</i>
<i>Vanderbilt ADHD Diagnostic Parent Rating Scale</i>  <i>Vanderbilt ADHD Diagnostic Teacher Rating Scale</i>	<i>NA</i>	<i>ADHD</i>	<i>6y - 12 y</i>	<i>15 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Vineland Adaptive Behavior Scales-2<sup>nd</sup> Ed.</i>	<i>Vineland-II</i>	<i>Adaptive behavior and self sufficiency</i>	<i>Birth - 90y</i>	<i>Survey Interview and Parent/Caregiver Rating Forms: 75 min Teacher Rating Form: 30 min Expanded Interview Form: 30min – 1.5 h</i>
<i>Wechsler Abbreviated Scale of Intelligence-2<sup>nd</sup> ed.</i>	<i>WASI-II</i>	<i>Intelligence</i>	<i>6y - 90y</i>	<i>4 subtests- 40 min 2 subtests- 20 min</i>
<i>Wechsler Adult Intelligence Scale-4<sup>th</sup> ed.</i>	<i>WAIS-IV</i>	<i>Intelligence</i>	<i>16y - 90y</i>	<i>1h-2h</i>
<i>Wechsler Intelligence Scale for Children-Fifth Edition</i>	<i>WISC-V</i>	<i>Intelligence</i>	<i>6y - 16 y</i>	<i>2 h (add 30 minutes if supplemental tests are given)</i>
<i>Wechsler Memory Scale-4<sup>th</sup> Ed</i>	<i>WMS-IV</i>	<i>Memory</i>	<i>16y - 90 y</i>	<i>Adult battery- 2 h Older Adult Battery- 1.5 h</i>
<i>Wechsler Memory Scale -III Abbreviated</i>	<i>WMS-III Abbreviated</i>	<i>Adult memory</i>	<i>16y - 89 y</i>	<i>30 min</i>
<i>Wechsler Nonverbal Scale of Ability</i>	<i>MNV</i>	<i>Nonverbal measure of memory</i>	<i>4y - 21y</i>	<i>2 subtests- 25 min 4 subtests- 40 min</i>
<i>Word Memory Test</i>	<i>WMT</i>	<i>Memory</i>		<i>15 min</i>
<i>Wechsler Pre-School and Primary Scale of Intelligence- 4<sup>th</sup> Ed.</i>	<i>WPPSI-IV</i>	<i>Intelligence</i>	<i>2.5y - 7y</i>	<i>75 min</i>
<i>Wechsler Test of Adult Reading</i>	<i>WTAR</i>	<i>pre-morbid intellectual functioning</i>	<i>16y - 89y</i>	<i>20 min</i>

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration, scoring, interpretation and report write-up)</b>
<i>Wide Range Assessment of Memory and Learning-2nd Ed.</i>	<i>WRAML-2</i>	<i>Memory functioning</i>	<i>5y - 90y</i>	<i>75 min</i>
<i>Wide Range Assessment of Visual Motor Abilities</i>	<i>WRAVMA</i>	<i>Visual motor skills</i>	<i>3y - 17y</i>	<i>40 min or 10 min/subtest</i>
<i>Wisconsin Card Sort Test</i>	<i>WCST</i>	<i>Abstract reasoning and perseveration</i>	<i>7y - 89y</i>	<i>1 h</i>
<i>Wisconsin Card Sort Test- 64 Card Version</i>	<i>WCST-64</i>	<i>Abstract reasoning and perseveration</i>	<i>7y - 89 y</i>	<i>30 min</i>
<i>Woodcock Johnson-IV:</i>	<i>WJ-IV</i>	<i>General intellectual ability, academic achievement and oral language abilities</i>	<i>2y - 90y</i>	<i>Tests of Achievement: 45 min-75 min (varies based on subtests given) Tests of Cognitive Ability: 45 min plus 10 min for each additional subtest Tests of Oral language: 50 min</i>