Preschool Language Scales-5: Assessing Language from 0-7

Nancy Castilleja, MA CCC-SLP
Pearson Assessment
Course Objectives

- identify three key differences between PLS-4 and PLS-5
- describe two research studies conducted with the PLS-5
- describe at least two principles identified by ASHA as best practices in early language assessment
Test Purpose:
Identify young children (ages birth to 7:11) who have a language delay or disorder
New in PLS-5

• Current norms for a wider age range: based on the 2008 update of the U.S. Census for children birth through 7:11
• Streamlined administration, with new suggested start points and test items that involve manipulatives grouped for smoother transitions during testing
• Improved test items, based on clinician and field testers’ feedback
• New Growth Scale Values! Evidence-based scores you can use to track progress
• Updated Articulation Screener with picture stimuli
What skills does PLS-5 target?

Assess a wide range of communication skills

- **Preverbal skills**
  - Attention to environment and people
  - Play
  - Vocal development
  - Social communication
  - Gesture

- **Language content and structure**
  - understanding and using concepts
  - Understanding and using morphosyntactic forms

- **Integrative language skills** (thinking using language)
  - Analogies
  - Similes
  - Categories
  - Semantic absurdities
  - Theory of Mind

- **Emergent literacy**
  - Book handling
  - Phonological awareness
  - Letter identification
Age Range and Administration Time

• **Age range:** Now birth through 7:11
  - Use normed scores for children through age 7
  - Use as a criterion-referenced tool for older elementary age children functioning at the birth to 7:11 age range
  - Not appropriate for use with secondary students or adults functioning at a language age of birth through 7:11

• **Administration time:**
  - Birth through 11 months: 25-35 minutes
  - 12 through 35 months: 45-55 minutes
  - 3:0 through 4:11: 50-60 minutes
  - 5:0 through 7:11: 40-50 minutes
  - New start points reduce administration time
Test Kit and Manipulatives
Organization of the Test

Norm-referenced Scales

• Auditory Comprehension Scale
• Expressive Communication Scale

Supplemental Measures

• Language Sample Checklist
• Articulation Screener
• Home Communication Questionnaire
Dear Parent/Caregiver:

This questionnaire will help us learn about your child communication skills. The questionnaire includes communication behaviors for children age birth to 2½ years. There are two parts. The questions in Part 1 ask about who your child spends time with and how he or she spends the time. Questions in Part 2 ask about your child’s communication and play behaviors.

Complete the questionnaire.
Check all behaviors that your child has previously exhibited or currently exhibits.

After you complete the questionnaire, please return it to: ____________________________

Thank you.

Part 1

My child has:

___ older brothers  ___ younger brothers  ___ older sisters  ___ younger sisters

The language(s) spoken to my child is/are: (circle the environment[s])

___ English  home  daycare/school  community

___ Spanish  home  daycare/school  community

___ other  home  daycare/school  community

When at home, my child usually:

<table>
<thead>
<tr>
<th>Weekday</th>
<th>Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>watches television</td>
<td>hours per day</td>
</tr>
<tr>
<td>plays with adults</td>
<td>hours per day</td>
</tr>
<tr>
<td>plays with other children</td>
<td>hours per day</td>
</tr>
<tr>
<td>plays independently</td>
<td>hours per day</td>
</tr>
</tbody>
</table>
### Home Communication Questionnaire

#### My child pays attention to what’s happening around him or her. For example, my child:

- __ reacts to sounds (e.g., startles when a door is slammed, looks up when the doorbell rings)
- __ looks up from what he or she is doing when I call his or her name
- __ looks at people who are talking
- __ looks for food that’s fallen from his or her high chair
- __ looks toward where I’m pointing when I say, look at the __
- __ other: __________________________

#### My child says words. For example, my child says:

- __ family names (e.g., mommy, dada, grandma, granddaddy, brother’s or sister’s name)
- __ animals (e.g., pet’s name, dog, kitty, bird, fish)
- __ food (e.g., milk, juice, cookie, apple, snack)
- __ toys (e.g., ball, dolly, balloon)
- __ daily routines (e.g., go bye-bye, eat, bath, night-night)
- __ body parts (e.g., eye, nose, mouth, hand)
- __ clothing (e.g., shoe, sock, shirt)
- __ other: __________________________

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**EC29**  
**EC31**  
**EC33**  
**EC4**  
**EC6**  
**EC9**  
**EC21**  
**EC11**  
**EC25**  
**EC26**  
**EC30**  
**EC32**
Scores

• Auditory Comprehension, Expressive Communication, and Total Communication
  - Standard scores
  - Percentile ranks
  - Growth Scale Values (formerly called Progress Scores on the PLS-4 Measure of Progress)
  - Age equivalents

• Articulation Screener
  - Research-based criterion scores by age
How different is PLS-5 from PLS-4?

Approximately

- 25% of the test items are new to PLS-5
- 25% are unchanged
- 50% have been modified in some way, with new art, new administration directions, or new practice items
New Test Items

• For ages 18-24 months
  - additional items assessing play

• For ages 3 through 4 years
  - new items assessing book handling and concept of print

• For ages 5 through 7 years
  - new items testing
    - Theory of Mind
    - Integrated language skills such as use of synonyms
    - Emergent literacy skills such as naming letters and understanding prefixes
New item: Uses synonyms
New Demonstration Item for Understands Size/Sequence Concepts (smallest, biggest)
New Practice item:
Uses Possessive Pronouns: hers, his
New Practice Item:
Understands noun + two adjectives
Revised practice item
Updated art
Assessing Theory of Mind

• Theory of Mind
  - Capacity to understand another’s mental state to explain and predict others’ behavior (Miller, 2006)
  - Child learns to take another person’s perspective
  - Link between Theory of Mind and communication (de Villiers & de Villiers, 2005)
  - Also important for comprehending narratives
Items integrating Theory of Mind concepts

- Some items requiring that the child make inferences about another’s feelings or intentions
Understanding false beliefs
Examples of streamlined administration of test items
Ages 30–35

Materials: teddy bear, 3 cups, small pitcher, box with lid, spoon, bowl, 8 blocks

Note: Do not use gestures when presenting the item directions.

If you are continuing administration from Items 25 and 26 say, Mr. Bear is finished with his nap. Now he wants to play hide-and-seek.

If you are beginning test administration with Item 27, say, Here is my friend Mr. Bear. Mr. Bear wants to play hide-and-seek. He's going to hide now.

Put the pitcher and teddy bear inside the box and replace the lid. Make sure the child is watching you do this and also saw the bear and pitcher inside the box. Then put the box, cups, and spoon on the table.

__ a. Open the box and give Mr. Bear to me.

Say, We found Mr. Bear!

Put Mr. Bear on the table. Take the pitcher out of the box and put them next to the cups and spoon.

Say, Now let's get something to drink. You pour.

Mr. Bear says he likes cold drinks. Here are some ice cubes. Show the blocks in your open hand and then put them on the table.

__ b. Get an ice cube and put it in a cup for Mr. Bear.

Say, I want a drink too.

__ c. Please give me a cup.

__ d. Put an ice cube in my cup.

__ e. Where's your cup?

Put an ice cube in your cup. (Do not score)

__ f. Let's drink. Pretend to drink.

Say, Mmmmm. That was good. Please help me clean up now.

27. Understands pronouns (me, my and your)

Score: 1 = 2 correct on parts c, d, e

28. Follows commands without gestural cues

Score: 1 = 2 Correct on parts a, b, c, d
Modified Articulation Screener, now with visual stimuli
Changes from PLS-4 to PLS-5

Item Administration and Scoring Changes
- New! Start points reduce administration time
  • Examinees take fewer test items
- All test stimuli are in the Record Form
- Items retained from PLS-4 are similar, but some items have scoring changes
  • Example: Naming Categories item: as long as the child names at least six items in the category, he or she may name one or two items that are not in the category
  • Specifics will be posted on PLS-5.com in late Spring
18. Produces syllable strings (two- to three-syllables) with inflection similar to adult speech

Score: 1 = Produces one syllable string with inflection similar to adult speech
Scoring

- Basal: 3 consecutive correct responses
- Ceiling: 6 consecutive errors
  - Based on performance of children in the standardization sample
  - Because PLS-5 tests a variety of skills, a child could obtain one or more score points if you discontinue testing earlier
Standardization Research

• Over 1800 children were tested for standardization and related reliability and validity studies from December 2009 through August 2010

• The standardization sample was collected by 189 clinicians in 42 states in the United States
Technical Information

- Demographic Information
- Validity Studies
  - Clinical studies
    - Ages 1-2:11 language delay study
    - Ages 3:0-7:11 language disorder study
    - Sensitivity/specificity
    - Positive/negative predictive power
  - Correlations with other assessments
    - PLS-4
    - CELF Preschool-2
- Reliability Studies
  - Inter-rater reliability: .95 to .98
  - Inter-scorer agreement: .91 to 1.0
- Case studies
  - Autism
  - Hearing Impairment
Sample mirrors March 2008 Update of the U.S. Census: Race/Ethnicity

- African-American: 14%
- Asian: 4%
- Hispanic: 23%
- White: 55%
- Other: 4%
Sample mirrors March 2008 Update of the U.S. Census: Parent Education

- 0-11 years: 15%
- High School diploma or GED: 26%
- 1-3 years college or technical school: 28%
- 4 or more years of college: 31%
Sample mirrors March 2008 Update of the U.S. Census: Region

**PLS-5 Normative Sample: Region**

- Northeast: 19.7%
- Midwest: 19.9%
- South: 36.4%
- West: 24%
Where Children in the PLS-5 Sample Spend the Majority of their Day

Child's Learning Environment

- Home w/Family 56.4%
- Home w/Sitter 2.9%
- Day Care 16.4%
- Preschool 6.7%
- Kinder
- Grades 1-2
- Other/NR
Are children with disabilities included in the PLS-5 sample?

<table>
<thead>
<tr>
<th>Educational Classification/ Diagnosis</th>
<th>PLS-5 Sample</th>
<th>U.S. Pop.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>%</td>
</tr>
<tr>
<td>Attention-Deficit/Hyperactivity Disorder</td>
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<td>Developmental Delay</td>
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<td>1.1</td>
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<td>Gifted/Talented</td>
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<td>0.4</td>
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<tr>
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</tr>
<tr>
<td>Other c</td>
<td>13</td>
<td>0.9</td>
</tr>
<tr>
<td>Speech-Language Disorder</td>
<td>55</td>
<td>3.9</td>
</tr>
</tbody>
</table>

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b U.S. population data available for combined ages 6–18 only. The PLS–5 normative sample data could not be accurately compared to the U.S. population data due to the unique age groupings.

c Includes hearing impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, and traumatic brain injury.
## PLS-4/PLS-5 Correlations

<table>
<thead>
<tr>
<th>PLS-4</th>
<th>Auditory Comprehension</th>
<th>Expressive Communication</th>
<th>Total Language</th>
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<td>$\text{Adj } r^a$</td>
<td>$r$</td>
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<table>
<thead>
<tr>
<th>PLS-5 Mean</th>
<th>PLS-4 Mean</th>
<th>PLS-5 SD</th>
<th>PLS-4 SD</th>
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<tbody>
<tr>
<td>104.8</td>
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<td>12.7</td>
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<tr>
<td>105.1</td>
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<tr>
<td>105.3</td>
<td>106.3</td>
<td>13.5</td>
<td>13.8</td>
</tr>
</tbody>
</table>

Note. $\text{Adj } r^a = \text{adjusted. All scores are based on age norms; units are standard scores.}$

$^a$All correlations were corrected for the variability of the norm group, based on the standard deviation obtained on the first administration, using the variability correction of Cohen et al. (2003, p. 58).
## CELF Preschool-2/PLS-5 Correlations

<table>
<thead>
<tr>
<th>CELF Preschool-2</th>
<th>PLS-5</th>
<th>CELF Preschool-2</th>
<th>PLS-5</th>
<th>PLS-5 Mean</th>
<th>PLS-5 SD</th>
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<td></td>
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<td>$r$</td>
<td>Adj $r^a$</td>
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<td>PLS-5 SD</td>
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Clinical Study: Developmental Delay

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<th>Developmental Language Delay</th>
<th>Nonclinical Matched Sample&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Difference</th>
<th>t</th>
<th>Standard Difference&lt;sup&gt;b&lt;/sup&gt;</th>
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<tr>
<td></td>
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<td>SD</td>
<td>Mean</td>
<td>SD</td>
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<td>97.9</td>
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<td>Total Language</td>
<td>23</td>
<td>75.3</td>
<td>9.1</td>
<td>97.0</td>
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<td>21.7</td>
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</table>
Clinical Study: Receptive-Expressive Disorder

<table>
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<th>Receptive-Expressive Language Disorder</th>
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<th>t</th>
<th>Standard Difference&lt;sup&gt;b&lt;/sup&gt;</th>
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<tbody>
<tr>
<td></td>
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<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
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<tr>
<td>Auditory Comprehension</td>
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<td>66</td>
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<td>99.3</td>
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## Sensitivity/Specificity: NPP/PPP with 50% Matched Sample

<table>
<thead>
<tr>
<th>Cut Score SD and Predictive Power</th>
<th>Matched Sample 50%</th>
<th>Matched Sample 50%</th>
<th>Matched Sample 50%</th>
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<tbody>
<tr>
<td>AC</td>
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<td>-1 SD</td>
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<td>NPP</td>
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<tr>
<td>NPP</td>
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</table>

*Note. PPP is Positive Predictive Power and NPP is Negative Predictive Power.*
### Reliability: Test-Retest Stability \( (n = 127) \)

Split-Half Reliability for Receptive Language Disorder (RLD), Expressive Language Disorder (ELD), and Receptive-Expressive Language Disorder (RLD-ELD), by Age

<table>
<thead>
<tr>
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<th>RLD</th>
<th>ELD</th>
<th>RLD-ELD</th>
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<tbody>
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<td></td>
<td>( N )</td>
<td>( r )</td>
<td>( N )</td>
</tr>
<tr>
<td>3:0–4:11</td>
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<td></td>
<td></td>
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<td>Total Language</td>
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<td>5:0–7:11</td>
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### Split Half Reliability (Internal Consistency)

#### Split-Half Reliability Coefficients for PLS–5 Scales and Total, by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>Auditory Comprehension</th>
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<td>0:6–0:8</td>
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<td>0:9–0:11</td>
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<tr>
<td>6:6–6:11</td>
<td>50</td>
<td>.97</td>
<td>.97</td>
<td>.98</td>
</tr>
<tr>
<td>7:0–7:5</td>
<td>50</td>
<td>.93</td>
<td>.88</td>
<td>.95</td>
</tr>
<tr>
<td>7:6–7:11</td>
<td>50</td>
<td>.94</td>
<td>.95</td>
<td>.97</td>
</tr>
<tr>
<td><strong>Total Sample</strong></td>
<td><strong>1,400</strong></td>
<td><strong>.91</strong></td>
<td><strong>.93</strong></td>
<td><strong>.95</strong></td>
</tr>
</tbody>
</table>
Reliability: Internal Consistency

Split-Half Reliability for Receptive Language Disorder (RLD), Expressive Language Disorder (ELD), and Receptive-Expressive Language Disorder (RLD-ELD), by Age

<table>
<thead>
<tr>
<th>Age, Scale, and Total</th>
<th>RLD</th>
<th>ELD</th>
<th>RLD-ELD</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>r</td>
<td>N</td>
</tr>
<tr>
<td>3:0–4:11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Comprehension</td>
<td>31</td>
<td>.96</td>
<td>32</td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>31</td>
<td>.96</td>
<td>32</td>
</tr>
<tr>
<td>Total Language</td>
<td>31</td>
<td>.98</td>
<td>32</td>
</tr>
<tr>
<td>5:0–7:11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Comprehension</td>
<td>48</td>
<td>.97</td>
<td>52</td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>48</td>
<td>.97</td>
<td>52</td>
</tr>
<tr>
<td>Total Language</td>
<td>48</td>
<td>.98</td>
<td>52</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Comprehension</td>
<td>79</td>
<td>.97</td>
<td>84</td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>79</td>
<td>.97</td>
<td>84</td>
</tr>
<tr>
<td>Total Language</td>
<td>79</td>
<td>.98</td>
<td>84</td>
</tr>
</tbody>
</table>
Reliability: Internal Consistency

<table>
<thead>
<tr>
<th>Age, Scale, and Total</th>
<th>Language Delay</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>0:0–2:11</td>
<td></td>
</tr>
<tr>
<td>Auditory Comprehension</td>
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</tr>
<tr>
<td>Expressive Communication</td>
<td>23</td>
</tr>
<tr>
<td>Total Language</td>
<td>23</td>
</tr>
</tbody>
</table>
Reliability: Inter-rater agreement

Inter-rater study \((n = 54)\)

- Birth through 3:11
  - AC .96
  - EC .99
  - Total Language .98

- 4:0 through 7:11
  - AC .96
  - EC .96
  - Total Language .96
Roles and Responsibilities of SLPs in Early Intervention

- www.asha.org/policy
- Four guiding principles
  1. family-centered and culturally and linguistically responsive
  2. developmentally supportive and promote participation in natural environments
  3. comprehensive, coordinated, and team based
  4. based on the highest quality evidence available
Family-centered and culturally and linguistically responsive

- Home Communication Questionnaire
- Caregiver participation in testing
- Caregiver-selected and caregiver-identified social routines and vocabulary tested for very young children
- Extensive bias review and widespread testing with a diverse sample has resulted in
  - Familiar home vocabulary and contexts
  - Dialectal, regional, and cultural variations to target responses are accepted as correct
Developmentally supportive and promote participation in natural environments

- Observation of naturally occurring behaviors for younger children
- Credit given for spontaneous productions in and outside the assessment room
- Developmentally appropriate skills assessed
Comprehensive, coordinated, and team based

- Provides a survey of language skills in the areas of
  - Social communication
  - Semantics
  - Morphology
  - Syntax
  - Articulation
- Useful for arena assessment; can be administered by professionals in child development teams
Based on the highest quality evidence available

- Current normative data
- Literature review
- Expert review
Questions?

nancy.castilleja@pearson.com

Frequently Asked Questions
www.PsychCorp.com
www.PLS-5.com
How do I know whether to use PLS-5 or CELF Preschool-2?

- Overview of developmental language skills in many areas
- Ages birth through 7:11
- Can assess preverbal children and children with low language ability
- Can assess children functioning in supported classroom environments (such as Early Childhood and classrooms for children with pervasive developmental delays such as autism)

- In-depth assessment of semantics, morphology, syntax
- Ages 3:0 through 6:11
- Assess children who speak in complete sentences
- Assess children functioning in mainstream classrooms

Both assessments target language skills; both point to intervention goals
Pre-Publication Pricing:
Available Until April 30, 2011

COMPLETE KIT
(with Manipulatives) $300
0158658914XD3
After April 30, 2011, the kit is $335.

BASIC KIT $248
0158658906XD3
After April 30, 2011, the kit is $275.

RECORD FORMS (15) $60
0158658965XD3

RECORD FORMS (50) $160
0158658973XD3

COMPLETE MANIPULATIVES KIT $99
0158659058XD3
After April 30, 2011, the kit is $125.

UPGRADE MANIPULATIVES KIT $49
(for those already owning a PLS-4 manipulatives kit)
0158658999X5D3