Building Capacity to Serve All Learners:

Effectively Assessing Learners Via Telepsychology

Bob Stinson, Psy.D., J.D., LICDC-CS, ABPP

Rachel Martin, Psy. S., NCSP

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Zoom Key Considerations

- Recording
- Communication
  - Interpreters
  - Captions
  - Muting of the microphones/video off mode
  - Use chat box for questions/comments
 - Identify yourself before speaking

Disclaimers

- One-hour presentation

- Telepsychology is not for everyone

- Not giving legal or regulatory advice

- Not endorsing any particular product, test, or publisher

Learning Objectives

1. Learn how to identify barriers to providing intelligence testing and academic achievement testing via telepsychology for all learners, especially those related to access for D/HH and B/VI learners.

2. Explore solutions to barriers in providing intelligence and academic achievement testing via telepsychology.

3. Learn how to administer one or more intelligence and academic achievement tests via telepsychology.

4. Learn how to maintain test security and ensure data integrity when testing via telepsychology.

# Building Capacity: Effectively Assessing Learners

Barriers

Test Security / Data Integrity

Solutions

Achievement Testing

Intelligence Testing
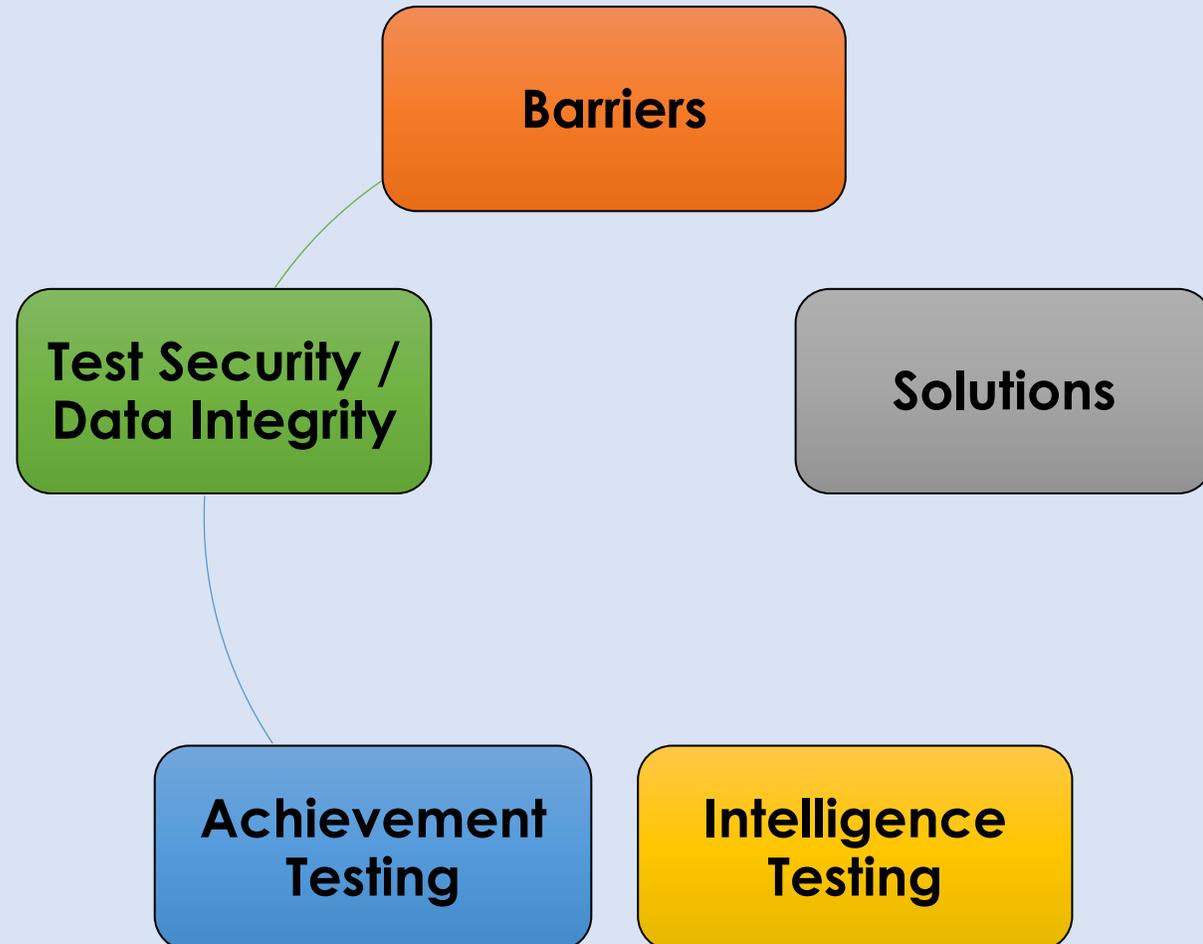
Building Capacity: Barriers

Barriers

Solutions

Test Security /
Data Integrity

Achievement
Testing

Intelligence
Testing
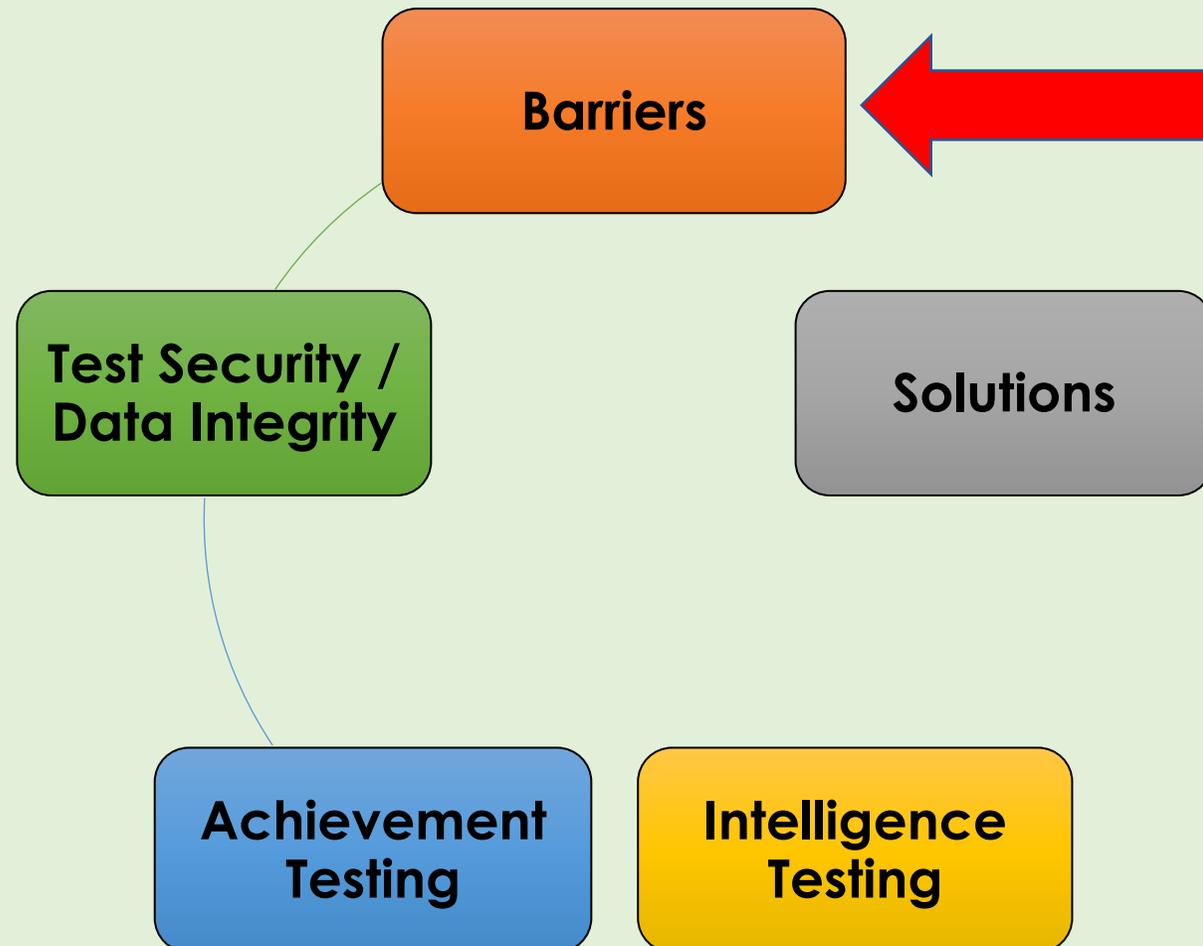
Barriers

- Negative clinician attitudes
- Regulatory restrictions
- Access
  - Hardware (computer, monitor, webcam, document camera, speakers, headset)
  - Internet access
- Security
- Privacy
- Developmental level
- Unique population needs

Building Capacity: Solutions

Barriers

Test Security / Data Integrity

Solutions

Achievement Testing

Intelligence Testing
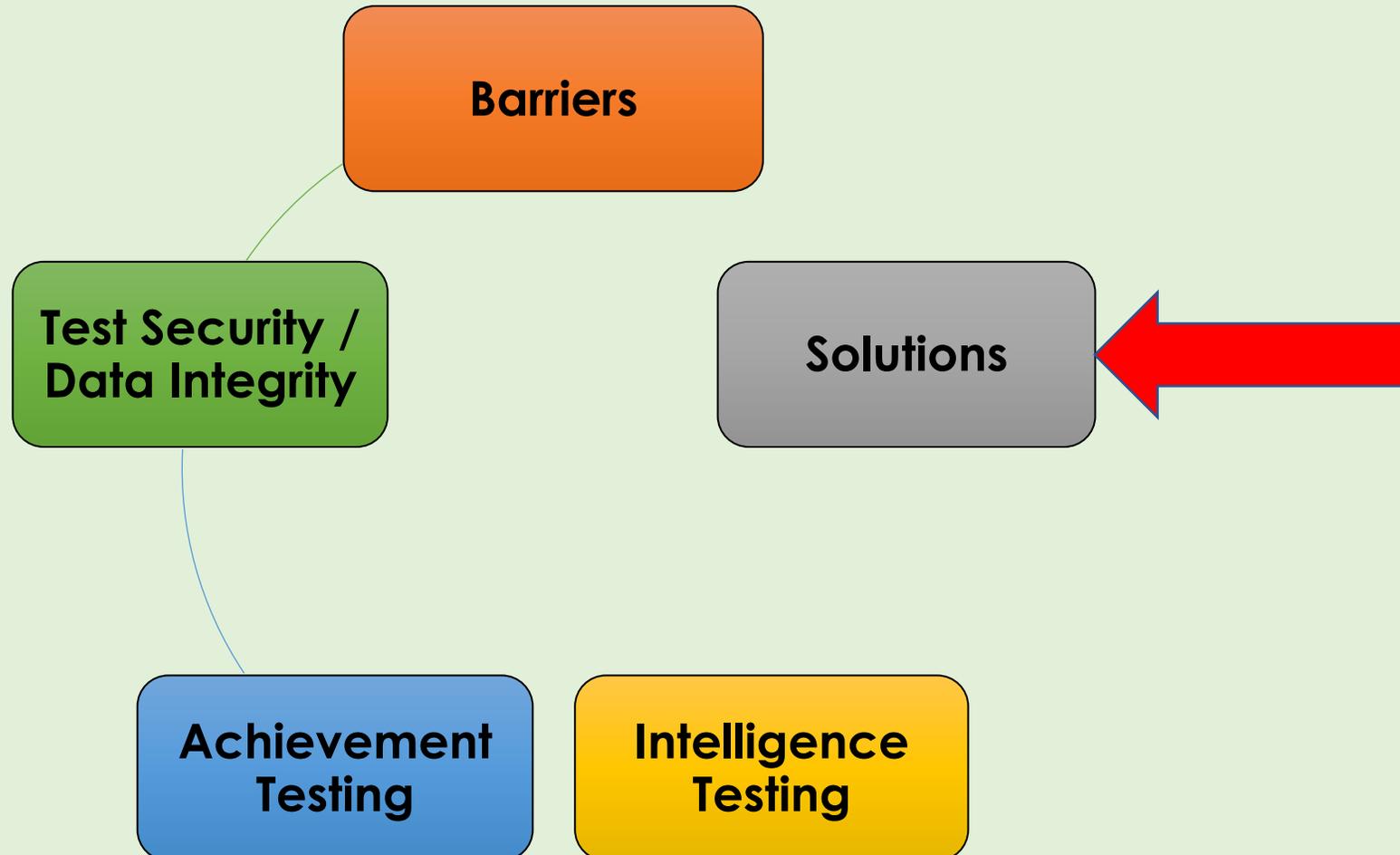
Solutions to Negative Clinician Attitudes

- Open-minded

- Training

- Practice

-

- Experience

Solutions to Regulatory Restrictions

- Recognize what is permitted

- Adherence

- Lobby for change where / if needed

Solutions to Access Issues

- Home based provision of services

- Third party access

Solutions to Security Issues

- Research and vet platform options

- Proper set-up / settings

- Personal responsibility

Solutions to Privacy Issues

- Establish in advance

- Environmental scans

- Headphones

- Safety words / phrases

Solutions to Developmental Level Issues

• Don't underestimate the younger kids

• Use a third party neutral / proctor

• Use a responsible adult in the home (talk with teachers)

Solutions to Unique Population Needs

- Trial run through

- Set up communication

- Use what technology the student has already used

- Ask fellow teammates for support

- Consider other alternatives

Building Capacity: Intelligence Testing

Barriers

Test Security / Data Integrity

Solutions

Achievement Testing

Intelligence Testing
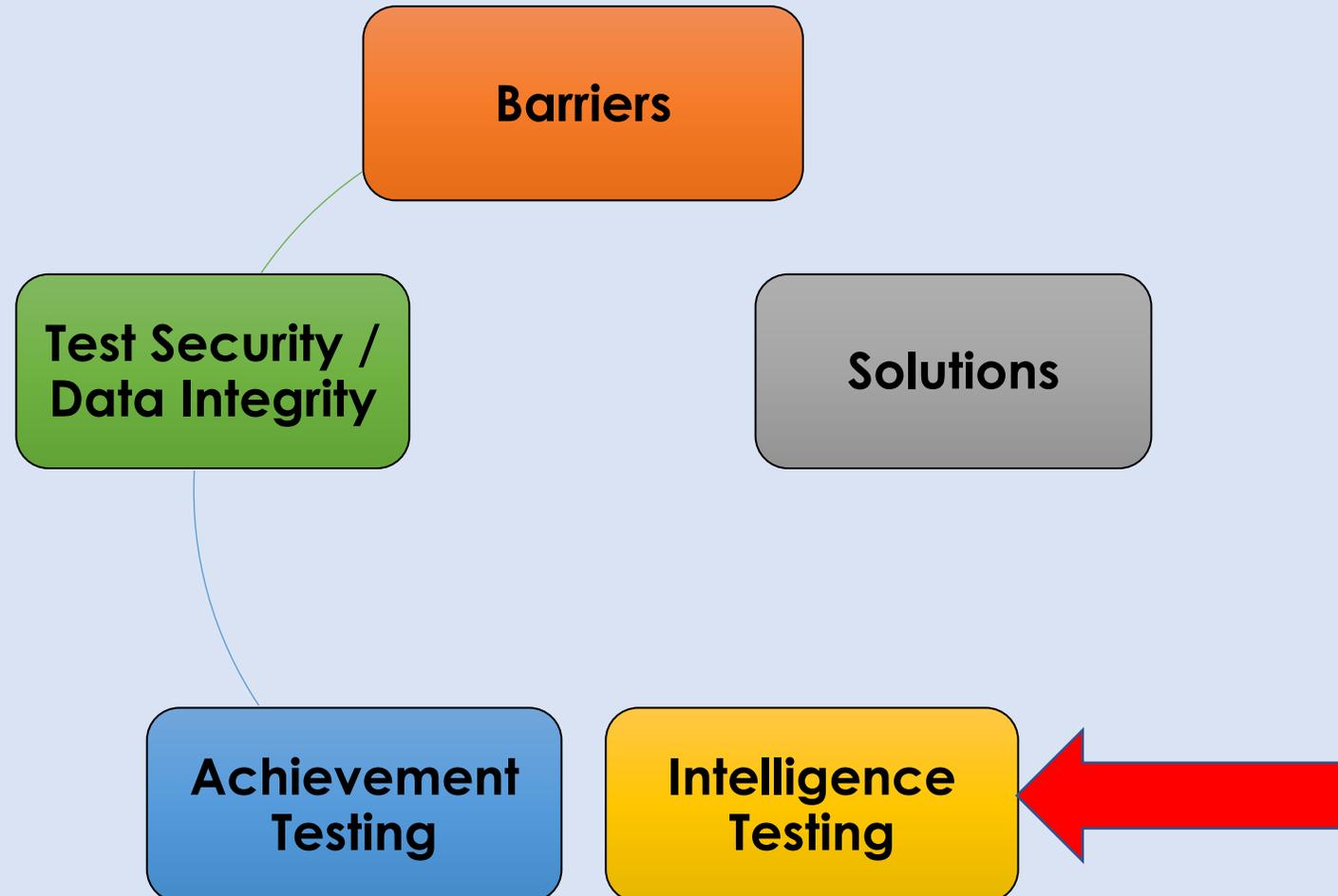
Testing

- Q-Global

  - Pearson's web-based system for test administration, scoring and reporting. It houses numerous assessment tools and is accessible from any computer connected to the Internet.

  - During COVID-19, offering free access to a selection of digital manuals and stimulus books currently available on the Q-global Digital Resource Library.

Q-Global Tests

16PF® Fifth Edition

Basic Achievement Skills Inventory (BASI™) ←

Battery for Health Improvement 2 (BHI™ 2)

Beck Anxiety Inventory® (BAI®)

Beck Depression Inventory®–II (BDI®–II)

Beck Hopelessness Scale® (BHS®)

Beck Scale for Suicide Ideation® (BSS®)

Beck Youth Inventories™ - Second Edition (BYI-2)

Behavior Assessment System for Children, Third Edition (BASC-3)

Brief Battery for Health Improvement 2 (BBHI™ 2)

Brief Symptom Inventory 18 (BSI® 18)

Brief Symptom Inventory (BSI®)

Bruininks Motor Ability Test (BMAT)

Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)

California Verbal Learning Test®, Third Edition (CVLT®3)

Career Assessment Inventory™- The Enhanced Version

Career Assessment Inventory™- The Vocational Version

Campbell™ Interest and Skill Survey (CISS®)

Clinical Evaluation of Language Fundamentals®- Fifth Edition (CELF®-5)

Clinical Evaluation of Language Fundamentals®, Fifth Edition Metalinguistics (CELF®-5 Metalinguistics)

Delis-Rating of Executive Function (D-REF)

Developmental Indicators for the Assessment of Learning™, Fourth Edition (DIAL™-4)

Expressive Vocabulary Test, Second Edition (EVT™-2)

General Ability Measure for Adults (GAMA®)

Goldman-Fristoe Test of Articulation 3 (GFTA™-3)

Goldman-Fristoe Test of Articulation - Third Edition, Spanish (GFTA-3 Spanish)

Kaufman Assessment Battery for Children, Second Edition (KABC™-II) ←

Kaufman Assessment Battery for Children, Second Edition Normative Update (KABC™-II NU) ←

Kaufman Test of Educational Achievement, Third Edition (KTEA™-3) ←

Q-Global Tests (Cont'd)

Millon® Adolescent Clinical Inventory (MACI™)

Millon® Adolescent Personality Inventory (MAPI™)

Millon® Behavioral Medicine Diagnostic (MBMD™)

Millon® College Counseling Inventory (MCCI™)

Millon® Clinical Multiaxial Inventory-IV (MCMI®-IV)

Millon® Clinical Multiaxial Inventory-III (MCMI-III™)

MCMI-III™ Corrections Report

Millon® Index of Personality Styles Revised (MIPS® Revised)

Millon® Pre-Adolescent Clinical Inventory (M-PACI™)

Minnesota Multiphasic Personality Inventory® -2 (MMPI® -2) Adult Clinical System-Revised, 4th Edition Interpretive Reports

Minnesota Multiphasic Personality Inventory® -2 (MMPI® -2) Extended Score Report

MMPI® -2 The Minnesota Report™: Revised Personnel System, 3rd Edition

MMPI®-2 The Minnesota Report™: Reports for Forensic Settings

Minnesota Multiphasic Personality Inventory-2-RF® (MMPI-2-RF®)

Minnesota Multiphasic Personality Inventory®-Adolescent (MMPI®-A)

Pain Patient Profile (P-3®)

Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4)

Quickview® Social History (QVW)

Raven's 2

Sensory Profile™ 2

Shaywitz DyslexiaScreen™

Symptom Checklist-90-Revised (SCL-90-R®)

Validity Indicator Profile (VIP®)

Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)

Wechsler Adult Intelligence Scale®-Fourth Edition (WAIS®-IV) ⟵

Wechsler Individual Achievement Test®–Third Edition (WIAT®–III) ⟵

Wechsler Intelligence Scale for Children®-Fifth Edition (WISC®-V) ⟵

Wechsler Intelligence Scale for Children®-Fifth Edition Spanish (WISC®-V Spanish) ⟵

Wechsler Memory Scale® - Fourth Edition (WMS®-IV)

Wechsler Preschool and Primary Scale of Intelligence™ – Fourth Edition (WPPSI™ – IV) ⟵

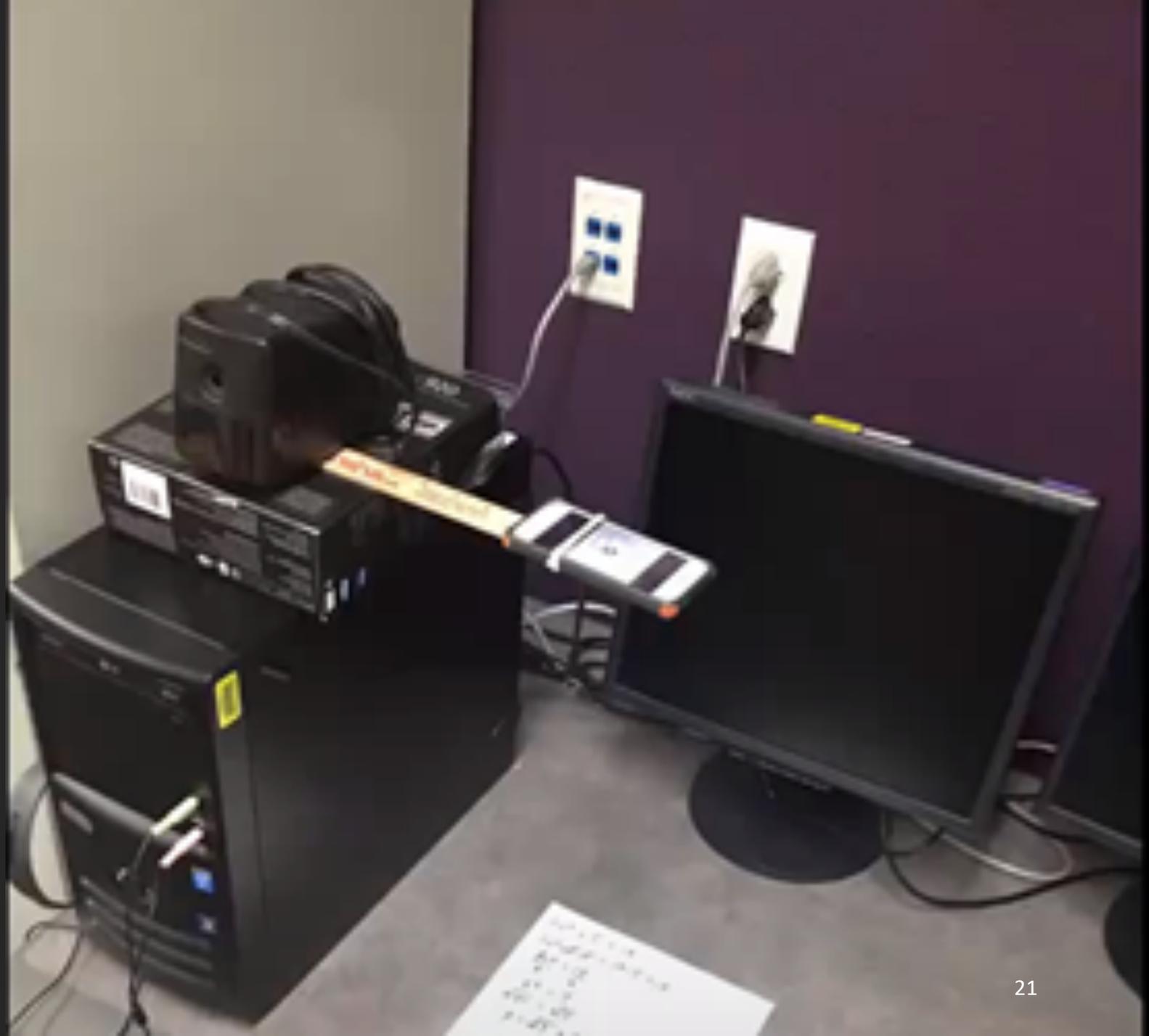Wide Range Achievement Test, Fifth Edition (WRAT5™) ⟵

Woodcock Reading Mastery Tests, Third Edition (WRMT™-III) ⟵

IQ – WISC-V: General Considerations

- "A spectrum of options is available for administering the WISC-V via telepsychology."
- Stimulus books can be shown via screensharing.
- Sub VP for BD or pro-rate the FSIQ.
  - Makes all composite scores available except VSI, NVI, and the GAI.
- Consider whether you need a facilitator.
- Point using your mouse.
- Gesture to areas on paper copy in front of your camera.
- If possible, use a document camera (or use a peripheral camera or device).

Peripheral Camera / Device

IQ – WISC-V: Specific Considerations

Subtests	Considerations
• Similarities • Vocabulary • Information • Comprehension	• High quality audio • Examiner points with the mouse • Use peripheral camera to capture pointing of the examinee

Subtests	Considerations
• Block Design	• High quality video • Trained facilitator (not a parent) • Use peripheral camera to capture construction • Can present stimulus book on screen approximately 9.7" • Examiner times

IQ – WISC-V: Specific Considerations

Subtests	Considerations
• Visual Puzzles • Matrix Reasoning • Figure Weights • Picture Concepts • Block Design MC	• High quality video • Examiner points with the mouse • Use peripheral camera to capture pointing at screen • MR, FW, BDMC: Examinee can use mouse to point • Examiner uses stopwatch and must assure examinee stops

Subtests	Considerations
• Arithmetic	• High quality audio and video • Use peripheral camera to capture pointing • For picture items, examiner points using mouse • Examinee may point or hold up number of fingers • Examiner uses stopwatch and must assure examinee stops

IQ – WISC-V: Specific Considerations

| Subtests	Considerations
• Digit Span • Letter-Number Seq'g	• High quality audio • Do not repeat unless due to technical problems

Subtests	Considerations
• Picture Spoon	• High quality audio and video • Examiner points to stimuli on screen using mouse • Examiner uses stopwatch • Peripheral camera for choices pointed at on screen • (Do not allow examinee to point using mouse)

IQ – WISC-V: Specific Considerations

Subtests	Considerations
• Coding • Symbol Search • Cancellation	• High quality video • Peripheral camera on response booklet • Can complete demos before sending response booklet • Can also demo on-screen during testing session (if have writing utensil / illustrator) • Point on screen using mouse • Use stopwatch; assure stops on time • Consider having hard copy to show pages while instructing • Assure response booklets are put away between use • Assure response booklets are sealed up upon finishing

| Subtests				
• Naming Speed Literacy	• Naming Speed Quantity	• Immediate Symbol Translation	• Delayed Symbol Translation	• Recognition Symbol Translation

Building Capacity: Academic Achievement Testing
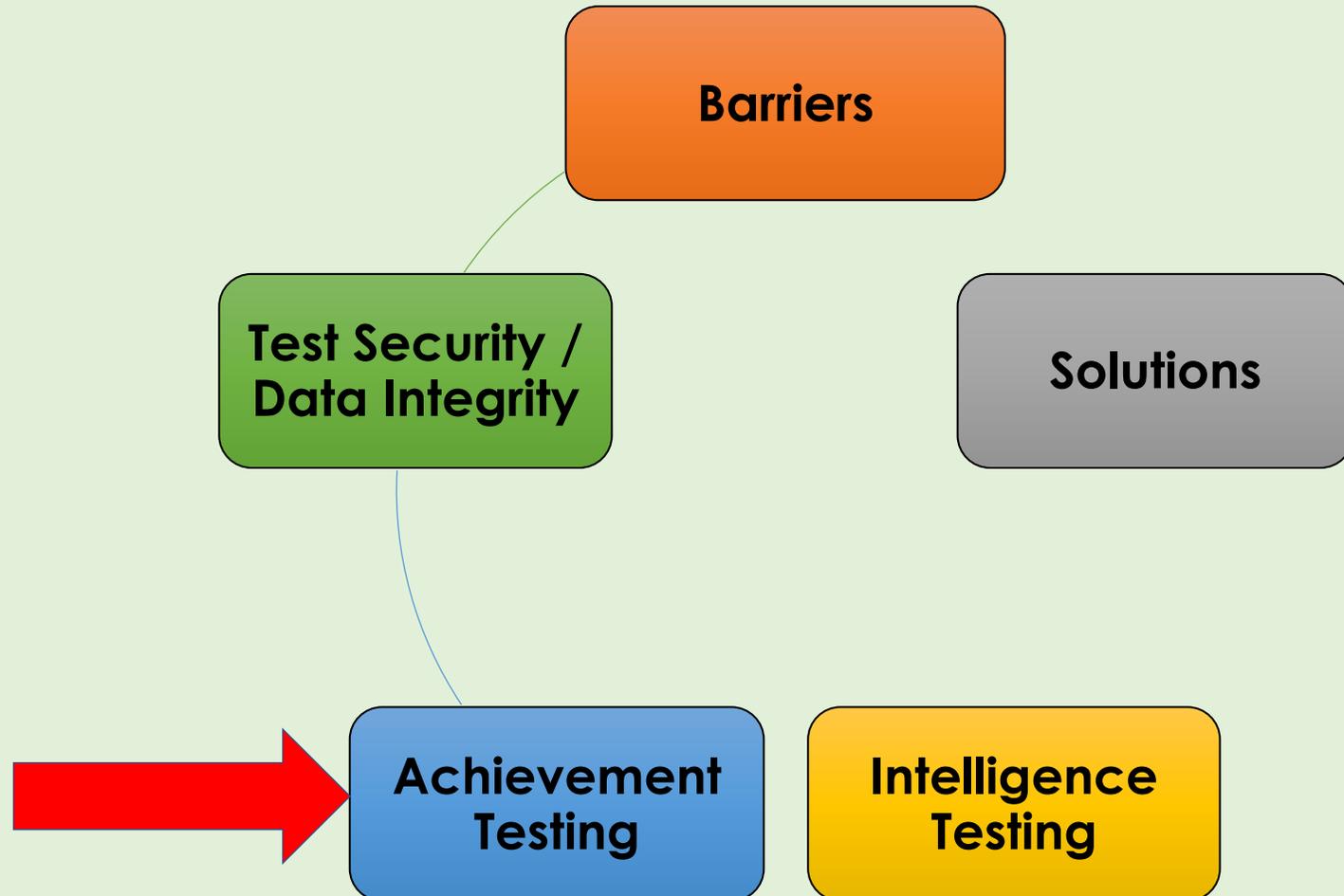
Achievement – WIAT-III: Specific Considerations

- High quality audio and video (able to see mouth)
- Examiner points using mouse (for example: "Start here")
- Peripheral camera, mouse or touchpad for examinee:
  - Pointing
  - Scratch paper (for qualitative purposes)
  - Written responses
- Response booklet to be held up to camera if needed
- Assure examinee stops when told to on timed tasks
- Consider audio-recording for clarification as needed
- On-screen writing utensil if available (e.g., Spelling subtest)

Building Capacity:
Test Security and Data Integrity

Barriers

Test Security / Data Integrity

Solutions

Achievement Testing

Intelligence Testing
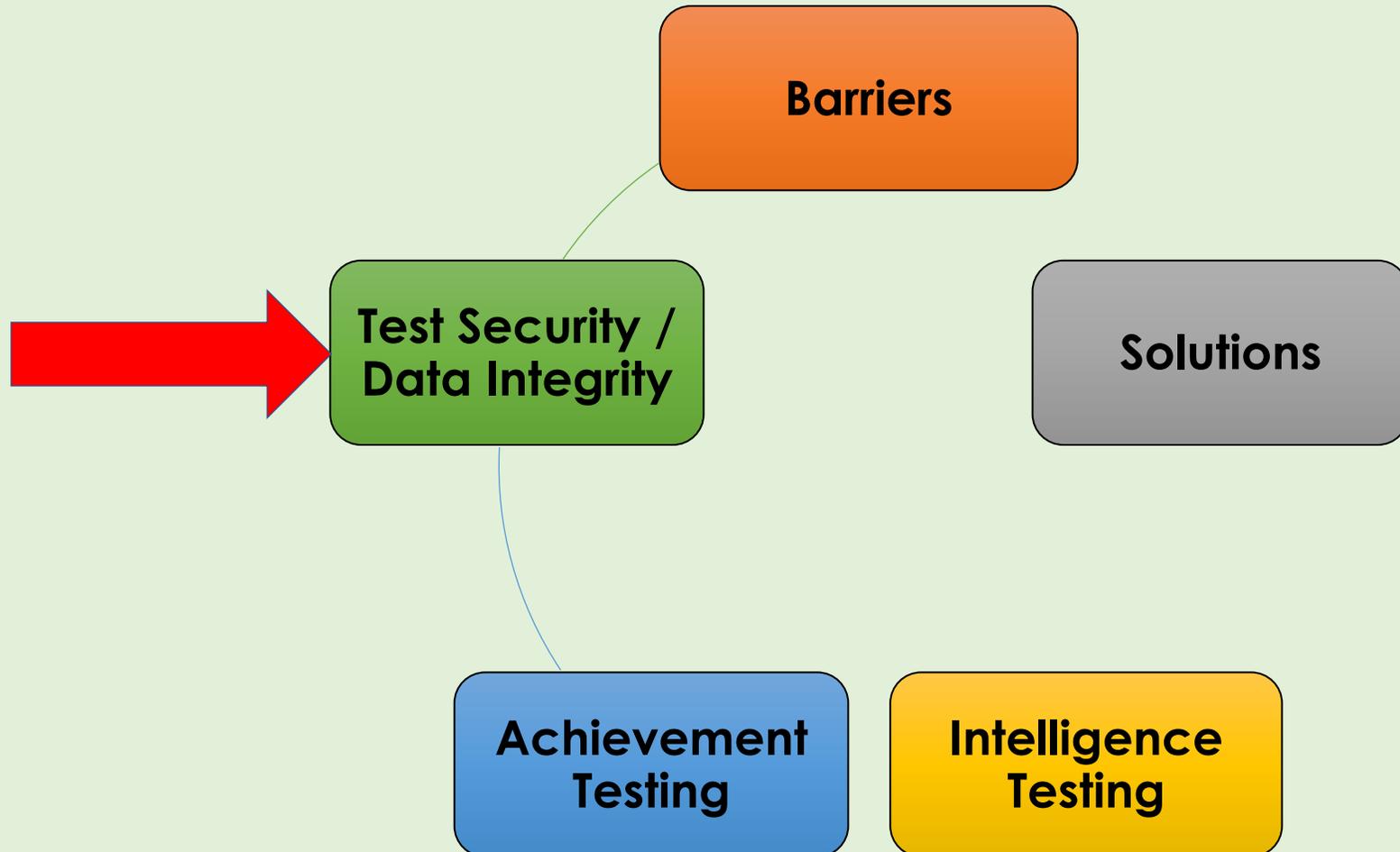
Test Security / Data Integrity

- Agree to no screen shots or recording.

- Provide response booklets in sealed envelope with instructions not to open until told to do so on camera.

- For tasks that are simple to score, ask to show completed response booklet on camera.

- At conclusion of session, seal into pre-addressed, pre-stamped provided envelope.

Pearson's No Objection Letter

Clinical Assessment
19500 Bulverde Road, Suite 201
San Antonio, TX 78259
PearsonAssessments.com

March 20th, 2020

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Wrap Up: Learning Objectives 1-2

1. Learn how to identify barriers to providing intelligence testing and academic achievement testing via telepsychology for all learners, especially those related to access for D/HH and B/VI learners.

2. Explore solutions to barriers in providing intelligence and academic achievement testing via telepsychology.

Wrap Up: Learning Objectives 3-4

3. Learn how to administer one or more intelligence and academic achievement tests via telepsychology.

4. Learn how to maintain test security and ensure data integrity when testing via telepsychology.

Wrap Up: Bonus – Resources

- Pearson Assessments COVID-19 response: https://www.pearsonassessments.com/professional-assessments/ordering/clinical-assessments-covid-19-website.html

- Pearson Assessments - Telepractice page: https://www.pearsonassessments.com/professional-assessments/digital-solutions/telepractice/about.html

- Pearson confirmed Telepractice products: https://www.pearsonassessments.com/professional-assessments/digital-solutions/telepractice/products.html
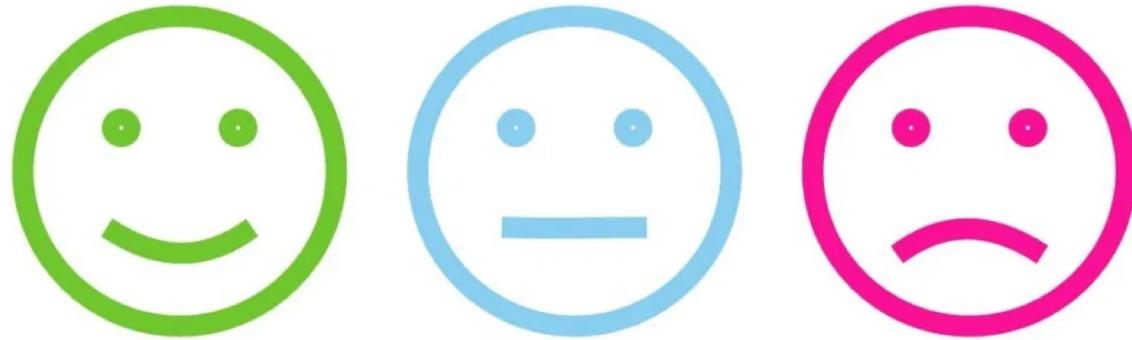
Wrap Up: Bonus – Resources

- Specific Telepractice Considerations by WISC–V Subtest
  https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/wisc-v/wisc-v-telepractice-table-1.pdf

- Specific Telepractice Considerations by WIAT–III Subtest
  https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/wiat-iii/wiat-iii-telepractice-table-1.pdf

Questions

Feedback