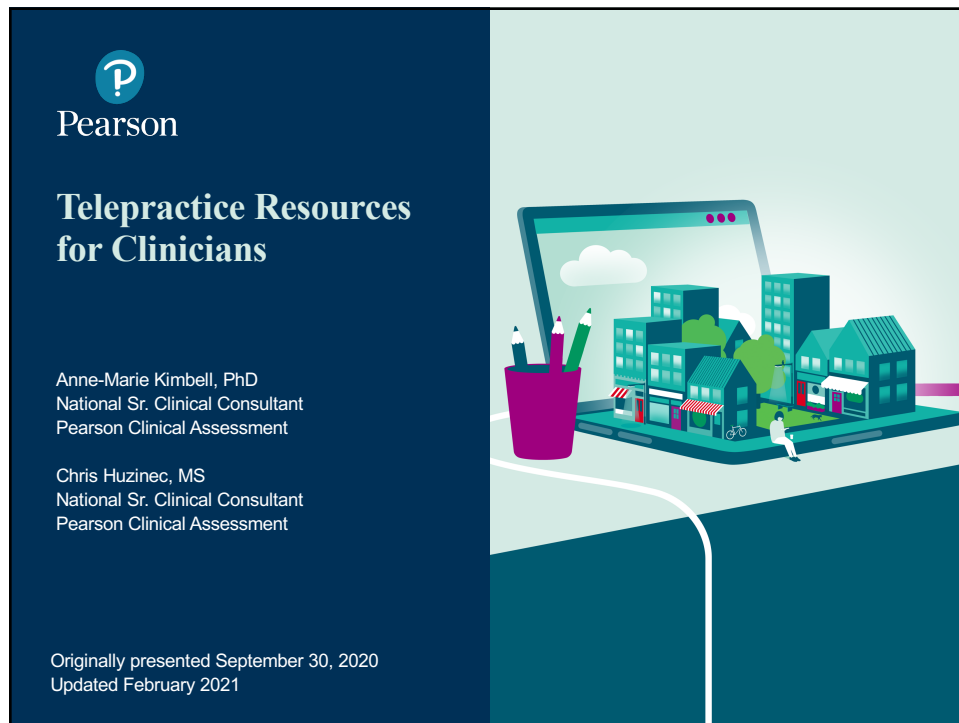


# Telepractice Resources for Clinicians

## Pearson Clinical Assessment




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### Disclosures

**Financial**  
Dr. Anne-Marie Kimbell and Chris Huzinec are both employed by Pearson.

**Non-Financial**  
There is no relevant non-financial information to disclose.

**Course Content**  
Pearson Clinical Assessment is the publisher of the assessments referenced during the presentation.

Telepractice Resources for Clinicians |

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment




Image by Kenzie Sato

### Agenda

- Overview
- Telepractice Resources
- Digital Options
- Administration considerations
- Norms and Equivalence
- Guidance documents
- TPP University Program
- References

Telepractice Resources for Clinicians | 3

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### Telepractice Information

The telepractice information on Pearson's website is intended to support professionals in making informed, well-reasoned decisions around remote assessment. This information is not intended to be comprehensive regarding all considerations for assessment via telepractice. It should not be interpreted as a requirement or recommendation to conduct assessment via telepractice.

**Professionals should remain mindful to:**

- Follow their own professional best practice recommendations and respective ethical codes
- Follow telepractice regulations and legal requirements from federal, state and local authorities, licensing boards, professional liability insurance providers and payors
- Develop competence with assessment via telepractice through activities such as practicing, studying, consulting with other professionals, and engaging in professional development

Professionals should use their clinical judgment to determine if assessment via telepractice is appropriate for a particular examinee, referral question, and situation. There are circumstances where assessment via telepractice is not feasible and/or is contraindicated. Documentation of all considerations, procedures, and conclusions remains a professional responsibility

 Pearson

Telepractice Resources for Clinicians | 4

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### How to make contact or get answers

Staying connected through telepractice

Download PDF

About Overview How To Contact Us

#### Contact us

<https://www.pearsonassessments.com/professional-assessments/digital-solutions/telepractice/about.html>

##### Talk to an Assessment Representative

If you have specific requests or questions for your assessment representative, please complete this form and someone will contact you.

Talk to us >

##### Ask a question

We're addressing questions from you and your colleagues as they come in. If you don't see your questions answered, please submit them below.

Ask a question >

##### Get telepractice emails

Sign up to get emails with news and resources surrounding telepractice.

Sign up >



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### Pearson Canada

[www.PearsonClinical.ca/telepractice](http://www.PearsonClinical.ca/telepractice)

**PEARSON** ALWAYS LEARNING

Clinical Assessment Canada

Home Products A-Z Webinars Scoring Ordering About Contact

English > Create Online Account Log In 0 items Checkout

A completed Customer Registration (Qualification) Form is mandatory for new customers

Enter keyword, assessment or acronym

**Telepractice: General Information**

About Telepractice-friendly Products Digital Assets Links & Resources Help & Support

**Already familiar with telepractice?**

See telepractice-friendly assessments on the "Products" tab

**What is telepractice?**

Across each professional practice domain, there are many different but related terms used to describe this service delivery model. Pearson Clinical Assessment Canada uses the term Telepractice as an umbrella term to reflect the most broad sense of the concept across the most settings, including schools, medical facilities, private practices, outpatient clinics, home-based care and others. The term telepractice also encompasses the broad array of activities currently used within this.

**Seeking your Professional Opinion!**

Please tell us about the impact of COVID-19 on your assessment

Canadian Assessment Consultants' contact info:  
[www.PearsonClinical.ca/assessmentconsultants](http://www.PearsonClinical.ca/assessmentconsultants)



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### Pearson Telepractice Resources

- Information from Professional Organizations
- Permissions and Licensing
- COVID-19 Related Materials
- Telepractice Videos
- Telepractice Documents
- Telepractice Audio Podcasts
- Telepractice Webinars
- Digital Platform Resources

 Pearson



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

The screenshot shows the Pearson Clinical Assessment website. The top navigation bar includes links for Professional, Large Scale, Admissions, Order Status, Quick Order, and a search bar. Below this is a secondary navigation bar with links for Products, Featured Topics, Digital Solutions, Training, Ordering, Blog & Webinars, Field Research, and Moving Forward. The main content area has a header with the text "Staying connected through telepractice" and "News & How-To's". Below this is a navigation bar with links for About, Products, Newsroom, Webinars, and Resources (which is circled in red). The main content area also includes a "Q-global resource library" section with a "Download PDF" button. The page title is "Telepractice today".

Telepractice today

Regardless of our profession, title, or location, we all have one thing in common — a need to stay connected. As we begin to move forward into our collective "new normal", maintaining that connection to those depending on you is paramount, and in many cases telepractice may be the answer you're searching for.

If you are implementing or considering telepractice, please consult your professional organizations, licensing boards, professional liability insurance providers, and state laws and regulations regarding telepractice. Please review this additional information (PDF | 158.92 KB) before proceeding.

We've compiled a number of resources to help support your telepractice needs. Here you'll find How-To's, information on using specific products, administration tutorials, and a Newsroom with

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The screenshot shows the "Resources" page on the Pearson Clinical Assessment website. The page title is "Resources". Below the title is a paragraph stating: "The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates." Below this is a list of resources, each with a dropdown arrow:

- COVID-19 Related Materials
- Telepractice Videos
- Telepractice Documents
- Telepractice Audio Podcasts
- Telepractice Webinars
- Digital Platform Resources
- Professional Organizations (APA, AOTA, ASHA, NASP, etc.)

The Pearson logo is visible in the bottom left corner, and the text "Telepractice Resources for Clinicians | 10" is in the bottom right corner.

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Professional Organizations

CPA (Canadian Psychological Association)  
[www.cpa.ca](http://www.cpa.ca)



#### Professional Organizations (APA, AOTA, ASHA, NASP, etc.)

- A Blueprint for Telerehabilitation Guidelines [↗](#)
- Formal Telepractice Guidelines from:
  - American Psychological Association (APA) [↗](#)
  - American Speech-Language-Hearing Association (ASHA) [↗](#)
  - American Occupational Therapy Association (AOTA) [↗](#)
  - National Association of School Psychologists (NASP) [↗](#)
- COVID-19 Resources:
  - Pandemic General Resources (APA) [↗](#)
  - Telepractice Resources during COVID-19 (ASHA) [↗](#)
  - Information Pertaining to Occupational Therapy in the Era of Coronavirus (COVID-19) (AOTA) [↗](#)
  - Virtual Service Delivery in Response to COVID-19 Disruptions (NASP) [↗](#)
- Psychologist Professional Guidance and Training Resources [↗](#)
- Speech Language Pathologist Professional Guidance and Training Resources [↗](#)
- Occupational Therapist Professional Guidance and Training Resources [↗](#)

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### Telepractice Guidance and Training Options—Psychologists

The dramatic life changes being experienced by our clients are also being experienced by us as psychologists. Many of our offices are closed or shifted to remote options only, and many of us are experiencing telepsychology for the first time. As individuals who often work with our most vulnerable populations, this difficult time requires flexibility to learn new systems, approaches, and skills. Our professional organizations have risen to the challenge, and everyday new information and offerings are being provided to assist in developing skills in telepractice and delivering valid and reliable services to clients. We are sharing some of those resources here for formal training options to help you get the training you need. Make sure to refer to your professional organizations and state licensing boards for more offerings and relevant information. We are trained to care for others and ourselves, so be safe and know we are with you and we will move forward together.

#### American Psychological Association's Practice Information Hub

Information from APA on COVID-19 and its impact on professional practice. Includes information on telepsychology, changing legislation waivers, and reimbursement for telepractice, guidance on telehealth solutions, guidance on consent for telehealth and starting telepractice checklists, and CEs on telehealth for practitioners. Also, advice and guidance for teachers and professors of psychology at the secondary and post-secondary levels. APA is currently offering a four-hour CE course *Telepsychology Best Practice 101 Series* for free.

#### National Association of School Psychologists

Information on virtual practice in school psychology. Provides guidance on appropriate virtual practice and links to multiple sites for governmental, organizational, and practice training and guidance.

#### Inter Organizational Practice Committee

The Inter Organizational Practice Committee (IOPC) is a committee of the practice chairs of the American Academy of Clinical Neuropsychology/American Board of Clinical Neuropsychology, the National Academy of Neuropsychology, Division 40 of the American Psychological Association, the American Board of Professional Neuropsychology, and the American Psychological Association Services, Inc. (APAS) tasked with coordinating advocacy efforts and improving the practice climate for Neuropsychology. This site provides guidance on tele-neuropsychology, including advice and guidelines, research support for various measures and approaches, reimbursement and legislative information, webinars and training, and risk management.

#### National Academy of Neuropsychology

Resource page for information on telehealth and CE offerings on training in the delivery of remote assessments. Also includes links to other training and information sites for telehealth.



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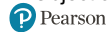
# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Website Resources: Permissions and Licensing

- Qualified professionals are hereby granted a limited and revocable permission to utilize appropriate non-public facing teleconferencing software and tools to assist in the remote administration of Pearson assessment content, consistent with this letter

- This permission is intended to include the use of non-public facing screen-mirroring and screen share methods to remotely share test item content with examinees on a computer screen and capture responses either verbally or through other means.
- This permission is not intended to allow for use of photocopying, scanning, or duplication of test protocols, including any screen capture or session recording technology, but is merely intended to support practical live delivery of tele-health services
- This permission is also not intended to allow for any modification to the original test content as it currently appears.
- Pearson reserves the right to revoke this Limited Permission at any time in the interest of test content security and/or test validity and will review the ongoing status of this No Objection Letter as conditions require



Telepractice Resources for Clinicians | 13



#### Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter
- Remote Assessment Setups for Examiner and Examinee for Telepractice (Schematic)
- Letter of No Objection
- Telepractice norms and validity of performance-based tests
- The Use of Facilitators in a Remote Test Administration
- WISC and WAIS Block Design
- Examiner Assessment Checklist for School Practitioners
- Examiner Assessment Checklist for Clinical Practitioners

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### COVID-19 Related Materials

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

COVID-19 Related Materials

Telepractice Videos

Telepractice Documents

Telepractice Audio Podcasts

Telepractice Webinars

Digital Platform Resources

Professional Organizations (APA, AOTA, ASHA, NASP, etc.)

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

#### COVID-19 Related Materials

- Disinfecting testing materials
- Special Considerations for Score Interpretation
- Using Personal Protective Equipment (PPE) in Assessment
- Pearson's Response to COVID-19
- Building Students' Resiliency Webinar
- Academic Issues During COVID-19 Webinar
- Internalizing Issues During COVID-19 Webinar
- Externalizing Issues During COVID-19 Webinar
- General Pandemic Resources (APA)
- Telepractice Resources during COVID-19 (ASHA)
- Occupational Therapy in the Era of Coronavirus (AOTA)
- Virtual Service Delivery in Response to COVID-19 Disruptions (NASP)

Telepractice Videos

Telepractice Documents



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Disinfecting Materials

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

##### COVID-19 Related Materials

- Disinfecting testing materials [🔗](#)
- Special Considerations for Score Interpretation [🔗](#)
- Using Personal Protective Equipment (PPE) in Assessment [🔗](#)
- Pearson's Response to COVID-19 [➤](#)
- Building Students' Resiliency Webinar [➤](#)
- Academic Issues During COVID-19 Webinar [➤](#)
- Internalizing Issues During COVID-19 Webinar [➤](#)
- Externalizing Issues During COVID-19 Webinar [➤](#)
- General Pandemic Resources (APA) [🔗](#)
- Telepractice Resources during COVID-19 (ASHA) [🔗](#)
- Occupational Therapy in the Era of Coronavirus (AOTA) [🔗](#)
- Virtual Service Delivery in Response to COVID-19 Disruptions (NASP) [🔗](#)



#### General suggestions:

- Disinfect all materials carefully before and after testing and have the examinee wash their hands before and after use. Do not touch the materials yourself after they are disinfected and prepared.
- Ensure examinees do not have a latex allergy before using latex gloves.
- During testing, do not place materials back in the kit immediately after use. Instead, have several resealable plastic bags on hand: some labeled "clean" and the others labeled "dirty" for storage and later cleaning of manipulatives.

#### Specific disinfection and cleaning suggestions

- Supplies needed
- Cleaning materials with soft, porous surfaces that can be laundered
- Cleaning board books, wooden blocks, cards, and materials with soft, porous surfaces that can't be laundered
- Cleaning digital devices
- Important reminders about disinfecting

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### PPE

#### General considerations:

- The examinee's age may play a factor in deciding to use PPE.
- A case history review can reveal information about the propriety/viability of providing PPE.
- Refer to test-specific guidelines to determine how the addition of PPE might impact assessment task inputs by the examiner and outputs by the examinee.
- Follow facility guidelines for donning and doffing PPE for the examiner, examinee, and facilitator, if applicable.
- Establishing rapport between the examiner and examinee is especially critical
- Refer also to Pearson's Disinfecting Testing Materials document after any assessment administration to prepare materials for the next session.



#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

##### COVID-19 Related Materials

- Disinfecting testing materials [🔗](#)
- Special Considerations for Score Interpretation [🔗](#)
- Using Personal Protective Equipment (PPE) in Assessment [🔗](#)
- Pearson's Response to COVID-19 [➤](#)
- Building Students' Resiliency Webinar [➤](#)
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- General Pandemic Resources (APA) [🔗](#)
- Telepractice Resources during COVID-19 (ASHA) [🔗](#)
- Occupational Therapy in the Era of Coronavirus (AOTA) [🔗](#)
- Virtual Service Delivery in Response to COVID-19 Disruptions (NASP) [🔗](#)

##### Telepractice Videos

##### Telepractice Documents

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Score Interpretation

COVID-19 Related Materials

- Disinfecting testing materials
- Special Considerations for Score Interpretation**
- Using Personal Protective Equipment (PPE) in Assessment
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- Building Students' Resiliency Webinar
- Academic Issues During COVID-19 Webinar
- Internalizing Issues During COVID-19 Webinar
- Externalizing Issues During COVID-19 Webinar
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- Telepractice Resources during COVID-19 (ASHA)
- Occupational Therapy in the Era of Coronavirus (AOTA)
- Virtual Service Delivery in Response to COVID-19 Disruptions (NASP)

- Consider how the age-based and grade-based norm groups differ.
- Consider the academic areas tested and how the results will be used.

#### Special Considerations for Score Interpretation Following Educational Disruption

*Note: The following text is excerpted from an early draft of the WIAT-4® Technical & Interpretive Manual (Breaux, 2020). In its timely development process, the WIAT-4 team created helpful guidance for score interpretation in various situations, including times of "educational disruption," which includes school closures related to the COVID-19 pandemic. The guidance below can be applied to all achievement tests, not only the WIAT-4.*

*Specifically, when considering how to interpret 2020 fall and winter achievement testing after lengthy spring school closures and widely variable educational access, we recommend considering the approach below to score interpretation. Assessment professionals and teams should think about the test interpretation process in terms of choosing the best reference group(s) for a particular student's or group of students' needs as well as additional variables that may have uniquely affected the student or group of students. Of course, many students will have been affected with less curricular rigor or access than their pre-COVID experience. Clinical judgement and multiple measures, as ongoing and consistent features of best practice, wisely anchor these situations.*

*This document may be shared between colleagues and your organization's administration and leaders as needed.*

More questions?  
Please visit [www.pearsonassessments.com/telepractice](http://www.pearsonassessments.com/telepractice) and click "Contact Us" to connect with our team.

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### COVID-19 Related Materials

COVID-19 Related Materials

- Disinfecting testing materials
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- Externalizing Issues During COVID-19 Webinar
- General Pandemic Resources (APA)
- Telepractice Resources during COVID-19 (ASHA)
- Occupational Therapy in the Era of Coronavirus (AOTA)
- Virtual Service Delivery in Response to COVID-19 Disruptions (NASP)

#### Information about our global response to COVID-19

Pearson's Clinical Assessment business takes the health and safety of our employees, customers, and those you serve very seriously. Our teams are proactively working to provide for the safety of everyone involved with your assessment program and have well-established protocols for mitigating potential disruptions to fulfilling our commitments.

Below you will find information related to Pearson's Clinical Assessment business and its products. This information will answer some of the most common questions we have fielded concerning our response to the COVID-19 outbreak, including:

How is Pearson monitoring the COVID-19 outbreak?

What is Pearson doing regarding the safety of their offices for customers, visitors, and employees?

Does Pearson have contingency plans in place in case of a widespread business disruption?

How can remote services help Pearson's Clinical Assessment business customers stay connected to those they serve?

Are Pearson Mail-in Scoring Services affected during this time?

How have digital access, license expirations, and return fee policies changed?

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### COVID-19 Related Materials: Webinars

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

**COVID-19 Related Materials**

- Disinfecting testing materials [🔗](#)
- Special Considerations for Score Interpretation [🔗](#)
- Using Personal Protective Equipment (PPE) in Assessment [🔗](#)
- Pearson's Response to COVID-19 [➤](#)
- Building Students' Resiliency Webinar [➤](#)
- Academic Issues During COVID-19 Webinar [➤](#)
- Internalizing Issues During COVID-19 Webinar [➤](#)
- Externalizing Issues During COVID-19 Webinar [➤](#)
- General Pandemic Resources (APA) [🔗](#)
- Telepractice Resources during COVID-19 (ASHA) [🔗](#)
- Occupational Therapy in the Era of Coronavirus (AOTA) [🔗](#)
- Virtual Service Delivery in Response to COVID-19 Disruptions (NASP) [🔗](#)

**Dealing with Internalizing Issues during COVID-19: Strategies that work for Anxiety and Depression Webinar**

KIMBERLY J. VANNEST, PH.D.  
PROFESSOR & DEPARTMENT CHAIR  
UNIVERSITY OF VERMONT

Watch on [YouTube](#)

**Pearson**

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### COVID-19 Related Materials: Professional Organizations

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

**COVID-19 Related Materials**

- Disinfecting testing materials [🔗](#)
- Special Considerations for Score Interpretation [🔗](#)
- Using Personal Protective Equipment (PPE) in Assessment [🔗](#)
- Pearson's Response to COVID-19 [➤](#)
- Building Students' Resiliency Webinar [➤](#)
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- Occupational Therapy in the Era of Coronavirus (AOTA) [🔗](#)
- Virtual Service Delivery in Response to COVID-19 Disruptions (NASP) [🔗](#)

**Pearson**

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Resources: Telepractice Videos

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

COVID-19 Related Materials

Telepractice Videos

- Parent Tips for Remote Testing with aimswebPlus
- Deep Dive: 3rd Camera Hack Ideas
- Q-global Quick Look Demo for Speech Language Pathologists
- BASC®-3 on Q-global: Deep Dive for School Psychologists
- MMPI® Remote On-Screen Administration via Q-global with Dr. David Corey, PhD, ABPP
- Demo of Telepractice Intervention and Assessment via Pearson Online and Blended Learning Group
- Deep Dive: University Training Partner Program Deep Dive with Dr. Peter Entwistle
- Additional videos

#### 60+ Additional Videos

- How to use Vineland-3 During a Pandemic
- Q-global Deep Dive Video - 2021
- SLP Telepractice Panel - December 2020
- Telehealth Headlines: November 23, 2020
- Teleneuropsychology and the Return to 'Normal'
- Intervention Tools to Expand Your Practice: Get



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### Resources: Telepractice Documents

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

COVID-19 Related Materials

Telepractice Videos

Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter
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- Telepractice norms and validity of performance-based tests
- The Use of Facilitators in a Remote Test Administration
- WISC and WAIS Block Design
- Examiner Assessment Checklist for School Practitioners
- Examiner Assessment Checklist for Clinical Practitioners



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Resources: Telepractice Documents

#### Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter
- Remote Assessment Setups for Examiner and Examinee for Telepractice (Schematic)
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- Examiner Assessment Checklist for Clinical Practitioners

- Setting up the Assessment Area
- Using the Computer
- Using a Second Device
- Third Camera Hack Video Link
- And a link to the remote assessment set up document



Hello [Examinee Name]

I look forward to working with you. Before our meeting, please prepare for our appointment by getting an assessment area set up and ready to go.

#### Assessment area

- ☐ 1. Distractions
  - \_\_\_ a. Please turn off radios, televisions, cell phones, clocks, fans, or anything that makes sound or creates a visual distraction.
  - \_\_\_ b. If you have a window with drapes or blinds, please close them to limit distraction and reduce possible glare.
  - \_\_\_ c. Please remove any animals or people from the room (examples: dog or bird, brother or sister) except the person assisting with the testing.
  - \_\_\_ d. Please remove all foods and beverages; eating and drinking are not allowed.
- ☐ 2. Lighting
  - \_\_\_ a. Turn off or remove excessively bright lights shining on your computer screen or in the background.
  - \_\_\_ b. Add plenty of light on your face and your work materials on the tabletop.
- ☐ 3. Seating
  - \_\_\_ a. Sit in a comfortable desk-type chair without wheels. Do not sit on a bean bag, lounge chair, couch, bed, etc.
  - \_\_\_ b. Sit at a place with a stable surface such as a table or desk.
- ☐ 4. Supplies
  - \_\_\_ a. I will give you a list of other supplies that you may need for the testing.
  - \_\_\_ b. If something that is on the tabletop is not on my list of supplies, please remove it from the tabletop and/or room.

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### Remote Assessment Setups for Examiner and Examinee

#### Remote Assessment Setup (Examinee)

This schematic offers general examples of managing different remote assessment technology setups. As always, local/state/federal laws and guidelines apply as well as ethical and clinical considerations for each situation. Pearson Field Research requirements or individual test restrictions may differ.



#### Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter
- Remote Assessment Setups for Examiner and Examinee for Telepractice (Schematic)
- Letter of No Objection
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#### Remote Assessment Setups (Examiner)

This schematic offers general examples of managing remote assessment technology setups. As always, local/state/federal laws and professional guidelines apply as well as ethical and clinical considerations for each situation. Pearson Field Research requirements or individual test restrictions may differ.



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Telepractice Documents: Telepractice Norms and Validity of Performance-based Tests

Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter
- Remote Assessment Setups for Examiner and Examinee for Telepractice (Schematic)
- Letter of No Objection
- Telepractice norms and validity of performance-based tests**
- The Use of Facilitators in a Remote Test Administration
- WISC and WAIS Block Design
- Examiner Assessment Checklist for School Practitioners
- Examiner Assessment Checklist for Clinical Practitioners

#### Telepractice norms and validity of performance-based tests

When compared to face-to-face assessment, how does telepractice with performance-based tests measure up?

*Understandably, you may not be using assessments at this time, but if you are considering telepractice, please consult your professional organizations, licensing boards, professional liability insurance providers, and state laws and regulations regarding telepractice. Please review this [additional information](#) before proceeding.*

Comprehensive telepractice assessment with performance-based measures is more common today than it was prior to 2020. Some practitioners engaged in telepractice to increase access to assessment for individuals in underserved areas, where travel to the practitioner's location would be impractical but those services are still needed. Others did so for school districts with a shortage of practitioners to make the assessment process more accessible and efficient for all. In large part, telepractice has taken place on proprietary platforms by practitioners that specialized in that type of assessment, and validity studies were collected to provide evidence that telepractice is a reliable and valid way to complete assessment and that performance results are equivalent to those of in-person assessment. The COVID-19 pandemic was accompanied by evolution of the telepractice landscape. Direct-to-home assessment became more common, and access to teleconferencing software became more common in the general population as many educational, social, and community events adapted to an online environment during stay-at-home orders. Telepractice assessment became more widely adopted, and it has played an important part in keeping examinees and practitioners safe.

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### The Use of Facilitators in a Remote Test Administration

Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter
- Remote Assessment Setups for Examiner and Examinee for Telepractice (Schematic)
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- Examiner Assessment Checklist for Clinical Practitioners

	Questionnaires	Verbal-only tasks	Verbal/Visual tasks	Complex tasks
<b>Definition</b>	Computer-driven question and answer format; often multiple choice	Examiner-driven; No visual prompts, verbal inputs and outputs only	Examiner-driven; visual and/or verbal inputs and outputs	Examiner-driven; visual, verbal, tactile/kinesthetic inputs and/or outputs
<b>Examples</b>	MMPI-2-RF® Vineland™ Parent/Caregiver Shaywitz DyslexiaScreen™ Brown EF/A Scales™	WISC®-V Similarities CLQT+ Personal Facts CVLT®3 WMS®-IV Logical Memory	PPVT™-5 WISC-V Matrix Reasoning KTEA™-3 Reading Vocabulary WAB™-R Naming/Word Finding	CELF®-5 Structured Writing WISC-V Block Design Beery™ VMI WMS®-IV Design Memory
<b>Trained On-Site Facilitator Recommendations</b>	Tech support only; examinee support* if requested by the examiner	Tech support only; examinee support if requested by the examiner	Tech support only; examinee support if requested by the examiner; may require additional external camera setup to view examinee responses, depending on the platform used	Tech support and manual assistance with response books and/or manipulatives; requires additional external camera setup to view examinee responses or the room for observations; examinee support if requested by the examiner
<b>Untrained On-Site Facilitator Recommendations (including parents)</b>	Tech support only; examinee support if requested by the examiner	Tech support only; examinee support if requested by the examiner	Tech support only; examinee support if requested by the examiner; may require additional external camera setup to view examinee responses, depending on the platform used	Tech support only; requires additional external camera setup to view examinee responses or the room for observations; examinee support if requested by the examiner

\*Examinee Support\* refers to specific behaviors that address an examinee's needs for a short duration. These include actions that would otherwise be handled by the examiner such as moving into proximity to address positioning/fidgeting or to help with a runny nose, itch, cough, or clothing item that distracts the examinee.

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Telepractice Documents: WISC and WAIS Block Design



#### WISC-V and WISC-V Integrated Composite Score Selection According to Block Design and Response Booklet Use

##### Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter [🔗](#)
- Remote Assessment Setups for Examiner and Examinee for Telepractice [🔗](#)
- Letter of No Objection [🔗](#)
- Telepractice norms and validity of performance-based tests [🔗](#)
- The Use of Facilitators in a Remote Test Administration [🔗](#)
- **WISC and WAIS Block Design [🔗](#)**
- Examiner Assessment Checklist for School Practitioners [🔗](#)
- Examiner Assessment Checklist for Clinical Practitioners [🔗](#)

	Full Administration	No Block Design	No Manipulatives or Response Booklets
<b>Composite Score</b>	<b>Composite Score Available?</b>		
Verbal Comprehension Index	✓	✓	✓
Visual Spatial Index	✓	Replace with Nonmotor Visual Spatial Index**, using Block Design Multiple Choice instead of Block Design	Replace with Nonmotor Visual Spatial Index**, using Block Design Multiple Choice instead of Block Design
Fluid Reasoning Index	✓	✓	✓
Working Memory Index	✓	✓	✓
Processing Speed Index	✓	✓	Replace with Naming Speed Index*
Full Scale IQ	✓	Substitute Visual Puzzles for Block Design	Replace with Nonmotor Full Scale Score**, using Block Design Multiple Choice and Naming Speed Quantity instead of Block Design and Processing Speed tasks, respectively
Verbal Expanded Crystallized Index	✓	✓	✓
*Multiple Choice Verbal Comprehension Index	✓	✓	✓
Expanded Fluid Index	✓	✓	✓
Quantitative Reasoning Index	✓	✓	✓
Auditory Working Memory Index	✓	✓	✓
Nonverbal Index	✓	Replace with Nonmotor NVI**, using Block Design Multiple Choice instead of Block Design	Replace with Nonmotor NVI**, using Block Design Multiple Choice instead of Block Design



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### Telepractice Documents: Examiner Assessment Checklist for School Practitioners

##### Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter [🔗](#)
- Remote Assessment Setups for Examiner and Examinee for Telepractice (Schematic) [🔗](#)
- Letter of No Objection [🔗](#)
- Telepractice norms and validity of performance-based tests [🔗](#)
- The Use of Facilitators in a Remote Test Administration [🔗](#)
- WISC and WAIS Block Design [🔗](#)
- **Examiner Assessment Checklist for School Practitioners [🔗](#)**
- Examiner Assessment Checklist for Clinical Practitioners [🔗](#)

- Preparing the facilitator for test administration
- Prior to assessment day
- Assessment day
- Results and reporting
- Using Q-global and Using Q-interactive
- Links to additional resources

#### Examiner assessment checklist for school practitioners

- Setting up devices/platforms
- Developing competency in administering assessments via telepractice
- Determining if the examinee is an appropriate candidate for telepractice
- Planning the test environment requirements before test administration

The telepractice information in this document is intended to support professionals in making informed, well-reasoned decisions regarding remote assessment. This information is not intended to be comprehensive regarding all considerations for assessment via telepractice. It should not be interpreted as a requirement or recommendation to conduct assessment via telepractice.

Clinicians should remain mindful to:

- Follow professional best practice recommendations and respective ethical codes
- Follow telepractice regulations and legal requirements from federal, state and local authorities, licensing boards, professional liability insurance providers, and payors
- Develop competence with assessment via telepractice through activities such as practicing, studying, consulting with other professionals, and engaging in professional development

Clinicians should use their clinical judgment to determine if assessment via telepractice is appropriate for a particular child, referral question, and situation. There are circumstances where assessment via telepractice is not feasible and/or is contraindicated. Documentation of all considerations, procedures, and conclusions remains a professional responsibility.



Preparing to deliver services via telepractice

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Telepractice Documents: Examiner Assessment Checklist for Clinician Practitioners

Telepractice Documents

- Hello Examinee: Remote Administration Preparation Letter
- Remote Assessment Setups for Examiner and Examinee for Telepractice (Schematic)
- Letter of No Objection
- Telepractice norms and validity of performance-based tests
- The Use of Facilitators in a Remote Test Administration
- WISC and WAIS Block Design
- Examiner Assessment Checklist for School Practitioners
- **Examiner Assessment Checklist for Clinical Practitioners**

#### Examiner assessment checklist for clinical practitioners

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- Develop competence with assessment via telepractice through activities such as practicing, studying, consulting with other professionals, and engaging in professional development

Clinicians should use their clinical judgment to determine if assessment via telepractice is appropriate for a particular child, referral question, and situation. There are circumstances where assessment via telepractice is not feasible and/or is contraindicated. Documentation of all considerations, procedures, and conclusions remains a professional responsibility.

**Preparing to deliver services via telepractice**  
Setting up devices/platforms

- Preparing the facilitator for test administration
- Prior to assessment day
- Assessment day
- Results and reporting
- Using Q-global and Using Q-interactive
- Links to additional resources

- Setting up devices/platforms
- Developing competency in administering assessments via telepractice
- Determining if the examinee is an appropriate candidate for telepractice
- Planning the test environment requirements before test administration

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### Resources: Telepractice Podcasts

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

COVID-19 Related Materials

Telepractice Videos

Telepractice Documents

**Telepractice Audio Podcasts**

- The Testing Psychologist Podcast: Remote administration of the WISC®-V and KTEA™-3 with Dr. Susie Raiford
- Deep Dive: Using Facilitators in a Telepractice Setting with Dr. Robin Alvares
- Remote Administration of the MMPI-3 with Dr. Dave Corey



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Resources: Telepractice Webinars

#### Resources

The following resources provide information on telepractice from both Pearson and external organizations. New information and offerings can and do appear regularly, so check back often for updates.

COVID-19 Related Materials

Telepractice Videos

Telepractice Documents

Telepractice Audio Podcasts

Telepractice Webinars

• Recorded webinars >

Digital Platform Resources

Professional Organizations (APA, AOTA, ASHA, NA

### Telepractice webinars

Browse recordings of past webinars to catch up on valuable information you missed the first time around.

[View upcoming webinars](#)

[View all webinars](#)

#### Telepractice for SLPs: Lessons Learned Webinar (Recording)

Presenter(s): Tina Eichstadt, Melissa Jakubowitz, Sue Ann Lee, Robin L. Alvares, and Nancy Castilleja

To support your growing need for training in the area of remote service delivery, we invite you to join us as we host a panel of SLP experts engaged in telepractice every day. Each panelist will share key lessons learned from their own years of telepractice experience in assessment, intervention, and consultation. A moderated Q&A time will enable attendees to direct questions to each of the panel members. We hope you'll join us for this interactive and engaging session!

Recorded: Wednesday, December 2, 2020

[View Recording >](#)

#### Filter past webinars

Academic Learning  
Behavior  
Career Planning  
Cognition Neuro  
Developmental Early Childhood  
Digital Solutions  
General  
Motor Sensory  
MTSS RTI PBIS Benchmarking  
Personality & Biopsychosocial  
Speech & Language  
All events



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### Digital Platform Resources

COVID-19 Related Materials

Telepractice Videos

Telepractice Documents

Telepractice Audio Podcasts

Telepractice Webinars

Digital Platform Resources

Professional Organizations (APA, AOTA, ASHA, NASP, etc

#### Digital Platform Resources

- [Q-global Digital Assets Deep Dive video](#)
- [Remote On-Screen Administration Video](#)
- [Remote On-Screen Administration PDF](#)
- [Q-global Training Modules >](#)
- [Q-global Instructions >](#)
- [Q-Global Managing Inventory User Guide](#)
- [Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings >](#)
- [Digital Assessment with Q-interactive in Telepractice >](#)



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## Q-Global Resources

**Digital Platform Resources**

- Q-global Digital Assets Deep Dive video [🔗](#)
- Remote On-Screen Administration Video [🔗](#)
- Remote On-Screen Administration PDF [📄](#)
- Q-global Training Modules [➤](#)
- Q-global instructions [➤](#)
- Q-Global Managing Inventory User Guide [📄](#)
- Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings [➤](#)
- Digital Assessment with Q-interactive in Telepractice [➤](#)

**Documents** (points to PDFs and User Guide)

**Videos and Webinars** (points to videos and the settings webinar)



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## Q-global Instructions

Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings Webinar (Recording)

[Share this page](#)

Presenter: Jarret Lehner

This webinar includes how to use Pearson's Q-global platform to administer Pearson Assessments in a telepractice setting, as well as request access for a new account and the different types of materials available.

Recorded: May 1, 2020 at 10:41 AM



**Digital Platform Resources**

- Q-global Digital Assets Deep Dive video [🔗](#)
- Remote On-Screen Administration Video [🔗](#)
- Remote On-Screen Administration PDF [📄](#)
- Q-global Training Modules [➤](#)
- Q-global instructions [➤](#)
- Q-Global Managing Inventory User Guide [📄](#)
- Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings [➤](#)
- Digital Assessment with Q-interactive in Telepractice [➤](#)

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Remote On-Screen Assessment

#### How to Assign an Assessment using Remote On-Screen Administration (ROSA)

1. Assign an Assessment to an Examinee (see *managing assessments*).
2. Complete the required fields and any additional information.
3. Select **Remote On-Screen Administration** radio button as the delivery method.
4. Complete the required fields for ROSA.
5. Click the **Preview and Send Invitation** button. The Assessment Invitation email page will display.

#### Digital Platform Resources

- Q-global Digital Assets Deep Dive video
- Remote On-Screen Administration Video
- Remote On-Screen Administration PDF
- Q-global Training Modules
- Q-global Instructions
- Q-Global Managing Inventory User Guide
- Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings
- Digital Assessment with Q-interactive in Telepractice

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### Remote Management of Assessments

#### Pearson Clinical Assessment Q-global™ User Guide

##### Managing Inventory!

##### Managing Inventory Overview

When inventory is purchased, you will need to set up the allocations for the users of your account so they can view digital assets, download manuals or record forms and generate reports.

Managing inventory on Q-global provides you the ability to:

- Allocate inventory to users of your account
- De-allocating inventory from users of your account
- View sum totals of consumed reports (usage inventory model only)

There are three types of inventory methods supported on Q-global:

- **Digital Assets Inventory.**  
Manage your inventory of products such as digital stimulus books, manuals and record forms.
- **Subscription Inventory.**  
Manage your inventory of reports that are consumed on a subscription basis.
- **Usage Inventory.**  
Manage your inventory of reports that are consumed on a per use basis.

#### Digital Platform Resources

- Q-global Digital Assets Deep Dive video
- Remote On-Screen Administration Video
- Remote On-Screen Administration PDF
- Q-global Training Modules
- Q-global Instructions
- Q-Global Managing Inventory User Guide
- Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings
- Digital Assessment with Q-interactive in Telepractice



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Q-global Training

Q-global is Pearson's web-based system for test administration, scoring and reporting.

- About
- Getting started
- Resources
- Support
- More

Training modules   Webinars   Security and legal   FAQs   More

#### Training modules

These brief training modules highlight various activities related to Q-global. You can also download our user guide to learn how to manage inventory, digital assets, subscriptions, and usages within Q-global.

Managing Your Q-global Inventory (PDF | 1.55 MB)

Module 1: Gaining Access to Q-global

Module 2: Signing in and setting up your account

Module 3: Managing sub-accounts

Module 4: How to generate reports

#### Webinars

Learn about new feature releases, announcements, tips, and more.

Q-global Overview

Q-global Best Practices for Users

#### Digital Platform Resources

- Q-global Digital Assets Deep Dive video
- Remote On-Screen Administration Video
- Remote On-Screen Administration PDF
- Q-global Training Modules
- Q-global Instructions
- Q-Global Managing Inventory User Guide
- Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings
- Digital Assessment with Q-interactive in Telepractice

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## Telepractice Digital Assests Available on Q-Global

Staying connected through telepractice

News & how-tos including COVID-19 resources

- About
- Products
- Resources
- Newsroom

Overview   How To   Contact Us

### Q-Global Resource Library

View the list of Q-global products available for purchase

View PDF

### Telepractice Digital Assets

Read our guide about managing your Q-global inventory [here](#)

Item	Product Number
ACS Q-GLOBAL ADMINISTRATION AND SCORING MANUAL (DIGITAL)	A103000232649
ACS Q-GLOBAL CLINICAL AND INTERPRETIVE MANUAL (DIGITAL)	A103000232650
ACS Q-GLOBAL WORD CHOICE STIMULUS BOOK AND ADMINISTRATION DIRECTIONS (DIGITAL)	A103000237309
*ACS TEST OF PRE-MORBID FUNCTION Q-GLOBAL WORD CARD (DIGITAL)	A103000232958
ADOLESCENT ADULT SENSORY PROFILE Q-GLOBAL USER'S MANUAL (DIGITAL)	A103000232631
ASA Q-GLOBAL MANUAL (DIGITAL)	A103000232656
BAI® Q-GLOBAL MANUAL (DIGITAL)	0150180012
BASC-3 BESS Q-GLOBAL BEHAVIORAL AND EMOTIONAL SCREENING SYSTEM MANUAL (DIGITAL)	30906
BASC-3 FLEX MONITOR Q-GLOBAL MANUAL (DIGITAL)	30869
BASC-3 Q-GLOBAL BEHAVIOR INTERVENTION GUIDE (DIGITAL)	30907
BASC-3 Q-GLOBAL BEHAVIORAL AND EMOTIONAL SKILL BUILDING GUIDE (DIGITAL)	30908
BASC-3 Q-GLOBAL MANUAL (DIGITAL)	30904
Bayley-4 Q-GLOBAL ADMINISTRATION MANUAL (DIGITAL)	A102001600063
Bayley-4 Q-GLOBAL TECHNICAL MANUAL (DIGITAL)	A102001600064
BBHI 2 Q-GLOBAL MANUAL (DIGITAL)	A103000232636

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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Q-interactive in Telepractice


Digital Assessment with Q-interactive in Telepractice Webinar (Recording)

Share this page

Presenters: Daniela Maglione, Ed.S., M.S. and Laura Moreno, M.Ed.

Learn about digital assessment with Q-interactive in a telepractice setting.

Recorded: May 1, 2020



Watch on YouTube

#### Digital Platform Resources

- Q-global Digital Assets Deep Dive video
- Remote On-Screen Administration Video
- Remote On-Screen Administration PDF
- Q-global Training Modules
- Q-global Instructions
- Q-Global Managing Inventory User Guide
- Using Q-global to Access Digital Materials and Administer Assessments in Telepractice Settings
- Digital Assessment with Q-interactive in Telepractice

Pearson

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## Newsroom

### Staying connected through telepractice

News & how-tos including COVID-19 resources


About Products Resources **Newsroom**

News Bytes Announcements Headlines

### Welcome to the newsroom

Whether you're new to telepractice or a seasoned veteran, staying up-to-date on the latest developments will be invaluable in the coming months. Here are some brief, videos that will walk you through different real-world telepractice scenarios and keep you informed of some current events in the assessment world. Bookmark this page as we are continuing to add new videos regularly.

#### Telehealth Headlines



Watch on YouTube

- News Bytes
- Announcements
- Headlines

Pearson

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## Product Information and Guidance Document

### Staying connected through telepractice

News & how-tos including COVID-19 resources

About **Products** Resources Newsroom

Product information Product list

### Product-specific information

Pearson has a growing number of products that may be appropriately used for telepractice under certain conditions. Please keep in mind that local laws and regulations apply and must be considered first in each case. Any specific guidance available for a given test can be found below. If you don't see information on a particular product, please [contact us](#) for assistance.

If you recently purchased digital assets for one of our assessment products, each asset must be allocated to your user account by your Q-global Account Owner or an Account Administrator. Once it is allocated, the end user can locate this digital asset in the restricted folder for that assessment in the Resource Library. [More information found here.](#)

Pearson's letter of No Objection to permit delivery of tele-health services of certain copyrighted materials (PDF | 77.55 KB)

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## Product Information and Guidance Document

### Product list

#### Clinical Assessments

Bayley-4 >  
BBCS-3:R >  
BBCS:E >  
Beery VMI >  
BOT-2 >  
BSRA-3 >  
CELF-5 >  
CELF-5 Metalinguistics >  
CLQT+ >  
KBIT-2 >  
KTEA-3 >  
PLS-5 >  
PLS-5 Screening Test >  
PLS-5 Spanish >  
PLS-5 Spanish Screening Test >  
PPVT-4 >

#### Questionnaires

16PF >  
BAI >  
**BASC-3 >**  
BASI >  
BBHI 2 >  
BDI-II >  
BHI 2 >  
BHS >  
Brown EF/A >  
MCMII-III >  
MCMII-IV >  
MCCI >  
MIPS Revised >  
MMPI-2 >  
MMPI-2-RF >  
MMPI-3 >  
MMPI-A >  
MMPI-A-RF >

#### Interventions

BOV-2 >  
Cogmed >  
RehaCom >  
Spell-Links >

#### Classroom Assessments

aimswEBplus >  
DRA2/DRA3 >  
GRADE >  
GMADE >

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## Product Information and Guidance Document

### Administering the BASC-3 via telepractice

[Click here for general information](#) about telepractice from Pearson Clinical Assessment.

#### Special recommendations for administering the BASC-3 via telepractice

An assessment of the BASC-3 in a telepractice context can be accomplished utilizing our Q-global® software system. Details regarding the system and how it is used are provided on the [Q-global product page](#).

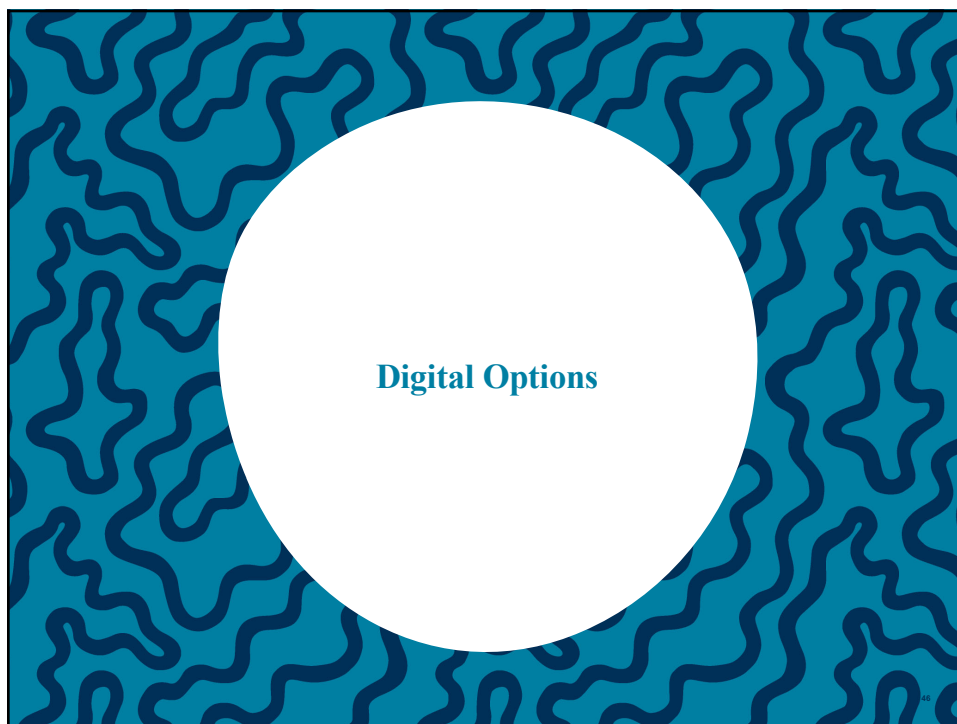
Conducting a valid assessment in a telepractice modality requires an understanding of the interaction between a number of complex issues. In addition to the general information on our telepractice overview page noted above, professionals should address five themes (Eichstadt et al. 2013) when planning for administering BASC-3 assessments via telepractice:

For more information on the five themes, please visit our general [telepractice web page](#).



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## I'm Confused! What are the Differences between Pearson's Q-global, Q-interactive, and DALs?

Platform/Products	 Q-global	 Q-interactive	 Digital Assessment Library <small>Not available in Canada</small>
Platform	Web based platform using any web enabled device (tablet, computer, phone)	Platform using two iPad devices (one for examiner, one for examinee ) connected by Bluetooth	Provides school districts (400+ IEPs) with unlimited use of more than 30 assessments on <a href="#">Q-interactive</a> and <a href="#">Q-global</a>
Number of tests	Digital Manuals and/or Stimulus Books for 85+ tests	20 assessments	30+ assessments
Functionality	Clinician administers test using the Digital Administration Directions Digital Stimulus Book, and paper Record Form. Q-global scoring is purchased separately.	Integrated administration, scoring, and reporting: single cost	Integrated administration, scoring, and reporting w Q interactive
Materials to purchase	Depending on product, digital kit or separate digital components (Manual, Stimulus Book) paper record form, digital scoring (purchased separately or with some kits). On-screen administration and remote on-screen administration available for some tests	Purchase 2 iPads; some tests require purchase of certain paper record forms. Purchase for some tests includes manipulatives needed for administration	Flat, annual price based on Individual Education Plans (IEPs). Administration and scoring included.

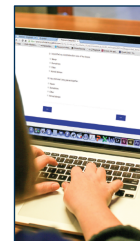
For more information about which best serves your specific needs, contact an assessment consultant.

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### Q-global®








- Pearson's web-based platform for test administration, scoring, and reporting.
- Allows users to administer the assessment 3 different ways:
  - **Manual Entry:** Paper/pencil administration with Q-global scoring.
  - **On-screen Administration:** Administer the assessment on the screen of any web-enabled device
  - **Remote On-screen Administration:** Allows a third party (i.e. parent/teacher) to access the assessment from their own web-enabled device through sending a secure URL via email.




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## Q-global vs. Q-interactive

 Q-global® <b>System-Driven</b>		 Q-interactive® <b>Clinician-Driven</b>
		
Take On-Screen Assessment	Generate Scores & Reports From Paper Test	Administer and Score Individual Assessments Using Two Tablets




More information on Q-global and Q-interactive can be found at [www.helloq.com](http://www.helloq.com)


 Pearson

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## Q-interactive

 Q-interactive®	
<p>Administer interactive assessments like the WISC-V, CELF-5 and GFTA-3 with Q-interactive. An intuitive, portable system that uses two iPads connected via Bluetooth.</p>	  <b>Bluetooth™</b> <i>No internet connection is required during the administration of assessments.</i>

 Pearson

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## Pearson Digital Assessment Library

- A digital library of nearly 40 renowned assessments
- Unlimited access and use of Q-interactive
- Unlimited access and use of Q-global
- Training for Q-interactive and Q-global
- No additional cost for digital products
- Predictable costs and more level spending from year-to-year
- Personalized support



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## Administration considerations

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## How to

### Staying connected through telepractice

#### About

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## How does telepractice work?

Step 1: Understand your guidelines and requirements

Step 2: Choose a platform

Step 3: Before conducting your first assessment

Step 4: Conducting your first assessment

Step 5: After the assessment



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## Telepractice Guidelines and Requirements from Organizations

### Step 1: Understand your guidelines and requirements

While it may not be the part of the process you look forward to the most, before you dive into telepractice you are responsible for understanding guidelines and requirements from your national professional association (e.g., APA, AOTA, ASHA, NASP, AMA, or educational organization) as well as state laws and regulations for your practice, and for assessment specifically (links can typically be found through your state organizations' websites).

Consult your national professional organization's website to find guidelines and considerations for providing ethical and effective telepractice services. Some professional organizations have provided links to state licensing board requirements for telepractice, as requirements vary by state.

- American Psychological Association (APA)
- American Speech-Language-Hearing Association (ASHA)
- American Occupational Therapy Association (AOTA)
- National Association of School Psychologists (NASP)



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Choosing a Platform

#### Step 2: Choose a platform

Take a close look at different teleconferencing services/packages that provide a picture-in-picture display and online tools that enable you to share your screen, use annotation tools, etc.) Confirm that the teleconferencing platform package that your work site is considering has features that enable you to meet HIPAA and FERPA requirements (e.g., encrypted transmission, secure login/access). Typically, Facebook and Skype are not secure sites for delivering telepractice services and would violate HIPAA and FERPA requirements for secure transmission, however, current events have led many public, private, and governmental organizations to temporarily relax their security guidelines to allow practitioners to continue to serve their clients.

Practitioners are still responsible for:

- Performing a risk analysis as part of security management processes
- Maintaining secured hard copies of documents on file ("secured" = "locked") so that the information is only accessible/visible to authorized individuals
- Ensuring that hardware/software has security features so that
  - files transmitted electronically are using secure systems (encrypted);
  - only authorized individuals are present in sessions (secure login);
  - and confidentiality is maintained regarding the client's information and records.

In general, numerous platform options exist. It's often possible to access a trial version of a platform before you choose the one that best fits your needs.



#### Staying connected through telepractice

##### About

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### How does telepractice work?

Step 1: Understand your guidelines and requirements

Step 2: Choose a platform

Step 3: Before conducting your first assessment

Step 4: Conducting your first assessment

Step 5: After the assessment



#### PRIVATE PRACTICE TELEMENTAL HEALTH SOFTWARE

An independent comparison of the telemental health software options for psychologists, psychologists, counselors and social workers in telepractice private practice settings. Telepractice health technology and software platforms are constantly improving. Use this comparison site to identify the online counseling or telepractice platform that meets your practice needs.

Note: Some of the technologies may NOT have been created for telemental health but were included for comparison purposes. Click on links such as "learn more" to learn more about the technology that meets your needs.

<https://telementalhealthcomparisons.com/private-practice/>

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### Before Conducting your Assessment

#### Step 3: Before conducting your first assessment

Again, best practice includes checking your professional organization's website for training information, continuing education, professional resources, and/or participation in special interest groups within the organization.

Before conducting your first assessments, you will need to:

- Practice administering each assessment you use in a telepractice environment before you test your first examinee.
- Identify appropriate candidates for a remote test administration.
- Prepare the facilitator who will be with the examinee at the remote site (if applicable).
- Troubleshoot basic connection or technical issues.
- Practice, practice, practice!

#### Five Factors: Considerations for a positive assessment administration

1. Telepractice environment/equipment
2. Assessment Procedures & Materials
3. Examinee Considerations
4. Examiner Considerations
5. Other Considerations



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# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

### Conducting an Assessment

#### Step 4: Conducting your first assessment

There are a few ways you can continue to provide support for your clients/students through telepractice.

##### 1. Q-global — Remote On-Screen Administration (ROSA)

If you are currently using Q-global to score tests you administer using paper protocols, then you first need to determine whether you (or your organization) has purchased Scoring Subscriptions or Score Reports/ Report Usages to accomplish this scoring.

Only Score Reports/ Report Usages allow you to generate score reports for tests that are administered using Remote On-Screen Administration (ROSA). Scoring Subscriptions provide you with scoring ability only for tests which you administer in paper format and manually enter item responses into Q-global. Depending on the type of assessment, you have two options:

- Send the assessment in advance of a telepractice session and have the client fill it out on their own.
- Send the assessment during your telepractice session so you can monitor the client while they are filling it out.

##### Remote On-Screen Administration

- [On-demand video](#)
- [PDF version](#)

##### 2. Q-global – Digital Administration Materials in the Resource Library

The Q-global Resource Library holds a multitude of digital stimulus books, manuals, and additional administration materials for your use in telepractice contexts. To use the stimulus books and other administration materials remotely, refer to the guidance in the "Using Your Digital Assets on Q-global" file in the Resource Library General folder for those products that have digital assets. Details about accessing these assets for a greatly reduced cost is available

on our [Q-global page](#)



#### Staying connected through telepractice

##### About

[Overview](#) [How To](#) [Contact Us](#)

### How does telepractice work?

[Step 1: Understand your guidelines and requirements](#)

[Step 2: Choose a platform](#)

[Step 3: Before conducting your first assessment](#)

[Step 4: Conducting your first assessment](#)

[Step 5: After the assessment](#)



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### After the Assessment

#### Step 5: After the assessment

Once you've completed an assessment:

- Ensure that examinee information isn't visible on a computer screen or in unlocked files.
- Review the testing session: Did you obtain a good representation of the examinee?
- Document any additional notes.

#### Staying connected through telepractice

##### About

[Overview](#) [How To](#) [Contact Us](#)

### How does telepractice work?

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[Step 2: Choose a platform](#)

[Step 3: Before conducting your first assessment](#)

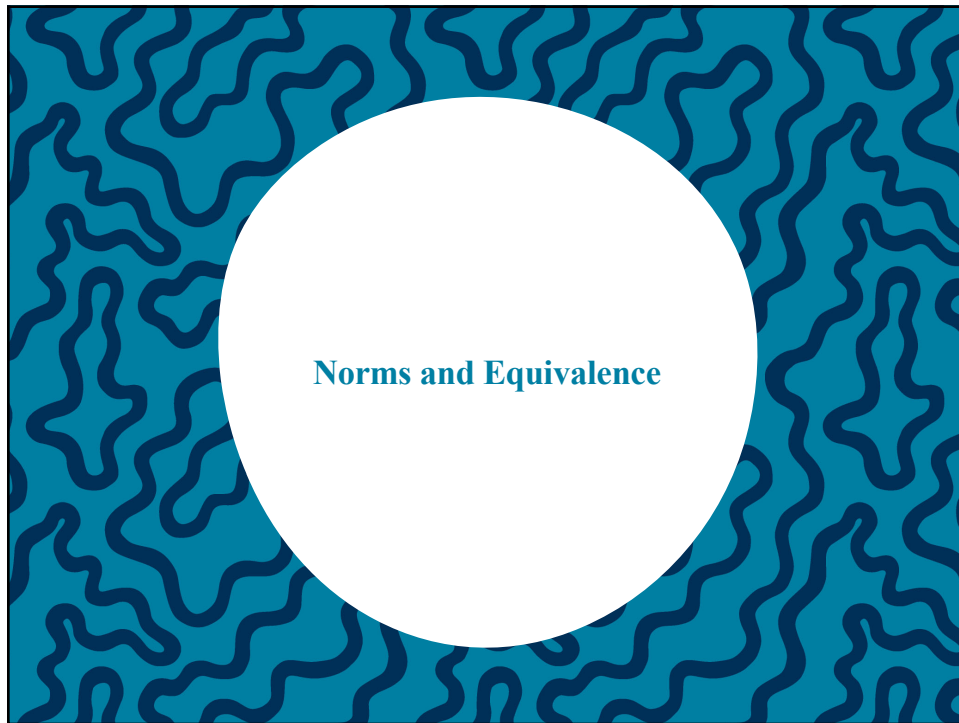
[Step 4: Conducting your first assessment](#)

[Step 5: After the assessment](#)



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### Historical Perspective

In-person assessment since early 1900s  
Performance based tests given face to face  
Even computer-based rating scales and measures were supervised by clinicians  
Behavioral observations are a huge part of assessment process  
Remote testing was secondary; reserved for access issues

- overburdened school psych departments
- rural areas with few or no providers
- Department of Veteran's Affairs and Department of Defense

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## Norms

- Defined sample and testing conditions
- Comparison for individual being assessed
- Modifications or changes from those conditions
  - Not unusual
  - Greater the modification, more threats to validity

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## Current

- COVID has disrupted common practice.
- “Wait to assess” is not always an option
- Practitioners accommodating to prevent COVID transmission
  - Remote administration
  - PPE

Test users are looking for support on best practices, as the Standards for Educational and Psychological Tests directs them to do.



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### *The Standards: What's required for a mode change*

- Similar to a format change "mode of delivery"
- A sound rationale
- Empirical evidence, when possible
- If the change is suspected of affecting the validity of score interpretation, such that the change modifies or changes the construct being assessed, evidence for validity should be gathered (*Standards*, 2014)
- Equivalence studies

### **Evidence**

#### Equivalence Studies

Is there an effect of administration change on scores?

Study design: within-subject or between-subject?

If there is no administration change effect, new norms are unnecessary.

If there is an administration change effect, can either design a new study to equate scores or collect new norms.

### Do we need separate norms?

- If validity evidence suggests this is necessary.
- Evidence available to date suggests this is not necessary, but the evidence does not cover all task types, age ranges, nor all clinical conditions.
- Impractical to gather new evidence during the pandemic.
- Look to existing studies for evidence of equivalence for tasks administered in telepractice and face-to-face modes for examinees with and without clinical conditions.



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### Conduct a demands analysis

(Table 2 of our guidance documents)

#### Input and output demands are most critical

- Input: How is information received?
- Output: How is a response provided?
- Processing: these shouldn't be different in tele-assessment if done properly
  - What abilities are needed to process the information?
  - What preexisting knowledge is necessary?
  - Are there strategies involved in processing the information or formulating a response?



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## Demands Analysis

**Table 1.5 Demands Analysis of Subtests**

Reading	Input	Process	Output
Letter & Word Recognition	<ul style="list-style-type: none"> <li>Brief spoken directions</li> <li>Letters and words on a page</li> <li>Spoken stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Acquired knowledge and achievement: letter and word recognition and decoding</li> </ul>	<ul style="list-style-type: none"> <li>Spoken response</li> <li>Pointing response</li> <li>Open ended</li> <li>Multiple choice</li> </ul>
Nonsense Word Decoding	<ul style="list-style-type: none"> <li>Brief spoken directions</li> <li>Teaching items</li> <li>Nonwords on a page</li> </ul>	<ul style="list-style-type: none"> <li>Acquired knowledge and achievement: decoding</li> <li>Higher-level processing: phonetic analysis</li> <li>Verbal working memory</li> </ul>	<ul style="list-style-type: none"> <li>Spoken response</li> <li>Oral formulation</li> <li>Open ended</li> </ul>
Reading Comprehension	<ul style="list-style-type: none"> <li>Brief spoken directions</li> <li>Teaching item</li> <li>Symbols and pictures</li> <li>Words and passages on a page</li> </ul>	<ul style="list-style-type: none"> <li>Acquired knowledge and achievement: word recognition and decoding, language comprehension, reading fluency</li> <li>Simultaneous processing</li> <li>Verbal working memory</li> <li>Executive functions: inhibition of multiple responses</li> </ul>	<ul style="list-style-type: none"> <li>Spoken response</li> <li>Pointing response</li> <li>Gross motor (i.e., do what this says)</li> <li>Open ended</li> <li>Multiple choice</li> </ul>
Reading Vocabulary	<ul style="list-style-type: none"> <li>Spoken directions</li> <li>Teaching items</li> <li>Words and sentences on a page</li> <li>Early items include pictures</li> </ul>	<ul style="list-style-type: none"> <li>Acquired knowledge and achievement: word recognition and decoding, vocabulary knowledge, language comprehension</li> <li>Associative ability</li> <li>Verbal working memory</li> </ul>	<ul style="list-style-type: none"> <li>Spoken or pointing response</li> <li>Constrained</li> </ul>

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## Evidence for Equivalence

Norms vs. equivalence

**Table 2. WAIS-IV Subtest Input and Output Requirements and Equivalence Evidence**

WAIS-IV subtest	Input <sup>a</sup>	Output <sup>b</sup>	Direct evidence <sup>c</sup>	Evidence for similar tasks <sup>c</sup>
Similarities (SI)	BSD, SS	OE, SPR	T: 7, 8, 11 D: 1, 2, 3, 4, 5, 6, 7	T: 6, 7, 8, 11-VC; 14-Oral Vocabulary (OV), General Information (GI); 15-Guess What (GW), Verbal Reasoning (VR)
Vocabulary (VC)	BSD, GD, PS, SS	OE, SPR	T: 6, 7, 8, 11 D: 1, 2, 3, 4, 5, 6, 7	T: 4-Picture Naming; 14-OV, GI; 15-GW, VR
Information	BSD, SS	OE, SPR	T: 8 D: 1, 2, 3, 4, 5	T: 6, 7, 8, 11-VC; 7, 11-SI; 14-OV, GI; 15-GW, VR
Comprehension	BSD, SS	OE, SPR	D: 1, 2, 3, 4, 5, 6	T: 6, 7, 8, 11-VC; 7, 11-SI; 14-OV, GI

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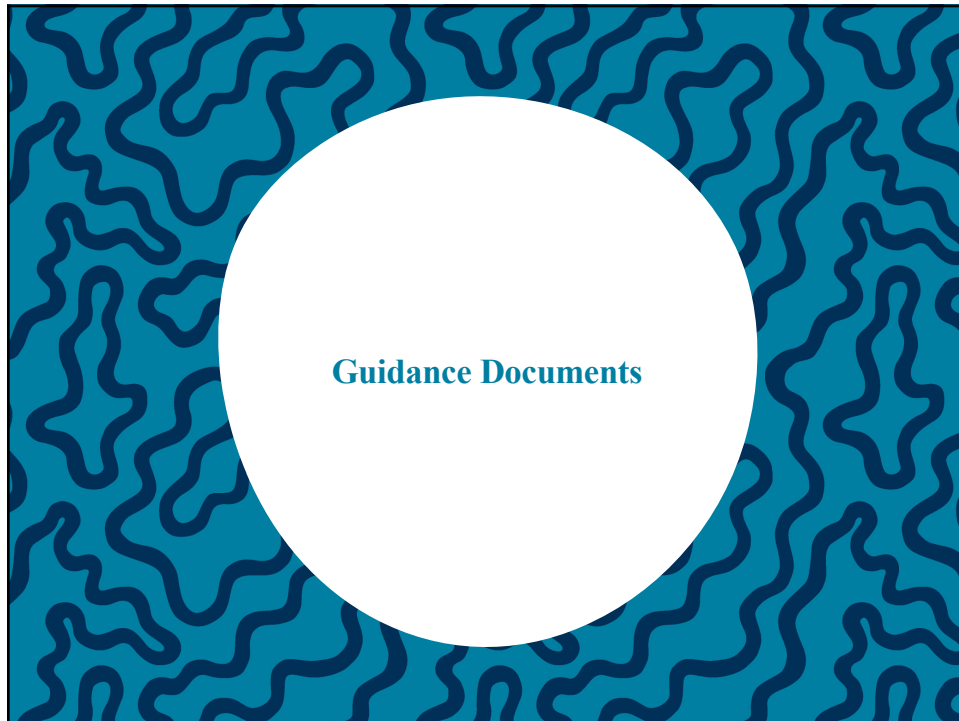
### Review evidence for equivalence to inform appropriateness and interpretation

- Does evidence indicate score equivalence across modes?
  - On average, would a person obtain the same score with both modes?
  - If yes, can use the same norms
- Variations in how the test is administered in general
  - Review prior research/existing evidence on the *type of administration change* being considered
  - If prior research indicates no effect on scores for that type, new study is probably unnecessary
  - If existing evidence indicates an effect is present, new study probably would be necessary to establish relationship between scores so they can be equated



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## Where to find Guidance Documents



### Product-specific information

Pearson has a growing number of products that may be appropriately used for telepractice under certain conditions. Please keep in mind that local laws and regulations apply and must be considered first in each case. Any specific guidance available for a given test can be found below. If you don't see information on a particular product, please [contact us](#) for assistance.



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### Staying connected through telepractice

#### Products

[Product information](#) Product list

Product list			
Clinical Assessments		Questionnaires	Interventions
Bayley-4 >		16PF >	MCMH-III >
BBCS-3:R >	KBIT-2 >	BAI >	MCMH-IV >
BBCS:E >	KTEA-3 >	BASC-3 >	MCCI >
Beery VMI >	PLS-5 >	BASI >	MIPS Revised >
BOT-2 >	PLS-5 Screening Test >	BBHI 2 >	MMPI-2 >
BSRA-3 >	PLS-5 Spanish >	BDI-II >	MMPI-2-RF >
CELF-5 >		BHI 2 >	MMPI-3 >
			BOV-2 >
			Cogmed >
			RehaCom >
			Spell-Links >
			<b>Classroom Assessments</b>
			aimswebPlus >
			DRA2/DRA3 >



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Image by Sue Barr

### What's in a Guidance Document?

Introduction  
Conducting a Telepractice  
Assessment  
Conclusion  
References

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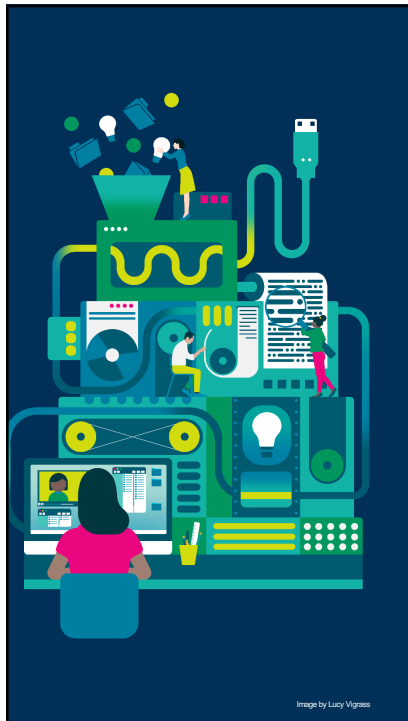


Image by Lucy Vignass

### What's in a Guidance Document?

Table 1—Individual Subtest  
Considerations

Table 2—Inputs, Outputs, and  
Research Evidence by  
Task Type



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## What's in a Guidance Document?

### Introduction

- Context and appropriateness
- General comments about the test
- Use of facilitators (refer to Use of Facilitators document online)

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## Guidance Document: WISC-V example

### Telepractice and the WISC-V

The telepractice information in this document is intended to support psychologists in making informed, well-reasoned decisions around remote assessment. This information is not intended to be comprehensive regarding all considerations for assessment via telepractice. It should not be interpreted as a requirement or recommendation to conduct assessment via telepractice.

Psychologists should remain mindful to:

- Follow professional best practice recommendations and respective ethical codes
- Follow telepractice regulations and legal requirements from federal, state and local authorities, licensing boards, professional liability insurance providers, and payors
- Develop competence with assessment via telepractice through activities such as practicing, studying, consulting with other professionals, and engaging in professional development.

Psychologists should use their clinical judgment to determine if assessment via telepractice is appropriate for a particular examinee, referral question, and situation. There are circumstances where assessment via telepractice is not feasible and/or is contraindicated. Documentation of all considerations, procedures, and conclusions remains a professional responsibility.

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

[See pricing options](#)

[Download a print-ready version of this telepractice information. \(PDF | 246.33 KB\)](#)

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### Guidance document introduction cont.

The *Wechsler Intelligence Scale for Children—Fifth Edition* (WISC–V; Wechsler, 2014) can be administered in a telepractice context by using digital tools from Q-global®, Pearson's secure online-testing platform. Specifically, Q-global digital assets (e.g., stimulus books) can be shown to the examinee in another location via the screen-sharing features of teleconference platforms. Details regarding Q-global and how it is used are provided on the [Q-global product page](#).

A spectrum of options is available for administering the WISC–V via telepractice; however, it is important to consider the fact that the normative data were collected via face-to-face assessment. Telepractice is a deviation from the standardized administration, and the methods and approaches to administering it via telepractice should be supported by research and practice guidelines when appropriate.



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### Guidance document introduction cont.

Providers engaging in telepractice assessment may train facilitators to work with them on a regular basis in order to provide greater coverage to underserved populations (e.g., only two providers within a 500-mile radius, shortage of school psychologists within a school district). If such a facilitator is well trained and in a professional role (i.e., a professional facilitator), they can present blocks and response booklets as well as adjust audiovisual equipment. This approach yields the WISC–V composite scores that are available in face-to face assessment mode. If a professional facilitator is not used, it impacts the workflow of the session, subtest selection, and the approach to deriving composite scores....

.... If a professional facilitator is not used, Block Design is not feasible for telepractice. Omitting Block Design impacts subtest selection and the approach to deriving composite scores.....



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## What's in a Guidance Document?

### Conducting Telepractice Assessment

1. Telepractice Environment & Equipment
2. Assessment Procedures & Materials
3. Examinee Considerations
4. Examiner Considerations
5. Other Considerations

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## 1. Telepractice Environment & Equipment

- Computers and Connectivity
- Image/screen size
- Teleconference platform
- Video
- Screensharing digital components
- Test item security in the audiovisual environment
- Peripheral camera or device
- Gesturing
- Capturing response booklet performance
- Audio considerations
- Audio check
- Manage audiovisual distractions
- Lighting
- Disruptions



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## Telepractice Environment & Equipment

### Computers and Connectivity:

- Two computers with audio and video capability and stable internet connectivity – one for the examiner and one for the examinee – are required.
- Web camera, microphone, speakers or headphones are required for both examiner and examinee.
- Second computer screen or split-screen format on a large computer monitor for the examiner is helpful to allow a view of the administration directions, but the examiner can also use the paper format manual or the Q-interactive platform.



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## Telepractice Environment & Equipment

### Image/screen size:

- When items with visual stimuli are presented, the digital image of the visual stimuli on the examinee's screen should be at least 9.7" measured diagonally.
- Some teleconferencing platforms shrink the size of images, so the clinician should verify the image size in the initial virtual meeting.
- It is recommended that computer screens used for teleconference assessment be at least 15" measured diagonally.



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## Telepractice Environment & Equipment

### **A teleconference platform is required.**

- Screensharing capability is required if anything other than items with verbal stimuli and responses are administered.

### **High-quality video is required during the administration.**

- Make sure the full faces of the examiner and the examinee are seen using each respective web camera.
- The teleconference platform should allow all relevant visual stimuli to be fully visible to the examinee when providing instruction or completing items; the view of the examiner should not impede the examinee's view of visual test stimuli.



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## Telepractice Environment & Equipment

### **Screensharing digital components:**

- Digital components are shared within the teleconferencing software.
- Can use pdf viewer in browser or full screen in presentation mode. Always use full screen (presentation) mode for digital components viewed by examinee.

### **Test item security in the audiovisual environment:**

- Examiner is responsible for ensuring test item security is maintained. Examiner should address test security requires with the examinee (and facilitator if applicable), during the informed consent process.



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## Telepractice Environment & Equipment

### Peripheral camera or device:

- A stand-alone peripheral camera that can be positioned to provide a view of the session from another angle or a live view of the examinee's progress is helpful. Can use a separate device (e.g. smartphone) connected to the teleconference and set in a stable position to show the examinee's pointing responses, if applicable.



**Table 1. Specific Telepractice Considerations by WISC-V Subtest**

Subtest(s)	Considerations
Similarities Vocabulary Information Comprehension	<ul style="list-style-type: none"> <li>• Requires high-quality audio for examinee and examiner</li> <li>• For Vocabulary and Information, some items require pointing responses, and others may precipitate pointing or gestured responses</li> <li>• <i>Vocabulary</i>: Examiner points with the mouse to stimuli on screen for Items 1-4; some items (e.g., 5, 6, 7, 8) may elicit pointing responses</li> <li>• <i>Information</i>: Items 1-2 require a pointing response, and Items 4, 5, 8, 11, 12, and 13 may precipitate a pointing or gestured response</li> </ul>
Block Design	<ul style="list-style-type: none"> <li>• Professional facilitator can assist with telepractice administration of this subtest</li> <li>• Train new professional facilitators until the facilitator's presentation of the blocks during instructions and items is performed according to the directions in the Administration and Scoring Manual.</li> <li>• It is not recommended to allow a nonprofessional facilitator to present blocks for Block Design nor to attempt to have the examinee scramble or present their own blocks</li> <li>• Requires a print stimulus book in the examinee's location or the digital stimulus book on a tablet approximately 9.7" diagonally</li> </ul>

# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

**Table 1. Specific Telepractice Considerations by WISC–V Subtest**

Subtest(s)	Considerations
Visual Puzzles Block Design Multiple Choice Matrix Reasoning Figure Weights Picture Concepts	<ul style="list-style-type: none"> <li>Requires high quality video for examinee and examiner</li> <li>Examiner points to stimuli on screen using mouse</li> <li>Peripheral camera/device should be placed in a stable position that shows examinee's screen and provides a view of choices made nonverbally (e.g., pointing)</li> <li><i>Visual Puzzles, Picture Concepts:</i> It is not recommended to allow examinee to use mouse or touchpad to point at choices, as the intended response cannot be clearly determined</li> <li><i>Block Design Multiple Choice, Matrix Reasoning, Figure Weights:</i> Examinee can use mouse or touchpad to point at choices if teleconference platform allows examiner to pass control of the mouse</li> <li><i>Visual Puzzles, Block Design Multiple Choice, Figure Weights:</i> Examiner uses stopwatch; examiner must ensure the examinee stops at the item time limit</li> </ul>
Arithmetic	<ul style="list-style-type: none"> <li>Requires high quality audio and video for examiner and examinee</li> <li>Peripheral camera/device should be placed in a stable position that shows examinee's screen and provides a view of pointing responses</li> <li>For picture items, examiner points to stimuli on screen</li> <li>Examinee must point to stimuli onscreen for Items 1–3 and may provide other responses by holding up a number of fingers</li> <li>Examiner uses stopwatch; examiner must ensure the examinee stops at the item time limit</li> </ul>
Digit Span Letter-Number Sequencing	<ul style="list-style-type: none"> <li>Requires high quality audio for examiner and examinee</li> <li>Do not repeat any trial unless it was not heard due to technical problems</li> </ul>

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**Table 1. Specific Telepractice Considerations by WISC–V Subtest**

Naming Speed Literacy Naming Speed Quantity	<ul style="list-style-type: none"> <li>Requires high quality audio for examiner</li> <li>Examiner points to stimuli on screen</li> <li>Younger examinees use finger tracking</li> <li>Peripheral camera/device should be placed in a stable position that shows examinee's screen and provides the examiner a view of the examinee's finger tracking</li> <li>Examiner uses stopwatch</li> </ul>
Immediate Symbol Translation Delayed Symbol Translation Recognition Symbol Translation	<ul style="list-style-type: none"> <li>Requires high quality video for examinee and examiner</li> <li>Peripheral camera/device should be placed in a stable position that shows examinee's screen and provides the examiner a view of the examinee pointing at symbols</li> <li>Examiner points to stimuli on screen</li> <li><i>Immediate and Delayed:</i> Examinee may often point to stimuli onscreen and may skip some symbols</li> </ul>

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## Telepractice Environment & Equipment

### **Gesturing:**

- When gesturing to the stimulus books or response booklets is necessary, the examiner should display them as digital assets onscreen and point using the mouse or cursor.

### **Capturing response booklet performance:**

- The examiner may ask for the completed response booklet to be shown on camera immediately at the conclusion of a task, so that the examiner can score it immediately and so responses are not lost or modified .



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## Telepractice Environment & Equipment



### **Audio Considerations:**

- High quality audio capabilities are required during the administration. An over the head, two-ear, stereo headset with attached boom microphone is recommended for both the examiner and the examinee. Headphones with a microphone may be used if a headset is not available.

### **Audio Check:**

- The examiner should test the audio for both the examiner and examinee in the initial virtual meeting and at the beginning of the testing session to ensure a high-quality audio environment is present.



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## Telepractice Environment & Equipment

### Manage audiovisual distractions:

- Examiner should do everything possible to make sure the examinee's environment is free from audio and visual distractions. If the examiner is unfamiliar with the examinee's physical location, a visual tour of the intended testing room should be given during the initial virtual meeting.
- Examinee should be positioned facing away from the door to ensure the examiner can verify through the examinee's camera that the door remains shut and can monitor any interruptions.
- The examiner should confirm that all other applications on the computer, laptop, or peripheral device are closed, the keyboard is moved aside or covered after the session is connected, and alerts and notifications are silenced on the peripheral device.



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## Telepractice Environment & Equipment

### Lighting:

- Good overhead and facial lighting should be established for the examiner and examinee. Blinds or shades should be closed to reduce sun glare on faces and the computer screens.

### Disruptions:

- The examiner should record atypical events that occur during the testing session. This may include delayed audio or video, disruptions to connectivity, the examinee being distracted by external stimuli, and any other anomalies.



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## 2. Assessment Procedures & Materials

- Copyright
- Response booklets (if used)
- Blocks
- Digital assets
- Considerations
- Input and output requirements and equivalence evidence
  - Telepractice Versus Face-to-Face Administration
  - Digital Versus Traditional Format
  - Evidence by Subtest



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## Assessment Procedures & Materials

### Copyright:

- Permission must be obtained for access to copyrighted materials (e.g., stimulus books, response booklets) as appropriate. Pearson has provided a letter of No Objection to permit use of copyrighted materials for telepractice via teleconference platforms and tools to assist in remote administration of assessment content during the COVID-19 pandemic.

### Response booklets (if used):

- The response booklets should be provided in advance of the testing session, and the plan for securing and forwarding/returning materials, real-time and after testing, should be communicated. See the capturing response booklet performance portion of the Telepractice Environment & Equipment section for suggested procedures to facilitate immediate scoring and secure handling of response booklets.



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## Assessment Procedures & Materials

### Blocks:

- Block Design may only be administered when a professional facilitator is present. The blocks should be provided to the professional facilitator before the testing session.

### Digital assets:

- The examiner should practice using the digital assets until the use of the materials is as smooth as a face-to-face administration. It is not recommended that the examiner display items from paper stimulus books on a camera.

### Considerations:

- Review [Table 1](#) for the specific telepractice considerations for each subtest to be administered.



## Assessment Procedures & Materials

### Input and output requirements and equivalence evidence:

- The examiner should consider the input and output requirements for each task, and the evidence available for telepractice equivalence for the specific task type.
  - Telepractice Versus Face-to-Face Administration
  - Digital Versus Traditional Format
  - Evidence by Subtest


# Telepractice Resources for Clinicians

## Pearson Clinical Assessment

**Table 2. WISC-V Subtest Input and Output Requirements and Equivalence Evidence**

WISC-V subtest	Input <sup>a</sup>	Output <sup>b</sup>	Direct evidence <sup>c</sup>	Evidence for similar tasks <sup>c</sup>
Similarities (SI)	BSD, SS	OE, SPR	T: 7, 8, 11 D: 1, 2, 3, 4, 5, 6	T: 6, 7, 8, 11-VC; 14-Oral Vocabulary (OV), General Information (GI); 15-Guess What (GW), Verbal Reasoning (VR)
Vocabulary (VC)	BSD, GD, PS, SS	OE, SPR	T: 6, 7, 8, 11 D: 1, 2, 3, 4, 5, 6	T: 4-Picture Naming; 14-OV, GI; 15-GW, VR
Information	BSD, SS	OE, SPR	T: 8 D: 2, 3, 4, 5	T: 6, 7, 8, 11-VC; 7, 11-SI; 14-OV, GI; 15-GW, VR
Comprehension	BSD, SS	OE, SPR	D: 1, 2, 3, 4, 5	T: 6, 7, 8, 11-VC; 7, 11-SI; 14-OV, GI
Block Design	BSD, GD, MD, PM, PS	GMR, IT	T: 7, 11 D: 1, 2, 3, 4, 5, 6	
Visual Puzzles (VP)	BSD, CC, GD, PS	B or PR, IT, MC	T: 7 D: 2, 3, 4, 5, 6	T: 7-FW; 7, 11-MR; 14-Visualization (VZ); 15-Odd Item Out (OI) D: 1, 2, 3, 4, 5, 6-MR, FW
Block Design Multiple Choice	BSD, GD, PS	BSR or PR, IT, MC		T: 6, 7, 11-MR; 7-FW; 14-VZ; 15-OI D: 1, 2, 3, 4, 5, 6-MR, FW


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### Notes from Table 2

<sup>a</sup>Note. <sup>a</sup>Input abbreviations are: BSD = Brief spoken directions, CC = Color critical items, GD = Gestured directions, MD = Motor demonstration, PM = Physical manipulatives, PS = Pictorial stimuli, RB = Paper response booklet, SP = Letters, digits, or symbols in print, SS = Spoken stimuli, TP = Timed presentation

<sup>b</sup>Output abbreviations are: BSR = Brief spoken response, GMR = Gross motor response, IT = Item-level time limit, MC = Multiple choice, OE = Open ended, PR = Pointing response, SPR = Spoken response, SWR = Simple written response, TT = Task-level time limit, WFR = Written or fine motor response.

<sup>c</sup>Citations appear numbered in the references list. T = telepractice-face-to-face mode equivalence; D = digital-traditional format equivalence. While equivalence data on similar measures are relevant, practitioners should be mindful that more research is needed to establish equivalence in all ages and for all tasks on the WISC-V.

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### 3. Examinee Considerations

**Appropriateness:**

- for examinee and for purpose of assessment

**Preparedness:**

- Examinee should be well-rested, able, prepared and ready to appropriately and fully participate in the testing session.

**Facilitator role:**

- If using a facilitator, role must be explained to examinee.

**Headset:**

- Use clinical judgement to determine if appropriate or feasible

**Mouse:**

- May be possible to pass control of mouse to allow examinee to point to indicate responses.



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### 4. Examiner Considerations

**Practice:**

- During the telepractice setup, and before administering to any actual examinee, the examiner should rehearse the mechanics and workflow of every item in the entire test using the selected teleconference platform.

**Standardized Procedures:**

- The examiner must follow the administration procedures of face-to-face administration as much as possible.

**Administrative and technological tasks:**

- For a smooth session, audiovisual needs and materials must be managed appropriately. An initial virtual meeting with examiner, examinee, and facilitator (if used) should be used to provide information about the audiovisual needs and materials.



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## 5. Other Considerations

There are special considerations for written reports describing testing that takes place via telepractice.

- State in report that test was administered via telepractice and briefly describe the method of telepractice use.
- Make clinical judgment about whether or not the examiner was able to obtain examinee's best performance.
- Clinical decisions should be explained in the report.
- Include record of atypical events during testing session.



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## What's in a Guidance Document?

### Conclusion

- Can I do this?
- How can I do this?
- What if I have another idea



Image by Davide Bonazzi

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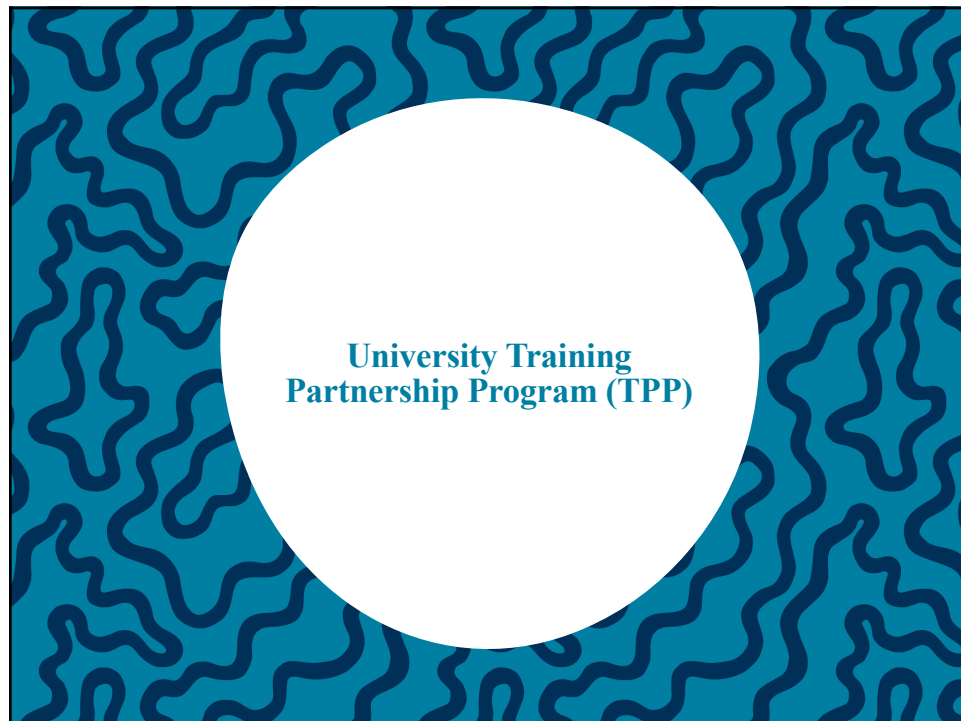
## What's in a Guidance Document?

### References

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## Universities: Digital assets available for classroom teaching

### Free Q-global Digital Assets for University Training Programs

- Available to Training Partnership Program (TPP) members (membership is free)
- Customized library of digital assets on Q-global
- Assets can be used for student classroom instruction
- If you are supervising students **outside** of the classroom (experiential- or clinical-training), you will still be eligible for the standard benefits of the TPP program.
- If you are not a current TPP member and would like to be, please **register**. Search 'Training Partner Program' at [pearsonassessments.com](https://pearsonassessments.com).

**TEACHING AND SUPERVISING ASSESSMENT BEYOND COVID19**  
APA Division 12, Section IX (Assessment)  
[apa.org/topics/covid-19/teaching-supervising-assessment-beyond.pdf](https://apa.org/topics/covid-19/teaching-supervising-assessment-beyond.pdf)



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#University #Assessments #TrainingPartnerProgram  
University Training Partner Program Deep Dive with Dr. Peter Entwistle

<https://www.youtube.com/watch?v=QI9TxhbMDTU&feature=youtu.be>



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## Conclusion

- In principle, telepractice mode should reconstruct the in-person environment as closely as possible to the literature supporting equivalence to date.
- Review the general and test specific telepractice considerations on Pearson's website, which provides references to the literature supporting equivalence to date.
- Review all test items and instructions and document considerations (Table 1 in Pearson guidance document). Don't administer tasks that aren't appropriate.
- Consult professional best practice recommendations, respective ethical codes, Telepractice regulations and legal requirements from federal, state, and local authorities, licensing boards, professional liability insurance providers, and payors.
- Develop competence with Telepractice assessment through activities such as practicing, studying, consulting with other professionals, and engaging in professional development.
- Make an informed decision to determine if assessment via Telepractice is appropriate for a given examinee, referral question and situation, and that it is feasible and not contraindicated.



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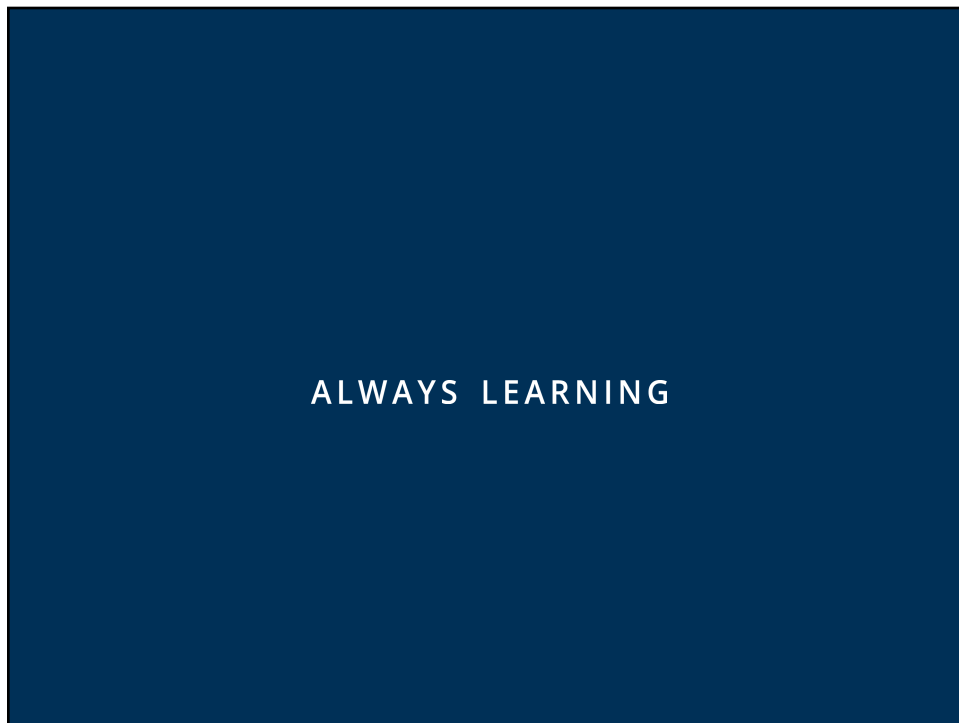


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