Best Practices in Tele-Assessment: Psychoeducational Assessments

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Disclosures

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Objectives

The goal of this session is to:

1. Walk away understanding the advantages and disadvantages of tele-assessment
2. Discuss some of the advantages
3. Understand how to account for and mitigate some of the disadvantages
4. Understanding the space for more research
**Where Does Remote School Psychology Fit In?**

**Divide and Conquer**
- What must be done on the ground stays on the ground
- What can be done remotely, may be done remotely

**Differentiated Approach**
- Engagement Matters
- Norming
- Statements of Validity

*Still need on the ground support*

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**How Do we Know What "Best Practice" Is?**

**It’s Early**
- Current research base
  - Small, but growing
- Focus on modality change, not standardization change
  - “strive to maintain the integrity of the application of the testing and assessment process and procedures when using telecommunication technologies”
- Best practices are based on
  - Association Guidelines
  - Current studies on methodology
  - Anecdotal information from examiners and schools
  - Publisher requirement
  - Case studies

www.nasponline.org/.../Guidance_Telehealth_Virtual_Service_%20Delivery_Final%20(2).pdf

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**Some Potential Benefits of Telepractice in the School Setting**

- Access to a wide variety of professionals with more specialized skill sets than may be available in your immediate areas.
- Access to services for districts in rural areas where there may not be a professional readily available.
- The ability to provide services for students who may have unique needs which impact school attendance. These students could access service in an alternative location or a home setting without straining on the ground resources.
- Some students may be more receptive to the computer oriented interaction found in the telepractice modality. Allowing those students to engage in ways a traditional assessment format may not allow.
Determining Who’s Appropriate for Tele-assessment

Student Behaviors
- Attention
- Highly distractible
- Sensitive to people in the room
- Elopers
- Motor skills
- Very low cognitive ability

It’s more about who isn’t - and can those problems be overcome on the ground in a way not possible remotely

Utilizing Current Assessments and Adapting for Online Use

What is the test measuring? Is that compromised by a change in modality?
- Points of Consideration:
  - Is time a factor?
  - Use of proctors
  - Who are they and are they “trained”
  - Environmental concerns
    - harder to control from afar
- Is the publisher on board?
  - Using assessments in the manner intended
  - Licensing content on virtual easel

An Overview of Technology Considerations

- Telepractice delivery platform
- Audio: use ofboom mic, clear sound
- Video: use of webcam, clear images
  - Two cameras
- Text chat, dual mouse control
- Internet speed/bandwidth/firewalls
- Encryption and Confidentiality
Evaluation is more than just one assessment

1. Coordinated effort with webcams
   a. Informed teachers and staff
   b. Instructional vs. non-instructional environments
2. Live Streaming - avoid creating an educational record
3. Security of Platform

Federal Regulations
   - HIPAA
   - FERPA

State Licensing
   - Most states: must be licensed in the state where the student lives as well as the state you live
   - READ the requirements in your state and the state where you are delivering services
   - “Not knowing” the regulations does not absolve you from failing to follow required practices
   - State regulations may be more stringent than federal regulations

State Regulations
   - Minimum eligibility requirements (also district requirements)

Informed consent requirements
   - Varies by state, by method of consent, and sometimes by service delivered
     - Written
     - Verbal
     - General consent
     - Best practice - “Modality of service” statement in IEP’s or reports

Record Retention
   - School Psychologist should maintain same documentation as onsite

Confidentiality of Data and Information
   - Securing and transmitting records
   - Disposal of data needs
Growing Body of Research for Online Assessments

A Jordan Wright (2016). Equivalence of Remote, Online Administration and Traditional, Face-to-Face Administration of Woodcock Johnson IV Cognitive and Achievement Tests.

Next Steps for Research

- More studies using currently available assessments
  - More methodologies
  - More assessments
  - Larger numbers

Assessments developed for online use and normed online

Any Questions?