

Telepractice and Review360

The telepractice information in this document 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 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 professional 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.

Several professional organizations and experts have provided guidance on telepractice assessment (American Psychological Association Services [APA Services], 2020; Association of State and Provincial Psychology Boards [ASPPB], 2013; Grosch et al., 2011; Inter Organizational Practice Committee [IOPC], 2020; Stolwyk et al., 2020) to assist professionals in decision making and ethical and legal practice issues.

Review360® (Pearson, 2021) can be administered in a telepractice context by using a high-speed internet connection and a secure teleconference platform or smart phone, and a facilitator or proctor in the examinee's location.

A spectrum of options is available for administering this assessment via telepractice; however, it is important to consider the fact that the normative data were collected via in-person 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.

Professionals 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 professionals within a 500-mile radius). If such a facilitator is well trained and in a professional role (i.e., a professional facilitator), they can help monitor the examinee as well as adjust audiovisual equipment.

In times when physical distancing is necessary (such as the COVID-19 pandemic), using a professional facilitator may not be safe or feasible. In this case, Pearson recommends you ask a responsible adult in the examinee's home to be present during testing to help monitor the examinee and keep them on task during testing. This is especially important for younger examinees.

An initial virtual meeting should occur in advance of the testing session to address numerous issues specific to testing via telepractice. This initial virtual meeting is described in the administrative and technological tasks portion of the Examiner Considerations section and referred to in various sections of this document.

Conducting Telepractice Assessment

Conducting a valid assessment in a telepractice service delivery model requires an understanding of the interplay of a number of complex issues. In addition to the general information on Pearson's telepractice page, examiners should address the following factors (Eichstadt et al., 2013) when planning to administer and score assessments via telepractice:

1. [Telepractice Environment & Equipment](#)
2. [Assessment Materials & Procedures](#)
3. [Examinee Considerations](#)
4. [Examiner Considerations](#)
5. [Other Considerations](#)

1. Telepractice Environment & Equipment

Computers and Connectivity

Review360's web-based behavior improvement system can be used remotely or in the classroom to screen students, monitor progress, and provide interventions. It gives teachers the training and recommendations, based on data, to help support student behavior. While Review360 is typically used via computers, it also works on any web-enabled devices such as smart phones and tablets. In addition, the Strategy Videos can be shared with parents (see Resource for Parents section).

For teleconferencing, two computers (e.g., desktop, tablet, Chromebook, iPad) with audio and video capability—one for the examiner and one for the examinee—are required. Stable high-speed internet connectivity (10 MBPS or more) and a web browser (e.g., Internet Explorer, Chrome, Firefox, Safari) are needed as well.

Audio Considerations

The examiner should test the audio for both the examiner side and examinee side in the initial virtual meeting and at the beginning of the testing session to ensure a high-quality audio environment is present. Testing the audio should include an informal conversation before the administration where the examiner is listening for any clicks, pops, or breaks in the audio signal that distort or interrupt the voice of the examinee. The examiner should also ask if there are any interruptions or distortions in the audio signal on the examinee's end.

Audiovisual Distractions

As with any testing session, the 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 planned physical location, a visual tour of the intended testing room should be given during the initial virtual meeting. The examiner can then provide a list of issues to address to transform the environment into one suitable for testing. For example, remove distracting items, silence all electronics, and close doors. The examiner should confirm that these issues have been addressed at the time of testing. If possible, the 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. Radios, televisions, other cellular phones, fax machines, smart speakers, printers, and equipment that emit noise must be silenced and/or removed from the room.

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.

Teleconferencing Software

Using a high-speed internet connection and a secure teleconference platform, an examiner, an examinee, and a facilitator can join a web-based meeting via two web-enabled devices with audio and video capability. The examiner and examinee can see and hear one another throughout the session, and text, pictures, and video can be shared through the teleconference platform.

2. Assessment Materials & Procedures

Progress Monitoring

Teachers can share strategies and/or accommodations for students with progress monitoring plans. Watch the **Create a Plan** (APP, BTP, BMP, LIPP, SST, SLP) and **Accommodations** videos in the **Training** widget to review the steps for generating and sharing the **Strategies** and **Accommodations Tip Sheets**.

To collect progress monitoring data at home, download and email the student's **Blank Point Sheet**. Data collection frequency, objective rating rubric, strategy/accommodation ratings, and the process to return the form should be communicated to the student's caregivers.

Watch the **Score a Plan** (APP, BTP, BMP, LIPP, SST, SLP) videos in the **Training** widget to review steps for collecting data once the Point Sheet is returned. The **Plan Reports** videos review the steps necessary to generate and share the **Daily** and **Summary Reports**. Returned forms can be uploaded using the **Case Management** feature. Watch the **Case Management** video in the **Training** widget for information about storing documents.

Screening

An administrator can schedule a BASC™-3 BESS or SSIS™ SEL screener. Once scheduled, teachers can access the screener using their Review360 account.

BASC-3 BESS

An administrator can schedule a BESS screener using the Teacher, Parent, and/or Student Forms. An entire class of students can be rated in approximately 60 minutes based on the teacher's most recent observations within the classroom prior to the shelter-in-place mandate. Alternatively, teachers can rate the students based on their observations during distance learning to see how students are currently functioning. Parents and students access their forms with a unique URL generated and shared by the administrator. These forms can be completed on any web-enabled device (smart phone, tablet, or computer). Reports can be aggregated by the school, classroom, grade, student groups, and individual students.

Administrators should watch the **Creating a Universal Screener** and **Universal Screener Management** videos in the **Training** widget. Teachers should watch the **Completing a BESS Screener** video in the **Training** widget.

SSIS SEL

An administrator can schedule an SSIS SEL Screener. An entire class of students can be rated in approximately 25 minutes based on the teacher's most recent observations within the classroom prior to the shelter-in-place mandate. Alternatively, teachers can rate the students based on their observations during distance learning to see how students are currently functioning. Reports can be aggregated by the school, classroom, grade, student groups, and individual students.

Administrators should watch the **Creating a Universal Screener** and **Universal Screener Management** videos in the **Training** widget. Teachers should watch the **Completing a SSIS SEL Screener** video in the **Training** widget.

Teacher, Parent, and Student Rating Forms can be used by school psychologists, behavior specialists, or other qualified educational professionals to obtain a comprehensive view of a student's social-emotional functioning from different perspectives. To assess a student, professionals can use the **Case Management** feature to schedule the forms which can be completed on any web-enabled device.

Administrators should watch the **Rating Form Assessment Administration** and **Completing a Rating Form Assessment** videos in the **Training** widget. Teachers should watch the **Completing a Rating Form Assessment** video in your **Training** widget.

The Classwide Intervention Program (CIP) provides intervention skill units that can be made available to educational professionals and teachers to use virtually with students ages 4–14. The SSIS SEL CIP manual includes a description of an easy to understand six-step instructional process (Tell>Show>Do>Practice>Monitor Progress>Generalize) that each of the 23 skill unit lessons follow.

The SSIS SEL CIP page contains resources for these skill units including step-by-step lessons and activities. These resources can be shared with parents with directions on how they can be used. School psychologists and other similar educational professionals can use the results from the SSIS SEL Screening/Progress Monitoring Sales or Rating Forms to help prioritize the selection of CIP units based on each student's areas of SEL need.

Test Item Security

The examiner is responsible for ensuring Review360 security is maintained, as outlined in the Terms and Conditions for use. The examiner should address test security requirements with the examinee and facilitator during the informed consent process. The examiner should make it clear to the examinee/caregivers that the video should not be captured, photos should not be taken, and stimuli should not be copied or recorded, as this is a copyright violation. The examinee must agree that they will not record (audio or visual) or take photos or screenshots of any portion of the test materials or testing session, and not permit anyone to observe the testing session or be in the testing room except for a facilitator.

Evaluating Equivalence Evidence

The calibration and norming of the Review360 was not done within a telepractice context. As such, the examiner administering the Review360 should use their professional judgement to determine if the telepractice assessment experience for a given examinee was comparable to a typical assessment experience at school. Pearson Clinical Assessment is tracking and aggregating the relevant equivalence evidence for our assessments, including the age range, population, direct evidence, and indirect evidence (see [Evidence for Remote Assessment](#)).

3. Examinee Considerations

Appropriateness

The examiner should first ensure that a telepractice administration is appropriate for the examinee and for the purpose of the assessment. Professional judgment, best practice guidance for telepractice (e.g., APA Services, 2020; ASPPB, 2013; IOPC, 2020), information from professional organizations and other professional entities (e.g., licensing boards, legal resources, professional liability insurance providers, payors), consultation with other knowledgeable professionals, existing research, and any available federal or state regulations should be considered in the decision-making

process. Consideration should be given to whether the necessary administrative and technological tasks involved in a telepractice session can be accomplished without influencing results.

Preparedness

Before initiating test administration, the examiner should ensure that the examinee is well-rested, able, prepared, and ready to appropriately and fully participate in the testing session. The facilitator should make sure that the examinee is seated comfortably in front of the computer, and should sit near the examinee, but not obstruct the examinee's view of the screen. The examiner should instruct the examinee to work with the examiner like they do during testing in school.

Facilitator Role

If using a facilitator, the role of the facilitator must be explained to the examinee so participation and actions are understood. The examiner should explain to the examinee that the facilitator will be assisting the examiner to make sure they do their best work.

4. Examiner Considerations

Standardized Procedures

The examiner and facilitator must follow the administration procedures of in-person administration as much as possible. Part of what makes testing valuable is that it is done in the same way for all examinees.

Real-Time Troubleshooting

In order to conduct a smooth telepractice session, audiovisual needs and materials must be managed appropriately. The initial virtual meeting involves the examiner, examinee, and the facilitator, and is the opportunity for the examiner to provide information about the audiovisual needs and materials.

Collaborating With Facilitators

The facilitator is to assist with administrative and technological tasks. The examiner should direct them not to interfere with the examinee's performance or responses. Before the assessment, the examiner should go through the following checklist to ensure that the testing is delivered successfully to the examinee:

- Have the guidelines in this document been reviewed?
- Is the sound clear and loud enough?
- Is the internet connection good, or is there a lag?
- Does the lighting in the room reflect off the examinee's screen?
- Is the web conferencing app video camera turned on? Can everyone see each other?

- Is the content displayed correctly on the screen (full screen, etc.)?
- Can the examinee sit comfortably in front of the screen?
- Is the examinee location free from distractions?

5. Other Considerations

The following resources were built for the classroom but can be modified for use by caregivers at home.

1. [Activity To Do List](#)

At times, students may have difficulty focusing on the task at hand. An Activity To Do List can be used to assist these students as they struggle with organization skills and task completion.

2. [Aggression Action Plan](#)

Aggression Action Plan should be used to prevent physical harm to self and others and assist the student in regaining emotional control.

3. [Assignment Adaptations](#)

Assignment Adaptations can be used to assist those students who may have difficulty completing assignments or who may become overwhelmed with the volume of work in front of them.

4. [Assignment Review](#)

Assignment Review teaches the student how to set aside time to review the accuracy of their work.

5. [Behavior Contract](#)

A Behavior Contract can be used for a variety of reasons to elicit the desired behavior from the student. Behavior Contracts can be used to address academic concerns, correct misbehavior, or to reinforce newly or previously taught behavior skills.

6. [Classroom Climate Control](#)

Classroom Climate Control provides steps to ensure a positive classroom experience for all by setting expectations, teaching and practicing expectations, developing consistent procedures, developing lesson plans, and modeling appropriate behavior.

7. [Class Schedule Check Point](#)

Class Schedule Check Point can be used to assist students who are struggling with academics or who simply don't like school. Having a written class schedule helps provide structure and guidance to the student.

8. [Compliance Training](#)

Compliance Training is a strategy designed to assist you in getting the student to follow your directives/directions.

9. **Compliance Training Follow Through**
Compliance Training Follow Through is a more intensive intervention strategy that can be used to assist in getting the student to follow directions if Compliance Training was not successful.
10. **Cool Down Time**
Cool Downs should be used when the student begins to exhibit the signs of losing control of their emotions.
11. **Guided Instruction**
Guided Instruction is a strategy used to help the student complete assignments by having the student repeat the instructions to ensure understanding.
12. **Immediate Remediation**
Immediate Remediation is a verbal intervention technique used to interrupt verbally aggressive behavior and get the student back on task.
13. **Limit Setting**
Limit Setting is an effective tool used to get students to comply with instructions.
14. **Line Assignment**
Line Assignment is an effective strategy to deal with students who skip, cut, or push others while in line.
15. **Preferential Class Placement**
Preferential Classroom Placement can be used to decrease minor infractions and increase time on task.
16. **Planned Ignoring**
Planned Ignoring is a strategy used to withhold attention for minor behavior infractions or for students whose inappropriate behavior is used to get attention.
17. **Positive Praise**
Positive Praise is a strategy used to increase desired behaviors and to decrease less-desirable behaviors by reinforcing those that are positive.
18. **Positive Reinforcement**
Getting the student to do what you want them to do sometimes requires more than simply asking them. Positive Reinforcement involves using a reinforcer to increase the behavior you would like to see.
19. **Proximity Control**
Proximity Control is a strategy involving moving closer to the student which can correct minor and/or inappropriate behavior without drawing attention to them.
20. **Redirect/Restate**
There are times during the day when students may forget about what they should be doing

and get distracted or off task. Redirect/Restate is a strategy used to get the student back on task.

21. **Restate**

Some students may have trouble completing assignments or following directions for several reasons, and having the student restate your expectations can help you get the response you want.

22. **Reference Check**

Reference Check is a strategy used to make sure that the student is clear about what to do prior to engaging in an activity.

23. **Selecting Appropriate Consequences**

Selecting an appropriate consequence that matches the behavior can be difficult when frustrated. Appropriate consequences should be proportional to the behavior and depend greatly on the adult's ability to follow through with the consequence.

24. **Storage Bins**

Storage Bin is an effective strategy that can aid students who may lose things, don't have materials ready, or are often off task. Having a permanent storage bin for students to store and retrieve their materials can be a helpful start to organizing their day.

25. **Structured Movement**

Structured Movement is a proactive strategy designed to cut down on minor behavior problems associated with students who have difficulty staying in an assigned area during work time.

26. **Student Conference**

Student Conference is an early intervention strategy used to get the student back on track and to correct minor to moderate behavior infractions.

27. **Transition Countdown**

Transition Countdown is used to move students from one activity to another with minimal behavioral distractions.

28. **Wait Time**

Wait Time is a strategy used to teach students to pause and think before they speak.

Conclusion

Review360 was not standardized in a telepractice mode, and this should be taken into consideration when utilizing this test via telepractice and interpreting results. For example, the examiner should consider relying on convergence of multiple data sources and/or being tentative about conclusions. Provided that the examiner has thoroughly considered and addressed the factors and the specific considerations as listed above, the examiner should be prepared to observe and comment about the reliable and valid delivery of the test via telepractice.

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