



Revibe Use and Interpretation

Presented by: Nancy Lamb, Ed.S., ABSNP

Date: Thursday, August 13, 2026

Time: 9:00 a.m. – 11:10 a.m. ET

Delivery Method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

Course Description

This 2-hour session guides learners through the comprehensive use of Revibe's wearable technology and supporting resources. Participants examine the scientific foundations and research outcomes that validate Revibe's impact on attention and executive functioning. The course equips users with skills in device setup, scheduling, and web account management, stressing the importance of test security and ethical use of protected materials. Learners interpret data from the device—including focus rates, attention span, and personalized insight to tailor interventions and support planning for varied client needs. Real-world case studies and best practices for data review enable participants to leverage Revibe's tools effectively in both educational and clinical environments.

Learner Outcomes

After completing this learning track, participants will be able to:

1. Analyze the foundational research and evidence supporting Revibe's wearable technology for improving attention and executive functioning in youth, including a review of peer-reviewed studies and real-world data outcomes.
2. Demonstrate proficiency in setting up, customizing, and securely managing Revibe devices and associated web applications.
3. Interpret and utilize Revibe's data outputs to inform diagnostic decisions, intervention planning, and progress monitoring for diverse client profiles across educational and clinical settings.

Time-Ordered Agenda

9:00 a.m. – 9:30 a.m.	Revibe Origin, Design & Research
9:30 a.m. - 10:00 a.m.	Key Concepts of Revibe Stats
10:00 a.m. – 10:30 a.m.	Using Revibe
10:30 a.m. – 11:10 a.m.	Data analysis & Uses



About the Presenter

Nancy Lamb is a School Psychologist with over 20 years of experience in public, independent, and charter schools across urban and suburban areas. She develops and delivers professional development on neuropsychological growth, childhood assessment, and data interpretation to equip school staff to better support students' academic, social-emotional, and behavioral needs.

Disclosure

Financial: Nancy Lamb is employed by Pearson Clinical Assessment.

Nonfinancial disclosure: There are no relevant nonfinancial relationships to disclose.

NCS Pearson, Inc, the sponsor of this webinar, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists and psychologists. This webinar will include information that pertains to the effective and appropriate use and interpretation of Revibe, Pearson's wearable technology. No other assessments or tools will be discussed during this presentation.

References

- Alsalamah, A. (2017). Use of the self-monitoring strategy among students with attention deficit hyperactivity disorder: A systematic review. *Journal of Education and Practice*, 8(14), 118–125. <https://files.eric.ed.gov/fulltext/EJ1143820.pdf>
- Ayearst, L. E., Brancaccio, R., & Weiss, M. D. (2023). An open-label study of a wearable device targeting ADHD, executive function, and academic performance. *Brain Sciences*, 13(12), Article 1728. <https://doi.org/10.3390/brainsci13121728>
- Ayearst, L. E., Brancaccio, R. M., & Weiss, M. D. (2023). Improving on-task behavior in children and youth with ADHD: Wearable technology as a possible solution. *Journal of Pediatric Neuropsychology*, 9(4), 175–182. <https://doi.org/10.1007/s40817-023-00152>
- Ayearst, L.EI, Vaughn, D., & Brancaccio, R. (May, 2021). Digital Therapeutics: A non-pharmacological wearable treatment for ADHD in youth. Poster presented at the 8th World Congress on ADHD, Virtual
- Brancaccio, Koziak, & Ayearst (Nov 2021). Using wearables and AI to improve diagnostic decisions and treatment In youth with ADHD. Poster Presented at 2021 CNS Summit, Boston Centers for Disease Control and Prevention. (2025, July 25). State-based prevalence of ADHD diagnosis and treatment 2016–2019 and 2020–2023. [\[State-based Prevalence of ADHD Diagnosis and Treatment 2016–2019 and 2020–2023 | Attention-Deficit / Hyperactivity Disorder \(ADHD\) | CDC\]](#)



Rheingold, H. (2000). The virtual community: Homesteading on the electronic frontier (Rev. ed.). MIT Press. <https://doi.org/10.7551/mitpress/7105.001.0001>

Sluiter, M. N., Groen, Y., de Jonge, P., & Tucha, O. (2020). Exploring neuropsychological effects of a self-monitoring intervention for ADHD-symptoms in school. *Applied Neuropsychology: Child*, 9(3), 246–258. <https://doi.org/10.1080/21622965.2019.1575218>

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