

## 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](#)

### 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 Review360 was not done within a telepractice context. As such, the examiner administering 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?

## Other Considerations

Review360 resources that were built for the classroom can be modified for use by caregivers at home.

## 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.

## References

- American Psychological Association Services (APA Services). (2020). *Guidance on psychological tele-assessment during the COVID-19 crisis*. (2020).  
[https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19?fbclid=IwAR1d\\_YNXYS2Yc5mdlz\\_ZIYSkrrj\\_6A9BQeKulHxEEjjRh1XDR6fOYncM3b4](https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19?fbclid=IwAR1d_YNXYS2Yc5mdlz_ZIYSkrrj_6A9BQeKulHxEEjjRh1XDR6fOYncM3b4)
- Association of State and Provincial Psychology Boards (ASPPB). (2013). *ASPPB telepsychology task force principles and standards*. [http://houstonneuropsych.com/wp-content/uploads/2020/04/ASPPB\\_TELEPSYCH\\_PRINCIPLES.pdf](http://houstonneuropsych.com/wp-content/uploads/2020/04/ASPPB_TELEPSYCH_PRINCIPLES.pdf)
- Eichstadt, T. J., Castilleja, N., Jakubowitz, M., & Wallace, A. (2013, November). Standardized assessment via telepractice: Qualitative review and survey data [Paper presentation]. Annual meeting of the American Speech-Language-Hearing Association, Chicago, IL, United States.
- Grosch, M. C., Gottlieb, M. C., & Cullum, C. M. (2011). Initial practice recommendations for teleneuropsychology. *The Clinical Neuropsychologist*, 25, 1119–1133.
- Inter Organizational Practice Committee (IOPC). (2020). *Recommendations/guidance for teleneuropsychology (TeleNP) in response to the COVID-19 pandemic*. <https://static1.squarespace.com/static/50a3e393e4b07025e1a4f0d0/t/5e8260be9a64587cfd3a9832/1585602750557/Recommendations-Guidance+for+Teleneuropsychology-COVID-19-4.pdf>
- Pearson. (2021). *Review360*.
- Stolwyk, R., Hammers, D. B., Harder, L., & Cullum, C. M. (2020). *Teleneuropsychology (TeleNP) in response to COVID-19*. <https://event.webinarjam.com/replay/13/pyl2nayhvpsp09>