

**Instructions for submitting forms
for ASHA CEUs**

Pearson will submit completed CE forms to ASHA if you
Attend the entire 60 minutes of the live session (confirmed by our ReadyTalk verification report)

Pearson will not submit completed CE forms to ASHA if
The mailed CE forms are postmarked after 11/14/2017

Complete the



- Attendance Sheet (only if more than one person is at your site)
- ASHA Participant Form
- Evaluation Form

CE forms are submitted for "partial credit" [not available]

CE forms are submitted if you view the webinar recording on PearsonClinical.com or speechandlanguage.com.

Please mail the forms postmarked no later than 11/14/2017 to
Darlene Davis, Pearson
19500 Bulverde Road, Ste. 201
San Antonio, TX , 78259

Questions about CEUs?
Contact Darlene Davis at darlene.k.davis@pearson.com



Using Digital Assessments to Evaluate Speech and Language Skills








Agenda

- Introduction and Overview
- Advantages of Digital Administration
- Available Digital Speech/Language Assessments
- Q-interactive and Q-global
- Live Demo: An Inside Look at Q-interactive and Q-global
- Telepractice Considerations



Advantage of Digital Administration


- Portability and accessibility.
- For Q-interactive:
 - Customizable batteries.
 - Instant subtest and composite scores, and reports.
 - Integrated administration rules:
 - Start/End point, Discontinue, and Reverse Rules.
- For Q-global:
 - Access from any web-enabled device.
 - Remote On-screen Administration allows for telepractice
- Time saving.

 1




As time changes

1930's



Present

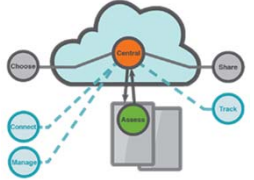


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A digital system for individually-administered tests consisting of two primary components


CENTRAL:

Browser-based function for generating client profiles, building test batteries, creating assessment sessions, and sharing results.



ASSESS:


Application that lets an examiner administer a test via two tablets connected by Bluetooth.



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What is Q-global?

- Pearson's web-based platform for test administration, scoring, and reporting.
- Primarily focused on the administration of questionnaires, rating scales, and inventories.
- Allows for entering of raw scores for larger assessments.
- Depending on the assessment, 3 different ways to administer:
 - 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 respondent to access the assessment from their own web-enabled device through sending a secure URL via email.



- Q-global is the next evolution of Pearson's scoring systems, including:
 - ASSIST
 - PsychCorp I & II
 - Q-Local
- Where these "legacy" systems required that assessment data be stored locally on the computer, Q-global stores assessment data on Pearson's secure, encrypted database.
- As a web-based system, Q-global gives you access to all of your data from the convenience of any web-enabled device.

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Q-global vs. Q-interactive

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

 Pearson 110

Pearson Digital Speech and Language Library


Q-interactive	Q-global
CELF-5	CELF-5
	CELF-5 Metalinguistics
PPVT-4 (Form A & B)	PPVT-4 (Form A & B)
GFTA-3	GFTA-3
KLPA (optional in GFTA-3 report)	KLPA (optional in GFTA-3 report)
	EVT-2 (Form A & B)

 Pearson 1

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Side by Side

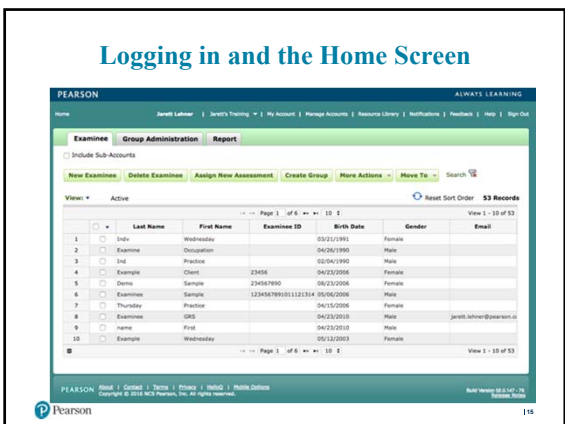
	Q-interactive	Q-global
Administration Methods	2 iPads	Manual Entry, On-screen*, and Remote On-screen Administration*.
Data storage	Data is saved and stored on Pearson's secure, encrypted database.	Data is saved and stored on Pearson's secure, encrypted database.
Hardware and Technology	2 iPads, 2 nd generation or newer.	<ul style="list-style-type: none"> Compatible with Windows, Mac OS, and Linux. Accessible on any web-enabled device (including tablets).

 Pearson 1





SC.175.12.1



Assigning Assessments

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Home | Sweet Learning | Jane's Training | My Account | Manage Accounts | Resource Library | Notifications | Feedback | Help | Sign Out

Examinee Group Administration Report

Include Sub-Accounts

New Examinees Delete Examinees Assign New Assessment Create Group More Actions More To Search

Views Active All Assessments My Favorites Order 53 Records

	Include	Exclude	Add to Favorites	Assign
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PEARSON | Home | Sweet Learning | Jane's Training | My Account | Manage Accounts | Resource Library | Notifications | Feedback | Help | Sign Out

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The Assessment Details Page

Back

Assessment Details: Client Example

Save Save and Close Cancel Required

Examinee Details

First Name: Client

Middle Name:

Last Name: Example

Examinee ID: 23456

Gender: Female

Birth Date: 05/20/08

Age: 10 years 11 months

Email:

Assessment Details

Assessment: CELF-5

Batch ID:

Status: Ready for Administration

Administration Date: 05/20/17

Age at Administration: 10 years 11 months

Examiner: Lefter, Janet

Delivery: Manual Entry

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The Assessment Details Page Continued

Save Save and Close Cancel

Demographics Additional Information Scores Assessment info

Demographic Information:

Grade: Please Select...

School:

Address (Line 1):

Address (Line 2):

Teacher's Name:

Handedness: Please Select...

Comments:

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The Assessment Details Page: Manual Entry

Save Save and Close Cancel

Assessment 7609

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The Assessment Details Page: Manual Entry GFTA-3

Save Save and Close Cancel

Assessment 7609

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The Assessment Details Page: On-screen Administration PPVT-

4

Assessment Details

Assessment: PPVT-4 Form A

Batch ID:

Status: Ready for Administration

Administration Date: 11/02/2017

Age at Administration: 14 years 4 months

Examiner: Lehner, Jarrett [New Examiner](#)

Testing Site: Pearson [New Testing Site](#)

Teacher: Mr. Koads [New Teacher](#)

Delivery: Manual Entry On-Screen Administration

Launch with Test Session Lock
Test Session Lock will block examinees from accessing your computer during
And after testing. When finished, press **Ctrl + Shift + Q** to unlock.
To use this feature, you must [download and install Test Session Lock \(one time only\)](#).

Remote On-Screen Administration

Save Save and Close **Start Assessment** Cancel

Assessment 7609

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Remote On-screen Administration: PPVT-4

Assessment Details

Assessment: **PPVT-4 Form A**

Status: **Ready for Administration**

Administration Date: **10/25/2017**

Age of Administration: **10 years 11 months**

Examiner: **Lifshen, Jarett** [New Examiner](#)

Testing Site: **Please Select** [New Testing Site](#)

Teacher: **Please Select** [New Teacher](#)

Delivery: Manual Entry On-Screen Administration

Launch with Test Session Lock
Test Session Lock will block examinees from accessing their computer during and after testing. When finished, press Ctrl + Shift + Q to unlock.

To use this feature, you must [download and install Test Session Lock \(one time only\)](#).

Remote On-Screen Administration

Important: An email invitation to complete the Remote On-Screen Administration of the assessment will be sent to the recipient specified below. The recipient will receive 30 days to complete the assessment before it expires.

Send the email invitation to the Examinee

Send the email invitation to someone other than the Examinee (Ratee)

First Name: **Client**

Last Name: **Example**

Email: **client.example@gmail.com**

[Save](#) [Save and Close](#) [Preview and Send Invitation](#) [Cancel](#)

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Remote On-screen Administration: PPVT-4

Assessment Invitation Email

View Template: **All Templates**

Applicable Template: **Brain Body Clinic Invite 3**

Type: **Private**

Recipient First Name: **Client**

Recipient Last Name: **Example**

Recipient Email Address: **client.example@gmail.com**

Subject: **Brain Body Clinic Invite**

Copy Me:

[Delete Template](#) [Save](#) [Save as New Template](#) [Send Invitation](#) [Close](#)

Dear (recipient_first_name),

Thank you for choosing The Brain Body Clinic. We aim to provide the most comprehensive psychological assessments for our patients and as part of our process, we seek out a variety of questionnaires, rating scales, and inventories to help us get a complete look at (examinee_first_name)'s abilities.

While some of these were mailed to you in your Involve Packet, we are able to offer a select number of the forms digitally giving you the flexibility to complete the forms on any web-enabled device (desktop/laptop/computer/tablet/smartphone, etc). Below, you will find the link for the (product_name). When you are ready to start the form, please (time_allocation_text).

If you are unable to complete the forms in one sitting, no problem! You can always restart the form by clicking on the link again, allowing you to pick up right where you left off!

(examinee_first_name)'s initial appointment is on (appointment_date), so we request that you complete this form by that date. The more information you are able to provide at the time of the assessment, the better picture we can start putting together and can be better addressed as to what testing needs to be done.

If you have any questions, please don't hesitate to let us know!

[Delete Template](#) [Save](#) [Save as New Template](#) [Send Invitation](#) [Close](#)

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Generating Reports

Method 1: From the Home Screen

Method 2: From the Examinee Profile

Method 3: From the Assessment Details Page

Assessment Details: Barbara Sample-Gordon

Assessment Results

Assessment	Score	Standard Error	Percentile	Raw Score
PPVT-4 Form A	100	5	85	100
PPVT-4 Form B	95	5	80	95
PPVT-4 Form C	90	5	75	90
PPVT-4 Form D	85	5	70	85
PPVT-4 Form E	80	5	65	80
PPVT-4 Form F	75	5	60	75
PPVT-4 Form G	70	5	55	70
PPVT-4 Form H	65	5	50	65
PPVT-4 Form I	60	5	45	60
PPVT-4 Form J	55	5	40	55
PPVT-4 Form K	50	5	35	50
PPVT-4 Form L	45	5	30	45
PPVT-4 Form M	40	5	25	40
PPVT-4 Form N	35	5	20	35
PPVT-4 Form O	30	5	15	30
PPVT-4 Form P	25	5	10	25
PPVT-4 Form Q	20	5	5	20
PPVT-4 Form R	15	5	0	15
PPVT-4 Form S	10	5	0	10
PPVT-4 Form T	5	5	0	5

Assessment Status

Assessment ID: **123456789**

Assessment Date: **10/25/2017**

Assessment Time: **10:00 AM**

Assessment Location: **Brain Body Clinic**

Assessment Status: **Completed**

[View Report](#) [Print Report](#) [Download Report](#)

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Generating Reports

The screenshot shows the 'Examines: Park Trail' interface. At the top, there are navigation buttons: 'Back', 'Edit', and 'Cancel'. Below this, a 'Demographics' section displays 'System ID: 2379110' and 'Account: Jarrett's Training'. A 'Reports for GFTA-3' dropdown menu is open, showing 'GFTA-3 Score Report' and 'GFTA-3/KLPA-3 Score Report'. A red box highlights the 'Generate Report' button. Below the dropdown, a table lists assessment details for 'GFTA-3', including 'Assessment Name', 'Admin Date', 'Delivery', 'Status', and 'Ready for Reporting'. A red box also highlights the 'Generate Report' button in the table's action column. The Pearson logo and page number '125' are at the bottom.

Generating Reports

The screenshot shows the 'Report Configuration' window for 'Exam: Trail, Park'. The 'Generate Report' button is highlighted in red. The configuration includes 'Exam: Trail, Park', 'Assessment: GFTA-3', and 'Status: Ready for Reporting'. There are sections for 'Configure Other Settings' with radio buttons for 'Use Report Name', 'GFTA-3 Confidence Level', and 'KLPA-3 Confidence Level'. The Pearson logo and page number '126' are at the bottom.

Generating Reports

The screenshot shows a generated report titled 'GFTA-3 SCORE SUMMARY'. It features logos for 'GFTA' and 'KLPA'. The report includes a 'Score Summary' table with columns for 'Assessment', 'Score', 'Standard Deviation', 'Mean', and 'Range'. The Pearson logo and page number '127' are at the bottom.

Accessing Digital Manuals: Resource Library

The screenshot shows the Pearson Resource Library interface. At the top, there is a navigation bar with 'Resource Library' highlighted. Below it, a list of digital assets is displayed. A red box highlights the item 'GFTA-3 Q-global Stimulus Book.pdf', and a red arrow points from the 'Resource Library' menu item to this specific asset.

Accessing Digital Assets: Resource Library

The screenshot displays the cover of the 'GFTA3 Digital Stimulus Book'. The cover features the title 'GFTA3' in large green letters, followed by 'GOLDMAN-FRISTOE' and 'TEST OF ARTICULATION'. Below the text are several small photographs of diverse children. The Pearson logo is visible in the bottom right corner.

Accessing Digital Assets: Resource Library


This is an identical screenshot of the 'GFTA3 Digital Stimulus Book' cover, showing the title, authors (Ronald Goldman and Masalyne Fristoe), and a grid of children's faces.



Telepractice Considerations


Specific issues in the delivery of assessment via telepractice include, but are not limited to:

- The age and characteristics of the examinee.
- The skill, experience, and training level(s) of the examiner.
- The assessment task format(s).
- Appropriate modifications of tasks delivered in a telepractice setting.
- The data supporting the valid and reliable modification of any use of norm-referenced scores validated on a paper administration in a telepractice environment.
- The legal requirements of any use of published test content in a telepractice context.

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Telepractice Considerations

- Audio/Visual Environment (e.g., sound quality, video quality, background distractions)
- Examiner Factors (e.g., technological competence, familiarity with the test)
- Examinee Factors (e.g., behavior, fatigue level, comfort with technology)
- Test/Test Materials (e.g., type of task to be administered, format of stimulus, ease of use)
- Other/Miscellaneous (e.g., purpose of the administration, nature of clinical relationship)

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PPVT-4 Telepractice Recommendations

1. Audio/Visual Environment
 - Make sure the full face of the examiner and the examinee is in view during the administration.
 - A headset with a microphone for the examiner and the examinee is highly recommended for every PPVT-4 assessment via telepractice.
 - Test the audio either through the examinee's speakers or headset and ensure a high-quality audio presentation, whether live or recorded stimulus prompts. If you are using the audio prompts from the [PPVT-4 OSA/ROSA](#) via Q-global™, make sure you can hear them clearly through the computer speakers in addition to the examinee.
2. Examiner Factors
 - Practice starting and completing a PPVT-4 assessment before you begin with an examinee.
 - Make a clinical judgment, similar to a face-to-face session, whether or not you are able to gather the child's best performance. Report your clinical decision(s) in your report and comment on the factors that led to this decision and your reporting or lack of reporting of the scores.



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PPVT-4 Telepractice Recommendations Cont.

3. Examinee Factors
 - There may be select administrations where an examinee headset is not appropriate or feasible. For this instance, make sure you have a web camera with an embedded microphone or a standalone microphone with the volume turned up to a comfortable loudness level.
4. Test/Test Materials
 - Make sure you have only one (1) image of the stimulus pictures showing to the examinee at any time.
 - Go to "full screen" with the stimulus pictures to eliminate distractions on the desktop/video window within the telepractice environment for the examinee.
5. Other
 - None at this time.



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CELF-5 Telepractice Recommendations

1. Audio/Visual Environment
 - Make sure the full face of the examiner and the examinee is in view during the administration.
 - A headset with a microphone for the examiner and the examinee is highly recommended for every PPVT-4 assessment via telepractice.
 - Test the audio either through the examinee's speakers or headset and ensure a high-quality audio presentation, whether live or recorded stimulus prompts.
2. Examiner Factors
 - Practice starting and completing appropriate tests of a CELF-5 assessment before you begin with an examinee.
 - Make a clinical judgment, similar to a face-to-face session, whether or not you are able to gather the child's best performance. Report your clinical decision(s) in your report and comment on the factors that led to this decision and your reporting or lack of reporting of the scores.
3. Examinee Factors
 - There may be select administrations where an examinee headset is not appropriate or feasible. For this instance, make sure you have a web camera with an embedded microphone or a stand-alone microphone with the volume turned up to a comfortable loudness level.



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CELF-5 Telepractice Recommendations Cont.

4. Test/Test Materials
 - Make sure you have only one (1) image of the stimulus pictures showing to the examinee at any time.
 - Go to "full screen" with the stimulus pictures to eliminate distractions on the desktop/video window within the telepractice environment for the examinee.
 - The tests that have no visual stimulus should screen share the appropriate page in the digital stimulus book during the administration (a title page or blank page).
 - Four CELF-5 tests (Linguistic Concepts, Following Directions, Recalling Sentences, and Structured Writing) are in the process of being studied and the nature of administering the task by telepractice is more complicated. Descriptive reporting may be warranted if the administration is attempted and documentation of the exact procedures must be fully described in the report.
5. Other
 - None at this time.



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GFTA-3 Telepractice Recommendations

1. Audio/Visual Environment
 - Because of the nature of the task, full face and close-up mouth viewing are critical for an accurate scoring of each GFTA-3 test item.
 - A headset with a microphone for the examiner and the examinee is highly recommended for every GFTA-3 assessment via telepractice. Make sure the microphone is not directly in front of the mouth, but at chin-level (for examiner and examinee).
 - Test the audio either through the examinee's speakers or headset and ensure a high-quality audio presentation.
 - Background noise should be eliminated and any digital noise due to telepractice transmission issues should be addressed and reduced as much as possible or eliminated.
2. Examiner Factors
 - Practice starting and completing a GFTA-3 assessment will be critical to convey clear articulation in the administration process.
 - Make a clinical judgment, similar to a face-to-face session, whether or not you are able to gather the child's best performance. Report your clinical decision(s) in your report and comment on the factors that led to this decision and your reporting or lack of reporting of the scores.



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GFTA-3 Telepractice Recommendations Cont.

3. Examinee Factors
 - There may be select administrations where an examinee headset is not appropriate or feasible. This may lead to an inability to complete the assessment, even descriptively, via telepractice, if you have a poor digital connection or can't clearly visualize the examinee's mouth.
4. Test/Test Materials
 - Make sure you have only one (1) image of the stimulus pictures showing to the examinee at any time.
 - Go to "full screen" with the stimulus pictures to eliminate distractions on the desktop/video window within the telepractice environment for the examinee.
5. Other
 - None at this time.



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PEARSON ALWAYS LEARNING



Q-global*



Q-interactive*

Questions?
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