Instructions for submitting forms for ASHA CEUs

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- Attend the entire 60 minutes of the live session (confirmed by our ReadyTalk verification report)
- Complete the:
  - Attendance Sheet (only if more than one person is at your site)
  - ASHA Participant Form
  - Evaluation Form

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.
As time changes

1930's  Present

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.

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:
  - 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 on 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 provides full access to all of your data from the convenience of any web-enabled device.

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Q-global vs. Q-interactive

System-Driven
- Take On-Screen Assessment
- Generate Reports From Paper Test
- Administer and Score Individual Assessments Using Two Tablets

Clinician-Driven
- Pearson Digital Speech and Language Library

<table>
<thead>
<tr>
<th>Q-interactive</th>
<th>Q-global</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELF-5</td>
<td>CELF-5 Metalinguistics</td>
</tr>
<tr>
<td>PPVT-4 (Form A &amp; B)</td>
<td>PPVT-4 (Form A &amp; B)</td>
</tr>
<tr>
<td>GFTA-3</td>
<td>GFTA-3</td>
</tr>
<tr>
<td>KLPA (optional in GFTA-3 report)</td>
<td>KLPA (optional in GFTA-3 report)</td>
</tr>
<tr>
<td>EVT-2 (Form A &amp; B)</td>
<td>EVT-2 (Form A &amp; B)</td>
</tr>
</tbody>
</table>

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.

Hardware and Technology
- 2 iPads, 2nd generation or newer.
- Compatible with Windows, Mac OS, and Linux.
- Accessible on any web-enabled device (including tablets).

Data is saved and stored on Pearson’s secure, encrypted database.
### The Assessment Details Page: Manual Entry

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Language Comprehension</td>
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<td></td>
</tr>
<tr>
<td>Language Production</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Word Knowledge</td>
<td>90</td>
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<tr>
<td>Oral Expressions</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
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</table>

### The Assessment Details Page: Manual Entry GFTA-3

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</thead>
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<tr>
<td>General Fundamentals</td>
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<tr>
<td>Language Comprehension</td>
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<td></td>
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<tr>
<td>Language Production</td>
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<td></td>
</tr>
<tr>
<td>Visual-Spatial Scoring</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>340</td>
<td></td>
</tr>
</tbody>
</table>

### The Assessment Details Page: On-screen Administration PPVT-4

<table>
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<tr>
<th>Category</th>
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<th>Status</th>
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<tr>
<td>Verbal Production</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td></td>
</tr>
</tbody>
</table>
Remote On-screen Administration: PPVT-4

Generating Reports

Method 1: From the Home Screen
Method 2: From the Examinee Profile
Method 3: From the Assessment Details Page
Accessing Digital Manuals: Resource Library

Accessing Digital Assets: Resource Library

Accessing Digital Assets: Resource Library
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.

Telepractice Considerations

- Audio/Visual Environment (e.g., sound quality, video quality, background distractions)
- Examinee Factors (e.g., technological competence, familiarity with the test)
- Examiner 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)
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.

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.

PPVT-4 Telepractice Recommendations Cont.

3. Examiner 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.

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 examinee and the examiner is highly recommended for every CELF-5 assessment via telepractice.

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 standalone microphone with the volume turned up to a comfortable loudness level.
CELF-5 Telepractice Recommendations

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.

---

GFTA-3 Telepractice Recommendations

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 will not submit completed CE forms to ASHA if:

- You attend the entire 60 minutes of the live session (confirmed by our ReadyTalk verification report)
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- CE forms are submitted if you view the webinar recording on PearsonClinical.com or speechandlanguage.com.