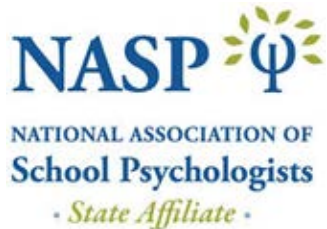# Considerations for Completing Psychoeducational Evaluations in 2021

Arizona Association of School

Psychologists

aasp-az.org

Meet Your Presenters

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Review of Previous Presentations

- AASP Best Practice Paper

- Limitations of tele-assessment

- Recommendations for completing already-initiated evaluations

- State and Federal Guidelines

Survey Questions

- What kind of testing are you doing in your district ?

- What is your biggest concern right now?

2021 Guidelines

- Evaluations without testing

- Guidelines for in-person testing

- Guidelines for virtual testing

- Considerations for evaluations after re-opening

Evaluation vs. Assessment vs. Testing
(CASP 2020)

Evaluation is the process of systematically reviewing data as a team to determine eligibility

Assessment is when qualified personnel collect quantitative and/or qualitative data to be used by a team to determine eligibility

Testing is when qualified personnel use psychometric instruments to collect quantitative data to be used by a team to determine eligibility

Completing Evaluations without Testing

Re-evaluations: Do you have enough data to document the continued presence of a disability and need for specialized services?

-What are your referral questions?

-Conduct comprehensive reviews of existing data

-Administer only necessary assessments

Completing Evaluations without Testing

Additional challenges: Teacher may have never taught student in person, outdated data from curriculum measures, inconsistent or nonexistent virtual participation.

Student participation in learning is key.

Guidelines for In-Person Testing

Extensive Record Review

Structured Interviews

Observations

Preparation Work for Safety

Safety Procedures During Testing (Document!)

Safety Procedures After Testing

Consider SEL and Mental Health Needs

Guidelines/Options for Classroom Observations

IDEA Definition of Classroom Observation: The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

Options:

Observe in virtual settings (multiple classes if possible)

Supplement observations with input from teacher

Supplement observations with input from parent

Guidelines for Virtual Testing

- Continue to be extremely cautious in the use of procedures not well studied or validated!
- Know limits of the instruments you're using

    Instruments studied for tele-assessment:

    -WJ IV COG and ACH, RIAS, WISC V

    -Tele-assessment is not just administering virtually! includes additional standardization to be equivalent to in person testing

Guidelines for Teleassessment (continued)

If you are in a position that *requires* collection of data via teleassessment, Wright & Raiford (2021) provides the following advice:

> "Imperfect data can still be good, useful data. Data collected through tele-assessment procedures can be imperfect but good, usable data (pp. 16).

BUT: You have many sources of data available to you that don't rely on teleassessment…

Ethical Issues Related to Teleassessment (Wright & Raiford, 2021)

- Are you located and certified/licensed in the same state as the individual being evaluated via teleassessment?
- Are you adequately prepared to engage in virtual assessment?
- Will data collected by teleassessment be accepted by those you are collecting the data for (schools, DHS, testing companies - for accommodations).
- Maintain documentation demonstrating your preparation and training related to teleassessment in case the practice is called into question.

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Other Considerations Teleassessment (Wright & Raiford, 2021)

Age of child

Characteristics of child

Access to resources/equity

Privacy and security of connection/setting

Consent - is parent informed of limitations/potential problems

Documentation of Testing Observations

Guidelines for Virtual Testing (continued)

Continue to consider best practices.

Children, families, school personnel continue to be under heightened social-emotional stress

Document all deviations from standardized test practices, justification for these deviations, and their potential impact on test results.

For additional information on Teleassessment

Essentials
of **Psychological Tele-Assessment**

- Practical guide to conducting ethical and valid remote psychological testing and assessment, including illustrative case studies
- Comprehensive review of current evidence—and its limitations—for tele-assessment
- Coverage of tele-assessment of cognitive, neuropsychological, academic, personality, emotional, and behavioral functioning and psychopathology

A. Jordan Wright and
Susan Engi Raiford

Alan S. Kaufman & Nadeen L. Kaufman, *Series Editors*

WILEY

NASP Communique Article, Virtual Cognitive Assessment: Legal and Ethical Considerations

Reinforces use of problem-solving model for ethical decision-making

Armistead, Williams, and Jacob (2011) Seven steps (NASP, 2020b, p. 2):

1. Describe the problem situation.
2. Define the potential ethical–legal issues involved.
3. Consult available ethical and legal guidelines.
4. Confer with supervisors and colleagues.
5. Evaluate the rights, responsibilities, and welfare of all affected parties.
6. Consider alternative solutions and the likely consequences of each.
7. Elect a course of action and assume responsibility for this decision. (NASP, 2020b, p. 2)

NASP Communique Article, Virtual Cognitive Assessment: Legal and Ethical Considerations (continued)

- Notes concerns regarding validity of teleassessment
- Reviews ethical and legal considerations
- Reviews potential alternatives

Let's play a game!

NASP Communique Article: Virtual Cognitive Assessment

Pearson Assessments (2020b) has indicated that using remote means to administer their copyrighted assessments is permitted as long as you do the following:

A. Include a paper copy of the protocol in the file
B. Display the copyright during test administration
C. Record the assessment session
D. Say, "All hail mighty Pearson assessments" at the beginning and end of every test session

NASP Communique Article: Virtual Cognitive Assessment (continued)

True or False: Informed consent must include specific information about the types and manner of assessment/teleassement

True or False: It is the parents' responsibility to ensure privacy during virtual testing

NASP Communique Article:
Virtual Cognitive Assessment

To prepare adequately for teleassessments school psychologists must:

A. Add a flattering filter to Zoom
B. Become proficient in teleassessment administration
C. Show their Tiktok dance videos to build rapport with examinees
D. Practice saying, "You're muted" in a supportive and encouraging way

NASP Communique Article:
Virtual Cognitive Assessment (continued)

To deliver cognitive tests remotely requires:
A. Careful subtest selection and substitution to accommodate remote platform
B. Preparing an onsite helper to assist the student
C. Insuring all copyright laws are followed
D. Familiarizing self with technology and procedures
E. Noting all deviations from standardized procedures
F. All of the above (and more)

Return to In-Person Learning

Addressing teacher concerns

Addressing parent concerns

Evaluations after re-opening

"The Elevator Speech"

Listen and Validate

Investigate current learning situation and onset of concerns

Normalize behaviors

Address concerns through classwide and/or individualized interventions

Monitor progress

Key Considerations for Initial SLD Evaluations
(NCLD, NASP 2020)

Implementation of core instruction with grade level content and robust MTSS (National Center on Intensive Intervention, MTSS4Success)
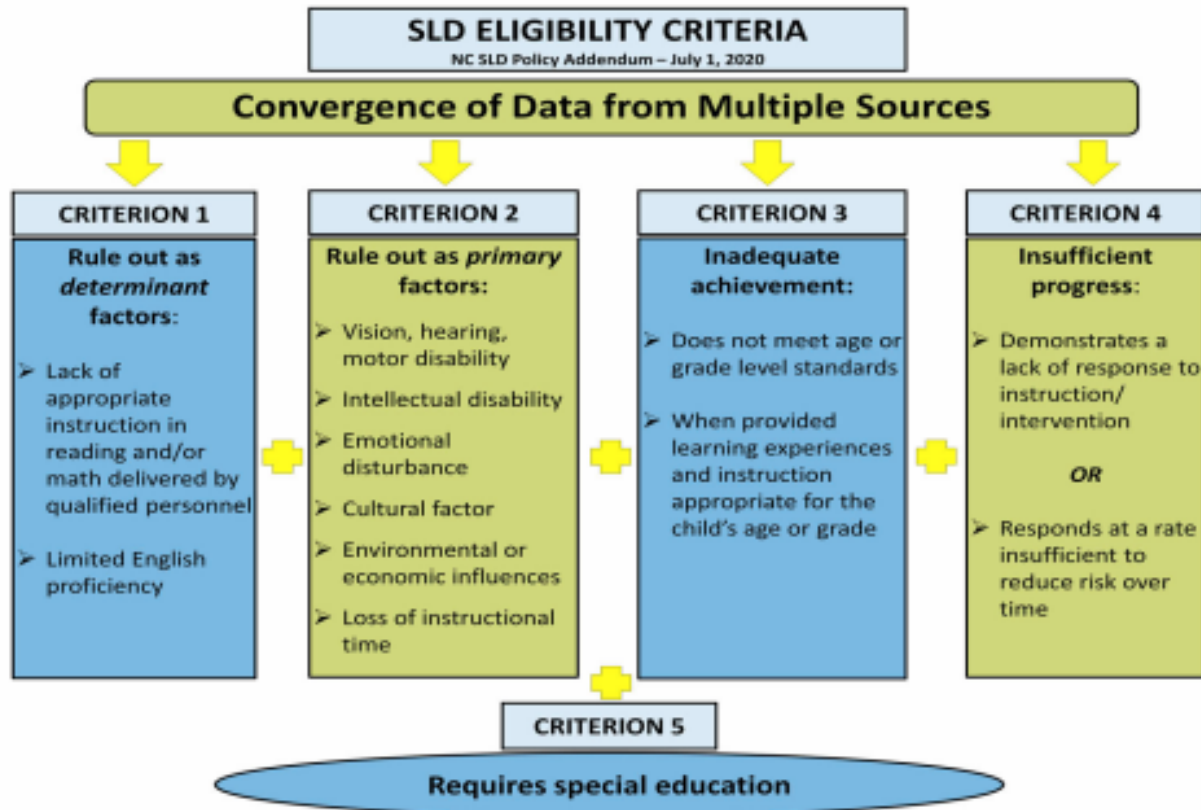
Utilize Response to Intervention Data

Apply exclusionary factors FIRST (How will the team rule out lack of instruction?)

Multiple sources of data for high stakes decision making

Document unusual procedures and situations--and consider how those may impact the data and the decision making

Consult with other professionals

Note. Source: North Carolina MTSS Implementation Guide from NASP:**The Pandemic's Impact on Special Education Evaluations and SLD Identification**

Considerations for Other Evaluations

- Evaluations that require observations and behavioral data (A, OHI, ED)
- Adjustment period
- Communication with parents/guardians
- Validity of respondents' data
- You have to do something!

Self care

What does self-care look like for you?

How can you incorporate it into every day?

Set boundaries!

Practicing your executive skills can be a form of self care.

       Organize, plan, seek additional training, prepare your elevator speeches

Put on your own oxygen mask before first…

Questions?

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Thank you!

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