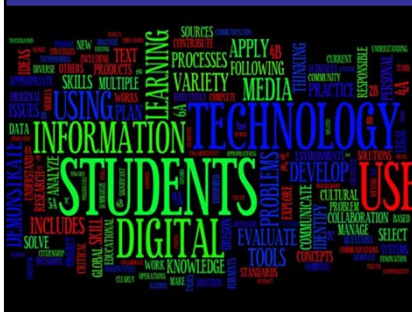


Standardized Assessment via Telepractice: Qualitative Review & Survey Data



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Disclosures

Financial:

- Tina Eichstadt and Nancy Castilleja are employed by Pearson Clinical Assessment.
- Melissa Jakubowitz is employed by PresenceLearning.
- Adrienne Wallace is employed by Pearson Connections Education.

Non-Financial:

- Tina Eichstadt, Nancy Castilleja, Melissa Jakubowitz, and Adrienne Wallace are members of SIG 18, Telepractice.

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Introduction

- Pilot study to determine implications in telepractice administration of standardized assessments
- Collaboration between Pearson Clinical Assessment, Pearson Connections Education, and PresenceLearning
- Conducted between September 2012 - March 2013

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Overview

- Study components
- Review of themes
- Review of videos
- Survey results
- Professional implications
- Discussion

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Pilot Study Components

- Qualitative description of 320 telepractice administrations of four tests:
 - Clinical Evaluation of Language Fundamentals (CELF-4)
 - Goldman-Fristoe Test of Articulation (GFTA-2)
 - Peabody Picture Vocabulary Test (PPVT-4)
 - Expressive Vocabulary Test (EVT-2)
- Video and descriptive themes review of 15 telepractice administrations
- Results of a survey of the participating SLPs

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Participant Demographics

- Referral source
 - Clinical referral population from participating companies
- Age Range
 - 5:0 to 11:11
- Gender
 - 33% female; 67% male
- Race/ethnicity (50% responding):
 - 62% White, 16% Hispanic, 13% Black, 3% Asian, 2% Other
- Geographic distribution
 - 50% CA; the remainder from FL, GA, ID, IN, MN, OK, OR, PA
- English Language Learners (75% responding)
 - 14 (4%)
- Free/reduced lunch status (33% responding)
 - 50% free/reduced lunch

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Standard Score Ranges

- CELF-4 (Core Language Score)
 - 38-130, mean=77
- GFTA-2
 - <40-113, mean=87
- PPVT-4
 - 20-144, mean=93
- EVT-2
 - 32-128, mean=93

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Influencing Factors/Review Themes

1. Telepractice Environment (audio/video)
 - Audio: use of boom mic, background noise
 - Video: use of webcam, clear images
2. Test/Test Materials
 - Digital stimulus book
3. Client Behaviors
 - Positioning, participation
4. Clinician Behaviors
 - Administration, pacing, clarity
5. Other

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The “Good” – Positive Examples

GFTA-2 example (actual administration)

- Environment
 - No background noise (audio)
 - Headset and boom mic for both (audio)
 - Full head shot of student and SLP (video)
- Test materials
 - Large stimulus book
- Client
 - Seated and still
- Clinician
 - Pacing and clarity of item presentation
 - Pointing to items in DSM
- Other
 - When sharing screen on MAC, use desktop.
 - When student clicks “full screen,” does not see double video.

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The "Bad" – Negative Examples

- Environment
 - Duplicate videos
- Test Materials
 - Extraneous toolbars on the digital stimulus book

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The "Ugly"

CELF-4 example administration

- Environment
 - Make sure audio/video working properly, adequate internet speeds & bandwidth
 - Seating, lighting, positioning
 - Background noise/distractions
- Client
 - Attention to task

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Participating SLP Survey

- N=86;
 - 37 responses were received (43%)
- The goals of the survey were to:
 - Obtain feedback on what works and what doesn't when administering different types of standardized assessments.
 - Evaluate the level of confidence SLPs had in the accuracy of the results of each administration.
 - Determine future research needs in the area of assessment in telepractice.

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Survey Results

- 87% of respondents rated their overall experience as "good" or "excellent."
- Each respondent rated each of the four tests across a variety of areas, including:
 - overall experience
 - level of satisfaction with the client's score(s)
 - satisfaction with the technical aspects of implementation
 - open comments
- Respondents were asked to provide "two tips" for colleagues for increasing their success in the use of standardized assessments via telepractice.

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Helpful Tips from SLPs

- Talk to the parent/caregiver ahead of time
 - Establish a quiet setting free from distractions
 - Use a headset with a boom mic
- Get yourself organized and prepared
 - Do a practice test first
 - Discontinue testing if any tech issues persist
- Think about student testing needs
 - Be clear on directions to students
 - Give the student breaks to play a game or have a discussion

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The Question of “Equivalency” Implications

- This pilot study was NOT an equivalency study—initial and basic information only
- Legal requirements/considerations
- Publisher recommendations/constraints
- Practical Considerations
 - Every test is different
 - Five themes/factors
- Ethics/best practice must lead decisions

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Discussion

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