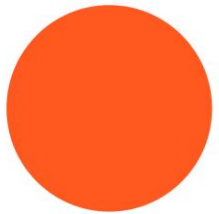# VIRTUAL PSYCHOLOGICAL ASSESSMENT – PART 2

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December 11, 2023

Tribal Health Connections

DEFINING PSYCHOLOGICAL ASSESSMENT: Confusing Terms

Screening

Intake

Clinical Interview

Evaluation

Testing

Neuropsychological

Diagnostic

Forensic

WHAT IS PSYCHOLOGICAL ASSESSMENT?

"A complex activity **integrating** knowledge, **clinical judgment**, reliable **collateral information**, and **psychometric constructs** with expertise in an area of professional practice or application. Psychological assessment is a **problem solving process** of identifying and using relevant information about individuals, groups, or institutions for the **purpose of decision-making and recommendations**. This includes sensitivity toward the inclusion of diverse and underserved populations."

(APA, 2020)

ASSESSMENT QUESTIONS

Why is my child struggling in school?

Why can't I make friends?

Does my mother have dementia?

My patient has a history of multiple diagnoses. What is driving the current behavior?

Dr. Phil (or Oprah, or TikTok) said . . .

TYPES OF ASSESSMENT MEASURES

COGNITIVE

ACHIEVEMENT

DIAGNOSTIC

EXECUTIVE FUNCTIONING

PERSONALITY

PROJECTIVE

ADAPTIVE FUNCTIONING

PROFESSIONAL COMPETENCE

CREDENTIALS (e.g., PhD)

TRAINING: Measurement

EXPERIENCE

SCOPE OF PRACTICE: Purpose

BUILDING COMPETENCY: Coursework, Continuing Education, Consultation, ECHO, Self-guided

TEST SELECTION

WHAT QUESTION(S) ARE YOU TRYING TO ANSWER?

WHAT IS THE PURPOSE OF THE REPORT?

MULTIPLE MEASUREMENTS/MULTIPLE SOURCES

STANDARIZATION SAMPLE

PSYCHOMETRIC PROPERTIES

ASSESSMENT BEFORE COVID

Qualified providers were limited, especially in rural areas

School systems had limited resources & backlogs

Waitlists for private assessment services were often long

Private assessment services can be expensive

ASSESSMENT DURING COVID . . . AND BEYOND

Assessment services were largely discontinued

Waitlists for assessment services are long (years)

Prioritizing increased need for mental health/crisis services

Virtual assessment could help fill an immediate need

WHY VIRTUAL ASSESSMENT?

People are waiting for assessment services . . .

Lack of qualified providers

Pre-existing waitlists plus covid backlog

Bring needed services to underserved areas

Support local providers

WHY VIRTUAL ASSESSMENT?

IS VIRTUAL ASSESSMENT RIGHT FOR THE PROVIDER?

Professional ethics

National, tribal, state regulations

Billing requirements

Professional competence

Fidelity & equivalence of norms

Document why decisions were made, if deviations occurred, etc.

IS VIRTUAL ASSESSMENT RIGHT FOR THE PATIENT?

Is in-person assessment accessible and appropriate?

What are the repercussions of delaying assessment?

Can the assessment question be answered with available virtual measurements?

Patient characteristics (e.g., attention management, familiarity with technology)

Virtual testing environment

EXAMPLE REFERRAL QUESTION
"Why is my child struggling in school?"
Autism Spectrum Disorder & ADHD & LD

PURPOSE
DIAGNOSTIC, DEVELOPMENTAL, EDUCATIONAL

MULTIPLE MEASUREMENTS/MULTIPLE SOURCES
CLINICAL INTERVIEW: Parents, Teachers, Youth
SOCIAL EMOTIONAL: Questionnaires e.g. BASC
COGNITIVE FUNCTIONING: e.g. WISC-V
ACADEMIC FUNCTIONING: e.g. KTEA
REVIEW OF RECORDS: School, Medical, Psychological, Legal . . .
OBSERVATION: e.g. ADOS

CLINICAL INTERVIEWS

EASILY ADAPTED TO VIRTUAL PRACTICE

STRUCTURED OR UNSTRUCTURED

Unstructured: Clinician lead, history, timeline, diagnostic

Structured: E.g. Autism Caregiver Interview (ADI-R)

EXAMPLE REFERRAL: ASD/ADHD/LD
CLINICAL INTERVIEW

MEASURES	FORMAT	WHO'S INVOLVED	MATERIALS NEEDED
UNSTRUCTURED CLINICAL INTERVIEW	VIRTUAL: PT CAN BE OFFSITE	CAREGIVER, TEACHER, CHILD . . .	NONE
AUTISM CAREGIVER INTERVIEW (ADI-R)	VIRTUAL: PT CAN BE OFFISITE	CAREGIVER	PROVIDER: PAPER ADI-R PROTOCOL & MANUALS

SOCIO EMOTIONAL: Screeners & Questionnaires

Paper screens & questionnaires

Virtual options

USING PAPER QUESTIONNAIRES IN VIRTUAL ASSESSMENTS

Patient sent or picks up physical questionnaires and returns to the provider

Provider reads screening questions to the patient and records the responses

Patient completes in office and returns to BH staff

VIRTUAL MEASURES:

Synchronous vs Asynchronous

EXAMPLE: BASC-3
> Rating scales, assesses child and adolescent behaviors & emotions
> Parent, Teacher, Self-Report

Available through Pearson Q-Global
> Can be shared via screen share
> Can be emailed to parent to complete and return

VIRTUAL MEASURES INTEGRATED INTO ELECTRONIC MEDICAL RECORD

MEASURES EMBEDDED WITHIN THE ELECTRONIC MEDICAL RECORD

QUESTIONS READ TO PATIENT DURING VIRTUAL SESSION, AUTO SCORED, ADDED DIRECTLY TO MEDICAL RECORD

Patient Health Questionnaire - PHQ-2

How often have you been bothered by the below symptoms over the last two weeks?

1. Little Interest Or Pleasure In Doing Things (ref)
- Not at all
- Several days
- More than half the days
- Nearly every day

2. Feeling Down, Depressed, Or Hopeless
- Not at all
- Several days
- More than half the days
- Nearly every day

Patient Health Questionnaire 2 item total score

For a score of 3 or greater, complete the remaining questions. The questions above are the first step of the PHQ-9, for a score of less than 3, no additional evaluation is needed at this time.

Patient Health Questionnaire - PHQ-9

3. Trouble Falling Or Staying Asleep, Or Sleeping Too Much
- Not at all
- Several days
- More than half the days
- Nearly every day

4. Feeling Tired Or Having Little Energy
- Not at all
- Several days
- More than half the days
- Nearly every day

5. Poor Appetite Or Overeating
- Not at all
- Several days
- More than half the days
- Nearly every day

6. Feeling Bad About Yourself — Or That You Are A Failure Or Have Let Yourself Or Your Family Down
- Not at all
- Several days
- More than half the days
- Nearly every day

7. Trouble Concentrating On Things, Such As Reading The Newspaper Or Watching Television
- Not at all
- Several days
- More than half the days
- Nearly every day

8. Moving Or Speaking So Slowly That Other People Could Have Noticed? Or The Opposite - Being So Fidgety Or Restless That You Have Been Moving Around A Lot More Than Usual
- Not at all
- Several days
- More than half the days
- Nearly every day

9. Thoughts That You Would Be Better Off Dead Or Of Hurting Yourself In Some Way

If you identified any problems, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?

VIRTUAL MEASURES INTEGRATED INTO ELECTRONIC MEDICAL RECORD

PROGRAMS THAT INTEGRATE WITH EHR

EXAMPLE: CHADIS

Web-based System

Developmental, physical, mental health questionnaires

> 600 questionnaires available

Patient completes on-line, scored on-line

Can be integrated into patient medical record

Mental Health - Educator/Teacher Administered

- Adaptive Behavior Assessment System Third Edition Teacher Form (Ages 2-5) (ABAS-3)*
- Adaptive Behavior Assessment System Third Edition Teacher Form (Ages 5-21) (ABAS-3)*
- ADHD Rating Scale-IV - Preschool Version (Teacher version)
- Al's Pals Attendance
- Al's Pals Student Roster
- CADDRA Teacher Assessment Form
- Caregiver-Teacher Report Form for Ages 1 1/2 - 5 (for use in daycare settings) (CTRF 1 1/2 - 5)*
- Conners 3™ - ADHD Index Teacher (Conners 3™ - AI-Teacher)*
- Conners 3™ - Teacher*
- Conners 3™ - Teacher Short*
- Conners 3™ - Global Index Teacher (Conners 3™ - GI-Teacher)*
- Medication Side Effects (Teacher)
- School Intervention Questionnaire
- School Intervention Questionnaire, Mississippi Edition
- Social Responsiveness Scale™, Second Edition - School Age, Teacher Respondent (SRS-2)*
- Strengths and Difficulties Questionnaire (SDQ) Teacher Version (2-4; 4-10; 11-17)*
- Teacher Caregiver Therapist Form
- Teacher's Report Form for Ages 6-18 (TRF 6-18)*
- Teacher Report of School Functioning

Mental Health - Family/Environment

- Alabama Parenting Questionnaire - Short Form APQ-9
- Alcohol Use Disorders Identification Test—Consumption (AUDIT-C)
- Conflict Tactics Scale - Parent-Child, Short Form
- Demographics-Long (Research Only) Available in English
- Demographics-Short
- Family Demographics
- Family Questions

EXAMPLE REFERRAL: ASD/ADHD/LD
SOCIO EMOTIONAL

MEASURES	FORMAT	WHO'S INVOLVED	MATERIALS NEEDED
BASC	VIRTUAL: Q-GLOBAL	CAREGIVER, TEACHER, CHILD SELF-REPORT	Q-GLOBAL, EMAILED TO PT

COGNITIVE AND ACADEMIC FUNCTIONING

AVAILABLE THROUGH PEARSON Q-GLOBAL

COGNITIVE
WPPSI
WISC-V
WAIS

ACADEMIC
WIAT
KTEA

Assessments A-Z

- 16PF
- BAI
- BASC-3
- BASC-3 BESS
- BASC-3 PRQ
- Bayley-4
- BBHI-2
- BDI-2
- BHI 2
- BHS
- BMAT
- BOT-2
- Bridge of Vocabulary 2
- Brown EF/A Scales
- BSI
- BSI-18
- BSS
- BYI-2
- CAInv-Enh
- CAInv-Voc
- CELF-5
- CELF-5 Metalinguistics
- CISS
- Conners 4
- CVLT-3

- DAS-II
- D-REF
- DIAL-4
- ESI-3
- EVT-2
- EVT-3
- GFTA-3
- GFTA-3 with KLPA-3
- GFTA 3 Spanish
- KABC-II NU
- KBIT-2 Revised
- KTEA 3 Brief Form
- KTEA-3
- M-PACI
- MACI
- MACI-II
- MAPI
- MBMD
- MCCI
- MCMI-III
- MCMI-IV
- MIPS Revised
- MMPI-2-RF
- MMPI-A-RF
- MMPI-2
- MMPI-3

- MMPI-A
- P-3
- PEDI-CAT
- PPVT-4
- PPVT-5
- QOLI
- Quickview
- Raven's 2
- SCL-90-R
- Sensory Profile 2
- Shaywitz DyslexiaScreen
- SSIS SEL
- TOPF
- Vineland-3
- VIP
- WAIS–IV
- WIAT-4
- WIAT–III
- WISC–V
- WISC–V Spanish
- WISC-V Integrated
- WMS-IV
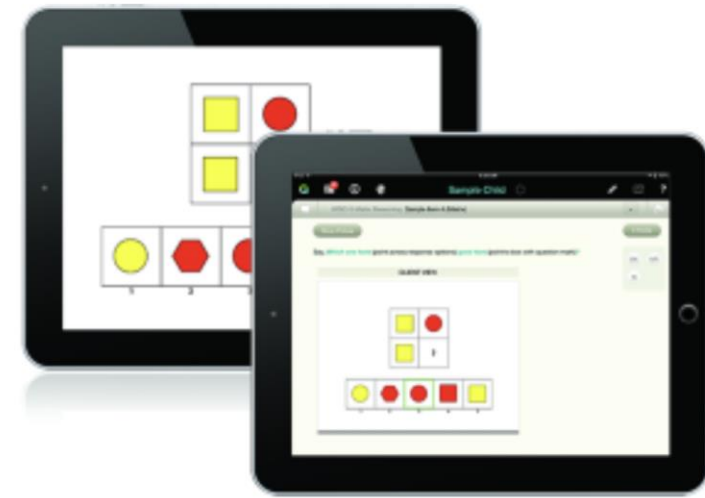- WPPSI - IV
- WRAT5
- WRMT-III

HYBRID VIRTUAL AND IN-PERSON ADMINISTRATION

SOME COMPONENTS ADMINISTERED VIRTUALLY

SOME COMPONENTS REQUIRE IN-PERSON ADMINISTRATION

EXAMPLE: WISC-V

Weschler Intelligence Scale for Children, fifth edition

PEARSON: TELE-PRACTICE & THE WISC-V

Q-global: Pearson's online testing & scoring platform

Screensharing

Norms developed with in-person administration

PEARSON: TELE-PRACTICE & THE WISC-V

Professional Facilitator
  Professional shortage (e.g. ≤ 2 professionals in 50 mile radius)
  Present manipulative objects; Adjust audiovisual equipment

Examinee
  Trained to do administrative tasks
  Initial virtual meeting prior to testing to learn role

Non Professional Facilitator
  Parent, Spouse, Caregiver

No Facilitator
  Cannot administer Block Design subtest
  Impacts composite scores

PEARSON: TELE-PRACTICE & THE WISC-V

ENVIRONMENT & EQUIPMENT

Computers: audio/video, internet connectivity

Webcam, Microphone, Speakers, Headset/Headphones

Visual stimuli on screen at least 9.7" (similar to iPad)

Minimize audio visual distractions

Lighting

Alternative peripheral camera or mirror behind patient

PEARSON: TELE-PRACTICE & THE WISC-V

ASSESSMENT MATERIAL & PROCEDURES

Test security: no screen capture, photos, or video

Document any disruptions

Mailing paper test booklets, open on camera

Scoring in real time

PEARSON: TELE-PRACTICE & THE WISC-V

DOCUMENTATION

Describe tele-practice methods used

Detail clinical decisions

Was patient's best performance measured?

PEARSON: TELE-PRACTICE & THE WISC-V

"The WISC-V was administered via remote telepractice using digital stimulus materials on Pearson's Q-global system, and a facilitator monitored the administration on-site using a printed response booklet during the live video connection using the Zoom platform. The remote testing environment appeared free of distractions, adequate rapport was established with the examinee via video/audio, and the examinee appeared appropriately engaged in the task throughout the session. No significant technological problems or distractions were noted during administration. Modifications to the standardization procedure included: [list]. The WISC-V subtests, or similar tasks, have received initial validation in several samples for remote telepractice and digital format administration, and the results are considered a valid description of the examinee's skills and abilities."

EXAMPLE REFERRAL: ASD/ADHD/LD
COGNITIVE & ACADEMIC FUNCTIONING

MEASURES	FORMAT	WHO'S INVOLVED	MATERIALS NEEDED
WISC-V	HYBRID: PT ONSITE	CHILD	Q-GLOBAL: SCORING/REPORTS DIGITAL: ADMIN/SCORING MANUAL; TECH/INTERPRETATION MANUAL; STIMULUS BOOKLETS PHYSICAL: RECORD FORMS, REPONSE BOOKLETS, SCORING TEMPLATES, BLOCKS
KTEA-3	HYBRID: PT ONSITE	CHILD	Q-GLOBAL: DIGITAL: ADMIN MANUAL; SCORING MANUAL; INTERPRETATION MANUAL; STIMULUS BOOKS; FORMS A/B BOOK PHYSICAL: RECORD FORMS, RESPONSE BOOKLETS

EXAMPLE REFERRAL: ASD/ADHD/LD
OBSERVATION

OBSERVATION MAY NEED TO BE CONDUCTED IN-PERSON/ONSITE

EXAMPLE: AUTISM

DIAGNOSTIC OBSERVATION

SCHEDULE (ADOS-2)

EXAMPLE REFERRAL: ASD/ADHD/LD
OBSERVATION

MEASURES	FORMAT	WHO'S INVOLVED	MATERIALS NEEDED
ADOS	IN PERSON ONSITE	CHILD, PROVIDER	ADOS KIT; MANUALS; RECORD BOOKS

QUESTION

"Why is my child struggling in school?"

Autism Spectrum Disorder & ADHD & LD

PURPOSE

DIAGNOSTIC, DEVELOPMENTAL, EDUCATIONAL

MULTIPLE MEASUREMENTS/MULTIPLE SOURCES

CLINICAL INTERVIEW: Parents, Teachers, Youth

SOCIAL EMOTIONAL: Questionnaires e.g. BASC

COGNITIVE FUNCTIONING: e.g. WISC-V

ACADEMIC FUNCTIONING: e.g. KTEA

REVIEW OF RECORDS: School, Medical, Psychological, Legal . . .

OBSERVATION: Classroom, ADOS

EXAMPLE ASSESSMENT TIMELINE

TIMELINE	PATIENT LOCATION	ASSESSMENTS	ADDITIONAL
SESSION 1: "INTAKE"	OFF SITE	CLINICAL INTERVIEW;	POST SESSION: BASC EMAILED TO CAREGIVER & TEACHER
SESSION 2: INTERVIEW	OFF SITE	ADI-R	
SESSION 2: COGNITIVE	ON SITE	WISC	ON SITE FACILITATOR
SESSION 3: ACADEMIC	ON SITE	KTEA	ON SITE FACILITATOR
SESSION 4: OBSERVATION	ON SITE WITH PROVIDER	ADOS	
SESSION 5: FEEDBACK	OFF SITE	NA	
*ADDITIONAL TIME (3-4 HOURS) FOR RECORD REVIEW; SCORING/INTERPRETING/REPORT WRITING			

ADDITIONAL CONSIDERATIONS

Provisional diagnoses

"Psychologists are encouraged to judiciously test the limits of standardized administration when doing so is necessary to answer referral questions, determine meaningful treatment implications, and/or clarify conditions under which functioning varies" (APA, 2020)

REFERENCES

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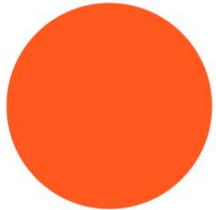
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THANK YOU

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