Online Assessment Tools
Every Practitioner Needs for Telepractice

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Get valuable support from a professional you can trust

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- Nationally certified school psychologist
- Almost 20 years of experience as a school psychologist
- Past president of the Texas Association of School Psychologists
- Current Texas delegate to the National Association of School Psychologists
1. Participants will gain an understanding of how the WPS Online Evaluation System (OES) can aid practitioners in their work with school-age children, including both monolingual and bilingual children.

2. Participants will learn how to increase efficiency in completing evaluations.

3. Participants will become more familiar with digital administration.
Administration and Scoring

- Online or paper
- Online allows email links to be sent to the rater
- Free and unlimited printable response sheets available
- Previous software users can use the OES in the same way by utilizing the free downloadable response sheets and scoring online
All scoring options make use of the ABAS-3 Intervention Planner

A companion resource that links specific interventions to the deficits assessed in the ABAS-3 items.
## Sample Intervention Items

<table>
<thead>
<tr>
<th>ABAS-3 item number</th>
<th>ABAS-3 Item</th>
<th>Intervention Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Says the names of other people (for example, “Mama,” “Daddy,” or names of friends).</td>
<td>Point to and/or show the child pictures of family members, friends, teachers, daycare providers, or other people he/she knows. Say their names and ask him/her to repeat their names after you. Encourage him/her to use the names of these people when he/she sees them (for example, “Hi, Daddy” or “There’s Suzy”).</td>
</tr>
<tr>
<td>2</td>
<td>Shakes head or says “Yes” or “No” in response to a simple question (for example, “Do you want something to drink?”).</td>
<td>When someone asks you a question while the child is near, or if he/she asks you a question, if appropriate, respond by nodding or shaking your head while saying “Yes, I do” or “No, I don’t.” Overemphasize your words and actions to make them more noticeable. Encourage the child to let you know his/her wants or needs by nodding or saying “yes” or shaking his/her head or saying “no” when responding to questions.</td>
</tr>
<tr>
<td>3</td>
<td>Says “Hello” and “Good-bye” to others.</td>
<td>Say “hello” or “hi” when someone enters the room or when you see people when you are out (for example, at the playground or on the bus). Say “good-bye” when you or they leave. Encourage the child to do the same, prompting or cueing him/her by saying, for example, “Now you tell Mama good-bye.”</td>
</tr>
<tr>
<td>4</td>
<td>Names 20 or more familiar objects.</td>
<td>While you and the child are doing a routine activity such as washing hands, provide an opportunity to describe what he/she is doing, emphasizing the words that are related to the objects.</td>
</tr>
</tbody>
</table>
Five Rating Forms

English and Spanish
<table>
<thead>
<tr>
<th>Rating Form</th>
<th>Ages</th>
<th>Setting</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Primary Caregiver</td>
<td>0–5</td>
<td>Home and community</td>
<td>Parents or others responsible for the child’s primary care</td>
</tr>
<tr>
<td>Teacher/Daycare Provider</td>
<td>2–5</td>
<td>School or daycare</td>
<td>Teachers, teachers’ aides, preschool instructors, daycare or other childcare providers</td>
</tr>
<tr>
<td>Parent</td>
<td>5–21</td>
<td>Home and community</td>
<td>Parents or others responsible for the child’s primary care</td>
</tr>
<tr>
<td>Teacher</td>
<td>5–21</td>
<td>School</td>
<td>Teachers, teachers’ aides, or other school professionals</td>
</tr>
<tr>
<td>Adult</td>
<td>16–89</td>
<td>Home and community</td>
<td>Family members, professional caregivers, supervisors, or the individual</td>
</tr>
</tbody>
</table>
Developmental Profile 4 (DP-4)
A well-established measure of development and functioning for individuals from birth through age 21 years, 11 months

When assessing younger children for developmental delay, it addresses the five areas outlined in IDEA

Assess older individuals who are struggling with meeting developmental milestones
What’s New

- Retains core elements while adding:
  - Updated nationally representative sample
  - Includes clinical cases and Spanish-language forms
  - Broader age range (Birth to 21 years, 11 months)
  - Two new forms: Teacher Checklist and Clinician Rating
  - Updated items reflecting changes in society and technology
  - Items that are gender neutral, culturally sensitive, and inclusive of children who are deaf or hard of hearing
The DP-4 is a valuable instrument for any setting in which an efficient measure of areas of functional development is needed.

- Compare how the individual is functioning relative to their peers.
- Measure progress by comparing growth scores from repeated administrations.
- Compare assessment results from multiple respondents.
- Use the results to identify skill deficits and possible interventions.
Key Features

- Multiple administration methods across multiple settings (parent/caregiver, teacher, and clinician)
- Four forms with separate norms
- Standard scores and growth scores
- Helps plan intervention with item-by-item suggested intervention activities
Components

- Print and digital materials on the WPS Online Evaluation System (OES)
- Manual
- Four forms are all written at 5th grade reading level (all with Spanish versions except Clinician Rating)
  - Parent/Caregiver Interview
  - Parent/Caregiver Checklist
  - Teacher Checklist
  - Clinician Rating form
Scales

- Comprehensive assessment that quickly identifies developmental strengths and weaknesses in five key areas:
  - Physical
  - Adaptive behavior
  - Social–emotional
  - Cognitive
  - Communication

- Scales can be administered individually

- General Development Score (GDS) is a comprehensive measure of development across all five scales, and it is available when all five scales are administered
Parent/Caregiver Interview takes about 20–40 minutes to complete with Start/Stop rules

Clinician Rating takes about 15–20 minutes to complete

Teacher Checklist takes about 15–20 minutes to complete

Parent/Caregiver Checklist takes about 15–20 minutes to complete
Administration and Scoring (cont.)

- Online administration and scoring offers the following reports:
  - Score report
  - Rater report
  - Rater comparison report
  - Progress monitoring report
  - Intervention tips
Item-level analysis serves as the basis of intervention to help the individual master developmental milestones.

The WPS Online Evaluation System (OES) will automatically generate a report with suggested intervention activities based on the results of each rating.

The manual also offers intervention activities in Appendix G for practitioners who are using the hand-score option.
Progress Monitoring

- DP-4 can be readministered after an intervention has been in place or time has passed
- Use of growth scores will help determine if progress has been made
- If an individual has turned a year older, it is important to use the older age to determine if significant growth has been made
- If there is a significant change in growth scores, it is important to determine the practical difference of those scores by reviewing the items on both administrations to compare changes in responses
CAPs Overview

- Individually administered performance test for individuals 7 to 18 years
- Measures comprehensive pragmatic language skills using a video-based format
- The CAPs measures judgment (comprehension) and performance (expression) of pragmatic language and yields scores across six areas of pragmatic skills
Report Writing Template

CAPs Index Standard Scores:

Additionally, the CAPs provides several index scores as computed by various combinations of the subtest scores. Standard scores have a mean of 100 and a standard deviation of 15. Standard scores enable comparison of an individual’s performance to that of typically developing individuals of the same age. The index scores represent the specific domains incorporated into the CAPs and provide useful information about the examinee’s pragmatic proficiency across the following areas:

The Core Pragmatic Language Composite is comprised of all six CAPs subtests and is the most accurate measure of an examinee’s pragmatic competence across both testing formats: Pragmatic Judgment (receptive) and Pragmatic Performance (expressive). When making clinical decisions and determinations, the Core Pragmatic Language Composite score should be used as an estimate of the examinee’s current pragmatic language ability. Scores in the average or higher range indicate a mastery of pragmatic language skills in social interactions across various types of communicative intent, social context cues, and paralinguistic signals. Lower scores suggest that the examinee does not demonstrate appropriate and meaningful social exchanges. This may be the result of poor pragmatic language understanding and expression, or due to other variables, such as cognitive ability or environmental, linguistic, or cultural factors. Low scores may also be indicative of disorders such as autism spectrum disorder or social (pragmatic) communication disorder, where social communication deficits are persistent across multiple contexts.

The Pragmatic Judgment Index is comprised of the Instrumental Performance Appraisal, Social Context Appraisal, and Paralinguistic Decoding subtests. This index denotes the examinee’s ability to correctly detect, comprehend, and interpret contextualized social cues (i.e., interpret others’ intent and infer what others are thinking [perspective taking]). It also represents the examinee’s comprehension of indirectly implied requests and/or statements and ability to draw appropriate inferences and judgments about social context when situational cues vary, such as conversational adaptation. This index reflects awareness of basic social routines and the ability to judge their appropriateness. High scores indicate an awareness of the dynamic nature of social situations and the ability to adapt easily to an interlocutor’s change in topics, transitions, and use of ambiguous language. Low scores in this area reflect rigidity in the examinee’s understanding of the fluidity of social situations and difficulty when

<table>
<thead>
<tr>
<th>CAPs Subtests and Indexes</th>
<th>Raw score</th>
<th>%ile rank</th>
<th>Scaled score</th>
<th>Standard score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Performance Appraisal (Awareness of Basic Social Routines)</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Social Context Appraisal (Reading Context Cues)</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Paralinguistic Decoding (Reading Nonverbal Cues)</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Instrumental Performance (Using Social Routine Language)</td>
<td>6</td>
<td>16</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Affective Expression (Expressing Emotions)</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Paralinguistic Signals (Using Nonverbal Cues)</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**CORE PRAGMATIC LANGUAGE COMPOSITE**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pragmatic Judgment Index</td>
<td>77</td>
</tr>
<tr>
<td>Pragmatic Performance Index</td>
<td>74</td>
</tr>
<tr>
<td>Paralinguistic Index</td>
<td>74</td>
</tr>
</tbody>
</table>

Below is the narrative report based on the above scores, including examples of how the additional qualitative tasks can be used to interpret the quantitative results:

To assess Child’s communication skills in the realm of pragmatics, both standardized and nonstandardized measures were used. Standardized measures used include the Clinical Assessment of Pragmatics (CAPs). Additionally, a language sample was acquired to further examine communication style, reciprocity, and eye gaze via nonstandardized means.

The CAPs is a norm-referenced video-based pragmatic language battery for children and young adults ages 7 through 18 years old. It is composed of six subtests that fall under two domains: Pragmatic Judgment and Pragmatic Performance.

The examinee’s Pragmatic Judgment and Pragmatic Performance are assessed via the use of six well-defined language constructs. The Pragmatic Judgment tasks include the following: 1) Instrumental Performance Appraisal, 2) Social Context Appraisal, and 3) Paralinguistic Decoding. The Pragmatic Performance tasks include: 1) Instrumental Performance, 2) Affective Expression, and 3) Paralinguistic...
Six Constructs

- Pragmatic Judgment
  - Instrumental Intent
  - Instrumental Performance Appraisal
  - Social Context Appraisal
  - Paralinguistic Decoding
- Pragmatic Performance
  - Affective Intent
  - Affective Expression
  - Paralinguistic Signals
  - Paralinguistic Cohesion
Example of Videos
Ability to understand intent of others

Infer what others are thinking

Includes interpreting irony, sarcasm, idioms, humor

Ability to understand social context

Settings

Changes in settings

Disruption in routines

Flexibility in disruption of routines
Digital Easels Now Available For:
Easel 1

**Administration Guide**
For use with Digital Stimulus Images. Contains all content on the examiner's side of the print Test Easel.

**Digital Stimulus Images**
Contains all content on the examinee's side of the print Test Easel.

**Offline PDF**
Links to the offline version of these products were emailed to you when you activated this product. Click the button below to receive the email again. More Info

Resend Email
Arizona-4 Overview

- **Benefit:** Standardized measure of word- and sentence-level articulation and phonology skills
- **Format:** Designed so that either Word Articulation or Sentence Articulation or both may be administered. The Phonology component is coded based on the examinee’s speech production during Word Articulation.
- **Ages:** 18 months to 21 years
- **Administration time:** 5 to 20 minutes each
- **Scores:** Standard scores, speech intelligibility interpretation values, test-age equivalents, and more
Each target sound is weighted by its frequency of occurrence in American speech.

It’s based on the intelligibility model of speech communication, in which the more frequently a misarticulated sound is heard, the more difficult it will be to understand the speaker.

Sound values weight each sound based on how often the sound is likely to be heard in everyday speech, and the result is a number that has a direct and useful interpretation in terms of how intelligible that person’s speech is likely to be to others.

These sound values are unique to the Arizona—no other test of articulation works in this way.
Benefits of Online Use

- When using the OES, you input responses to get the item weightings automatically calculated and converted to standard scores
- FREE online scoring and reporting
5 Supplemental Assessment Tasks

1. Language Prompts
2. Imitation Contexts Task
3. Supplemental Sentences
4. Picture Description
5. Story Retell
Digital Administration Guide
Digital Stimulus Images
Testimonials

“No more losing money on lost protocols. Amazing!”
Joe from New York

“I find the electronic administration component on the WPS website SO much more user friendly and helpful than others.”
Maureen from Austin

“I appreciate how much time I save, and for the ease of the OES.”
Jennifer from Portland

“Thank you, WPS, for your great resources and for helping me move into the world of digital assessments.”
Val from SLC

“It was much easier than I thought it would be.”
Sara from Los Angeles
WPS Telepractice 101
https://pages.wpspublish.com/telepractice-101

Table of Contents:
- Telepractice Overview
- Recorded Webinars
- Already Familiar with Telepractice?
- COVID-19 Resources
- FAQs
- More Resources

Assessment Telepractice Overview
The well-being of you and your clients and students remains at the forefront of our concern during this world health crisis. Our hope is that this time with our families becomes an opportunity to build stronger relationships, both at home and with others remotely. A practitioner conducting remote evaluations for the first time needs support.

You are invited to read the WPS:
- Remote Assessment Guidelines
- Statement on Tele-assessment
- Assessment Validity Considerations during COVID-19

News and Product Updates
New WPS Digital Easels now available for:
- CASL-2
- OWLS-II
- PPA Scale
- OPUS
Resources

WPS Online Evaluation System: platform.wpspublish.com

WPS Video Resources: https://www.wpspublish.com/webinars

WPS Content Hub: https://www.wpspublish.com/content-hub

Telepractice Page: https://pages.wpspublish.com/telepractice-101

WPS YouTube Channel:
- How to Use Digital Easels
- Overview of New DP-4
- What You Need to Know About the Arizona-4 Assessment
Has the pandemic changed the way you are able to administer assessments? Want to learn about the easiest online assessment platform and how it works? Whether you are deciding if you should transition your organization or practice from paper administration to online, you want to begin using the WPS Online Evaluation System more regularly, or you want to learn more about its advanced features, there is something in this webinar for you.

Webinar Date: Feb. 18, 2021
Webinar Time: 3 PM PST
Questions for me?
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