

## STATEMENT ON TELE-ASSESSMENT

Our role as a test publisher is to support practitioners while also balancing the need to ensure the integrity and security of our tests. It is important for practitioners considering tele-assessment services to review the characteristics of the test used in these services, the service delivery method, and the provisions for test security and integrity to ensure compliance with legal and ethical standards. Practitioners should also continue to consider the qualifications needed for each test and follow the guidelines given in the test manual, including standardized administration procedures, scoring and interpretation, as well as upholding the copyright standards.

Tele-assessment might be an option to consider when the practitioner can support that the integrity of the test administration is preserved within this adapted format. All of our current individually-administered assessments (“performance tests”) were standardized using in-person administration. For these tests tele-assessment methods would be considered an ***adaptation of the standardized administration and should be taken into consideration when reporting and interpreting the results of a remote administration.***

WPS also provides many digital assessments that are available using our Online Evaluation System (OES). Products currently available can be found here: <https://platform.wpspublish.com/account/login> and include:

- i. Adaptive Behavior Assessment System, Third Edition ([ABAS-3](#))
- ii. Social Responsiveness Scale, Second Edition ([SRS-2](#))
- iii. [Sensory Processing Measure suite of products](#)
- iv. Developmental Profile 3 ([DP-3](#)) and Developmental Profile 4 (DP-4)
- v. School Motivation and Learning Strategies Inventory™ ([SMALSI™](#))
- vi. School Motivation and Learning Strategies Inventory-College ([SMALSI College](#))
- vii. Arizona Articulation and Phonology Scale, Fourth Revision ([Arizona-4](#))
- viii. Social Communication Questionnaire ([SCQ](#))
- ix. Developmental Behavior Checklist, Second Edition ([DBC2](#))
- x. Revised Children's Manifest Anxiety Scale™, Second Edition ([RCMAS™-2](#))
- xi. Piers-Harris Self-Concept Scale, Third Edition ([Piers-Harris™ 3](#))
- xii. Risk Inventory and Strengths Evaluation ([RISE™](#))

We are also working diligently to find tele-assessment solutions for some of our published performance tests and will issue follow-up statements if and when we find a solution for these measures.

Additionally, please review your local laws and regulations, including any changes resulting from a current state of emergency, regarding this type of assessment. Practitioners should also review relevant national or state guidelines for basic standards of practice and information. Here are important links to some of the larger professional organizations:

American Association for Marriage and Family Therapy  
<https://www.aamft.org/Events/Coronavirus-Telehealth-Update.aspx>

American Occupational Therapy Association (AOTA):  
<https://www.aota.org/Practice/Manage/telehealth.aspx>  
<https://www.aota.org/coronavirus>

American Psychological Association (APA):  
<https://www.apa.org/practice/guidelines/telepsychology>  
<https://www.apaservices.org/practice/news/covid19-psychology-services-protection>

American Speech-Language-Hearing Association (ASHA):  
<https://www.asha.org/Practice-Portal/Professional-Issues/Telepractice/>  
<https://www.asha.org/About/Coronavirus-Updates/>

National Association of School Psychologists (NASP):  
<https://www.nasponline.org/x39099.xml>  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources>

National Association of Social Workers  
<https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus>