RIAS-2 Remote Administration Webinar
Questions & Answers

Presented by Terri Sisson, EdS

The following are some of the frequently asked questions (and answers) that followed the presentation.

Q: Is the RIAS-2 Remote Record Form a physical record form or is it part of computer presentation? Are the items scored as the student chooses the answer?

A: The items are not scored digitally, and a paper protocol must be used. The Remote Record Form looks similar to the traditional record form, but the Speeded Processing subtests were removed and the Nonverbal stimuli were changed to reflect the orientation and to reduce examiner error.

Q: Does it work with iPads? Does it work with other tablets?

A: The in-person administration works on any tablet that can download Adobe Digital Editions. The Remote administration works on any device that uses a videoconferencing platform that can support a drawing tool and is HIPAA compliant. It works well with an iPad, as long as the videoconferencing platform has a drawing tool.

Q: You list Chromebook as an option for the examinee to use; however, Chromebooks do not allow annotating.

A: Since we recorded the webinar, we have discovered that it has been a challenge to administer the RIAS-2 Remote when using Zoom on a Chromebook since the "annotate" feature on Zoom does not work on Chromebooks without an outside solution. Platforms other than Zoom may work on a Chromebook. We are currently investigating whether other platforms will work correctly.

Q: Can we see from the student view? Would like to see what the drawing tool looks like for them to pick from. Does it automatically erase between pictures?

A: We did not record the student's view in this case since each videoconferencing platform may look different from the one used during the webinar (Zoom). It is highly recommended that you practice with a colleague so that you can see both sides (examiner and student) with your specific videoconferencing platform. In most cases, you must choose to erase the marks before moving to the next item.

Q: What platform was used in the equivalency study?

A: The Presence Learning platform was used for the equivalency study.

Q: Have you ever experienced technical interruptions that invalidated standardization?

A: Unfortunately, with any type of remote assessment, technology may interrupt or even invalidate the assessment. You should always report when this happens, and it is important to use your professional judgment in reporting the scores.

Q: What are some videoconferencing platforms with drawing tools?

A: Right now, we know that the following videoconferencing platforms work with the RIAS-2 Remote: Zoom, Web-Ex, GoToMeeting, Adobe, and Microsoft Teams. It is recommended that you check with the videoconferencing platform of your choice to determine if there is a drawing tool and that it is HIPAA compliant. It is also important to remember that videoconferencing platforms change frequently, and more platforms may be compatible in the future.

Q: Will this recording be shared?

A: A recording of this webinar is available on the [PAR Training Portal](#) at partrainingportal.com. Once logged in, go to the section "Find a Training Course" and click Intelligence/Cognitive. Scroll down and click on "Recorded Webinar: Using the RIAS-2 for Remote Assessment." You can also find supplemental materials, such as the handouts and Administration Guidelines.

If you have never been on our training portal before, you may be prompted to call customer service to register (800.331.8378). This is to ensure that only people who are qualified to give our assessments can access the Training Portal, since some of the information is copyrighted and/or gives samples of questions in our assessments. Our Customer Support lines are always answered by live people, so this will only take a couple of minutes.

Q: What is the size of a full tablet vs. mini-tablet?

A: Devices should be at least 11"; anything smaller is considered to be "mini."

Q: Can parents assist students in accessing the annotate button? Seems like it may be difficult for younger students or those with cognitive deficits.

A: It would be acceptable for parents to be in the room during the practice session. They can help the student learn how to access and practice using the drawing tools. Once the student is comfortable, however, the parent should leave the room where the testing is being conducted.

Q: On timed subtests and items, does the examiner keep track, or is it automatically tracked by the technology?

A: The timing is not kept by the technology; the examiner should have a timing device to time tasks.

Q: Do you recommend the student hide their self-view of their video to reduce distraction?

A: Asking the student to close their view of the video would be at the discretion of the examiner. If the student is becoming distracted (making faces, etc.), you may ask them to turn off their self-view if your videoconferencing platform supports this feature. It is not recommended that you have the student turn off their camera, since observations are imperative to make sure that the student is the person taking the assessment, is not overly distracted, and is not looking for answers elsewhere.

Q: Were individuals with hearing impairment included in the norming sample?

A: Normative data for the RIAS-2 are based on a sample of 2,154 individuals ages 3-94 years from 32 states representative of the 2012 US Census statistics. Data were gathered from the following 12 clinical groups: stroke, dementia, hearing impaired, intellectual disability disorder (child and adult), TBI (child and adult), learning disabilities (child and adult), ADHD (child and adult), and gifted. For more information on assessing students with hearing impairment, please see page 13 of the RIAS-2 manual.

Q: How does the student get the drawing tool? Or is the mouse used for the drawing tool?

A: How the student uses the drawing tool depends on the type of device being used; for example, if using an iPad, the student will likely use their finger. If using a desktop, they would use a mouse, and on a laptop, they would use a mouse or trackpad.

Q: For testing preschool students ages 3-5 years, do you find they are able to use the drawing tool? Or can they just point?

A: This depends on the student. If a student is too young to use the drawing tools, a practitioner may decide to use a trained facilitator based on professional judgment. Please see the additional resources at the end of this document.

Q: We just ordered several RIAS-2 kits to give remotely. Is the remote form included?

> **A:** Yes, a pack of 25 remote record forms is included with each kit purchased.

Q: For the example with the table missing the leg, is that a verbal intelligence question? The student does not have to actually verbalize the answer, but, instead, is allowed to draw their answer? If it is part of the Verbal Intelligence Index, how does the student's response indicate verbal knowledge?

> **A:** The What's Missing subtest (the example with the table leg) is a nonverbal subtest, which is why they can draw or circle.

Q: I don't understand how the client is able to draw on the stimulus book. Can you demonstrate or explain that?

> **A:** The client draws on the stimulus book using the drawing tools located in your video conferencing platform.

Q: Can you talk about scoring?

> **A:** For more information about administering and scoring the RIAS-2 Remote, visit partrainingportal.com.

Resources

PAR's Telehealth Statement

APA's Telepractice Guidance

American Telemedicine Association

Reporting Telehealth Assessment Results (sample statement):

"This assessment was conducted using audiovisual telehealth methods, including remote presentation of test instructions and stimuli and remote observation of performance."

PAR's Training Portal

RIAS-2 Remote Administration Guidelines

"Contemplating the Presence of Third-Party Observers and Facilitators in Psychological Evaluations"

FREE Language Acculturation Meter (click on the "Resources" tab for access to the form in English, Spanish, norms, and the white paper on how to use it)

References

Reynolds, C. R., Kamphaus, R. W., & PAR Staff. (2020). Administration guidelines for the Reynolds Intellectual Assessment Scales, Second Edition/Reynolds Intellectual Screening Test, Second Edition (RIAS-2/RIST-2) Remote [white paper]. PAR. https://www.parinc. com/Portals/0/Webuploads/samplerpts/RIAS2-RIST2_Remote%20Administration_ Digital%20Paper.pdf

Luxton, D. D., Pruitt, L. D., & Osenbach, J. E. (2014). Best practices for remote psychological assessment via telehealth technologies. Professional Psychology: Research and Practice, 45(1), 27–35. https://doi.org/10.1037/a0034547

Muehlhausen, W., Doll, H., Quadri, N., Fordham, B., O'Donohoe, P., Dogar, N., & Wild, D. J. (2015). Equivalence of electronic and paper administration of patient-reported outcome measures: A systematic review and meta-analysis of studies conducted between 2007 and 2013. Health and Quality of Life Outcomes, 13, 167. https://doi.org/10.1186/ s12955-015-0362-x

Wright, A. J. (2018). Equivalence of remote, online administration and traditional, face-to-face administration of the Reynolds Intellectual Assessment Scales, Second Edition [white paper]. PAR. https://www.parinc.com/Products/Pkey/365

For more information, please visit parinc.com or call 1.800.331.8378

Creating Connections. Changing Lives.