Telepractice and the WAIS–5

The telepractice information in this document is intended to support professionals in making informed, well-reasoned decisions around remote assessment. This information is not intended to be comprehensive regarding all considerations for assessment via telepractice. It should not be interpreted as a requirement or recommendation to conduct assessment via telepractice.

Professionals should remain mindful to:

- Follow professional best practice recommendations and respective ethical codes.
- Follow telepractice regulations and legal requirements from federal, state and local authorities, licensing boards, professional liability insurance providers, and payors.
- Develop competence with assessment via telepractice through activities such as practicing, studying, consulting with other professionals, and engaging in professional development.

Professionals should use their clinical judgment to determine if assessment via telepractice is appropriate for a particular examinee, referral question, and situation. There are circumstances where assessment via telepractice is not feasible and/or is contraindicated. Documentation of all considerations, procedures, and conclusions remains a professional responsibility.

Several professional organizations and experts have provided guidance on telepractice assessment (American Psychological Association Services [APA Services], 2020; Association of State and Provincial Psychology Boards [ASPPB], 2013; Grosch et al., 2011; Inter Organizational Practice Committee [IOPC], 2020; Stolwyk et al., 2020) to assist professionals in decision making and ethical and legal practice issues.

The Wechsler Adult Intelligence Scale (5th ed.; WAIS-5; Wechsler, 2024) can be administered in a telepractice context by using digital tools from Q-global®, Pearson's secure online-testing and scoring platform. Specifically, Q-global digital assets (e.g., stimulus books) can be shown to the examinee in another location via the screen-sharing features of teleconferencing software. Details regarding Q-global and how it is used are provided on the Q-global product page.

A spectrum of options is available for administering this assessment via telepractice; however, it is important to consider the fact that the normative data were collected via in-person assessment. Telepractice is a deviation from the standardized administration, and the methods and approaches to administering it via telepractice should be supported by research and practice guidelines when appropriate.

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Professionals engaging in telepractice assessment may train facilitators to work with them on a regular basis in order to provide greater coverage to underserved populations (e.g., only two professionals within a 500-mile radius, shortage of school psychologists within a school district). If such a facilitator is well trained and in a professional role (i.e., a professional facilitator), they can present blocks and response booklets as well as adjust audiovisual equipment. This approach yields the WAIS-5 composite scores that are available in in-person assessment mode. If a professional facilitator is not used, it impacts the workflow of the session, subtest selection, and the approach to deriving composite scores.

In times when physical distancing is necessary (such as the COVID-19 pandemic), using a professional facilitator may not be safe or feasible. If testing must occur under these conditions, it is possible that the examinee may participate without the help of an on-site facilitator. If the examiner determines that no facilitator is required, the examinee can assist with technological and administrative tasks during testing and should be oriented to these responsibilities before, and again at the beginning of, the session. An initial virtual meeting should occur in advance of the testing session to address numerous issues specific to testing via telepractice. This initial virtual meeting is described in the administrative and technological tasks portion of the Examiner Considerations section and referred to in various sections of this document. The examiner should consider best practice guidelines, the referral question, and the examinee's condition, as well as telepractice equivalence study conditions to determine if this is possible and appropriate. Independent examinee participation may not be possible or appropriate, for example, for examinees with low cognitive ability or with low levels of technological literacy and experience.

If the examiner determines that the examinee cannot participate independently, and testing must occur under physical distancing constraints, the only facilitator available may be someone in the examinee's home (e.g., a parent, guardian, or caregiver). If the on-site facilitator is not in a professional role (i.e., nonprofessional facilitator), they can assist with technological and administrative tasks during testing and should be oriented to these responsibilities in the initial virtual meeting and again at the beginning of the session.

Professional and nonprofessional facilitators typically do not remain in the room with the examinee throughout the testing session. The examiner should plan to minimize (as much as possible) the need for the facilitator to remain in the room. In rare cases when the facilitator must remain in the room, they should do so passively and unobtrusively; they should merely monitor and address the examinee's practical needs, as well as any technological or administrative issues as necessary. The facilitator's role should be defined clearly by the examiner. The facilitator should only perform those functions the examiner approves and deems necessary. In any case, if a facilitator is necessary it is preferred that the facilitator remain accessible.

If a professional facilitator is not used, Spatial Addition and Block Design are not feasible for telepractice. Omitting these subtests impacts subtest selection and the approach to deriving composite scores. Spatial Addition is a secondary subtest shared with the WMS-5 (Wechsler, in press). If not administered the EVSI, EWMI, and VWMI composite scores will not be available. Assuming all remaining subtests apart from Block Design are administered, Visual Puzzles can be substituted for Block Design when calculating the FSIQ, or the FSIQ can be prorated. This approach

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allows all WAIS-5 composite scores to be derived with the exception of the VSI, EVSI, NVI, and the GAI.

If Spatial Addition and Block Design are omitted *and* using the response booklet is not feasible, subtest selection and the approach to deriving composite scores are impacted further. Assuming all necessary subtests apart from Spatial Addition, Block Design, Symbol Search, and Coding are administered, the following composites can be obtained: VCI, FRI, WMI, VECI, VRI, EFI, QRI, AWMI-R, AWMI-M, and NMI. In this particular situation, no FSIQ can be obtained, because two of the seven core subtests are missing (refer to the *WAIS-5 Administration and Scoring Manual* for limits on substitution and proration). The NMI can be interpreted similarly to the FSIQ as a measure of general intellectual ability that eliminates the requirement for motor production (refer to the *WAIS-5 Technical Manual* for further details). A similar nonmotor score developed by Raiford (2017) has been recommended for remote assessment (Wright & Raiford, 2021).

Conducting Telepractice Assessment

Conducting a valid assessment in a telepractice service delivery model requires an understanding of the interplay of a number of complex issues. In addition to the general information on Pearson's telepractice page, examiners should address five factors (Eichstadt et al., 2013) when planning to administer and score assessments via telepractice:

1. Telepractice Environment & Equipment
2. Assessment Materials & Procedures
3. Examinee Considerations
4. Examiner Considerations
5. Other Considerations

1. Telepractice Environment & Equipment

Computers and Connectivity

Two computers with audio and video capability and stable internet connectivity—one for the examiner and one for the examinee—are required. A web camera, microphone, and speakers or headphones are required for both the examiner and the examinee. A second computer screen or split-screen format on a large computer monitor for the examiner is helpful to allow a view of a Pearson-delivered digital manual or administration directions, but the examiner can also use the paper format manual or administration directions. The second computer screen or large screen also tends to make sharing test content more straightforward for the examiner.

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Image/Screen Size

When items with visual stimuli are presented, the digital image of the visual stimuli on the examinee's screen should be at least 9.7" measured diagonally, similar to an iPad® or iPad Air®. Because some teleconferencing software shrinks the size of images, the image size should be verified in the initial virtual meeting. It is recommended that computer screens used for teleconference assessment be at least 15" measured diagonally. Smaller screens, such as those of iPad minis, small tablet PCs, and smartphones, are not allowed for examinee-facing content, as these have not been examined empirically and may affect stimulus presentation, examinee response, and validity of the test results. Similarly, presenting stimuli on extremely large screens has not been examined, so the same precaution applies. At the beginning of the testing session, the examiner may ask for a peripheral camera or device (as described later in this section) to be aimed at the examinee's screen to ensure that the examinee's screen is displaying images in the correct aspect ratio and not stretching or obscuring the stimuli image.

Audio Considerations

High-quality audio capabilities are required during the administration. An over the head, two-ear, stereo headset with attached boom microphone is recommended for both the examiner and examinee. Headphones with a microphone may be used if a headset is not available.

The examiner should test the audio for both the examiner and examinee in the initial virtual meeting and at the beginning of the testing session to ensure a high-quality audio environment is present. Testing the audio should include an informal conversation before the administration where the examiner is listening for any clicks, pops, or breaks in the audio signal that distort or interrupt the voice of the examinee. The examiner should also ask if there are any interruptions or distortions in the audio signal on the examinee's end. Any connectivity lapses, distractions, or intrusions that occurred during testing should be reported.

Audiovisual Distractions

As with any testing session, the examiner should do everything possible to make sure the examinee's environment is free from audio and visual distractions. If the examiner is unfamiliar with the examinee's planned physical location, a visual tour of the intended testing room should be given during the initial virtual meeting. The examiner can then provide a list of issues to address to transform the environment into one suitable for testing. For example, remove distracting items, silence all electronics, and close doors. The examiner should confirm that these issues have been addressed at the time of testing. If possible, the examinee should be positioned facing away from the door to ensure the examiner can verify through the examinee's camera that the door remains shut and can monitor any interruptions. The examiner should confirm that all other applications on the computer, laptop, or peripheral device are closed, the keyboard is moved aside or covered after the session is connected, and alerts and notifications are silenced on the peripheral device. Radios, televisions, other cellular phones, fax machines, smart speakers, printers, and equipment that emit noise must be silenced and/or removed from the room.

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Lighting

Good overhead and facial lighting should be established for the examiner and examinee. Blinds or shades should be closed to reduce sun glare on faces and the computer screens.

Teleconferencing Software

Teleconferencing software is required. Screen-sharing capability is required if anything other than items with verbal stimuli and responses are administered.

Video

High-quality video (HD preferred) is required during the administration. Make sure the full faces of the examiner and the examinee are seen using each respective web camera. The teleconferencing software should allow all relevant visual stimuli to be fully visible to the examinee when providing instruction or completing items; the view of the examiner should not impede the examinee's view of visual test stimuli.

Peripheral Camera or Device

A standalone peripheral camera can be used to provide a view of the session from another angle or a live view of the examinee's progress. Alternately, a separate device (e.g., a smartphone with a camera or another peripheral device) can be connected to the teleconference and set in a stable position to show the examinee's pointing or written responses. The device's audio should be silenced and microphone should be muted to prevent feedback. The examiner should guide positioning of the peripheral camera/device before administering Block Design (if the subtest is administered), written response tasks (i.e., Coding, and Symbol Search), and subtests that elicit pointing or gestured responses (refer to Table 1) so that the examiner can see that the examinee's real-time responses are captured.

In a typical telepractice session, it is more feasible to make a document or moveable camera available in the examinee's location. However, while physical distancing is necessary, the only camera available may be a stationary camera integrated into the examinee's laptop or computer screen. It is unrealistic to expect examinees to have document cameras within their homes. It may be necessary for examiners to think creatively about how to use a smartphone or other device in the examinee's location to gain a view of the examinee's progress in a response booklet or when pointing at a screen. Before attempting this with an examinee, the examiner should work to become fluid and competent at directing examinees in these methods, which can require extensive practice with varied individuals and types of devices. In addition, this requires planning and practice in the initial virtual meeting to prevent technical difficulties, and so the examinee feels confident doing this when it is time.

Online instructional videos (e.g., here) demonstrate how a smartphone may be used with common household objects (e.g., a tower or stack of books, paper weight, ruler, and rubber band or tape) to create an improvised document camera for use during tasks involving response booklets. Similarly, for multiple choice tasks, some examinees tend to point to responses rather than say the number or letter corresponding to their response, and other tasks (e.g., Symbol Span, Arithmetic picture items;

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see Table 1) require the examinee to point at the stimuli. In this situation, other everyday household objects (e.g., books) could be used to form an improvised stand upon which to position the device to provide a second-angle view of the examinee pointing at the screen. A simple mirror behind the examinee has been used successfully to observe pointing responses. Typically, devices provide the best view of the examinee's screen and pointing responses when positioned in landscape orientation. While using additional cameras or devices/objects may not be an optimal solution for telepractice, it can be functional if executed well.

Screen-Sharing Digital Components

Digital components are shared within the teleconferencing software as specified in Table 1. There are two ways to view digital components in the Q-global Resource Library: through the pdf viewer in the browser window or full screen in presentation mode. Always use full screen (i.e., presentation) mode for digital components viewed by the examinee. This provides the cleanest presentation of test content without on-screen distractions (e.g., extra toolbars). Refer to *Using Your Digital Assets on Q-global* in the Q-global Resource Library for complete directions on how to enter presentation mode.

2. Assessment Materials & Procedures

Test Item Security

The examiner is responsible for ensuring test item security is maintained, as outlined in the Terms and Conditions for test use. The examiner should address test security requirements with the examinee (and facilitator, if applicable) during the informed consent process. The examiner should make it clear to the examinee/caregivers that the video should not be captured, photos should not be taken, and stimuli should not be copied or recorded, as this is a copyright violation. The examinee must agree that they will not record (audio or visual) or take photos or screenshots of any portion of the test materials or testing session, and not permit anyone to observe the testing session or be in the testing room (except for a facilitator, when necessary). Any test-related materials used in the testing session must be returned to the examiner.

Disruptions

The examiner should record any and all atypical events that occur during the testing session. This may include delayed audio or video, disruptions to connectivity, the examinee being distracted by external stimuli, and any other anomalies. These can be noted on the record form or in the notes section on Q-interactive, if applicable, and should be considered during interpretation and described in the written report. Refer to Other Considerations for guidance on report writing.

Response Booklets

The response booklet should be provided in advance of the testing session, and the plan for securing and forwarding/returning the response booklet real-time and after testing, should be communicated. The examiner may ask for the completed response booklet to be shown on camera immediately at the conclusion of a task, so that the examiner can score it immediately and so

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responses are not lost or modified. One successful approach to protecting test security uses sealed envelopes (i.e., the sealed envelope method) and is described as follows. The examiner gathers the response booklet and a self-addressed stamped envelope. The examiner places the response booklet in an envelope and signs it on the seal, then mails or delivers it to the testing location. The examiner emphasizes that the sealed envelope containing the response booklet must not be opened until the examiner asks. The response booklet is then placed in the provided self-addressed stamped envelope after completion of each subtest, sealed at the conclusion and signed on the seal on camera, and then mailed or delivered to the examiner immediately following the testing session.

Manipulatives

Block Design and Spatial Addition may only be administered when a professional facilitator is present. The physical materials should be provided to the professional facilitator before the testing session. *It is not recommended to allow a parent/guardian/caregiver to present blocks for Block Design, and chips for Spatial Addition, nor to attempt to have the examinee administer their own materials.*

Digital Assets

The examiner should practice using the digital assets until the use of the materials is as smooth as an in-person administration. It is not recommended that the examiner display items from paper stimulus books on a camera. For Spatial Addition, each item requires exposure of two grids. A blank page has been inserted between the two grids in each item to reduce the visual trace that is enhanced in digital display. A similar blank is used in the Q-interactive presentation of Spatial Addition items. Refer to *Using Your Digital Assets on Q-global* in the Q-global Resource Library for complete directions.

Gesturing

When gesturing to the stimulus books or response booklets is necessary, the examiner should display them as digital assets on-screen and point using the mouse cursor. It may on occasion be necessary for the examiner to gesture to areas of a paper copy of a response booklet or to show how to respond to demonstration items (e.g., Coding) on the examiner's camera. Refer to Table 1 for specific instructions by subtest.

Content Considerations

Review Table 1 for the specific telepractice considerations for each subtest to be administered.

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Table 1. Specific Telepractice Considerations

Subtest(s)	Considerations
Similarities Vocabulary Information Comprehension	• Requires high-quality audio for examinee and examiner • *Vocabulary*: Examiner points with the mouse to stimuli on-screen • Some items may elicit pointing responses • *Information*: Items 3–5 may precipitate a gestured response
Block Design Spatial Addition	• Professional facilitator can assist with telepractice administration of this subtest • Train new professional facilitators until the facilitator's presentation of the blocks during instructions and items is performed according to the directions in the *WAIS-5 Administration and Scoring Manual* • It is not recommended to allow a nonprofessional facilitator to present materials nor attempt to have the examinee setup or administer the materials; for example, the examinee should not attempt to scramble or present their own blocks • Requires a print stimulus book in the examinee's location or the digital stimulus book on a tablet approximately 9.7" diagonally • Train the professional facilitator to present the stimulus book or tablet in the correct direction, as the items can easily become rotated 180°, and to not allow the examinee to rotate the stimuli • Stimuli should lay flat on the table, and not be presented on a vertical screen, because the impact of doing so has not been researched • Examiner uses stopwatch to time items on Block Design and to ensure appropriate exposure time for each item on Spatial Addition; ensure accurate exposure time as computer lag time can influence length of exposure and impact recall of stimuli • Requires high-quality video for examinee and examiner • Peripheral camera/device should be placed in a stable position to show examinee's block constructions and placement of Spatial Addition chips • *Block Design*: The professional facilitator should show sides of the blocks during instruction, present the blocks for each item as outlined in the *WAIS-5 Administration and Scoring Manual*, and build a model for Items 1–4, as the examiner provides verbal instruction • *Spatial Addition:* The professional facilitator should place the appropriate chips in front of the examinee to start an item and remove the chips from the grid after item completion

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Subtest(s)	Considerations
Visual Puzzles Matrix Reasoning Figure Weights Set Relations	• Requires high-quality video for examinee and examiner • Examiner points to stimuli on-screen using mouse cursor • Peripheral camera/device should be placed in a stable position that shows examinee's screen and provides a view of choices made nonverbally (e.g., pointing) • *Visual Puzzles*: It is not recommended to allow examinee to use a mouse or touchpad to point at choices, as the intended response cannot be clearly determined • *Matrix Reasoning, Figure Weights, Set Relations*: Examinee can use mouse or touchpad to point at choices if teleconferencing software allows examiner to pass control of the mouse • *Visual Puzzles, Figure Weights*: Examiner uses stopwatch; examiner must ensure the examinee stops at the item time limit
Digits Forward Digit Sequencing Digits Backward Running Digits Letter-Number Sequencing	• Requires high-quality audio for examinee and examiner • Do not repeat any trial unless it was not heard due to technical problems
Arithmetic	• Requires high-quality audio and video for examinee and examiner • Peripheral camera/device should be placed in a stable position that shows examinee's screen and provides a view of pointing responses • For picture items, examiner points to stimuli on-screen • Examinee must point to stimuli on-screen for Item 1 and may provide other responses by holding up a number of fingers • Examiner uses stopwatch and must ensure the examinee stops at the item time limit • Do not repeat any item except as allowed in the *WAIS-5 Administration and Scoring Manual* unless it was not heard due to technical problems

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Subtest(s)	Considerations
Coding Symbol Search	• Requires high-quality video for examinee and examiner • Peripheral camera/device should be placed in a stable position that shows examinee's response booklet and provides the examiner a view of examinee's written responses • Examiner can complete demonstration items in the examinee's response booklets before sending and can also demonstrate on-screen during the testing session • Examiner points to stimuli on-screen and may fill in demonstration items on the digital copy of the response booklet displayed on-screen with the writing utensil tool (if a good one exists in the teleconferencing software) • Examiner uses stopwatch and must ensure the examinee stops at the task time limit • It may be helpful to have a printed copy of the response booklets in the examiner's location also in order to show briefly on camera the additional response booklet pages for Symbol Search when giving test item directions as outlined in the *WAIS-5 Administration and Scoring Manual* • *Symbol Search, Coding*: Ensure response booklet is opened only to the correct page when directed
Naming Speed Quantity	• Requires high-quality video for examinee and examiner • Examiner points to stimuli on-screen using mouse • Examiner uses stopwatch and must ensure the examinee stops at the task time limit • Subtest is administered with the stimulus book and does not require a motor response
Symbol Span	• Requires high-quality video for examinee and examiner • Examiner points to stimuli on-screen using mouse. • Peripheral camera/device should be placed in a stable position that shows examinee's screen and provides a view of choices made nonverbally (e.g., pointing). • Examinee can use mouse or touchpad to point at choices if teleconference platform allows examiner to pass control of the mouse. • Examinee can state the letters affiliated with each design if pointing is not feasible • Examiner uses stopwatch to ensure appropriate exposure time for each item; ensure connectivity allows accurate exposure time as computer lag time can influence length of exposure and impact recall of stimuli

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Evaluating Equivalence Evidence

Examiners should review the current research available on equivalence between different modes of administration before proceeding to use remote administration of a standardized assessment with normative data collected via in-person assessment. When reviewing the literature, the examiner should consider the input and output requirements for each task, and the evidence available for telepractice equivalence for the specific task type. Direct evidence of equivalence for a specific task may be available because the task was researched in a study with results indicating no significant difference between telepractice and in-person assessment. Indirect evidence may also be reported in the literature for a task that is similar in construct and input/output demands to the standardized assessment being considered for remote administration and may help determine the examiner's level of confidence in applying the norms. For instance, a study demonstrating direct evidence for the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS; Randolph, 2012) Picture Naming subtest also demonstrates valuable indirect evidence for the Wechsler Intelligence Scale for Children (5th ed.; WISC–V; Wechsler, 2014) Vocabulary subtest and the Cognitive Linguistic Quick Test–Plus (CLQT+; Helm-Estabrooks, 2017) Confrontation Naming subtest because Picture Naming, Vocabulary, and Confrontation Naming all require brief spoken directions with pictorial stimuli inputs with open-ended spoken response outputs. Examiners can have more confidence that the normative scores are valid when tasks have direct evidence showing equivalency between modes.

In reviewing the literature of telepractice–in-person and digital–traditional investigations, professionals should also be mindful of the age range and population (e.g., clinical group) of the research study to consider relevancy for the examinee. Greater caution is recommended when only indirect evidence of equivalency is available for a task, or when equivalence has not been established for a particular examinee's age range and clinical condition. However, it can be informative to consider any such available evidence when considering impact of remote administration on results and interpretation. Pearson Clinical Assessment is tracking and aggregating the relevant equivalence evidence for our assessments, including the age range, population, direct evidence, and indirect evidence (see Evidence for Remote Assessment).

Table 2 lists the input and output requirements of each task. The abbreviations in the Input and Output column correspond to the various input and output requirements of each task, and a key appears at the bottom of the table. For example, brief spoken directions as an input requirement is abbreviated as BSD.

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Table 2. Input and Output Requirements

Task	Input[a]	Output[b]
Similarities	BSD, SS	OE, SPR
Vocabulary	BSD, GD, PS, SS	OE, SPR
Information	BSD, SS	OE, SPR
Comprehension	BSD, SS	OE, SPR
Set Relations	BSD, PS, GD, SS	BSR or PR, MC
Block Design	BSD, GD, MD, PM, PS	GMR, IT
Matrix Reasoning	BSD, CC, GD, PS	BSR or PR, MC
Visual Puzzles	BSD, CC, GD, PS	BSR or PR, IT, MC
Figure Weights	BSD, CC, GD, PS	BSR or PR, IT, MC
Digits Forward	BSD, SS	OE, SPR
Digit Sequencing	BSD, SS	OE, SPR
Running Digits	BSD, SS	OE, SPR
Digits Backward	BSD, SS	OE, SPR
Letter-Number Sequencing	BSD, SS	OE, SPR
Arithmetic	BSD, GD, PS, SS	BSR, IT, OE
Coding	BSD, GD, PS, RB	TT, WFR
Symbol Search	BSD, GD, PS, RB	TT, SWR
Naming Speed Quantity	BSD, GD, PS	BSR, IT
Symbol Span	BSD, GD, PS, TP	BSR or PR
Spatial Addition	BSD, CC, MD, PM, PS, TP	GMR

Note. [a]Input abbreviations are: BSD = Brief spoken directions, CC = Color critical items, GD = Gestured directions, MD = Motor demonstration, PM = Physical manipulatives, PS = Pictorial stimuli, RB = Paper response booklet, SS = Spoken stimuli, TP = Timed presentation

[b]Output abbreviations are: BSR = Brief spoken response, GMR = Gross motor response, IT = Item-level time limit, MC = Multiple choice, OE = Open ended, PR = Pointing response, SPR = Spoken response, SWR = Simple written response, TT = Task-level time limit, WFR = Written or fine motor response

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3. Examinee Considerations

Appropriateness

The examiner should first ensure that a telepractice administration is appropriate for the examinee and for the purpose of the assessment. Clinical judgment, best practice guidance for telepractice (e.g., APA Services, 2020; ASPPB, 2013; IOPC, 2020), information from professional organizations and other professional entities (e.g., licensing boards, legal resources, professional liability insurance providers, payors), consultation with other knowledgeable professionals, existing research, and any available federal or state regulations should be considered in the decision-making process. Consideration should be given to whether the necessary administrative and technological tasks involved in a telepractice session can be accomplished without influencing results.

Preparedness

Before initiating test administration, the examiner should ensure that the examinee is well-rested, able, prepared, and ready to appropriately and fully participate in the testing session.

Facilitator Role

If using a facilitator, the role of the facilitator must be explained to the examinee so participation and actions are understood.

Headset

It may not be appropriate or feasible for some examinees to use a headset due to behavior, positioning, physical needs, or tactile sensitivities, or if a headset is not available. Clinical judgment on the appropriate use of a headset in these situations should be used. If a headset is not utilized, the examiner's and examinee's microphones and speakers should be turned up to a comfortable volume.

Mouse

On some teleconferencing software, the examiner can pass control of the mouse to allow the examinee to point to indicate responses; this is an option if it is within the capabilities of the examinee. However, best practice guidelines provide cautions about this. For example, the IOPC guidelines suggest examiners be alert throughout administration, resume control of the screen once the task is finished, and never leave the computer unattended while the examinee has control over the examiner's computer (IOPC, 2020).

4. Examiner Considerations

Practice

During the telepractice setup, and before administering to any actual examinee, the examiner should rehearse the mechanics and workflow of every item in the entire test using the selected

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teleconferencing software so that the examiner is familiar with the administration procedures. For example, a colleague could be used as a practice examinee.

Standardized Procedures

The examiner must follow the administration procedures of in-person administration as much as possible. For example, if a spoken stimulus cannot be said more than once during in-person administration, the examiner must not say it more than once in a telepractice administration unless a technical difficulty precluded the examinee from hearing the stimulus.

Real-Time Troubleshooting

In order to conduct a smooth telepractice session, audiovisual needs and materials must be managed appropriately. The initial virtual meeting involves the examiner, examinee, and/or the facilitator (if used), and is the opportunity for the examiner to provide information about the audiovisual needs and materials. During the initial virtual meeting, the examiner should provide training in troubleshooting audiovisual needs that arise during the testing session, including camera angle, lighting, and audio checks. The examiner should provide verbal feedback to guide camera adjustment, checking the on-screen video shown by the peripheral camera/device to provide information about how to reposition it until the proper view is shown. The examiner should emphasize that no materials should be opened until the examiner provides instructions to do so, if applicable. The examiner should also expect to provide verbal guidance about these issues during the testing session. Refer to the Telepractice Environment & Equipment section and to Table 1 for specific subtest telepractice considerations.

Collaborating With Facilitators

If used, the facilitator is to assist with administrative and technological tasks and not to manage rapport, engagement, or attention during the testing session. The examiner should direct them not to interfere with the examinee's performance or responses. Any other roles and responsibilities for which an examiner needs support, such as behavior management, should be outlined and trained before the beginning of the testing session. The examiner is responsible for documenting all behaviors of the facilitator during test administration and taking these into consideration when reporting scores and performance.

5. Other Considerations

There are special considerations for written reports describing testing that takes place via telepractice. The professional completing the written report should state in the report that the test was administered via telepractice and briefly describe the method of telepractice used. The professional should also make a clinical judgment, similar to an in-person session, about whether or not the examiner was able to obtain the examinee's best performance. Clinical decisions should be explained in the report, including comments on the factors that led to the decision to conduct testing via telepractice and to report all (or not to report suspect) scores. In addition, it is recommended that the report include a record of any and all atypical events during the testing session (e.g., delayed video or audio, disruptions to connectivity, extraneous noises such as phone

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ringing or loud dog barking, person or animal unexpectedly walking into room, the examinee responding to other external stimuli). List and describe these anomalies as is typical for reporting behavioral observations in the written report, as well as any observed or perceived impact on the testing sessions and/or results, and consider these in the interpretation of results.

An example of a written report might include:

"*The WAIS-5 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 [name of telepractice system, e.g., 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 WAIS-5 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*."

Notes may be recorded about any testing issues on the record form or in the notes section on Q-interactive, if applicable.

Conclusion

This test was not standardized in a telepractice mode, and this should be taken into consideration when utilizing this test via telepractice and interpreting results. For example, the examiner should consider relying on convergence of multiple data sources and/or being tentative about conclusions. Provided that the examiner has thoroughly considered and addressed the factors and the specific considerations as listed above, the examiner should be prepared to observe and comment about the reliable and valid delivery of the test via telepractice. Materials may be used via telepractice without additional permission from Pearson in the following published contexts:

- WAIS-5 manuals, stimulus books, and response booklet via Q-global
- WAIS-5 via Q-interactive, if applicable (requires advanced technology skills and mirroring software)
- WAIS-5 via a Pearson-licensed telepractice provider/platform

Any other use of this test via telepractice is not currently recommended. This includes, but is not limited to, scanning the paper stimulus books, digitizing the paper record forms, holding the stimulus books physically up in the camera's viewing area, or uploading any published materials onto a shared drive or site.

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