Welcome to today's webinar.
We'll begin promptly at 12.30 pm

TIPS to enhance your listening experience
1. Close all unnecessary applications on your computer
2. Ensure no-one else in your environment is streaming big files such as downloading music or movies as this may interfere with your webinar connection
3. Use headsets/headphones (this will reduce your feedback)
4. Ensure your speakers/headphones are not on mute
5. Enjoy!

Questions & Handouts

Agenda
- Brief description of the Vineland-3, Brown EF/A, and BASC-3
- Materials and Forms for administration and report generation
- Administering and scoring options on Q-global including interpretive reports, multi-rater reports, progress reports, and intervention reports
- Pricing examples

Uses of the Vineland-3
- Assesses independence and self sufficiency in a variety of settings for ages birth to 90 years old
- Diagnosing Developmental Delay, Intellectual Disability, and Autism Spectrum disorder
- Special Education and/or NDIS eligibility
- Intervention Planning
- Progress Monitoring

Brief Overview
Vineland-3
BASC 3
Brown EF/A

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Using the Vineland-3 on Q-global

**Vineland-3 Domains and Subdomains**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subdomain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Receptive</td>
</tr>
<tr>
<td></td>
<td>Expressive</td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td>Personal</td>
</tr>
<tr>
<td></td>
<td>Domestic/Numeric*</td>
</tr>
<tr>
<td></td>
<td>Community/School Community*</td>
</tr>
<tr>
<td>Socialisation</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td>Play and Leisure</td>
</tr>
<tr>
<td></td>
<td>Coping Skills</td>
</tr>
<tr>
<td>Motor Skills (optional)</td>
<td>Gross Motor</td>
</tr>
<tr>
<td></td>
<td>Fine Motor</td>
</tr>
<tr>
<td>Maladaptive Behaviors (optional)</td>
<td>Internalising, Externalisating, &amp; Critical Items (Sections)</td>
</tr>
</tbody>
</table>

* A different subdomain is used in the Teacher Form

**Uses of the BASC 3**

A comprehensive set of social/emotional/behavioural rating scales and forms including the
- Teacher Rating Scales (TRS)
- Parent Rating Scales (PRS)
- Self-Report of Personality (SRP), and
- Parent Relationship Questionnaire (PRQ)

that together, help you understand the behaviours and emotions of children and adolescents aged 2 to 21 years.
- Links to DSM 5 diagnostic criteria.

**TR/PRS Composite Scales**

<table>
<thead>
<tr>
<th>Externalising Problems</th>
<th>Inhibiting Problems</th>
<th>School Problems</th>
<th>Adaptive Skills</th>
<th>Behavioral Symptoms Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Social Competence</td>
<td>Academic Persistence</td>
<td>Social Skills</td>
<td>Internalising</td>
</tr>
<tr>
<td>Attention Problems</td>
<td>Learning Problems</td>
<td>Communication Leadership</td>
<td>Social Skills</td>
<td>Externalisising</td>
</tr>
<tr>
<td>Executive Functioning</td>
<td>Self-Esteem</td>
<td>Self-Reliance</td>
<td>Self-Esteem</td>
<td>Relish</td>
</tr>
</tbody>
</table>

**Self-Report: BASC–3 SRP Scales**

**Clinical Scale**
- Attitude to School (C, A)
- Attitude to Teachers (C, A)
- Sensation Seeking (A, COL)
- Atypicality
- Locus of Control
- Social Stress
- Anxiety
- Depression
- Sense of Inadequacy
- Somatization (A, COL)
- Attention Problems
- Hyperactivity
- Alcohol Abuse (COL)
- School Maladjustment (COL)

**Adaptive Scale**
- Relations with Parents
- Interpersonal Relations
- Self-Esteem
- Self-Reliance

**Executive Functioning Indexes**

New to BASC-3 TRS and PRS forms

- Problem Solving Index
- Attentional Control Index
- Behavioral Control Index
- Emotional Control Index
- Overall Executive Functioning Index

**BASC PRQ Scales**

**PRQ–Preschool**
- Attachment
- Discipline Practices
- Involvement
- Parenting Confidence
- Relational Frustration

**PRQ–Child / Adolescent**
- Attachment
- Communication
- Discipline Practices
- Involvement
- Parenting Confidence
- Satisfaction with School
- Relational Frustration
Uses for the Brown Executive Function/Attention Scales

- Use as a stand alone screener to identify individuals who should receive a full evaluation for ADHD
- Use as part of a comprehensive assessment, along with clinical interview, to aide in the diagnosis of ADHD
- As a formal tool for monitoring response to treatment and progress

Available Forms

Multiple Perspective Assessment: The Brown EF/A scales will provide a comprehensive evaluation of an individual’s ADHD symptoms by assessing functioning using multiple perspectives: self-perspective, teacher’s perspective and parents’ perspective.

- 3 – 7 years Parent, Teacher
- 8 – 12 yrs. Parent, Teacher, Self-Report
- 13 – 18 yrs. Self-Report, Parent (new)
- 19+ years Self-Report

Administration and Scoring Options

- Hand Scoring: Administration: Paper
- Scoring & Reporting: Paper
- Hybrid: Administration: Paper
- Scoring & Reporting: Q-global unlimited subscription
- All Digital: Administration: Q-global
- Scoring & Reporting: Q-global
- Remote On-screen Administration: Email a link to a parent or teacher to access the assessment from their own internet connected device
- Q-global will automatically keep track of basal, ceiling, and subdomain completion rules if applicable

Q-global: Online administration and/or scoring platform

- On-screen Administration: Administer the assessment on the screen of any web-enabled device
- Remote On-screen Administration: Allows a third party (i.e. parent/teacher) to access the assessment from their own web-enabled device through sending a secure URL via email

Vineland 3 Options

- Purchase an unlimited use annual license to score ratings completed in paper format: $67
- Purchase single administration/scoring online: $5 to Administer, score, and generate reports for Domain forms, or $6.50 for Comprehensive forms. Includes remote administration via email
- Multi-Rater and Progress Reports: No additional cost
Using the Vineland-3 on Q-global

**BASC-3 Options**
- **Digital Prices**
  - Purchase an unlimited use annual license to score ratings completed in paper format: $56 for interpretive report or $67 for interpretive report with interventions.
  - Purchase single administration/scoring online: $4.50 to administer, score, and generate Interpretive Summary Report or $5.00 with interventions. Includes remote administration via email.
  - Multi Rater Reports and Progress Reports: No additional cost

**Brown EF/A Options**
- Q-Global Unlimited Use Annual Subscription for use with paper forms: $70
- Purchase single administration/scoring online: $6, includes remote administration via email.
- Multi Rater Reports and Progress Reports: No additional cost

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**Generating Reports on Q-global**
- Demonstration

**Brown EF/A Individual Report**
- Brown EF/A Multirater Reports
- Brown EF/A Progress Reports

**Vineland-3 Comprehensive Reports**
- Vineland-3 Domain-Level Reports
- Vineland-3 Multirater Reports
- Vineland-3 Progress Reports

**BASC-3 Options**
- BASC-3 Interpretive Reports
- BASC-3 Interpretive Reports with Recommendations
- BASC-3 Multirater Reports
- BASC-3 Integrated Reports
- BASC-3 Progress Reports
Using the Vineland-3 on Q-global

On the New Examinee page, enter in the individual's first and last name, id number (optional), gender, and date of birth. After the demographic information has been entered, click the "Save" button to save the profile and navigate back to the home screen.

After the examinee profile has been created, assign an assessment to the examinee by selecting the individual and then clicking the "Assign New Assessment" button.

Selecting the "Assign New Assessment" button results in the Assessment Window appearing, where you can search for the Vineland-3.

After you have found the desired assessment, click on the appropriate radio button to the left of the assessment and then click on the "Assign" button to assign the assessment to the examinee and to navigate to the "Assessment Details" page.
Using the Vineland-3 on Q-global

Administering Assessments

On the Assessment Details page, you have the ability to edit the Examinee Details as well as the Assessment Details. Under the Assessment details, enter the Administration Date and select the Examiner. Under “Delivery”, select the desired Administration Method.

Manual Entry

The Manual Entry method allows users to enter in the item level responses into Q-global for scoring from a paper record form. After selecting this method, click on the “Item Entry” tab.

Manual Entry

On the “Item Entry” tab, you can enter in the appropriate 2, 1, or 0 response for a Usually, Sometimes, or Often response respectively. Clicking the “Show Item Text” option and clicking in a text field will show the test item as well as the numerical/response equivalence.

Manual Entry

After all of the item responses have been entered, click on the “Save and Close” button to save the responses and to close the active assessment. Note: You will not be able to generate a report while it is open/actively being edited.

Manual Entry

After the assessment has been saved and closed, the “Generate Report” button will appear. Clicking this button results in the Report Configuration window to appear. This will be discussed later.

On-screen Administration

The On-screen Administration method allows you to digitally administer the Vineland-3 on the computer that you have logged onto. After selecting the method, click the “Start Assessment” button to begin the assessment.
Using the Vineland-3 on Q-global

Within the assessment, respondents will be presented with the assessment instructions and will be prompted to enter the respondent information.

On-screen Administration

Within the assessment, examiners (Interviewer form) and respondents (Parent/Caregiver and Teachers) will select the appropriate response for either a 2, 1, or 0 response. Examiners can select the Probe or Scoring Criteria options for additional information. After all of the test items on the page have been responded, click the appropriate directional arrow to proceed to the next page.

On-screen Administration

After the assessment has been completed, a comments/end of assessment page is presented. Clicking on the directional button a final time will submit the responses, thereby completing the assessment.

On-screen Administration

At this time the assessment can be closed (exit the window/tab) and upon logging back into Q-global, you can generate the report.

On-screen Administration

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Sample Interview Topic Screen

Remote On-screen Administration

Using the Vineland-3 on Q-global

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Using the Vineland-3 on Q-global

Remote On-screen Administration

Test instructions for the Comprehensive Teacher Form.

Remote On-screen Administration

Within the assessment, respondents (Parent/Caregiver and Teachers) will select the appropriate response for either a 2, 1, or 0 response. The respondent can select the Scoring Criteria option for additional information on how to score the current item. After all of the test items on the page have a response, click the appropriate directional arrow to proceed to the next page.

Remote On-screen Administration

On pages with test items, respondents can only progress to the next page with all of the test items have a response.

Remote On-screen Administration

After the assessment has been completed, a comments/end of assessment page is presented. Clicking on the directional button will submit the responses, thereby completing the assessment.

Remote On-screen Administration

At this time the assessment can be closed (exit the window/tab) and upon logging back into Q-global, you can generate the report.

Generating Reports

After the assessment has been administered and completed, log back into Q-global to generate the report.

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Generating Reports

Clicking this button results in a window appearing, prompting you to select the report type.

Generating Reports

Selecting the report type results in the Report Configuration window to pop-up. On this window, you can select the report format, see the needed/available inventory, and select the inclusion criteria and confidence level/significance level. After desired settings have been made, click the “Generate Report” button to generate the report.

Generating Reports

Generating the report will save it to the “Downloads” folder of your computer. On Chrome, as seen, your downloads tool bar will appear at the bottom of the screen.
Using the Vineland-3 on Q-global
Generating Multirater Reports

You can select 2 records for the same examinee with the following combinations:

1. Comprehensive Interview Form and Comprehensive Teacher Form
2. Comprehensive Interview Form and Domain-Level Teacher Form
3. Domain-Level Interview Form and Comprehensive Teacher Form
4. Domain-Level Interview Form and Domain-Level Teacher Form
5. Comprehensive Parent/Caregiver Form and Comprehensive Teacher Form
6. Comprehensive Parent/Caregiver Form and Domain-Level Teacher Form
7. Domain-Level Parent/Caregiver Form and Comprehensive Teacher Form
8. Domain-Level Parent/Caregiver Form and Domain-Level Teacher Form

Clicking this button results in a window appearing, prompting you to select the report type.

On the Report Configuration window, select the report format, inclusion criteria, and confidence interval.

Generating a Multirater Report does not consume any of your purchased inventory, as it compiles the results of 2 already scored reports. When you are ready to generate the report, click the Generate Report button.

The multirater report enables the professional to compare the examinee's adaptive behavior across settings, and from the point of view of two different responders, increasing the clinical reliability of the results and their practical application.
Using the Vineland-3 on Q-global

**Scores Summary**

- For domains and AUC-standard scores, differences of 7-8 points or more suggest a need for substantive exploration.
- For subdomain t-scale scores, differences of 2-3 points or more suggest a need for substantive exploration.

**Item Level Analysis**

- 2 point differences between item level ratings would raise red flags.

**BASC 3 Multirater Reports**

Multiple perspectives is the key to measuring behavior.

BASC-3 applies a triangulation method for gathering information by analyzing the child's behavior from three perspectives (Self, Teacher, and Parent) providing a more complete and balanced picture.

Up to 5 TRS and PRS records can be selected to include in the Multirater Report.

The administrations selected must be from the same age level (for example, all administrations being reported are school age forms.)

The following rater type comparisons are allowed:

- PRS with PRS
- TRS with TRS
- PRS with TRS
Using the Vineland-3 on Q-global

• Up to 5 TRS, PRS, and SRP records can be selected
• The administrations selected must be from the same age level form
• One SRP form can be included in a BASC-3 Integrated Report.
• The SRP-College form cannot be included in the BASC-3 Integrated Report.
Using the Vineland-3 on Q-global

The Shared Items Comparison section are printed by scale and illustrate any differences in rater responses to test items when there is a discrepancy in the Classification of rater responses for that scale. If this section does not print in the report then the discrepancies in rater responses were determined not to be significant for any of the Clinical and Adaptive Scales.

Multi-Rater Report

BROWN EFIA SCALES T-SCORE PROFILE

Generating Progress Reports

You can generate Progress Reports by selecting between 2 and 5 compatible reports, and then click the "Generate Report" button. The selected reports must have a "Report Generated" status.
Generating Progress Reports

Clicking this button results in a window appearing, prompting you to select the report type.

On the Report Configuration window, select the report format and the inclusion criteria. Generating a Progress Report does not consume any of your purchased inventory, as it compiles the results of 2 already scored reports. When you are ready to generate the report, click the Generate Report button.

Growth Scale Values: GSV’s

If a GSV increases by a statistically significant amount from one test to another, there has been growth or development in that subscale. That absolute growth can be interpreted in the context of the difference in the score-reflected abilities in each subscale across the two tests. As noted above, if the subscale’s s-scale score has also increased, the examinee has gained adaptive skills at an above-average rate. If the e-scale score is above the mean, growth has occurred at above the mean rate or the years. If the e-scale score declines, the examinee’s rate of growth has been less than that of others his or her age; however, the GSV increase indicates that there has been some growth.

Change at the item level

<table>
<thead>
<tr>
<th>Personal Subdomain</th>
<th>Test 1</th>
<th>Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Makes healthy eating choices</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Makes healthy eating choices</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Takes medicine as directed on his/her age</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sleeps more or less than 7 hours</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shows awareness of healthy and unhealthy foods</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shows awareness of healthy and unhealthy foods</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Using the Vineland-3 on Q-global
Using the Vineland-3 on Q-global

Want to Learn More?

Videos
Case Examples Using the new Brown EF/A Scales with various Age Groups and Comorbidities
Watch recording:
https://www.youtube.com/watch?v=wRj1SUmmNXA&feature=youtu.be&rel=0

New Brown Executive Function/Attention Scales: Theory and Clinical Applications for Assessing ADHD
Watch recording:

Questions?

Valorie O’Keefe
Consultant Psychologist
valorie.okeefe@pearson.com
www.pearsonclinical.com.au
Customer Service: 1800 882 385

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