



Connecticut Association of School Psychologists

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Telehealth Assessment Position Statement

April 8, 2020

In response to the COVID-19 pandemic, the Connecticut Association of School Psychologists (CASP) understands that now, more than ever, the social, emotional, and physical well-being of students, families, and educators to be most important. CASP recognizes the impact school closure has made on the well-being of students, education, and mandates. Also, CASP is aware of recent publications by Pearson Clinical, PAR Inc., and Riverside Insights regarding the provision of tele-assessment practices, or the virtual administration of assessments. **Given the guidance provided by the Connecticut State Department of Education and Office of Special Education and Rehabilitation Services, CASP does not recommend telehealth assessment practices** and thus urges extreme caution in administering any assessment that is designed for 1:1, in-person, administration through the use of telehealth assessment practices. As this is an unprecedented and ever evolving time for all, *CASP questions the ethical, valid, and reliable nature of administering certain measures virtually*. Furthermore, should telehealth assessment practices be requested they should be used as an absolute last option when the following conditions can be met:

- Strict adherence to the Principles for Professional Ethics (National Association of School Psychologists, 2010).
- Strict adherence to the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2017)
- Strict adherence to the Standards for Educational and Psychological Testing (American Educational Research Association & National Council on Measurement in Education, 2014).
- Strict adherence to all test security procedures as identified by the manufacturer of the assessment tool. The practitioner assumes all responsibility for maintaining test security should tele-assessment be requested.
- Strict adherence to test copyright laws associated with individual assessment tools. When engaging in tele-assessment procedures, the practitioner must ensure that there is no recording of the tele-assessment sessions as this would constitute a violation of the copyright of the assessment tool. Additional copyright provisions apply such as reproductions of materials, electronic storage, materials being published, etc.. The practitioner assumes all responsibility for maintaining copyright laws should tele-assessment be requested.
- Strict adherence to assessment measurement fidelity protocols. Practitioners are required to examine the standardized protocol for each individual assessment tool. Although individual assessment companies have indicated they are allowing variances to the assessment standardization protocol based on “specific clinical situation and context”, CASP strongly encourages all School Psychologists to follow the standardization methods as identified in the administration manual.

If a school psychologist in Connecticut cannot adhere to the above conditions in addition to the recommendations from the Connecticut State Department of Education and OSERS, then telehealth assessment should not be a consideration by an evaluator.

CASP understands that distance learning and telehealth assessment practices are evolving as additional information, research, and guidance is provided regarding this topic. As this additional information becomes available the guidance from CASP may also evolve.

References:

Partnering with You: Using Telehealth for Psychological Assessment. www.parinc.com/using-par-digital-assessments-during-the-covid-19-crisis

Riverside Insights Letter regarding COVID-19:
https://drive.google.com/file/d/1jhgl8mrjSEjlws96eHqcF-BDLFG4P_c/view?usp=drivesdk

PEARSON Clinical Letter of no objections:
<https://drive.google.com/file/d/1jtBP1DkzOdNWDHF3uCAVUcw-D551cFQs/view?usp=drivesdk>

Principles for Professional Ethics (National Association of School Psychologists, 2010)
(https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf)

Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2017) (<https://www.apa.org/ethics/code/>)

Standards for Educational and Psychological Testing (American Educational Research Association & National Council on Measurement in Education, 2014).
(<https://www.apa.org/science/programs/testing/standards>)

Bureau of Special Education Memorandum: Continued Educational Opportunities and Special Education During the COVID-19 Pandemic (CSDE BSE, 2020)
<https://portal.ct.gov/-/media/SDE/Digest/2019-20/March-24-2020-LEA-Memorandum-BSE-COVID-19.pdf?la=en>