



RIAS-2 Remote Administration: What's a School Psych to Do? **Questions & Answers**

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Q: How do I learn more about the RIAS-2 itself (reliability, validity, subtests, etc.)?

A: There are several resources available on the [PAR Training Portal](#), including a self-directed, on-demand webinar that takes approximately 45-60 minutes. There is also a 3-hour in-depth webinar by Dr. Cecil Reynolds, co-author of the RIAS-2. Please see below for more information about the PAR Training Portal.

Q: Will this recording be shared?

A: A recording of this webinar is available on the [PAR Training Portal](#). Once logged in, go to the "Find a Training Course" section 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 (800.331.8378) to register. This is to ensure that only qualified users 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: Can you talk about scoring?

A: For more information about administering and scoring the RIAS-2 Remote, visit the [PAR Training Portal](#).

Q: Can you use the RIAS-2 Remote on Chromebook and Google Meet?

A: PAR realizes that the annotation feature is not available on some devices and/or platforms, such as Chromebook and Google Meet. The RIAS-2 Remote will soon be available on PARiConnect, and then it will work on nearly all platforms/devices.



Q: Does it work with iPads or other tablets?

A: The in-person administration works on any tablet that can download Adobe Digital Editions. 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. Devices should be at least 11"; anything smaller is considered to be "mini."

Q: When using a tablet or iPad, should the tablet have a case that allows it to stand up, rather than being flat on the table?

A: There are no specific recommendations for the positioning of the tablet; however, videoconferencing may be challenging if the tablet is lying flat on the table. Use whatever is most comfortable for the student and the examiner.

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: 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: Can we see from the student view? Would like to see what the drawing tool looks like for them. 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 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: I don't understand how the client is able to draw on the stimulus book. Can you explain?

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

Q: Is the RIAS-2 Remote Record Form a physical record form or 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: Is the Remote Form included in the kit?**

A: Yes, a pack of 25 Remote Record Forms is included with each kit purchased.

Q: What platform was used in the equivalency study?

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

Q: My district has subscribed to Presence Learning for a testing platform. Why is the RIAS-2 no longer available there?

A: PAR had a limited contract with Presence Learning. We did not renew the contract.

Q: What are the implications for test security? Would taping of sessions from the home environment jeopardize the security of test items?

A: Face-to-face testing is always the most secure form of assessment. In today's uncertain times, remote assessment may be the best option. Please see the resources below on telehealth assessment to make sure you are using the most secure methods for remote assessment.

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: 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 use a timer.



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: 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: 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.



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