

# Administration Guidelines:



**RIAS-2**

Reynolds Intellectual  
Assessment Scales™,  
Second Edition

**Remote**



**RIST-2**

Reynolds Intellectual  
Screening Test™,  
Second Edition

**Remote**

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**At PAR, we are committed to doing everything we can to help you serve your clients and recognize that you may need methods to conduct testing remotely. This paper describes how you can use a videoconferencing tool to remotely administer the digital versions of the RIAS-2 and RIST-2. This is a living document and will be updated as needed. For additional guidance on preparing your clients for their telehealth appointments, visit [parinc.com/Remote Appointment Checklist](https://parinc.com/RemoteAppointmentChecklist).**

## **OVERVIEW OF THE RIAS-2/RIST-2 REMOTE**

The **Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) Remote** is an individually administered test of intelligence that includes conormed, supplemental measures of memory for a total of six subtests. It is designed to be administered remotely and, like the print version, is appropriate for individuals ages 3 to 94 years. The RIAS-2 Remote includes a two-subtest Verbal Intelligence Index (VIX) and a two-subtest Nonverbal Intelligence Index (NIX). The scaled sums of *T* scores for the four subtests are combined to form the Composite Intelligence Index (CIX), which is our recommended summary estimate of global intelligence. Administration of the four

intelligence scale subtests by a trained, experienced examiner requires approximately 20 to 25 minutes.

For those who prefer to include memory in their estimate of intelligence, one additional score composite is provided. The optional Composite Memory Index (CMX) is derived from two supplementary memory subtests—one verbal and one nonverbal—which require approximately 10 to 15 minutes of additional testing time.

The **Reynolds Intellectual Screening Test, Second Edition (RIST-2) Remote** is an individually administered abbreviated test of intelligence that takes 10 to 15 minutes to administer and is appropriate for individuals ages 3 to 94 years. Two subtests from the RIAS-2 compose the RIST-2 Remote: one verbal subtest (Guess What) and one nonverbal subtest (Odd-Item Out). The RIST-2 Remote is designed to be administered remotely.

The RIAS-2 Remote and RIST-2 Remote are ideal instruments for remote administration. PAR, Inc. collaborated with Presence Learning, a special education company, to conduct an equivalency study between the RIAS-2 paper-and-pencil format and a digital version ([Wright, 2018](#)). Results demonstrated equivalency between the two formats of administration for all subtests except the speeded subtests. Based on the positive results of this study, and consistent with the literature on equivalency testing (see [Muehlhausen et al., 2015](#)), we decided to develop the RIAS-2 Remote and RIST-2 Remote.



The RIAS-2 Remote contains most of the subtests of the RIAS-2; we excluded the two speeded subtests because equivalency of these two subtests between paper-and-pencil and digital formats was not demonstrated. The Speeded Processing Index (SPI), which is derived from these subtests, is not needed to obtain the CIX, NIX, and VIX.

This white paper is a guide for the administration of the RIAS-2 Remote and RIST-2 Remote. You should refer to the RIAS-2/RIST-2 Professional Manual for additional administration instructions and detailed scoring procedures.

## TECHNICAL REQUIREMENTS

### Hardware.

Both you and your client will need a computer (laptop or desktop) or standard-size tablet with a webcam (built in or attached) to permit audio and video capabilities for two-way, real-time communication. Although laptops and tablets often have built-in microphones, it is recommended that you use headphones with an integrated microphone and a separate webcam device attached to your monitor when on a desktop computer. If the client has access to only a smartphone, it could be used to verify their identity and the testing environment, but we do not recommend administering any performance-based test on a smartphone. For best results, we recommend using a desktop computer, laptop computer, or standard-size (not mini) Apple iPad or Android tablet. If tablets or

laptops are used, make sure they are fully charged at the start of the session. In addition, if tablets are used, make sure the auto-lock setting is set to “Never” so the screen does not lock or time out during testing.

### Videoconferencing software.

Videoconferencing technology with screen-sharing capabilities and the ability for the client to use drawing tools on the device during screen sharing is necessary to remotely administer the RIAS-2/RIST-2 Remote. The American Psychological Association (APA) recommends that you use a HIPAA-compliant videoconferencing platform offering secure, encrypted transmissions. The platform provider should be willing to sign a business associate agreement (BAA) developed either by the company or by the psychologist. We recommend you check with each platform provider to determine the specific tools and features available. Some platforms have different versions with different tools available to assist with remote administration.

### Internet access.

We recommend both you and your client use a secure and private internet (i.e., not publicly accessible) connection. Hard-wiring via an Ethernet cable for internet access allows for the fastest and most stable connectivity. We also recommend that, while you administer the test, other individuals using the same internet connection refrain from using services that require considerable



bandwidth (e.g., streaming video). If you choose to use Wi-Fi, we strongly recommend testing your connection while screen sharing before beginning a remote testing session.

## EXAMINER MATERIALS

### Examiner Materials for the RIAS-2 Remote.

- **RIAS-2/RIST-2 Professional Manual.** This manual provides comprehensive and detailed information about both tests.
- **RIAS-2 Remote e-Stimulus Book.\*** This stimulus book is provided in an electronic format designed for remote administration and contains the Odd-Item Out (OIO), What's Missing (WHM), and Nonverbal Memory (NVM) subtests.
- **RIAS-2 Remote Record Form.** This paper-and-pencil record form is designed for use with remote administration. It is used to record responses and for scoring.
- **Writing implement.** You'll need a pencil or pen to complete the record form during remote administration.
- **Timing device.** You'll need a stopwatch, smartphone timer, or tablet timer to administer the Odd-Item Out (OIO), What's Missing (WHM), and Nonverbal Memory (NVM) subtests.

### Examiner Materials for the RIST-2 Remote.

- **RIAS-2/RIST-2 Professional Manual.** This manual provides comprehensive and detailed information about both tests.
- **RIST-2 Remote e-Stimulus Book.\*** This stimulus book is provided in an electronic format designed for remote administration and contains the Odd-Item Out (OIO) subtest.
- **RIST-2 Remote Record Form.** This paper-and-pencil record form is designed for use with remote administration. It is used to record responses and for scoring.
- **Writing implement.** You'll need a pencil or pen to complete the record form during remote administration.
- **Timing device.** You'll need a stopwatch, smartphone timer, or tablet timer to administer the Odd-Item Out (OIO) subtest.

## SPECIAL CONSIDERATIONS FOR REMOTE ADMINISTRATION

The decision to remotely administer the RIAS-2/RIST-2 Remote or any other assessment instrument is dependent on a variety of client and provider variables. Distractions may be present, the client may have access to various forms of assistance, and the presence of

\*e-Stimulus Books and e-Manuals are now available through PARiConnect's Digital Library; however, test administration is not recommended through the Digital Library at this time.



third parties—for example, facilitators (test proctors or administrative supports) and observers (interns and attorneys)—may be unavoidable. The accuracy of results may be influenced by the quality of the technology used, the hardware specifications needed, the speed of the internet connection, and other technical factors. Finally, a client’s cultural factors, socioeconomic background, and familiarity with computers may affect results.

You must describe and disclose any modifications or alterations made to the standardization procedures and consider the impact of these differences on the reliability, validity, and interpretability of the client’s test scores. These deviations must be noted in your reports. Please be aware of the scientific literature of the assessment, have familiarity with relevant state laws and national practice standards, and abide by the guidance of [APA](#) and the [American Telemedicine Association](#) ([Luxton et al., 2014](#)). As always, your professional judgment, along with guidance from state, local, and other regulatory agencies, should determine whether you use available videoconferencing technology as part of your practice and if this mode of administration is appropriate for your client. For additional guidance on how you can use PAR products via telehealth technology, please visit [https://www.parinc.com/Telehealth\\_Statement](https://www.parinc.com/Telehealth_Statement).

## Reporting Telehealth Assessment Results

In your reporting, indicate whether the assessment was administered via telehealth. For example, “This assessment was conducted

using audiovisual telehealth methods, including remote presentation of test instructions and stimuli and remote observation of performance.” Record any technical issues or other problems that occurred during the assessment process, including loss of internet connection, video or audio lags, distractions, interruptions, and any equipment malfunctions.

## Testing Environment

Ideally, the testing environment should be a comfortable, well-lit room with adequate ventilation. If possible, the room should be free of noise to minimize distractions. All other electronic devices should be turned off, and the testing area should be clear of all items except those needed to participate in the session. The source of lighting should be overhead so that shadows are not cast on the computer screen. Glare from windows or other sources should be prevented because it may obscure important aspects of the stimuli. The client should be seated at a desk or table with a full view of the device’s screen. The height of the desk or table should allow the examinee to view and point to the test stimuli with the drawing tool easily from their seat. All other objects on the desk or table should be removed, if possible, to avoid distracting the client during testing.

During the remote administration, the client should have only the videoconferencing platform open on their computer. All other computer windows and applications should be closed. During the administration of nonverbal subtests, the participant’s video feed and the



drawing tools should be moved or minimized, as needed, so that the view of the stimuli is not obstructed.

Only you and the client should be present during the remote administration session of the RIAS-2/RIST-2 Remote. No other individuals should be present unless an observer or another facilitator is necessary. The client's activity should be closely monitored, and any attempts to seek outside assistance, including opening additional computer windows to search for answers, should be stopped immediately. If you fail to adhere to timing procedures, adequately monitor the client, or bar access to restricted items during test administration, the client's performance may be artificially enhanced.

## REMOTE ADMINISTRATION OF THE RIAS-2/RIST-2 REMOTE

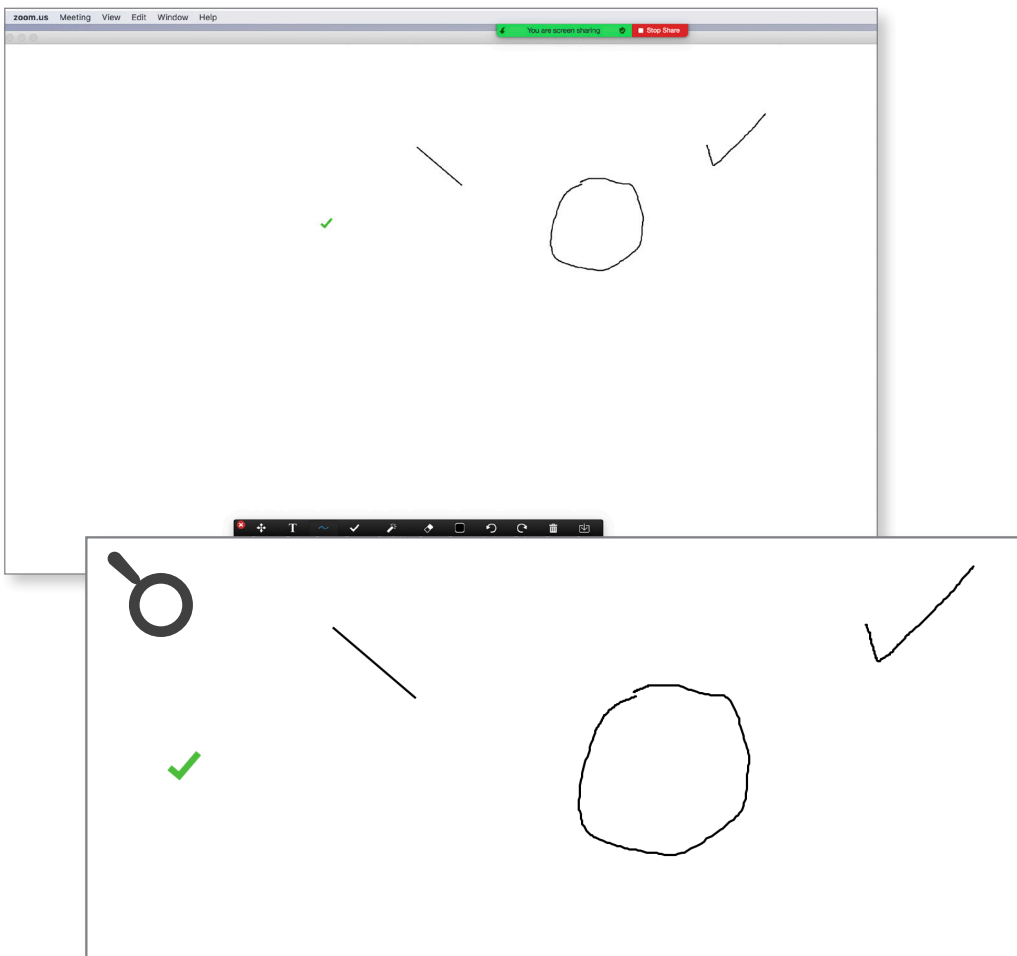
We strongly encourage you to review this procedure and test your setup with a remote videoconferencing platform prior to meeting with a client.

### Steps

- 1** Position your paper record form and timing device so they will be out of the client's view.
- 2** Open and then minimize the RIAS-2 or RIST-2 Remote e-Stimulus Book on your computer/tablet so you can easily access it during testing.
- 3** Launch your selected videoconferencing platform and start the meeting with your client.
- 4** Ensure your client is ready to begin remote administration (see [Testing Environment](#) section for more information).
- 5** Complete and verify the demographic information on the paper record form.
- 6** Share your screen with your client. If it is possible with your chosen videoconferencing platform, allow the individual to see only the relevant window you've chosen to share.
- 7** Share a whiteboard application with your client, if one is available through your chosen videoconferencing platform. If not, share a blank Microsoft Word or Notepad document.
- 8** Instruct the client to annotate on the screen using a drawing tool (see [Figure 1](#)). The drawing tool enables the client to "mark" their selections on-screen during nonverbal subtests.
  - a. Drawing tools may be platform-specific and may include pencils, markers, and stamps. If there is a stamp, a check mark is a good option to use.
  - b. The client should practice making lines, check marks, and circles on-screen and then erasing/undoing and clearing them.
  - c. There should be an option in the videoconferencing platform to allow you to stop annotation and erase annotation, as needed.

**Figure 1.**

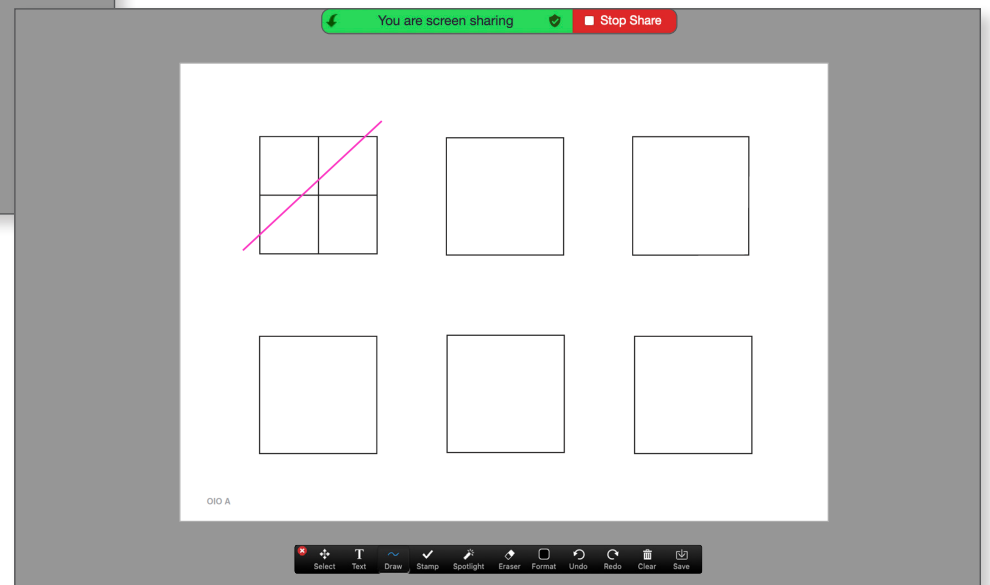
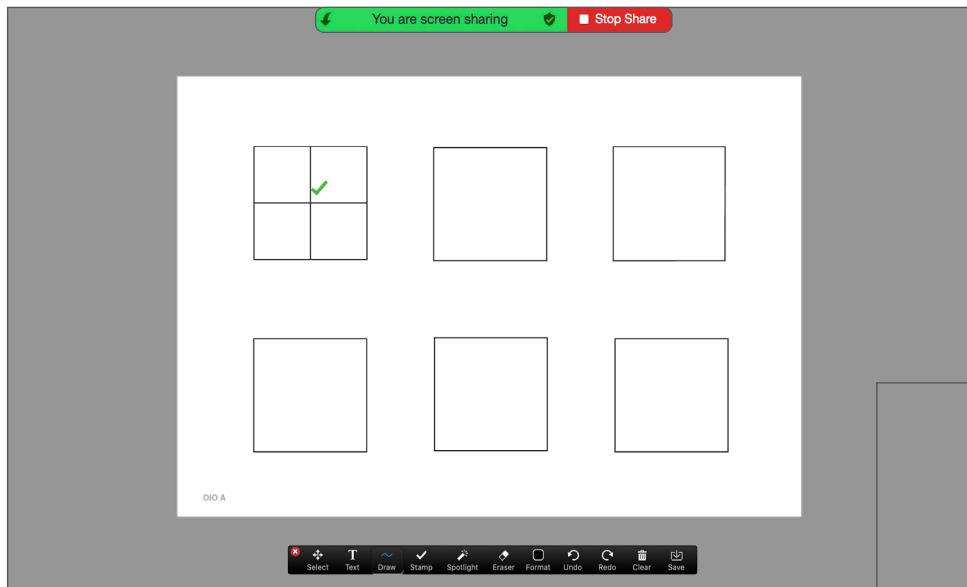
Example of using the drawing tool on a Zoom white board.

**8** (cont.)

- d. Practice until the client feels comfortable with the drawing tool. The client can have flexibility in choosing the drawing tool and mark they prefer to make on items as long as it's easily visible to you. Identify and agree on the mark that will count during testing (see [Figure 2](#)).
- e. Do not use a "mouse over" option in lieu of a drawing tool. Clients may be able to turn pages with a mouse over option, and this option does not work on tablets.



**Figure 2.**  
Examples of using the Zoom drawing tool on Odd-Item Out (OIO) Sample A.







- 9 Begin testing your client and adhere to the instructions in the record form and professional manual. Follow the subtest-specific remote administration guidelines that follow below, and record all responses on the paper record form. (See Table 1 for a summary.)
- Guess What (GWH).** During administration of this subtest, disable screen sharing so you can see the client in a full-screen view. Begin with the sample item in the record form and follow the regular instructions.
  - Odd-Item Out (OIO).** On your computer/tablet, open the RIAS-2 or RIST-2 Remote e-Stimulus Book to the sample item. Share your screen and follow the instructions in the record form. If needed, remind the examinee to point by using the drawing tool. *If you are administering the RIST-2 Remote, stop after administration of this subtest and go to Step 10.*
  - Verbal Reasoning (VRZ).** During administration of this subtest, disable screen sharing so you can see the client in a full-screen view. Begin with the sample item in the record form and follow the regular instructions.
  - What's Missing (WHM).** On your computer/tablet, open the RIAS-2 Remote e-Stimulus Book to the sample item. Share your screen and follow the instructions in the record form. If needed, remind the examinee of the option to point by using the drawing tool.

**Table 1**

RIAS-2/RIST-2 Remote: Administration Needs by Subtest

Subtest	Screen share	Drawing tool	e-Stimulus Book	Start point in e-Stimulus Book
*Guess What (GWH)	No	No	No	N/A
*Odd-Item Out (OIO)	Yes	Yes	Yes	Sample item
Verbal Reasoning (VRZ)	No	No	No	N/A
What's Missing (WHM)	Yes	Optional	Yes	Sample item
Verbal Memory (VRM)	No	No	No	N/A
Nonverbal Memory (NVM)	Yes	Yes	Yes	Age-appropriate start point

\*This subtest appears on the RIST-2 Remote.

## 9 (cont.)

- Verbal Memory (VRM).** If you are administering this subtest, disable screen sharing so you can see the client in a full-screen view. Begin at the age-appropriate start point by using the bookmarks, and follow the regular instructions.



- 9** (cont.)
- f. **Nonverbal Memory (NVM).** If you are administering this subtest, on your computer/tablet, open the RIAS-2 Remote e-Stimulus Book to the age-appropriate start point. Share your screen and follow the instructions in the record form. If needed, remind the examinee to point by using the drawing tool.
- 10** Turn off screen sharing and proceed to the next part of your session.
- 11** When your session has ended, complete scoring on the record form.
- 12** As an alternative to hand-scoring, you may enter subtest raw scores into [PARiConnect](#) and generate your report.



## REFERENCES

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