Pearson

Evidence for Remote Assessment

The 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 and consider the relevant research available to support an informed decision on whether assessment via telepractice is appropriate for a particular examinee, referral question, and situation. Pearson has provided detailed guidance that can be accessed here for professionals considering using many of our assessments in telepractice.

Evidence for Assessment via Telepractice

The existing evidence to support assessment via telepractice spans a wide variety of measures. Professionals reading the published research about assessment via telepractice should first consider studies investigating the equivalency of the assessment's administration between a traditional in-person mode and a remote administration. These studies provide direct evidence on whether the difference between modes of administration is significant.

Even when direct evidence is available in the current research, it can still be helpful to review studies that provide indirect evidence at the task level through demands analysis. Demands analysis of the evaluated tasks is useful because it yields information about task input and output demands. This information can then be applied to understand the applicability and equivalence of normative information for tasks with similar demands. For example, various receptive vocabulary tasks are constructed with nearly identical input and output demands (i.e., input is brief verbal directions and visual stimulus [pictures], and the required output is a brief oral response or a pointing motor response in a multiple-choice format). Therefore, validity evidence on one task can be applied to understand the norms' applicability to other tasks with similar demands. A similar approach was applied to establish the validity of the traditional norms for Q-interactive (Pearson's tablet-based administration and scoring platform), for which a series of several equivalence studies demonstrated equivalence of traditional and digital norms (referenced below). However, while equivalence data on similar measures are relevant, professionals should be mindful that more research is needed to establish telepractice equivalence in all ages, across different clinical populations and for all tasks.

Professionals should always consider the quality of the research study before determining whether the conclusions regarding equivalence are applicable to a situation. Key considerations would be whether the

article was published in a peer-reviewed journal, possesses a convincing sample size, and provides strong research designs and statistical results that allow equivalence to be examined. Studies investigating a correlation or interrater reliability between modes and studies with smaller sample sizes may still provide valuable information for a professional to consider.

Task Level Equivalence

Pearson is actively monitoring and collating the published research on the equivalence of assessment via telepractice. Table 1 provides professionals a valuable resource that lists many available equivalence studies, including the age range, population (i.e., clinical, general population) of the sample, and the tasks used in each study. After completing demands analysis of tasks in Pearson assessments, the indirect evidence related to specific tests and subtests has also been compiled. Users of the table may find it helpful to use the search feature to locate the assessment or task that is being considered for telepractice in the columns for direct and indirect evidence.

Table 1. Telepractice Equivalency Research

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Abdolahi, A., Bull, M. T., Darwin, K. C., Venkataraman, V., Grana, M. J., Dorsey, E. R., & Biglan, K. M. (2016). A feasibility study of conducting the Montreal Cognitive Assessment remotely in individuals with movement disorders. *Health Informatics Journal, 22*(2), 304–311.	53–77	Clinical: Parkinson's disease, Huntington's disease	MoCA	**BCSE** **Beery VMI–6** **BOT–2: Fine Motor Integration, Fine Motor Precision** **CLQT+: Clock Drawing, Confrontation Naming, Design Generation, Generative Naming, Symbol Trails** **DASH** **DASH 17+**
Barcellos, L. F., Bellesis, K. H., Shen, L., Shao, X., Chinn, T., Frndak, S., Drake, A., Bakshi, N., Marcus, J., Schaefer, C., & Benedict, R. H. (2017). Remote assessment of verbal memory in MS patients using the California Verbal Learning Test. *Multiple Sclerosis Journal, 24*, 354–357.	18–69	Clinical: multiple sclerosis	**CVLT–II**	**CVLT3** **RBANS: List Learning, List Recall, List Recognition** **WMS–IV: Verbal Paired Associates**
Brennan, D. M., & Baron, C. R. (2004). The effect of videoconference-based telerehabilitation on story retelling performance by brain-injured subjects and its implications for remote speech-language therapy. *Telemedicine and e-Health, 10*(2). 147–54. https://doi.org/10.1089/tmj.2004.10.147	18–70	Clinical: traumatic brain injury, stroke	SRP	**CELF Preschool–3: Connected Speech Sample** **CLQT+: Story Retelling** **WAB-R: Picture Description, Yes/No Questions**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Ciemins, E. L., Holloway, B., Coon, P. J., McClosky-Armstrong, T., & Min, S. J. (2009). Telemedicine and the Mini-Mental State Examination: Assessment from a distance. *Telemedicine and e-Health, 15*(5), 476–478. https://doi.org/10.1089/tmj.2008.0144	36–90	Clinical: type 2 diabetes	MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
Cullum, C. M., Weiner, M. F., Gehrmann, H. R., & Hynan, L. S. (2006). Feasibility of telecognitive assessment in dementia. *Assessment, 13*(4), 385–390.	51–84	Clinical: Alzheimer's disease, mild cognitive impairment	BNT	**BBCS-E** **CELF Preschool-3: Expressive Vocabulary** **CLQT+: Confrontation Naming** **EVT–2** **EVT–3** **KTEA–3: Object Naming Facility** **RBANS: Picture Naming** **WAB-R: Object Naming** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WRMT–III: Rapid Automatic Naming**
			Category Fluency	**BCSE: Verbal Production** **CLQT+: Confrontation Naming, Generative Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**

Table 1. Telepractice Equivalency Research *(continued)*				
Reference	**Age range of study (years)**	**Population of study**	**Direct evidence (tasks used in the study)**	**Indirect evidence (for Pearson products) (Test: Subtest)**
Cullum, C. M., Weiner, M. F., Gehrmann, H. R., & Hynan, L. S. (2006). Feasibility of telecognitive assessment in dementia. *Assessment, 13*(4), 385–390. *(continued)*	51–84	Clinical: Alzheimer's disease, mild cognitive impairment	HVLT-R	**CELF–5: Recalling Sentences** **CELF Preschool-3: Recalling Sentences** **CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WAB-R: Repetition** **WIAT–III: Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Sentence Repetition** **WMS–IV: Verbal Paired Associates**
			MAE: Letter Fluency	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions, Responsive Speech**
			RBANS: Digit Span	**KABC-II NU: Number Recall** **WAIS–IV: Letter-Number Sequencing** **WISC–V: Letter-Number Sequencing**
Cullum, C. M., Hynan, L. S., Grosch, M., Parikh, M., & Weiner, M. F. (2014). Teleneuropsychology: Evidence for video teleconference-based neuropsychological assessment. *Journal of the International Neuropsychological Society, 20,* 1028–1033.	46–90	General population and clinical: Alzheimer's disease, mild cognitive impairment	BNT	**BBCS-E** **CELF Preschool-3: Expressive Vocabulary** **CLQT+: Confrontation Naming** **EVT–2** **EVT–3** **KTEA–3: Object Naming Facility** **RBANS: Picture Naming** **WAB-R: Object Naming** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Cullum, C. M., Hynan, L. S., Grosch, M., Parikh, M., & Weiner, M. F. (2014). Teleneuropsychology: Evidence for video teleconference-based neuropsychological assessment. *Journal of the International Neuropsychological Society, 20,* 1028–1033. *(continued)*	46–90	General population and clinical: Alzheimer's disease, mild cognitive impairment	*(continued)*	**WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WRMT–III: Rapid Automatic Naming**
			Category Fluency	**BCSE: Verbal Production** **CLQT+: Confrontation Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**
			Digit Span forward and backward	**KABC-II NU: Number Recall** **RBANS: Digit Span** **WAIS–IV: Letter-Number Sequencing** **WISC–V: Letter-Number Sequencing**
			HVLT-R	**CELF–5: Recalling Sentences** **CELF Preschool-3: Recalling Sentences** **CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WAB-R: Repetition** **WIAT–III: Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Sentence Repetition** **WMS–IV: Verbal Paired Associates**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Cullum, C. M., Hynan, L. S., Grosch, M., Parikh, M., & Weiner, M. F. (2014). Teleneuropsychology: Evidence for video teleconference-based neuropsychological assessment. *Journal of the International Neuropsychological Society, 20,* 1028–1033. *(continued)*	46–90	General population and clinical: Alzheimer's disease, mild cognitive impairment	MAE: Letter Fluency	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
Dekhtyar, M., Braun, E., Billot, A., Foo, L., & Kiran, S. (2020). Videoconference administration of the Western Aphasia Battery–Revised: Feasibility and validity. *American Journal of Speech-Language Pathology, 29,* 673–687.	26–75	Clinical: aphasia	**WAB-R: Alphabet and Numbers, Auditory Word Recognition, Block Design, Calculation, Comprehension of Sentences, Conversational Questions, Copying a Sentence, Cortical Quotient, Dictated Letters and Numbers, Drawing, Language Quotient, Letter Discrimination, Object Naming, Picture Description, Picture-Written Word Choice Matching, Raven's Coloured Progressive Matrices, Reading Commands, Reading Irregular Words, Reading Nonwords, Responsive Speech, Sentence Completion, Sequential Commands, Spelled Word Recognition, Spelling, Spoken Word-Written Word Choice Matching, Word Fluency, Writing Dictated Words, Writing Irregular Words to Dictation,** *(continued)*	**BBCS-E** **BBCS-R** **BOT-2: Fine Motor Integration** **BSRA-3** **CELF–5: Following Directions, Formulated Sentences, Linguistic Concepts, Semantic Relationships** **CELF Preschool-3: Basic Concepts, Expressive Vocabulary, Following Directions** **CLQT+: Confrontation Naming, Generative Naming** **DASH** **DASH 17+** **DKEFS: Verbal Fluency** **EVT–2** **EVT–3** **KABC-II NU: Expressive Vocabulary, Gestalt Closure, Hand Movements, Pattern Reasoning, Rover, Story Completion, Triangles, Verbal Knowledge** **KTEA–3: Associational Fluency, Decoding Fluency, Letter & Word Recognition, Listening Comprehension, Math Computation, Nonsense Word Decoding, Reading Comprehension,** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Dekhtyar, M., Braun, E., Billot, A., Foo, L., & Kiran, S. (2020). Videoconference administration of the Western Aphasia Battery–Revised: Feasibility and validity. *American Journal of Speech-Language Pathology, 29,* 673–687. *(continued)*	26–75	Clinical: aphasia	**Writing Nonwords to Dictation, Writing Output, Writing to Dictation, Writing Upon Request, Written Word-Object Choice Matching, Written Word-Picture Choice Matching, Yes/No Questions**	**Reading Vocabulary, Spelling, Word Recognition Fluency, Writing Fluency** **PPVT–4** **PPVT–5** **RBANS: Picture Naming, Semantic Fluency** **WIAT–III: Alphabet Writing Fluency, Early Reading Skills, Essay Composition, Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Math Fluency-Addition/Subtraction/Multiplication, Math Problem Solving, Numerical Operations, Oral Expression-Expressive Vocabulary, Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition, Pseudoword Decoding, Reading Comprehension, Sentence Composition, Spelling, Word Reading** **WIAT-4: Alphabet Writing Fluency, Decoding Fluency, Essay Composition, Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Math Fluency-Addition/Subtraction/Multiplication, Math Problem Solving, Numerical Operations, Oral Expression-Expressive Vocabulary, Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition, Orthographic Fluency, Orthographic Choice, Phonemic Proficiency, Pseudoword Decoding, Reading Comprehension, Sentence Composition, Sentence Writing Fluency, Spelling, Word Reading** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Dekhtyar, M., Braun, E., Billot, A., Foo, L., & Kiran, S. (2020). Videoconference administration of the Western Aphasia Battery–Revised: Feasibility and validity. *American Journal of Speech-Language Pathology, 29,* 673–687. *(continued)*	26–75	Clinical: aphasia	*(continued)*	**WRAT5: Math Computation, Sentence Comprehension, Spelling, Word Reading** **WRMT–III: Letter Identification, Listening Comprehension, Passage Comprehension, Word Attack, Word Comprehension, Word Identification**
DeWitte, E., Piai, V., Kurteff, G., Cai, R., Mariën, P., Dronkers, N., Chang, E., & Berger, M. (2019). A valid alternative for in-person language assessments in brain tumor patients: Feasibility and validity measures of the new TeleLanguage test. *Neuro-Oncology Practice, 6*(2), 93–102.	39–68	General population and clinical: post brain surgery	TeleLanguage Test (some items adapted from WAB-R)	**CLQT+: Confrontational Naming, Generative Naming, Story Retelling** **WAB-R: Conversational Questions, Object Naming, Picture Description, Repetition, Responsive Speech, Sentence Completion, Spelled Word Recognition, Spelling, Word Fluency, Yes/No Questions**
DeYoung, N., & Shenal, B. (2019). The reliability of the Montreal Cognitive Assessment using telehealth in a rural setting with veterans. *Journal of Telemedicine and Telecare, 25*(4), 197–203.	48–77	Clinical: neurocognitive disorders (not specified)	MoCA	**BCSE** **Beery VMI-6** **BOT–2: Fine Motor Integration, Fine Motor Precision** **CLQT+: Clock Drawing, Confrontation Naming, Design Generation, Generative Naming, Symbol Trails** **DASH** **DASH 17+**
Dorsey, E. R., Deuel, L. M., Voss, T. S., Finnigan, K., George, B. P., Eason, S., Miller, D., Reminick, J. I., Appler, A., Polanowicz, J., Viti, L., Smith, S., Joseph, A., & Biglan, K. M. (2010). Increasing access to specialty care: A pilot, randomized controlled trial of telemedicine for Parkinson's disease. *Movement Disorders, 25*(11), 1652–1659.	63–79	Clinical: Parkinson's disease	UPDRS	**BOT-2: Balance**
Franco-Martin, M. A., Bernardo-Ramos, M., & Soto-Perez, F. (2012). Cyber-neuropsychology: Application of new technologies in neuropsychological evaluation. *Actas Espanolas de Psychiatria, 40*(6), 308–314.	25–59	Clinical: schizophrenia	SCIP-S	

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Galusha-Glasscock, J. M., Horton, D. K., Weiner, M. F., & Cullum, C. M. (2016). Video teleconference administration of the Repeatable Battery for the Assessment of Neuropsychological Status. *Archives of Clinical Neuropsychology, 31*(1), 8–11.	58–84	General population and clinical: Alzheimer's disease, mild cognitive impairment	**RBANS Subtests: Coding, Digit Span, Figure Copy, Figure Recall, Line Orientation, List Learning, List Recall, List Recognition, Picture Naming, Semantic Fluency, Story Memory** **RBANS Composites: Immediate Memory Index, Visuospatial/ Constructional Index, Language Index, Attention Index, Delayed Memory Index, Total Scale**	**Beery VMI-6** **BBCS-E** **BCSE: Time Estimation, Verbal Production** **BOT-2: Fine Motor Integration** **CELF Preschool-3: Connected Speech Sample, Expressive Vocabulary** **CLQT+: Confrontation Naming, Design Memory, Generative Naming, Story Retelling** **DASH** **DASH 17+** **DKEFS: Verbal Fluency** **EVT–2** **EVT–3** **KABC-II NU: Expressive Vocabulary, Gestalt Closure, Number Recall, Verbal Knowledge** **KTEA-3: Associational Fluency, Listening Comprehension, Math Fluency, Silent Reading Fluency** **WAB-R: Drawing, Object Naming, Word Fluency** **WAIS–IV: Letter-Number Sequencing, Symbol Search, Vocabulary** **WASI-II: Vocabulary** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension, Math Fluency-Addition/ Subtraction/Multiplication, Oral Expression-Expressive Vocabulary, Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition** **WIAT-4: Listening Comprehension-Oral Discourse Comprehension,** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Galusha-Glasscock, J. M., Horton, D. K., Weiner, M. F., & Cullum, C. M. (2016). Video teleconference administration of the Repeatable Battery for the Assessment of Neuropsychological Status. *Archives of Clinical Neuropsychology, 31*(1), 8–11. *(continued)*	58–84	General population and clinical: Alzheimer's disease, mild cognitive impairment	*(continued)*	**Oral Expression-Expressive Vocabulary, Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition, Phonemic Proficiency** **WISC–V: Letter-Number Sequencing, Symbol Search, Vocabulary** **WMS–IV: Logical Memory, Verbal Paired Associates, Visual Reproduction** **WRMT–III: Listening Comprehension**
Georgeadis, A., Brennan, D., Barker, L., & Baron, C. (2004). Telerehabilitation and its effect on story retelling by adults with neurogenic communication disorders. *Aphasiology, 18*(5–7), 639–652. https://doi.org/10.1080/02687030444000075	18–70	Clinical: traumatic brain injury, stroke	Story Retell Procedure	**CELF Preschool-3: Connected Speech Sample** **CLQT+: Story Retelling** **WAB-R: Picture Description**
Grosch, M. C., Weiner, M. F., Hynan, L. S., Shore, J., & Cullum, C. M. (2015). Video teleconference-based neurocognitive screening in geropsychiatry. *Psychiatry Research, 225*(3), 734–735.	67–85	Clinical: psychiatric outpatient	Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**
			Digit Span	**KABC-II NU: Number Recall** **RBANS: Digit Span** **WAIS–IV: Letter-Number Sequencing** **WISC–V: Letter-Number Sequencing**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
Guo, Y. E., Togher, L., Power, E., Hutomo, E., Yang, Y. F., Tay, A., Yen, S.-C., & Koh, G. C.-H. (2017). Assessment of aphasia across the International Classification of Functioning, Disability and Health using an iPad-based application. *Telemedicine and e-Health, 23*(4), 312–326.	35–79	Clinical: stroke	ALA	**WAB-R: Picture-Written Word Choice Matching, Spoken Word-Written Word Choice Matching, Written Word-Picture Choice Matching**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Guo, Y. E., Togher, L., Power, E., Hutomo, E., Yang, Y. F., Tay, A., Yen, S.-C., & Koh, G. C.-H. (2017). Assessment of aphasia across the International Classification of Functioning, Disability and Health using an iPad-based application. *Telemedicine and e-Health, 23*(4), 312–326. *(continued)*	35–79	Clinical: stroke	PALPA	**WAB-R: Object Naming, Picture-Written Word Choice Matching, Spoken Word-Written Word Choice Matching, Written Word-Object Choice Matching, Written Word-Picture Choice Matching**
Harder, L., Hernandez, A., Hague, C., Neumann, J., McCreary, M., Cullum, C. M., & Greenberg, B. (2020). Home-based pediatric teleneuropsychology: A validation study. *Archives of Clinical Neuropsychology, 33*(6), 703–794. https://doi.org/10.1093/arclin/acaa070	6–20	Clinical: demyelinating disorders	**Beery VMI-6: Full Form, Visual Perception Form**	**BOT-2: Fine Motor Integration, Fine Motor Precision** **DASH** **DASH 17+** **WAB-R: Drawing**
			CVLT–C	**CVLT–II** **CVLT3** **RBANS: List Learning, List Recall, List Recognition** **WMS–IV: Verbal Paired Associates**
			CVLT–II	**CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WMS–IV: Verbal Paired Associates**
			DKEFS: Color-Word Interference, Verbal Fluency	**BCSE: Verbal Production** **CLQT+: Generative Naming** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			SDMT	**RBANS: Coding**
			WAIS–IV: Digit Span Backward, Digital Span Forward, Vocabulary	**DKEFS: Proverbs, Twenty Questions, Word Context** **RBANS: Digit Span** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Harder, L., Hernandez, A., Hague, C., Neumann, J., McCreary, M., Cullum, C. M., & Greenberg, B. (2020). Home-based pediatric teleneuropsychology: A validation study. *Archives of Clinical Neuropsychology, 33*(6), 703–794. https://doi.org/10.1093/arclin/acaa070 *(continued)*	6–20	Clinical: demyelinating disorders	**WISC-V: Digit Span Backward, Digital Span Forward, Vocabulary**	**WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary**
Hildebrand, R., Chow, H., Williams, C., Nelson, M., & Wass, P. (2004). Feasibility of neuropsychological testing of older adults via videoconference: Implications for assessing the capacity for independent living. *Journal of Telemedicine and Telecare, 10*(3), 130–134.	60+	General population	BTA	
			Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**
			Controlled Word Association Test	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			RAVLT	**CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WMS–IV: Verbal Paired Associates**
			WAIS–III: Matrix Reasoning, Vocabulary	**CELF–5: Word Definitions** **CELF Preschool-3: Expressive Vocabulary** **DKEFS: Proverbs, Twenty Questions, Word Context** **EVT–2** **EVT–3** **KABC-II NU: Conceptual Thinking, Expressive Vocabulary, Pattern Reasoning, Riddles**

(continued)

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Hildebrand, R., Chow, H., Williams, C., Nelson, M., & Wass, P. (2004). Feasibility of neuropsychological testing of older adults via videoconference: Implications for assessing the capacity for independent living. *Journal of Telemedicine and Telecare, 10*(3), 130–134. *(continued)*	60+	General population	*(continued*	**KBIT-2: Riddles, Verbal Knowledge** **WAB-R: Block Design, Raven's Coloured Progressive Matrices** **WAIS–IV: Comprehension, Figure Weights, Information, Similarities** **WASI-II: Similarities** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WISC–V: Block Design Multiple Choice, Comprehension, Figure Weights, Information, Picture Concepts, Similarities**
			WASI: Matrix Reasoning, Vocabulary	**CELF–5: Word Definitions** **CELF Preschool-3: Expressive Vocabulary** **DKEFS: Proverbs, Twenty Questions, Word Context** **EVT–2** **EVT–3** **KABC-II NU: Conceptual Thinking, Expressive Vocabulary, Pattern Reasoning, Riddles** **KBIT-2: Riddles, Verbal Knowledge** **WAB-R: Block Design, Raven's Coloured Progressive Matrices** **WAIS–IV: Comprehension, Figure Weights, Information, Similarities** **WASI-II: Similarities** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WISC–V: Block Design Multiple Choice, Comprehension. Figure Weights, Information, Picture Concepts, Similarities**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Hodge, M. A., Sutherland, R., Jeng, K., Bale, G., Batta, P., Cambridge, A., Detheridge, J., Drevensek, S., Edwards, L., Everett, M., Ganesalingam, K., Geier, P., Kass, C., Mathieson, S., McCabe, M., Micallef, K., Molomby, K., Ong, N., Pfieffer, S., . . . Silove, N. (2019). Agreement between telehealth and face-to-face assessment of intellectual ability in children with specific learning disorder. *Journal of Telemedicine and Telecare, 25*(7), 431–437.	8–12	Clinical: specific learning disorder	**WISC–V Australian and New Zealand Subtests: Block Design, Coding, Digit Span, Figure Weights, Matrix Reasoning, Picture Span, Similarities, Symbol Search, Visual Puzzles, Vocabulary** **WISC–V Australian and New Zealand Composites: Fluid Reasoning Index, Full Scale IQ, Processing Speed Index, Verbal Comprehension Index, Visual Spatial Index, Working Memory Index**	**BBCS-E** **BCSE: Clock Drawing, Inhibition, Mental Control, Orientation, Verbal Production** **CELF–5: Word definitions** **CELF Preschool-3: Expressive Vocabulary** **DKEFS: Proverbs, Twenty Questions, Word Context** **EVT–2** **EVT–3** **KABC-II NU: Conceptual Thinking, Expressive Vocabulary, Face Recognition, Hand Movements, Number Recall, Pattern Reasoning, Riddles, Rover, Story Completion, Triangles, Word Order** **KBIT-2: Matrices, Riddles, Verbal Knowledge** **KTEA–3: Math Computation, Math Fluency, Silent Reading Fluency** **RBANS: Coding, Digit Span, Line Orientation** **WAB-R: Block Design** **WAIS–IV: Cancellation, Coding, Comprehension, Figure Weights, Information, Letter-Number Sequencing, Matrix Reasoning, Similarities, Symbol Search, Visual Puzzles** **WASI-II: Matrix Reasoning, Similarities** **WIAT–III: Alphabet Writing Fluency, Math Fluency-Addition/Subtraction/Multiplication, Numerical Operations, Oral Expression-Expressive Vocabulary**

(continued)

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Hodge, M. A., Sutherland, R., Jeng, K., Bale, G., Batta, P., Cambridge, A., Detheridge, J., Drevensek, S., Edwards, L., Everett, M., Ganesalingam, K., Geier, P., Kass, C., Mathieson, S., McCabe, M., Micallef, K., Molomby, K., Ong, N., Pfieffer, S., . . . Silove, N. (2019). Agreement between telehealth and face-to-face assessment of intellectual ability in children with specific learning disorder. *Journal of Telemedicine and Telecare, 25*(7), 431–437. *(continued)*	8–12	Clinical: specific learning disorder	*(continued)*	**WIAT-4: Alphabet Writing Fluency, Math Fluency-Addition/Subtraction/Multiplication, Numerical Operations, Oral Expression-Expressive Vocabulary** **WISC–V: Block Design Multiple Choice, Cancellation, Coding, Comprehension, Figure Weights, Information, Letter-Number Sequencing, Matrix Reasoning, Picture Concepts, Similarities, Symbol Search, Visual Puzzles** **WMS–IV: Spatial Addition, Symbol Span**
Hoffmann, T., Russell, T., Thompson, L., Vincent, A., & Nelson, M. (2008). Using the Internet to assess activities of daily living and hand function in people with Parkinson's disease. *NeuroRehabilitation, 23*(3), 253–261.	45–76	Clinical: Parkinson's disease	FIM	
			Nine-Hole Peg Test	**BOT-2: Manual Dexterity**
			UPDRS	**BOT-2: Balance**
Hwang, R., Mandrusiak, A., Morris, N. R., Peters, R., Korczyk, D., & Russell, T. (2017). Assessing functional exercise capacity using telehealth: Is it valid and reliable in patients with chronic heart failure? *Journal of Telemedicine and Telecare, 23*(2), 225–232.	39–87	Clinical: chronic heart failure	Six-Minute Walk	
			Timed Up and Go	**BOT-2: Running Speed and Agility**
Jacobsen, S. E., Sprenger, T., Andersson, S., & Krogstad, J.-M. (2003). Neuropsychological assessment and telemedicine: A preliminary study examining the reliability of neuropsychology services performed via telecommunication. *Journal of the International Neuropsychological Society, 9,* 472–478.	Mean: 35	General population	BVRT	**CLQT+: Design Memory** **RBANS: Figure Copy, Figure Recall** **WMS–IV: Designs I and II, Visual Reproduction I and II**
			Digit Span	**RBANS: Digit Span**
			Grooved Pegboard	**BOT-2: Manual Dexterity**
			Seashore Rhythm Test	
			Symbol Digit Modalities Test	**RBANS: Coding**
			VOSP: Silhouettes	

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Jacobsen, S. E., Sprenger, T., Andersson, S., & Krogstad, J.-M. (2003). Neuropsychological assessment and telemedicine: A preliminary study examining the reliability of neuropsychology services performed via telecommunication. *Journal of the International Neuropsychological Society, 9,* 472–478. *(continued)*	Mean: 35	General population	**WAIS (Norwegian): Digit Span, Vocabulary**	**BBCS-E** **CELF–5: Word Definitions** **CELF Preschool-3: Expressive Vocabulary** **DKEFS: Proverbs, Twenty Questions, Word Context** **EVT–2** **EVT–3** **RBANS: Picture Naming** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary**
			WMS-R: Logical Memory	**CLQT+: Story Retelling** **KTEA–3: Listening Comprehension** **RBANS: Story Memory, Story Recall** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension** **WIAT-4: Listening Comprehension-Oral Discourse Comprehension** **WMS–IV: Logical Memory I and II**
Loh, P. K., Ramesh, P., Maher, S., Saligari, J., Flicker, L., & Goldswain, P. (2004). Can patients with dementia be assessed at a distance? The use of telehealth and standardized assessments. *Internal Medicine Journal, 34,* 239–242. https://doi.org/10.1111/j.1444-0903.2004.00531.x	72–95	General population and clinical: dementia, delirium, depression	GDS	
			SMMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
Manning, B. L., Harpole, A., Harriott, E. M., Postolowicz, K., & Norton, E. S. (2020). Taking language samples home: Feasibility, reliability, and validity of child language samples conducted remotely with video chat versus in-person. *Journal of Speech, Language, and Hearing Research, 63*(12), 3982–3990. https://doi.org/10.1044/2020_JSLHR-20-00202	1:6–2:10	General population	Language Sample (mean length of utterance (MLU), number of different words (NDW), type–token ratio (TTR), number of language errors and omissions, and percent of utterances with child speech intelligible)	**CELF Preschool-3: Connected Speech Sample** **PLS–5: Language Sample Checklist**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Meyer, A. M., Getz, H. R., Brennan, D. M., Hu, T. M., & Friedman, R. B. (2019). Telerehabilitation of anomia in primary progressive aphasia. *Aphasiology, 30*(4), 483–507. https://doi.org/10.1080/02687038.2015.1081142	48–69	Clinical: primary progressive aphasia	BDAE	**BCSE: Verbal Production** **CELF–5: Formulated Sentences** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency, Oral Expression** **RBANS: Picture Naming, Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			BNT	**BBCS-E** **CELF Preschool-3: Expressive Vocabulary** **CLQT+: Confrontation Naming** **EVT–2** **EVT–3** **KTEA–3: Object Naming Facility** **RBANS: Picture Naming** **WAB-R: Object Naming** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WRMT–III: Rapid Automatic Naming**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
			MoCA	**BCSE** **Beery VMI-6** **BOT–2: Fine Motor Integration, Fine Motor Precision**

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Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Meyer, A. M., Getz, H. R., Brennan, D. M., Hu, T. M., & Friedman, R. B. (2019). Telerehabilitation of anomia in primary progressive aphasia. *Aphasiology, 30*(4), 483–507. https://doi.org/10.1080/02687038.2015.1081142 *(continued)*	48–69	Clinical: primary progressive aphasia	*(continued)*	**CLQT+: Clock Drawing, Confrontation Naming, Design Generation, Generative Naming, Symbol Trails** **DASH** **DASH 17+**
			NAT: Wh-questions	
			Pyramid and Palm Trees Test	**CELF–5: Word Classes** **CELF Preschool-3: Word Classes**
			Word-Picture Matching	**WAB-R: Picture-Written Word Choice Matching, Written Word-Picture Choice Matching**
Mitsis, E. M., Jacobs, D., Luo, X., Andrews, H., Andrews, K., & Sano, M. (2010). Evaluating cognition in an elderly cohort via telephone assessment. *International Journal of Geriatric Psychiatry, 25*(5), 531–539.	65–97	General population	Buschke SRT	**CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WMS–IV: Verbal Paired Associates**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
			OTMT	**CLQT+: Symbol Trails** **DKEFS: Trail Making**
			WAIS–III: Digit Span	**RBANS: Digit Span**
			WMS–III: Letter Fluency, Logical Memory, WORLD Backward	**BCSE** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **KTEA–3: Listening Comprehension** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension**
				(continued)

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Mitsis, E. M., Jacobs, D., Luo, X., Andrews, H., Andrews, K., & Sano, M. (2010). Evaluating cognition in an elderly cohort via telephone assessment. *International Journal of Geriatric Psychiatry, 25*(5), 531–539. *(continued)*	65–97	General population	*(continued)*	**WIAT-4: Listening Comprehension-Oral Discourse Comprehension** **WMS–IV: Logical Memory I and II**
Palsbo, S. E., Dawson, S. J., Savard, L., Goldstein, M., & Heuser, A. (2007). Televideo assessment using Functional Reach Test and European Stroke Scale. *Journal of Rehabilitation Research & Development, 44*(5). 659–64. https://doi.org/10.1682/jrrd.2006.11.0144	25–81	Clinical: post-stroke	European Stroke Scale	**BOT-2: Running Speed and Agility**
Parks, A. C., Davis, J., Spresser, C. D., Stroescu, I., & Ecklund-Johnson, E. (2021). Validity of in-home teleneuropsychological testing in the wake of COVID-19. *Archives of Clinical Neuropsychology.* Advance online publication. https://doi.org/10.1093/arclin/acab002	19–89	General population and clinical: mild and major neurocognitive disorders	BNT	**BBCS-E** **CELF Preschool-3: Expressive Vocabulary** **CLQT+: Confrontation Naming** **EVT–2** **EVT–3** **KTEA–3: Object Naming Facility** **RBANS: Picture Naming** **WAB-R: Object Naming** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WRMT–III: Rapid Automatic Naming**
			CIFA: Verbal Fluency S Words, P Words, Animals, and Supermarket Items trials	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Parks, A. C., Davis, J., Spresser, C. D., Stroescu, I., & Ecklund-Johnson, E. (2021). Validity of in-home teleneuropsychological testing in the wake of COVID-19. *Archives of Clinical Neuropsychology.* Advance online publication. https://doi.org/10.1093/arclin/acab002 *(continued)*	19–89	General population and clinical: mild and major neurocognitive disorders	GDS	
			HVLT-R	**CELF–5: Recalling Sentences** **CELF Preschool-3: Recalling Sentences** **CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WAB-R: Repetition** **WIAT–III: Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Sentence Repetition** **WMS–IV: Verbal Paired Associates**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
			OTMT	**CLQT+: Symbol Trails** **DKEFS: Trail Making**
			WAIS–III: Digit Span	**RBANS: Digit Span**
Ragbeer, S., Augustine, E., Mink, J., Thatcher, A., Vierhile, A., & Adams, H. (2016). Remote assessment of cognitive function in juvenile neuronal ceroid lipofuscinosis (Batten disease). *Journal of Child Neurology, 31*(4), 481–487.	10:6–16:6	Clinical: Batten disease	Verbal Fluency	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Ragbeer, S., Augustine, E., Mink, J., Thatcher, A., Vierhile, A., & Adams, H. (2016). Remote assessment of cognitive function in juvenile neuronal ceroid lipofuscinosis (Batten disease). *Journal of Child Neurology, 31*(4), 481–487. *(continued)*	10:6–16:6	Clinical: Batten disease	**WISC–IV: Digital Span, Information, Similarities, Vocabulary**	**BBCS-E** **CELF–5: Word Definitions** **CELF Preschool-3: Expressive Vocabulary** **DKEFS: Proverbs, Twenty Questions, Word Context** **EVT–2** **EVT–3** **KABC-II NU: Expressive Vocabulary, Number Recall, Riddles** **KBIT-2: Riddles, Verbal Knowledge** **RBANS: Digit Span, Picture Naming** **WAIS–IV: Arithmetic, Comprehension, Information, Letter-Number Sequencing, Similarities** **WASI-II: Similarities** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WISC–V: Arithmetic, Comprehension, Information, Letter Number Sequencing, Similarities**
			WRAML: Immediate Recall, Recognition	**CELF–5: Recalling Sentences** **CELF Preschool-3: Recalling Sentences** **CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WIAT–III: Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Sentence Repetition** **WMS–IV: Logical Memory, Logos, Verbal Paired Associates, Visual Reproduction**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Stain, H. J., Payne, K., Thienel, R., Michie, P., Vaughan, C., & Kelly, B. (2011). The feasibility of videoconferencing for neuropsychological assessments of rural youth experiencing early psychosis. *Journal of Telemedicine and Telecare, 17,* 328–331.	14–27	Clinical: psychosis	MAE: Controlled Oral Word Association Test (verbal fluency)	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			WAIS–III: Digit Span	**KABC-II NU: Number Recall** **RBANS: Digit Span** **WAIS–IV: Letter-Number Sequencing** **WISC–V: Letter-Number Sequencing**
			WMS-R: Logical Memory	**CLQT+: Story Retelling** **KTEA–3: Listening Comprehension** **RBANS: Story Memory, Story Recall** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension** **WIAT-4: Listening Comprehension-Oral Discourse Comprehension** **WMS–IV: Logical Memory I and II**
			WTAR	**KTEA-3: Decoding Fluency, Letter & Word Recognition, Nonsense Word Decoding, Word Recognition Fluency** **TOPF** **WIAT–III: Pseudoword Decoding, Word Reading** **WIAT-4: Decoding Fluency, Orthographic Fluency, Pseudoword Decoding, Word Reading** **WRMT–III: Word Attack, Word Identification**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Stillerova, T., Liddle, J., Gustafsson, L., Lamont, R., & Silburn, P. (2016). Could everyday technology improve access to assessments? A pilot study on the feasibility of screening cognition in people with Parkinson's disease using the Montreal Cognitive Assessment via Internet videoconferencing. *Australian Occupational Therapy Journal, 63*(6), 373–380.	57–76	Clinical: Parkinson's disease	MoCA	**BCSE** **Beery VMI-6** **BOT–2: Fine Motor Integration, Fine Motor Precision** **CLQT+: Clock Drawing, Confrontation Naming, Design Generation, Generative Naming, Symbol Trails** **DASH** **DASH 17+**
Sutherland, R., Trembath, D., Hodge, A., Drevensek, S., Lee, S., Silove, N., & Roberts, J. (2017). Telehealth language assessments using consumer grade equipment in rural and urban settings: Feasible, reliable and well tolerated. *Journal of Telemedicine and Telecare, 23*(1), 106–115.	8–12	Clinical: language impairment, specific learning disorder	**CELF–4 Subtests: Concepts and Following Directions, Formulated Sentences, Recalling Sentences, Word Classes, Word Structure** **CELF–4 Composites: Core Language Score, Expressive index, Receptive Index**	**BBCS-E** **BBCS-R** **BSRA-3** **CELF–5: Following Directions, Formulated Sentences, Recalling Sentences, Word Classes, Word Structure** **CELF Preschool-3: Following Directions, Recalling Sentences, Word Classes, Word Structure** **CLQT+: Confrontation Naming, Story Retelling** **DKEFS: Proverbs, Twenty Questions, Word Context** **EVT–2** **EVT–3** **KABC-II NU: Expressive Vocabulary, Gestalt Closure, Number Recall, Pattern Reasoning, Verbal Knowledge** **KTEA–3: Oral Expression, Reading Vocabulary** **PPVT–4** **PPVT–5** **RBANS: Picture Naming, Digit Span** **WAIS–IV: Digit Span, Letter-Number Sequencing** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Sutherland, R., Trembath, D., Hodge, A., Drevensek, S., Lee, S., Silove, N., & Roberts, J. (2017). Telehealth language assessments using consumer grade equipment in rural and urban settings: Feasible, reliable and well tolerated. *Journal of Telemedicine and Telecare, 23*(1), 106–115. *(continued)*	8–12	Clinical: language impairment, specific learning disorder	*(continued)*	**WIAT–III: Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** **WISC–V: Digit Span, Letter-Number Sequencing** **WMS–IV: Logical Memory I and II, Symbol Span, Verbal Paired Associates** **WRMT–III: Word Comprehension**
Temple, V., Drummond, C., Valiquette, S., & Jozsvai, E. (2010). A comparison of intellectual assessments over video conferencing and in-person for individuals with ID: Preliminary data. *Journal of Intellectual Disability Research, 54*(6), 573–577.	23–63	Clinical: intellectual disability	Beery VMI–IV	**BOT-2: Fine Motor Integration** **CLQT+: Clock Drawing** **DASH** **DASH 17+** **RBANS: Figure Copy** **WAB-R: Drawing** **WMS–IV: Visual Reproduction**
			WASI: Full Scale IQ, Performance IQ, Verbal IQ	**BCSE: Clock Drawing, Inhibition, Mental Control, Orientation** **DKEFS: Proverbs, Twenty Questions, Word Context** **KABC-II NU: Conceptual Thinking, Expressive Vocabulary, Hand Movements, Riddles, Rover, Story Completion, Triangles** **KBIT-2: Riddles, Verbal Knowledge** **RBANS: Figure Copy, Figure Recall, Line Orientation, Story Memory, Story Recall** **WAB-R: Block Design, Object Naming, Raven's Colored Progressive Matrices** **WAIS–IV: Comprehension, Figure Weights, Information, Similarities, Visual Puzzles** **WASI-II: Similarities** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Temple, V., Drummond, C., Valiquette, S., & Jozsvai, E. (2010). A comparison of intellectual assessments over video conferencing and in-person for individuals with ID: Preliminary data. *Journal of Intellectual Disability Research, 54*(6), 573–577. *(continued)*	23–63	Clinical: intellectual disability	*(continued)*	**WIAT–III: Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** **WISC–V: Block Design Multiple Choice, Comprehension, Figure Weights, Information, Picture Concepts, Similarities, Visual Puzzles** **WMS–IV: Logical Memory I & II, Visual Reproduction I & II**
Turkstra, L. S., Quinn-Padron, M., Johnson, J. E., Workinger, M. S., & Antoniotti, N. (2012). In-person versus telehealth assessment of discourse ability in adults with traumatic brain injury. *The Journal of Head Trauma Rehabilitation, 27*(6), 424–432.	21–69	Clinical: traumatic brain injury	AphasiaBank: discourse tasks	**CLQT+: Story Retelling**
Vahia, I. V., Ng, B., Camacho, A., Cardenas, V., Cherner, M., Depp, C. A., Palmer, B. W., Jeste, D. V., & Agha, Z. (2015). Telepsychiatry for neurocognitive testing in older rural Latino adults. *The American Journal of Geriatric Psychiatry, 23*, 666–670.	65+	Clinical: cognitive impairment	BVMT-R	**RBANS: Figure Copy** **WMS–IV: Visual Reproduction**
			Category Fluency	**BCSE: Verbal Production** **CLQT+: Confrontation Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**
			EIWA-III: Digit Span	**RBANS: Digit Span**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Vahia, I. V., Ng, B., Camacho, A., Cardenas, V., Cherner, M., Depp, C. A., Palmer, B. W., Jeste, D. V., & Agha, Z. (2015). Telepsychiatry for neurocognitive testing in older rural Latino adults. *The American Journal of Geriatric Psychiatry, 23*, 666–670. *(continued)*	65+	Clinical: cognitive impairment	HVLT-R	**CELF–5: Recalling Sentences** **CELF Preschool-3: Recalling Sentences** **CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WAB-R: Repetition** **WIAT–III: Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Sentence Repetition** **WMS–IV: Verbal Paired Associates**
			Letter Fluency	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
			PontonSatz Spanish Naming Test	**CLQT+: Generative Naming**
Vestal, L., Smith-Olinde, L., Hicks, G., Hutton, T., & Hart Jr., J. (2006). Efficacy of language assessment in Alzheimer's disease: Comparing in-person examination and telemedicine. *Clinical Interventions in Aging, 1,* 467–471.	68–78	Clinical: Alzheimer's disease	BDAE: Picture Description	**CELF–5: Formulated Sentences** **CLQT+: Confrontation Naming** **WAB-R: Picture Description**
			Benton: Aural Comprehension of Words and Phrases, Controlled Oral Word Association Test	**BBCS-R** **BCSE: Verbal Production** **BSRA-3** **CELF–5: Sentence Comprehension** **CELF Preschool-3: Sentence Comprehension** **CLQT+: Sentence Comprehension** **DKEFS: Verbal Fluency** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Vestal, L., Smith-Olinde, L., Hicks, G., Hutton, T., & Hart Jr., J. (2006). Efficacy of language assessment in Alzheimer's disease: Comparing in-person examination and telemedicine. *Clinical Interventions in Aging, 1,* 467–471. *(continued)*	68–78	Clinical: Alzheimer's disease	*(continued)*	**KTEA–3: Associational Fluency, Listening Comprehension** **PPVT–4** **PPVT–5** **RBANS: Semantic Fluency** **WAB-R: Auditory Verbal Comprehension** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Oral Word Fluency** **WIAT-4: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Oral Word Fluency** **WRMT–III: Listening Comprehension**
			BNT	**BBCS-E** **CELF Preschool-3: Expressive Vocabulary** **CLQT+: Confrontation Naming** **EVT–2** **EVT–3** **KTEA–3: Object Naming Facility** **RBANS: Picture Naming** **WAB-R: Object Naming** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WRMT–III: Rapid Automatic Naming**
			MAE: Token Test	**DKEFS: Sorting** **KABC-II NU: Rover, Story Completion, Triangles**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wadsworth, H. E., Galusha-Glasscock, J. M., Womack, K. B., Quiceno, M., Weiner, M. F., Hynan, L. S., Shore, J., & Cullum, C. M. (2016). Remote neuropsychological assessment in rural American Indians with and without cognitive impairment. *Archives of Clinical Neuropsychology, 31*(5), 420–425. https://doi.org/10.1093/arclin/acw030	46–88	General population and clinical: cognitive impairment	BNT	**BBCS-E** **CELF Preschool-3: Expressive Vocabulary** **CLQT+: Confrontation Naming** **EVT–2** **EVT–3** **KTEA–3: Object Naming Facility** **RBANS: Picture Naming** **WAB-R: Object Naming** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WRMT–III: Rapid Automatic Naming**
			Category Fluency	**BCSE: Verbal Production** **CLQT+: Confrontation Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**
			Digit Span forward and backward	**RBANS: Digit Span**
			HVLT-R	**CELF–5: Recalling Sentences** **CELF Preschool-3: Recalling Sentences** **CVLT–II** **CVLT3** **CVLT–C**

(continued)

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wadsworth, H. E., Galusha-Glasscock, J. M., Womack, K. B., Quiceno, M., Weiner, M. F., Hynan, L. S., Shore, J., & Cullum, C. M. (2016). Remote neuropsychological assessment in rural American Indians with and without cognitive impairment. *Archives of Clinical Neuropsychology, 31*(5), 420–425. https://doi.org/10.1093/arclin/acw030 *(continued)*	46–88	General population and clinical: cognitive impairment	*(continued)*	**RBANS: List Learning, List Recall, List Recognition** **WAB-R: Repetition** **WIAT–III: Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Sentence Repetition** **WMS–IV: Verbal Paired Associates**
			Letter Fluency	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
			OTMT	**CLQT+: Symbol Trails** **DKEFS: Trail Making**
Wadsworth, H. E., Dhima, K., Womack, K. B., Hart Jr, J., Weiner, M. F., Hynan, L. S., & Cullum, C. M. (2018). Validity of teleneuropsychological assessment in older patients with cognitive disorders. *Archives of Clinical Neuropsychology, 33*(8), 1040–1045.	57–81	General population and clinical: Alzheimer's disease, mild cognitive impairment	BNT	**BBCS-E** **CELF Preschool-3: Expressive Vocabulary** **CLQT+: Confrontation Naming** **EVT–2** **EVT–3** **KTEA–3: Object Naming Facility** **RBANS: Picture Naming** **WAB-R: Object Naming** **WIAT–III: Oral Expression-Expressive Vocabulary** **WIAT-4: Oral Expression-Expressive Vocabulary** **WRMT–III: Rapid Automatic Naming**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wadsworth, H. E., Dhima, K., Womack, K. B., Hart Jr, J., Weiner, M. F., Hynan, L. S., & Cullum, C. M. (2018). Validity of teleneuropsychological assessment in older patients with cognitive disorders. *Archives of Clinical Neuropsychology, 33*(8), 1040–1045. *(continued)*	57–81	General population and clinical: Alzheimer's disease, mild cognitive impairment	Category Fluency	**BCSE: Verbal Production** **CLQT+: Confrontation Naming** **DKEFS: Verbal Fluency** **KTEA–3: Associational Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency** **WIAT–III: Oral Expression-Oral Word Fluency** **WIAT-4: Oral Expression-Oral Word Fluency**
			Clock Drawing Test	**BCSE** **CLQT+: Clock Drawing** **WAB-R: Drawing**
			Digit Span forward and backward	**KABC-II NU: Number Recall** **RBANS: Digit Span** **WAIS–IV: Letter-Number Sequencing** **WISC–V: Letter-Number Sequencing** **WMS–IV: Symbol Span**
			GDS	
			HVLT-R	**CELF–5: Recalling Sentences** **CELF Preschool-3: Recalling Sentences** **CVLT–II** **CVLT3** **CVLT–C** **RBANS: List Learning, List Recall, List Recognition** **WAB-R: Repetition** **WIAT–III: Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Sentence Repetition** **WMS–IV: Verbal Paired Associates**

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wadsworth, H. E., Dhima, K., Womack, K. B., Hart Jr, J., Weiner, M. F., Hynan, L. S., & Cullum, C. M. (2018). Validity of teleneuropsychological assessment in older patients with cognitive disorders. *Archives of Clinical Neuropsychology, 33*(8), 1040–1045. *(continued)*	57–81	General population and clinical: Alzheimer's disease, mild cognitive impairment	Letter Fluency	**BCSE: Verbal Production** **CLQT+: Generative Naming** **DKEFS: Verbal Fluency** **RBANS: Semantic Fluency** **WAB-R: Word Fluency**
			MMSE	**BCSE** **CLQT+: Personal Facts** **WAB-R: Conversational Questions**
Waite, M., Theodoros, D., Russell, T., & Cahill, L. (2010). Internet-based telehealth assessment of language using the CELF–4. *Language, Speech, and Hearing Services in Schools, 41,* 445–458.	5–9	Clinical: language impairment	**CELF–4: Concepts and Following Directions, Formulated Sentences, Recalling Sentences, Word Structure**	**BBCS-E** **CELF–5: Following Directions, Formulated Sentences, Recalling Sentences, Word Structure** **CELF Preschool-3: Following Directions, Recalling Sentences, Word Structure** **CLQT+: Confrontation Naming** **DKEFS: Proverbs, Twenty Questions, Word Context** **EVT–2** **EVT–3** **KTEA–3: Oral Expression** **WIAT–III: Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** **WIAT-4: Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition**
Wertz, R., Dronkers, N., Bernstein-Ellis, E., Shubitowski, Y., Elman, R., Shenaut, G., & Knight, R. (1987). Appraisal and diagnosis of neurogenic communication disorders in remote settings. *Clinical Aphasiology, 17,* 117–132.	adult (ages not reported)	Clinical: neurogenic communication disorders	Mayo Clinic Procedures for Language Evaluation	
			NCCEA: Token Test	**DKEFS: Sorting**
			PICA	
			RCBA	

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wertz, R., Dronkers, N., Bernstein-Ellis, E., Shubitowski, Y., Elman, R., Shenaut, G., & Knight, R. (1987). Appraisal and diagnosis of neurogenic communication disorders in remote settings. *Clinical Aphasiology, 17,* 117–132. *(continued)*	adult (ages not reported)	Clinical: neurogenic communication disorders	**WAB-R: Auditory Word Recognition, Conversational Questions, Letter Discrimination, Object Naming, Picture Descriptions, Raven's Coloured Progressive Matrices, Repetition, Responsive Speech, Sentence Completion, Sequential Commands, Spelled Word Recognition, Spelling, Word Fluency, Yes/No Questions**	**BBCS-E** **BBCS-R** **BSRA-3** **CELF–5: Following Directions, Formulated Sentences, Linguistic Concepts, Word Structure** **CELF Preschool-3: Expressive Vocabulary, Following Directions, Word Structure** **CLQT+: Confrontation Naming, Generative Naming, Personal Facts, Story Retelling** **EVT–2** **EVT–3** **KTEA–3: Associational Fluency, Decoding Fluency, Letter & Word Recognition, Listening Comprehension, Nonsense Word Decoding, Oral Expression, Spelling, Reading Vocabulary, Word Recognition Fluency** **PPVT–4** **PPVT–5** **RBANS: Picture Naming** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Expressive Vocabulary, Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition, Pseudoword Decoding, Spelling, Word Reading** **WIAT-4: Decoding Fluency, Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Expressive Vocabulary,** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wertz, R., Dronkers, N., Bernstein-Ellis, E., Shubitowski, Y., Elman, R., Shenaut, G., & Knight, R. (1987). Appraisal and diagnosis of neurogenic communication disorders in remote settings. *Clinical Aphasiology, 17,* 117–132. *(continued)*	adult (ages not reported)	Clinical: neurogenic communication disorders	*(continued)*	**Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition, Orthographic Choice, Orthographic Fluency, Pseudoword Decoding, Spelling, Word Reading** **WRMT–III: Listening Comprehension**
Wertz, R., Dronkers, N., Bernsein-Ellis, E., Sterling, L., Shubitowski, Y., Elman, R., & Deal, J. L. (1992). Potential of telephonic and television technology for appraising and diagnosing neurogenic communication disorders in remote settings. *Aphasiology, 6,* 195–202.	adult (ages not reported)	Clinical: neurogenic communication disorders	PICA	
			WAB-R: Auditory Word Recognition, Conversational Questions, Letter Discrimination, Object Naming, Picture Descriptions, Raven's Coloured Progressive Matrices, Repetition, Responsive Speech, Sentence Completion, Sequential Commands, Spelled Word Recognition, Spelling, Word Fluency, Yes/No Questions	**BBCS-E** **BBCS-R** **BSRA-3** **CELF–5: Following Directions, Formulated Sentences, Linguistic Concepts, Word Structure** **CELF Preschool-3: Expressive Vocabulary, Following Directions, Word Structure** **CLQT+: Confrontation Naming, Generative Naming, Personal Facts, Story Retelling** **EVT–2** **EVT–3** **KTEA–3: Associational Fluency, Decoding Fluency, Letter & Word Recognition, Letter Naming Facility, Listening Comprehension, Nonsense Word Decoding, Object Naming Facility, Oral Expression, Spelling, Word Recognition Fluency** **PPVT–4** **PPVT–5** **RBANS: Picture Naming** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary,** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wertz, R., Dronkers, N., Bernsein-Ellis, E., Sterling, L., Shubitowski, Y., Elman, R., & Deal, J. L. (1992). Potential of telephonic and television technology for appraising and diagnosing neurogenic communication disorders in remote settings. *Aphasiology, 6,* 195–202. *(continued)*	adult (ages not reported)	Clinical: neurogenic communication disorders	*(continued)*	**Oral Expression-Expressive Vocabulary, Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition, Pseudoword Decoding, Spelling, Word Reading** **WIAT-4: Decoding Fluency, Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Expressive Vocabulary, Oral Expression-Oral Word Fluency, Oral Expression-Sentence Repetition, Orthographic Choice, Orthographic Fluency, Pseudoword Decoding, Spelling, Word Reading** **WRMT–III: Letter Identification, Listening Comprehension, Rapid Automatic Naming, Word Attack, Word Identification**
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). Retrieved from https://pages.presencelearning.com/rs/845-NEW-442/images/Content-PresenceLearning-Equivalence-of-Remote-Online-Administration-of-RIAS-2-White-Paper.pdf	3–19	General population	RIAS2 Subtests: Guess What, Nonverbal Memory, Odd Item Out, Speeded Naming Task, Speeded Picture Search, Verbal Memory, Verbal Reasoning, What's Missing RIAS2 Composites: Composite Intelligence Index, Composite Memory Index, Nonverbal Intelligence Index, Speeded Processing Index, Verbal Intelligence Index	**BBCS-E** **BBCS-R** **BCSE: Inhibition, Mental Control, Orientation, Time Estimation, Verbal Production** **BSRA-3** **CELF–5: Word Classes** **CELF Preschool-3: Word Classes** **CLQT+: Symbol Cancellation** **CVLT–II** **CVLT3** **CVLT–C** **DASH** **DASH 17+** **DKEFS: Proverbs, Twenty Questions, Word Context** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
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). Retrieved from https://pages.presencelearning.com/rs/845-NEW-442/images/Content-PresenceLearning-Equivalence-of-Remote-Online-Administration-of-RIAS-2-White-Paper.pdf *(continued)*	3–19	General population	*(continued)*	**KABC-II NU: Atlantis, Atlantis Delayed, Block Counting, Conceptual Thinking, Expressive Vocabulary, Face Recognition, Gestalt Closure, Number Recall, Pattern Reasoning, Rebus, Rebus Delayed, Riddles, Verbal Knowledge, Word Order** **KBIT-2: Matrices, Riddles, Verbal Knowledge** **KTEA–3: Letter Naming Facility, Listening Comprehension, Object Naming Facility** **RBANS: Coding, Digit Span, Figure Copy, Figure Recall, Line Orientation, List Learning, List Recall, Story Memory, Story Recall** **WAB-R: Block Design** **WAIS–IV: Cancellation, Coding, Comprehension, Digit Span, Figure Weights, Information, Letter-Number Sequencing, Matrix Reasoning, Picture Completion, Similarities, Symbol Search, Visual Puzzles, Vocabulary** **WASI-II: Matrix Reasoning, Similarities, Vocabulary** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** **WIAT-4: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
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). Retrieved from https://pages.presencelearning.com/rs/845-NEW-442/images/Content-PresenceLearning-Equivalence-of-Remote-Online-Administration-of-RIAS-2-White-Paper.pdf *(continued)*	3–19	General population	*(continued)*	**WISC–V: Block Design Multiple Choice, Cancellation, Coding, Delayed Symbol Translation, Digit Span, Figure Weights, Immediate Symbol Translation, Information, Letter-Number Sequencing, Matrix Reasoning, Naming Speed Literacy, Naming Speed Quantity, Picture Concepts, Picture Span, Recognition Symbol Translation, Similarities, Symbol Search, Visual Puzzles, Vocabulary** **WMS–IV: Designs I & II, Logical Memory I & II, Spatial Addition, Symbol Span, Verbal Paired Associates I & II, Visual Reproduction I & II** **WRMT–III: Listening Comprehension, Rapid Automatic Naming, Word Comprehension**
Wright, A. J. (2018). Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. *Archives of Assessment Psychology, 8*(1), 23–35.	5–16	General population	WJ IV Achievement: Applied Problems, Broad Mathematics, Broad Reading, Broad Writing, Calculation, Letter Word Identification, Math Facts Fluency, Oral Reading, Passage Comprehension, Sentence Reading Fluency, Sentence Writing Fluency, Spelling, Word Attack, Writing Samples	**BBCS-R** **BCSE: Verbal Production** **BSRA-3** **CELF–5: Sentence Comprehension, Structured Writing** **CELF Preschool-3: Basic Concepts, Sentence Comprehension** **CLQT+: Story Retelling** **DASH** **DASH 17+** **DKEFS: Verbal Fluency** **KTEA–3: Decoding Fluency, Letter & Word Recognition, Math Computation, Math Concepts & Applications, Math Fluency, Nonsense Word Decoding, Reading Comprehension, Reading Vocabulary, Silent Reading Fluency, Spelling, Word Recognition Fluency, Writing Fluency, Written Expression** **PPVT–4** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wright, A. J. (2018). Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. *Archives of Assessment Psychology, 8*(1), 23–35. *(continued)*	5–16	General population	*(continued)*	**PPVT–5** **WIAT–III: Early Reading Skills, Essay Composition, Math Fluency-Addition/ Subtraction/Multiplication, Math Problem Solving, Numerical Operations, Oral Reading Fluency, Pseudoword Decoding, Reading Comprehension, Sentence Composition, Spelling, Word Reading** **WIAT-4: Decoding Fluency, Essay Composition, Math Fluency-Addition/ Subtraction/Multiplication, Math Problem Solving, Numerical Operations, Oral Reading Fluency, Orthographic Choice, Orthographic Fluency, Pseudoword Decoding, Reading Comprehension, Sentence Composition, Sentence Writing Fluency, Spelling, Word Reading** **WRAT5: Math Computation, Sentence Comprehension, Spelling, Word Reading** **WRMT–III: Letter Identification, Oral Reading Fluency, Passage Comprehension, Word Attack, Word Comprehension, Word Identification**
			WJ IV Cognitive: Cognitive Efficiency, Comp-Knowledge, Concept Formation, Fluid Reasoning, General Information, General Intellectual Ability, Gf-Gc composite, Letter-Pattern Matching, Number Series, Numbers Reversed, Oral Vocabulary, Phonological Processing, Short-Term Working Memory, Story Recall, Verbal Attention, Visualization	**BBCS-E** **BCSE: Inhibition, Mental Control, Orientation, Time Estimation, Verbal Production** **CELF–5: Recalling Sentences** **CELF Preschool-3: Phonological Awareness, Recalling Sentences** **CLQT+: Design Memory, Symbol Cancellation** **EVT–2** **EVT–3** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wright, A. J. (2018). Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. *Archives of Assessment Psychology, 8*(1), 23–35. *(continued)*	5–16	General population	*(continued)*	**KABC-II NU: Conceptual Thinking, Expressive Vocabulary, Gestalt Closure, Number Recall, Pattern Reasoning, Riddles, Verbal Knowledge** **KBIT-2: Matrices, Riddles, Verbal Knowledge** **KTEA–3: Listening Comprehension, Phonological Processing** **WAB-R: Block Design** **WAIS–IV: Arithmetic, Cancellation, Coding, Comprehension, Digit Span, Figure Weights, Information, Letter-Number Sequencing, Matrix Reasoning, Similarities, Symbol Search, Visual Puzzles, Vocabulary** **WASI-II: Matrix Reasoning, Similarities, Vocabulary** **WIAT–III: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition** **WIAT-4: Listening Comprehension-Oral Discourse Comprehension, Listening Comprehension-Receptive Vocabulary, Oral Expression-Expressive Vocabulary, Oral Expression-Sentence Repetition, Phonemic Proficiency** **WISC–V: Arithmetic, Block Design Multiple Choice, Cancellation, Coding, Comprehension, Digit Span, Figure Weights, Information, Letter-Number Sequencing, Matrix Reasoning, Picture Concepts, Similarities, Symbol Search, Visual Puzzles, Vocabulary** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*

Reference	Age range of study (years)	Population of study	Direct evidence (tasks used in the study)	Indirect evidence (for Pearson products) (Test: Subtest)
Wright, A. J. (2018). Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. *Archives of Assessment Psychology, 8*(1), 23–35. *(continued)*	5–16	General population	*(continued)*	**WMS–IV: Designs I & II, Logical Memory I & II, Spatial Addition, Symbol Span, Verbal Paired Associates I & II, Visual Reproduction I & II** **WRMT–III: Listening Comprehension, Phonological Awareness**
Wright, A. J. (2020). Equivalence of remote, digital administration and traditional, in-person administration of the Wechsler Intelligence Scale for Children, Fifth Edition (WISC–V). *Psychological Assessment, 32*(9), 809–817. http://dx.doi.org/10.1037/pas0000939	6–16	General population	**WISC–V Subtests: Arithmetic, Block Design, Cancellation, Coding, Comprehension, Digit Span, Figure Weights, Information, Letter-Number Sequencing, Matrix Reasoning, Picture Concepts, Picture Span, Similarities, Symbol Search, Visual Puzzles, Vocabulary** **WISC–V Composites: Fluid Reasoning Index, Full Scale IQ, Processing Speed Index, Verbal Comprehension Index, Visual Spatial Index, Working Memory Index**	**BBCS-E** **BCSE: Inhibition, Mental Control, Orientation, Time Estimation, Verbal Production** **CELF–5: Word Classes, Word Definitions** **CELF Preschool-3: Expressive Vocabulary, Word Classes** **CLQT+: Story Retelling, Symbol Cancellation** **DKEFS: Twenty Questions, Proverbs, Word Context** **EVT–2** **EVT–3** **KABC-II NU: Conceptual Thinking, Expressive Vocabulary, Face Recognition, Gestalt Closure, Hand Movements, Number Recall, Pattern Reasoning, Riddles, Rover, Story Completion, Triangles, Verbal Knowledge, Word Order** **KTEA–3: Math Computation, Math Fluency, Silent Reading Fluency** **RBANS: Digit Span, Coding** **WIAT–III: Alphabet Writing Fluency, Math Fluency-Addition/Subtraction/Multiplication, Math Problem Solving, Oral Expression-Expressive Vocabulary** *(continued)*

Table 1. Telepractice Equivalency Research *(continued)*				
Reference	**Age range of study (years)**	**Population of study**	**Direct evidence (tasks used in the study)**	**Indirect evidence (for Pearson products) (Test: Subtest)**
Wright, A. J. (2020). Equivalence of remote, digital administration and traditional, in-person administration of the Wechsler Intelligence Scale for Children, Fifth Edition (WISC–V). *Psychological Assessment, 32*(9), 809–817. http://dx.doi.org/10.1037/pas0000939 *(continued)*	6–16	General population	*(continued)*	**WIAT-4: Alphabet Writing Fluency, Math Fluency-Addition/Subtraction/Multiplication, Math Problem Solving, Oral Expression-Expressive Vocabulary** **WMS–IV: Designs I & II, Logical Memory I & II, Spatial Addition, Symbol Span, Verbal Paired Associates I & II, Visual Reproduction I & II**

Note. ALA = Assessment of Living with Aphasia, BBCS-E = Bracken Basic Concept Scale—Expressive, BBCS-R = Bracken Basic Concept Scale—Receptive, BCSE = Brief Cognitive Status Exam, BDAE = Boston Diagnostic Aphasia Examination, Beery VMI–IV = Beery Buktenica Developmental Test of Visual Motor Integration (4th ed.), Beery VMI–6 = Beery Buktenica Developmental Test of Visual Motor Integration (6th ed.), BNT = Boston Naming Test, BOT-2 = Bruininks-Oseretsky Test of Motor Proficiency (2nd ed.), BSRA-3 = Bracken School Readiness Assessment (3rd ed.), BTA = Brief Test of Attention, Buschke SRT = Buschke Selective Reminding Test, BVMT-R = Brief Visuospatial Memory Test- Revised, BVRT = Benton Visual Retention Test, CELF–4 = Clinical Evaluation of Language Fundamentals (4th ed.), CELF–5 = Clinical Evaluation of Language Fundamentals (5th ed.), CELF Preschool–3 = Clinical Evaluation of Language Fundamentals–Preschool (3rd ed.), CIFA = Calibrated Ideational Fluency Assessment, CLQT+ = Cognitive Linguistic Quick Test-Plus, CVLT–II = California Verbal Learning Test (2nd ed.), CVLT3 = California Verbal Learning Test (3rd ed.), CVLT-C = California Verbal Learning Test-Children's Version, DASH = Detailed Assessment of Speed of Handwriting, DASH 17+ = Detailed Assessment of Speed of Handwriting 17+, DKEFS = Delis-Kaplan Executive Function System, EIWA-III = Escala de Inteligencia Wechsler para Adultos (3rd ed.), EVT-2 = Expressive Vocabulary Test (2nd ed.), EVT-3 = Expressive Vocabulary Test (3rd ed.), FIM = Functional Independence Measure, GDS = Geriatric Depression Scale, HVLT-R = Hopkins Verbal Learning Test-Revised, KABC-II NU = Kaufman Assessment Battery for Children (2nd ed.; Normative Update), KBIT-2 = Kaufman Brief Intelligence Test (2nd ed.), KTEA–3 = Kaufman Test of Educational Achievement (3rd ed.), MAE = Multilingual Aphasia Examination, MMSE = Mini-Mental State Exam, MoCA = Montreal Cognitive Assessment, NAT = Northwestern Anagram Test, NCCEA = Neurosensory Center Comprehensive Examination for Aphasia, OTMT = Oral Trail Making Test, PALPA = Psycholinguistic Assessment of Language Processing Activities, PICA = Porch Index of Communicative Ability, PLS–5 = Preschool Language Scales (5th ed.), PPVT-4 = Peabody Picture Vocabulary Test (4th ed.), PPVT–5 = Peabody Picture Vocabulary Test (5th ed.), RAVLT = Rey Auditory Verbal Learning Test, RBANS = Repeatable Battery for the Assessment of Neuropsychological Status, RCBA = Reading Comprehension Battery for Aphasia, RIAS2 = Reynolds Intellectual Assessment Scales (2nd ed.), SCIP-S = Screen for Cognitive Impairment in Psychiatry, SMMSE = Standardized Mini-Mental State Exam, SRP = Story Retelling Procedure, SDMT = Symbol Digit Modalities Test, TOPF = Test of Premorbid Functioning, UPDRS = Unified Parkinson's Disease Rating Scale, VOSP = Visual Object and Space Perception Battery, WAB-R = Western Aphasia Battery-Revised, WAIS–III = Wechsler Adult Intelligence Scale (3rd ed.), WAIS–IV = Wechsler Adult Intelligence Scale (4th ed.), WASI = Wechsler Abbreviated Scale of Intelligence, WASI-II = Wechsler Abbreviated Scale of Intelligence (2nd ed.), WIAT–III = Wechsler Individual Achievement Test (3rd ed.), WIAT-4 = Wechsler Individual Achievement Test (4th ed.), WISC–IV = Wechsler Intelligence Scale for Children (4th ed.), WISC–V = Wechsler Intelligence Scale for Children (5th ed.), WJ IV = Woodcock Johnson (4th ed.), WMS-R = Wechsler Memory Scale-Revised, WMS-III = Wechsler Memory Scale (3rd ed.), WMS–IV = Wechsler Memory Scale (4th ed.), WRAML = Wide Range Assessment of Memory and Learning, WRAT5 = Wide Range Achievement Test (5th ed.), WRMT–III = Woodcock Reading Mastery Tests (3rd ed.), WTAR = Wechsler Test of Adult Reading

Systematic reviews and meta-analyses combine the results of several studies and may offer additional analysis of telepractice equivalency for the professional to consider.

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Industry Guidance and Other Supporting Studies

Research studies are not the only resources available to professionals gathering information on the equivalence and reliability of assessment via telepractice. Industry guidance released from professional organizations (e.g., Inter Organizational Practice Committee) can be useful summaries of best practice recommendations and legal requirements.

Professional Organizations (APA, AOTA, ASHA, NASP, etc.)

- A Blueprint for Telerehabilitation Guidelines
- Formal Telepractice Guidelines from:
    - American Psychological Association (APA)
    - American Speech-Language-Hearing Association (ASHA)
    - American Occupational Therapy Association (AOTA)
    - National Association of School Psychologists (NASP)
- COVID-19 Resources:
    - Pandemic General Resources (APA)
    - Telepractice Resources during COVID-19 (ASHA)
    - Information Pertaining to Occupational Therapy in the Era of Coronavirus (COVID-19) (AOTA)
    - Virtual Service Delivery in Response to COVID-19 Disruptions (NASP)
- Psychologist Professional Guidance and Training Resources
- Speech Language Pathologist Professional Guidance and Training Resources
- Occupational Therapist Professional Guidance and Training Resources

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