

AOTA-Related Information About WPS Independent Study CE for OTs

Note: The *Target Audience* for all WPS Independent Study CE is assessment professionals, including occupational therapists, psychologists, and speech–language pathologists.

(ABAS-3) Adaptive Behavior Assessment System, Third Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 5

AOTA CEUs: 0.5

NBCOT PDUs: 6.25

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify administration procedures for the ABAS-3
- (2) Identify scoring and interpretation guidelines for the ABAS-3
- (3) Recognize how the results of the ABAS-3 are used to inform intervention planning
- (4) Recognize the basic psychometric support for the ABAS-3

(ADI-R) Autism Diagnostic Interview, Revised Video Training Package

Type: Independent Distance Learning

Level: Advanced

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 18

AOTA CEUs: 1.8

NBCOT PDUs: 22.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify general administration considerations for the ADI-R
- (2) Recognize general coding guidelines for the ADI-R
- (3) Identify specific administration techniques for the ADI-R
- (4) Recognize how to apply ADI-R codes to specific behaviors discussed during administration of the ADI-R
- (5) Identify administration and coding considerations when applying ADI-R interview techniques for loss of skills
- (6) Identify administration and coding considerations when applying ADI-R interview techniques for qualitative abnormalities in communication
- (7) Identify administration and coding considerations when applying ADI-R interview techniques for qualitative abnormalities in reciprocal social interaction
- (8) Identify administration and coding considerations when applying ADI-R interview techniques for restricted, repetitive, and stereotyped patterns of behavior
- (9) Recognize how to choose the appropriate ADI-R algorithm
- (10) Recognize how to convert ADI-R codes to algorithm scores
- (11) Recognize how to use the diagnostic cutoffs to determine the autism classification on the ADI-R

(ADI-R) Autism Diagnostic Interview, Revised Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the basic ADI-R interviewing concepts
- (2) Identify ADI-R administration and coding procedures
- (3) Recognize how to apply ADI-R algorithms and interpret the results
- (4) Recognize the basic psychometric support for the ADI-R

(ADOS-2) Autism Diagnostic Observation Schedule, Second Edition Video Training Package

Type: Independent Distance Learning

Level: Advanced

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 30

AOTA CEUs: 3.0

NBCOT PDUs: 37.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify general administration and coding procedures for the ADOS-2
- (2) Identify specific administration techniques for Module 1
- (3) Recognize how to apply ADOS-2 codes to specific behaviors observed during administration of Module 1
- (4) Identify specific administration techniques for Module 2
- (5) Recognize how to apply ADOS-2 codes to specific behaviors observed during administration of Module 2
- (6) Identify specific administration techniques for Module 3
- (7) Recognize how to apply ADOS-2 codes to specific behaviors observed during administration of Module 3
- (8) Identify specific administration techniques for Module 4
- (9) Recognize how to apply ADOS-2 codes to specific behaviors observed during administration of Module 4
- (10) Identify specific administration techniques for the Toddler Module
- (11) Recognize how to apply ADOS-2 codes to specific behaviors observed during administration of the Toddler Module
- (12) Recognize how to choose the appropriate ADOS-2 algorithm
- (13) Recognize how to convert assigned ratings to algorithm scores
- (14) Identify how to apply the ADOS-2 Classification and ADOS-2 Range of Concern based on algorithm scores
- (15) Identify how to apply the ADOS-2 Comparison score based on algorithm scores
- (16) Recognize the difference between the ADOS-2 Classification/ADOS-2 Range of Concern and the overall diagnosis/overall clinical impression

(ADOS-2) Autism Diagnostic Observation Schedule, Second Edition Video Training Upgrade

Type: Independent Distance Learning

Level: Advanced

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 12

AOTA CEUs: 1.2

NBCOT PDUs: 15

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify general administration considerations for the ADOS-2 Toddler Module
- (2) Recognize general coding guidelines for the ADOS-2 Toddler Module
- (3) Identify specific administration techniques for the ADOS-2 Toddler Module
- (4) Recognize how to apply ADOS-2 codes to specific behaviors observed during administration of the Toddler Module
- (5) Recognize how to choose the appropriate Toddler Module algorithm for scoring the ADOS-2
- (6) Recognize how to convert assigned ratings to algorithm scores
- (7) Identify how to apply the ADOS-2 Range of Concern based on algorithm scores
- (8) Recognize the difference between the ADOS-2 Range of Concern and the overall clinical impression

(ADOS-2) Autism Diagnostic Observation Schedule, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 6

AOTA CEUs: 0.6

NBCOT PDUs: 7.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the key features of the ADOS-2 module approach, including the rationale for the approach and how to select the most appropriate ADOS-2 module
- (2) Identify administration procedures for the ADOS-2
- (3) Identify how to apply ADOS-2 codes
- (4) Recognize how to apply and interpret the results of the ADOS-2
- (5) Recognize the basic psychometric support for the ADOS-2

(AMAS) Adult Manifest Anxiety Scale Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the AMAS
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the AMAS

(ASRS) Autism Spectrum Rating Scales Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the ASRS
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the ASRS

Autism Conversations

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 6

AOTA CEUs: 0.6

NBCOT PDUs: 7.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the visual framework for autism evaluations
- (2) Identify the conversational approach toward child, parent, and teacher interviews
- (3) Recognize how to use the visual framework to collaborate with a multidisciplinary team
- (4) Recognize how to use the visual framework to write a comprehensive and effective narrative report

(Beery VMI) Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 4

AOTA CEUs: 0.4

NBCOT PDUs: 5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the rationale behind the procedures and how the current version compares with prior versions of the test
- (2) Identify the procedures for administering and scoring the Beery VMI, Sixth Edition
- (3) Recognize how to interpret the scores for the test
- (4) Recognize the basic psychometric support for the Beery VMI, Sixth Edition

(CARS2) Childhood Autism Rating Scale, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 5

AOTA CEUs: 0.5

NBCOT PDUs: 6.25

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify administration procedures for the CARS2
- (2) Identify scoring procedures for the CARS2
- (3) Recognize how to interpret the results of the CARS2
- (4) Recognize the basic psychometric support for the CARS2

(Conners 3) Conners Third Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 6

AOTA CEUs: 0.6

NBCOT PDUs: 7.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify research-based information relevant to a diagnosis of ADHD
- (2) Identify the procedures for administering and scoring the Conners 3
- (3) Recognize how to interpret the scores for the test
- (4) Recognize how the results of the Conners 3 are used to inform intervention planning
- (5) Recognize the basic psychometric support for the Conners 3

(DAYC-2) Developmental Assessment of Young Children, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the DAYC-2
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the DAYC-2

(DP-4) Developmental Profile 4 Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify administration procedures for the DP-4
- (2) Identify scoring and interpretation guidelines for the DP-4
- (3) Recognize how the results of the DP-4 are used to inform intervention planning
- (4) Recognize the basic psychometric support for the DP-4

(GARS-3) Gilliam Autism Rating Scale, Third Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the GARS-3
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the GARS-3

(GOAL) Goal-Oriented Assessment of Lifeskills Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 4

AOTA CEUs: 0.4

NBCOT PDUs: 5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify administration procedures for the GOAL Activities
- (2) Identify scoring and interpretations guidelines for the GOAL Activities
- (3) Recognize how the results of the GOAL are used to inform intervention planning
- (4) Recognize the basic psychometric support for the GOAL

(MIGDAS-2) Monteiro Interview Guidelines for Diagnosing the Autism Spectrum, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify key features of the MIGDAS-2 assessment process
- (2) Identify administration procedures for the MIGDAS-2 and recognize how to interpret the observations made during its administration
- (3) Recognize how the results of the MIGDAS-2 process can be used to create meaningful diagnostic feedback sessions, intervention recommendations, and evaluation reports

(PCRI) Parent-Child Relationship Inventory Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the PCRI
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the PCRI

(PDMS-2) Peabody Developmental Motor Scales, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the PDMS-2
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the PDMS-2

(Piers-Harris 3) Piers-Harris Self-Concept Scale, Third Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the Piers-Harris 3
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the Piers-Harris 3

(PSI-4) Parenting Stress Index, Fourth Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the PSI-4
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the PSI-4

(RCMAS-2) Revised Children’s Manifest Anxiety Scale, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the RCMAS-2
- (2) Recognize how to interpret the scores for the test to effectively understand a child’s experience of anxiety problems
- (3) Recognize the basic psychometric support for the RCMAS-2

(RISE) Risk Inventory and Strengths Evaluation Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the RISE
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the RISE

(SCQ) Social Communication Questionnaire Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 1

AOTA CEUs: 0.1

NBCOT PDUs: 1.25

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the SCQ
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the SCQ

(SDMT) Symbol Digit Modalities Test Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the SDMT
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the SDMT

Sensory Integration and the Child: 25th Anniversary Edition Book

Type: Independent Distance Learning

Level: Introductory

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 6

AOTA CEUs: 0.6

NBCOT PDUs: 7.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify key features related to the concept of sensory integration
- (2) Identify key features related to the concept of sensory integrative dysfunction
- (3) Recognize features of specific disorders of sensory integration, including disorders involving the vestibular system, developmental dyspraxia, tactile defensiveness, and disorders of visual perception and auditory-language
- (4) Recognize how intervention approaches by professionals and parents can help children with sensory integrative dysfunction

Shipley-2 Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the Shipley-2
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the Shipley-2

(SIPT) Sensory Integration and Praxis Tests Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the SIPT
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the SIPT

(SMALSI) School Motivation and Learning Strategies Inventory Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the SMALSI
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the SMALSI

(SPM-2) Sensory Processing Measure, Second Edition Manual



WPS is an AOTA Approved Provider of professional development. Course approval ID#2133. This Distance Learning–independent activity is offered at 0.3 CEUs (Intermediate, OT Service Delivery). AOTA does not endorse specific course content, products, or clinical procedures.

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the SPM-2
- (2) Recognize how to interpret the scores for the SPM-2
- (3) Recognize the basic psychometric support for the SPM-2

(SRS-2) Social Responsiveness Scale, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 3

AOTA CEUs: 0.3

NBCOT PDUs: 3.75

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the SRS-2
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the SRS-2

(WRAML2) Wide Range Assessment of Memory and Learning, Second Edition Manual

Type: Independent Distance Learning

Level: Intermediate

AOTA APP Category: Category 1 - Occupational Therapy Service Delivery - Evaluation

Contact/Study hours: 2

AOTA CEUs: 0.2

NBCOT PDUs: 2.5

Learning Objectives: After completing this distance learning–independent study program, you will be able to:

- (1) Identify the procedures for administering and scoring the WRAML2
- (2) Recognize how to interpret the scores for the test
- (3) Recognize the basic psychometric support for the WRAML2