

## 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) Training Video Program**

*Type:* Independent Distance Learning

*Level:* Intermediate

*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) Training Video Program**

*Type:* Independent Distance Learning

*Level:* Intermediate

*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 - Toddler Module**

*Type:* Independent Distance Learning

*Level:* Intermediate

*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

### **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 Book**

*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

### **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 interpretation 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

**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

## **TOD (Tests of Dyslexia) Manual**



WPS is an AOTA Approved Provider of professional development. PD activity approval ID# 8041. This Distance Learning–Independent activity is offered at 0.6 CEUs (Introductory, OT Service Delivery). AOTA does not endorse specific course content, products, or clinical procedures.

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

## **TOD (Tests of Dyslexia) Training Video Program**



WPS is an AOTA Approved Provider of professional development. PD activity approval ID# 8910. This Distance Learning–Independent activity is offered at 0.3 CEUs (Introductory, OT Service Delivery). AOTA does not endorse specific course content, products, or clinical procedures.

*Type:* Independent Distance Learning

*Level:* Introductory

*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 TOD;
- (2) Identify scoring and interpretation guidelines for the TOD; and
- (3) Recognize how the results of the TOD are used to inform intervention planning.