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.

*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:* 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

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
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

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

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**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

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**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
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

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

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
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

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

*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
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

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

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
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

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**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

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**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

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