Response to Intervention Series (RTI Series)

Level 6 Career Assessment (L-6)

Administration Manual

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Further Research and Development by Oakwood Solutions, LLC

Where We Are and Where We Want To Go

This instrument has its origins back in the early 1980s. The conclusion at that time was that most assessment instruments designed for severely impaired individuals were focused in the wrong direction. Most assessment instruments for this population attempt to assess a learner's prior knowledge rather than response to intervention or training. The question is not can this individual succeed in learning career/vocational tasks, but rather what is the type and amount of resources needed to help this person succeed. That type of thinking is more appropriate today than it was in the 1980s. This instrument is the beginning of a whole new set of assessment and skill intervention instruments that we are calling our **Response to Intervention Series (RTI Series)**. This instrument is the first in this exciting new series.

In the months ahead we will be continuing the research on this instrument and when we release the results of our research you will receive this new information at no additional cost. We would appreciate any of your thoughts on improving this instrument. Please send your comments to us and we will incorporate the best ideas into the next version of this instrument.

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SECTION I
INTRODUCTION AND BACKGROUND

A. TARGET POPULATION

The original instrument was designed as an individually administered test to measure the type and amount of resources required for skill training of significantly impaired adolescents and adults. Research at that time began to show that these persons can acquire and perform a variety of career and functional skills. This is especially true for work that involves small parts assembly or manipulation, where a methodology for training and management has resulted from the techniques generally associated with behavioral psychology. Successful skill training procedures have been described in a number of reports spanning many decades (see, for example, Clarke & Heremelin, 1955; Williams, 1967; Tate & Barhoff, 1967; Bellamy, Peterson & Close, 1975). The compelling conclusion from this research is that most significantly impaired adolescents and adults can participate effectively in far more career/vocational opportunities than are usually provided, and that they can earn significant wages performing economically useful work. The discrepancy between this possibility and current practice deserves careful attention.

B. MEASURING THE RESOURCES REQUIRED FOR TRAINING

Historically, vocational assessment has involved attempts to identify individual characteristics which could predict future career success, either with or without intervening training (Neff, 1970). Career assessment has involved the use of tests which were designed to measure these characteristics, to assist in making “feasibility” and placement decisions about individual youth and adults. These decisions are reflected in such commonly-asked questions as: “Is this person a ‘feasible’ vocational rehabilitation client, or is it unlikely that s/he will be able to maintain successful employment?”, and “If ‘feasible’, what training programs are needed to insure career success?”

Critics of the traditional career assessment or vocational evaluation process frequently cite the lack of strong relationships between scores on available tests and career success, and suggest that there is little research or logical basis for making feasibility decisions in individual cases (Gold, 1973; Irvin and Halpern, 1979; Wolfensberger, 1967). Although significantly impaired youth and adults typically perform poorly on most traditional assessment measures, the implication of over several decades of research results is that they can perform quite well when provided sufficient training. The majority of this population now appears ‘feasible’ for eventual career success, given specific job areas and appropriate training and management techniques.

However, the successful demonstrations of skill training do not reduce the need for decisions about the type of individual training or placement which professionals must make. Limited financial resources, now more than ever, demand a procedure for helping better predict individuals who will likely benefit the most from specific skill training. The constraints on our present system are such that these selection decisions will continue to be made, whether or not a solid research or logical rationale is available.

The continuing necessity to make these kinds of practical decisions motivated the development of this instrument.

The importance of this issue is dictated by the actual decisions facing professionals, and it is supported by the results of successful skill training. Careful inspection of the results of most skill training research with severely impaired persons reveals rather large variability among

individuals in training time required or trials before a mastery criterion is reached (see, for example, Gold, 1972; Gold & Barclay, 1973; Crosson, 1967). Although almost every learner in reported research acquires the desired skills, it is apparent that training was quite extensive for some and relatively rapid for others. **If it were possible to demonstrate in advance THE RELATIVE AMOUNT AND TYPE OF TRAINING that a severely impaired individual might need, decisions about learner placement and training could be made more appropriately. This could be done by evaluating the extent and type of needed training services, rather than by estimating the disabilities of individuals needing the training.**

A premise underlying this instrument is that decisions about individual severely impaired adolescents and adults are best made on the basis of these kinds of practical concerns. The **This instrument was designed to be an assessment instrument which demonstrates level and type of resources required for teaching bench-type sorting and assembly skills to all severely impaired individuals.**

C. TASK SPECIFIC VS. NORM-REFERENCED TESTING

Relevant assessment of severely impaired persons involves task-specific behavioral testing of individuals' competencies (Bellamy et al., 1979; Gold, 1973; Haywood, Filler, Shifman, & Chatelanat, 1975). While this approach certainly is superior to traditional norm-referenced testing for measuring ongoing performance skills, it does not solve the problems associated with determining appropriate placement and training decisions within skill training programs. The trend toward deinstitutionalization of severely and profoundly impaired persons has created exactly the kind of need which standardized tests could address: the selection, placement, and training of individuals in a reasonably objective fashion (Anastasi, 1976). However, none of the currently available instruments are suitable for such application. The major purpose of the RTI Series is to respond to this need by making available a standardized career skills assessment instrument that is appropriate for use with this population.

The utility of the results of this instrument is in providing information on the amount and type of training resources that a significantly impaired individual may be expected to require relative to other similar learners in specific types of tasks. The major benefit of this approach is that significantly impaired individuals will have the opportunity to demonstrate their responsiveness to training BEFORE decisions are made regarding their ability.

D. WHOLE TASK VS. SMALL STEP TESTING

A major problem that exists when currently available work sample systems are used with severely impaired individuals is that these assessment systems involve a whole task approach toward evaluating performance. Current practice demonstrates that successful skill training for significantly impaired persons depends on the microscopic breakdown of large tasks into small components so that chains of behavior can be taught (Bellamy et al., 1979). Assessment of skills should also be focused on small components so that it has direct implications for subsequent training. This instrument involves very brief tasks as test items rather than lengthy work samples in order to make test content relevant to the typical skill training that severely impaired individuals receive.

E. PROCESS AND PRODUCT ASSESSMENTS

Most available measures of career/vocational competence employ a “product” approach to assessment. That is, they measure only the skills that the examinee has learned prior to testing. Significantly impaired persons are heavily penalized on such measures because they typically have not had the opportunity to learn vocationally-relevant skills. A “process” approach has been recommended as an alternative method of assessment with severely impaired persons (Budoff & Hamilton, 1977; Feuerstein, 1979; Haywood, 1975; Irvin, et al., 1981; Irvin & Halpern, 1979). In process assessment, an individual’s ability to benefit from instruction (or training) DURING TESTING is measured. This approach in today’s literature would be called “Response to Intervention (RTI).” Initial validity results with severely impaired persons indicate that process measures predict subsequent acquisition of new skills more precisely than do conventional IQ tests or other “product” tests (Budoff & Hamilton, 1976; Irvin, et al., 1981).

The Response to Intervention Series–Level 6 (RTI Series–Level 6) career assessment has been constructed in a manner that enables measurement of both the “product” and “process” of learning by severely impaired individuals. It is reasonable to assume that severely impaired persons will always require some training prior to eventual skill development and performance. It is also certain that there are measurable individual differences in the learning skills of severely impaired individuals. It is sensible, then, to ASSESS NOT ONLY WHAT THESE PERSONS KNOW AND CAN DO PRIOR TO TRAINING, but also TO MEASURE WHAT KINDS OF TRAINING MOST EFFECTIVELY PRODUCE THE LEARNING OF ADDITIONAL SKILLS. The RTI Series offers an approach which accomplishes both kinds of assessment.

F. NEW METHODS OF TEACHING AND TRAINING – VIDEO MODELING

Over the years not much has changed in the teaching or training techniques for individuals with significant disabilities. Three of the most common techniques are incorporated in this instrument: verbal receptivity, imitation skills or modeling, and physical guidance or prompting. These three common teaching/training techniques are scales included in the RTI Series scoring.

The VERBAL SCORE is a measure of the examinee’s receptive language skills in relation to simple verbal instructions regarding training-relevant tasks. The score offers information on the likelihood that the examinee will be able to follow simple verbal instructions or commands.

The IMITATION SCORE is a measure of the examinee’s ability to learn from imitation or modeling techniques. There are two modeling techniques included in the RTI Series assessment.

PHYSICAL MODELING is the training technique of demonstrating by actually performing or doing the task for the examinee and then allowing the examinee to demonstrate by doing the same task. This technique has proven quite useful as a teaching or training technique for person with significant disabilities.

VIDEO MODELING IS A VISUAL TEACHING PROCESS THAT ALLOWS THE EXAMINEE TO WATCH SIMPLE PROCEDURES ON A VIDEO SCREEN AND THEN ALLOWS THE EXAMINEE TO REPEAT THE ACTIVITY BY ACUTALLY PERFORMING THE OBSERVED TASK. Video modeling is a process that involves the presentation of a desired behavior using video technology. Video modeling involves the examinee observing a video demonstration of desired behavior and then imitating or modeling the targeted behavior. Video modeling is a relatively new teaching/training technique. It has become more popular with the development of

inexpensive video recording and playback equipment. In an era of limited resources, video modeling is proving to be a very cost-effective teaching/training technique.

PHSYICAL GUIDANCE OR PROMPTING IS A METHOD OF TEACHING THAT INVOLVES PHYSICALLY GUIDING THE EXAMINEE TO DO THE DESIRED TASK. There are two types of scores obtained from this scale. The first is the extent of prompting required for an examinee to learn a new behavior and the second is the amount of learning from physical prompts.

G. SUMMARY: USES AND MISUSES

Many of the innovations in services for severely impaired persons have resulted not from advances in the types of assessments that are made, but rather from attempts to develop effective instructional techniques to use with individuals who had been previously excluded from training because of poor assessment results. The overall program out of which the RTI Series emerged is dedicated to identifying and providing needed services for all significantly impaired individuals, rather than “finding individuals” who seem to benefit from a particular type of service. Nevertheless, from a practical perspective, it is apparent that selection, placement, and training decisions will continue to be necessary, regardless of advancements in training and service technologies.

The RTI Series has been developed to provide a sound basis for making such placement and training decisions regarding severely handicapped youth and adults. The research foundation of the RTI Series suggests that it is indeed possible to predict the overall level and type of resources required to accomplish career/vocational training of these individuals.

IT IS ESSENTIAL THAT RTI SERIES USERS BE EXTREMELY SENSITIVE TO THE POSSIBLE MISUSES OF RTI SERIES RESULTS. Test results could be used in at least two inappropriate ways. First, they could be used to rationalize exclusion of individuals from opportunities for training, as IQ scores have been used to exclude people from access to educational services. Also, results could be used to imply individual potential rather than required service efforts, as has been done with other measures in the past. The major strength of this instrument to resist such inappropriate applications is that users will have to do some training during testing with participants BEFORE making placement or training decisions about the participant. As a result, severely impaired participants will have the opportunity to demonstrate responsiveness to training on the RTI Series instead of being victimized by undocumented decisions regarding their lack of trainability.

SECTION II
VIDEO MODELING

A. A NEW TECHNOLOGY-BASED TEACHING/TRAINING TOOL

The past 40 years have seen the concept of modeling, or observational learning, grow into an evidence-based practice that is supported by extensive research showing real promise for teaching or training individuals with significant disabilities. According to Bellini and Akullian (2007) the concept of modeling was introduced by Albert Bandura. Bandura (1977) found that children acquire many skills simply by observing other people perform the skills. He later found that observers will imitate behaviors with or without the use of reinforcement, and they can learn to perform the behavior in new settings. This factor made it possible to observe a behavior in one setting and then repeat that same behavior in a totally different setting. This lead to the development of the use of modeling to increase the likelihood of generalization of positive behaviors from one setting to another. A key indicator for success in modeling behavior is motivation. Bandura asserted that children are more likely to pay attention to a model who they feel is capable or competent and who is like themselves.

In the last 30 years The Conover Company has been developing technology-based solutions capitalizing on the motivational effects of modeling to teach basic functional social, life, literacy, work and math skills. We were one of the first (1982) to use still images as well as video-based software techniques to model appropriate behaviors. Recently we have released iPod/iPad applications or apps to tie in to our software programs teaching functional skills. The use of apps to model desired behaviors taps into the motivational aspects of this new technology, further enhancing the desire to learn. An additional powerful aspect of this new technology is portability. Now it is truly possible to take this technology out into the community where new behaviors will be put into practice. Viewing videos in real time in real life situations makes this new mobile technology the ultimate visual prompting tool for persons with significant disabilities.

B. VIEW IT AND USE IT

Video modeling is the process of repeatedly observing appropriate language and behavior in real-life situations on a screen and then using this new behavior in real life situations. Further enhancing this definition is the ability to incorporate the video lesson with real life opportunities to practice the targeted behavior in real time. Initially video modeling was limited to the classroom. The video and/or computer equipment was bulky and very hard to move from site to site. One of the perceived benefits from this older video technology was that the student could learn without actually being in the actual real life situation. In time this aspect came to be viewed as a liability rather than an asset. The ability to use the new behavior as soon as it is observed closes the gap between training and actual use of the new behaviors. Our new iPod apps were developed to address this issue – to take learning from the classroom, out into the community. **When a learner is able to use the video model in real-life situations as soon as it is observed, the transfer of learning increases training success.** A practical example of this is the use of our Activity List Generator. With this application actual pictures and/or video can be shot of the steps needed to perform a work-related behavior. Learners can review these custom pictures and/or videos in their workplace settings and then immediately model those observed behaviors. The iPod's size makes it possible to put this powerful visual prompting tool in a pocket and use it anytime/anywhere.

C. WHY DOES VIDEO MODELING WORK?

There are many reasons why the use of video modeling works better than other teaching/training techniques for individuals with significant disabilities. Here are some examples: A study Video Modeling: Why Does It Work for Children with Autism? (Corbett and Abdullah, 2005) identifies the following key factors:

- over-selective attention (easily distracted)
- restricted field of focus (include only relevant factors)
- limited face-to-face contact with others
- desire for visual images (stimuli)
- ability to process visual stimuli over verbal commands

Clearly video modeling is now considered a superior teaching/training technique because children with Autism Spectrum Disorder (ASD) learn tasks through visual modes (Buggey, 2005; Pierce & Schreibman, 1994). Banda, Matuszhy and Turkan, 2007, in their article "Video Modeling Strategies to Enhance Appropriate Behaviors in Children with Autism Spectrum Disorder," identified research on video modeling interventions that have been proven effective in teaching socialization, communication and functional living skills. They state "video modeling intervention can be considered an evidence-based teaching strategy because researchers in several studies consistently found it to be effective for children with ASD."

In other studies, video modeling has proven to be an effective method of intervention for teaching a variety of skills to individuals with developmental disabilities (Bidwell & Rehfeldt, 2004). Teaching life skills, social skills, basic literacy skills, work skills, and math skills have all been addressed in our Functional Skills System for over 30 years with hundreds of successful sites reporting to us that, not only does our Functional Skills System software tap into the motivational aspects of video modeling, it also improves generalization from training to real life application.

Lovett & Harris (1987) stated that individuals with developmental disabilities rated social skills and interpersonal relationships as one of the major factors for successful community living. A lack of these key skills limits an individual's ability to live independently. Over the past 30 years we have used video modeling in our software products to successfully teach thousands of individuals with developmental disabilities to function more independently in their homes, schools, communities, and workplaces.

D. VIDEO MODELING–A COST EFFECTIVE SOLUTION

One of the greatest reasons for the success of video modeling as a teaching/training technique is its cost effectiveness. With today's tight teaching/training budgets, video modeling has proven to be a very effective and cost-saving technique for training individuals with significant disabilities. Some of the cost saving factors are:

- less direct human intervention is necessary with video modeling
- the motivational aspects of the iPod/iPad reduce training time and students are more motivated to learn
- improved digital technology (analog vs. digital)
- simplified video playback devices, such as the iPod/iPad, are now available
- videos can be played over and over and over
- videos can be played anytime/anywhere

- cost of high quality video cameras has dropped dramatically
- high quality portable video playback systems such as the iPod and iPad have come down in price
- editing software and apps have cut into the production time for high quality customized video

All of these reasons and more point to the fact that video modeling is a viable teaching/training technique for all learners, especially for those individuals with significant disabilities.

E. A NEW SCALE–VIDEO MODELING

The evidence-based research on video modeling, coupled with our own 30+ years of experience in researching and developing comprehensive, cost-effective software solutions for teaching functional skills using video modeling, have led to the decision to add a new scale to our RTI Series. This new scale, video modeling, expands upon our pre-existing physical modeling scale and adds an exciting new dimension to our RTI Series – Level 6 Assessment.

The video modeling scale is broken into four commonly used video formats. They are:
- video plus audio (oral instructions) – V&A
- video only (no audio) – V
- still image (pictures) plus audio – SI&A
- still image only (no audio) – SI

These four formats cover the basic options of any visual prompting system. The five scores in our video modeling scale include:

V&A – video and audio
V – video (no audio)
SI&A – still image and audio
SI – still image (no audio)
Total score – video modeling

<u>V&A or Video plus Audio Scale</u> – provides an indication of the examinee's imitation skills using video plus audio cues on tasks included in this assessment. This is the most common form of video modeling.

<u>V or Video (No Audio) Scale</u> – provides an indication of the examinee's imitation skills using video with no audio cues. Research has found that for some learners, video prompting without audio prompts is a more effective way to learn new tasks. An example of such research can be found in <u>Video Modeling: Why Does It Work For Children With Autism?</u> (Corbett and Abdullah, 2005). The researchers found that, for many individuals suffering from autism, it is easier to process visual stimuli than verbal commands. The absence of verbal commands in a video clip is the major difference between the video plus audio vs. video only mode.

<u>SI&A or Still Image plus Audio Scale</u> – provides an indication of the examinee's imitation skills using still images and audio prompting. For some students a closely sequenced set of still images or pictures coupled with audio cues is the most effective mode of video learning.

<u>SI or Still Image (No Audio) Scale</u> – provides an indication of the examinee's imitation skills using still image without audio. For some students, audio (verbal cueing) is more of a distraction than a benefit when viewing a closely sequenced set of pictures modeling a targeted behavior.

Total Video Modeling Scale – provides an overall measure of the examinee's skill at learning from video modeling.

These five scales give the examiner using this instrument some clues as to each examinee's overall ability to learn from video modeling (Total Video Modeling Scale) as well as which specific video modeling format works best with that individual examinee.

SECTION III
DEVELOPMENT

A. RELATIONSHIP BETWEEN TRAINING AND TESTING

The RTI Series was designed to sample the behavior of severely impaired adolescents and adults in skill training settings. It was developed by: (1) examining the skill training situations in which severely impaired individuals are likely to be placed; (2) defining these situations in terms of the types of tasks that will be encountered and the types of skills that will be required; and, (3) constructing a sample of test items that measure the use of these skills on such tasks.

Our own instructional methods (Bellamy et al., 1979; Irvin et al., 1982) and those reported in other research (e.g., Crosson, 1967; Tate & Barhoff, 1967, Gold, 1972) can be viewed as methods of structuring training so that a sequence of manual behaviors is acquired by trainees on every task. Each element of the sequence typically requires the trainee to manipulate an object in a specific way or to assume a given hand position. Both the beginning and end of these movements must come under the control of cues which are provided by the task itself. In training, therefore, an individual is expected to learn to perform specific manipulations and to make discriminations necessary for correct and timely performance.

To teach these skills, a trainer structures presentation of the task materials, allows the trainee to respond, and then provides reinforcement for correct responses or corrective feedback after incorrect responses. Correction procedures are normally designed to give the least necessary assistance to obtain the correct response by the examinee on a subsequent try. These corrections may involve either verbal directions, models of the correct response (physical as well as video modeling), or physical guidance. In each case, the amount of assistance given in the correction may be varied by providing either specific information, e.g., the trainer saying "The flat side goes up.", or providing a model of the correct response, or by the trainer providing non-specific information such as "Try again."

A person for whom training is likely to be efficient is one who has learned to attend to such typically used correction procedures and for whom these procedures have become effective cues for responding. Similarly, a trainee who generally responds correctly after receiving some reinforcing consequences typically learns more quickly than one who is unaffected by positive feedback.

This rationale provided the basis for the structure of the items that are in the RTI Series. Specifically, test items were developed so that each would:

(1) require the examinee to manipulate a specific object or assume a defined hand position;

(2) require that this movement be performed after a specific cue from a trainer, involving a verbal direction and/or a model (physical and/or video) or physical guidance.

(3) require that the individual make a defined discrimination to complete the movement correctly;

(4) allow the individual to respond a second time to the same task, immediately following either a correction by the trainer if the first attempt was incorrect, or a presumed reinforcer if the first attempt was correct.

The development of the test was also guided by three major considerations discussed previously: (a) use of components of tasks as test items rather than whole tasks like those in longer work samples; (b) use of process assessment along with a product approach; i.e., use of measures of an individual s ability to benefit from current instruction in addition to measures of prior learning; and (c) use of rate of acquisition of new skills rather than ultimate productivity to validate the test.

The premise upon which the RTI Series was based was very straightforward. It was assumed that a test constructed of items that representatively sampled the types of tasks and instructional methods commonly used in skill training of severely impaired individuals, would demonstrate the type and amount of resources needed by participants in subsequent skill training settings where similar tasks and instructional procedures are used.

B. PHASE 1 STANDARDIZATION

The test was initially standardized and normed exclusively on a sample of over 300 significantly impaired adults at a state institution in the Northwest (Bellamy & Snyder, 1976). Incorporation of a modified process assessment approach was an innovative feature of the test. Each of the original items represented a skill required by a variety of benchwork tasks, and included a training procedure (verbal instructions, modeling or physical guidance) within the test item in order to measure both examinees' prior knowledge and ability to benefit from instruction. Psychometric analyses demonstrated remarkably sufficient reliability and validity for demonstrating required training resources (see Bellamy and Snyder, 1976). These initial standardization data are also detailed in the RTI SERIES TECHNICAL MANUAL (Irvin, et al., 1982).

C. PHASE 2 STANDARDIZATION

1. PURPOSE: In 1979 the assessment was revised. The major purposes of the revision were: (a) to increase content validity by employing an item-sampling methodology that, in a systematic fashion, better represented the relevant types of tasks and instructions commonly encountered in skill training of severely impaired individuals; (b) to increase the range of appropriate examinees to include individuals classified in the low range of moderate impairment; and (c) to examine thoroughly the reliability and validity of the revised scale.

2. SAMPLE: Thus, 149 adults classified as severely or low moderately impaired were identified as a final standardization group. Selection for participation was based on willingness of participants and facility personnel to participate. Administrators of all ten facilities that were initially contacted agreed to be involved; eight of the facilities were community-based work facilities and two were institutions—one state and one private. Fifty-four percent of the individual participants were enrolled in community work-activity centers and 46% in residential institutions. All were over the age of 16 and had no major physical or visual impairments that would preclude testing. A sample of 26 community-based participants was retested two weeks after the original test for purposes of establishing the test-retest reliability of the instrument.

3. CONTENT AND FORMAT: A test blueprint for test items was developed based on the skill training methodology of the Specialized Training Program—a nationally recognized model training program (Bellamy et. al. 1979). The three dimensions considered for each test item were: type of instruction, nature of the task, and number of objects involved in the task. Item

development/revision was designed to assure adequate representation of the components of each of these dimensions in the revised instrument.

Three types of instruction—verbal directions, physical model/match-to-sample, and physical guidance or prompts—were varied systematically in revised test items. The task attributes that were represented across all revised test items were: (a) difficult discriminations, (b) coordinated two-hand movement requirements, and (c) sequencing of steps. According to Bellamy et al., (1979) these attributes are common elements of skill tasks that severely impaired persons are likely to encounter in training settings. Finally, the number of objects within test items was systematically varied. This served to guarantee a variety in types of test items; e.g., physical manipulation without objects as well as more difficult tasks with one or two objects.

Via use of the blueprint, a total of 25 items were finalized. Nine of these items involved only verbal instructions or corrections, nine involved verbal as well as modeled instructions and corrections, and seven provided physically prompted corrections in addition to verbal and modeled instructions.

Vocabulary was selected for inclusion in verbal instructions on the basis of its typical use with a variety of benchwork tasks. The vocabulary sample included nouns/pronouns (e.g., table, side, hand, it, this) verbs (e.g., are, stand, screw, stop, turn, put), and several commonly-used adjectives, adverbs, and prepositions (e.g., smallest, red, when, over, in, together). These words were combined into three- and four-word sentences for use in test items, e.g., “Turn it over.” and “Stand it on its side.”

The 25 individual items in the final version of the RTI Series–Level 6 career assessment involve a variety of skills and materials: (a) sorting various objects (wires, wood blocks, plastic containers) by color or size, (b) assembling various objects (e.g., nuts and bolts, bottles and caps, cards and clips, zip-back bags, metal angles, boxes and lids, axle posts and washers), (c) following verbal instructions with and without objects, and (d) manipulating a variety of single objects in various ways (e.g., bending wires, inserting pegs).

4. SAMPLE ITEMS: Two abbreviated examples of item scripts are presented just below:

(1) Materials: Four 6-inch pieces of copper wire

<u>Trial 1</u>

SETTING: Examinee sits facing or beside Tester. Tester has placed the four wires on the table out of examinee’s reach.

CUE: Say “DO THIS” while picking up one wire, placing your thumbs and index fingers around each end of the wire, and bending it into an inverted U-shape, and say “GOOD”. Say “YOU DO IT” while giving a second wire to examinee.

SCORING: If examinee bends wire at least 30° from the horizontal within 10 seconds, score + in the O provided for Trial 1 of Item 1. If resistance or

NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 1, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form. If examinee bends wire incorrectly, score - in the O provided for Trial 1 of Item 1.

Trial 2

IF TRIAL 1 CORRECT: Say “GOOD, DO IT AGAIN” while giving another wire to examinee.

IF ERROR ON TRIAL 1: (prompt) Say “O.K. DO THIS” while taking a third wire and positioning examinee’s thumbs and index fingers around each end of the wire and moving examinee’s hands so that the wire bends into an inverted U-shape. Then say “YOU DO IT” while giving the fourth wire to examinee.

(2) Materials: One acrylic plastic base with two metal posts in it and four rubber washers

Trial 1

SETTING: Examinee sits facing or beside Tester. Tester has placed the base and two rubber washers on the table in front of the examinee.

CUE: Say “DO THIS” while placing one washer on the post with the SMALL END UP. Point to the model and say “GOOD”. Place a second washer so that it is on top of the first washer, SMALL END DOWN. Point to washers and say “GOOD”. Say “YOU DO IT” while placing the remaining 2 washers on the table in front of examinee. Leave first set of washers as a model.

SCORING: If examinee places both other washers on the other post, BOTTOM WASHER SMALL END UP and TOP WASHER SMALL END DOWN, within 10 seconds, score + in the ☐ provided for Trial 1 of Item 22. If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 22, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form. If examinee places the washers incorrectly, score - in the ☐ provided for Trial 1 of Item 22.

Trial 2

IF TRIAL 1 CORRECT: Say “GOOD, DO IT AGAIN” while giving the second pair of washers to examinee again.

IF ERROR ON TRIAL 1: (model) Say “NO, TRY AGAIN” and remove incorrect washers, leaving correct ones as a model. Say “DO THIS” while placing one washer with the small end up on the post. Point to the model and say “GOOD”. Place second washer so that it is on top of the first washer, small end down. Point to washers and say “GOOD”. Disassemble washers to examinee’s left and place them on table in front of examinee. Point to empty post and say “YOU DO IT” leaving pair of correctly placed washers as a model to the right.

Item number 1, as detailed above, involves a simple manipulation with an initially modeled instruction and with a physically prompted correction if necessary. Item number 22 involves a small assembly requiring sequential steps, with an initially modeled instruction and a repeated model as a correction if required. Other test items employ the same general format and the content described previously, as well as systematically varied verbal, modeled, and prompted initial instructions and subsequent corrections.

5. PSYCHOMETRIC SUMMARY: A variety of test and item statistics, including difficulty and variability, as well as reliability and validity indices, are presented and discussed in detail in the RTI Series Technical Manual (Irvin et al., 1982). In summary, the internal consistency reliability (coefficient alpha) for the 25 items was rα = .95, and test-retest reliability was r_{tt} = .93. The median concurrent validity correlation between RTI Series scores and ratings by supervisors at work activity centers was r .78. The predictive validity correlations between test scores and training trials- and time-to-criterion on two different training tasks (sorting and assembly) ranged from r = -.57 to 4 = -.68. These were appropriately negative in that higher test scores were related to lower trials- and times-to-criterion on the training tasks.

D. PHASE 3 STANDARDIZATION

A new phase of standardization is currently underway. This new standardization has three clear purposes. The first is to bring the original instrument up to today's standards to reflect the changes that may have taken place since Phase 2 Standardization was completed. The second is to develop a set of standards that can be used with the new teaching/training techniques of video modeling and smart phone technology. The third purpose is to take into account recently identified populations that could benefit from this type of assessment. The Phase 1 and Phase 2 Standardizations were built around a targeted population of individuals who were indentified as cognitively impaired based upon standardized IQ or intelligence tests of that period. Since then a whole new population has been identified that could possibly benefit from RTI Series testing – those individuals identified with Autism Spectrum Disorder (ASD) including autism, Asperger's syndrome and other developmental disorders. The drive for a solid decision making tool that is research based and can assist these individuals in modeling and learning appropriate behaviors drives our Phase 3 Standardization. The use of unscientific, non-standardized and untested approaches to teaching and training this population have lead to the use of ineffectual and even harmful intervention techniques (Heflin & Simpson, 1998; Simpson, 2005). Reaction to these ineffective practices have led to our court system, where judges and due process hearing officers decide the appropriateness of teaching/training strategies (Yell & Drasgow, 2000).

As results of this standardization become available, they will be made available at no additional cost.

SECTION IV
PREPARATION FOR TESTING

A. TESTING SCHEDULE

The Response to Intervention Series (RTI Series) assessments are designed to be administered to individual examinees in a single 30 to 40 minute session. If examinee fatigue or other unanticipated interruptions occur, it is also appropriate to administer the RTI Series across two or three sessions. Additionally, testing can be stopped temporarily and resumed again within a single test session—for a rest break or other such necessary reason—as long as testing is not interrupted in the middle of a single item. In these instances, always stop with a completed item and start with the next unattempted item in order to maintain the sequence of items.

Avoid scheduling RTI Series tests on days just before or after vacations, important school or agency functions, or strenuous physical exercise or psychologically stressful events. Also, avoid making examinees miss activities they enjoy such as recreation or breaks.

Schedule testing so that there will be sufficient time to complete an individual test by the expected end of a session. The examiner should always be sensitive to examinee fatigue or displeasure, and terminate a testing session when appropriate. Examiners are also encouraged to develop testing schedules that fit their own and examinees' needs. Although the RTI Series are not timed tests overall, each item involves time limits for the examinee to begin and complete responding. Examiners should be sure to follow these time limits.

B. EXAMINER COMPETENCE AND PRACTICE

APPROPRIATE ADMINISTRATION OF THE RTI SERIES REQUIRES A SKILLED EXAMINER. The RTI Series examiner must have at least several months or more of direct experience in training or teaching significantly impaired persons. In the process of administering the RTI Series, the examiner is required to employ commonly used training procedures, and may encounter periodic need to use general behavior management techniques with examinees in order to maintain standard procedures. Thus, RTI SERIES EXAMINERS MUST BE SKILLED IN USING BEHAVIORAL TRAINING TECHNIQUES, AND MUST BE FAMILIAR WITH THE BEHAVIOR PATTERNS OF SIGNIFICANTLY IMPAIRED PERSONS DURING TRAINING. Persons who do not possess such experience and skills should not administer the RTI Series.

The examiner must also become very familiar with the RTI Series by reading all of the test directions and test items, and examining all items and scoring materials, thoroughly before testing. This will help ensure that the examiner will respond appropriately if problems arise during testing.

Finally, after becoming thoroughly familiar with all RTI Series testing procedures and materials, the qualified examiner must practice administering the RTI Series several times with different examinees. This should first be done with a colleague so that the examiner can "get the feel" of all test administration procedures and materials. A very useful preparation strategy would also be to let a colleague administer the RTI Series to the prospective examiner, so s/he can better "get the feel" of the test.

Then the qualified examiner should practice administering the RTI Series until test administration flows smoothly and without examiner errors. Results from these practice sessions should NEVER be used in any manner to make decisions about examinees because the test results may well be invalidated by non-standard procedures.

In the sections that follow, standard testing procedure, test and scoring materials, and potential problems (and solutions) during testing will be described in detail. As will become even more evident, EXAMINER COMPETENCE, EXPERIENCE, AND PRACTICE ARE ESSENTIAL TO APPROPRIATE ADMINISTRATION OF THE RTI SERIES.

C. STANDARD TESTING PROCEDURE AND ITEM FORMAT

Every examinee must have an equal opportunity to answer each test item correctly. To achieve this, standard testing procedures must be followed. The examiner is responsible for ensuring that all items are administered under standard conditions and that each examinee has an opportunity to do his or her best.

It is very important for the examiner to provide a positive and supportive atmosphere for the examinee. Examinees should be put at ease before testing begins. If necessary and appropriate, examinees should be reassured that they cannot fail the test and that the purpose of the test is to help plan instructional programs. During the test, encourage the examinees with a show of approval, or a comment on how well they are doing. Praise should be given for examinee effort on each item, not for correctness of response.

Each examiner must be thoroughly familiar with the RTI Series if valid test results are to be obtained. The following are general directions and considerations which apply to the administration and scoring of the instrument. To secure valid test results, the examiner must follow the standard testing procedures precisely. Items should be read and administered exactly as printed. When this occurs, all examinees have an equal opportunity to perform optimally on each item.

The examiner should have all materials arranged and organized before any testing session begins. This aids in smooth and accurate administration. Practice sessions with the test will help each examiner in deciding how to organize materials in the most convenient manner.

ITEM FORMAT: Every test item follows a standard format. Items with modeled and verbal instructions have identically formatted procedures. Items with physical-prompt corrections have a slightly different format.

The format for all items involves two trials for examinees. The two trials include a total of seven components. The following is an outline of the seven basic components of all test items, and a description of where in the sequence of each item script that component is located.

1. MATERIALS (beginning of item)
2. SETTING (Trial 1)
3. CUE (tester-verbal and modeled instructions to examinee) (Trial 1)
4. SCORING (Trial 1)
5. IF TRIAL 1 CORRECT (Trial 2)
6. IF ERROR ON TRIAL 1 (Trial 2) (tester-verbal, modeled or prompted instructions to examinee)
7. ILLUSTRATIONS of item materials and how to handle them during the administration of each item (in margins of item scripts)

Under MATERIALS the examiner will find an identification of the objects that are needed to administer the item. The examiner should always check to see that all materials for each item are in their proper place in the test kit prior to administration. In the test kit, materials for all items are in appropriately numbered sections.

The SETTING statement for each item describes how the materials should be initially set up and positioned for administration of the item. For the second trial of modeling and verbal items, this component is the starting point if an error occurs in Trial 1. This is explicitly directed within the item script.

The CUE component provides exact instructions for what the examiner must say and do to administer the item correctly.

MODE identifies the targeted teaching/training used in each test item.

Under SCORING, three types of important information are provided: (1) the description of a correct response, (2) a description of how and where to make the scoring form; and, (3) the time limits for various types of responses (i.e., no response, correct response, incorrect response).

IF TRIAL 1 CORRECT presents the procedures to follow for Trial 2 after the examinee has performed correctly on Trial 1. The item administration procedure is the same as that for Trial 1 but for some items the examiner must make a choice about how to score examinee performance on Trial 2. Directions for that choice are provided in this component.

IF ERROR ON TRIAL 1 tells the examiner how to administer and score Trial 2 if the examinee did not respond or if there was an incorrect response in Trial 1. Also, the type of correction required is identified in brief, just under the title of this component, e.g., IF ERROR ON TRIAL 1 (model).

The TIMING AND SCORING component describes the time constraints for both correct and incorrect responses for each item, as well as how and where to mark the scoring form. Some items also have directions about when to terminate item administration, based on number of attempts to complete the item by the examinee. These general stop criteria are described in the SCORING component of each item. There are four types of examinee response possible. If the examinee does not respond at all within ten seconds, then the examiner should continue as directed in each item under ERROR ON TRIAL 1 after marking the scoring form. If the examinee does respond, but does not complete the item correctly within ten seconds or the allowed number of attempts, then the examiner should mark the scoring form as directed for errors and proceed as directed within the ERROR ON TRIAL 1 component which is at the bottom of each item script. Likewise, if the individual being tested completes the item incorrectly, then the examiner should mark the scoring form as directed and proceed as directed under ERROR ON TRLAL 1. If the examinee responds correctly within the allotted time or number of attempts, the examiner should mark the scoring form as directed and continue with the item as indicated under IF TRIAL 1 CORRECT component which immediately follows under “Trial 2”.

Finally, the ILLUSTRATIONS that are provided in the margin of each item script show how the item materials should be set up and administered by the examiner, as well as how the materials should look after a correct response by the examinee.

D. MATERIALS

The RTI Series consists of a case with the test items packaged in a plastic parts tray, an iPad, an EXAMINER'S MANUAL, materials for items in numbered sections of the kit, and a packet of Scoring and Interpretation Forms, all of which are in their appropriate places in a case. The item scripts on pp. 27-105 of the manual list the materials necessary for each item and describe where they are located within the parts tray.

Before each testing session, the examiner should be certain that all necessary materials for all items are in their appropriate places in the kit. This can be accomplished by checking materials in the kit against the "materials" component in each item script, or from the Materials List inside the cover of the parts tray. The kit contains numbered spaces for the materials for each item, and includes replacements for many of the small materials that might be misplaced or damaged over time.

E. CAUTIONS AND GUIDELINES

Several general types of considerations must be taken into account by examiners if standard testing procedure is to be maintained. These will be identified here as potential problems, and solutions will be suggested.

EXAMINER-RELATED CONCERNS are first, which, if not attended to9 will produce non-standard testing procedures that invalidate test results.

1. INADVERTENT CLUES: Examiners must be very careful not to provide clues which are not part of standard test procedures. Words, gestures, tones, and inflections can all convey information. Such clues may aid examinees in responding to test items. Specific instructions are given in each item as to exactly what examiners say and do, and as to how much time the examinee has to begin and/or complete an item before moving to the next item. Examiners should follow these instructions exactly.

2. ENCOURAGEMENT: Statements of praise and encouragement are standard for each item. Between items, general statements of encouragement also may be used to keep the examinee's attention on the test and to motivate the examinee to continue to respond to test items.

   Keeping the examinee encouraged can usually be accomplished easily in a number of ways: a friendly smile, a spontaneous show of approval of examinee effort, or a comment about the hard working nature of the individual. It is usually effective to praise frequently but not lavishly. The examiner should not show disapproval of an examinee for poor performance. When poor performance is thought to be intentional, testing should be discontinued until a time when the examinee is in a more compliant mood.

   All praise should be provided in a non-contingent manner which is not dependent on correct performance. That is, verbal praise should be for effort in general rather than for specific correct performance. Comments like "You're really paying close attention" are often useful.

   Edible reinforcers are permissible to motivate involvement in the testing situation, but should be used only as a last resort. Additionally, they should be dispensed as infrequently as possible.

EXAMINEE-RELATED CONCERNS also exist which examiners must be able to resolve if standard testing procedures are to be maintained.

3. RESISTANCE: It is not uncommon, when testing significantly impaired persons, to encounter resistance by the examinee to the testing situation, the examiner, or specific testing procedures or materials. Resistance includes: any physical or verbal abuse of self, materials or examiner; leaving or refusing to enter the testing situation, and pulling away from physical prompts.

   The majority of resistive behaviors can usually be controlled if examiners use any of three methods. First, examiners can simply place materials out of reach of the examinee, and/or gently physically remove the examinee's hands from objects or persons when examinees touch selves, examiner, or materials inappropriately. Secondly, examiners can and should ignore mildly resistive verbal or physical behavior. Finally, examiners should verbally reinforce any examples of non-resistive behavior, especially with mildly resistive examinees (a pat on the back and/or saying "You really worked hard on that one.")

   Exceptions to these guidelines involve use of common sense and discretion. Violent self-abuse or physical aggression by an examinee in response to testing indicate the necessity of terminating the testing session and initiating the necessary behavioral programming outside of the testing setting before subsequent attempts are made to test again.

   General guidelines to follow regarding resistive behavior by examinees include:
   - If an examinee resists twice within any one item (such as drawing away from physical prompting) score that item as "no response" and go on to the next item;

   - If an examinee resists five consecutive items, terminate testing until appropriate behavioral programming can be implemented;

   - If a person physically resists being placed in the testing setting, do not attempt to administer the RTI Series at that time.

4. NON-ATTENDING: RTI Series examiners must assure that examinees are attending to the test situation before and during the time each item is administered. Saying the examinee's name or tapping fingers on the table can serve as effective attention-getting methods. Similarly, examiners can also simply wait a few moments until an examinee is ready to attend. Examinees who are heavily medicated will often not attend well to test tasks because of drowsiness related to the medication. IF AN EXAMINEE APPEARS NOT TO ATTEND TO TEST ITEMS DUE TO DROWSINESS OR OTHER SIMILAR SYMPTOMS, DELAY TESTING UNTIL A TIME AT WHICH THAT EXAMINEE CAN RESPOND OPTIMALLY.

5. PHYSICAL AND PERCEPTUAL LIMITATIONS: Be aware of any examinees who are hard of hearing or have auditory perception problems. Make certain that they are close enough to the examiner to hear and understand all the oral directions.

   Similarly, the examiner must determine whether visually-impaired examinees can see test materials well enough to be tested. Because many test items involve fine visual discriminations, examinees must have sufficient vision to be tested. THE RTI SERIES IS NOT AN APPROPRIATE TEST FOR SERIOUSLY VISUALLY IMPAIRED INDIVIDUALS.

Finally, examinees must be able physically to grasp and manipulate test materials. Those individuals whose physical disabilities prevent this should not be tested.

SETTING-RELATED CONCERNS are also important. Examiners must be aware of considerations related to the setting in which testing takes place.

6. DISTRACTIONS: Testing should be done in a room that is free from distractions such as a television, telephone, or other interfering outside noises. The examinee should be comfortably seated at a table or desk with good lighting. The examiner may sit or stand beside the examinee.

   One of the most distracting influences in a testing situation is the presence of other people. Ideally, only the examiner and the individual being tested should be in the room where testing takes place. A sign such as “Testing—Do Not Disturb” should be placed on the door. If interruptions still occur, testing should be discontinued until a time when such interruptions will not happen.

   In general, any irregularity during testing should be a signal to the examiner to proceed cautiously. Usually in such events the examiner will terminate testing and/or make a note on the RTI Series Scoring Form regarding the irregularity. It is strongly recommended that the examiner note on the Scoring Form any irregularities relating to the testing of individual examinees such as: sudden illness, having to leave the room, or becoming unduly disturbed by the test situation. In addition, the examiner should note on the RTI Series Scoring Form any apparent language difficulties or severe physical handicaps of an examinee that might in some way affect test performance. The examiner should also note any unusual interruptions or distractions, such as excessive noise.

SECTION V
ADMINISTRATION

A. GENERAL INSTRUCTIONS

Before administering the RTI Series, the examiner should read thoroughly, Section IV of this manual—Preparation for Testing—which directly precedes this section. Section IV offers suggestions and guidelines on how to prepare for administering the RTI Series. It will acquaint the examiner with a number of important aspects of testing, such as: how to schedule RTI Series testing; what standard procedures must be followed for testing; what the materials are like; and how to handle problem situations during testing.

After reading Section IV thoroughly and following the instructions regarding practicing test administration, re-read this section in its entirety before administering this instrument. IT IS EXTREMELY IMPORTANT THAT THE EXAMINER BE THOROUGHLY FAMILIAR WITH ALL TESTING PROCEDURES AND MATERIALS BEFORE ADMINISTERING THE RTI SERIES.

B. SPECIFIC TESTING INSTRUCTIONS

The following directions apply to the administration of all test items. The examiner must be fully acquainted with these directions before administering the test to any examinee.

As introduced on p. 15 in Section IV, each test item involves two trials for examinees. These two trials include a total of seven components: MATERIALS, SETTING, MODE, CUE, SORTING, IF TRIAL 1 CORRECT, IF ERROR ON TRIAL 1, and ILLUSTRATIONS.

MATERIALS and SETTING components describe the necessary materials and how to set them up for testing. The examiner must be certain to set up the necessary materials exactly as described before administering each test item. When a test item involves several objects, the examiner should present only the object(s) needed at the immediate time in administration. Other objects should be left in the test kit or set conveniently aside so that the examinee will not be confused as to which object(s) to use in the task, and so that the examiner can use objects as needed.

The MODE component identifies the specific teaching/training technique targeted for each test item. In Section 1 (Test Items 1-25) the modes include verbal receptive language, physical modeling and physical prompting. Section 2 (Test Items 26-33) includes video modeling. Video modeling is broken into four video formats. They are video and audio, video (no audio), still image and audio, and still image (no audio). The administrator will need to be familiar with how the iPad functions in order to successfully administer this section of the test. If an iPad is not available then the administrator must be familiar with our software version of this assessment.

The CUE component provides exact instructions for what the examiner must say and do to administer the item correctly. Examiners must read aloud to examinees ONLY the words in quotes and in capital letters following the word SAY. Note that some words are to be said while the examiner is manipulating an object or otherwise demonstrating the test item to the examinee. When this occurs, the verbal instruction that is spoken to the examinee will immediately precede the object manipulation instruction to the examiner. This requires the examiner to be completely familiar with all item instructions prior to testing.

Within the CUE component, some items will involve modeled instructions (Trial 1). If an item involves the model of a correct response as the form of instruction, the model should be left in

clear view for the examinee, but far enough away from the examinee so that s/he will not be confused as to which object(s) to use in performing the task. If the model is not positioned properly, the examinee may try to work with the materials in the model rather than the unassembled parts. If this occurs, the examiner should direct the examinee by moving the model away a bit—but leaving it in clear view. The examiner should then place the unassembled parts in the examinee's hands, or direct attention to the unassembled parts to use in the task. Also, examiners must be especially careful not to block examinee's view of objects which represent modeled instructions.

The SCORING component of each item provides three types of instructions for examiners regarding (1) how to determine a correct/incorrect response; (2) what time limits exist; and (3) how and where to mark the scoring form. Typically, examinees are allowed ten seconds to begin and/or complete a response. A few exceptions exist, particularly for items which involve more complicated responses. In these cases, as much as thirty (30) seconds is allowed for examinees to complete their response. All SCORING instructions must be followed exactly for test scores to be valid. In order to achieve this, examiners must be thoroughly familiar with the scoring criteria and time limits for all items prior to administering the test to examinees. When items involve prompted corrections, it is also especially important for examiners to be sure to mark Trial 2 responses appropriately on the RTI Series Scoring Form. In these items, explicit directions for examiners are included in the item script.

The IF TRIAL 1 CORRECT component of each item provides instructions to examiners regarding how to present the second trial of each item when the examinee performs correctly on Trial 1. The item administration procedure is the same as that for Trial 1, but for some items the examiner must make a choice about how to score examinee performance on Trial 2. Directions for that choice are provided in the item script.

The last component in every test item, IF ERROR ON TRIAL 1, instructs the examiner on how to present and score the second trial for examinees who did not respond at all or who made an incorrect response on Trial 1. Also included here is the type of correction required. It is located just under the title of this component, e.g., IF ERROR ON TRIAL 1 (model). Some modeling items require that the materials or movement in the item be modeled again from the beginning when any error occurs on the first trial. As specific directions indicate, some of these modeling items are presented a second time LEAVING THE CORRECT MODEL FROM TRIAL 1 intact and in view of the examinee. Other modeling items require that Trial 1 be re-presented in its entirety when errors occur on Trial 1. PAY SPECIAL ATTENTION TO DIRECTIONS OF ITEMS INVOLVING PHYSICAL MODELING.

Some other items require the examiner to physically guide the examinee through the task when an error is made on Trial 1. When this occurs, the examiner will notice that just below the IF ERROR ON TRIAL 1 title, an indication appears; e.g., "prompt". This indicates a certain type of correction will be required. Examiners should follow very precisely the instructions that describe how to provide physical guidance after errors occur on Trial 1. Again, in order to accomplish this, examiner practice and thorough familiarity with all test items is required prior to administration of the test to examinees.

The RTI Series does not take long to administer. The average administration time is about 30-40 minutes. Although overall speed is not important, and ACCURATE ADMINISTRATION CANNOT BE STRESSED ENOUGH, appropriate quickness in pacing the presentation will help to keep examinees more alert and interested.

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D. TEST ITEM SCRIPTS

The test items are broken into two sections. Section 1 includes test items 1-25 and covers the verbal, physical model and prompt scales. Section 2 includes test items 26-33 and covers video model scores.

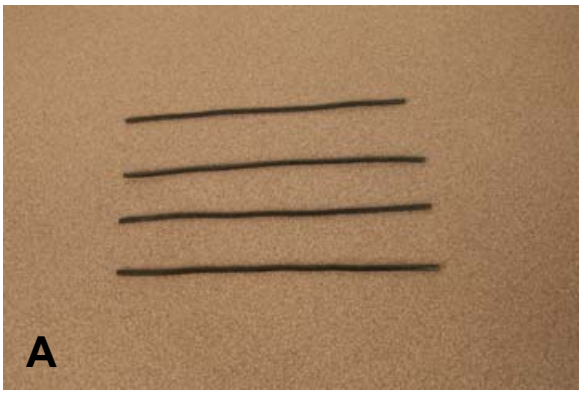
The remaining pages of Section V which directly follow contain the scripts for all test items. The examiner should be very familiar with all item components in all items and with standard testing procedures before administering any test items. To accomplish this, examiners should be certain to read Sections I-V before administering the RTI Series, and follow all suggestions regarding necessary practice and competence PRIOR TO TESTING.

When actual test administration occurs, examiners must follow exactly all directions regarding materials setup (“setting”), examiner verbal instructions to examinee (“cue”), examiner models and prompts before and after examinee errors, and all scoring instructions (“scoring”). Only by doing so can examiners produce valid test results.

1. SECTION 1 ADMINISTRATION: Use Section 1 on the Scoring Form to report test item results for Items 1-25.

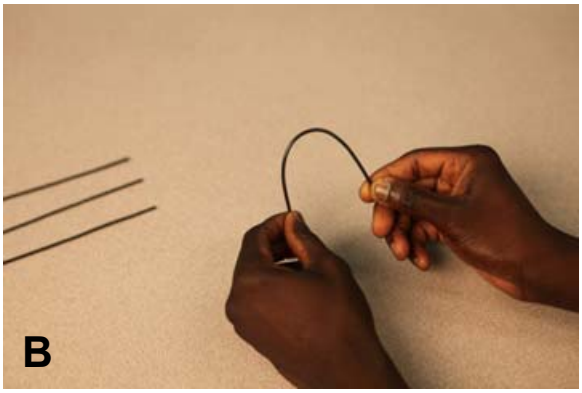
<u>Item 1</u>

MATERIALS: Four 6-inch pieces of wire from Slot 1 of the parts tray (see Illustration A)



TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed the four wires on the table out of examinee's reach. (See Illustration B)

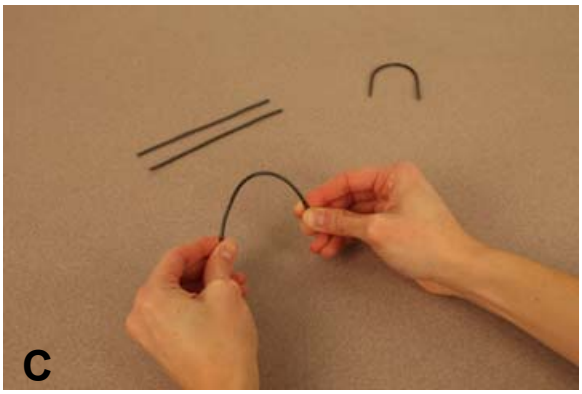


MODE: Physical Model

CUE: Say "DO THIS" while picking up one wire, placing your thumbs and index fingers around each end of the wire, and bending it into an inverted U-shape, and say "GOOD".

Say "YOU DO IT" while giving a second wire to examinee.

SCORING: If examinee bends wire at least 30° from the horizontal within 10 seconds, score + in the O provided for Trial 1 of Item 1. (See Illustration C)



If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 1, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee bends wire incorrectly, score - in the O provided for Trial 1 of Item 1.

TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say “GOOD, DO IT AGAIN” while giving another wire to examinee.

SCORING: If examinee bends wire at least 30° from the horizontal within 10 seconds, score + in the O provided for Trial 2 of Item 1.

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 1, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form.

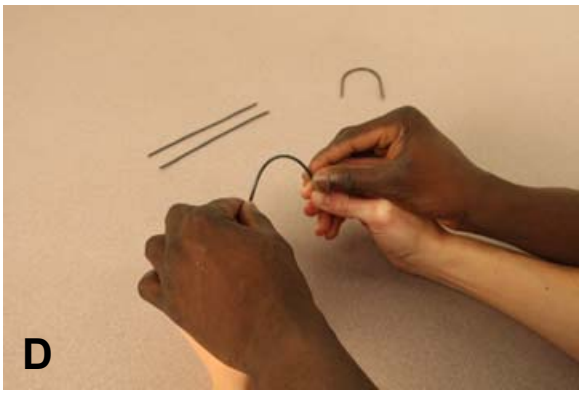
If examinee bends wire incorrectly, score - in the O provided for Trial 2 of Item 1.

IF ERROR ON TRIAL 1:

MODE: Prompt

CUE: Say “O.K. DO THIS” while taking a third wire and positioning examinee’s thumbs and index fingers around each end of the wire and moving examinee’s hands so that the wire bends into an inverted U-shape. (See Illustration D)

Then say “YOU DO IT” while giving the fourth wire to examinee.



SCORING: If examinee bends wire at least 30° from the horizontal within 10 seconds, score + in the ☐ provided for Trial 2 of Item 1. (See Illustration C)

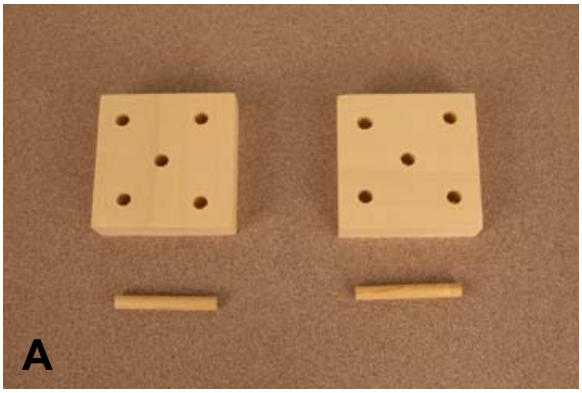
If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided (not the O) for Trial 2 of Item 1, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee bends wire incorrectly, score - in the ☐ provided for Trial 2 of Item 1.

Go to next item.

Item 2

MATERIALS: 2 wooden pegboards and 2 wooden pegs from Slot 1 of the parts tray (See Illustration A)



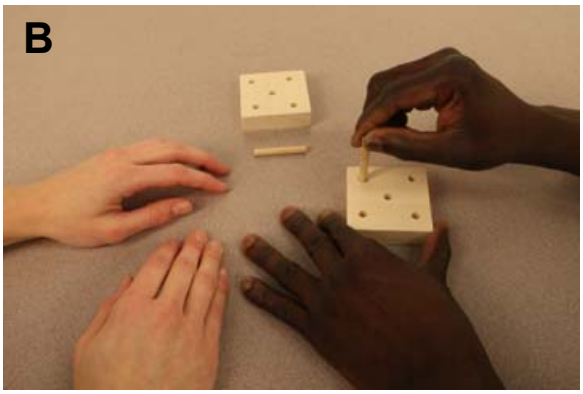
TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed pegboards on the table in front of examinee with one peg in front of each pegboard.

MODE: Physical Model

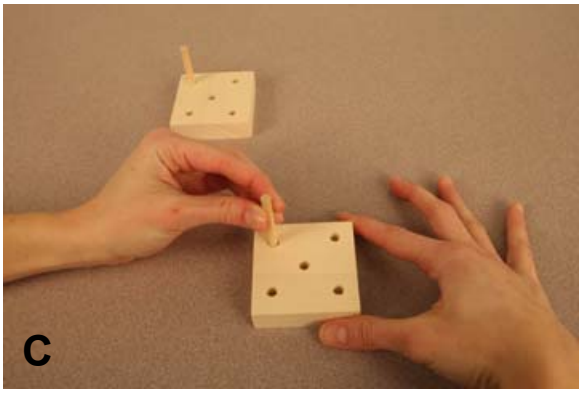
CUE: Say “WATCH” while placing the peg in the upper left corner hole of pegboard to the examinee’s left. Say “GOOD”. (See Illustration B)

Say “YOU DO IT” while giving the second peg to examinee and pointing to pegboard to examinee’s right. (The first pegboard remains as a model.)



SCORING: If examinee places the peg in the upper left-hand corner of the pegboard within 10 seconds, score + in the ☐ provided for Trial 1 of Item 2. (See Illustration C)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 2, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.



If examinee places a peg in DIFFERENT hole than the upper left-hand corner, score - in the ☐ provided for Trial 1 of Item 2.

TRIAL 2

Disassemble the second pegboard, leaving the first as a model.

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say “GOOD, DO IT AGAIN” while giving the second peg to examinee and pointing again to the second pegboard.

SCORING: If examinee places the peg in the upper left-hand corner of the pegboard within 10 seconds, score + in the ☐ provided for Trial 2 of Item 2. (See Illustration C)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in then ☐ provided for Trial 2 of Item 2, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places a peg in DIFFERENT hole than the upper left-hand corner, score - in the ☐ provided for Trial 2 of Item 2.

IF ERROR ON TRIAL 1:

MODE: Physical Model

CUE: Remove incorrectly placed peg, place it in upper left corner, point to it and say “GOOD”. Push board away from examinee a bit so it will be used as a model.

Remove peg from first board. Place board in front of examinee, and hand peg to examinee. Say “NOW YOU DO IT” while pointing to the board. (See Illustration C)

SCORING: If examinee places the peg in the upper left-hand corner of the pegboard within 10 seconds, score + in the ☐ provided for Trial 2 of Item 2.

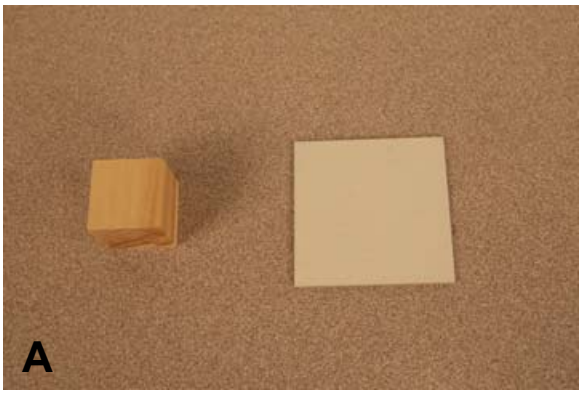
If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 2, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places a peg in DIFFERENT hole than the upper left-hand corner, score - in the ☐ provided for Trial 2 of Item 2.

Go to next item.

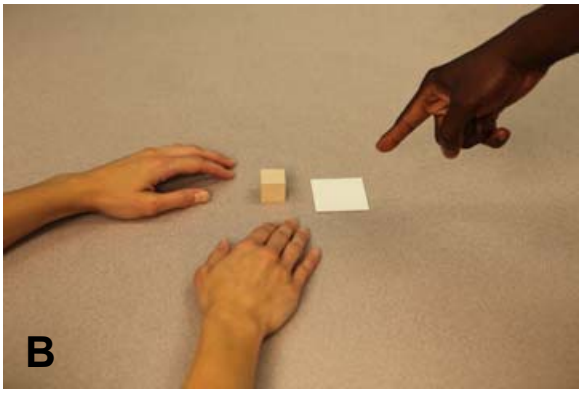
Item 3

MATERIALS: Block and card from Slot 2 of the parts tray (See Illustration A)



TRIAL 1

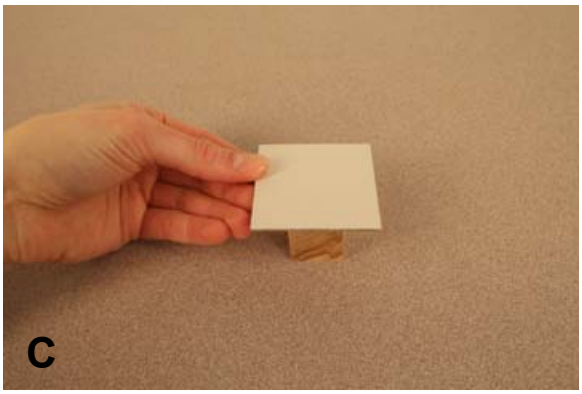
SETTING: Examinee sits facing or beside Tester. Tester has placed the block and card on the table in front of examinee, as in Illustration B.



MODE: Verbal

CUE: Say "LOOK" while pointing to the block. Then say "PUT THE CARD OVER THE BLOCK." (Emphasize "over".)

SCORING: If examinee places the card on the block so it remains on top within 10 seconds, score + in the ☐ provided for Trial 1 of Item 3. (See Illustration C)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 3, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not cover the block with the card, score - in the ☐ provided for Trial 1 of Item 3.

TRIAL 2

REMOVE THE BLOCK FROM UNDER THE CARD IF NECESSARY, and place them in front of examinee.

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD, DO IT AGAIN” while pointing to the block and card.

SCORING: If examinee covers the block with the card within 10 seconds, score + in the ☐ provided for Trial 2 of Item 3. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 3, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not cover the block with the card, score - in the ☐ provided for Trial 2 of Item 3.

IF ERROR ON TRIAL 1:

MODEL: Verbal

CUE: Say “LET’S TRY AGAIN” and “PUT THE CARD OVER THE BLOCK”. (Emphasize “over”.)

SCORING: If examinee covers the block with the card within 10 seconds, score + in the ☐ provided for Trial 2 of Item 3. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 3, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not cover the block with the card, score - in the ☐ provided for Trial 2 of Item 3.

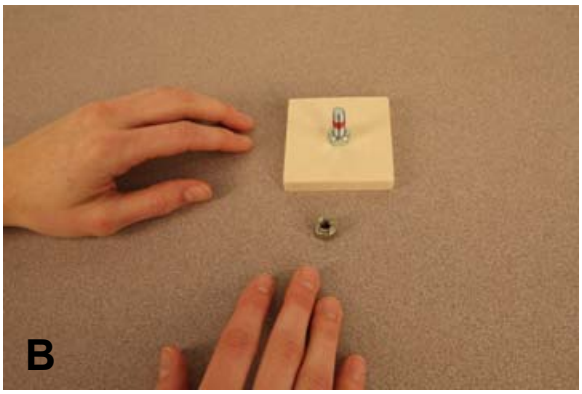
Go to next item.

Item 4

MATERIALS: 2 large bolts in 2 wood blocks and 2 locknuts from Slot 3 of the parts tray (See Illustration A)

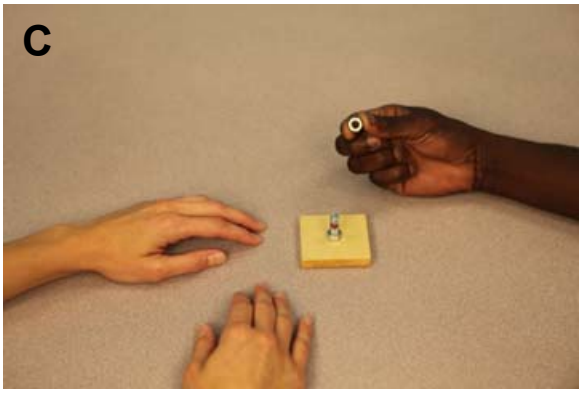
TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed one separated bolt and nut combination on the table in front of examinee. THE NUT IS SPIKED SIDE DOWN. (See Illustration B)



MODE: Physical Model

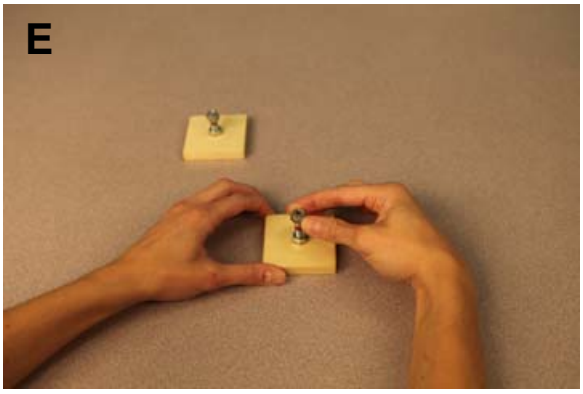
CUE: Say “DO THIS” while holding the base of the nut and placing YOUR thumb and index finger around the nut. Turn it over, in a manner which makes the turning over evident to the examinee. (See Illustration C)



Then place the nut on the bolt, spiked side up, and screw it down. Say “GOOD”, and leave assembled nut and bolt as a model. (See Illustration D)

Say “YOU DO IT” while placing the other bolt and other nut spiked side down unassembled on the table in front of examinee.

SCORING: If examinee places the nut on the bolt with SPIKED SIDE UP and it is screwed on enough to stay positioned within 30 seconds, score + in the O provided for Trial 1 of Item 4. (See Illustration E)



If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 1 of Item 4, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If error occurs, score - in the O for Trial 1 of Item 4.

TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN" while disassembling one nut and bolt and giving them to examinee. Leave other assembled nut and bolt as a model.

SCORING: If examinee places the nut on the bolt with SPIKED SIDE UP and it is screwed on enough to stay positioned within 30 seconds, score + in the O provided for Trial 2 of Item 4. (See Illustration F)

If resistance or NO RESPONSE within 10 seconds, score 0 in the provided for Trial 2 of Item 4, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If error occurs, score - in the O for Trial 2 of Item 4.

IF ERROR ON TRIAL 1:

SETTING: Disassemble both nut and bolt combinations. Place only one of the nut and bolt combinations in front of examinee.

MODE: Prompt

CUE: Say “O.K., DO THIS” while positioning examinee’s dominant thumb and index finger around the nut, moving examinee’s finger and thumb so that the nut is turned over. (Tester may have to turn nut around with Tester’s own fingers somewhat.) Move examinee’s hand to place the nut on the bolt, and turn the nut while holding the base with other hand. (See Illustration F)

Then say “YOU DO IT” to examinee while pointing to and placing the disassembled nut and bolt in front of examinee, LEAVING ASSEMBLED NUT AND BOLT AS A MODEL.

SCORING: If examinee places the nut on the bolt with SPIKED SIDE UP and it is screwed on enough to stay positioned within 30 seconds, score + in the ☐ (not the O) provided for Trial 2 of Item 4.

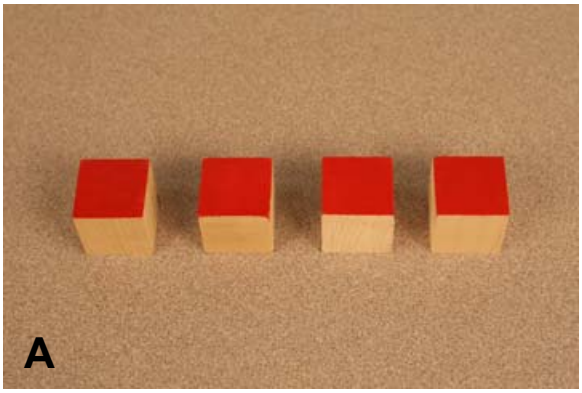
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 4, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If error occurs, score - in the ☐ for Trial 2 of Item 4.

Go to next item.

Item 5

MATERIALS: 4 blocks, each with 1 red side from Slot 4 of the parts tray (See Illustration A)



TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed blocks on the table in front of examinee with UNPAINTED SIDES UP. (See Illustration B)

MODE: Physical Model

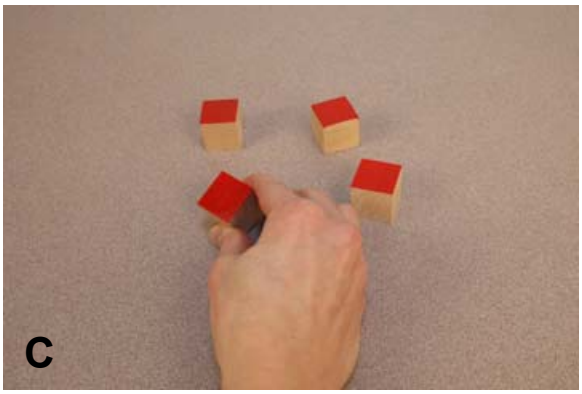
CUE: Say “WATCH” while turning the red side up on the first block, pointing to the red and say “GOOD”.

Turning a second block to a non-red side, say “NO, TRY AGAIN”.

Turning the Second block to the red side, say “GOOD”.

Say “NOW YOU DO IT” while pointing to the next block.

SCORING: If examinee turns the block to the red side within 10 Seconds, score + in the ☐ provided for Trial 1 of Item 5. (See Illustration C)



If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 5, and place a checkmark in the space next to “Resist Prompts” if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee turns the block to a non-red side, score - in the ☐ provided for Trial 1 of Item 5.

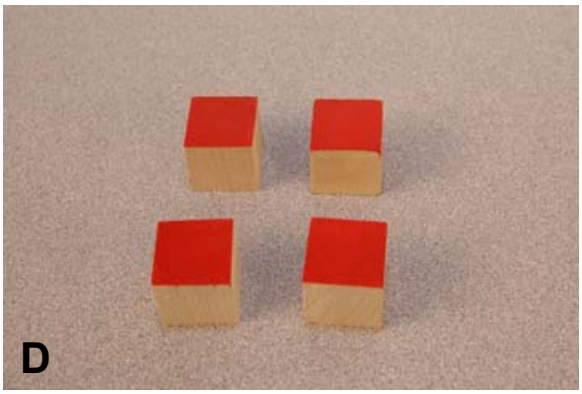
TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say “GOOD, DO IT AGAIN” while pointing to the fourth block.

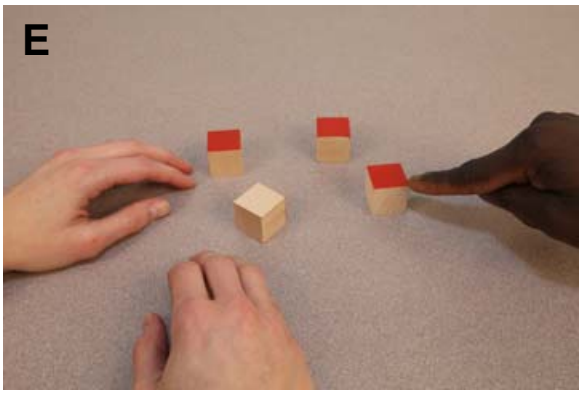
SCORING: If examinee turns the block to the red side within 10 seconds, score + in the provided for Trial 2 of Item 5. (See Illustration D)



If resistance or NO RESPONSE from examinee within 10 seconds, score - in the ☐ provided for Trial 2 of Item 5, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee turns the block to a non-red side, score - in the ☐ provided for Trial 2 of Item 5.

IF ERROR ON TRIAL 1:



MODE: Physical Model

CUE: Say “NO, TRY AGAIN” and “WATCH” while turning third block to a red side. Point to red and say “GOOD”. (See Illustration E)

Say “NOW YOU DO IT” while pointing to the fourth block.

SCORING: If examinee turns the block to the red side within 10 seconds, score + in the ☐ provided for Trial 2 of Item 5. (See Illustration D)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 5, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee turns the block to a non-red side, score - in the ☐ provided for Trial 2 of Item 5.

Go to next item.

Item 6

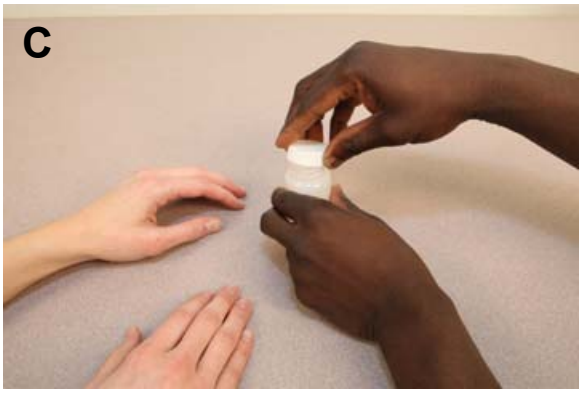
MATERIALS: 2 plastic bottles and caps from Slot 5 of the parts tray (See Illustration A)

TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed one bottle and one cap (open side down) separated on the table in front of the examinee (as in Illustration B)

MODE: Physical Model

CUE: Say “DO THIS” while picking up the cap with thumb and index finger, and holding the base of bottle with other hand. Place the cap on the bottle and twist it around twice. Say “GOOD”. (See Illustration C)



While leaving first bottle on table as a model, say “YOU DO IT” while placing the separated second bottle and cap in front of examinee. (See Illustration D)

SCORING: If examinee places the cap on the bottle and twists it so that the cap remains on the bottle within 10 seconds, score + in the O provided for Trial 1 of Item 6. (See Illustration E)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 6, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If INCORRECT RESPONSE from examinee, score - in the O provided for Trial 1 of Item 6.

TRIAL 2

<u>IF TRIAL 1 CORRECT</u>:

SETTING: Disassemble one bottle and cap, leaving the other as a model on the table.

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN" while placing disassembled bottle and cap in front of examinee. (See Illustration B)

SCORING: If examinee places the cap on the bottle and twists it so that the cap remains on the bottle within 10 seconds, score + in the O provided for Trial 2 of Item 6. (See Illustration E)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 6, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If INCORRECT RESPONSE from examinee, score - in the O provided for Trial 2 of Item 6.

<u>IF ERROR ON TRIAL 1:</u>

MODE: Prompt

CUE: Disassemble both bottles and caps as necessary. Using one bottle and cap, say “O.K., DO THIS.” Position examinee’s dominant hand thumb and index finger on cap and position examinee’s other hand so that it grasps around the base of the bottle. Move examinee’s dominant hand so that the cap is placed on the bottle. Maneuver the dominant hand so that the cap turns twice. (See Illustration F)

Leave assembled bottle and cap as a model. Then say “YOU DO IT” while placing the disassembled bottle and cap in front of examinee. (See Illustration D)

SCORING: If examinee places the cap on the bottle and twists it so that the cap remains on the bottle within 10 seconds, score + in the ☐ (not the O) provided for Trial 2 of Item 6. (See Illustration E)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 6, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If INCORRECT RESPONSE from examinee, score - in the ☐ provided for Trial 2 of Item 6.

Go to next item.

Item 7

MATERIALS: None

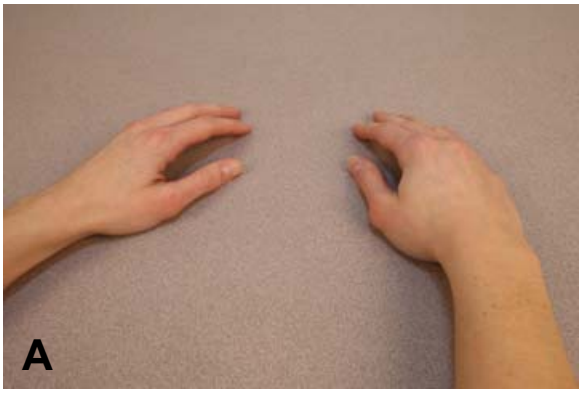
TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has gently placed examinee's hands in examinee's lap.

MODE: Verbal

CUE: Say "PUT BOTH HANDS ON THE TABLE".

SCORING: If examinee touches the table with both hands in any manner within 10 seconds, score + in the ☐ provided for Trial 1 of Item 7. (See Illustration A)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 7, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If both hands are not touching the table simultaneously in some manner within 10 seconds, score - in the ☐ provided for Trial 1 of Item 7.

TRIAL 2

SETTING: Place examinee's hands gently in examinee's lap if necessary.

IF TRIAL 1 CORRECT

MODE: Verbal

CUE: Say "GOOD, DO IT AGAIN".

SCORING: If examinee touches the table with both hands in any manner within 10 seconds, score + in the ☐ provided for Trial 2 of Item 7. (See Illustration A)

If resistance or NO RESPONSE within 10 seconds, score - in the ☐ provided for Trial 2 of Item 7, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If both hands are not touching the table simultaneously in some manner within 10 seconds, score - in the ☐ provided for Trial 2 of Item 7.

IF ERROR ON TRIAL 1:

MODE: Verbal

CUE: Say “LET’S TRY AGAIN” and “PUT BOTH HANDS ON THE TABLE”.

SCORING: If examinee touches the table with both hands in any manner within 10 seconds, score + in the ☐ provided for Trial 2 of Item 7. (See Illustration A)

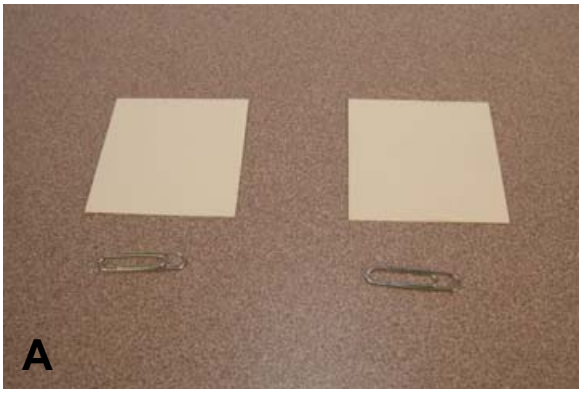
If resistance or NO RESPONSE within 10 seconds score 0 in the ☐ provided for Trial 2 of Item 7, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If both hands are not touching the table simultaneously in some manner within 10 seconds, score - in the ☐ provided for Trial 2 of Item 7.

Go to next item.

Item 8

MATERIALS: 2 paper clips and 2 small cards from Slot 6 of the parts tray (See Illustration A)

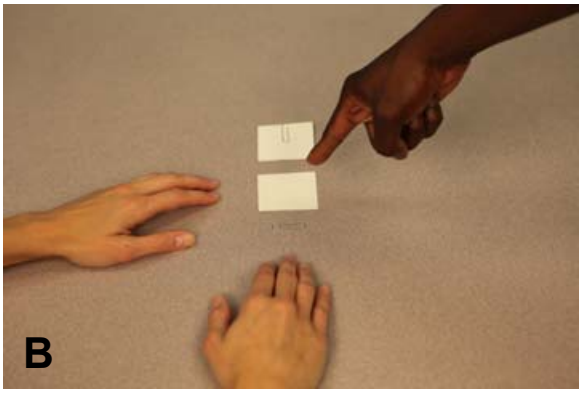


TRIAL 1

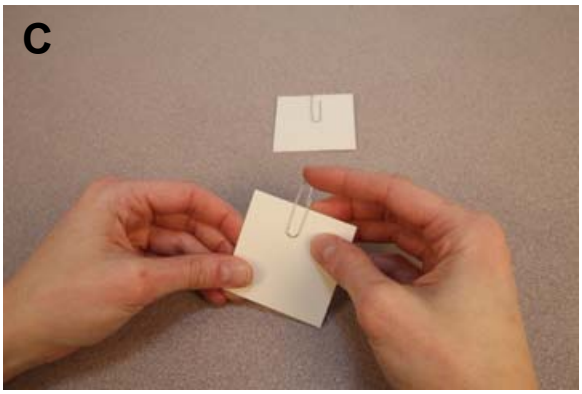
SETTING: Examinee sits facing or beside Tester. Tester has placed clips next to the cards on the table in front of examinee.

MODE: Physical Model

CUE: Say “DO THIS” while picking up one card and putting a paper clip on it and say “GOOD”. Leave this assembled clip and card as a model. Say “YOU DO IT” while pointing to unassembled clip and card. (See Illustration B)



SCORING: If examinee places the paper clip in any way so it stays on the card within 10 seconds, score + in the ☐ provided for Trial 1 of Item 8. (See Illustration C)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 8, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not place paper clip so that it stays on card, score - in the ☐ for Trial 1 of Item 8.

TRIAL 2

IF TRIAL 1 CORRECT:

SETTING: Disassemble and remove one paper clip and card from table, leaving the other as a model on the table in front of examinee.

MODE: Physical Model

CUE: Say “GOOD, DO IT AGAIN” while giving a disassembled paper clip and card to examinee. (See Illustration B)

SCORING: If examinee places the paper clip in any way so it stays on the card within 10 seconds, score + in the ☐ provided for Trial 2 of Item 8. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 8, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not place paper clip so that it stays on card, score - in the ☐ for Trial 2 of Item 8.

IF ERROR ON TRIAL 1:

SETTING: Remove paper clips from cards. Say “NO. TRY AGAIN”.

Examinee sits facing or beside Tester. Tester has placed clips next to the cards on the table in front of examinee.

MODE: Physical Model

CUE: Say “DO THIS” while picking up one card and putting a paper clip on it and say “GOOD”.

Say “YOU DO IT” while pointing to unassembled clip and card. (See Illustration B)

SCORING: If examinee places the paper clip in any way so it stays on the card within 10 seconds, score + in the ☐ provided for Trial 2 of Item 8. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 8, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not place paper clip so that it stays on the card, score - in the ☐ for Trial 2 of Item 8.

Go to next item.

Item 9

MATERIALS: None

TRIAL 1

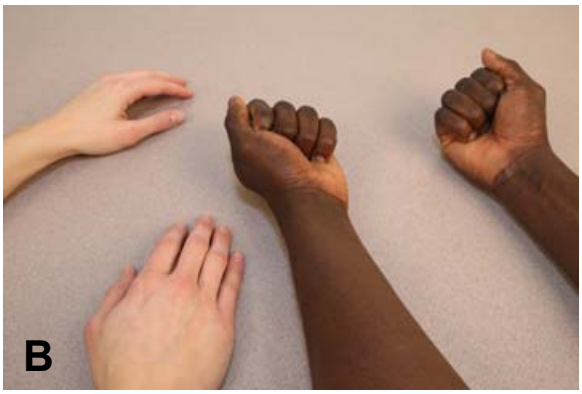
SETTING: Examinee sits facing or beside Tester.

MODE: Physical Model

CUE: Say “WATCH” while holding both hands out in front of yourself, keeping elbows bent.

Say “DO THIS” while making fists (Illustration A) and twisting each hand to the outside (Illustration B) and say “GOOD”.

Say “YOU DO IT”.



SCORING: If examinee holds out both fists and twists them at least 45° to the outside within 10 seconds, score + in the ☐ provided for Trial 1 of Item 9. (See Illustration C)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 9, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT HOLD fists correctly and/or DOES NOT TWIST them 45° to the outside, score - in the ☐ provided for Trial 1 of Item 9.

TRIAL 2

Place examinee's hands gently in examinee's lap if necessary

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN"

SCORING: If examinee holds out both fists and twists them at least 45° to the outside, within 10 seconds, score + in the ☐ provided for Trial 2 of Item 9. (See Illustration C)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 9, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT HOLD fists correctly and/or DOES NOT TWIST them 45° to the outside, score - in the ☐ provided for Trial 2 of Item 9.

IF ERROR ON TRIAL 1:

MODE: Physical Model

CUE: Say "NO, TRY AGAIN".

Say "WATCH" while holding both hands out in front of yourself, keeping elbows bent.

Say "DO THIS" while making fists and twisting each hand to the outside and say "GOOD" (See Illustration B)

Say "YOU DO IT".

SCORING: If examinee holds out both fists and twists them at least 45° to the outside within 10 seconds, score + in the ☐ provided for Trial 2 of Item 9. (See Illustration C)

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 9, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT HOLD fists correctly and/or DOES NOT TWIST them 45° to the outside, score - in the ☐ provided for Trial 2 of Item 9.

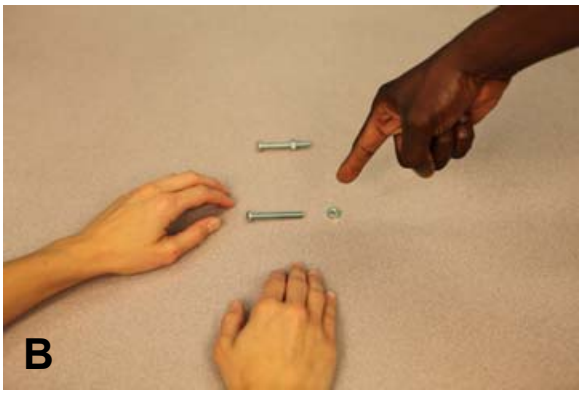
Go to next item.

Item 10

MATERIALS: 2 nuts and 2 bolts from Slot 7 of the parts tray. (See Illustration A)

TRIAL 1

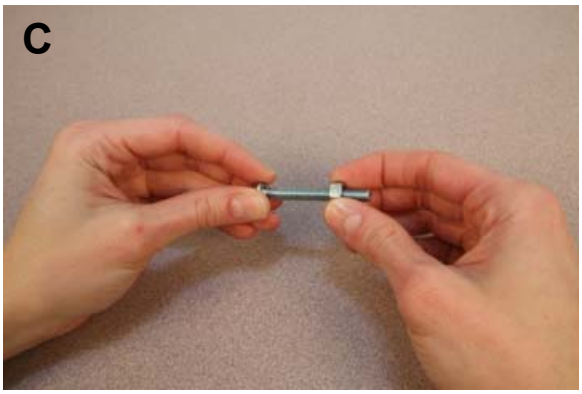
SETTING: Examinee sits facing or beside Tester. Tester has placed a nut and bolt on the table with nut screwed down at least 1/2 inch on bolt as in Illustration B.



MODE: Verbal

CUE: Say “LOOK” while pointing to the nut and bolt. Say “SCREW IT ON”.

SCORING: If examinee turns nut at least two full rotations in a clockwise direction within 10 seconds, score + in the O provided for Trial 1 of Item 10. (See Illustration C)



If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 1 of Item 10, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not turn nut two rotations, score - in the O provided for Trial 1 of Item 10.

TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD, DO IT AGAIN” while placing second nut and bolt on table in front of examinee, nut screwed down 1/2 inch on bolt.

SCORING: If examinee turns nut at least two full rotations in either direction within 10 seconds, score + in the O provided for Trial 2 of Item 10.

If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 10, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not turn nut two rotations, score - in the O provided for Trial 2 of Item 10.

IF ERROR ON TRIAL 1:

SETTING: Examinee sits facing or beside Tester. Tester has placed a nut and bolt on the table with nut screwed down at least 1/2 inch on bolt as in Illustration B.

MODE: Verbal

CUE: Say “TRY AGAIN”.

Say “LOOK” while pointing to the nut and bolt.

Say “SCREW IT ON”.

SCORING: If examinee turns nut at least two full rotations in either direction within 10 seconds, score + in the O provided for Trial 2 of Item 10.

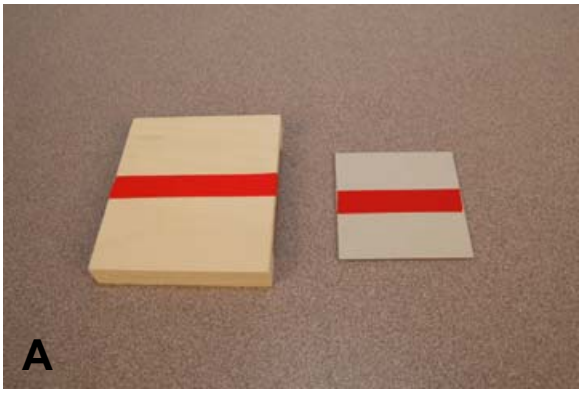
If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 10, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not turn nut two rotations score - in the O provided for Trial 2 of item 10.

Go to next item.

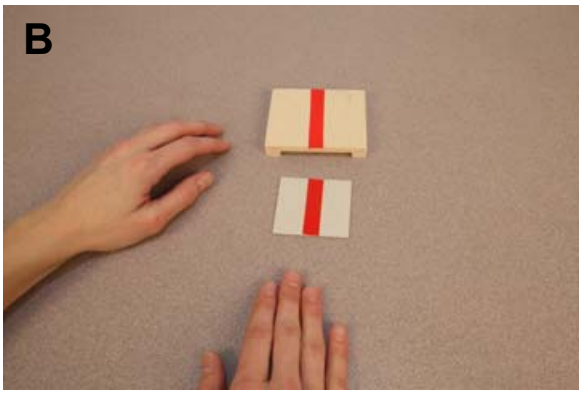
Item 11

MATERIALS: Card with a red stripe and a block of wood with red stripe from Slot 8 of parts tray. (See Illustration A)



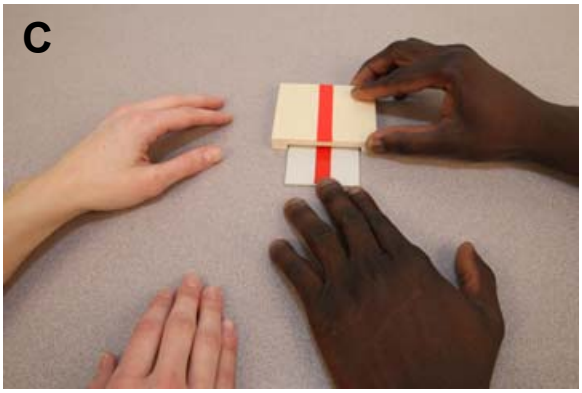
TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed the card in front of the block on the table in front of examinee with the stripe on the card in line with the stripe on the block AS IN ILLUSTRATION B, and with the groove in the block open in front of the examinee.



MODE: Physical Model

CUE: Say “WATCH” while turning the card so that the stripes on the card and block are in a straight line and the card is just in front of the groove in the block. Slide card nearly all the way into the groove and say “GOOD”. (See Illustration C)



Remove card and place it on table in front of the block with stripe on card in line with the stripe on block, as in Illustration B.

Say “YOU DO IT” while pointing to the examinee and then the card and block.

SCORING: If examinee slides the card at least halfway under the block, with the stripe on the card and block in a straight line, score + in the O provided for Trial 1 of Item 11. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 1 of Item 11, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee responds incorrectly, score - in the O provided for Trial 1 of Item 11.

TRIAL 2

Position card and block again as in Illustration B.

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN" while pointing to examinee and then to the card and block.

SCORING: If examinee slides the card at least halfway under the block, with the stripe on the card and block in a straight line, score + in the O provided for Trial 2 of Item 11. (See Illustration C)

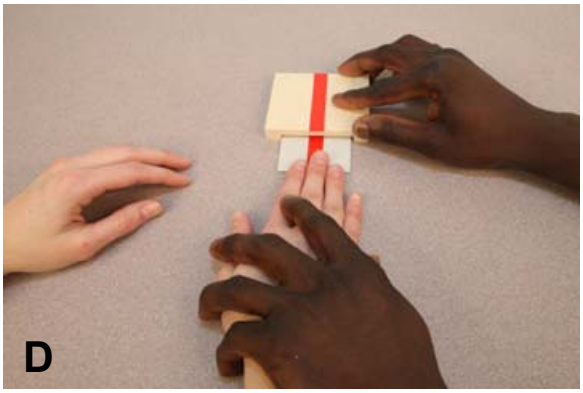
If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 11, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee responds incorrectly, score - in the O provided for Trial 2 of Item 11.

IF ERROR ON TRIAL 1:

MODE: Prompt

CUE: Say "O.K. DO THIS" while taking examinee's hand and maneuvering examinee's finger to grasp the card. Move examinee's hand so that the stripe turns and is in a line with the stripe on the block. Move examinee's hand so that the card slides nearly all the way into the groove. (See Illustration D)



Say “GOOD”.

Remove card and place on the table as in Illustration B

Say “YOU DO IT”, pointing again to examinee and then to the block and card.

SCORING: If examinee slides the card at least halfway under the block, with the stripe on the card and clock in a straight line, score + in the ☐ (not the O) provided for Trial 2 of Item 11. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 11, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee responds incorrectly, score - in the ☐ provided for Trial 2 of Item 11.

Go to next item.

Item 12

MATERIALS: Plastic bottle with cap, and a penny from Slots 8 and 5 of the parts tray (See Illustration A)

TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed the jar, lid, and penny on the table, LEFT TO RIGHT, in front of the examinee, as in Illustration B.

MODE: Verbal

CUE: Say “PUT THE LID ON THE PENNY” while pointing to the lid, as in Illustration B.

SCORING: If examinee places the lid over the penny within 10 seconds, score + in the ☐ provided for Trial 1 of Item 12. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 12, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee responds incorrectly, score - in the ☐ provided for Trial 1 of Item 12.

TRIAL 2

Place jar, lid, and penny separated LEFT TO RIGHT on table in front of examinee. (See Illustration B)

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD, DO IT AGAIN”, pointing to the lid, as in Illustration

SCORING: If examinee places the lid on the penny within 10 seconds, score + in the ☐ provided for Trial 2 of Item 12. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 12, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee responds incorrectly, score - in the ☐ provided for Trial 2 of Item 12.

IF ERROR ON TRIAL 1:

SETTING: Examinee sits facing or beside Tester. Tester has placed the jar, lid, and penny on the table LEFT TO RIGHT, in front of the examinee, as in Illustration B.

MODE: Verbal

CUE: Say “NO, TRY AGAIN”.

Say “PUT THE LID ON THE PENNY” WHILE POINTING TO THE LID. (See Illustration B)

SCORING: If examinee places the lid on the penny within 10 seconds, score + in the ☐ provided for Trial 2 of Item 12. (See Illustration C)

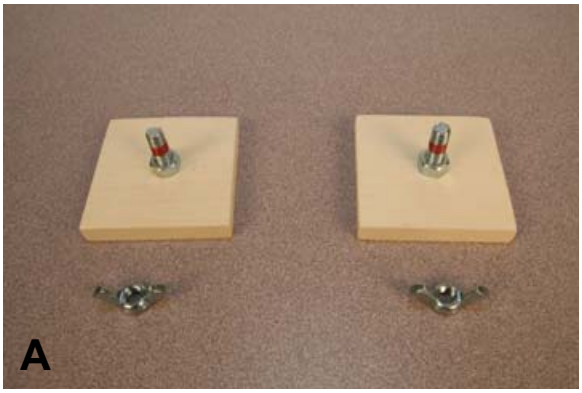
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 12, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee responds incorrectly, score - in the ☐ provided for Trial 2 of Item 12.

Go to next item.

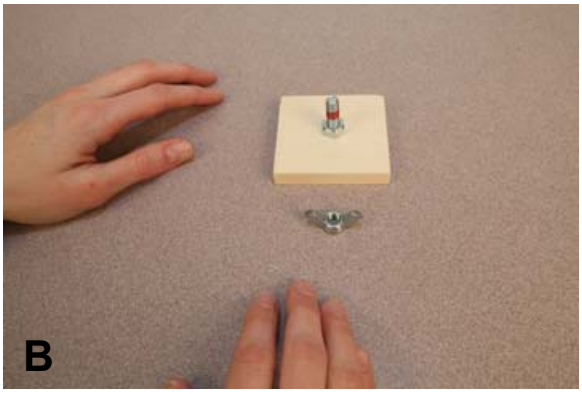
Item 13

MATERIALS: 2 large wing-nuts and 2 large bolts in 2 wood blocks from Slots 3 and 9 of parts tray. (See Illustration A)



TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed one bolt and base on the table with the nut beside it in front of examinee, as in Illustration B. Other bolt and nut are to Tester's side.

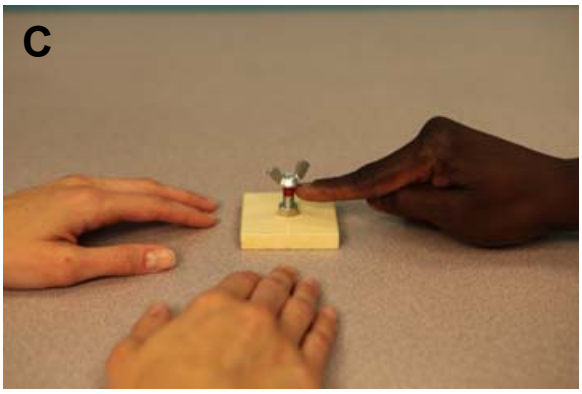


MODE: Physical Model

CUE: Say "WATCH" while placing your hand around nut and lifting nut, placing it on the top of bolt in front of examinee.

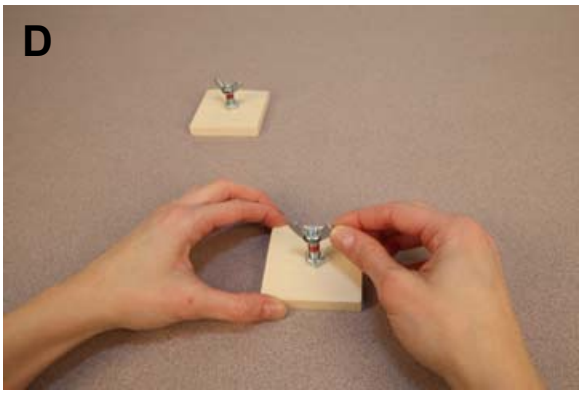
Say "STOP WHEN IT TOUCHES THE RED" while pointing to the red stripe and rotating the nut until it half-way covers the red stripe and say "GOOD".

Say "YOU DO IT" while giving the second nut and bolt to examinee, leaving the assembled nut and bolt as a model. (See Illustration C)



SCORING: If examinee screws nut so that it touches the red stripe at all within 30 seconds, score + in the ☐ provided for Trial 1 of Item 13. (See Illustration D)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 13, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.



If examinee screws nut so that it doesn't touch red strip, score – in the ☐provided for Trial 1 of Item 13.

TRIAL 2

<u>IF TRIAL 1 CORRECT:</u>

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN" while disassembling one nut and bolt combination. Leave assembled nut and bolt as a model on table in front of examinee as in Illustration C.

SCORING: If examinee screws nut so that it touches the red stripe at all within 30 seconds, score + in the ☐ provided for Trial 2 of Item 13. (See Illustration D)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 13, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee screws nut so that it doesn't touch red stripe, score - in the ☐ provided for Trial 2 of Item 13.

<u>IF ERROR ON TRIAL 1:</u>

SETTING: Examinee sits facing or beside Tester. Tester has placed one bolt and base on the table with the nut beside it in front of examinee, as in Illustration B. Other bolt and nut are to Tester's side.

MODE: Physical Model

CUE: Say "TRY AGAIN".

Say "WATCH" while placing your hand around nut and lifting nut, placing it on the top of bolt in front of examinee.

Say “STOP WHEN IT TOUCHES THE RED” while pointing to the red stripe and rotating the nut until it half-way covers the red stripe and say “GOOD”.

Say “YOU DO IT” while giving the second nut and bolt to examinee, leaving the assembled nut and bolt as a model. (See Illustration C)

SCORING: If examinee screws nut so that it touches the red stripe at all within 30 seconds, score + in the ☐ provided for Trial 2 of Item 13. (See Illustration D)

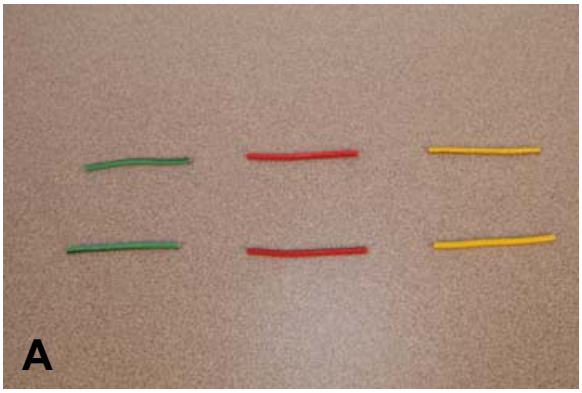
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 13, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee screws nut so that it doesn’t touch red stripe, score - in the ☐ provided for Trial 2 of Item 13.

Go to next item.

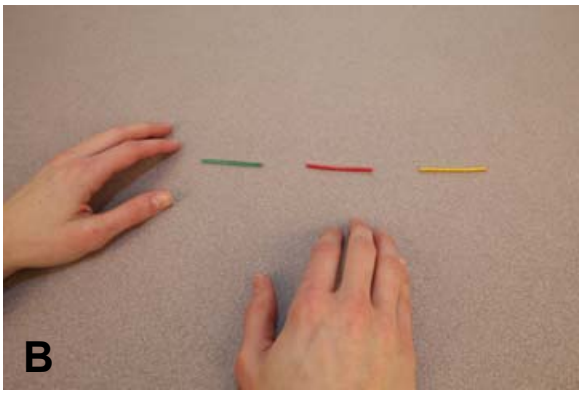
Item 14

MATERIALS: 3 pairs of solid colored wires (green, red, yellow) from Slot 10 of the parts tray (See Illustration A)



TRIAL 1

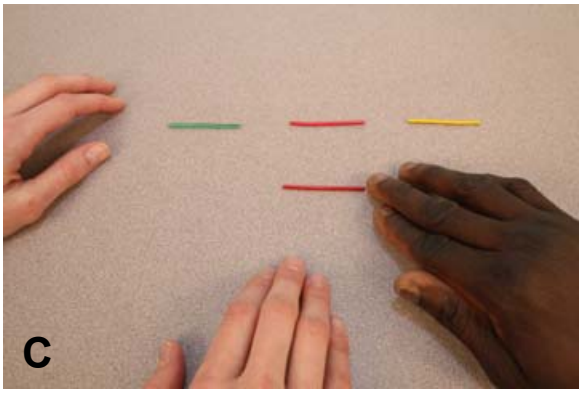
SETTING: Examinee sits facing or beside Tester. Tester has placed ONE wire of each color on the table in front of examinee, with the red wire in the middle, the green wire to examinee's left, and the yellow wire to examinee's right, and all wires two to three inches apart as in Illustration B. The second wire of each color is in tester's hand, concealed from examinee.



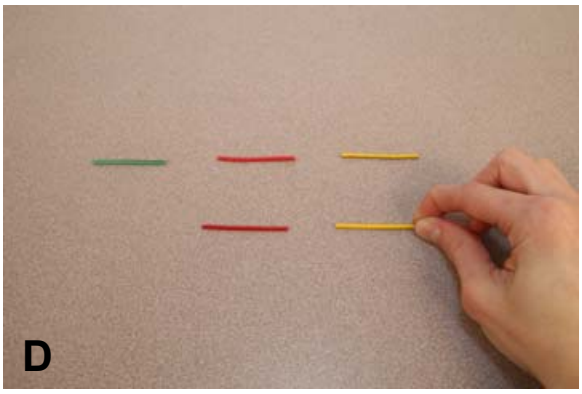
MODE: Physical Model

CUE: Say "DO THIS" while placing the second red piece of wire next to the red piece of wire on the table and say "GOOD" (See Illustration C)

Say "YOU DO IT" while giving a piece of yellow wire to examinee.



SCORING: If examinee lays the yellow wire next to the yellow wire on the table (nearer that wire than to any other) within 10 seconds, score + in the ☐ provided for Trial 1 of Item 14. (See Illustration D)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 14, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

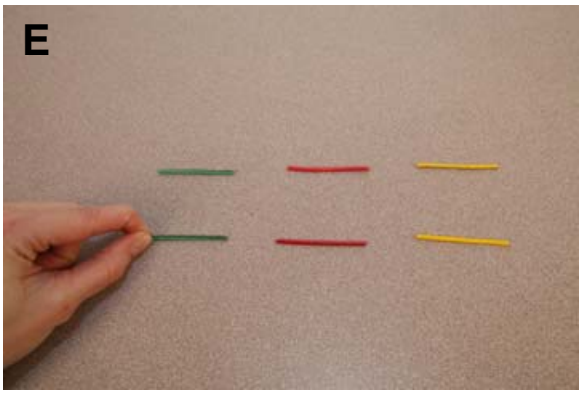
If examinee DOES NOT match the wire correctly, including NOT placing it nearer to the yellow wire than to any other, score - in the ☐ provided for Trial 1 of Item 14.

<u>IF TRIAL 1 CORRECT:</u>

MODE: Physical Model

CUE: Say “GOOD, DO IT AGAIN” while presenting the green wire to the examinee.

SCORING: If examinee lays the green wire next to the green wire on the table (nearer that wire than to any other) within 10 seconds, score + in the ☐ provided for Trial 2 of Item 14. (See Illustration E)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 14, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT match the wire correctly, including not placing it nearer to the green wire than to any other, score - in the ☐ provided for Trial 2 of Item 14.

IF ERROR ON TRIAL 1:

MODE: Physical Model

CUE: Say “LET’S TRY AGAIN”.

Leave pair of red wires in middle, and say “DO THIS” while placing second yellow wire next to yellow wire on table. (See Illustration D) Say “GOOD”.

Say “YOU DO IT”, while giving the green wire to examinee.

SCORING: If examinee lays the green wire next to the green wire on the table (nearer that wire than to any other) within 10 seconds, score + in the ☐ provided for Trial 2 of Item 14. (See Illustration E)

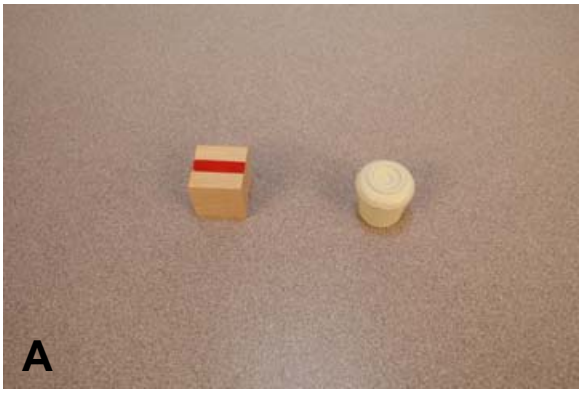
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 14, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT match the wire correctly, including not placing it nearer to the green wire than to any other, score - in the ☐ provided for Trial 2 of Item 14.

Go to next item.

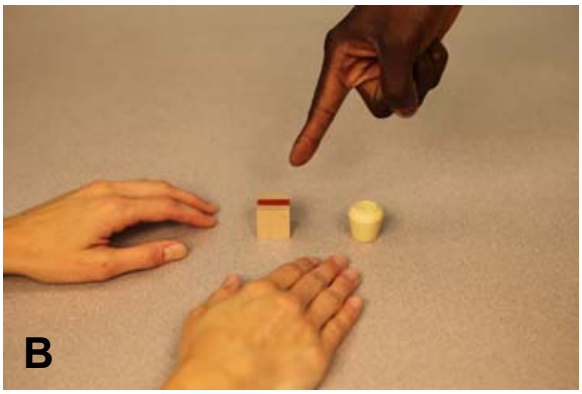
Item 15

MATERIALS: A block with a red stripe, and a rubber cap from Slot 11 of the parts tray. (See Illustration A)



TRIAL 1

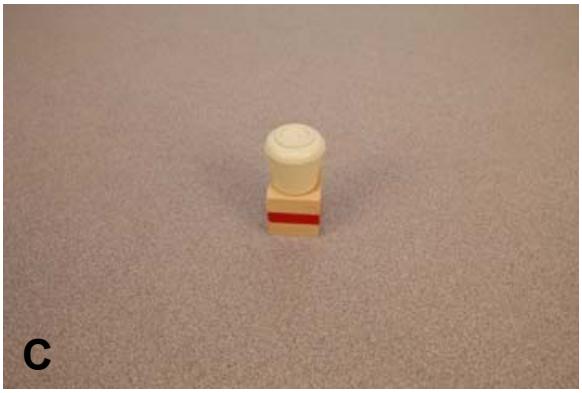
SETTING: Examinee sits facing or beside Tester. Tester has placed block and cap separately on the table in front of the examinee with red stripe on block facing up, as in Illustration B.



MODE: Verbal

CUE: (This is a verbal item. DO NOT MODEL for examinee.) Say "LOOK. TURN THE BLOCK OVER; THEN PUT THIS ON TOP" while POINTING first to the block and then pointing to the cap when "THIS" is said.

SCORING: If examinee rotates the block so that the stripe is not facing up, and places the cap on top within 10 seconds, score + in the ☐ provided for Trial 1 of Item 15. (See Illustration C)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 15, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee performs incorrectly, score - in the ☐ provided for Trial 1 of Item 15.

TRIAL 2

Separate block and cap on table in front of examinee, with red stripe on block facing up, as in Illustration B.

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD, DO IT AGAIN.”

SCORING: If examinee rotates the block so that the stripe is not facing up, and places the cap on top within 10 seconds, score + in the ☐ provided for Trial 2 of Item 15. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score - in the ☐ provided for Trial 2 of Item 15, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee performs incorrectly, score - in the ☐ provided for Trial 2 of Item 15.

IF ERROR ON TRIAL 1:

SETTING: Examinee sits facing or beside Tester. Tester has placed block and cap separately on the table in front of the examinee with red stripe on block facing up, as in Illustration B.

MODE: Verbal

CUE: Say “TRY AGAIN”.

(This is a verbal item. DO NOT MODEL for examinee.) Say “LOOK. TURN THE BLOCK OVER, THEN PUT THIS ON TOP” while POINTING first to the block and then pointing to the cap when “THIS” is said.

SCORING: If examinee rotates the block so that the stripe is not facing up, and places the cap on top within 10 seconds, score + in the ☐ provided for Trial 2 of Item 15. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 15, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee performs incorrectly, score - in the ☐ provided for Trial 2 of Item 15.

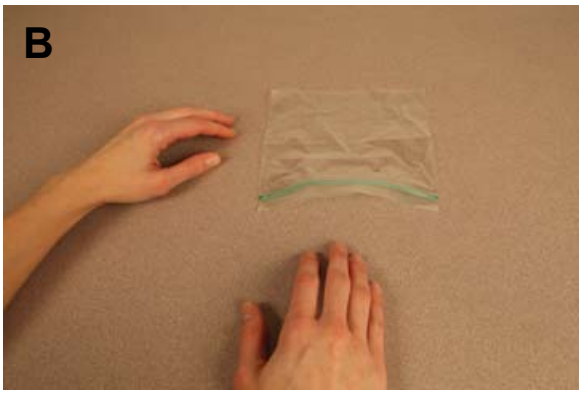
Go to next item.

Item 16

MATERIALS: 4 plastic bags (closed) from Slot 12 of the parts tray (See Illustration A)

TRIAL 1

SETTING: (Make sure all bags are closed.) Examinee sits facing or beside Tester. Tester has placed one closed bag with the zipper facing the examinee on the table in front of the examinee, as in Illustration B.



MODE: Physical Model

CUE: Say “DO THIS” while unlocking the zipper with finger, as in Illustration C. Continue to pull with finger until both sides are separated and say “GOOD”.

Say “YOU DO IT” while giving another bag with zipper closed to examinee.

SCORING: If examinee opens the bag 1/2 inch or more within 10 seconds, score + in the O provided for Trial 1 of Item 16.

If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 1 of Item 16, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT complete task within 10 seconds, score - in the O provided for Trial 1 of Item 16.

TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say “GOOD, DO IT AGAIN” while giving a third bag to examinee.

SCORING: If examinee opens the bag 1/2 inch or more within 10 seconds, score + in the O provided for Trial 2 of Item 16.

If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 16, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT complete task within 10 seconds, score - in the O provided for Trial 2 of Item 16.

IF ERROR ON TRIAL 1

MODE: Prompt

CUE: Say “O.K. DO THIS” while placing third bag in examinee’s hand. Take examinee’s fingers and grasp one end of bag. Guide examinee’s hands so that an index finger is used to open the bag. (See Illustration D) Continue to guide examinee’s hand/finger until bag is completely opened and say “GOOD”.

Say “YOU DO IT” while giving the fourth hag with closed zipper to examinee.

SCORING: If examinee opens the bag 1/2 inch or more within 10 seconds, score + in the ☐ provided for Trial 2 of Item 16.

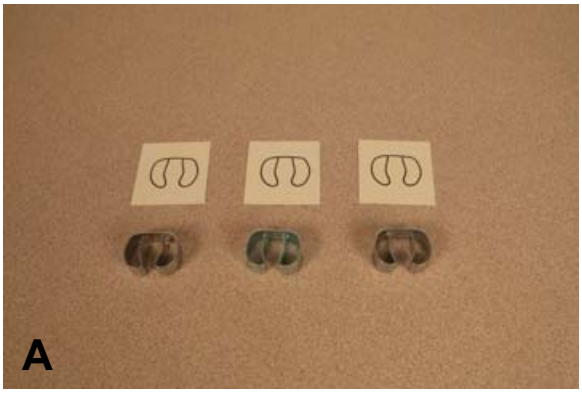
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ (not the O) provided for Trial 2 of Item 16, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee DOES NOT complete task within 10 seconds, score - in the ☐ provided for Trial 2 of Item 16.

Go to next item.

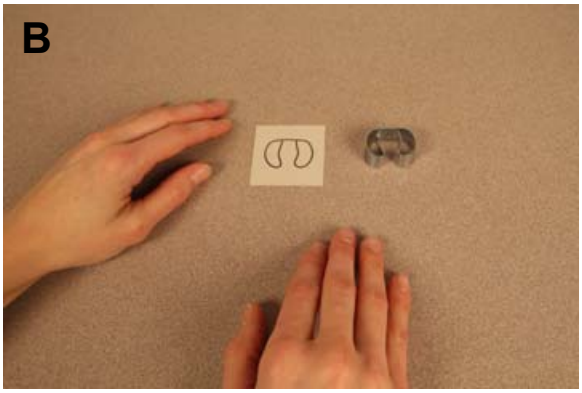
Item 17

MATERIALS: 3 broom clips and 3 cards with an outline of a clip from Slot 13 of the parts tray. (See Illustration A)



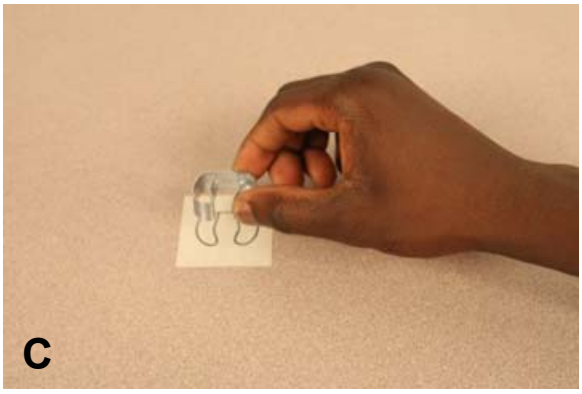
TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed one card with one clip on table in front of examinee, with the open side of the clip to examinee's left. (See Illustration B)



MODE: Physical Model

CUE: Say "WATCH" while placing the broom clip with a flat side up on the card, but so that the clip is upside down on the card and does not match the outline. (See Illustration C) Say "NO, TRY AGAIN" while pointing to the card and clip.



Turn the clip so that it covers the outline perfectly and say "GOOD" while pointing to the card and clip. (See Illustration D)

Say "NOW YOU DO IT" while placing a second card and clip in front of examinee, with the open side of the clip to examinee's left. (See Illustration B)

SCORING: If examinee superimposes the clip on the outline and matches it within 10 seconds, such that NO PART OF THE CLIP CROSSES THE OUTLINE, score + in the ☐ provided for Trial 1 of Item 17. (See Illustration D)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 17, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not match the clip to the outline on the card, score - in the ☐ provided for Trial 1 of Item 17.

TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN" while placing a third card and clip on table in front of examinee, with the open side of the clip to examinee's left. (See Illustration B)

SCORING: If examinee superimposes the clip on the outline and matches it within 10 seconds, such that NO PART OF THE CLIP CROSSES THE OUTLINE, score + in the ☐ provided for Trial 2 of Item 17. (See Illustration D)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 17, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not match the clip to the outline on the card, score - in the ☐ provided for Trial 2 of Item 17.

IF ERROR ON TRIAL 1:

SETTING: Examinee sits facing or beside Tester. Tester has placed one card and one clip on table in front of examinee with the open side of the clip to examinee's left. (See Illustration B)

MODE: Physical Model

CUE: Say "LET'S TRY AGAIN".

Say "WATCH" while placing the broom clip with a flat side up on the card, but so that the clip is upside down on the card and does not match the outline. (See Illustration C) Say "NO, TRY AGAIN" while pointing to the card and clip.

Turn the clip so that it covers the outline perfectly and say "GOOD" while pointing to the card and clip. (See Illustration D)

Say “NOW YOU DO IT” while placing a second card and clip in front of examinee, with the open side of the clip to examinee’s left. (See Illustration D)

SCORING: If examinee superimposes the clip on the outline and matches it within 10 seconds, such that NO PART OF THE CLIP CROSSES THE OUTLINE, score + in the ☐ provided for Trial 2 of Item 17. (See Illustration D)

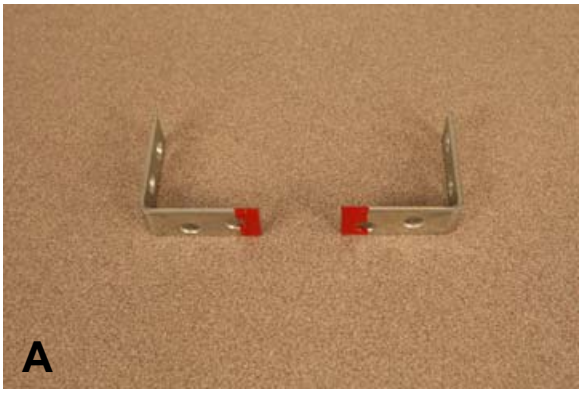
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 17, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not match the clip to the outline on the card, score - in the ☐ provided for Trial 2 of Item 17.

Go on to next item.

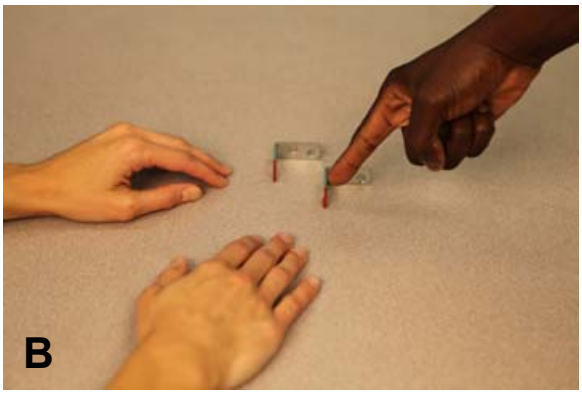
Item 18

MATERIALS: Two 1 1/2” metal right angles, each painted red on one end from Slot 14 of the parts tray. (See Illustration A)



TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed right angles separated on the table in front of examinee, as in Illustration B.



MODE: Verbal

CUE: (This is a verbal item. DO NOT MODEL for examinee.) While POINTING to the angles, say “LOOK. PUT THESE TOGETHER SO THE RED TOUCHES”.

SCORING: If examinee puts two right angles together in any manner so that the red ends touch within 10 seconds, score + in the ☐ provided for Trial 1 of Item 18.

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 18 and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee positions the right angles so that the red ends do not touch at all, score - in the ☐ provided for Trial 1 of Item 18.

TRIAL 2

Separate angles on the table in front of examinee.

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD. DO IT AGAIN” while pointing to the angles.

SCORING: If examinee puts two right angles together in any manner so that the red ends touch within 10 seconds, score + in the ☐ provided for Trial 2 of Item 18.

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 18, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee positions the right angles so that the red ends do not touch at all, score - in the ☐ provided for Trial 2 of Item 18.

IF ERROR ON TRIAL 1:

SETTING: Examinee sits facing or beside Tester. Tester has placed right angles separated on the table in front of examinee, as in Illustration B.

MODE: Verbal

CUE: Say “LET’S TRY AGAIN”.

(This is a verbal item. DO NOT MODEL for examinee.) While POINTING to the angles, say “LOOK. PUT THESE TOGETHER SO THE RED TOUCHES.”

SCORING: If examinee puts two right angles together in any manner so that the red ends touch within 10 seconds, score + in the ☐ provided for Trial 2 of Item 18.

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 18, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee positions the right angles so that the red ends do not touch at all, score - in the ☐ provided for Trial 2 of Item 18.

Go to next item.

Item 19

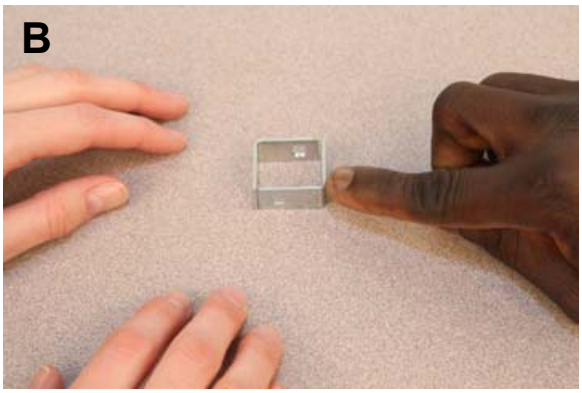
MATERIALS: Six 1” right angles from Slot 14 of the parts tray (See Illustration A)

TRIAL 1

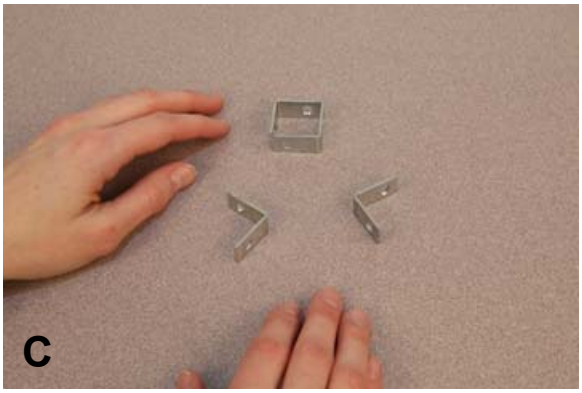
SETTING: Examinee sits facing or beside Tester. Tester has placed all right angles flat on the table out of examinee’s reach.

MODE: Physical Model

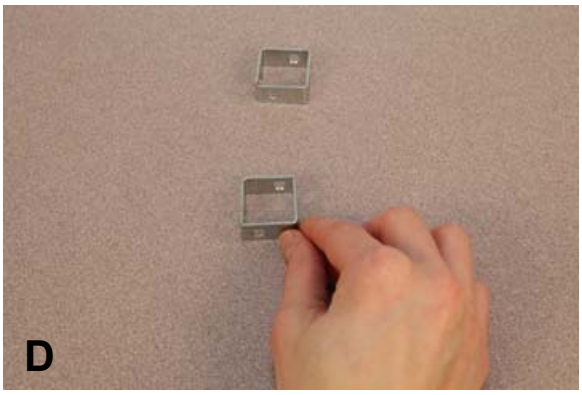
CUE: Say “DO THIS” while putting two angles together to form a square, in front of examinee, with corners touching. (See Illustration B) Say “GOOD” while pointing to the model.



Say “YOU DO IT” while placing two more unassembled angles in front of examinee, leaving first two as a single model assembled on the table. (See Illustration C)



SCORING: If examinee forms a square with the two angles, CORNERS TOUCHING BETWEEN HOLES AND ENDS within 10 seconds, score + in the ☐ provided for Trial 1 of Item 19. (See Illustration D)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ for Trial 1 of Item 19, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee positions the two angles so that corners are not touching between holes and ends, score - in the ☐ provided for Trial 1 of Item 19.

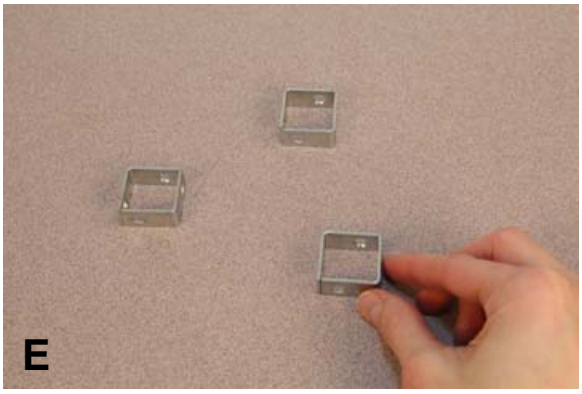
TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say “GOOD. DO IT AGAIN” while placing a third pair of unassembled angles in front of examinee, LEAVING THE FIRST TWO ASSEMBLIES AS MODELS.

SCORING: If examinee forms a square with the two angles, CORNERS TOUCHING BETWEEN HOLES AND ENDS within 10 seconds, score + in the ☐ provided for Trial 2 of Item 19. (See Illustration E)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ for Trial 2 of Item 19, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee positions the two angles so that corners are not touching between holes and ends, score - in the ☐ provided for Trial 2 of Item 19.

IF ERROR ON TRIAL 1:

SETTING: Disassemble second pair of angles if necessary.

MODE: Physical Model

CUE: Say “TRY AGAIN”. Correctly place second pair of angles together. Say “GOOD”. (See Illustration C)

Place unassembled third set of two angles in front of examinee and say “NOW YOU DO IT” WHILE LEAVING TWO SETS AS MODELS.

SCORING: If examinee forms a square with the two angles, CORNERS TOUCHING BETWEEN HOLES AND ENDS within 10 seconds, score + in the ☐ provided for Trial 2 of Item 19. (See Illustration D)

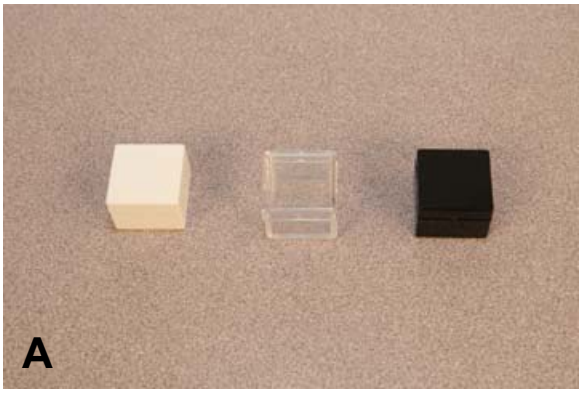
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ for Trial 2 of Item 19, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee positions the two angles so that corners are not touching between holes and ends, score - in the ☐ provided for Trial 2 of Item 19.

Go to next item.

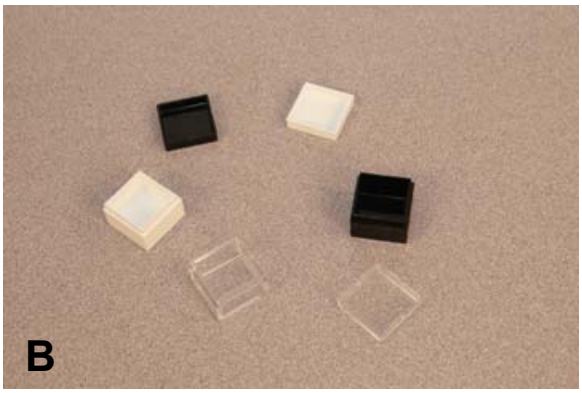
Item 20

MATERIALS: 3 different colored boxes with colored lids from Slot 15 of the parts tray (See Illustration A)



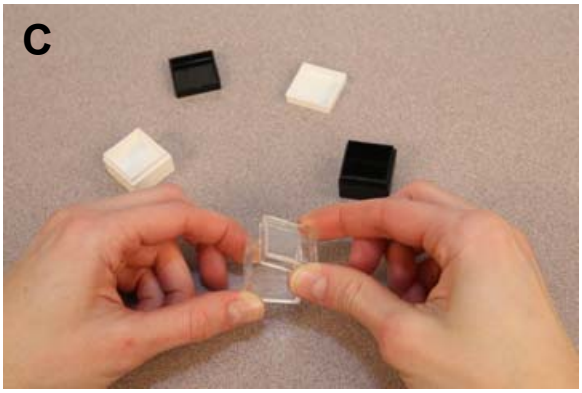
TRIAL 1

SETTING: Examinee sits facing or alongside of Tester. Tester has detached lids from boxes and placed lids and boxes in a random pattern on table, BUT WITH OPEN SIDE OF LIDS FACING DOWN ON THE TABLE. (See Illustration B)

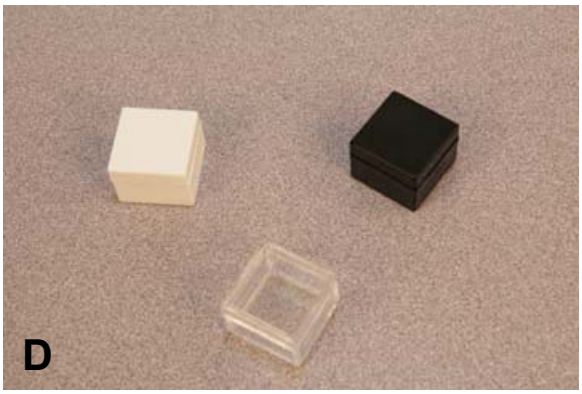


MODE: Verbal

CUE: Say “PUT THE LIDS ON SO THE COLORS ARE THE SAME” while pointing to lids and boxes. (See Illustration C)



SCORING: If examinee matches all three lids and boxes by color and fits them together within 30 seconds, score + in the O provided for Trial 1 of Item 20. (See Illustration D)



If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial I of Item 20, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee matches any lids and boxes incorrectly or does not fit all three together, score - in the O provided for Trial 1 of Item 20.

TRIAL 2

Detach lids from boxes and place on table again WITH THE OPEN SIDES OF LIDS FACING DOWN ON THE TABLE. (See Illustration B)

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD, DO IT AGAIN” while pointing toward the lids and boxes.

SCORING: If examinee matches all three lids and boxes by color and fits them together within 30 seconds, score + in the O provided for Trial 2 Item 20. (See Illustration D)

If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 20, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee matches any lids and boxes incorrectly, or doesn’t fit all three together, score - in the O provided for Trial 2 of Item 20.

IF ERROR ON TRIAL 1:

Say “LET’S TRY AGAIN”.

SETTING: Examinee sits facing or alongside of Tester. Tester has detached lids from boxes and placed lids and boxes in a random pattern on table, BUT WITH OPEN SIDE OF LIDS FACING DOWN ON THE TABLE. (See Illustration B)

MODE: Verbal

CUE: Say “PUT THE LIDS ON SO THE COLORS ARE THE SAME” while pointing to lids and boxes.

SCORING: If examinee matches all three lids and boxes by color and fits them together within 30 seconds, score + in the O provided for Trial 2 of Item 20. (See lustration D)

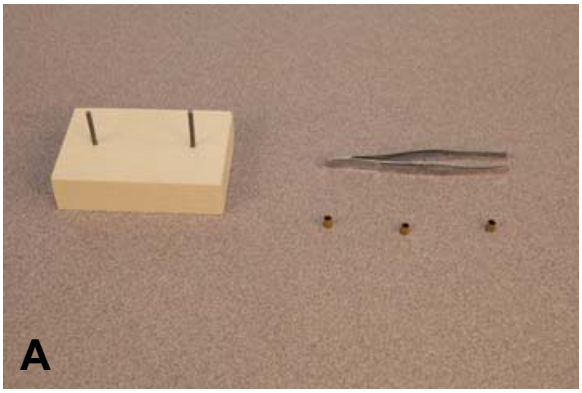
If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 20, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee matches any lids and boxes incorrectly, or doesn’t fit all three together, score - in the O provided for Trial 2 of Item 20.

Go to next item.

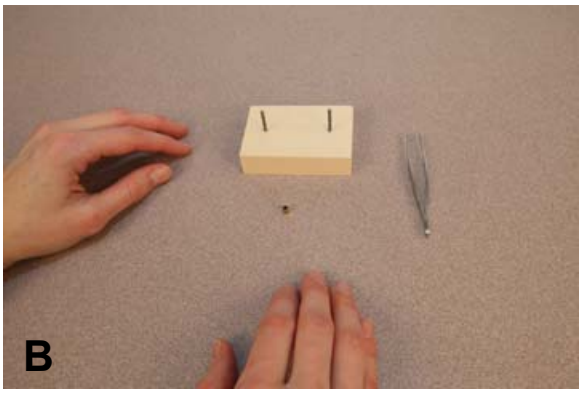
Item 21

MATERIALS: 3 brass rollers, 1 wood base with 2 metal posts, and tweezers from Slot 16 of the parts tray. (See Illustration A)



TRIAL 1

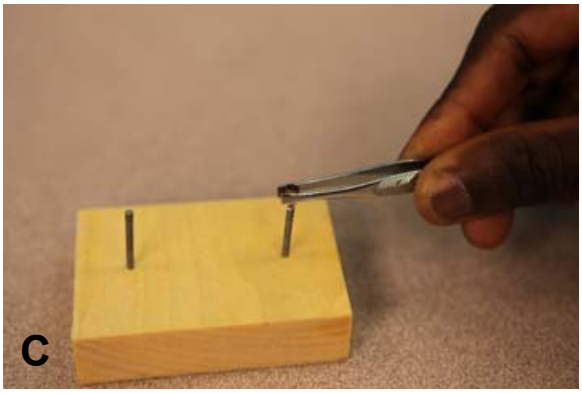
SETTING: Examinee sits facing or beside Tester. Tester has placed board and one roller on the table in front of examinee, as in Illustration B.



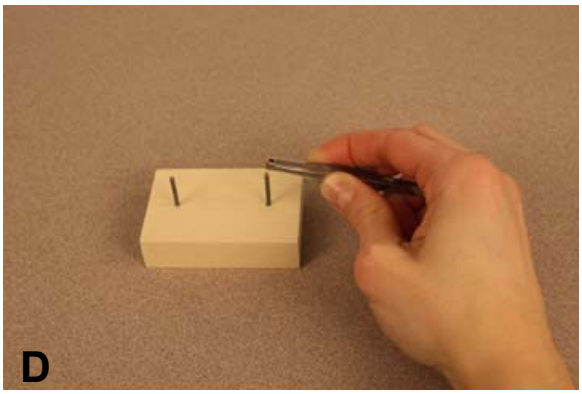
MODE: Physical Model

CUE: Say “DO THIS” while using the tweezers to pick up the roller. Placing the roller on the post, say “GOOD”. (See Illustration C)

Say “YOU DO IT” while placing a second roller and the tweezers on the table in front of examinee.



SCORING: If examinee puts the roller on the post with the tweezers within 3 tries or 30 seconds, score + in the O provided for Trial 1 of Item 21. (See Illustration D)



If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 1 of Item 21, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not place roller on post within 30 seconds, score - in the O provided for Trial 1 of Item 21.

TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say “GOOD, DO IT AGAIN” while placing another roller on table in front of examinee.

SCORING: If examinee puts the roller on the post with the tweezers within 3 tries or 30 seconds, score + in the O provided for Trial 2 of Item 21. (See Illustration D)

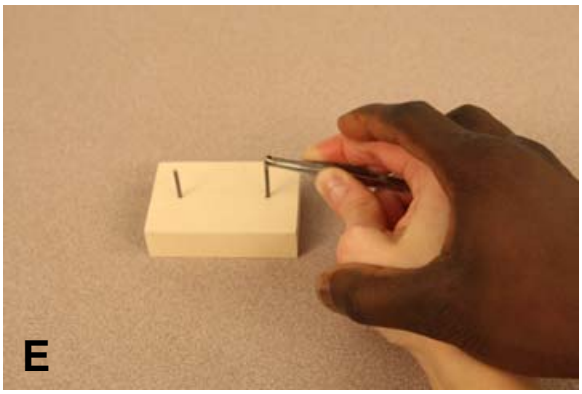
If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 21, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not place roller on post within 30 seconds, score - in the O provided for Trial 2 of Item 21.

IF ERROR ON TRIAL 1:

MODE: Prompt

CUE: Say “O.K. DO THIS” while positioning examinee’s fingers on tweezers and lowering tweezers so that the roller is between the tongs of the tweezers in a way that it can be placed on the post. (See Illustration E) Apply pressure to examinee’s fingers so that the tweezers grasp the roller. Move examinee’s hand with tweezers and place the roller on the post. Release pressure from examinee’s fingers so that the tweezers release the roller onto the post. Say “GOOD”.



Say “YOU DO IT” while placing another roller on table in front of examinee and giving tweezers to examinee.

SCORING: If examinee puts the roller on the post with the tweezers within 3 tries or 30 seconds, score + in the ☐ (not the O) provided for Trial 2 of Item 21. (See Illustration D)

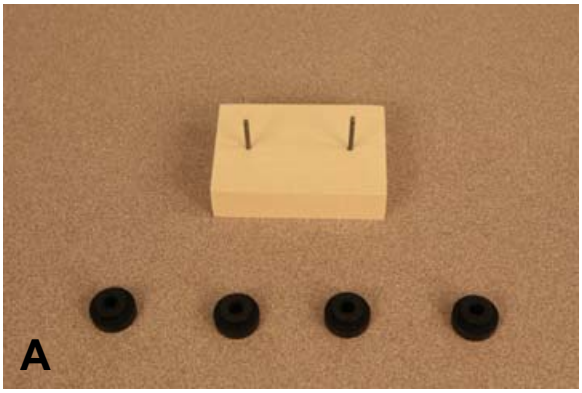
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 21, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not place roller on post within 30 seconds, score - in the ☐ provided for Trial 2 of Item 21.

Go to next item.

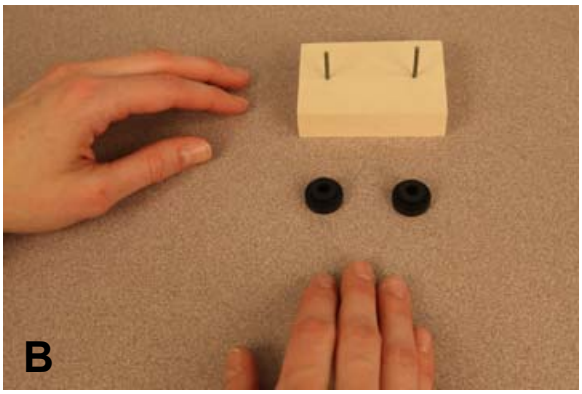
Item 22

MATERIALS: 1 wood base with 2 metal posts and 4 rubber washers from Slots 16 and 17 (See Illustration A)



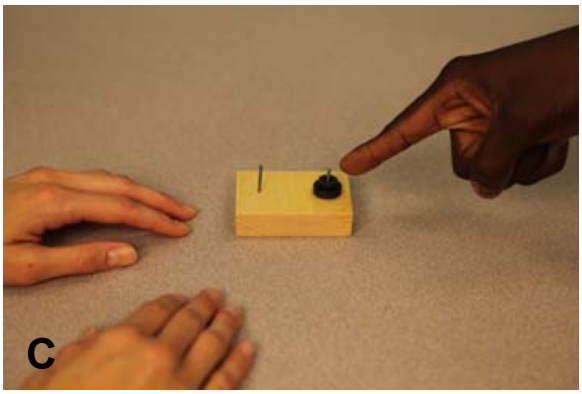
TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed the base and two rubber washers on the table in front of the examinee, as in Illustration B.



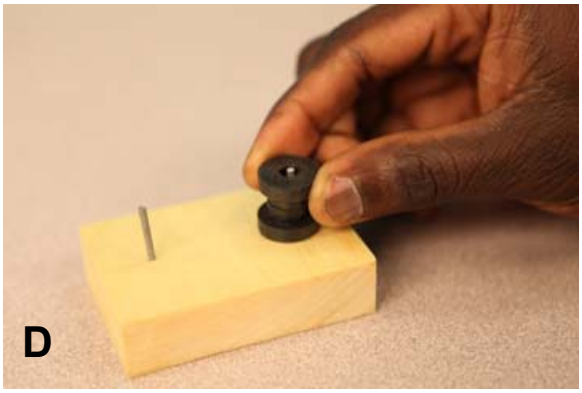
MODE: Physical Model

CUE: Say “DO THIS” while placing one washer on the post with the SMALL END UP. (See Illustration C) Point to the model and say “GOOD”.

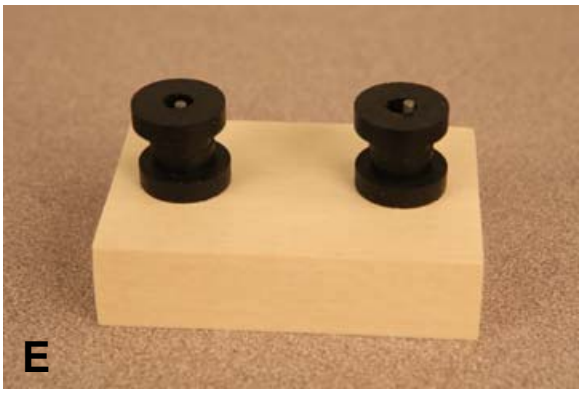


Place a second washer so that it is on top of the first washer, SMALL END DOWN. (See Illustration D) Point to washers and say “GOOD”.

Say “YOU DO IT” while placing the remaining 2 washers on the table in front of examinee. Leave first set of washers as a model.



SCORING: If examinee places both other washers on the other post, BOTTOM WASHER SMALL END UP and TOP WASHER SMALL END DOWN within 10 seconds, score + in the ☐ provided for Trial 1 of Item 22. (See Illustration E)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 22, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places the washers incorrectly, score - in the ☐ provided for Trial 1 of Item 22.

TRIAL 2

Remove second pair of washers from post, leaving first pair as a model.

<u>IF TRIAL 1 CORRECT:</u>

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN" while giving the second pair of washers to examinee again.

SCORING: If examinee places both washers on the post, BOTTOM WASHER SMALL END UP and TOP WASHER SMALL END DOWN within 10 seconds, score + in the ☐ provided for Trial 2 of Item 22. (See Illustration E)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 22, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places the washers incorrectly, score - in the ☐ provided for Trial 2 of item 22.

<u>IF ERROR ON TRIAL 1 (model)</u>

MODE: Physical Model

CUE: Say "NO, TRY AGAIN" and remove incorrect washers, leaving correct ones as a model.

Say “DO THIS” while placing one washer with the small end up on the post. Point to the model and say “GOOD”. Place second washer so that it is on top of first washer, small end down. Point to washers and say “GOOD”.

Disassemble washers to examinee’s left and place them on table in front of examinee. Point to empty post and say “YOU DO IT” leaving pair of correctly placed washers as a model to the right.

SCORING: If examinee places both washers on the post, BOTTOM WASHER SMALL END UP and TOP WASHER SMALL END DOWN within 10 seconds, score + in the ☐ provided for Trial 2 of Item 22. (See Illustration E)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 22, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places the washers incorrectly, score - in the ☐ provided for Trial 2 of Item 22.

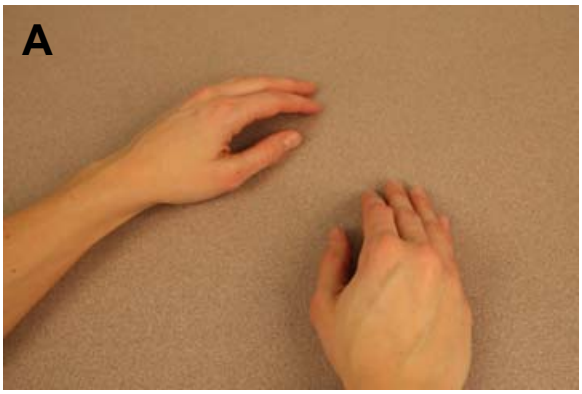
Go to next item.

Item 23

MATERIALS: None

TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester should place examinee's hands gently on the table, as in Illustration A.



MODE: Physical Model

CUE: Say "DO THIS" while lifting your right hand and bringing your right index finger and right thumb together to form a pincer grasp (as in Illustration B) and say "GOOD".

Say "YOU DO IT" while pointing to examinee's hand.

SCORING: If examinee brings index finger and thumb together at all with either hand within 10 seconds, score + in the O provided for Trial 1 of Item 23.

If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 1 of Item 23, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not complete task correctly, score - in the O provided for Trial 1 of Item 23.

TRIAL 2

Place examinee's hands gently on the table again if necessary.

IF TRIAL 1 CORRECT:

MODE: Physical Model

CUE: Say "GOOD, DO IT AGAIN" while pointing to examinee's hand.

SCORING: If examinee brings index finger and thumb together at all with either hand within 10 seconds, score + in the O provided for Trial 2 of Item 23.

If resistance or NO RESPONSE within 10 seconds, score 0 in the O provided for Trial 2 of Item 23, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not complete task correctly, score - in the O provided for Trial 2 of Item 23.

IF ERROR ON TRIAL 1:

MODE: Prompt

CUE: Say "O.K. DO THIS" while guiding examinee's hand up and positioning examinee's index finger and thumb together, as in Illustration C. Say "GOOD"

Reposition examinee's hand on table as for Trial 1.

Say "YOU DO IT" while pointing to examinee's hand.

SCORING: If examinee brings index finger and thumb together at all with either hand within 10 seconds, score + in the ☐ (not the O) provided for Trial 2 of Item 23.

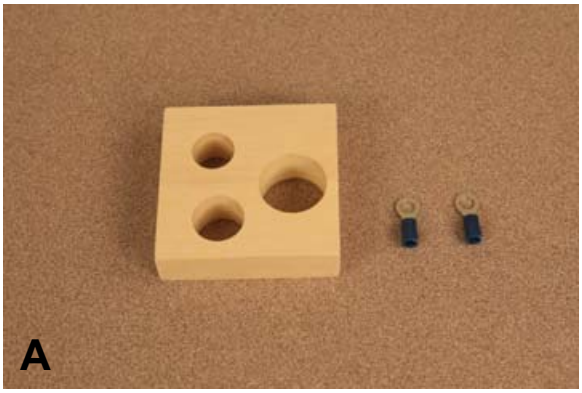
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 23, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does not complete task correctly, score - in the ☐ provided for Trial 2 of Item 23.

Go on to next item.

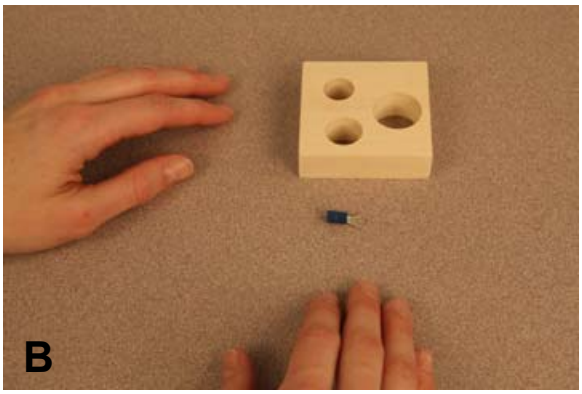
Item 24

MATERIALS: 2 metal solderless connectors and 1 wood block with 3 holes from Slot 18 of the parts tray. (See Illustration A)



TRIAL 1

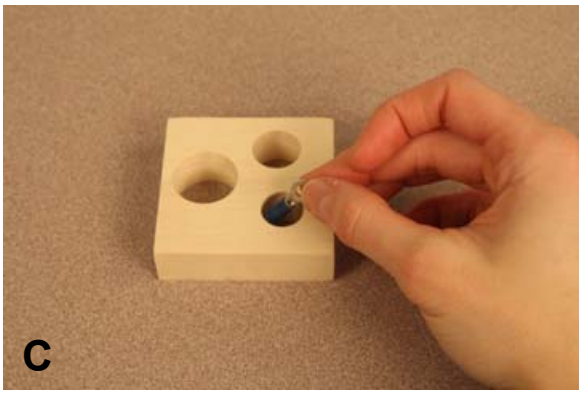
SETTING: Examinee sits facing or beside Tester. Tester has placed one connector and block on the table in front of examinee, as in Illustration B.



MODE: Verbal

CUE: (This is a verbal item. DO NOT MODEL for examinee.) Say “LOOK” while POINTING to the connector. Then say “PUT IT IN THE SMALLEST HOLE”. (Emphasize “SMALLEST”.)

SCORING: If examinee places the connector in the smallest hole within 10 seconds, score + in the ☐ provided for Trial 1 of Item 24. (See Illustration C)



If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 24, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does NOT place the connector in the SMALLEST hole, score - in the ☐ provided for Trial 1 of Item 24.

TRIAL 2

Rotate block 1/2 turn to the right.

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD, DO IT AGAIN” while placing the second connector on table in front of examinee as in Trial 1.

SCORING: If examinee places the connector in the smallest hole within 10 seconds, score + in the ☐ provided for Trial 2 of Item 24. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 24, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does NOT place the connector in the SMALLEST hole, score - in the ☐ provided for Trial 2 of Item 24.

IF ERROR ON TRIAL 1 (verbal)

Say “LET’S TRY AGAIN”.

SETTING: Examinee sits facing or beside Tester. Tester has placed one connector and block on the table in front of examinee, as in Illustration B.

MODE: Verbal

CUE: (This is a verbal item. DO NOT MODEL for examinee.) Say “LOOK” while POINTING to the connector. Then say “PUT IT IN THE SMALLEST HOLE” (Emphasize “SMALLEST”.)

SCORING: If examinee places the connector in the smallest hole within 10 seconds, score + in the ☐ provided for Trial 2 of Item 24. (See Illustration C)

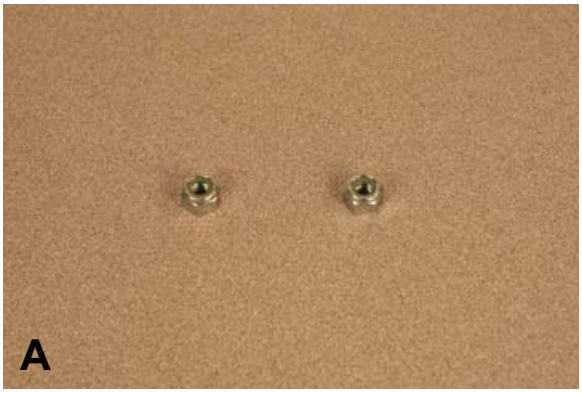
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 24, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee does NOT place the connector in the SMALLEST hole, score - in the ☐ provided for Trial 2 of Item 24.

Go to next item.

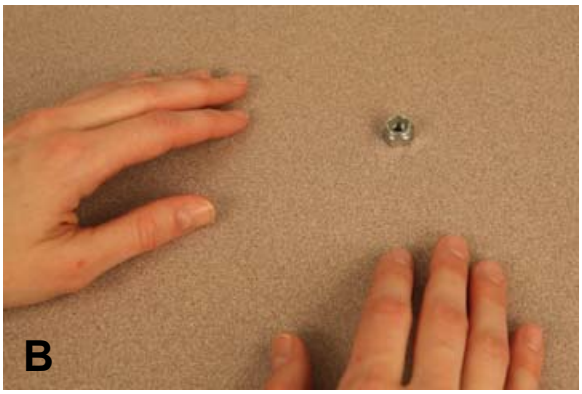
Item 25

MATERIALS: 2 nuts from Slot 18 of the parts tray (See Illustration A)



TRIAL 1

SETTING: Examinee sits facing or beside Tester. Tester has placed one nut flat on the table in front of examinee, as in Illustration B.



MODE: Verbal

CUE: Say “STAND IT UP ON ITS SIDE” while pointing to the nut.

SCORING: If examinee places the nut on its side within 10 seconds, score + in the ☐ provided for Trial 1 of Item 24. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 1 of Item 25, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places nut incorrectly, score - in the ☐ provided for Trial 1 of Item 25.

TRIAL 2

IF TRIAL 1 CORRECT:

MODE: Verbal

CUE: Say “GOOD, DO IT AGAIN” while placing the second nut flat on the table in front of examinee, as in Illustration B.

SCORING: If examinee places the nut on its side within 10 seconds, score + in the ☐ provided for Trial 2 of Item 25. (See Illustration C)

If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 25, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places nut incorrectly, score - in the ☐ provided for Trial 2 of Item 25.

IF ERROR ON TRIAL 1 (verbal)

SETTING: Examinee sits facing or beside Tester. Tester has placed one nut flat on the table in front of examinee, as in Illustration B.

MODE: Verbal

CUE: Say “TRY AGAIN”.

Say “STAND IT UP ON ITS SIDE” while pointing to the nut.

SCORING: If examinee places the nut on its side within 10 seconds, score + in the ☐ provided for Trial 2 of Item 25. (See Illustration C)

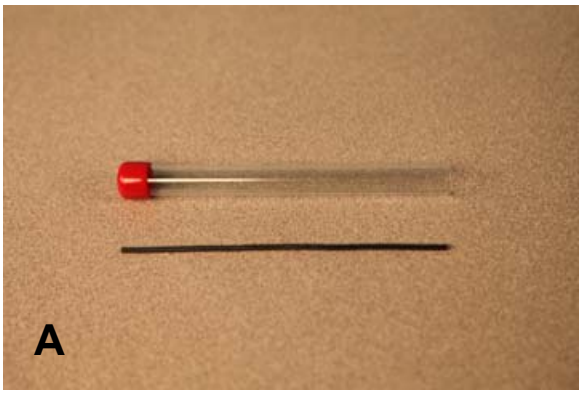
If resistance or NO RESPONSE within 10 seconds, score 0 in the ☐ provided for Trial 2 of Item 25, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom center of the Scoring Form for Section 1.

If examinee places nut incorrectly, score - in the ☐ provided for Trial 2 of Item 25.

2. SECTION 2 ADMINISTRATION: Use Section 2 on the Scoring Form to report test item results for Items 26-33. Section 2 test items an internet connected device. Please visit https://www.conovercompany.com/rti/ For instructions on how to use the iPad or the software see Appendix D.

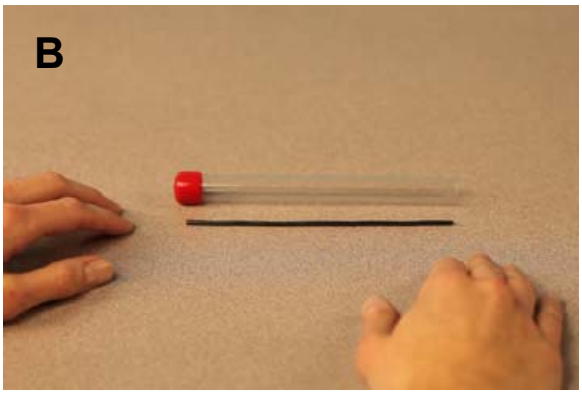
Item 26

MATERIALS: One 6-inch piece of wire and the storage tube from Slot 1 of the parts tray. Remove the cap from one end of the storage tube and then remove the wire (See Illustration A).



TRIAL 1

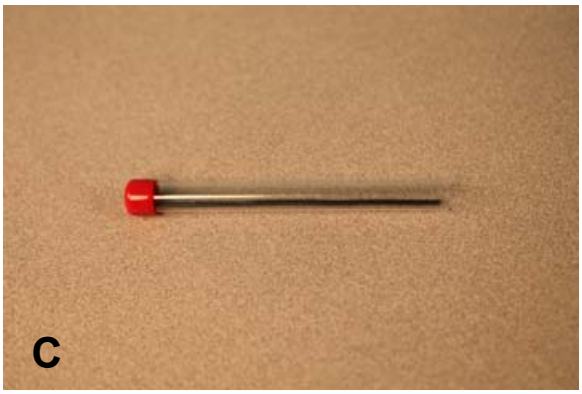
SETTING: Examinee sits beside Tester. Tester has placed an iPad or computer in front of the examinee. Tester has placed one wire and the empty storage tube (with one end cap removed) in front of the examinee (see Illustration B).



VIDEO MODE: Video plus audio

Test Item 26
Trial 1

CUE: Say “WATCH THIS” then select the video for Test Item 26, Trial 1.



SCORING: If examinee puts one wire into the storage tube within 10 seconds, score + in the O provided for Trial 1 of Item 26 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 26, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the wire in the tube, score - in the O provided for Trial 1 of Item 26.

TRIAL 2

<u>IF TRIAL 1 CORRECT:</u>

VIDEO MODE: Video plus audio

Test Item 26
Trial 2

CUE: Say “GOOD” then remove the wire from the storage tube. Place the wire and empty storage tube in front of the examinee. Say “WATCH THIS”. Select the video for Test Item 26, Trial 2.

SCORING: If examinee puts the wire into the storage tube within 10 seconds, score + in the O provided for Trial 2 of Item 26 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 26, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the1 wire in the tube, score - in the O provided for Trial 2 of Item 26.

IF ERROR ON TRIAL 1

VIDEO MODE: Video plus audio

CUE: Remove wire from storage tube, place empty storage tube and the wire in front of the examinee, say “WATCH THIS” then select the video for Test Item 26, Trial 2.

Test Item 26
Trial 2

SCORING: If examinee puts one wire into the storage tube within 10 seconds, score + in the O provided for Trial 2 of Item 26 (See Illustration C).

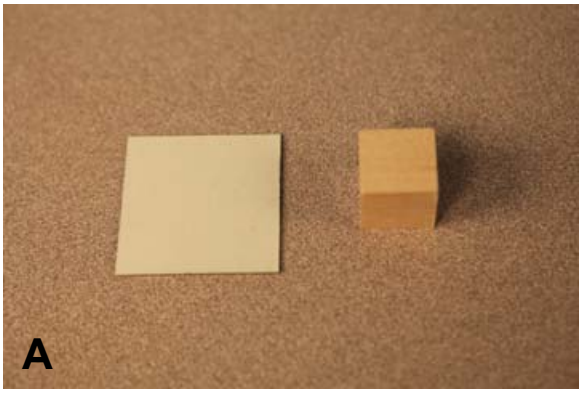
If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 26, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put 1 wire in the tube, score - in the O provided for Trial 2 of Item 26.

Go to next item.

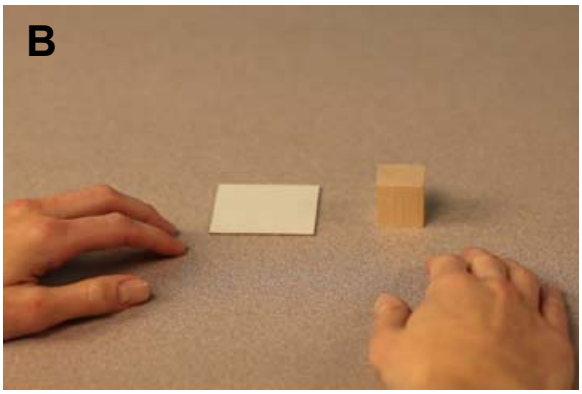
Item 27

MATERIALS: Block and card from Slot 2 of the parts tray (See Illustration A).



TRIAL 1

SETTING: Examinee sits facing Tester. Tester has placed an iPad or computer in front of the examinee. Tester has placed one wood block and card on the table in front of the examinee (see Illustration B).

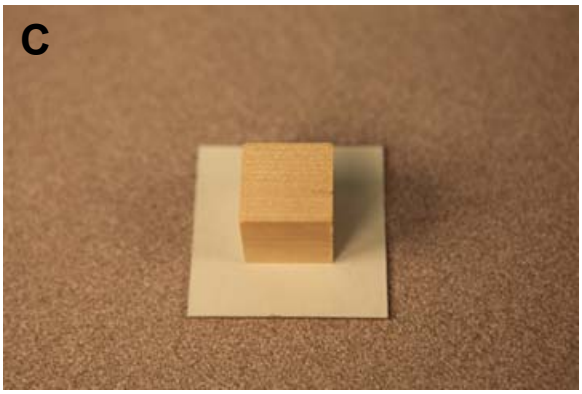


VIDEO MODE: Video (no audio)

CUE: Say "WATCH THIS" then select the video for Test Item 27, Trial 1.

Test Item 27
Trial 1

SCORING: If examinee puts the card down on the table and puts the block on top of the card within 10 seconds, score + in the O provided for Trial 1 of Item 27 (See Illustration C).



If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 27, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does correctly not put the card down on the table and the block on top of the card, score - in the O provided for Trial 1 of Item 27.

TRIAL 2

IF TRIAL 1 CORRECT:

VIDEO MODE: Video (no audio)

CUE: Say “GOOD” then remove the block from on top of the card. Place the card and the block in front of the examinee. Say “WATCH THIS” then select the video Test Item 27, Trial 2.

Test Item 27
Trial 2

SCORING: If examinee puts the card on the work surface and the wood block on top of the card within 10 seconds, score + in the O provided for Trial 2 of Item 27 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 27, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the card down on the table and put the block on top of the card, score - in the O provided for Trial 2 of Item 27.

IF ERROR ON TRIAL 1

VIDEO MODE: Video (no audio)

CUE: Place the card and the block in front of the examinee, say “WATCH THIS” then select the video for Test Item 27, Trial 2.

Test Item 27
Trial 2

SCORING: If examinee puts the card down on the table and puts the block on top of the card within 10 seconds, score + in the O provided for Trial 2 of Item 27 (See Illustration C).

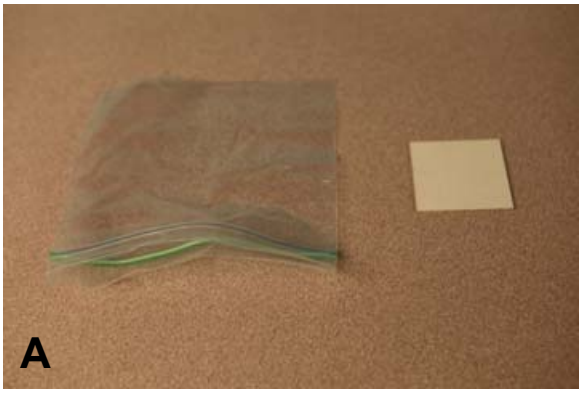
If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 27, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the card down on the table and the block on top of the card, score - in the O provided for Trial 2 of Item 27.

Go to next item.

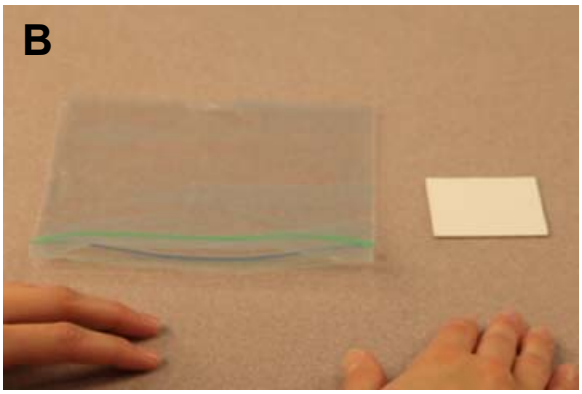
Item 28

MATERIALS: One plastic bag from Slot 12 and one card from Slot 2 of the parts tray (See Illustration A).



TRIAL 1

SETTING: Examinee sits beside Tester. Tester has placed an iPad or computer in front of the examinee. Tester has placed one plastic bag that is open and one card in front of the examinee (see Illustration B).



VIDEO MODE: Still image plus audio

CUE: Say "WATCH THIS" then select the video Test Item 28, Trial 1.

Test Item 28
Trial 1

SCORING: If examinee puts the card into the plastic bag within 10 seconds, score + in the O provided for Trial 1 of Item 28 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 28, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the card into the plastic bag, score - in the O provided for Trial 1 of Item 28.

TRIAL 2

IF TRIAL 1 CORRECT:

VIDEO MODE: Still image plus audio

CUE: Say “GOOD” then remove the card from the plastic bag. Place the plastic bag and the card in front of the examinee. Say “WATCH THIS” then select the video for Test Item 28, Trial 2.

Test Item 28
Trial 2

SCORING: If examinee puts the card into the plastic bag within 10 seconds, score + in the O provided for Trial 2 of Item 28 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 28, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the card into the plastic bag, score - in the O provided for Trial 2 of Item 28.

IF ERROR ON TRIAL 1

VIDEO MODE: Still image plus audio

CUE: Place the open plastic bag and the card in front of the examinee, say “WATCH THIS” then select the video for Test Item 28, Trial 2.

Test Item 28
Trial 2

SCORING: If examinee puts the card into the plastic bag within 10 seconds, score + in the O provided for Trial 2 of Item 28 (See Illustration C).

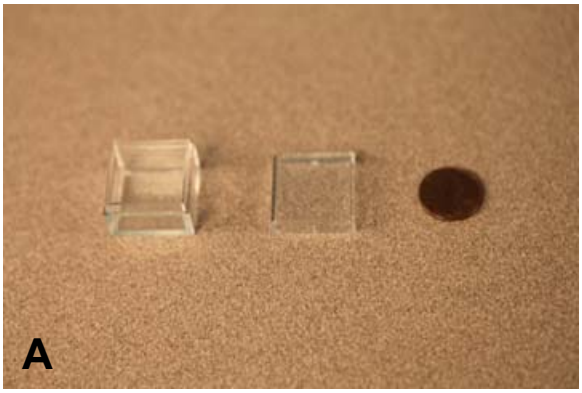
If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 28, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the card into the plastic bag, score - in the O provided for Trial 2 of Item 28.

Go to next item.

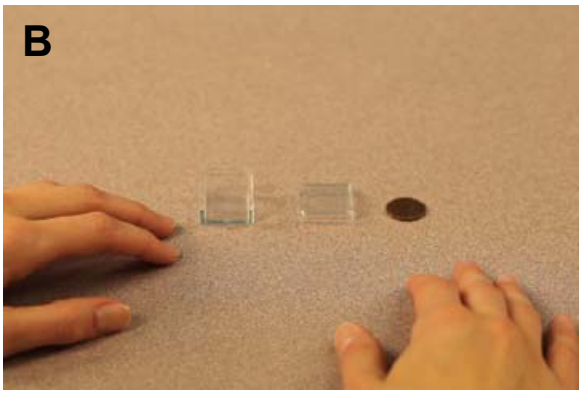
Item 29

MATERIALS: One plastic box with penny from Slot 8 of the parts tray. Remove the cover from the plastic box and the penny (See Illustration A).



TRIAL 1

SETTING: Examinee sits beside Tester. Tester has placed an iPad or computer in front of the examinee. Tester has placed empty box, the cover for the box and the penny in front of the examinee (see Illustration B).

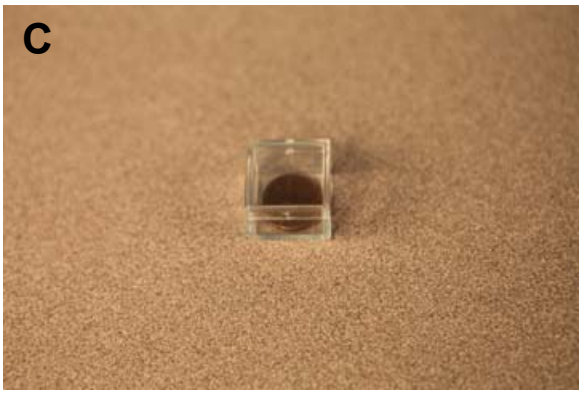


VIDEO MODE: Still image (no audio)

CUE: Say “WATCH THIS” then select the video for Test Item 29, Trial 1.

Test Item 29
Trial 1

SCORING: If examinee puts the penny in the plastic box and puts the cover onto the box within 10 seconds, score + in the O provided for Trial 1 of Item 29 (See Illustration C).



If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 29, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the penny into the box and put the cover back on the box, score - in the O provided for Trial 1 of Item 29.

TRIAL 2

IF TRIAL 1 CORRECT:

VIDEO MODE: Still image (no audio)

CUE: Say “GOOD” then remove the penny from the plastic box. Place the empty plastic box, cover for the box and the penny in front of the examinee. Say “WATCH THIS” then select the video for Test Item 29, Trial 2.

Test Item 29
Trial 2

SCORING: If examinee puts the penny in the plastic box and puts the cover on the box within 10 seconds, score + in the O provided for Trial 2 of Item 29 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 29, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the penny inside the box and the cover onto the box, score - in the O provided for Trial 2 of Item 29.

IF ERROR ON TRIAL 1

VIDEO MODE: Still image (no audio)

CUE: Remove the penny from the plastic box and place the empty plastic box, cover and penny in front of the examinee, say “WATCH THIS” then select the video for Test Item 29, Trial 2.

Test Item 29
Trial 2

SCORING: If examinee puts the penny in the plastic box and puts the cover on the box within 10 seconds, score + in the O provided for Trial 2 of Item 29 (See Illustration C).

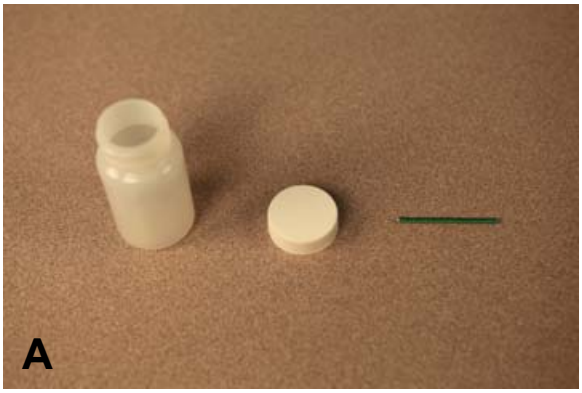
If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 29, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put the penny in the box and put the cover on the box, score - in the O provided for Trial 2 of Item 29.

Go to next item.

Item 30

MATERIALS: One plastic bottle from Slot 5 and one green wire from Slot 10 of the parts tray (See Illustration A).



TRIAL 1

SETTING: Examinee sits beside Tester. Tester has placed an iPad or computer in front of the examinee. Tester has removed the cap from the bottle and placed the empty bottle, the cap and the wire in front of the examinee (see Illustration B).

VIDEO MODE: Video plus audio

CUE: Say “WATCH THIS” then select the video for Test Item 30, Trial 1.

Test Item 30
Trial 1

SCORING: If examinee puts one green wire into the plastic bottle and puts the cap on the plastic bottle within 10 seconds, score + in the O provided for Trial 1 of Item 30 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 30, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put one wire in the bottle and put the cover on the bottle, score - in the O provided for Trial 1 of Item 30.

TRIAL 2

IF TRIAL 1 CORRECT:

VIDEO MODE: Video plus audio

CUE: Say “GOOD” then remove the wire from the bottle. Place the empty bottle, cap and wire in front of the examinee. Say “WATCH THIS” then select the video for Test Item 30, Trial 2.

Test Item 30
Trial 2

SCORING: If examinee puts one green wire into the plastic bottle and puts the cap on the plastic bottle within 10 seconds, score + in the O provided for Trial 2 of Item 30 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 30, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put one wire in the bottle and put the cover on the bottle, score - in the O provided for Trial 2 of Item 30.

IF ERROR ON TRIAL 1

VIDEO MODE: Video plus audio

CUE: Place empty bottle, cap and wire in front of the examinee, say “WATCH THIS” then select the video for Test Item 30, Trial 2.

Test Item 30
Trial 2

SCORING: If examinee puts one green wire into the plastic bottle and puts the cap on the plastic bottle within 10 seconds, score + in the O provided for Trial 2 of Item 30 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 30, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put one wire in the bottle and put the cover on the bottle, score - in the O provided for Trial 2 of Item 30.

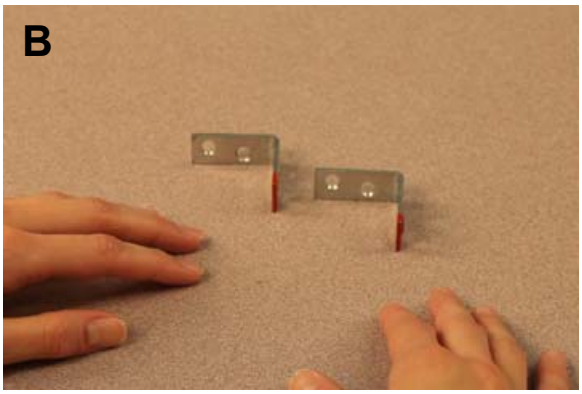
Go to next item.

Item 31

MATERIALS: Two 1-1/2” metal right angles painted red on one end from Slot 14 of the parts tray (See Illustration A).

TRIAL 1

SETTING: Examinee sits beside Tester. Tester has placed an iPad or computer in front of the examinee. Tester has placed two metal right angles laying flat on the work surface in front of the examinee (see Illustration B).

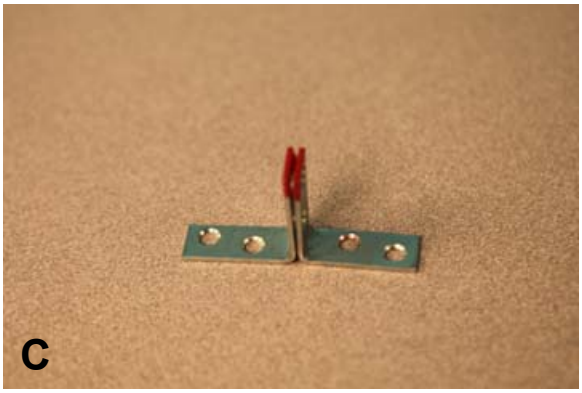


VIDEO MODE: Video (no audio)

CUE: Say “WATCH THIS” then select the video for Test Item 31, Trial 1.

Test Item 31
Trial 1

SCORING: If examinee turns both metal right angles up so that the red end is facing up and touching back to back within 10 seconds, score + in the O provided for Trial 1 of Item 31 (See Illustration C).



If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 31, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly turn the metal right angles up and have the painted red ends touching each other, score - in the O provided for Trial 1 of Item 31.

TRIAL 2

IF TRIAL 1 CORRECT:

VIDEO MODE: Video (no audio)

CUE: Say "GOOD". Place the two metal right angles laying flat on the work surface in front of the examinee. Say "WATCH THIS" then select the video for Test Item 31, Trial 2.

Test Item 31
Trial 2

SCORING: If examinee turns both metal right angles up so that the red end is facing up and touching back to back within 10 seconds, score + in the O provided for Trial 2 of Item 31 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 31, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does turn the metal right angles up and have the painted red ends touching each other, score - in the O provided for Trial 2 of Item 31.

IF ERROR ON TRIAL 1

VIDEO MODE: Video (no audio)

CUE: Place two metal right angles laying flat on the work surface in front of the examinee, say "WATCH THIS" then select the video for Test Item 31, Trial 2.

Test Item 31
Trial 2

SCORING: If examinee turns both angle irons up so that the red end is facing up and touching back to back within 10 seconds, score + in the O provided for Trial 2 of Item 31 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 31, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly turn the metal right angles up and have the painted red ends touching each other, score - in the O provided for Trial 2 of Item 31.

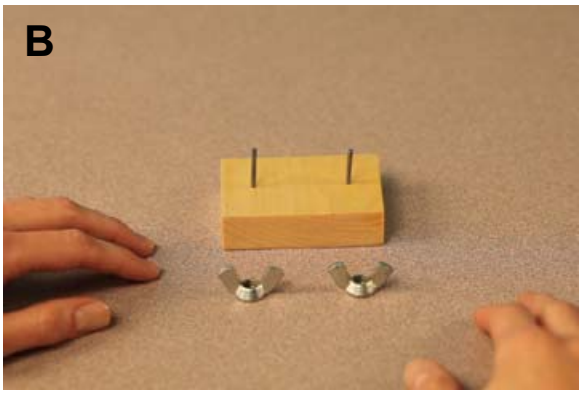
Go to next item.

Item 32

MATERIALS: Two large wing nuts from Slot 9 and one wood base with two metal posts from Slot 16 of the parts tray (See Illustration A).

TRIAL 1

SETTING: Examinee sits beside Tester. Tester has placed an iPad or computer in front of the examinee. Tester has placed two wing nuts in front of the wood base with two metal posts in front of the examinee (see Illustration B).



VIDEO MODE: Still image plus audio

CUE: Say “WATCH THIS” then select the video Test Item 32, Trial 1.

Test Item 32
Trial 1

SCORING: If examinee puts both wing nuts onto the metal posts on the wooden block within 10 seconds, score + in the O provided for Trial 1 of Item 32 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 32, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put both wing nuts on the two metal posts in the wood block, score - in the O provided for Trial 1 of Item 32.

TRIAL 2

IF TRIAL 1 CORRECT:

VIDEO MODE: Still image plus audio

CUE: Say “GOOD” then remove the wing nuts from the metal posts. Place the two wing nuts and the wood block with the metal posts in front of the examinee. Say “WATCH THIS” then select the video for Test Item 32, Trial 2.

Test Item 32
Trial 2

SCORING: If examinee puts both wing nuts on the metal posts on the wood block within 10 seconds, score + in the O provided for Trial 2 of Item 32 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 32, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put both wing nuts onto the posts in the wooden block, score - in the O provided for Trial 2 of Item 32.

IF ERROR ON TRIAL 1

VIDEO MODE: Still image plus audio

CUE: Place the wing nuts and the wooden block with the two posts in front of the examinee, say “WATCH THIS” then select the video Test Item 32, Trial 2.

Test Item 32
Trial 2

SCORING: If examinee puts both wing nuts onto the metal posts on the wooden block within 10 seconds, score + in the O provided for Trial 2 of Item 32 (See Illustration C).

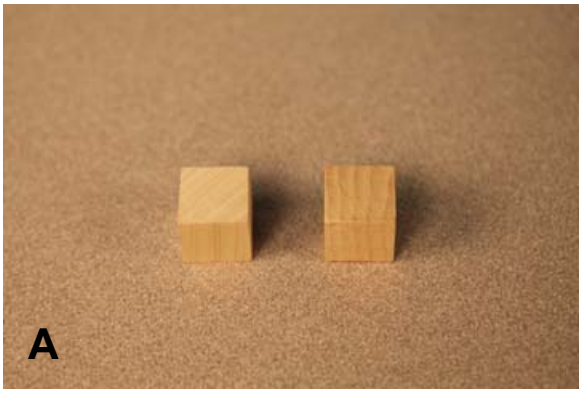
If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 32, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly put both wing nuts on the two metal posts in the wood block, score - in the O provided for Trial 2 of Item 32.

Go to next item.

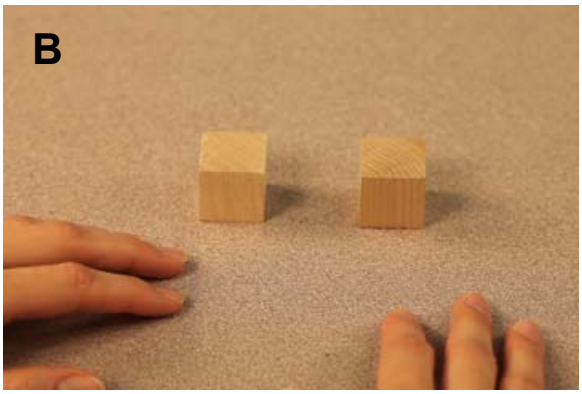
Item 33

MATERIALS: Two wood blocks each with one red side from Slot 4 of the parts tray (See Illustration A).



TRIAL 1

SETTING: Examinee sits beside Tester. Tester has placed an iPad or computer in front of the examinee. Tester turns both wood blocks so that the red side is facing down on the work surface in front of the examinee (see Illustration B).

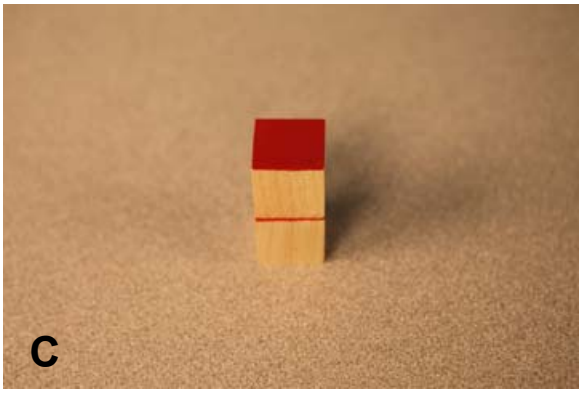


VIDEO MODE: Still image (no audio)

Test Item 33
Trial 1

CUE: Say “WATCH THIS” then select the video for Test Item 33, Trial 1.

SCORING: If examinee turns both wood blocks so that the red side is facing up and stacks one on top of the other within 10 seconds, score + in the O provided for Trial 1 of Item 33 (See Illustration C).



If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 1 of Item 33, and place a checkmark in the space next to “Resist Prompts”, if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly turn both wood blocks so that the red side is facing up and stack one on top of the other, score - in the O provided for Trial 1 of Item 33.

TRIAL 2

IF TRIAL 1 CORRECT:

VIDEO MODE: Still image (no audio)

CUE: Say "GOOD". Turn the wood blocks so that the red side is facing down on the table. Place the wood blocks on the work surface in front of the examinee. Say "WATCH THIS" then select the video for Test Item 33, Trial 2.

Test Item 33
Trial 2

SCORING: If examinee turns both wood blocks so that the red side is facing up and stacks one on top of the other within 10 seconds, score + in the O provided for Trial 2 of Item 33 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 33, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly turn both wood blocks so that the red side is facing up and stack one on top of the other, score - in the O provided for Trial 2 of Item 33.

IF ERROR ON TRIAL 1

VIDEO MODE: Still image (no audio)

CUE: Turn both red blocks so that the red side is facing down on the table in front of the examinee, say "WATCH THIS" then select the video for Test Item 33, Trial 2.

Test Item 33
Trial 2

SCORING: If examinee turns both wood blocks so that the red side is facing up and stacks one on top of the other within 10 seconds, score + in the O provided for Trial 2 of Item 33 (See Illustration C).

If resistance or NO RESPONSE from examinee within 10 seconds, score 0 in the O provided for Trial 2 of Item 33, and place a checkmark in the space next to "Resist Prompts", if appropriate, at the bottom of the Scoring Form for Section 2.

If examinee does not correctly turn both wood blocks so that the red side is facing up and stack one on top of the other, score - in the O provided for Trial 2 of Item 33.

Go to next item.

SECTION VI
SCORING

A. SCORING

RTI Series Scoring Form: The RTI Series Scoring Form is to be used to record examinee performance during testing. A package of these forms is included in each kit. Additional packages are available as needed from The Conover Company. On the RTI Series Scoring Form, examiners mark the type of examinee response to both trials of each item. The marking procedure is simple--a "**+**" for a correct response, a "**-**" for an incorrect response, and a "0" for resistance and/or no response at all from the examinee. Directions for marking the RTI Series Scoring Form in this manual during testing are included in every item script.

The RTI Series Scoring Form also is to be used to summarize examinee performance on the RTI Series. It is for this reason that O's and □'s appear on the Form, and that the letters "V", "PM", and "P" appear at the top of all columns. This format allows examinee performance to be analyzed along many different skill dimensions: (1) verbal understanding of simple directions ("V"); (2) general physical imitation or modeling ("PM"); (3) skill at learning from brief physical guidance or prompting ("P"); (4) general learning skills after brief instruction; (5) extent to which training is resisted; (6) extent to which no response at all is made; and (7) overall performance skills on RTI Series-type materials. Spaces are provided at the bottom of the RTI Series Scoring Form for summarizing RTI Series performance in this manner. Directions for summarizing test performance on the RTI Series Scoring Form are presented just below.

There are two sections to the Scoring Form. Section 1 includes Test Items 1-25 and Section 2 includes Items 26-33.

DIRECTIONS FOR SECTION 1 SCORING (VERBAL, PHYSICAL MODEL AND PROMPTS – ITEMS 1-25): In order to calculate valid scores, it is essential that the following scoring instructions (Step 1 **-** Step 17) be followed precisely. Even though these directions for scoring appear lengthy, each step is clearly identified and easy to follow. The importance of accurate and careful scoring cannot be overemphasized. Altogether, scoring each RTI Series will take about 20 minutes.

Step 1 Immediately after each test administration, and before the examinee leaves the room, check over the whole Scoring Form from Item 1 to Item 25 to be certain that scores (+, -, or 0) were entered for Trial 1 and Trial 2 of all 25 items. If any items were not scored, re-administer those items to the examinee and enter the appropriate scores on the Scoring Form.

Step 2 Fill in the "Total" blank TO THE IMMEDIATE RIGHT OF ALL INDIVIDUAL ITEMS. To do this, add only the "+" scores for Trials 1 and 2 of each item and enter that sum in the spaces for "Total". For each item, this "Total" can be either 0, 1, or 2. Double check these sums.

Step 3 Add the 0's, 1's, and 2's in these columns under "Total" (columns above the letters F and M), and write those sums on their appropriate lines above the letters F and M. Double check the sums.

Step 4 Fill in the “Learn” blank for all individual items in the following manner:

a) Place a checkmark (√) to the left of the item number for all items where a 0 or - appears for TRIAL 1. Double check.

b) Count the checkmarks and write that sum on the RIGHT side of the diagonal line in the space after “4. LEARNING SCORE” near the bottom center of the page. (It will be a denominator or right-hand side of a fraction that will be used to determine “Learning Score %”.) Double check.

c) For every item where a checkmark occurs because Trial 1 was 0 or -, fill in the “Learn” blank with a + if Trial 2 received a +. This + demonstrates examinee learning on that item because first trial performance was correct after additional instruction. For each of the items that you have checkmarked, fill in a - if Trial 2 received a 0 or -. This demonstrates that no learning occurred even though there was an opportunity to learn. For items where no checkmark occurs, leave the “Learn” space blank.

d) Double check all sums and marks.

Step 5 Add the +’s in these columns under “Learn” (columns above the letters G and N), and write those sums on their appropriate lines above the letters G and N. (Do not count the –‘s.) Double check the sums.

Step 6 For items 1, 4, 6, 11, 16, 21, and 23, (items where Trial 2 is in the columns labeled “P” because physical prompts were provided as corrections after errors on Trial 1) identify the number of opportunities for such a prompt to occur by:

a) counting the number of those seven items where a 0 or - appears for TRIAL 1 (double check), and

b) writing that number on the RIGHT side of the diagonal line in the space after “3. Prompt =” at the bottom left of the page. (It will be a denominator or right-hand side of a fraction that will be used to determine “Prompt %”.)

Step 7 Add the +’s that appear in the □’s IN EACH COLUMN and write those sums above the line for their appropriate “Totals” at the bottom of each column. (DO NOT count the +’s that are in O’s at this step.) For example, for the column above the letter A, add the +’s that appear in the □’s and enter that sum on the line above the letter A at the bottom of the columns. Then repeat that process nine more times for columns above the letters B, C, D, E, and H, I, J, K, L. Remember, DO NOT COUNT THE +’S THAT ARE IN O’S AT THIS STEP. Double check all sums.

Step 8 Add the +’s that appear in all of the O’s across the whole test, and write that sum on the line above the letter O near the bottom right of the page. Double check the sum.

Step 9 Count the 0’s (item scores that show no response at all) that appear in all □’s and O’s across the whole test, and write that sum in the blank space after “6. No Responses” at the bottom center of the page. Double check the sum.

Step 10 Add the numbers on the lines above the letters A, C, H, and J, and write that sum in the blank space after “1. Verbal =” near the bottom left of the page. Double check the sum.

Step 11 Add the numbers on the lines above the letters B, D, I, and K, and write that sum in the blank space after “2. Physical Model =” near the bottom left of the page. Double check the sum.

Step 12 Add the numbers on the lines above the letters E and L, and write that sum in the blank space after “3. Prompt =” at the bottom left of the page. Double check the sum.

Step 13 Add the numbers on the lines above the letters G and N, and write that sum in the blank space after “4. Learning Score” near the bottom center of the page. Double check.

Step 14 Add the numbers on the lines above the letters F and M, and write that sum in the blank space after “7. RTI Series (Section 1) Total =” near the bottom right of the page. Double check.

Step 15 a) Turn to Appendix A on pp. 136-138 of the RTI Series Administration Manual to convert raw scores to % correct scores. In Appendix A, there are ten sets of columns, labeled “Verbal”, “Physical Model”, “Prompt”, “Learning”, and “RTI Series (Section 1) Total”. There are five “Prompt” columns in order to represent five different numbers of opportunities to be prompted: 0-3, 4, 5, 6, 7. The left column of each pair is a listing of the possible raw scores for that scale and the right column is the percent equivalent for each of those raw scores.

b) To complete the Scoring Tabulations at the bottom of the RTI SERIES (SECTION 1) SCORING FORM, locate the examinee’s raw score on the “Verbal” items. The equivalent percentage is to the immediate right of that raw score. Write the percentage equivalent in the space after “VERBAL % =” near the bottom left of the Scoring Form. Double check.

c) Repeat this process to obtain and record % correct scores for the “Physical Model”, “Prompt”, “Learning”, and “RTI Series (Section 1) Total” items. You will notice that some raw scores for “Prompts” and “Learning” have blank spaces for their percent equivalent. When this happens, leave the spaces for Prompt % and Learning % blank on the Scoring Form also. Double check all equivalents. To determine which prompt column to use, check the number which is the denominator or right-hand side of the fraction, which follows “3. Prompt = ___/___” near the bottom left of the RTI Series (Section 1) Scoring Form. That number will be the number of opportunities that examinee had to be prompted (0-3, 4, 5, 6, or 7). Then choose the prompt column that corresponds to that number of opportunities.

Step 16 Check to see that all Scoring Tabulations are completed at the bottom of the page.

Step 17 Check to see that names and date(s) of RTI Series testing are properly recorded at the top of the Scoring Form.

DIRECTIONS FOR SECTION 2 SCORING (VIDEO MODELING – ITEMS 26-33): This scoring section covers video modeling. To calculate these scores follow these simple steps.

Step 1 After each test administration and before the examinee leaves the room, check over the Scoring Form from Item 26 to Item 33 to be certain that scores (+, -, or 0) were entered for Trial 1 and Trial 2. If any items were not scored, re-administer those items to the examinee and enter the appropriate scores on the Scoring Form.

Step 2 Fill in the "Total" blank TO THE IMMEDIATE RIGHT OF ALL INDIVIDUAL ITEMS. To do this, add only the "+" scores for Trials 1 and 2 for each item and enter that sum in the spaces for "Total". For each item, this "Total" can be either 0, 1, or 2.

Step 3 Add the 0's, 1's, and 2's in these columns under "Total" (columns above the letter I), and write this sum on the appropriate line above the letter I.

Step 4 Fill in the "Learn" blank for all individual items in the following manner:

a) Place a checkmark (√) to the left of the item number for all items where a 0 or - appears for TRIAL 1.

b) Count the checkmarks and write that sum on the RIGHT side of the diagonal line in the space after "5. LEARNING SCORE" near the bottom of the page. (It will be a denominator or right-hand side of a fraction that will be used to determine "Learning Score %".)

c) For every item where a checkmark occurs because Trial 1 was 0 or -, fill in the "Learn" blank with a + if Trial 2 received a +. This + demonstrates examinee learning on that item because trial yep performance was correct after additional instruction. For each of the items that you have checkmarked, fill in a - if Trial 2 received a 0 or -. This demonstrates that no learning occurred even though there was an opportunity to learn. For items where no checkmark occurs, leave the "Learn" space blank.

Step 5 Add the +'s in the column under "Learn" (column above the letter J), and write this sum on the appropriate line above the letter J. (Do not count the –'s.)

Step 6 Add the +'s that appear in the O's IN EACH COLUMN and write those sums above the line for their appropriate "Totals" at the bottom of each column. For example, for the column above the letter A, add the +'s that appear in the O's and enter that sum on the line above the letter A at the bottom of the columns. Then repeat that process seven more times for columns above the letters B, C, D, E, F, G, and H.

Step 7 Count the 0's (item scores that show no response at all) that appear in all O's across the whole test, and write that sum in the blank space after "7. No Responses" at the bottom of the page.

Step 8 Add the numbers on the lines above the letters A and E, and write that sum in the blank space after "1. Video plus Audio =" near the bottom left of the page.

Step 9 Add the numbers on the lines above the letters B and F, and write that sum in the blank space after “2. Video (no Audio) =”.

Step 10 Add the numbers on the lines above the letters C and G, and write that sum in the blank space after “3. Still Image plus Audio =”.

Step 11 Add the numbers on the lines above the letters D and H, and write that sum in the blank space after “4. Still Image (no Audio)”.

Step 12 Write the number on Line I in the blank space after “8. Video Model Total =”.

Step 13 Write the number on Line J in the blank space after “5. Video Model Learning Score =”.

Step 14 a) Turn to Appendix B on pp. 139-140 of the RTI Series Administration Manual to convert raw scores to % correct scores. In Appendix B, there are six columns, labeled “Video plus Audio”, “Video (no Audio)”, “Still Image plus Audio”, “Still Image (no Audio)”, “Learning”, and “RTI Series Section 2 Total Score”. The left column of each pair is a listing of the possible raw scores for that scale and the right column is the percent equivalent for each of those raw scores.

b) To complete the Scoring Tabulations at the bottom of the RTI SERIES (SECTION 2) SCORING FORM, locate the examinee’s raw score on the “Video plus Audio” items. The equivalent percentage is to the immediate right of that raw score. Write the percentage equivalent in the space after “Video and Audio % =”.

c) Repeat this process to obtain and record % correct scores for the “Video (no Audio)”, “Still Image plus Audio”, “Still Image (no Audio)”, “Learning” and “RTI Series (Section 2) Total Items”.

Step 15 Check to see that all Scoring Tabulations are completed at the bottom of the page.

Step 16 Check to see that names and date(s) of RTI Series testing are properly recorded at the top of the Scoring Form.

SECTION VII
INTERPRETATION

A. INTRODUCTION

RTI Series results will be most meaningful when the examiner is a person who is also regularly involved in teaching or training examinees. When the RTI Series is used in this manner, the teacher or trainer can systematically acquire a great deal of information that will be directly relevant to the process of teaching new skills to significantly impaired learners.

Though desirable, it is not absolutely essential that examiners also be the persons responsible for teaching or training. Assessment specialists in school or workshop settings, psychologists in school or institutional settings, and others will likely administer the RTI Series too. However, it is important that users understand that THE MAJOR UTILITY OF THE ASSESSMENT INSTRUMENT IS FOR ILLUSTRATING THE KINDS OF TRAINING THAT INDIVIDUAL EXAMINEES WILL REQUIRE. Thus, the examiner should either be a person who is also involved in the instructional process or someone who is knowledgeable enough about the process to communicate test results in a manner that highlights their relevance for instruction.

B. TYPES OF SCORES

There are six MAJOR types of scores that are obtained from RTI Series testing: "Verbal", "Physical Model", "Video Model", "Prompt", "Learning", and "Total". Each of these scores has some direct relevance for training. In addition, each may have some implications regarding placement and selection decisions. Relevance for training will be discussed in a subsequent section entitled "Direct Interpretation of RTI Series Scores". Placement implications will also be addressed in a subsequent section labeled "Comparative Interpretation of RTI Series Scores".

There are two other types of scores—"Resist Prompts" and "No Response"—which are different from the major scores. These will be discussed near the end of this section.

On the RTI Series, the raw scores (number of correct responses or "+"'s for each of the six major types of scores are translated into percentage equivalent scores for purposes of interpretation. Percentage correct scores are used because they are easy to understand and are frequently used for interpreting test results. The percentage equivalents that are listed on pp. 136-138 of Appendix A were obtained simply by dividing the raw score by the total possible score for each type of score and converting to a %.

Percentage equivalents are used for all six major test scores, even though interpretation could be a problem with %'s based on only 14, 7 and 4 items in the "Verbal Receptivity", "Prompt" and "Video Model" scales. As RTI Series users will see, though, interpretation guidelines offered in this MANUAL are quite conservative. The guidelines emphasize the need for a great deal of caution in interpretation, and acknowledge that RTI Series users may have different standards (in which case test users should employ their own standards for purposes of interpretation).

C. RTI SERIES INTERPRETATION FORM

THE RTI SERIES INTERPRETATION FORM has been developed to be used after testing with each examinee to make interpretation of test results simple and systematic. A package of these forms is included in each test kit. Additional packages are available, as needed, from the publisher. Instructions on how to complete and use the RTI SERIES INTERPRETATION FORM

are presented later in this section. RTI Series users should be certain to read carefully all of this general section on interpretation BEFORE using the RTI SERIES INTERPRETATION FORM.

D. DIRECT INTERPRETATION OF TEST SCORES

Decisions about training of examinees should be made by following the guidelines that are discussed in this section. In general, this method of score interpretation involves comparing examinees' percent correct scores to a standard of performance that is dictated by the user of this instrument, with the guidance of test developers. Then decisions are made about subsequent training, based on whether the examinee has fallen short of, met, or exceeded the standard.

For example: Some users might determine that a score of 50% correct on the "Verbal Receptivity" scale is evidence of examinees' ability to follow specific, meaningful verbal instructions (such as those in the items that make up the "Verbal Receptivity" scale), and that such specific instructions might be useful in subsequent skill training. Other users might set a higher or lower percent correct standard, depending on the types of examinees and training tasks ultimately available. In this example, the 50% correct score on which the training decision is based is the standard against which examinees' scores are compared in order to help determine subsequent training strategies.

What follows next is a series of explanations regarding the meaning of each of the six major types of scores. In addition, within each of these sections, guidelines are offered regarding standards that are reasonable to use to interpret examinees' performances on the test. These guidelines can be used to complete the RTI SERIES INTERPRETATION FORM that accompanies the RTI SERIES SCORING FORM for every examinee.

1. SECTION 1 SCORING

a) Verbal Receptivity

The Verbal scores on the RTI Series are obtained by adding the credits from test items in which the only instruction is simple verbal directions from the examiner. There are seven such items: #'s 3, 7, 12, 15, 18, 24, and 25. The boxes (☐) for scoring these verbal items are in the columns headed by a "V". The circles (O) in the "V" columns are for scoring items which appear to be verbal but are not true Verbal items because other cues such as color may aid the examinee. Thus they are not included in the Verbal score.

Essentially, the Verbal score is a measure of examinees' receptive language skills in relation to simple verbal instructions regarding training relevant tasks. As such, it offers information on the likelihood of an examinee being able to follow the kinds of verbal instructions that appear in the RTI Series and in commonly available training settings.

A score of 75-80% or better clearly illustrates a fairly well-developed receptive language skill for verbal instructions like those on this test. An examinee that scores at that level will likely be able to follow such verbal instructions in a training setting and will not require as much modeling and prompting as another examinee who scores lower. However, even scores of 40-50% are evidence of some simple receptive language skills that may be used in training settings. Scores lower than 40% show little, if any, receptive language for RTI Series-type tasks.

One of the validity studies (see Technical Manual) demonstrated that specific verbal instructions during training were more effective with high Verbal scorers than with low Verbal scorers. Thus, a high Verbal score is evidence of examinee skill in following specific verbal instructions. Conversely, a low Verbal score is evidence that specific verbal instructions may not be effective, and that modeling and prompting will likely be required to a great degree to accomplish vocational trainings.

b) Physical Model/Imitation Skills

There are two imitation or model scores. The first model score is in Section 1 – Physical Model. The second model score is Video Model and it comes from Section 2. The Physical Model scores are obtained by adding the credits that examinees get on test items in which BOTH the initial instruction and any subsequent correction require the examinee to imitate a movement and/or an object. There are nine such items (#'s 2, 5, 8, 9, 13, 14, 17, 19, and 22). The boxes (☐) for scoring these Physical Model items are in the columns headed by an "PM". The circles (O) in the "PM" columns are for scoring items in which the first trial is a modeled instruction for every examinee. The second trial requires imitation only for those who get the first trial correct, and is a physically prompted correction for those who make an error on the first trial. Thus, these model/physical prompt items are not included in the Physical Model score.

The Physical Model % score is a measure of examinees' imitation skills on tasks such as those included in the RTI Series. It offers information regarding the likelihood that an examinee will learn by using imitation skills when appropriate during training. Because match-to-sample with objects, and imitation of instructor's movements, are both essential for learning many career and life skills, this score is an important indication of examinees' readiness for career and functional skills instruction.

Scores on the Physical Model % scale of 75-80% or higher are clear illustrations of examinee competence in imitative skills. Examinees who score at these levels show evidence of being able to learn by watching someone perform a task, and probably will not require as much physical guidance or prompting during training as other examinees who score lower. As with the verbal scale, even scores of 40-50% correct on the Physical Model % scale offer some evidence of physical imitation skills. It is likely that individuals who score between this range and the higher one actually know how to imitate, but couldn't make certain difficult physical manipulations or visual discriminations in some test items. Low scores on the Physical Model % scale suggest that some kind of general physical imitation training will be required before productive, skill training can be initiated.

Another of the RTI Series validity studies demonstrated that scores on the Model scale were very strong predictors of time required to reach criterion on assembly and sorting training tasks. Thus high scores on the Model % scale are a good indication that vocational training which includes physical modeled movements and/or match-to-samples with objects will likely result in acquisition of career skills for that examinee.

c) Physical Guidance or Prompting

The Prompt score is obtained by adding the credits in the boxes (☐) within the columns labeled "P". It is then translated into a percentage equivalent score, "Prompt %". There are two different ways to interpret the Prompt scores: (1) as a measure of the extent to which prompting is required by examinees; and (2) as a measure of examinee skill at learning from physical guidance when it is provided by the examiner. Additionally, there is other

information that is obtained when administering Prompt items: a measure of the extent to which examinees “Resist Prompts”. Such resistance to physical guidance is scored separately from Prompts in a Scoring Tabulation labeled “Resist Prompts” near the bottom center of the Scoring Form. The interpretation of that score will be discussed near the end of this entire section on interpretation.

The first direct interpretation of the Prompt score—determining the extent to which examinees require prompting—is made by identifying the number which is the denominator (or right-hand side) of the scores which follow “3. Prompt =” at the bottom left of the Scoring Form. This number reflects how many times the examinee required a prompt on the seven Prompt items (#‘s 1, 4, 6, 11, 16, 21, and 23). That number will range from zero to seven.

When examinees get from four to seven on this score, they are demonstrating a likelihood that they will require a fair amount of prompting or physical guidance vocational training. Examinees who get two or three on this score are demonstrating their skill at using modeled information on the other five Prompt items (because a prompt is only provided in the second trial of test items, after an error has occurred on a modeled instruction during the first trial). Nevertheless, they too will probably require some physical guidance during training. Examinees who score zero or one are those who follow verbal and modeled instructions well and are likely to require far less prompting during training on simple components than other examinees who score higher.

This score is an important indicator to use for decisions about subsequent placement and/or training. Those examinees who require much prompting are showing a need for a training setting in which one-to- one attention and teaching can be provided by an instructor. Placement in other kinds of training settings, or attempts to provide career/vocational training via procedures that are limited to verbal and modeled instructions, are not likely to be effective or productive for such examinees.

This is certainly not meant to imply that examinees who appear to require much prompting should be excluded from learning or training opportunities. To use the RTI Series in this manner would be an unethical abuse of its intended applications, and is clearly not validated by data. Rather, the interpretation guidelines offered above are based on the intent of providing information with the RTI Series which identifies the nature and extent of training resources which will be required for individual examinees.

After determining the extent to which examinees require physical prompting or guidance, RTI Series users can determine how well examinees learn from those prompts. This is accomplished by using the Prompt % score at the bottom left of the Scoring Form.

The Prompt % score was obtained by: (1) determining how many opportunities occurred for prompting by counting the number of times no credit was received in Trial 1 on the seven Prompt items in the RTI Series: (2) determining how many times a prompt produced learning by counting the credits (+’s) in the columns headed by a “P”, and (3) using the table in Appendix B to divide number of credits by number of opportunities to produce a score which shows what percent of prompt opportunities resulted in correct performance.

The Prompt % score is a measure of examinees’ skill at learning from physical guidance or prompting on tasks such as those included in the RTI Series. Because physical guidance is known to be an effective training technique, especially with those significantly impaired individuals who have a great deal of difficulty in learning new behaviors or skills, this score is

also an important indication of the nature and level of resources that are likely to be required to accomplish vocational training successfully.

USERS MUST BE EXTREMELY CAUTIOUS IN MAKING AN INTERPRETATION OF THE PROMPT % SCORE. Such caution is necessary particularly for examinees who have had opportunities for only zero to three prompts. The number of opportunities is the denominator, or right-hand side of the score, which follows “3. Prompt =” at the bottom left of the Scoring Form. Because such examinees have had only a few opportunities during testing to receive prompts, their Prompt % scores are not as meaningful as the Prompt % scores of other examinees who had four or more opportunities for prompting. Thus, this discussion of guidelines for interpretation will be presented in two sections: (1) interpretation of Prompt % score for examinees who required few prompts (zero to three); and (2) interpretation for those who had four or more opportunities for prompts during testing.

INTERPRETATION OF PROMPT % WHEN NUMBER OF PROMPT OPPORTUNITIES IS ZERO TO THREE:

Examinees who have not required many prompts are those who often got the first trial of the seven Prompt items correct with a model, and thus were not often physically prompted on the second trial of those items. These are generally the examinees who do relatively well on the test, because they are not requiring prompts and are using imitation and/or verbal receptivity skills as necessary.

For these examinees there are only five possible Prompt % scores: 0%, 33%, 50%, 67%, and 100%. Only two of these possible Prompt % scores can be interpreted meaningfully for examinees who had few or no opportunities for prompting during testing to demonstrate lack of skill at learning from prompts. The few errors made by such examinees might have been on the test prompt items which required very difficult manipulations or discriminations. They (examinees) might very well demonstrate skill at learning from prompts on easier items.

Thus, for examinees who had three or fewer opportunities for prompting during testing, and who did not respond correctly after a single prompt, the space for scoring Prompt % is left blank. Also, it is recommended that the administrator write “not interpretable” in front of, and draw a line all the way through, the “Prompt % =” score on the Scoring Form when that score is blank. In this way subsequent users of the Scoring Form will not misinterpret this score.

INTERPRETATION OF PROMPT % WHEN NUMBER OF PROMPT OPPORTUNITIES IS FOUR TO SEVEN:

The Prompt % score is obtained for these individuals in exactly the same manner as described for individuals who required less prompting. But since enough opportunities for prompting occurred, the Prompt % score can be interpreted meaningfully. The Prompt % score is still a measure of examinee skill at learning from physically prompted instruction, just as it was for examinees who required fewer prompts.

Scores of 75% or higher on the Prompt % scale, by examinees who had four or more opportunities to be prompted during testing, are indications of examinee competence in learning from single instances of physical guidance or prompts. Scores at these levels demonstrate that, even though prompts may be required often, the examinee can be

expected to learn easily from them. Scores in the middle range on the Prompt % scale—40% to 70%—indicate a skill at learning from prompts, but show that more trials of learning with prompted guidance will likely be required during subsequent training than for examinees with higher scores on the Prompt % scale. Scores lower than 40% on the Prompt % scale, when four or more opportunities have occurred for prompting during testing, suggest that the examinee does not learn easily from single prompts. That is not to say that such examinees do not or cannot learn from prompts. Rather, it means that these examinees will likely require more one-on-one trainer attention and instruction than will other examinees. Program planning and placement decisions should focus on matching such learners to training programs where such instruction is available.

d) Caution

One caution should be noted here. A high score on any of the three scales—verbal, physical model, prompt—is NOT an indication of an examinee's preference for or absolute mastery of that mode of learning. For example, a high Verbal Receptivity score should NOT be interpreted as a signal not to teach more receptive language. Indeed, an examinee receiving such a score might well benefit from even better language skills. Also, it should NOT be interpreted as the only or "best" way to approach training with that examinee. Rather, it should be interpreted only as an indication that a skill is already developed and is a strength of the examinee to be used during training, in conjunction with the other methods, as appropriate. This caution cannot be overemphasized.

e) Learning Score

There are two different Learning scores that can be developed on the RTI Series: (1) a measure of examinees' overall familiarity with RTI Series-type materials and instructions (prior learning); and, (2) as an overall measure of examinee skill at learning from verbal, modeled, and prompted instructions during testing (learning from new instruction).

The first measure—examinee familiarity with RTI Series-type materials and instructions—is obtained by identifying the number which is the denominator (or right-hand side) of the scores which follow "4. Learning Score =" near the bottom center of the Scoring Form. This number reflects how many times throughout the entire test (25 items) the examinee did not get the first trial of items correct, and thus required some further instruction or correction before the second trial. This number can range from zero to twenty-five. That is, examinees could miss the first trial anywhere from no times to all twenty-five times that items are presented.

Examinees who get learning scores of from 15 to 25 demonstrate a real lack of familiarity with the kinds of instructions and materials that are commonly encountered in vocational training with significantly handicapped persons. Thus, they may require a great deal of overall training time and resources. (As will be explained below, however, those persons who miss the first trial 15 to 25 times, but who learn often on the second trial, will not require such extensive training.) On the other hand, examinees who get a learning score of 5 or less (those who get the first trial incorrect on 5 or fewer items) are demonstrating a great deal of previously developed familiarity with tasks in common training settings. They can be expected to do fairly well in career training settings where RTI Series-type tasks and training procedures are used. Learning scores between 5 and 15 are harder to interpret. Obviously, the closer the score is to five or so, the more previously developed skills the examinee is demonstrating. And, as that score approaches 15 or so, the less familiarity the examinee is showing with RTI Series-type tasks and instructions. These examinees will require more or

less overall training resources, depending on which end of the scoring continuum they are nearest.

This Learning Score is also an important indicator to use for decisions about placement and training. Examinees whose scores are low numbers are those who are performing very well on the RTI Series. They get, many first trials correct, and thus bring a fair amount of already usable skills with them to the training setting. Those whose scores are high numbers (who miss many first trials) are demonstrating very little previous exposure to such tasks. They may require a great deal of initial learning in order to function in a training setting where RTI Series-type tasks and instructions are used.

TO REITERATE AN IMPORTANT POINT ALREADY MADE ONCE BEFORE: Those examinees who evidence little familiarity with RTI Series-type tasks and instructions should not be excluded from training opportunities on the basis of test results. In fact, such performance may reflect only lack of previous opportunity to learn. Some of these individuals may acquire relevant skills very quickly after good training. In general, test results should be used to MATCH such persons to programs where appropriate training resources are available.

After determining the overall amount of instruction which examinees require, test administrators can determine how well examinees learn from that instruction. This is accomplished by using the Learning Score % score at the bottom center of the Scoring Form.

The Learning Score % was obtained by: (1) counting the number of times no credit was received in Trial 1 across all 25 items in the RTI Series: (2) counting the credits in the spaces in the columns headed by “Learn”; and (3) using the table in Appendix A to divide number of credits by number of opportunities to produce a score which shows what percent of learning opportunities resulted in learning after one trial of instruction.

The Learning % score is a measure of examinee’s skill at learning from single applications of physical guidance or prompting, and verbal or modeled corrections on tasks such as those included in the RTI Series. Because these training techniques are known to be effective, especially with those significantly impaired individuals who have a great deal of difficulty in learning new behaviors or skills, this score is also an important indication of the overall nature and level of resources that are likely to be required to accomplish training successfully.

USERS MUST BE EXTREMELY CAUTIOUS IN MAKING AN INTERPRETATION OF THE LEARNING SCORE %. Such caution is necessary particularly for examinees who have had very few opportunities to demonstrate learning skills—zero to five or so (the number of opportunities is the denominator, or right-hand side of the numbers which follow “4. Learning Score =”). Because these examinees have had only a few opportunities during testing to demonstrate learning skills, their Learning % scores are not as meaningful as the Learning % scores of other examinees who had more opportunities to exhibit learning skills. Thus, this discussion of guidelines for interpretation will be presented in two sections: (1) interpretation of Learning % scores for examinees who had few opportunities to learn (zero to five); and (2) interpretation for those who had more opportunities to learn after teaching occurred during testing.

INTERPRETATION OF LEARNING % WHEN NUMBER OF LEARNING OPPORTUNITIES IS ZERO TO FIVE. Examinees who did not have much opportunity to learn during testing

are those who often got the first trial of many items correct, and thus did not require corrections before the second trial of those items. These are generally the examinees who do relatively well on the RTI Series as a whole.

Only two of the possible Learning % scores are interpretable for examinees who had few or no opportunities to learn during testing: 67% and 100%. These scores are indications that even though few opportunities to learn from instruction occurred, examinees demonstrated skill at learning from single-corrections.

As you will have noted in scoring, the space for scoring Learning % will be left blank for those examinees who had only zero, one, two, or three opportunities to learn during testing and who received low scores on this scale. This will signal an uninterpretable Learning score. The possible Learning % scores for such examinees—0%, 33%, and 50%—cannot be meaningfully interpreted because not enough opportunities for learning occurred during testing to demonstrate lack of skill at learning. The few errors that such examinees made might have been on test items which required very difficult manipulations or discriminations. They (examinees) might very well demonstrate skill at learning on easier items. Thus, FOR EXAMINEES WHO HAD THREE OR FEWER OPPORTUNITIES TO LEARN DURING TESTING, AND WHO DID NOT LEARN QUICKLY ON THOSE FEW OPPORTUNITIES, IT IS RECOMMENDED THAT THE USER DRAW A LINE ALL THE WAY THROUGH THE "LEARNING % =" SCORE WHEN THAT SCORE IS BLANK. In this way subsequent users of the RTI Series Scoring Form will not misinterpret this score.

For examinees who had four or five opportunities to learn during testing, interpretation of the Learning % score is straightforward. Learning % scores of 75% or higher for these individuals indicate that an examinee tends to learn easily from single corrections. Conversely, Learning % scores of 40% or lower indicate that such an examinee does not learn easily from single corrections. That does not imply that such examinees have trouble learning (remember—these are the examinees who got most first trials correct). Rather, it just indicates that these examinees are likely to require more corrections/practice to learn when they encounter RTI Series-type tasks. Learning % scores between 40% and 75 % show some skill at benefiting from single corrections, but indicate that some multiple practice will be required during training, even on RTI Series-type tasks.

INTERPRETATION OF LEARNING % WHEN NUMBER OF LEARNING OPPORTUNITIES IS SIX OR MORE: The Learning % score is obtained for these individuals in exactly the same manner as described for individuals who had fewer opportunities to learn. But since enough opportunities for learning occurred, the Learning % score can be interpreted in much the same way as Verbal % and Model % scores were. The Learning % score is still a measure of examinee skill at learning from instruction, just as it was for examinees who required less instruction.

Scores of 70% or higher, on the Learning % scale, by examinees who had six or more opportunities to profit from single corrections during testing, are indications of examinee competence in learning easily from such single corrections. Scores at these levels demonstrate that even though correction may be required often, the examinee can be expected to learn easily from it.

Scores in the middle range on the Learning % scale—40% to 70%—certainly indicate some skill at learning, but show that more trials of learning with corrections will likely be required during subsequent training than for higher scores on the Learning % scale. Scores lower than 40% or so on the Learning % scale, when six or more opportunities have occurred for

learning during testing, suggest that the examinee does not learn easily from single corrections. This certainly does not mean that such examinees cannot learn. Rather, it means that these examinees will likely require more one-on-one trainer attention and instruction than any others. Program planning and placement decisions should focus on matching such learners to training programs where appropriate training resources are available.

f) RTI Series (Section 1) Total Score

The total score is obtained by adding all of the credits earned by examinees across the entire 25-item test. Because each of the 25 items involves two trials, this RTI Series (Section 1) total score can range from 0 to 50. As with other scores, the RTI Series (Section 1) total score is translated into a percentage equivalent score, “RTI Series (Section 1) Total % =”, near the bottom right of the Scoring Form.

The RTI Series (Section 1) Total % score is an overall measure of examinees’ familiarity with RTI Series-type materials and instructions. It is also a measure of examinees’ skills at using and learning from verbal, physical modeled, and prompted instructions and/or corrections.

Scores of 75% and above demonstrate examinee overall skill at using and/or learning from most instructional procedures commonly employed in training of significantly impaired individuals; and it shows that examinees are quite familiar with RTI Series-type tasks and teaching.

Total scores of 40% and 70% show some familiarity and skill with RTI Series-type tasks and instructions. But scores in that range demonstrate examinee need for modeled and/or prompted instructions and corrections and, likely, some repeated practice with one-to-one trainer attention. An examination of the pattern of scores on the Verbal, Model, and Prompt scales will identify possible guidelines for training.

Total scores of 40% and below demonstrate lack of examinee skills necessary to perform typically available career/vocational and functional tasks. That is not to say that such examinees cannot or will not learn those skills, and that they should be excluded from training. On the contrary, we know that they can be trained when appropriate procedures are used. However, total score results of 40% or below identify a learner who will likely require much one-on-one repeated practice and physical guidance from trainers in order to acquire skills.

Probably the best direct use of the total score % is in judging overall level of training resources which are likely to be necessary for that examinee. Low scorers are probably going to need to be matched to very high levels of training resources for successful vocational skills learning to occur. The RTI Series Total Score can also be used in a comparative manner with comparison group data, as described later in this section.

g) Resist Prompts

The “Resist Prompts” count is not really a score in the same sense that the five previously described scores are. It is intended, however, to provide users a record of the extent to which examinees do not accept the testing situation and/or physical prompting from examiners after making errors on Trial 1 of some test items. As described in more detail on p. 18 of this MANUAL, resistance includes, to the extent it precludes further testing on an

item or items: any physical or verbal abuse of self, materials or examiner; leaving or refusing to enter the testing situation; and pulling away from physical prompts.

Essentially, “Resist Prompts” is simply a count of the number of times resistance occurred during testing. It is important to record and use resistance data in order not to misinterpret results. That is, some low scores can be explained by examinee resistance to testing/training. In these cases, examinee skill and familiarity with RTI Series-type tasks and training procedures may not have been measured at all.
Examinees who do not ever resist prompts appear to have no problem with resistance. For others who do resist once or twice, resistance is probably not clouding test results. For examinees who resist three times or more during testing, the examiner must make a decision. If it is felt that the examinee is not demonstrating a real level of functioning on RTI Series-type tasks because of resistance, the test for that individual should be invalidated. This is accomplished by leaving the Scoring Tabulations blank (with the exception of the blank for “Resists Prompts”), and writing INVALID in bold letters across those other blanks.

A caution is in order here: Examiners should be careful not to overuse the “Resist Prompts” category. ONLY MARK THE RESIST PROMPTS BLANK WHEN IT IS VERY CLEAR THAT THE EXAMINEE IS RESISTING THE TESTING SESSION, MATERIALS, OR EXAMINER PROCEDURES.

h) No Response

As was the case with “Resist Prompts”, the count of “No Response” by examinees to test item presentations or corrections is not really a score in the same way that the five major scores are. It is important, though, for test users to be able to distinguish examinees who TRY to complete test item tasks, from those who do not even try, i.e., those who make “No Response”.

For examinees who make five or less “No Response’s across the entire test, there appears to be no problem. As the number of “No Response’s exceeds five, however, trainers may wish to teach task initiation skills prior to specific skill training. For examinees who make many “No Response’s this would seem to be an essential pre-training strategy.

i) Caution

RTI Series test administrators should be aware that the guidelines described here are not absolute. As is evident in the foregoing discussion, the difference between two scores that are one point apart, but which fall at the suggested cutoff for categories of interpretation, is not really very great. For example, a score of 75% on the verbal scale will be interpreted as “well developed verbal skills.. .“, while a score of 74% will be interpreted as only “some skill at understanding...”. Users should feel free to apply their own standards to test score interpretation in such cases where examinees’ scores are near suggested cutoff points.

j) Summary

This entire section on Interpretation has focused on providing guidelines for users to follow in order to derive some useful meaning from the performance of examinees. The following section—Using the RTI Series Interpretation Form—is designed to provide a systematic method and related materials for actually accomplishing meaningful interpretation.

2. SECTION 2 SCORING

The scoring of the video model section is quite easy and straightforward to understand. Video modeling is the process of repeatedly observing appropriate language and behavior in real-life situations on a screen and then using this new behavior in real-life situations. Further enhancing this definition is the ability to incorporate the video lesson with real-life opportunities to practice the targeted behavior in real time. Video modeling can be broken into four commonly used video formats.

Video plus Audio format is the most common format and includes visual modes along with auditory modes of learning. This type of video modeling format is quite appropriate for most populations however with some learners the audio cue is a distraction more than a help. That leads us to the second format, which is Video Only with no Audio. This format is specifically designed for those who do not respond well to audio cues. Another video format is Still Images plus Audio. In this format key frames from a video are selected to depict a procedure or activity. For some learners Still Image is easier to learn from than a video format with an average of 30 frames per second. The audio cuing may be beneficial for some learners and a distraction for others. That leads us to the fourth format which is Still Image (no Audio). This format is similar to the Still Image plus Audio format, but without the audio. This format may be appropriate for some learners who have difficulty with audio cues.

This section has five key scores related to video modeling. They are Video plus Audio, Video (no Audio), Still Image plus Audio, Still Image (no Audio) and Total Video Model Learning Score.

a) Video plus Audio

This scale provides an indication of the examinee's imitation skills using full motion video plus audio cues on tasks included in this assessment. This video format is the most common from of video modeling. This video format uses both the visual and auditory learning senses to model behavior and is widely used in both our software and smart phone apps. This video format uses a short video clip coupled with a short audio track to explain the action shown in the video clip. The length of the video clip is short, usually from 10-30 seconds in length. The video is running at a minimum of 30 frames per second. The video clip shows one or two tasks followed immediately by an opportunity to perform the activity. There are two questions related to the video plus audio format (Question 26 and 30). Question 26 requires a single step to complete while Question 30 requires a two-step process to successfully complete. Results of the video plus audio format provide an indication of how the examinee will benefit in learning new behavior using this video format.

A score of 75% or better clearly illustrates a fairly well-developed skill at understanding video plus audio cues in imitating simple one and two step tasks. An examinee that scores at this level will likely be able to follow such video plus audio instructions in a training setting and will not require as much verbal cuing, physical modeling or prompting as other examinees who score lower. However, even scores of 50% are evidence of some video plus audio imitation skills that may be used in training settings. Scores lower than 50% show little, if any, video plus audio imitation skills for RTI Series-type tasks.

b) Video (no Audio)

The Video (no Audio) format provides an indication of the examinee's imitation skills using video with no audio cues. For some examinees video modeling without audio cues is a more effective way to learn new skills. This video format taps into only the sense of sight

and not hearing. For this reason, for some examinees the video (no audio) mode of learning is a more effective tool for imitating new behaviors. This video format utilizes a short 10-30 second video clip with no auditory cue. The video clip shows one or two tasks immediately followed by an opportunity to perform the new behavior. There are two questions related to the Video (no Audio) format. Question 27 requires a single-step process to complete and Question 31 requires a two-step process to complete. Results of the Video (no Audio) format provide an indication of how the examinee will benefit from this video mode of instruction.

A score of 75% or above demonstrates an ability to understand video (no audio) cues in imitating simple one and two step tasks such as the tasks in the RTI Series. An examinee that scores at this level will likely be able to follow video (no audio) instructions in a training setting and will not require as much verbal cuing, physical modeling or prompting as other examinees who score lower. Keep in mind that even scores of 50% are evidence of some video (no audio) model skills that may be used in teaching/training settings. Scores lower than 50% show little, if any, video (no audio) imitation skills for RTI Series-type tasks.

c) Still Image with Audio

This scale provides an indication of the examinee's imitation skills using still images and audio cuing. For some learners a closely sequenced set of still images or pictures coupled with audio cues is the most effective mode of video learning. The differences between the still image plus audio versus the video plus audio mode is in the amount as well as the speed of the pictures used to present the task or behavior. In the video plus audio mode the total number of pictures is very large. The video used in this assessment is 30 frames per second. To the average eye, 30 frames per second looks like full motion rather than 30 individual pictures strung together in one second. In the still image plus audio mode only a few key images or pictures are used to show the task. These pictures will be carefully sequenced to clearly show each key step necessary to successfully complete the task. An audio track will be included to explain each picture in the sequence. The still image plus audio mode shows one or two tasks immediately followed by an opportunity to imitate or perform the new behavior. There are two questions related to the still image plus audio format. Question 28 requires a single-step process to complete and Question 32 requires a two-step process to successfully complete the task. Results of the still image plus audio mode provide an indication of how the examinee will benefit from this mode of instruction.

A score of 75% or above demonstrates an ability to understand still image plus audio cues in imitating simple one- and two-step tasks. An examinee that scores at this level will likely be able to follow still image plus audio instructions in a training setting and will not require as much additional assistance as examinees who score lower. Remember even scores of 50% are evidence of some benefit from this mode of instruction in teaching/training situations. Scores lower than 50% demonstrate little ability to benefit from this mode of instruction.

d) Still Image

This format has been used for years in print format. This scale provides an indication of the examinee's imitation skills using still image (no audio) cues on tasks included in this assessment. This video format uses just the visual sense. For some learners a closely sequenced set of still images or pictures is the most effective mode of video learning. In a typical 15 second still image mode only a few key pictures will be used to demonstrate the task. These pictures will be carefully sequenced to clearly show each key step necessary to successfully complete the task. The still image (no audio) mode shows one or two tasks

immediately followed by an opportunity to imitate or perform the new behavior. There are two questions related to the still image (no audio) format. Question 29 requires a single-step process to complete and Question 33 requires a two-step process to successfully complete the task. Results of the still image (no audio) provides an indication of how the examinee will benefit from this mode of instruction.

A score of 75% or above demonstrates an ability to understand still image (no audio) cues in imitating single one and two-step tasks. An examinee that scores at that level will likely be able to follow still image (no audio) instructions in a training setting and will not require as much additional assistance as examinees who score lower. Remember, even scores of 50% are evidence of some benefit from this mode of instruction. Scores lower than 50% demonstrate little ability to benefit from this mode of instruction.

e) Learning Score

There are two different learning scores that can result from the RTI Series: (1) a measure of examinees' overall familiarity with RTI Series-type materials and instructions (prior learning); and, (2) as an overall measure of examinee skill at learning from video modeling utilizing video and audio, video (no audio), still image and audio, and still image (no audio) formats.

The first measure—examinee familiarity with RTI Series-type materials and instructions—is obtained by identifying the number which is the denominator (or right-hand side) of the scores which follow "5. Learning Score =" near the bottom center of the Scoring Form. This number reflects how many times throughout the entire test (8 items) the examinee did not get the first trial of items correct, and thus required some further instruction or correction before the second trial. This number can range from zero to eight. That is, examinees could miss the first trial anywhere from no times to all eight times that items are presented.

Examinees who get learning scores of from 5 to 8 demonstrate a real lack of familiarity with the kinds of instructions and materials that are commonly encountered in vocational training with significantly impaired individuals. Thus, they may require a great deal of overall training time and resources. (As will be explained below, however, those persons who miss the first trial 5 to 8 times, but who learn often on the second trial, will not require such extensive training.) On the other hand, examinees who get a learning score of 4 or less (those who get the first trial incorrect on 4 or fewer items) are demonstrating a great deal of previously developed familiarity with tasks in common training settings. They can be expected to do fairly well in career training settings where RTI Series-type tasks and training procedures are used. Learning scores between 2 and 3 are harder to interpret. Obviously, the closer the score is to zero, the more previously developed skills the examinee is demonstrating. And, as that score approaches 8, the less familiarity the examinee is showing with RTI Series-type tasks and instructions. These examinees will require more or less overall training resources, depending on which end of the scoring continuum they are nearest.

This Learning Score is also an important indicator to help with decisions about placement and training. Examinees whose scores are low numbers are those who are performing very well on the RTI Series. They get many first trials correct and thus bring a fair amount of already usable skills with them to the training setting. Those whose scores are high numbers (who miss many first trials) are demonstrating very little previous knowledge of such tasks. They may require a great deal of initial training in order to function in a training setting where RTI Series-type tasks and instructions are used.

IT IS RECOMMENDED THAT THE USER DRAW A LINE ALL THE WAY THROUGH THE "LEARNING % =" SCORE WHEN THAT SCORE IS BLANK. In this way subsequent users of the RTI Series Scoring Form will not misinterpret this score.

For examinees who had three or four opportunities to learn during testing, interpretation of the Learning % score is straightforward. Learning % scores of 75% or higher for these individuals indicate that an examinee tends to learn easily from single corrections. Conversely, Learning % scores of 40% or lower indicate that such an examinee does not learn easily from single corrections. That does not imply that such examinees have trouble learning (remember—these are the examinees who got most first trials correct). Rather, it just indicates that these examinees are likely to require more corrections/practice to learn when they encounter RTI Series-type tasks. Learning % scores between 40% and 75 % show some skill at benefiting from single corrections, but indicate that some multiple practice will be required during training, even on RTI Series-type tasks.

INTERPRETATION OF LEARNING % WHEN NUMBER OF LEARNING OPPORTUNITIES IS FIVE OR MORE: The Learning % score is obtained for these individuals in exactly the same manner as described for individuals who had fewer opportunities to learn. But since enough opportunities for learning occurred, the Learning % score can be interpreted in much the same way as Verbal % and Model % scores were. The Learning % score is still a measure of examinee skill at learning from instruction, just as it was for examinees who required less instruction.

Scores of 70% or higher, on the Learning % scale, by examinees who had five or more opportunities to profit from single corrections during testing, are indications of examinee competence in learning easily from such single corrections. Scores at these levels demonstrate that even though correction may be required often, the examinee can be expected to learn easily from it.

Scores in the middle range on the Learning % scale—40% to 70%—certainly indicate some skill at learning, but show that more trials of learning with corrections will likely be required during subsequent training than for higher scores on the Learning % scale. Scores lower than 40% or so on the Learning % scale, when five or more opportunities have occurred for learning during testing, suggest that the examinee does not learn easily from single corrections. This certainly does not mean that such examinees cannot learn. Rather, it means that these examinees will likely require more one-on-one trainer attention and instruction than any others. Program planning and placement decisions should focus on matching such learners to training programs where appropriate training resources are available.

f) Resist Prompts

The "Resist Prompts" count is not a score in the same sense as the five previously described scores. It is intended, however, to provide users a record of the extent to which examinees do not accept the testing situation and/or physical prompting from examiners after making errors on Trial 1 of some test items. As described in more detail on p. 18 of this MANUAL, resistance includes, to the extent it precludes further testing on an item or items: any physical or verbal abuse of self, materials or examiner; leaving or refusing to enter the testing situation; and pulling away from physical prompts.

Essentially, "Resist Prompts" is simply a count of the number of times resistance occurred during testing. It is important to record and use resistance data in order not to misinterpret

results. That is, some low scores can be explained by examinee resistance to testing/training. In these cases, examinee skill and familiarity with RTI Series-type tasks and training procedures may not have been measured at all.
Examinees who do not ever resist prompts appear to have no problem with resistance. For others who do resist once or twice, resistance is probably not clouding test results. For examinees who resist three times or more during testing, the examiner must make a decision. If it is felt that the examinee is not demonstrating a real level of functioning on RTI Series-type tasks because of resistance, the test for that individual should be invalidated. This is accomplished by leaving the Scoring Tabulations blank (with the exception of the blank for "Resists Prompts"), and writing INVALID in bold letters across those other blanks.

A caution is in order here: Examiners should be careful not to overuse the "Resist Prompts" category. ONLY MARK THE RESIST PROMPTS BLANK WHEN IT IS VERY CLEAR THAT THE EXAMINEE IS RESISTING THE TESTING SESSION, MATERIALS, OR EXAMINER PROCEDURES.

g) No Response

As was the case with "Resist Prompts", the count of "No Response" by examinees to test item presentations or corrections is not really a score in the same way as the five major scores. It is important, though, for test users to be able to distinguish examinees who TRY to complete test item tasks, from those who do not even try, i.e., those who make "No Response".

For examinees who make five or less "No Response's" across the entire test, there appears to be no problem. As the number of "No Response's" exceeds five, however, trainers may wish to teach task initiation skills prior to specific skill training. For examinees who make many "No Response's" this would seem to be an essential pre-training strategy.

h) RTI Series (Section 2) Total Score

The total score is obtained by adding all of the credits earned by examinees across the entire 8-item test. Because each of the 8 items involves two trials, this RTI Series (Section s) total score can range from 0 to 16. As with other scores, the RTI Series (Section 2) total score is translated into a percentage equivalent score, "RTI Series (Section 2) Total % =", near the bottom right of the Scoring Form.

The RTI Series (Section 2) Total % score is an overall measure of examinees' familiarity with RTI Series-type materials and instructions. It is also a measure of examinees' skills at using and learning from the four video modeling modes: video and audio, video (no audio), still image with audio, and still image (no audio).

Scores of 75% and above demonstrate examinee overall skill at using and/or learning from most video modeling procedures commonly employed in training of significantly impaired individuals; and it shows that examinees are quite familiar with RTI Series-type tasks and teaching.

Total scores of 40% and 70% show some familiarity and skill with RTI Series-type tasks and instructions. But scores in that range demonstrate examinee need video modeling instructions and corrections and, likely, some repeated practice with one-to-one trainer attention. An examination of the pattern of scores on the video modeling scales will identify possible guidelines for training.

Total scores of 40% and below demonstrate lack of examinee skills necessary to perform typically available career/vocational and functional tasks. That is not to say that such examinees cannot or will not learn those skills, and that they should be excluded from training. On the contrary, we know that they can be trained when appropriate procedures are used. However, total score results of 40% or below identify a learner who will likely require much guidance from trainers in order to acquire skills.

Probably the best direct use of the total score % is in judging overall level of training resources which are likely to be necessary for that examinee. Low scorers are probably going to need to be matched to very high levels of training resources for successful vocational skills learning to occur. The RTI Series Total Score can also be used in a comparative manner with comparison group data, as described later in this section.

E. USING THE RTI SERIES INTERPRETATION FORM

The RTI SERIES INTERPRETATION FORM is designed to enable users to systematically record their interpretations of examinee performance on the test. It can then serve easily as the basis for a written or verbal report of examinees' performance.

A packet of these forms is included in each kit, and additional packets may be obtained from the publisher. The RTI SERIES INTERPRETATION FORM is quite simple to use. One form is required for each examinee and is filled out on the basis of the completed "tabulations" at the bottom of the SCORING FORM that was used during testing. To complete the INTERPRETATION FORM, users simply use the Scoring Form tabulations to determine where to place a checkmark in each scoring category on the Interpretation Form.

For example: For a hypothetical examinee, tabulations at the bottom of the SCORING FORM might be:

1. Verbal = 6/14
   Verbal % = 42.8%
2. Physical Model = 15/18
   Physical Model % = 83.3%
3. Prompt = 2/3
   Prompt % = 67%
4. Learning Score = 5/10
   Learning % = 50%
5. Resist Prompts: √
6. "No Response": 0
7. RTI Series Total = 32/50
   RTI Series Total % = 64%

For this example, the first few sections of the Interpretation Form would be filled out as follows:

RTI SERIES INTERPRETATION FORM

Examinee Name: _____
Examiner Name: _____
Date of Testing: _____
Date of Retesting: _____

SECTION 1 – VERBAL, PHYSICAL MODEL AND PHYSICAL PROMPT

1) VERBAL RECEPTIVITY (Verbal) (p. 112)

___ 75% and above
Well-developed skill at understanding simple, specific verbal instructions, and reasonably good short-term memory.

√ 40-70%
Some skill at understanding simple verbal instructions. Likely requires some modeling and prompting.

___ Below 40%
Little skill at understanding simple, specific, verbal instructions. Will require much modeling and prompting.

2) PHYSICAL MODEL (p. 113)

√ 75% and above
Well-developed match-to sample and other imitative skills.

Some imitative skills. Will probably need some physical prompting.

Little skill at imitating. Needs general imitation training and prompting.

___ 40-70%

___ Below 40%

3) PROMPTING OR PHYSICAL GUIDANCE (Prompt) (p. 113)

A. EXTENT PROMPTING REQUIRED (p. 114)

___ zero or one time
Well-developed imitation and/or verbal receptivity skills. Not much physical guidance needed for RTI Series-type (simple) tasks.

√ two or three times
Some reliance on physical guidance. Does use some verbal and/ or modeled instructions.

___ four to seven times
Requires much prompting, even for simple RTI Series-type tasks. Probably does not use verbal and modeled information well.

B. LEARNING FROM PROMPTS

1. LEARNING FROM NEW OPPORTUNITIES FOR PROMPTS (0-3) (p. 115)

√ 67% or 100%
Learns from single physical prompts even though few opportunities to be prompted.

___ 0%, 33%, 50% (blank)
Uninterpretable

or 2. LEARNING FROM 4-7 OPPORTUNITIES FOR PROMPTS (p. 115)

___ 75% or higher
Skill at learning from single physical prompts on simple RTI Series-type tasks.

___ 40-70%
Some skill at learning from single physical prompts on simple RTI Series-type tasks. Probably will require multiple physical prompts to learn new skills.

___ Below 40%
Does not learn from single, physical prompt on simple RTI Series-type tasks. Will require multiple prompts to learn.

Since the Verbal score was 42.8%, a √ is placed in the middle level (40-70%) of that category. This examinee has demonstrated “some skill at understanding...” but also “likely will require some modeling and prompting” during training.

A √ was placed in the high-level (75% and above) of the Imitative Skills category because this hypothetical examinee got 83.3% of all model items correct, “Well-developed match-to-sample and other imitative skills” were clearly demonstrated.

The prompt score will always have two parts—“Extent Prompting Required” and “Learning from Prompts”. For this hypothetical examinee, a √ was placed in the middle level of the “Extent Prompting Required” category because only three physical prompts were needed during testing. (The number of prompts used is the right-hand side or denominator of the fraction which follows “3. Prompt = 2/3” at the bottom left of the Scoring Form.) This demonstrates that “some reliance on physical guidance...” will be present during training.

Finally, in this example a √ was placed in the high-level of the “Learning from Prompts” category. In two out of three occasions when prompts were used (a “Prompt % =67%” on the SCORING FORM), the examinee learned from those prompts “even though few opportunities to be prompted” occurred.

The remainder of the Interpretation Form would be filled out in the same manner as the sections used in this example. The RTI SERIES SCORING FORM would be the source of numerical information, and the preceding pages on “Interpretation” in this MANUAL would be used to guide completion of the RTI SERIES INTERPRETATION FORM. The page numbers that are noted for each category refer the user to the appropriate preceding page(s) in this MANUAL where each particular score on the INTERPRETATION FORM, and relevant interpretation information, are described in detail. The information provided on those pages is designed to guide the user in the task of completing the INTERPRETATION FORM. Thus, to properly complete the Interpretation Form, users must have a SCORING FORM on which all “Scoring Tabulations” are filled out, and must use specific preceding pages in this MANUAL for detailed descriptions of each score and its appropriate interpretation.

After the RTI SERIES INTERPRETATION FORM is completed, users can then develop written or verbal reports that are based on its contents. Ideally, these reports will be designed to communicate the instructionally-relevant details of each examinee’s test performance. It is also possible to simply use the RTI SERIES INTERPRETATION FORM as a report, if the intended recipient is familiar with the training concepts and terminology that are the foundation of the form.

F. COMPARATIVE INTERPRETATION OF RTI SERIES TEST SCORES

Another method that can be used to interpret percentage correct scores is to compare the scores of examinees to the scores of other examinees with whom a comparison is relevant. The major purpose of this kind of score interpretation is limited to getting a very general idea of how an individual or a group compared to others of similar and different ages and program or residential placements. This type of score interpretation may be accomplished in two different ways:

USING COMPARISON GROUP DATA FROM RTI SERIES MANUAL. Table 1 in Appendix B (p. 139) shows the average scores of three different comparison groups: institutionalized adults in the Northwest; community-based adults in the Northwest; and institutionalized adolescents enrolled in a public school educational program in the East. As a first method of score

comparison, users can compare their examinees' performance on all test scores to the average scores of the most appropriate of these comparison group(s).

A GREAT DEAL OF CAUTION MUST BE USED IN INTERPRETING TEST SCORES IN THIS MANNER. Such interpretation should occur ONLY to get a general sense of how well individuals compare to larger, relevant groups.

This is true for several reasons. First, and foremost, decisions about how and what to train or teach cannot be made on the basis of such comparisons. No guidelines for training are offered by comparison group interpretations because the comparison group(s) performance may not be at levels that meet the standards of users. Secondly, the comparison group data that is presented on pp. 136-138 of Appendix A is limited in utility by the small group sizes and/or the narrow range of geographical locations represented. That is, the comparison groups may not be representative of examinees in other locales. For that reason, the comparison group data has not been presented as traditional normative data. Rather, it is presented only to provide some basis for comparison of individual's scores to those of potentially relevant, larger groups.

It cannot be emphasized enough that interpretation of test scores in this manner—comparison with data from other groups which is provided in this MANUAL—should only be used to obtain a very general sense of an individual examinee's functioning levels in the various areas measured by the test. DECISIONS ABOUT PLACEMENT OR TRAINING SHOULD NOT BE MADE ON THE BASIS OF SUCH COMPARISONS.

USING LOCALLY DEVELOPED REFERENCE GROUP DATA: A second and different method of interpretation by comparison of individual scores to those of a relevant, larger group is also possible. Users who administer the test to many individuals in their own locale (classroom(s), school(s), workshop(s), institution(s), etc.) may wish to develop their own reference group data. To accomplish this, users must first clearly define the reference group(s) they wish to develop (by age(s), educational/training setting(s), residential setting(s), etc.). Then at least ten to twenty or more persons who fit that description must be tested on the RTI Series. In general, THE GREATER THE NUMBER OF PERSONS IN THE REFERENCE GROUP, THE MORE VALID THE REFERENCE GROUP DATA. Of course, the number of persons in a reference group will depend, to a great degree, on the number available who fit the reference group description. Any number of reference groups can be defined, e.g., adolescents in school, adults in workshops, adults in institutions, adolescents in community settings, etc. Reference group data can then be collected as needed and appropriate. The services of a trained evaluator would be necessary to guide the development of local reference group data.

If local reference group data are created in this manner, more, and more meaningful, uses can be made of comparisons of individual scores with average group performance. Rather than being limited to general illustrations of level of examinee functioning—as is the case with comparison with non-local reference group data provided in this MANUAL—comparisons with local reference group data could be used to aid in selection and placement decisions. That is, where the number of potential placements into a career/vocationally-relevant program is smaller than the number of people to be placed, it is appropriate to use comparisons of individual test scores with local reference group performance to help determine placements. Those examinees who compare most favorably with successful persons already placed in programs can be considered good prospects for success as well. Even with local reference group data, however, selection and placement decisions should never be made solely on the basis of test scores. Other factors such as individuals' behavioral control and other needs, as well as extremely important considerations such as equal opportunity for training for all, must always be a part of the selection/placement process.

RTI Series Scoring Form
(Level 6 Career Assessment)

Examinee Name: _____
Examiner Name: _____
Date of Testing: _____

Section 1 (Items 1-25) (Verbal, Physical Model, and Prompt)

	Trial 1		Trial 2				
	V	PM	V	PM	P	Total	Learn
1	○		○		□	___	___
2	□		□			___	___
3	□		□			___	___
4	○		○		□	___	___
5	□		□			___	___
6	○		○		□	___	___
7	□		□			___	___
8	□		□			___	___
9	□		□			___	___
10	○		○			___	___
11	○		○		□	___	___
12	□		□			___	___
13	□		□			___	___
Totals	___ A	___ B	___ C	___ D	___ E	___ F	___ G

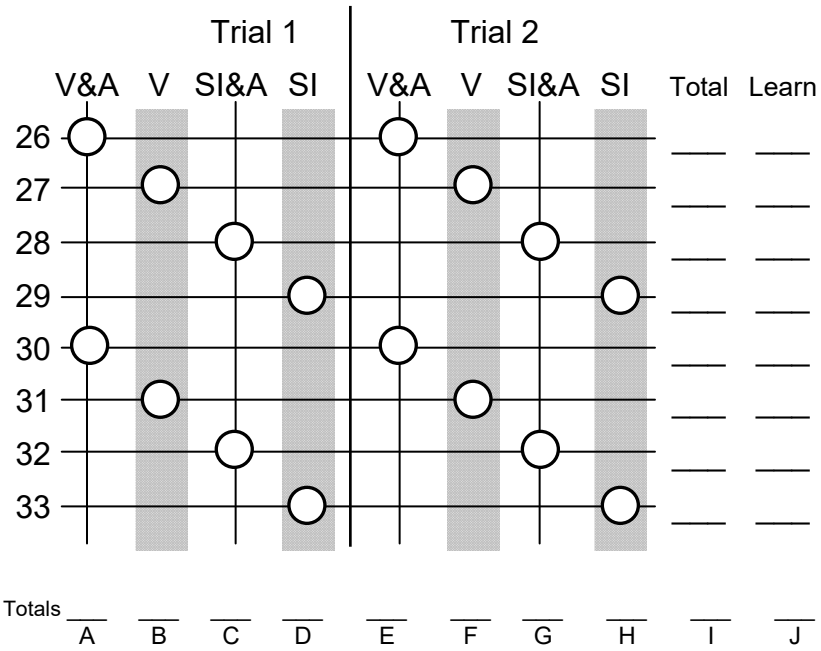
	Trial 1		Trial 2				
	V	PM	V	PM	P	Total	Learn
14		□		□		___	___
15	□		□			___	___
16		○		○	□	___	___
17		□		□		___	___
18	□		□			___	___
19		□		□		___	___
20	○		○			___	___
21		○		○	□	___	___
22		□		□		___	___
23		○		○	□	___	___
24	□		□			___	___
25	□		□			___	___
Totals	___ H	___ I	___ J	___ K	___ L	___ M	___ N ___ O

Scoring Tabulations for Section 1:

1. Verbal = ___/14
   Verbal % = ___ %
2. Physical Model = ___/18
   Physical Model % = ___%
3. Prompt = ___/___
   Prompt % = ___%
4. Verbal, Physical Model, Prompt Learning Score = ___/___ = .____
   Verbal, Physical Model, Prompt Learning Score % = ___%
5. Resist Prompts: _____
6. "No Responses": _____
7. RTI Series (Section 1) Total = ___/50
   RTI Series (Section 1) Total % = ___%

When scoring is completed, go to the Interpretation Form and check the appropriate percentile scores.

Section 2 (Items 26-33) (Video Model)



Scoring Tabulations for Section 2:

1. Video Plus Audio = ___/4
   Video Plus Audio % = ___ %

2. Video (no Audio) = ___/4
   Video (no Audio) % = ___%

3. Still Image Plus Audio = ___/4
   Still Image Plus Audio % = ___%

4. Still Image (no Audio) = ___/4
   Still Image (no Audio) % = ___%

5. Video Model Learning Score = ___/___= .__
   Video Model Learning Score % = ___%

6. Resist Prompts: _____

7. "No Responses": _____

8. Video Model (Section 2) Total = ___/16
   Video Model (Section 2) Total % = ___%

When scoring is completed, go to the Interpretation Form for video modeling and check the appropriate percentile scores.

RTI SERIES (LEVEL 6 CAREER ASSESSMENT) INTERPRETATION FORM

Examinee Name: _____
Examiner Name: _____
Date of Testing: _____
Date of Retesting: _____

SECTION 1 – VERBAL, PHYSICAL MODEL AND PHYSICAL PROMPT

1) VERBAL RECEPTIVITY (Verbal) (p. 112)

___ 75% and above
Well-developed skill at understanding simple, specific verbal instructions, and reasonably good short-term memory.

___ 40-70%
Some skill at understanding simple verbal instructions. Likely requires some modeling and prompting.

___ Below 40%
Little skill at understanding simple, specific, verbal instructions. Will require much modeling and prompting.

2) PHYSICAL MODEL (p. 113)

___ 75% and above
Well-developed match-to sample and other imitative skills.

___ 40-70%
Some imitative skills. Will probably need some physical prompting.

___ Below 40%
Little skill at imitating. Needs general imitation training and prompting.

3) PROMPTING OR PHYSICAL GUIDANCE (Prompt) (p. 113)

A. EXTENT PROMPTING REQUIRED (p. 114)

___ zero or one time
Well-developed imitation and/or verbal receptivity skills. Not much physical guidance needed for RTI Series-type (simple) tasks.

___ two or three times
Some reliance on physical guidance. Does use some verbal and/ or modeled instructions.

___ four to seven times
Requires much prompting, even for simple RTI Series-type tasks. Probably does not use verbal and modeled information well.

B. LEARNING FROM PROMPTS

1. LEARNING FROM NEW OPPORTUNITIES FOR PROMPTS (0-3) (p. 115)

___ 67% or 100%
Learns from single physical prompts even though few opportunities to be prompted.

___ 0%, 33%, 50% (blank)
Uninterpretable

or 2. LEARNING FROM 4-7 OPPORTUNITIES FOR PROMPTS (p. 115)

___ 75% or higher
Skill at learning from single physical prompts on simple RTI Series-type tasks.

___ 40-70%
Some skill at learning from single physical prompts on simple RTI Series-type tasks. Probably will require multiple physical prompts to learn new skills.

___ Below 40%
Does not learn from single, physical prompt on simple RTI Series-type tasks. Will require multiple prompts to learn.

4) OVERALL LEARNING SKILLS (Learning) (p. 116)

A. AMOUNT OF LEARNING REQUIRED (p. 116)

___ 5 or fewer errors on Trial 1
Quite familiar with RTI Series-type materials and instructions. Ready to learn tasks with RTI Series-type materials and instructions.

___ 6-14 errors on Trial 1
Moderately familiar with RTI Series-type tasks, depending on whether score closer to 6 or 14.

___ 15-25 errors on Trial 1
Not familiar with RTI Series-type materials and instructions. Much learning required in training settings where RTI Series-type materials and instructions used.

B. LEARNING % WITH FEW OPPORTUNITIES TO LEARN (0-3) (p. 117)

___ 67% or 100%
Few learning opportunities, but seems to learn quickly when taught.

___ 0%, 33%, 50% (blank)
Uninterpretable

or C. LEARNING % WITH 4 OR 5 OPPORTUNITIES TO LEARN (pp. 117)

___ 75% or higher
Seems to learn quickly when taught, but only had a few opportunities to try to learn.

___ 40-70%
Learns quickly sometimes when taught. Probably will require some multiple practice to learn.

___ Below 40%
Does not learn quickly when taught. Probably will require multiple practice to learn.

or D. LEARNING % WITH 6 OR MORE OPPORTUNITIES TO LEARN (pp. 118)

___ 70% or higher
Learns easily from single corrections.

___ 40-70%
Learns from single corrections sometimes. Probably will require repeated practice to learn.

___ Below 40%
Does not usually learn from single corrections. Will require multiple practice to learn.

5) RESIST PROMPTS (p. 119)

A. RESISTANCE WITH FEW OPPORTUNITIES FOR PROMPTS (0-2)

___ zero resistance
Uninterpretable

___ 1 or 2 resistances
May require some compliance training before specific vocational training can begin.

B. RESISTANCE WITH 3-7 OPPORTUNITIES FOR PROMPTS

___ Zero resistance
No apparent problems with refusal to be prompted or refusal to work on RTI Series-type tasks.

___ 1 or 2 resistances
May need some training to work on RTI Series-type tasks or to accept physical prompts so prompts can be used more effectively in teaching.

___ 3 or more resistances
Likely to need some compliance training to learn to work on RTI Series-type tasks or to accept physical prompts. Resistance may be hiding actual learning skills.

6) NO RESPONSES (p. 120)

___ 5 or fewer
No real problem in “trying” to do RTI Series-type tasks.

___ 6-10
Some instruction in initiating tasks might be useful, so skill learning behaviors can be practiced.

___ 11 or more
Needs to be taught to initiate RTI Series-type tasks, regardless of level of skills to complete them. Then instruction can produce learning.

7) RTI SERIES (SECTION 1) TOTAL % SCORE (p. 119)

___ 75% of higher
Well-developed overall skills with RTI Series-type materials and instructions.

___ 40%-70%
Some skills with RTI Series-type instructions and materials. Likely needs some repeated practice with many tasks.

___ Below 40%
Few skills with RTI Series-type materials and tasks. Will probably need maximal training assistance to learn skills.

Examinee Name: _____
Examiner Name: _____
Date of Testing: _____
Date of Retesting: _____

SECTION 2 – VIDEO MODEL

1) VIDEO PLUS AUDIO (p. 121)

___ 75% and above
Well-developed skill at understanding video plus audio cues in imitating simple one and two-step tasks. Will learn quickly RTI Series-type tasks.

___ 25-50%
Learns sometimes from video plus audio cues in imitating simple one and two-step tasks. Probably will require some multiple practice to learn RTI Series-type tasks.

___ Below 25%
Does not learn from video plus audio video mode. Not familiar with RTI Series-type tasks. Will require multiple practice to learn.

2) VIDEO (NO AUDIO) (p. 121)

___ 75% and above
Well-developed skill at understanding video plus audio cues in imitating simple one and two-step tasks. Will learn quickly RTI Series-type tasks.

___ 25-50%
Learns sometimes from video plus audio cues in imitating simple one and two-step tasks. Probably will require some multiple practice to learn RTI Series-type tasks.

___ Below 25%
Does not learn from video plus audio video mode. Not familiar with RTI Series-type tasks. Will require multiple practice to learn.

3) STILL IMAGE PLUS AUDIO (p. 122)

___ 75% and above
Well-developed skill at understanding video plus audio cues in imitating simple one and two-step tasks. Will learn quickly RTI Series-type tasks.

___ 25-50%
Learns sometimes from video plus audio cues in imitating simple one and two-step tasks. Probably will require some multiple practice to learn RTI Series-type tasks.

___ Below 25%
Does not learn from video plus audio video mode. Not familiar with RTI Series-type tasks. Will require multiple practice to learn.

4) STILL IMAGE (NO AUDIO) (p. 122)

___ 75% and above
Well-developed skill at understanding video plus audio cues in imitating simple one and two-step tasks. Will learn quickly RTI Series-type tasks.

___ 25-50%
Learns sometimes from video plus audio cues in imitating simple one and two-step tasks. Probably will require some multiple practice to learn RTI Series-type tasks.

___ Below 25%
Does not learn from video plus audio video mode. Not familiar with RTI Series-type tasks. Will require multiple practice to learn.

5) OVERALL LEARNING SKILLS (Learning) (p. 123)

A. AMOUNT OF LEARNING REQUIRED (p. 123)

___ 2 or fewer errors on Trial 1
Quite familiar with RTI Series-type materials and instructions. Ready to learn tasks with RTI Series-type materials and instructions.

___ 3-6 errors on Trial 1
Moderately familiar with RTI Series-type tasks, depending on whether score closer to 3 or 6.

___ 7-8 errors on Trial 1
Not familiar with RTI Series-type materials and instructions. Much learning required in training settings where RTI Series-type materials and instructions used.

B. LEARNING % WITH FEW OPPORTUNITIES TO LEARN (0-2) (p. 124)

___ 75% or 100%
Few learning opportunities, but seems to learn quickly when taught.

___ 0%, 25%, 50% (blank)
Uninterpretable

6) RESIST PROMPTS (p. 124)

A. RESISTANCE WITH FEW OPPORTUNITIES FOR PROMPTS (0-2)

___ zero resistance
Uninterpretable

___ 1 or more resistances
May require some compliance training before specific vocational training can begin.

7) NO RESPONSES (p. 125)

___ 2 or fewer
No real problem in "trying" to do RTI Series-type tasks.

___ 3-4
Some instruction in initiating tasks might be useful, so skill learning behaviors can be practiced.

___ 5 or more
Needs to be taught to initiate RTI Series-type tasks, regardless of level of skills to complete them. Then instruction can produce learning.

8) RTI SERIES (SECTION 2) TOTAL % SCORE (p. 125)

___ 75% of higher
Well-developed overall skills with RTI Series-type materials and instructions.

___ 25%-50%
Some skills with RTI Series-type instructions and materials. Likely needs some repeated practice with many tasks.

___ Below 25%
Few skills with RTI Series-type materials and tasks. Will probably need maximal training assistance to learn skills.

SECTION VIII
APPENDICES

APPENDIX A

SECTION 1

PERCENTAGE EQUIVALENTS OF RTI SERIES (LEVEL 6 CAREER ASSESSMENT) SCORES

Verbal		Physical Model	
Raw Scores	% Equivalent	Raw Scores	% Equivalent
0	0%	0	0%
1	7%	1	6%
2	14%	2	11%
3	21%	3	17%
4	29%	4	22%
5	36%	5	28%
6	43%	6	33%
7	50%	7	39%
8	57%	8	44%
9	64%	9	50%
10	71%	10	56%
11	79%	11	61%
12	86%	12	67%
13	93%	13	72%
14	100%	14	78%
		15	83%
		16	89%
		17	94%
		18	100%

Appendix A (continued)
Page 2

Prompt (# of opportunities is 7)		Prompt (# of opportunities is 6)		Prompt (# of opportunities is 5)	
Raw Scores	% Equivalent	Raw Scores	% Equivalent	Raw Scores	% Equivalent
0/7	0%	0/6	0%	0/5	0%
1/7	14%	1/6	17%	1/5	20%
2/7	29%	2/6	33%	2/5	40%
3/7	43%	3/6	50%	3/5	60%
4/7	57%	4/6	67%	4/5	80%
5/7	71%	5/6	83%	5/5	100%
6/7	86%	6/6	100%		
7/7	100%				

Prompt (# of opportunities is 4)		Prompt (# of opportunities 0-3)		Learning (# of opportunities 0-3)	
Raw Scores	% Equivalent	Raw Scores	% Equivalent	Raw Scores	% Equivalent
0/4	0%	0	---	0	---
1/4	25%	1	---	1	---
2/4	50%	2/2	---	2/2	---
3/4	75%	2/3	67%	2/3	67%
4/4	100%	3	100%	3	100%

Appendix A (continued)
Page 3

Learning

(# of opportunities is 4-25)

Raw Scores	% Equivalent

Since almost any combination of opportunities and correct responses could occur (2/7, 6/10, 6/23, 15/16, 20/23, etc.), users must calculate Learning % Scores. Simply divide the number on the bottom into the number on the top of the fraction which follows "4. Learning Score = ___/___ = .___" near the bottom center of the Scoring Form. Then multiply that decimal number by 100 and add a % sign. Enter that % equivalent after "Learning % = ___%" near the bottom center of the Scoring Form.

RTI Series Total Score

Raw Scores	% Equivalent
1	2%
2	4%
3	6%
4	8%
5	10%
6	12%
7	14%
8	16%
9	18%
10	20%
11	22%
12	24%
13	26%
14	28%
15	30%
16	32%
17	34%
18	36%
19	38%
20	40%
21	42%
22	44%
23	46%
24	48%
25	50%
26	52%
27	54%
28	56%
29	58%
30	60%
31	62%
32	64%
33	66%
34	68%
35	70%
36	72%
37	74%
38	76%
39	78%
40	80%
41	82%
42	84%
43	86%
44	88%
45	90%
46	92%
47	94%
48	96%
49	98%
50	100%

APPENDIX B

SECTION 2

PERCENTAGE EQUIVALENTS OF RTI SERIES (LEVEL 6 CAREER ASSESSMENT) SCORES

Video plus Audio		Video (No Audio)		Still Image plus Audio	
Raw Scores	% Equivalent	Raw Scores	% Equivalent	Raw Scores	% Equivalent
0	0	0	0	0	0
1	25%	1	25%	1	25%
2	50%	2	50%	2	50%
3	75%	3	75%	3	75%
4	100%	4	100%	4	100%

Still Image (No Audio)	
Raw Scores	% Equivalent
0	0
1	25%
2	50%
3	75%
4	100%

Appendix B (continued)
Page 2

Learning

(# of opportunities is 4-25)

Raw Scores	% Equivalent

Since almost any combination of opportunities and correct responses could occur, users must calculate Learning % Scores. Simply divide the number on the bottom into the number on the top of the fraction which follows "5. Learning Score = ___/___ = .___"" on the Scoring Form. Then multiply that decimal number by 100 and add a % sign. Enter that % equivalent after "Learning % = ___%" near the bottom center of the Scoring Form.

RTI Series Total Score

Raw Scores	% Equivalent
1	6.25%
2	12.5%
3	18.75%
4	25%
5	31.25%
6	37.5%
7	43.75%
8	50%
9	56.25%
10	62.5%
11	68.75%
12	75%
13	81.25%
14	87.5%
15	93.75%
16	100%

Appendix C

Comparison Group Data

	Total Sample Northwest Institution and Community-Based (N = 171)		Northwest Institution-Based Sample Only (N = 68)		Northwest Community-Based Sample Only (N = 103)		Pennsylvania School-Based Sample (N = 56)	
	Mean % Correct	Raw Scores Standard Deviation	Mean % Correct	Raw Scores Standard Deviation	Mean % Correct	Raw Scores Standard Deviation	Mean % Correct	Raw Scores Standard Deviation
RTI Series Total	58.8%	12.8	44.1%	11.5	68.6%	11.3	41%	12.1
Verbal	53.5%	4.2	40%	3.7	63.5%	4.0	25%	2.8
Model	56.6%	5.2	40%	4.6	68.3%	4.6	40%	5.4
Prompt	65.7%	3.5	54.3%	3.4	73.5%	3.2	55%	4.0

Test-Retest Reliability r = .93
Internal Consistency Reliability r = .93
(Based on Total Northwest Sample N = 171)

APPENDIX D

VIDEO MODELING ADMINISTRATION

The Video Modeling segment can be done on any internet connected device. Just visit this site to access the manuals and videos associated with this program.

https://www.conovercompany.com/rti/

For information about administering the video modeling segment of the assessment, see page 86 in the Administration Manual.

SECTION IV
ORDERING REPLACEMENT MATERIALS

A. REPLACEMENT PARTS

There are extra test items located inside the briefcase. To reorder any missing test items, use the order form at the end of this manual. Do not substitute test items with locally obtained materials.

B. ORDER FORMS

Order forms are inside the envelope at the end of this manual.