



Field Researcher Information

Test Development

Introduction

Stoelting frequently updates and develops psychological and educational assessments. Field researchers play an important role in the development of those assessments, administering them and comparable tests to participants to establish validity. Participating in field research can foster career development, help researchers stay on the leading edge of psychological assessment, and provide avenues for other research that participants may wish to conduct.

We seek committed professionals willing to work with our research team and

- ❑ Have access to clinical populations with whom they can administer assessments
- ❑ Gather data from participants, compile data and submit to Stoelting

We have a number of ongoing studies at any time and are frequently beginning new studies. Though we may not be conducting research at the present time with a clinical population with whom you may work, we may begin a study in the future with individuals with whom you may have access and would be glad to contact you at that time. We frequently work with individuals with issues in the following areas:

- ❑ Learning Disabilities
- ❑ Autism Spectrum Disorder
- ❑ Cognitive Delay/Development Disability
- ❑ Alzheimer's/Dementia
- ❑ Attention Deficit Hyperactivity Disorder (ADHD)
- ❑ English as a Second Language (ESL)
- ❑ Traumatic Brain Injury (TBI)
- ❑ Emotional/Behavioral Disorders

Field Researcher Qualifications

Preferred qualifications (with exceptions made) to participate as a field researcher, are:

- ❑ Experience in education or the assessment of children/adults with and without disabilities
- ❑ Master's degree or above in special education, school psychology, Childhood/exceptional education, clinical, or counseling psychology

We welcome individuals who possess a Doctorate in a related field to work independently, and/or to provide supervision to graduate students or other professionals.

Field Researcher Training

Stoelting will be providing each researcher with an instructions/administration manual to learn administration.

Field Researcher Application Process

If you would like to participate, please complete the attached application and indicate with which groups you have access to and can conduct research.

Field Researcher Selection

Stoelting reserves the right to select examiners with sufficient experience and access to subjects so that the project can be completed in a timely manner. There are many requirements that Stoelting has to meet (etc., geographic, examiner qualifications, access to certain populations, etc.- Please see The Field Researcher Application Form attached).

Field Researcher Compensation

Stoelting Co. will offer reimbursement depending on examiner qualifications, nature of assessments, and Stoelting's needs for specific clinical populations. Exact compensation will be discussed with field researchers for particular studies.

All field researchers who complete the project will be cited in the acknowledgment section of the Manual for the test they are researching.

Site Permission

Most field researchers are accessing subjects from the community, neighbors, family, friends, colleagues, etc., and do not have a "site" per se. Some field researchers will need to obtain some form of permission from the site/facility if they are accessing a school or other institution. The type of permission you will need to obtain is contingent upon the nature of the site/facility. For example, field researchers working in an academic setting may have to have the research approved by an Institutional Review Board (IRB). Field researchers working in a school system may need approval for the principal, school psychologist, superintendent, or school board. Other individuals working in a variety of specialty settings and institutions may need a different form of consent. Stoelting will provide the form necessary for obtaining permission, which may be used alone or in conjunction with separate institutional approval.

NOTE. Parents or adult individuals may ask if feedback is given on their performance. Because the tests that are being researched are under development, feedback can only be observational. However, parents and clients often appreciate the opportunity to "help individuals in the future with similar issues, that taking an assessment can stimulate processing about areas assessed, and can help guide further assessment." In addition, there may be compensation for participants.

Assessment Materials

Stoelting will provide the necessary materials for the assessments under development to the field researchers, needed to complete the project. These materials include all testing materials, necessary forms for obtaining subject and site consent, demographic information, parent information (when appropriate), and field researcher and subject/site reimbursement forms.

Test Administration

Testing time for each assessment will vary based on the assessment being researched and examinee characteristics.

- ❑ You do NOT need to score the protocols, but please tally responses
- ❑ You do NOT need to write clinical reports

Stoelting is only concerned with the item level data!

For Further Information

Via U.S. mail: Brian Syzdek, Psy.D.
 Product Manager
 Psychological Testing and Special Education Materials
 
 620 Wheat Lane
 Wood Dale, IL 60191

Via email: bsyzdek@StoeltingCo.com
Via telephone: (800) 860-9775
Via fax: (630) 860-9775

**Field Researcher Application Form
For Psychological Assessment Development**

Please type or print all information.

Name: Mr/Ms/Mrs/Dr. _____
Last First Middle

Home Address: _____

Home Phone: (____) _____

Business Name: _____

Bus. Address: _____

Email: _____

Briefly, please describe your present position and title:

Please describe briefly, your experience and/or training in the administration of standardized tests (include administration of district level and/or standardized tests in a classroom setting):

SUBJECT IDENTIFICATION

The following are descriptions of possible children, adolescents, or adults who you may have access to test for research. They are related to the characteristics of the U.S. population, and all new or revised tests that use comparison norms must have a standardization sample that is representative of the entire U.S. population.

1. AGE RANGES

In which of the following age ranges will you be able to find individuals (irrespective of gender) to test?

- Ages 1 – 5 30 - 39
- 4 – 10 40 - 49
- 11 – 14 50 - 59
- 15 – 19 60 - 69
- 20 – 29 70+

2. ETHNIC/RACIAL ORIGIN

In which of the following racial or ethnic groups will you be able to find individuals to test? (where the individual self-identifies in one of the following groups)

- African-American or Black from Caribbean or South America
- Asian-American or Pacific Islander
- Hispanic (Mexican, Central or South American, from Spain, Puerto Rican, Spanish speaking peoples)
- Native American Indian
- White/Caucasian non-Hispanic
- Mixed origin
- Other (Please specify _____)

3. PARENTAL EDUCATION LEVEL

In which of the following racial or ethnic groups will you be able to find parents of children ages 3 to 18, or 19-21 for full-time students) individuals to test?

- Parent(s) less than high school education (e.g., 11 years or under)
- One Parent less than HS, one parent high school graduate or GED
- Both parents high school graduate or GED
- One parent HS/GED, one parent some college (e.g., 1 or more years beyond HS)
- Both parents with some college or Associate degree but not 4-years or Bachelor degree
- One parent some college, one parent 4-year or bachelor or higher
- Both parents with 4-year bachelor degrees
- One or both parents with graduate or professional degrees beyond 4 years

NOTES: Most of these variables are used in the plan to sample the U.S. and they are self-explanatory. If you are unsure about the parent's educational level (as most people are), please estimate the level from what you already know about the individuals.

Individuals with Disabilities

Please indicate if you typically have access to conduct research with individuals with particular physical disabilities (e.g. hearing or vision impairment, physical immobility, etc.).

ADDITIONAL QUESTIONS RELATED TO POTENTIAL SUBJECTS

Please indicate what types of disorders you may have access to working with:

Addiction Disorders	Yes/No	Additional Information/ Subtypes
Alzheimer's/Dementia		
Anxiety		
Attention Deficit Hyperactivity Disorder (ADHD)		
Autism Spectrum Disorder		
Depression/Mood Disorders		
Development Disability		
Disordered Eating		
Giftedness		
Intellectual Disability		
Learning Disabilities		
Neurological Disorders		
Personality Disorders		
Psychotic Disorders		
Relational/Attachment Disorders		
Trauma		
Traumatic Brain Injury (TBI)		
Other Disorders		

TESTING WITH WHICH YOU ARE FAMILIAR

Please list areas of testing with which you have experience, have access to materials for, or can administer.

Area of Testing	Instrument	Do you have training &/or experience with this test? Y or N	Do you have recent experience (last 2 years) administering this test? Y or N	Do you have easy access to this test Manual &/or the Test Kit?* Y or N

**NOTE: Stoelting Co. will reimburse researchers for all consumable test materials used in the field research.*

Please attach a recent resume/vita. If you desire to supply any additional information or to expand any of the information provided above, please include such additional information.

If you have any questions about anything, please feel free to contact Stoelting at the contact information below. We will let you know when we receive your application and will keep you posted about current and future research opportunities.

When you have completed all the questions, please return this form (email is preferable) to:

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