

# Autism Spectrum Disorder Services Documentation Training Series: Behavior Identification Assessment

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South Carolina Department of Health and Human Services  
Division of Behavioral Health  
2021

# Disclaimer

- Materials presented today are not comprehensive. This training does not take the place of reading the provider policy and procedure manual. Prior to treatment, all beneficiaries must meet the medical necessity criteria for that service. All information in this presentation pertains to South Carolina Department of Health and Human Services Healthy Connections (SCDHHS) Medicaid beneficiaries.

# Purpose of the Orientation

- To act as a guide for Autism Service Disorder (ASD) providers who are learning about South Carolina Medicaid policy and procedures prior to rendering ASD.
  - While this presentation is designed to enhance understanding of the Medicaid Standards regarding the ASD Policy Manual, all aspects and policy are not covered in this presentation. Please review the ASD Manual and the Administrative and Billing Manual.
- To help providers avoid potential Medicaid recoupment.

# Documentation Training Series

- Comprehensive Psychological Assessment/Testing Report
- ➔ • Behavior Identification Assessment
- Individualized Plan of Care
- Progress Summary
- Clinical Service Note
- ABA Prior Authorization General Information

# Objectives

1. Review the required components of the Behavior Identification Assessment
2. Provide examples of acceptable responses
3. Provider opportunities to practice identifying acceptable responses

# Behavior Identification Assessment



# Detailed Behavior History

Description of any maladaptive behavior which occurred **prior** to treatment with current provider **or before** the requested authorization period. These are actions or tendencies that don't allow an individual to adjust well in certain situations. They are typically disruptive and dysfunctional behaviors that can range from mild to severe in scope.

# Detailed Behavior History Practice Session

Select the best detailed behavior history to include in a Behavior Identification Assessment:

- A. During the last year Jane displayed several maladaptive behaviors in her classroom to include: tantrums, scratching teachers and aid, and throwing items across the room. Jane also has a history of self harm in the form of biting her arms when excited.
- B. In January of 2014, Jane was evaluated by Dr. Seuss at MUSC. Jane was diagnosed with Autism F84.0. She was also diagnosed with depression. Jane has attended five different schools in the past four years due to different placement and accommodation needs. She has a history of receiving ABA therapy, speech therapy, and occupational therapy.



# Detailed Behavior History Practice Session

Correct Answer:

- A. During the last year Jane displayed several maladaptive behaviors in her classroom to include: tantrums, scratching teachers and aid, and throwing items across the room. Jane also has a history of self harm in the form of biting her arms when excited.

# Patient Observation

Description of an observation of the beneficiary in at least one setting.

# Patient Observation Practice Session

Select the best patient observation to include in a Behavior Identification Assessment:

- A. Jane is a beautiful, energetic, fun, smart seven-year-old girl.
- B. At the initial assessment I observed Jane using gestures to indicate her wants and needs to her mother. During the assessment Jane asked for new toys and followed instructions to come back to the table for more questions.

# Patient Observation Practice Session

Correct Answer:

- A. At the initial assessment I observed Jane using gestures to indicate her wants and needs to her mother. During the assessment Jane asked for new toys and followed instructions to come back to the table for more questions.

# Caregiver Interview

Narrative summary of meeting with beneficiary/parent/caregiver that includes essential beneficiary information not otherwise captured in the assessments. This can include a brief overview, major findings, and discussion of the situation.

# Caregiver Interview Practice

Select the best caregiver interview to include in a Behavior Identification Assessment:

- A. Jane's mother reports she is not a picky eater and shows affection to her immediate family members. Her mother also reports Jane has no trouble falling asleep and staying asleep. Jane's teacher reports no significant behavior outbursts within the last 30 days.
- B. In January of 2014, Jane was evaluated by Dr. Seuss at MUSC. Jane was diagnosed with Autism F84.0. She was also diagnosed with depression. Jane has attended five different schools in the past four years due to different placement and accommodation needs. She has a history of receiving ABA therapy, speech therapy, and occupational therapy.

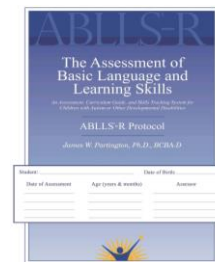
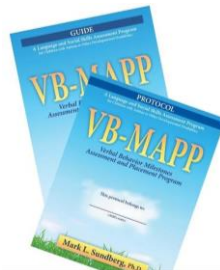
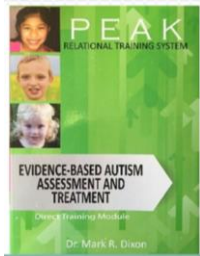
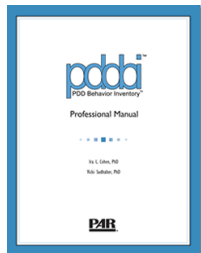
# Caregiver Interview Practice

Correct Answer:

- A. Jane's mother reports she is not a picky eater and shows affection to her immediate family members. Her mother also reports Jane has no trouble falling asleep and staying asleep. Jane's teacher reports no significant behavior outbursts within the last 30 days.

# Test Results & Discussion of Findings

- Vineland
- Two assessments of the provider's choosing:
  - PDD-Behavioral Inventory
  - PEAK-Comprehensive Assessment
  - Verbal Behavior Milestones Assessment Placement Program (VB-MAPP)
  - Assessment of Functional Living Skills (AFLS)
  - Assessment of Basic Language and Learning Skills (ABLRS)
  - Essentials for Living
  - Social Responsiveness Scale (SRS)





# Test Results & Findings Practice Session

Select the best discussion of findings for the Vineland to include in a Behavior Identification Assessment:

A.

B.

## OVERALL SUMMARY

The Vineland-3 is a standardized measure of adaptive behavior--the things that people do to function in their everyday lives. Whereas ability measures focus on what the examinee can do in a testing situation, the Vineland-3 focuses on what he or she actually does in daily life. Because it is a norm-based instrument, the examinee's adaptive functioning is compared to that of others his or her age.

██████████ was evaluated using the Vineland-3 Comprehensive Parent/Caregiver Form on 09/04/2020. ██████████, ██████████ mother, completed the form.

██████████ overall level of adaptive functioning is described by his score on the Adaptive Behavior Composite (ABC). His ABC score is 82, which is well below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is <1.

The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The domain scores are also expressed as standard scores with a mean of 100 and standard deviation of 15.

The Communication domain measures how well ██████████ listens and understands, expresses himself through speech, and reads and writes. His Communication standard score is 82. This corresponds to a percentile rank of <1. This domain is a relative weakness for ██████████.

## SCORE SUMMARY

### ABC and Domain Score Summary

ABC	Standard Score (SS)	90% Confidence Interval	Percentile Rank	SS Minus Mean SS*	Strength or Weakness**	Base Rate
Adaptive Behavior Composite	82	80 - 84	12			
<b>Domains</b>						
Communication	82	78 - 86	12	-3.0		
Daily Living Skills	79	75 - 83	8	-6.0	Weakness	>25%
Socialization	94	90 - 98	34	9.0	Strength	<=25%
Motor Skills	85	80 - 90	18	0.0		

\*The examinee's Mean Domain Standard Score (Mean SS) = 85.0

\*\*Significance level chosen for strength/weakness analysis is .10

### Subdomain Score Summary

Subdomains	Raw Score	v-Scale Score (vS)	Age Equivalent	Growth Scale Value	Percent Estimated	vS Minus Mean vS*	Strength or Weakness**	Base Rate
<b>Communication Domain</b>								
Receptive	64	12	3.2	105	0.0	-0.6		
Expressive	90	12	4.6	103	0.0	-0.6		
Written	47	13	7.0	81	0.0	0.4		
<b>Daily Living Skills Domain</b>								
Personal	87	12	4.5	101	0.0	-0.6		
Domestic	11	10	<3.0	47	0.0	-2.6	Weakness	<=25%
Community	43	12	5.9	67	0.0	-0.6		
<b>Socialization Domain</b>								
Interpersonal Relationships	78	15	8.6	104	0.0	2.4	Strength	<=25%
Play and Leisure	54	14	5.3	83	0.0	1.4	Strength	>25%
Coping Skills	40	13	3-10	74	3.0	0.4		
<b>Motor Skills Domain</b>								
Gross Motor	84	15	7.3	117	0.0	2.4	Strength	>25%
Fine Motor	54	11	4.7	107	0.0	-1.6	Weakness	>25%

# Test Results & Findings Practice Session

## Correct Answer:

### A. OVERALL SUMMARY

The Vineland-3 is a standardized measure of adaptive behavior--the things that people do to function in their everyday lives. Whereas ability measures focus on what the examinee can do in a testing situation, the Vineland-3 focuses on what he or she actually does in daily life. Because it is a norm-based instrument, the examinee's adaptive functioning is compared to that of others his or her age.

██████████ was evaluated using the Vineland-3 Comprehensive Parent/Caregiver Form on 09/04/2020. ██████████, ██████████ mother, completed the form.

██████████ overall level of adaptive functioning is described by his score on the Adaptive Behavior Composite (ABC). His ABC score is 56, which is well below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is <1.

The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The domain scores are also expressed as standard scores with a mean of 100 and standard deviation of 15.

The Communication domain measures how well ██████████ listens and understands, expresses himself through speech, and reads and writes. His Communication standard score is 36. This corresponds to a percentile rank of <1. This domain is a relative weakness for ██████████

# Treatment Recommendations

## Option 1:

- Applied Behavior Analysis

## Option 2:

- Amount – the number of units
- Type – which procedure codes are being requested
- Frequency – the frequency at which those units will be utilized
- Setting – the location(s) the treatment will occur
- Duration – the length of time treatment is recommended to occur

# Treatment Recommendations Practice Session

Select the best treatment recommendation to include in a Behavior Identification Assessment:

- A. Three hours a day, five days a week.
- B. The team will consist of two RBTs who will provide direct therapy in the afternoons.
- C. Based on records reviews, skills assessments and interview with caregivers, it is recommended that Katherine receive 20 hours a week of focused Applied Behavior Analysis treatment by an RBT in addition to eight hours a month of case supervision by a BCBA.

# Treatment Recommendations Practice Session

Correct Answer:

- A. Based on records reviews, skills assessments and interview with caregivers, it is recommended that Katherine receive 20 hours a week of focused Applied Behavior Analysis treatment by an RBT in addition to eight hours a month of case supervision by a BCBA.

