



August
2019

ADMH: Autism Services

Are You the Missing Piece?



Autism & Alabama

“I have not failed. I’ve just found 10,000 ways that won’t work.”

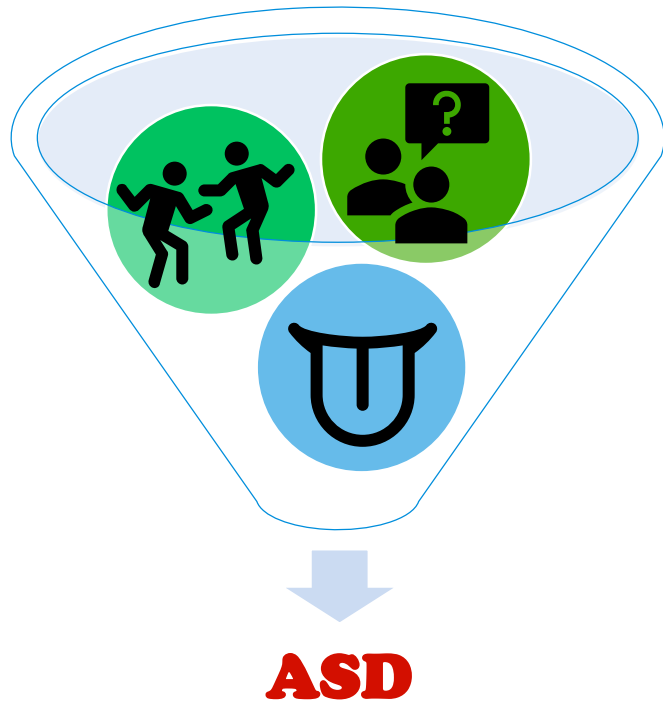
– Thomas Edison

“If you want to make an apple pie from scratch, you must first create the universe.”

–Carl Sagan



Big Picture



Diagnostic Criteria (DSM 5):

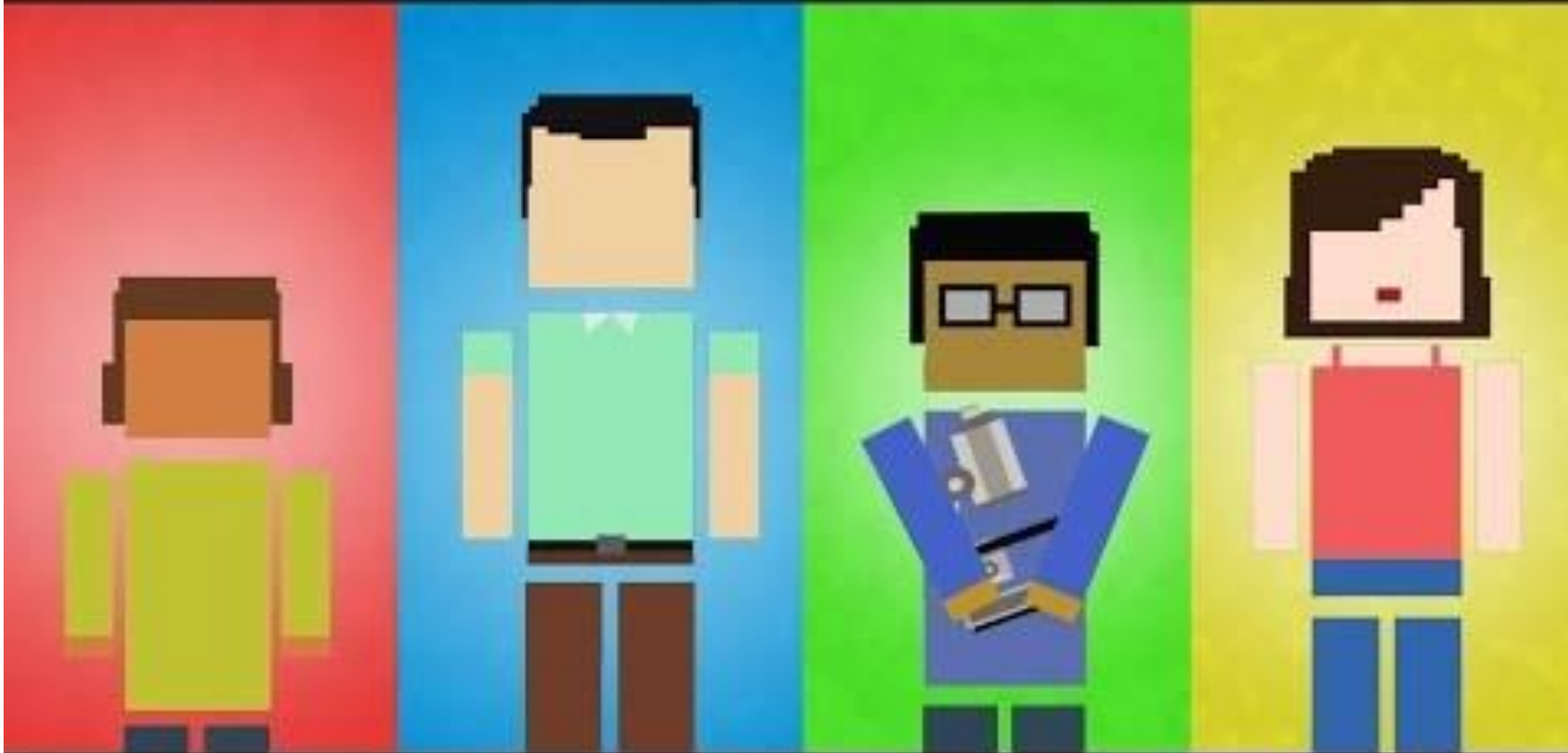
Deficits in social communication and social interaction

- Reciprocity
- Nonverbal communicative behaviors
- Relationships

Restricted, repetitive behaviors

- Motor movements
- Routines
- Fixated interests
- Sensory

AUTISM SPECTRUM DISORDER



By the Numbers

Some reports as low as 1:40

Varies from state to state

Est. 11,000+ AL kids with Medicaid have ASD diagnosis

Surveillance Year	Prevalence Rate
2000	1 in 150
2002	1 in 150
2004	1 in 125
2006	1 in 110
2008	1 in 88
2010	1 in 68
2012	1 in 69
2014	1 in 59

Challenges

- **Pervasive Effects**
 - 1/3 nonverbal
 - Lifelong impacts
- **Increased Safety Concerns**
 - Elopement Drowning SIB
 - Aggression Abuse
- **Co-morbid Diagnoses & Issues**
 - Seizure Disorder Anxiety Depression
 - Sleep Disorders ADHD GI Issues
 - Schizophrenia
- **Substantial Costs**
 - Services & Employment
 - Family & Societal Impacts
- **Resource Scarcity**





Medicaid ABA Coverage: A Start



ABA Coverage available in Chapter 37

Provider enrollment began October 1, 2018

Coverage to begin December 31, 2018

Clinical and home-based services

But we still need more!

Coming Nov. 1st!

***Home & Community
Based**

***System of Care**

***Medicaid Eligible**

Individuals

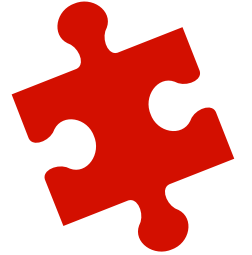
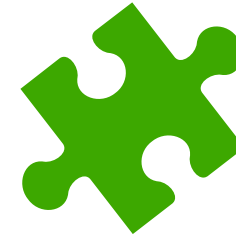
***Birth through 20
years old**

Intensive Care Coordination
In-home Therapy
Behavior Support
Therapeutic Mentoring
Peer Support
Psychoeducational Services

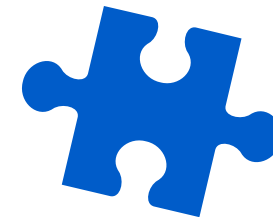
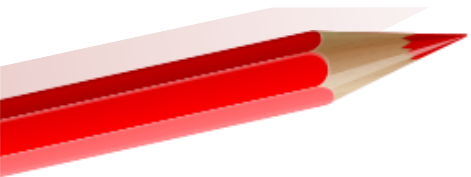
Service Regions



A Closer Look



Targeted Case Management: Intensive Care Coordination



Intensive Care Coordination



- Single Case Manager
- Works Directly with Child/Youth & Family
- Identifies Needs & Strengths
- Assists in Gaining Access to Needed Services
- Coordinates & Monitors Array of Supports Allowing the Child/Youth to remain in the Home and Community
- Guides Treatment Team
- Prepares & Monitors Treatment Care Plan

Must:

- Be provided by ADMH or Regional 310 Board
- Possess Bachelor degree in Human Services or related field
- Complete Medicaid & ADMH approved Autism Services ICC training sequence
- Be certified to provide Autism Services through ADMH
- Hold a valid AL driver's license
- Have 1 year experience

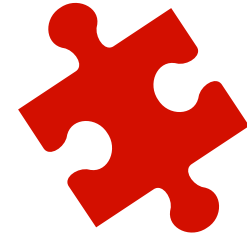
** Services must & will be provided across the state.*

Provider Requirements

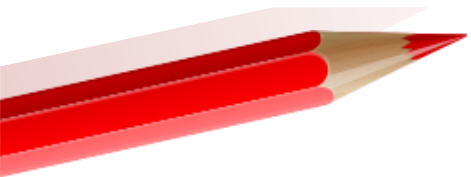
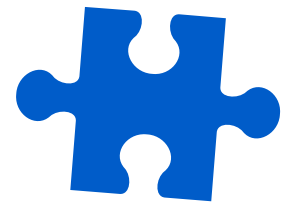
Intensive Care Coordination

- Remain in compliance with ADMH Autism Services vendor-wide specifications
- Meet & maintain all Medicaid & Chapter 106 specific provider criteria
- Complete 16 hours continuing education annually
- Maintain any related professional licensure requirements

A Closer Look

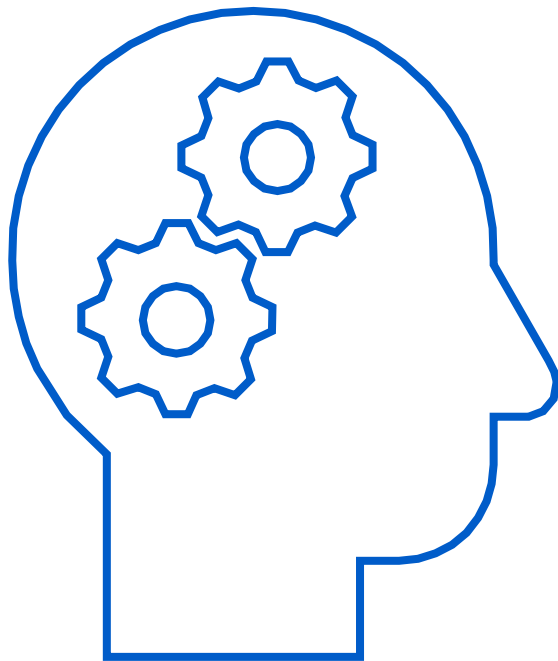


Rehab Services



In-home Therapy
Behavior Support
Therapeutic Mentoring
Peer Support
Psychoeducational Services

In-home Therapy



- 1:1 Strength-Based Structured Intervention
- Provided by professional clinician
- Follows Treatment Care Plan to address behavioral health needs
- Also Addresses:
 - Family's ability to provide effective support
 - Enhancing family's ability to improve functioning in home & community

- Possess a Master's or Doctoral degree in counseling, psychology, social work, or behavioral health
- Have completed appropriate training therapeutic techniques & child/family delivery
- Be a licensed clinician
- Complete Autism Services training sequence
- Be certified to provide Autism Services through ADMH
- Hold a valid AL driver's license
- Two years experience with IDD/ASD population

Providers may serve individuals outside of their region.

Provider Requirements

IHT: PASS I

- Remain in compliance with ADMH Autism Services vendor-wide specifications
- Meet & maintain all Medicaid & Autism Chapter specific provider criteria
- Maintain any related professional licensure requirements
- Complete sufficient continuing education

Provider Requirements

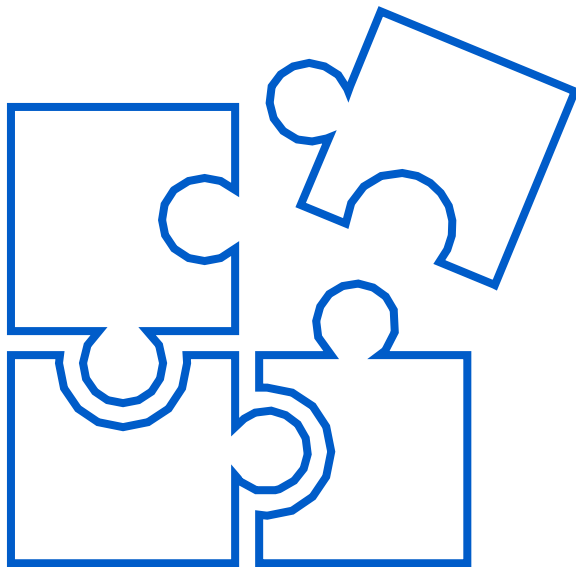
IHT: PASS II

- Remain in compliance with ADMH Autism Services vendor-wide specifications
- Meet & maintain all Medicaid & Autism Chapter specific provider criteria
- Maintain any related professional licensure requirements
- Complete sufficient continuing education

- Possess a Bachelor or Associate degree in human services or related field
- Complete Autism Services training sequence
- Be certified to provide Autism Services through ADMH
- Hold a valid AL driver's license
- 1 Year Experience:
 - Working with individuals with disabilities, families, and/or service coordination
 - Working with IDD population, to include ASD

Providers may serve individuals outside of their region.

Behavior Support



- **Positive Behavior Support Therapy to address Challenging Behaviors**
 - Reduce, Extinguish, or Improve
 - Not Limited to ABA
- **Includes Behavioral**
 - Assessment
 - Planning
 - Monitoring
 - Follow-Up
 - Crisis Services
- **May be delivered by Behavioral Support Team**
 - Behavioral Therapist
 - Behavioral Monitor

Provider Requirements

Behavior Therapist

- Remain in compliance with ADMH Autism Services vendor-wide specifications
- Meet & maintain all Medicaid & Autism Chapter specific provider criteria
- Maintain any related professional licensure requirements
- Complete sufficient continuing education

- Possess a Master's or Doctoral degree in human services or related field
- Have completed appropriate training to develop behavior intervention plans
- Be a licensed clinician
- Complete Autism Services training sequence
- Be certified to provide Autism Services through ADMH
- Hold a valid AL driver's license
- Two years full-time experience providing ASD services

Providers may serve individuals outside of their region.

Provider Requirements

Behavior Monitor

- Remain in compliance with ADMH Autism Services vendor-wide specifications
- Meet & maintain all Medicaid & Autism Chapter specific provider criteria
- Maintain any related professional licensure requirements
- Complete sufficient continuing education

- Possess a Bachelor or Associate degree in human services or related field
- Have completed appropriate training to implement behavior intervention plans
- Complete Autism Services training sequence
- Be certified to provide Autism Services through ADMH
- Hold a valid AL driver's license
- Experience:
 - Bachelor- 1 year
 - Associate- 2 years

Providers may serve individuals outside of their region.

Therapeutic Mentoring



- **1:1 Strength-Based Structured Intervention**
- **Follows Treatment Care Plan to address:**
 - Daily Living
 - Social
 - Communication
- **Includes educating, supporting, & coaching in:**
 - Age-Appropriate Behavior
 - Interpersonal Communication
 - Problem Solving & Conflict Resolution
 - Appropriately Relating to Others

Provider Requirements

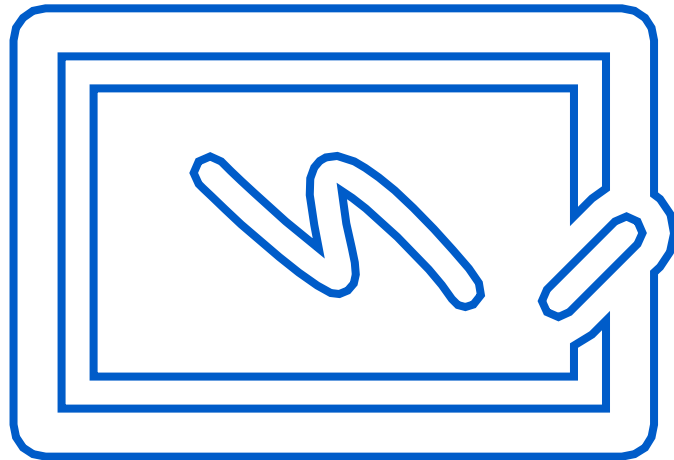
Therapeutic Mentoring

- Remain in compliance with ADMH Autism Services vendor-wide specifications
- Meet & maintain all Medicaid & Autism Chapter specific provider criteria
- Maintain any related professional licensure requirements

- **21 years of age**
- **Education & Experience**
 - **Master's Level (PASS I) & 1 yr. experience**
 - **Associate's/Bachelor's Levels (PASS II) & 1 yr. experience***
 - **Non-Degreed (CASS) & 2 yrs. Experience***
- **Complete Autism Services training sequence**
- **Be certified to provide Autism Services through ADMH**
- **Hold a valid AL driver's license**

Providers may serve individuals outside of their region.

Psychoeducational Services



- Provided to Families and/or Child/Youth
- Individual & Group Formats
- Structured, topic-specific
- Addresses Treatment Care Plan Goals to:
 - Understand the diagnosis
 - Help maintain the child/youth in the community
 - Identify strategies to support best level of functioning



Provider Requirements

Psychoeducational Services

- Remain in compliance with ADMH Autism Services vendor-wide specifications
- Meet & maintain all Medicaid & Autism Chapter specific provider criteria
- Maintain any related professional licensure requirements

- Possess a high school diploma or GED or higher
- Complete Autism Services training sequence
- Be certified to provide Autism Services through ADMH
- Hold a valid AL driver's license
- Minimum of 1 year experience working with IDD/ASD populations
- High school/GED & Bachelor level providers must be supervised by Master level clinician

Providers may serve individuals outside of their region.

Peer Support



- **Structured, Scheduled Activities**
 - Active participation to engage & empower
- **Available to Youth and/or Family**
- **Follows Treatment Care Plan to promote:**
 - Socialization
 - Self-Advocacy
 - Development of Natural Supports
 - Maintenance of Community Living Skills
- **Includes support & coaching to:**
 - Promote Resiliency & Healthy Lifestyle
 - Reduce Behavioral & Physical Health Risks
 - Increase Behaviors to Prevent Onset or Limit Impacts

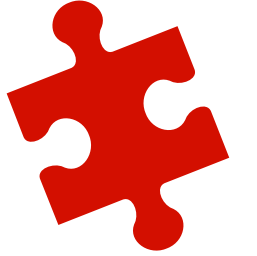
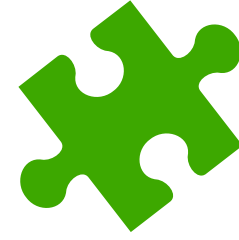
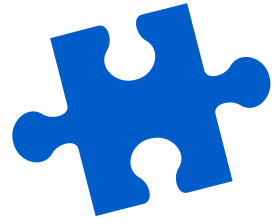
- **Be an individual or family member of an individual with ASD**
- **Be able to share personal experience**
- **Family Peer must possess a high school diploma or GED**
- **Complete Autism Services training sequence**
- **Be certified to provide Autism Services through ADMH**
- **Must be supervised by Rehab Services Professional or PASS I**
- **Have reliable transportation**

Provider Requirements

Peer Support

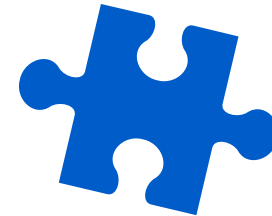
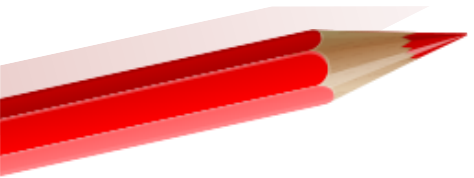
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- Meet & maintain all Medicaid & Autism Chapter specific provider criteria

Providers may serve individuals outside of their region.

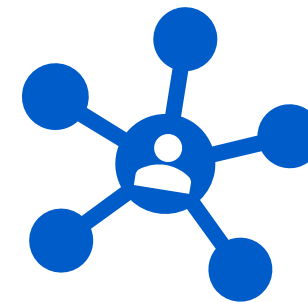


What Does It Look Like?

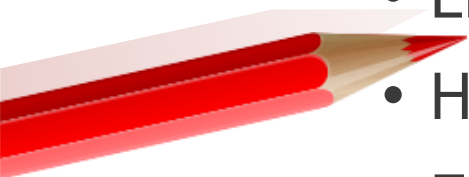
Case Examples



Meet Molly



- 17 years old, entering 11th grade
- Diagnoses: ASD, Anxiety, ADHD
- Treatment Regimen: Medication for anxiety & counselor 2x/month
- Average IQ, Fully verbal, & in General Ed with accommodations
- Lives with foster parents & biological sister
- Lives in suburb of major city
- Has two “real” friends
- Enjoys: Fashion, Dogs & Cats, Watching Plays, & Chocolate
- Dislikes: Large Crowds, Loud Noise, or Approaching Others
- Goals: License, Go to Prom, Live in Dorm, Job in Fashion, Boyfriend



What Does It Look Like?

Eligibility Met

ASD

2+ Adaptive Deficits

Requires 12+ months intervention

Multi-Diagnosis & Multi-Agency *

Just One of MANY Possibilities



Intensive Care Coordination

- Receive referral from RAC & Review Record
- Contact Family & Complete CANS
- Determine Services to Utilize with Family
- Choose Main Goals
- Refer to Providers & Link with Resources
- Arrange & Conduct Planning Meeting
- Determine Service Hours & Draft Plan
 - To include objectives
- Finalize Plan with Family & Providers
- Monthly face-to-face with client/family
- Monthly other contact with client/family
- Monthly contact with each service provider
- Quarterly Plan Review
- Ongoing Tasks:
 - Need Monitoring
 - Problem Solving & Social Support
 - Service, Resource, & Plan Updating
- Re-assessment & Formal Planning every 6 months

What Does It Look Like?

Eligibility Met

ASD

2+ Adaptive Deficits

Requires 12+ months intervention

Multi-Diagnosis & Multi-Agency *

Just One of MANY Possibilities



In-Home Therapy

- Service discussed by ICC & chosen by family
- Will address:
 - Identifying anxiety related symptoms & triggers
 - Developing coping strategies
 - Working through real-life situations
- Acquire PA in light of counseling services
 - Likely not a duplication due to settings

Behavior Support

- Service discussed by ICC & not chosen by family due to appropriateness for concerns & goals
- Service can be re-discussed should new, related needs be identified

What Does It Look Like?

Eligibility Met

ASD

2+ Adaptive Deficits

Requires 12+ months intervention

Multi-Diagnosis & Multi-Agency *

Just One of MANY Possibilities



Therapeutic Mentoring

- Service discussed by ICC and chosen by family
- Will Address Skill Acquisition Across:
 - Social communication & interaction
 - Job seeking
 - Independent Living
 - Problem Solving
 - Relationships & Boundaries

Psychoeducational Services

- Service discussed by ICC and chosen by family
- Will Address Education on:
 - 504 Plans in College & Workplace
 - Impacts of Dual Diagnoses
 - Transitions & Adjustment Issues

What Does It Look Like?

Eligibility Met

ASD

2+ Adaptive Deficits

Requires 12+ months intervention

Multi-Diagnosis & Multi-Agency *

Just One of MANY Possibilities

Peer Support

- Service discussed by ICC and chosen by family
 - Both Youth & Family options chosen
- YP Will Address Skill Acquisition Across:
 - Building & Maintaining Friendships
 - Self-Advocacy
 - Navigating Prom & Student Life
- FP Will Address:
 - Supporting Transition-Aged Child
 - Legal Considerations

Meet Lexi



- 8 years old
- Lives in Rural Area with Parents, Grandma, & 3 Siblings
- Diagnoses: ASD, ODD, & parent suspected “bi-polar mood swings”
- Average IQ & Verbal with noted deficits
- No Current Medications; Receives Speech 1x/week
- Homebound- Aggression toward Peers (no reported friends)
- Doesn't like certain foods or “being told what to do”
- Aggression, property destruction, & taking sister from crib
- Loves: LOL Dolls, Swimming, Shopping
- Family considering out-of-state in-patient

What Does It Look Like?

Eligibility Met

ASD

At Risk of Out-of-Home

Multi-Diagnosis

Substantial Adaptive Deficits

Just One of MANY Possibilities



Intensive Care Coordination

- Receive referral from RAC & Review Record
- Contact Family & Complete CANS
- Determine Services to Utilize with Family
- Choose Main Goals
- Refer to Providers & Link with Resources
- Arrange & Conduct Planning Meeting
- Determine Service Hours & Draft Plan
 - To include objectives
- Finalize Plan with Family & Providers
- Face-to-face with client/family twice monthly
- Other contact with client/family twice monthly
- Twice monthly contact with each service provider
- Plan Review every other month
- Ongoing Tasks:
 - Need Monitoring
 - Problem Solving & Social Support
 - Service, Resource, & Plan Updating
- Re-assessment & Formal Planning every 6 months

What Does It Look Like?

Eligibility Met

ASD

At Risk of Out-of-Home

Multi-Diagnosis

Substantial Adaptive Deficits

Just One of MANY Possibilities



In-Home Therapy

- Service discussed by ICC & chosen by family
- Will address:
 - Effective Communication
 - Boundaries & Limit Setting
 - Coping Skills Development
 - Acceptance & Responsibility
 - Problem Solving

Behavior Support

- Service discussed by ICC & chosen by family
- Will address:
 - Reduction of Aggression
 - Reduction of Property Destruction
 - Reduction of “Tantrum” Behaviors
 - Reduction of Leaving Assigned Area
 - Teach & Increase Replacement Behaviors
- Will include Crisis Planning & Parent Training

What Does It Look Like?

Eligibility Met

ASD

At Risk of Out-of-Home

Multi-Diagnosis

Substantial Adaptive Deficits

Just One of MANY Possibilities



Therapeutic Mentoring

- Service discussed by ICC & chosen by family
- Will address:
 - Functional Communication
 - Social Communication
 - Positive Social Interactions
 - Problem Solving
 - Transitioning Across Tasks
 - Trying New Things

Psychoeducational Services

- Service discussed by ICC & chosen by family
- Will address:
 - Understanding Dual Diagnosis
 - Identifying/Utilizing Natural Supports
 - Crisis Planning & Safety
 - Treatment Options beyond Autism Services
 - Educational Rights, IDEA, & IEPs

What Does It Look Like?

Eligibility Met

ASD

At Risk of Out-of-Home

Multi-Diagnosis

Substantial Adaptive Deficits

Just One of MANY Possibilities



Peer Support

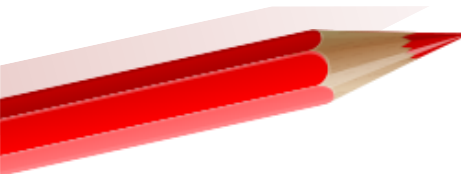
- Service discussed by ICC & partial utilization chosen by family
- YP Services not chosen due to safety concerns
 - Can be added at later date as appropriate, with decrease in aggressive behaviors
- FP Will Address:
 - Education Advocacy
 - Connecting to the Community
 - Navigating Medical Systems
 - Building Organization Tools



For Your Info



We Know You Want to Know...



What's so Different
Vendor Requirements
How to Enroll
Training Components
Billing
Rates

What's Unique?



- Comprehensive autism-specific system of care
 - Serves ages Birth through 20 years
 - Not waiver services
 - Not provided in clinical settings
 - Not limited to mental health centers & providers
 - Does not require providers to enroll directly with Medicaid
 - Client entry is not based on criticality
 - Doesn't use ADIDIS or DXC portal
 - Allows multi-agency case management
 - Requires active client participation
- 

 **Becoming a Provider**

Vendor Requirements



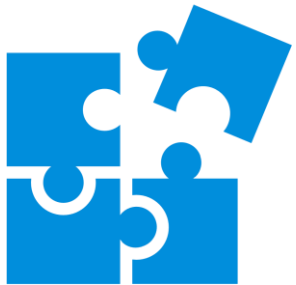
- CPR Certification***
American Heart Assoc.
American Red Cross
- Certified Crisis Management Training***
PCM, CPI, QBS
- State Background Checks+**
Reference Checks & Employment Record
- Certification Maintenance**
- Good Standing with Medicaid & ADMH**
- Adherence to Caseload Standards**
- Certifying Site Visits**
- Record Reviews**
- Accordance with State & Federal Laws & Regulations**

*Annual training/review is required with documentation.
+Renewal/Resubmission due at least every 5 years.

How to Enroll

1 Get the Info

Visit Our Table or Contact Us



2 Contact & Submit

Contact Provider Enrollment



Submit Required Documentation as Directed

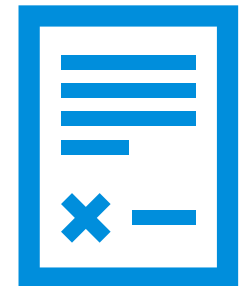


3 Train & Contract

Complete Online & In-Person Training



Complete Autism Services Contract



Provider Training

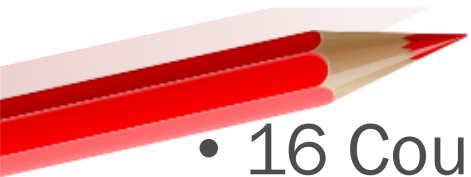


Online

- Relias Learning Bundle
- Exclusive to ADMH Autism Services
- Self-Paced



- 16 Courses



In-Person

- 1-3 day Service Specific Training
- Additional ½- 1 day trainings
 - Crisis Management
 - CANS
 - Therap
 - CPR (on your own)
- Initial dates scheduled in Birmingham area

See an Autism Services Coordinator for service specific info.

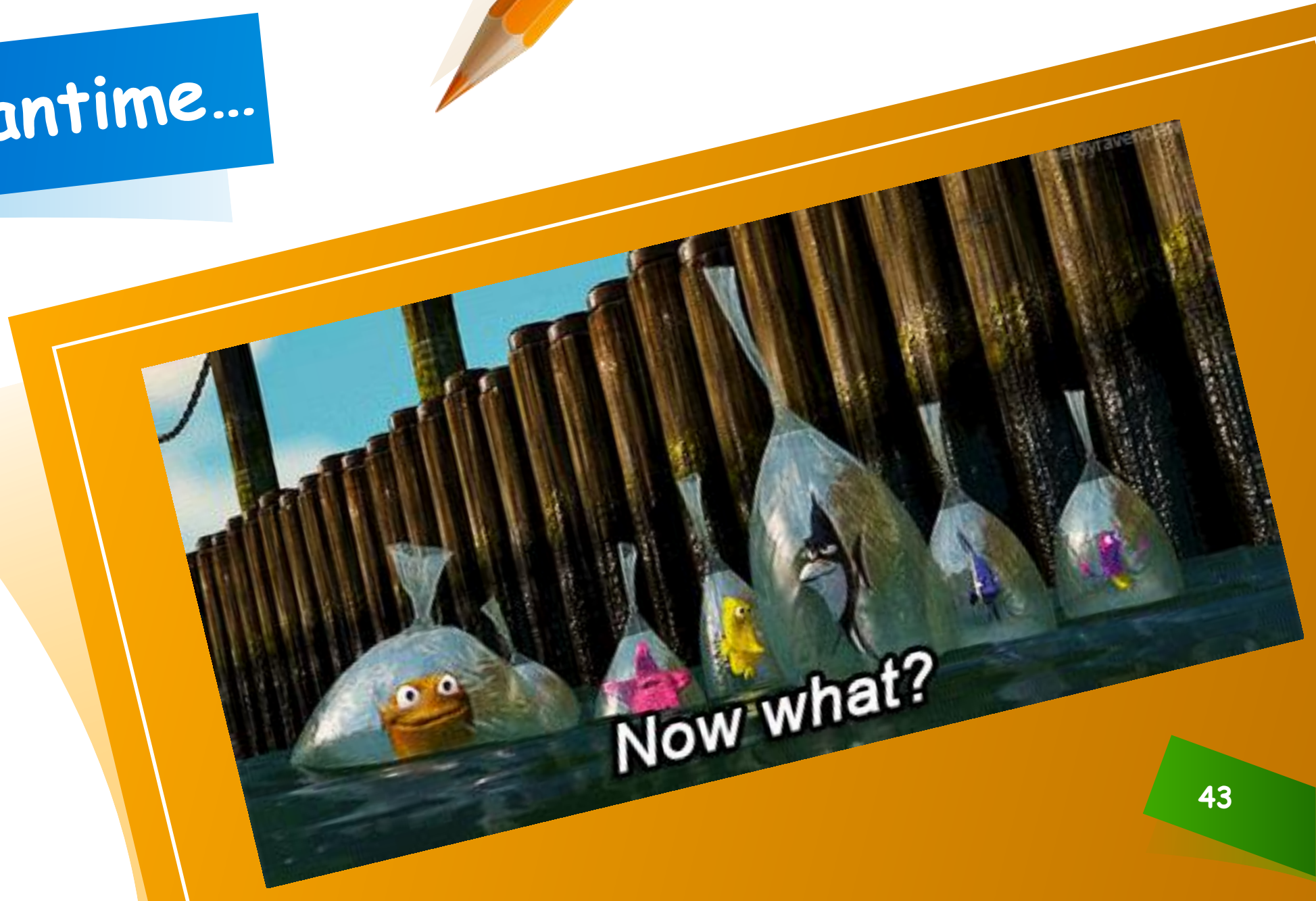
Billing Basics

Therap Makes It EASY!

Therap[®]

- No ADIDIS or DXC
- Bill directly using case notes & other data/documentation
- Payment through ADMH-AS
- Fiscal Manager just for Autism Services
- Onsite & Online Training
- Travel is not billable
- Individual & Group Options for some services

In the Meantime...



Now what?

Regional Autism Networks



CONTACT US:

Region I—University of Alabama in Huntsville 256-824-5700
uahran@uah.edu

Region II—University of Alabama 205-348-3131
ua-ran@ua.edu

Region III—University of South Alabama 251-410-4533
usaran@health.southalabama.edu

Region IV—Auburn University 334-844-2004
auran@auburn.edu

Region V—University of Alabama at Birmingham 205-934-1112
uabran@uab.edu

WHO WE SERVE:

Alabama's RAN serves those who have questions, concerns, or resource needs regarding themselves, a family member, friend, client, patient, or a student with diagnosed or suspected Autism Spectrum Disorder (ASD).

WHAT WE DO:

- Professional training programs
- Technical assistance and consultation services
- Individual and direct family assistance in the home, community, and school
- Public education programs

WHO WE ARE:

Alabama's RAN is staffed by experts in the field of Autism Spectrum Disorder. Each RAN strives to connect people with ASD, their families, educators, and service providers to the information and/or services that best meet their needs.



CONTACT US:

Region I—University of Alabama in Huntsville	256-824-5700 uahran@uah.edu
Region II—University of Alabama	205-348-3131 ua-ran@ua.edu
Region III—University of South Alabama	251-410-4533 usaran@health.southalabama.edu
Region IV—Auburn University	334-844-2004 auran@auburn.edu
Region V—University of Alabama at Birmingham	205-934-1112 uabran@uab.edu



Autism Society of Alabama

877-4-AUTISM



We Want You!

Check out our table to learn more.

