OptumHealth NEW MEXICO

Medical Assistance Division
Adaptive Skills Building Readiness Assessment
Provider Specialty 132

Overview

Adaptive Skill Building Services (ASB) are provided to young children (recipients birth up to 5 years of age) with a diagnosis of Autism Disorders (AD), listed in the most current version of the Diagnostic Statistical Manual (DSM) as 299.0 who need intensive intervention to develop skills necessary to function successfully at home and in the community and who require intensive and specialized treatment approaches to learn adaptive behavior.

ASB services include:
1) Development of an Intervention Plan
2) Implementation of the plan
3) Application of Applied Behavior Analysis
4) Assistance for caregivers in socially purposeful engagement of the eligible recipient
5) Ongoing monitoring of the plan and eligible recipient progress being made.

This service includes the use of basic Applied Behavior Analysis techniques provided as part of a comprehensive approach to the treatment of Autism Disorders. The intent of the design of this service is to provide those children with a diagnosis of Autism Disorder with high quality services. By placing rigorous diagnostic criteria for the initiation and the continuation of this service, and by appropriately structuring the qualification requirements of the agency, the maximum duration and intensity of benefits can be available.

In order to ensure the agency understands the uniqueness of the service and has the professionals on staff to provide high quality services, the Medical Assistance Division (MAD) will require a Readiness Assessment as part of the MAD provider participation application process. The MAD ASB Program Manager will perform audits documenting the agency's ability to meet minimum qualifications, workflow design and direct service delivery. The Department of Health, Development Disabilities Services Division, is assisting the MAD ASB Program Manager with the readiness assessment review. Once it is determined that the agency meets the minimum level of readiness, and all other MAD provider participation application documentation is received and approved, the agency will be approved to provide MAD reimbursable ASB services.

OptumHealth NEW MEXICO

How to Enroll

Attached is the ASB Readiness Assessment criteria checklist. If your agency is presently a MAD provider, you will still need to apply for this provider type and specialty. As a provider, you may either:

Submit the Readiness Review documentation along with your completed MAD Provider Participation Agreement (MAD 335 or MAD 312 form) to:

ACS
NM Medicaid Project
1720-A Randolph Road SE
Albuquerque, NM 87106

Or:

Submit the Readiness Assessment documentation (only) directly to the MAD ASB Program Manager:

Medical Assistance Division
Jennifer Chavez, Staff Manager
HSD/MAD/Benefits Services Bureau
P.O. Box 2348
Santa Fe, NM 87504-2348

When choosing this option, you will still need to submit your completed Provider Participation Agreement (MAD 335 or MAD 312 form) directly to the ACS address to complete the process.

If you have specific questions about the readiness assessment or how to enroll as a MAD ASB provider type and specialty, please contact Jennifer Chavez at 505-827-3118 or at JenniferL.chavez1@state.nm.us.

All ASB providers must apply for credentialing with OptumHealth of New Mexico (OHNM), the State's Behavioral Health Single Entity. If you have questions about the service or on how to become an OHNM provider for this service, please contact Wendy Corry, Director of Disabilities, OHNM at 505-738-5697 or at Wendy.corry@optumhealth.com.

OptumHealth SM
NEW MEXICO

Agency Readiness Assessment for Approval to Provide Adaptive Skills Building Services

The intent of the readiness review is to determine if the agency has the infrastructure to hire, maintain staff to implement high quality services to the target population. The information requested is a snapshot of the organization of the agency.

I. Personnel

A Job Qualifications/Description and Interview Questions for:

1. Adaptive Skills Building Interventionist
2. Adaptive Skills Building Specialist
3. Clinical Supervisor
4. In addition, the Clinical Supervisor qualifications must include the following elements:
   a. Training in AD to this age population (this training must be prior to hiring and clearly demonstrate a professional level of AD knowledge in order to supervise staff and develop intervention plans for recipients)
   b. Statement of their philosophy of service design and implementation
   c. Statement of their approach to services
   d. How to train staff
   e. How to develop supervision plan and implementation of the plan
   f. Parent Involvement
   g. Opportunities for involvement and monitoring of services
   h. Training to engage parents in their child's goals
   i. Statement of how they assess progress
   j. Statement of how they collect and use data (methodology, reporting and use of data in Intervention Plan updates)

5. If the agency contracts out any of the positions, provide the criteria that determines when a position is contracted out of the agency, the contract terms and agreements must be provided and a description of how the contractor will fulfill the requirements for supervision, training and direct service.

B. Policies and Procedures for:

1. Background check verification process - system for fingerprinting, employee checks for all staff
2. Staff licensure/certification verification process College degree or coursework verification process, if not licensed by the State
3. Employment history verification for all staff – all staff working directly with recipients
4. Documentation of CPR and First Aid training as appropriate to the position for all staff providing direct services to eligible recipients – all staff working directly with recipients.

C. Training Plan

1. Adaptive Skills Building Interventionist Training Plan (initial and ongoing)
2. Adaptive Skills Building Specialist Training Plan (initial and ongoing such as annually)

D. Supervision Plan for the Adaptive Skills Building Specialist must include at a minimum:

1. Training activities
2. Philosophy of supervision
3. Approach
    a. Training
    b. Supervision provided
    c. Parent Involvement
    d. Opportunities
    e. Training
3. Assessment Progress
4. Data Collection
5. Approval Criteria that demonstrates a staff person's ability to meet minimum requirements for service delivery**.**

II. Agency Readiness

A. Statement of approach to service delivery to include:

1. Program Description and Program Structure
2. Description of how the agency will address the unique age group's overall growth and development
3. Description of how the agency will address the unique needs of this age group's growth and development as individuals with a diagnosis of AD
4. Description to the parents the agency's methodology to implementation of Applied Behavioral Analysis – include documentation
5. Description of how the recipient's family and guardians will be active and engaged members of the recipient's Intervention Plan – include documentation
6. Description of how the recipient's culture and language will be an integral part of all efforts to deliver services
7. Policies on consumer rights
8. Statement from the agency on how services must support a recovery and resiliency model with consideration for the longer term nature of stabilization for the recipient
9. Policies on medication management

B. Description of all services provided by the agency and if staff are sharing positions within the agency, how those staff's service units will be appropriately filed on claims for reimbursement.

C. Agency to provide a work flow of (1) how a child moves into and then thru the agency; (2) how staff coordinate with other providers involved in the child's services; (3) how critical incidents are reported and tracked; and (4) how the agency prepares families for discharge of services.

D. Description of agency's ability to bill for these services, claims and IT systems.

III. Listing of required file content and actual forms to be utilized

Parental Consent:

1. Approval from parent or guardian the recipient to receive ASB services; and
2. Release of information includes the full release of information necessary from other service providers to the recipient in order for the agency to integrate and coordinate services on behave of the recipient.
3. Acknowledgement form that recipient's diagnosis meets billing instruction requirements for eligibility of the service.
4. Actual assessment leading to the diagnosis of AD meeting the billing instructions requirement of team composition.
5. Acknowledgement form to the primary care provider from the agency that the recipient meets the Admission Criteria as stated in the ASB/BMS billing instructions.
6. Prior authorization statement from single entity.
7. Intervention Plan.
8. Ongoing case notes.
9. Updates to Intervention Plan.
10. Documentation of parent and/or guardian engagement and inclusion of their requests in the development of the Intervention Plan.
11. Reporting of activities required by ASB provider and the standards under which it operates, including documentation of all contacts and services provided.
12. Adaptive Independence Action Plan that tracks the maximum allowable length of service for the recipient towards the recipient's long term goals.
13. Report form to the parent/guardian that quarterly detail the remaining prior authorization allowance left for the recipient.
14. Inclusion of any other services, service plans or treatment plans that recipient is receiving.

IV. Implementation of Services

Intervention Plan must include:

1. Coordination with other early intervention programs in the development of the plan.
2. Identification of all adaptive skills that are implemented by the Adaptive Skills Building (ASB) Interventionist and supervised by the ABS Specialist.
3. Documentation of the implementation of plan using Applied Behavioral Analysis techniques, and the teaching, training and coaching activities.