I. Description of Service

Adaptive Skill Building services (ASB) are provided to children 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. Eligible children include:

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 and Statistical Manual of Mental Disorders (DSM-IV-TR) as 299.0. The diagnosis must come from either a clinical psychologist or from a psychiatrist with experience treating Autism.

The evaluation leading to the diagnosis should be thorough and include information from multiple sources, because the child’s performance may vary among settings and caregivers.

ASB services include the development of an Intervention Plan, implementation of the plan, application of Applied Behavior Analysis, assistance for caregivers in socially purposeful engagement of the recipient, and ongoing monitoring of the plan and recipient progress. 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 treatment plan should include caregiver training regarding identification of the specific behavior(s) and interventions in order to support utilization of the ABA techniques by the caregiver(s).

The initial ASB authorization will be for six months; ongoing ASB interventions shall be authorized for three months.

II. Admission Criteria (Must meet all.)

A. There is documentation of a DSM-IV-TR diagnosis by a clinical psychologist or psychiatrist with experience treating Autism of a diagnosis of Autism Disorders (AD) for recipients aged birth up to 5 years of age

B. There is documentation of maladaptive behaviors that would require adaptive skill building services

C. Each qualifying child must need intensive intervention to develop skills necessary to function successfully at home and in the community and also must require intensive and specialized treatment approaches to learn adaptive behaviors.
D. There is a reasonable expectation on the part of a treating health care professional that the individual’s behavior will improve with adaptive skill building services.

E. A comprehensive evaluation has been done which includes the following components:
   1. Health, developmental, and behavioral histories that include a family history and a review of systems.
   2. Other diagnoses have been considered and an appropriate evaluation has been done to rule out those diagnoses.
   3. Confirmation of the presence of a categorical DSMIV-TR diagnosis meeting the criteria for this service using specific evidence to support the diagnosis including standardized tools that operationalize the DSM criteria.
   4. The parents’/guardians’ knowledge of ASD, coping skills, and available resources and supports have been assessed and there is evidence that the parents/guardians can participate in Adaptive Skill Building.

III. Continued Stay Criteria (Must meet A and B and C, or A and D.):

A. The consumer continues to meet the admission criteria.
B. There is evidence the child, family, and social supports can continue to participate effectively in this service.
C. There is evidence the consumer is responding positively to the service.
D. If the consumer is not responding positively to the service or if the child, family, or social supports are not adequately participating in the service the treatment plan must reflect what interventions will change to produce effective results.

IV. Discharge Criteria (Meets A, or B, or C, or D, and E.):

A. The child has met his/her individualized discharge criteria.
B. The child can be appropriately treated at a less intensive level of care.
C. The child has reached his or her 5th birthday.
D. The child has received 36 months (cumulative) of Adaptive Skill Building services.
E. An individualized discharge plan with appropriate, realistic and timely follow-up care is in place.