

Diagnosis and Results of Intellectual, Adaptive, Autism Spectrum, and Other Evaluations

Psychological assessments and reports from psychologists are important for the Division of Developmental Disabilities (DDD) to determine a person’s eligibility for Medicaid Home and Community-Based Services (HCBS) Developmental Disabilities Waiver services. Eligibility determination for developmental disabilities services is made in accordance with federal and state regulations, as well as the statutory definition of developmental disability found in [Nebraska Revised State Statute 83-1205](#).

To make an eligibility determination, DDD needs to ensure the person meets criteria and has a developmental disability with significant limitations in functional skills as measured by adaptive testing. When the person is applying based on a developmental disability like Autism Spectrum Disorder, additional assessments may be needed using standardized assessment instruments appropriate to assist in the diagnosis of these disorders. Examples of additional assessments include the Gilliam Autism Rating Scale (GARS), Children Autism Rating Scale (CARS), or Autism Diagnostic Observation Schedule (ADOS).

When completing an evaluation, it is useful to DDD when the report includes:

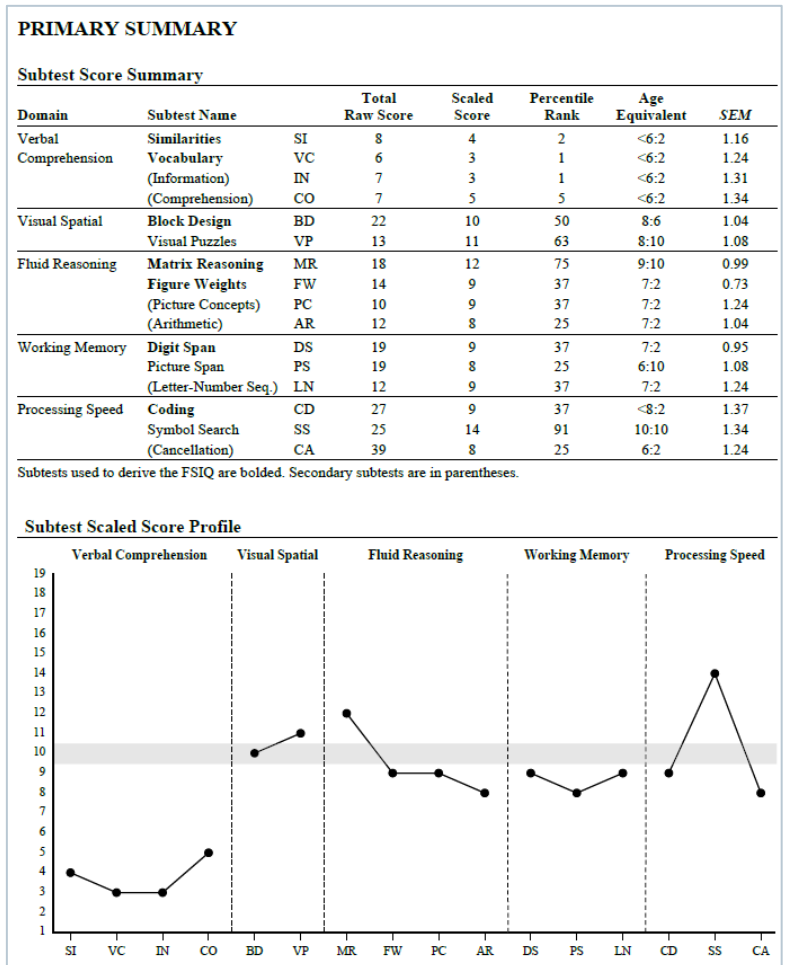
DSM-5 Diagnosis

Provide a complete DSM-5 diagnosis, including principal and secondary diagnoses. The diagnosis should include severity designations for intellectual disability based on intellectual and adaptive functioning, such as mild, moderate, severe or profound. When a person is determined to be “untestable” or significant modifications are necessary to complete testing, provide a clear written description of the reason the person is untestable along with your professional estimate of cognitive and adaptive abilities.

Intellectual Assessment

Include a complete summary of all subtests, including the Subscale and Index scores. When the Full Scale Intelligence Quotient (FSIQ) is unable to be interpreted, please explain why and provide the General Ability Index (GAI).

An example of the information needed from the Wechsler Scales is given, but you may select any intellectual assessment appropriate for the



person you are assessing. Regardless of the assessment used, a complete summary is recommended.

DDD recommends you use a full cognitive test battery and not a brief cognitive test battery; this provides the most comprehensive information to make an eligibility determination.

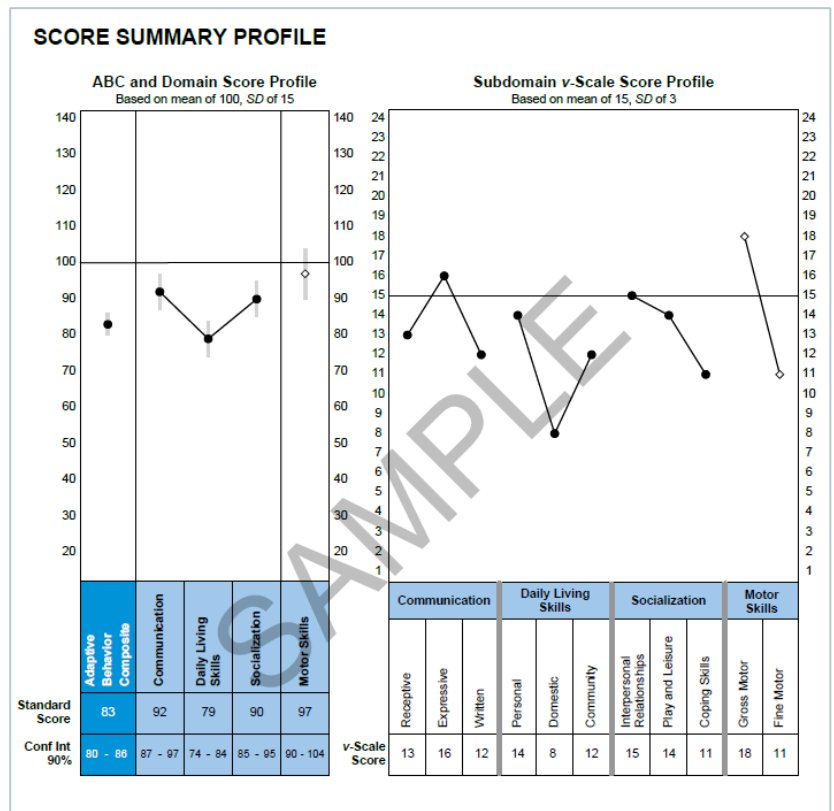
Adaptive Assessment

It is most useful to include a complete summary of all subtests with the composite scores and scaled scores for subtests. An example is given of the information needed from the ABAS-3. You may select any valid adaptive assessment appropriate for the person you are assessing. The ABAS-3 and Vineland-3 are accepted in accordance with the criteria in our statute.

To meet eligibility criteria the person must show significant functional limitations in all three areas: conceptual, practical, and social.

Autism Spectrum

The most common diagnosis relative to developmental disabilities eligibility is Autism Spectrum Disorder. It is extremely important that DDD receive all scores for instruments used to make this determination.



We need data provided by anyone assisting you to come to your conclusion about verification and your observations of the person. This information is critical because there are often discrepancies between raters and we need your expertise and professional opinion to understand any discrepancies.

Other Impairing Conditions

It is important to assess for medical and behavioral health conditions and include these in your diagnostic impressions. Indicate the degree to which, in your professional opinion, any condition contributes to, or is related to, the person's intellectual or adaptive functioning. Clearly written support for your professional opinion helps DDD make an eligibility determination.

Impressions

As is appropriate when interpretive information is given, your clinical impressions of the assessments' validity to give an accurate picture of the person's true capacities is important. When there are conditions you believe impacted the testing results, clearly indicate this. When scores differ significantly from previous assessments, or between raters, include your impressions about the reason for these discrepancies. This information is critical to help DDD understand a person's skills and abilities.