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Autism Care in Michigan

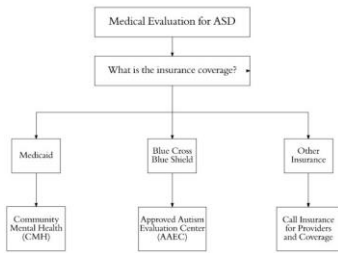
- Autism Insurance Reform Legislation
 - October 2012
 - Coverage through 18 years of age
 - Must have diagnosis of ASD
 - Re-evaluation may be required every 3 years
 - Evidence-based treatment
 - Behavioral Health
 - Pharmacy
 - Psychiatric
 - Psychological
 - Therapeutic

Michigan.gov/autism



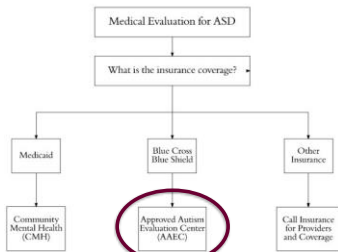
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What to do when you suspect ASD



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What to do when you suspect ASD



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Approved Autism Evaluation Center

Blue Cross Blue Shield (March 2021)

CENTRAL
MICHIGAN UNIVERSITY

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Our AEC's Purpose

- Comprehensive evaluations
- Student training

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Making Clinical Diagnosis

DSM-5
2013

American Psychiatric Association (2013)

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Diagnostic Criteria

- Persistent deficits in social communication and social interaction across multiple contexts
 - Deficits in social emotional reciprocity
 - Deficits in nonverbal communicative behaviors used for social interaction
 - Deficits in developing, maintaining, and understanding relationships

American Psychiatric Association (2013)



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Diagnostic Criteria

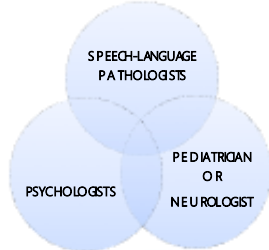
- Restricted, repetitive patterns of behavior, interests, or activities
 - Stereotyped or repetitive motor movements, use of objects, or speech
 - Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
 - Highly restricted, fixated interests that are abnormal in intensity or focus
 - Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment

American Psychiatric Association (2013)



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Interdisciplinary Team Members



American Psychiatric Association (2013)



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Team Members Administrative Staff

Administrative Staff

- ✓ Scheduling
- ✓ Managing waitlist
- ✓ Confirmation of insurance benefits
- ✓ Coordinate copays
- ✓ Intake information
 - ✓ All paperwork must be submitted prior to being scheduled
 - ✓ Registration
 - ✓ Case History Form
 - ✓ Medical/ School records as warranted
 - ✓ Conversational Effectiveness Profile



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Team Members Psychology

Supervisor: Dr. Tuttle, PhD, BCBA, LP

- Psychology Graduate Clinicians
 - Clinical and School Psychology Doctoral Programs



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Team Members Speech-Language Pathology

Supervisors: MaryBeth Smith, MA, CCC-SLP & AnnMarie Bates, MS, CCC-SLP

- 3 to 4 Graduate Clinicians
 - Rotating Team Leader
 - Responsible for pre-evaluation contact
 - Collecting all protocols, ensuring all documentation is complete
 - Observe/ Participate in Caregiver Interview



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Team Members Pediatrician

Pediatrician: Dr. Karen Rathmann, M.D.

- Physical Check
- Often provides critical input on nutrition and possible genetic factors



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Current Schedule

- Thursday
 - Parent Interview- 2 Hours
 - Psychology team completes Caregiver Interview
 - All psychology and speech-language team members observe
 - Speech Language Evaluation- 2 Hours



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Current Schedule

- Friday
 - Psychology Appointment- 2 Hours
 - ADOS-2
 - Other necessary measures vary by client
- Following Tuesday
 - Pediatrician Appointment- ½ Hour
 - Team Meeting- 1 Hour
 - Parent Feedback- 1 Hour



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Evaluation Components

- Intake paperwork
- Checklists
- Interview
- Technology Test Call
- Visual Supports/Placemats



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Speech/Language Evaluation Tools

Standardized/Criterion Referenced Measures

- Pragmatics
 - Social Language Development Test-Elementary: Updated Norms (SLDT-E:NU) (PRO-ED)
 - Test Of Pragmatic Language- 2nd Edition (TOPL-2) (PRO-ED)
 - Social Emotional Evaluation (SEE) (SuperDuper)
 - Comprehensive Assessment of Spoken Language- 2nd Edition (CASL-2) (Western Psychological Services)
 - Supralinguistic and Pragmatic Tests/Indices



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Speech/Language Evaluation Tools

Standardized/Criterion Referenced Measures

- Pragmatics (continued)
 - Clinical Evaluation of Language Fundamentals- 5th Edition (CELF-5)
 - Social Activities Checklist; Pragmatics Profile (Pearson)
 - Clinical Evaluation of Language Fundamentals- 5th Edition Metalinguistics (Pearson)
 - Clinical Evaluation of Language Fundamentals: Preschool- 3rd Edition (CELF:P-3) Descriptive Pragmatics Profile (Pearson)



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Speech/Language Evaluation Tools

Standardized/Criterion Referenced Measures

- Articulation
 - GFTA-3, etc.
- Language
 - Select Subtests of CELF-5, CASL2, etc.
 - PPVT-5, PLS-5
- Prelinguistic Skills
 - Screening Tool for Autism in Toddlers (STAT) 24-36 MOS, (Vanderbilt University)



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Speech/Language Evaluation Tools

Informal Observations/ Measures

- Assessment of Social and Communication Skills (ASCS-2) (Brooks)
- Weschler Play Scale (Pearson)
- Social Activities Checklist- CELF-5
- Language Sample
 - Emotional and Verbal Reciprocity
 - Nonverbals/Conversational Skills
 - Form, Content and Use of Language
 - Intelligibility, fluency, voice, etc.



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Speech/Language Evaluation Tools

Additional Measures

- Hearing Screening
- Oral Mechanism Examination
 - Assessment of oral structures and functions
 - Snack
- Parent and/or Teacher Checklists
 - Pragmatic Language Skills Inventory PLSI (PRO-ED)



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Psychology Evaluation Tools

- Caregiver Interview
- ADOS-2 or similar measure
- Any additional tools that may be warranted
 - Adaptive behavior
 - Cognitive functioning
 - Social-emotional functioning
 - Etc.



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InterProfessional Team Meeting

- Tuesday after evaluation
 - One hour meeting with all team members to review results
 - Make determination of diagnosis
 - Make recommendations
 - Use BC/BS approved recommendation form



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Parent Results Meeting

- Immediately following Team Meeting
 - Review Results
 - Review determination of diagnosis
 - Review recommendations
 - Answer questions



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Telepractice Adaptations



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Recent Transition to Telepractice

- Changes in schedule
- Challenges
- Successes



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"When I think about my time on the AAEC team thus far, the first thing that comes to mind is not the evaluation itself (although I have learned leaps and bounds about different forms of assessment), but the essentiality of working in a team. Without suggestions and guidance from my supervisor and classmates, and without collaboration with psychology, the evaluation could not be considered *comprehensive*. It is only with combining our respective findings and expertise that we can make an appropriate diagnosis and the best possible recommendations for our clients and their families."

Madeline B. - graduate SLP clinician



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