Bridging the Gap: Supporting Families with Children who have Autism Spectrum Disorders

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Brief overview

What is Autism Spectrum Disorders?
This workshop will provide a clinical and diagnostic summary of Autism Spectrum Disorders.

What does current law and rule dictate?
This workshop will provide an overview of the current status of Florida Statutes and Administrative Code regarding eligibility and supports for children with ASD (Autism Spectrum Disorder).

How has this worked?
This workshop will provide one case study as how one family worked with many managing entities to obtain services and supports.

Key Takeaways?
This workshop will provide key resources to such services and supports.
Testing your knowledge!

-Poll Question #1: Do you know the clinical and diagnostic criteria of Autism Spectrum Disorder?
   Yes
   No
Autism Spectrum Disorder defined! (American Psychiatric Association, 2013)

Autism Spectrum Disorder 299.00 (F84.0)
- Persistent deficits
  - Social-emotional reciprocity
  - Nonverbal communication
  - Developing, maintaining, and understanding relationships
- Restricted repetitive patterns of behavior
  - Stereotypical behavior
  - Insistence on routine
  - Fixated interests
  - Hyper or hypo sensitivity
Testing your knowledge!

-Poll Question #2: A person with ASD also has intellectual disability?
True
False
Autism Spectrum Disorder defined! (American Psychiatric Association, 2013)

Autism Spectrum Disorder 299.00 (F84.0)
- Differential diagnostics are necessary to rule in/rule out
  - Intellectual disability
  - Language impairment
  - Medical and/or genetic disorders
  - Neurodevelopmental disorders
  - Mental (health) disorders
  - Behavioral disorders
-When working with ONE child or adult with a diagnosis of ASD....
YOU HAVE WORKED WITH ONE CHILD OR ADULT WITH A DIAGNOSIS OF ASD! (People first language also please!?)

BUSTED
The state of Florida’s service delivery system
“Autism” means a pervasive, neurologically based developmental disability of extended duration which causes severe learning, communication, and behavior disorders with age of onset during infancy or childhood. Individuals with autism exhibit impairment in reciprocal social interaction, impairment in verbal and nonverbal communication and imaginative ability, and a markedly restricted repertoire of activities and interests.
Autism, Rule 65G-4.014, Florida Administrative Code

(1) Autism means a condition which meets the requirements of Section 393.063, F.S., that the condition is:

(a) Pervasive
(b) Neurologically based
(c) With extended duration
(d) Causes severe learning disorders evidenced by at least 6 of the following 12 from subparts 1 and 2, and at least one from subpart 2.
Severe communication disorders, which may include:

a. Delay in, or total lack of, spoken language
b. Stereotyped and repetitive use of language
c. For those with speech, marked impairment in nonverbal behaviors
d. Failure to develop peer relationships
e. Lack of spontaneous enjoyment, interests, or achievements
Autism, Rule 65G-4.014, Florida Administrative Code (continued)

f. Lack of social or emotional reciprocity

g. Marked impairment in the ability to initiate or sustain conversations

h. Impaired imaginative ability
2. Severe communication disorders, which may include (continued from previous slide):
   a. Preoccupation with one or more stereotyped and restricted patterns of interest
   b. Inflexible adherence to specific, nonfunctional routines or rituals
   c. Stereotyped and repetitive motor mannerisms
   d. Persistent preoccupation with parts of objects
Testing your knowledge!
Poll question #3

All children and adults with a diagnosis of ASD are eligible for services provided by the Agency for Persons with Disabilities.
True
False
Sources of Documentation to Assist in Applying Rule 65G-4.014 to Eligibility for Autism

**Developmental Histories** - including genetic, medical, emotional/behavioral, and learning disorders.

- Autism is a disorder that is neurologically based, limitations to hearing, vision, and motor functions that are actually physical impairments need to be considered when making a determination of eligibility.

- Developmental Milestones - reports of such milestones may be more accurate the closer in time to when they are actually reported or permanent products such as video.

**Screening Instruments for Autism** - These are tools which trigger a professional to refer for further evaluation or to evaluate the child further.

* Please be aware that simply meeting the “autism” cut-offs, or having a diagnosis of autistic disorder, may not be adequate to establish eligibility for APD services under the category of autism. Please note there are no strict guidelines on what should be considered screening versus diagnostic instruments.
APD VS. Waiver Eligibility

❖ Not all APD eligible clients meet the level of care criteria for an ICF/IID or the Waiver

❖ Refer to the Waiver Eligibility Worksheet
Waiver Eligibility

❖ Option A. The individual’s primary disability is Intellectual Disability with an intelligence quotient (IQ) of 59 or less.

❖ Option B. The individual’s primary disability is Intellectual Disability with an intelligence quotient (IQ) of 60 to 69 inclusive and the individual has at least one of the following handicapping conditions OR the individual’s primary disability is Intellectual Disability with an intelligence quotient (IQ) of 60 to 69 inclusive and the individual has severe functional limitations in at least three of the major life activities. Please check all handicapping conditions and major life activities that apply.

❖ Option C. The individual is eligible under the category of Autism, Cerebral Palsy, Down Syndrome, Prader-Willi Syndrome, Spina Bifida, or Phelan-McDermid Syndrome and the individual has severe functional limitations in at least three of the major life activities. Please check all handicapping conditions and major life activities that apply.
Question?

What is “aging out” of MSP (Medicaid State Plan)?
Will my child retain all of his/her services/supports?
Supports and services

➢ Identification of need
➢ Identification and assistance with accessing needed government and community supports
➢ “Warm Handshakes” with community providers
➢ Follow up
Case study

Mrs. Allison Leatzow
Next Steps

- Seek out “Best Practice”
- Develop Action Plans
- Pay it forward
- Share resources
You are not alone!

➢ Reach out via grassroots groups!
➢ Communicate!
➢ Be diligent and steadfast!
➢ Listen more… talk less!
➢ Share resources
THANK YOU FOR ALL THAT YOU DO!