



United Behavioral Health

## Supplemental Clinical Criteria: Optum Idaho

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## INTRODUCTION AND INSTRUCTIONS FOR USE

The following *State or Contract Specific Clinical Criteria*<sup>1</sup> defined by state regulations or contractual requirements are used to make medical necessity determinations, mandated for members of behavioral health plans managed by Optum and U.S. Behavioral Health Plan, California (doing business as OptumHealth Behavioral Solutions of California ("Optum-CA")).

Other *Clinical Criteria*<sup>2</sup> may apply when making behavioral health medical necessity determinations for members of behavioral health plans managed by Optum®<sup>3</sup>. These may be externally developed by independent third parties used in conjunction with or in place of these Clinical Criteria when required, or when state or contractual requirements are absent for certain covered services. When deciding coverage, the member's specific benefits must be referenced.

All reviewers must first identify member eligibility, the member-specific benefit plan coverage, and any federal or state regulatory requirements that supersede the member's benefits prior to using these Clinical Criteria. In the event that the requested service or procedure is limited or excluded from the benefit, is defined differently or there is otherwise a conflict between this Clinical Criteria and the member's specific benefit, the member's specific benefit supersedes these Clinical Criteria.

These Clinical Criteria are provided for informational purposes and do not constitute medical advice.

## BEHAVIORAL HEALTH: OUTPATIENT

**OUTPATIENT** services are in person, non-electronic services (except when provided via both audio and video using a secure two-way real time interactive telemental health system by a doctoral level or masters level provider who is an independently licensed clinician) and used to treat mental health conditions and substance use disorders.

**Optum Idaho and the provider network use, "The ASAM Criteria: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions, 3rd Edition" to guide service delivery, level of care placement for Substance Use Disorder (SUD) Services.**

### Outpatient Admission Criteria

- An initial evaluation is needed in order to complete a comprehensive diagnostic assessment; and
- The Member can be adequately and safely treated with outpatient services; and
- Prior to the provision of services, the responsible provider shall complete, update or acquire (if existing) a Comprehensive Diagnostic Assessment (CDA) and a functional assessment tool which is used to guide individualized treatment planning.

### Comprehensive Diagnostic Assessment (CDA)

The CDA is completed by an independently licensed clinician or a master's level clinician under supervisory protocol. The CDA includes a current mental status examination, as well as a description of the Member's readiness and motivation to engage in treatment, participate in the development of the treatment plan and adhere to the treatment plan. The CDA includes a biopsychosocial history that provides information on previous medical and behavioral health conditions, interventions, outcomes, and lists current and previous providers. The mental status exam includes an evaluation of suicidal or homicidal risk. A substance use screening should occur for Members over the age of 10 years, noting any substance use and treatment interventions. When a substance use concern is identified during the assessment process, the provider must include the six ASAM dimensions in their CDA. The ASAM assessment and placement determination must be completed by an individual trained in the ASAM criteria multidimensional assessment process and level of care placement decision making. Other areas to be covered in the CDA are developmental history, education, legal issues, social support and cultural and spiritual considerations. The assessment will lead to a DSM diagnosis (or ICD equivalent) with recommendations for level of care, intensity and expected duration of treatment services.

- In the event the agency makes a determination that it cannot serve the Member, the agency must make appropriate referrals to other agencies to meet the Member's identified needs

## **Functional Assessment Tool**

The provider shall utilize a functional assessment tool when appropriate to identify the Member's strengths and needs and is used as part of the clinical record to create treatment plans with the Member, Member's Family or Member's authorized representative. The functional assessment tool can be administered by a provider who is certified/licensed to administer the specific assessment tool.

Idaho Department of Health and Welfare has selected The Child and Adolescent Needs and Strengths (CANS) assessment as the functional assessment tool to be used for youth under the age of 19 receiving Medicaid benefits.

There is no specific functional assessment tool which is mandated for adults, but one is required to be used.

If a provider identifies the need to administer a specialized assessment to further understand the member's substance use concerns, the provider may administer the GAIN or another specialized SUD assessment tool.

- If a Member is at imminent or a current risk is identified upon assessment, the presenting concerns should be addressed immediately and added to the Member's treatment plan in order to assure the Member's ability to benefit from the outpatient service. When such risks are present then a safety plan must be completed with the Member and their family to include triggers, current coping skills, warning signs, preferred interventions, and advanced directives (when available).

## **Service Delivery and Treatment Planning**

- The provider with the member/member's family/member's authorized representative will utilize the comprehensive diagnostic assessment in conjunction with the appropriate functional assessment tool to develop individualized treatment plans within 10 days of initiating services
- Treatment plans shall contain the following:
  - A statement of the overall goal of treatment as identified by the Member/Member's family/ Member's authorized representative
  - Concrete, measurable treatment objectives to be achieved by the Member, including time frames for completion
  - The specific evidence-based interventions or modalities that will be used to achieve the Member's goals and objectives of treatment.
  - A substantiated diagnosis
  - Documentation of or referral to a primary care physician, if the Member has not had a history and physical examination within the last twelve (12) months, and to assist the Member with receiving an annual examination thereafter;
  - The person responsible for providing the treatment/ intervention, and the amount, frequency and expected duration of service;
  - Treatment plans should address needed linkages with all other services, supports and community resources as indicated necessary by the Member/Member's family/ Member's authorized representative
- Discharge criteria and aftercare plans should be included on the treatment plan and reviewed as part of any treatment plan review
- The treatment plan must be signed and dated and placed in the Member's record within 30 calendar days of the initiation of treatment. This includes the Member/Member's family/ Member's authorized representative on the document indicating his/her agreement with service needs identified and his/her participation in its development.
- All individuals who participated in the in the development of the treatment plan should sign the plan.

- The author of the treatment plan must include in their signature the author's title and credentials.
- If these signatures indicating participation in the development of the treatment plan are not obtained, the agency must document in the Member's record the reason the signatures were not obtained, including the reason for the Member/Member's representative's refusal to sign.
- A copy of the treatment plan must be given to the Member/Member's family/ Member's authorized representative.
- The treatment plan should be updated frequently enough to reflect changes in the Member's condition, functional needs, goals, progress, preferences, and or at the request of the Member/Member's family/ Member's authorized representative. The period between treatment plan reviews shall not exceed ninety (90) calendar days. Treatment plan updates should reflect changes in the strengths and needs indicated from the 90-day functional assessment tool updates.
- **Extended outpatient sessions may be covered under certain circumstances. Please see Optum's National Extended Sessions Behavioral Clinical Policy for criteria.**

#### **Outpatient Continued Stay Criteria**

- For continued service, the Clinical Criteria must be met to continue active treatment.

#### **Outpatient Discharge Criteria**

- For discharge from service, the Clinical Criteria are no longer met, the Member's condition no longer requires care, or the Member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

### **ADULT SERVICES: CRISIS CENTERS**

**Behavioral Health Crisis** is a crisis situation in which an individual is exhibiting extreme emotional disturbance or behavioral distress due to psychiatric symptoms associated with mental illness or substance use disorder(s). These persons may be considering self-harm or harm to others, be disoriented or out of touch with reality or have a compromised ability to function, or are otherwise agitated and unable to self-calm. An immediate response to their circumstances is needed.

**Crisis Centers** provide crisis services to adults in a behavioral health crisis for no more than twenty-three (23) hours and fifty-nine (59) minutes per single episode of care.

#### **Admission Criteria**

- The member is 18 years or older  
AND
- The member has self-identified that he/she is experiencing a behavioral health crisis.  
OR
- The member's family, informal and formal supports have identified that the member is experiencing a behavioral health crisis.  
OR  
The member needs an immediate risk assessment, mental status exam, substance use screening and evaluation, to determine the member's urgent needs.

#### **Continued Stay Criteria**

- Crisis Center services are intended to stabilize the member during a behavioral health crisis. Crisis Center service providers practice only within their scope of practice and make referrals as appropriate based on the acuity of the crisis. Crisis Center services are not supervision of a member after the member is transferred to the appropriate level of care.  
AND
- Based on the risk assessment a determination is made regarding the need for further evaluation or referral to appropriate level of care.

## Discharge Criteria

- The Crisis Center service provider and member have created and/or updated the crisis/safety plan.  
AND
- The member has been stabilized to his/her previous level of functioning and/or the member can be safely and effectively treated in an appropriate level of care.

## ADULT SERVICES: ADULT PEER SUPPORT/RECOVERY COACHING

**ADULT PEER SUPPORT** services are recovery support services in which a Certified Peer Support Specialist utilizes his/her training, lived experience and experiential knowledge to mentor, guide and coach the member as he/she works to achieve self-identified recovery and resiliency goals. These services are designed to promote empowerment, foster self-determination and choice, and inspire hope as the member progresses through the recovery process.

Peer support services are typically delivered to a person with a serious mental illness or co-occurring mental health and substance use disorder who is actively involved in their own recovery process. This specialized support is intended to complement an array of therapeutic services and may be offered before, during, or after mental health treatment has begun to facilitate long-term recovery in the community.

**RECOVERY COACHING** services are recovery support services provided to members whose primary diagnosis is SUD. The Certified Recovery Coach serves as a personal guide and mentor for participants in recovery, helping to remove barriers and obstacles, linking participants to services, supports, and the recovery community. Following any episodes of drug or alcohol use or lapses in recovery, the Recovery Coach works to achieve quick turnaround in reengaging the individual in treatment and/or recovery support. The efforts of the Recovery Coach decrease substance use, number and severity of relapse episodes, and criminal justice involvement.

The relationship between the Peer Support Specialist/Recovery Coach and Member receiving services is highly supportive, rather than directive. The duration of the relationship between the two depends on a number of factors such as how much recovery time the Member has, how much other support the Member is receiving, or how quickly the Member's most pressing problems can be addressed.

Components of Peer Support Services may include:

- Assistance with setting recovery goals, developing a recovery action plan, a relapse plan, solving problems and addressing barriers related to recovery;
- Encouraging self-determination, hope, insight, and the development of new skills;
- Connecting Members with professional and non-professional recovery resources in the community and helping Members navigate the service system in accessing resources independently;
- Facilitating activation so that the Member may effectively manage his/her own mental illness or co-occurring conditions by empowering the Member to engage in their own treatment, healthcare and recovery;
- Helping the Member decrease isolation and build a community supportive of the Member establishing and maintaining recovery.

## Admission Criteria

- The Member has chosen to participate in Peer Support Services;  
AND
- The Member is 18 years of age or older;  
AND
- Services are:
  - Within the scope of the Peer Support Specialist/Recovery Coach's training;
  - Consistent with best practice evidence for Peer Support Services;
  - Appropriate for the Member's behavioral health condition;
  - Delivered as a face-to-face service.
- The Member wishes to become engaged in his/her own care and activate his/her own recovery with the development of skills to include:
  - Self-identifying recovery/resiliency goals;
  - Working toward achieving self-identified recovery goals;

- Successful navigation of the health system;
- Communication with professional and non-professional resources in the community (e.g., practicing and preparing for communication with doctors, apartment managers; utility companies);
- Learning to use activation or engagement tools and activities that support wellness (e.g., personal wellness plan, wellness tracking, and support groups to manage the Member's behavioral health condition).

### **Continued Stay Criteria**

The initial service criteria are still met, recovery services are being delivered and the services are:

- Provided and documented by the Peer Support Specialist/Recovery Coach under an individualized recovery plan that is focused on addressing the reasons Peer Support Services are being provided;
- The factors leading to Peer Support Services have been identified and are integrated into the recovery plan and discharge plan.
- Services are adequately addressing the Member's recovery and resiliency needs.
- At a minimum, the Certified Peer Specialist will collaborate with the Member, Member's Family and or Member's authorized representative to formally review the recovery plan every 90 days. However, revisions to the recovery plan will be made whenever there are significant changes in the Member's condition, needs, and preferences or at the request of the Member, Member's Family and or Member's authorized representative.

### **Discharge Criteria**

The initial and continued stay criteria are no longer met as evidenced by one of the following:

- The Member has not been able to actively participate in Peer Support Services despite a reasonable attempt to engage and motivate the Member;
- The Member requests discontinuation of Peer Support Services and the Member and Peer Support Specialist/Recovery Coach have discussed the reasons and impact of discontinuing services;
- The Peer Support Specialist, Member's licensed clinician, and Member agree the Member has achieved his or her self-identified goals;
- There is evidence that the Member has not responded to or is not likely to respond to Peer Support Services; or the Member has not benefited from services as expected in a reasonable period.

### **Service Delivery**

- Peer Support Specialist/Recovery Coach in collaboration with the Member will complete an initial needs assessment that includes:
  - An inventory of the Member's self-identified strengths and other resilience factors such as the Member's support network;
  - An inquiry as to whether the Member has a personal wellness plan, an advance directive, and/or a plan for managing relapse;
  - An inventory of the Member's behavioral health, medical and community support services;
  - An inventory of what the Member identifies as the barriers and risk factors which have undermined the Member's participation in clinical and community support services, or have otherwise prevented the Member from achieving his/her broader recovery goals;
  - An inquiry about the Member's need or desire to better understand of his/her condition, its treatment, and the role that community support services can play in the Member's recovery.
- The process of recovery planning should be an empowering, engaging and Member-centered process that allows the Member to take ownership of the service plan.
- The Peer Support Specialist/Recovery Coach in collaboration with the Member and any other individuals selected by the Member will create an individualized recovery plan that reflects the Member's needs and preferences, and describes the Member's individualized goals, interventions, timeframes and measurable results.
- Based upon the Member's preference, any of the following may be involved in the development and delivery of the recovery plan:
  - The Member's family/social supports;

- Behavioral health providers;
- The Member's medical provider;
- Agencies and other programs with which the Member is involved.
- The Certified Peer Support Specialist/Recovery Coach may not act as a legal representative for the Member, participate in determining competence, provide legal advice, or deliver services that are within the scope of a behavioral health or medical provider's licensure.

**ADULT SERVICES: PRESUMPTIVE/QUALITATIVE DRUG TESTING**

**PRESUMPTIVE/QUALITATIVE DRUG TESTING** Presumptive/qualitative drug testing is used when necessary to determine the presence or absence of drugs or a Drug Class. Presumptive/qualitative drug testing is an important part of treatment for substance use disorder (SUD). Presumptive/qualitative drug testing can be used to assess for adherence, persistent substance use, and diversion.

Presumptive/qualitative drug testing is not considered definitive testing that would typically be performed in a laboratory. Presumptive/qualitative drug testing is performed using a method that establishes preliminary evidence regarding absence or presence of drugs or metabolites in a sample, results being expressed in a positive or a negative.

Presumptive/qualitative drug testing is used as a therapeutic tool within behavioral health treatment, used to assist in treatment planning, and to therapeutically monitor and support recovery. Presumptive/qualitative drug testing is not covered as part of routine physicals or for legal, criminal justice, employment or administrative purposes.

**Admission Criteria**

The member has a behavioral health diagnosis, or the member is being assessed for a possible behavioral health diagnosis

AND at least one of the following:

- The member is participating in substance use disorder treatment
- The member is being assessed for possible substance use disorder
- The member has an altered mental status
- The member has a possible overdose

**Continued Stay Criteria**

At least one of the following:

- The admission criteria continue to be met, active treatment continues, and evidence-based practices continue to be provided
- Multiple relapses in a given calendar year, requiring multiple treatment starts and episodes of frequent testing

**Discharge Criteria**

For discharge from service, the admission criteria are no longer met, the member's condition no longer requires drug testing.

**Service Delivery**

Refer to Idaho Medicaid Drug Testing Policy for additional information

**ADULT, CHILDREN AND ADOLESCENT SERVICES: MENTAL HEALTH –SKILLS TRAINING AND DEVELOPMENT (STAD)**

**SKILLS TRAINING AND DEVELOPMENT**

Skills Training and Development (STAD) is treatment for members whose functioning is sufficiently disrupted to the extent that it interferes with their daily life as identified by a comprehensive diagnostic assessment and functional assessment tool. Skills training and development is provided in a structured group environment in a mental health clinic setting or an appropriate community setting. The service includes independent or group activities focusing on enhancing and/or developing social, communication, behavior and basic living skills. All services must be provided in a manner that is strengths-based, culturally competent and responsive to each member's individual psychosocial, developmental, and treatment care needs.

## **Admission Criteria**

- Skills training and development is deemed appropriate to treat adults recovering from a Serious and Persistent Mental Illness (SPMI) and or Serious Mental Illness (SMI) who have been assessed to have at least two (2) significant functional needs indicated on the functional assessment tool that are related to the identified SPMI/SMI.  
OR
- Skills training and development is deemed appropriate to treat a youth member identified as having a serious emotional disturbance (SED) and has been assessed to have at least 1 significant functional deficit related to the identified SED.  
AND
- Skills training and development is necessary in order for the member to obtain, apply, and/or when skills require a defined period of reinforcement, of the developmentally age appropriate skills. Skills training and development addresses a member's ability to function adaptively in the home and community settings. The following functional areas to be assessed are:
  - Vocational/educational
  - Financial
  - Social relationships/support
  - Family
  - Basic living skills
  - Housing
  - Community/legal
  - Health/medical

## **Continued Stay Criteria**

- The provider and member, member's family or member's authorized representative shall conduct an intermittent review of the skills training and development plan as needed to incorporate progress, different goals, or change in service focus. The skills training and development plan should be updated frequently enough to reflect changes in the member's condition, needs and preferences or at the request of the member, member's family or member's authorized representative and the period between reviews shall not exceed 90 calendar days.

## **Discharge Criteria**

- For discharge from service, the admission criteria are no longer met, the member's condition no longer requires skills training and development, and or the member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

## **Service Delivery**

- Skills training and development requires face-to-face contact with the member.
- Groups should be developmentally age appropriate, therefore children and adolescent skills training groups should be delivered separately from adults.
- Service delivery should follow the member's individualized skills training and development treatment plan which is based on a member's specific needs and strengths identified from the comprehensive diagnostic and functional assessment tool. Providers are encouraged to develop the skills training and development plan using the teaming approach. Treatment planning should be person-centered, collaborative, individualized and outcome based.
- Providers should rely on the policies and procedures established by their agency, as well as, any code of professional conduct that guides their certification or licensure to ensure appropriate boundaries are maintained with the Member if providing other direct services.
- Group Size
  - Group size can vary but is generally determined by the purpose of the group.
  - Seven to nine group members is a guideline most often thought to be small enough to allow for open discussion and individual attention given to each participant.
  - A general rule of thumb for the facilitator to group member ratio is one facilitator for every twelve participants. However, this number can also vary greatly depending on:

- Member Demographics
    - Age of group members: children’s groups may need a higher facilitator to group member ratio to support the needs of the group and to keep them engaged.
    - The safety and security needs for individuals and the group. Additional supports may be required.
    - Purpose/topic of the group: A group focusing on developing hygiene skills might need a lower ratio than a group focusing on social skills or other skills that benefit from high levels of group interaction.
    - Diagnosis and needs of group members: A group that has individuals needing support to engage in the discussion or are at risk for disruption may need a higher facilitator to group member ratio.
  - In all cases, it is crucial to consider the participant’s level of functioning and ensure milieu across the group. In some cases, when it is not possible for group functioning levels to be fully compatible, additional supports and/or facilitators may be needed.
- The setting selected for a group should ensure privacy, be related to the purpose of the group, provide appropriate boundaries, and meet the group’s basic needs.
  - A skills training and development group purpose can vary widely. Groups might focus on activities of daily living, cognitive, emotional or behavioral skills, social skills, health and wellness, and community integration.
  - Selecting the appropriate curriculum or intervention for a group is critical to the success of the group and its members. The following factors should be considered when selecting the right curriculum or intervention.
    - Relevance to the purpose of the group: Before selecting a curriculum or intervention, the purpose and goals of the group should be clearly articulated, including clear objectives. The intervention should be able to meet those objectives and ensure that the necessary skills can be effectively gained by group members.
    - Facilitator’s ability to implement: The strategies and modalities of a curriculum should first be reviewed by the provider to ensure that he or she has the basic competencies to implement the intervention.
    - Person-centeredness: A skills training and development curriculum must be person-centered, meaning that it focuses on the individuality of members, ensures dignity and respect of all members, and integrates member voice and choice in all aspects of implementation.
    - Strengths-Focus: A strengths-based approach focuses on finding solutions and emphasizing the strengths an individual already possesses. Group curricula or interventions should consider the existing strengths of the member and build on those, rather than taking a needs-based approach.
    - Trauma-Informed Approach: Trauma-informed means that an intervention considers the fact that trauma exists, recognizes the signs and symptoms of trauma, and responds by integrating practices to avoid re-traumatization.
    - Cultural relevance: Any skills training and development curriculum or intervention should have an evidence-base showing effectiveness with the population being served. At the same time, the curriculum should be flexible enough to allow for the integration of culturally specific practices and concepts.
  - Members are expected to show benefit from skills training and development, with the understanding that improvement may be incremental.
  - Skills training and development must result in demonstrated movement toward, or achievement of, the member’s treatment goals identified in the person-centered service plan, if applicable.
  - Skills training and development is not:

- Provision of transportation, respite, case management, or any other support or treatment service.
- Daycare or a substitute for supervision.
- Provided without involvement, communication and coordination with the family and/or legal guardian.

## ADULT, CHILDREN AND ADOLESCENT SERVICES: BEHAVIORAL HEALTH CASE MANAGEMENT

**Behavioral Health Case Management** is a collaborative process that assesses, plans, links, coordinates, and monitors options and services that address a Member's needs. Case management is provided to Members with a behavioral health diagnosis who are unable to navigate or coordinate the service system independently. Case management helps the Member learn about, gain and maintain access to services and providers.

### **Admission Criteria**

- The Member has a behavioral health diagnosis  
AND
- The Member requires access to behavioral, medical, and/or social services to remain stable in the community  
AND
- The Member is unable to access and/or arrange social services on his/her own without case management assistance  
AND
- The Member's record reflects documentation of an assessment to determine whether the Member needs assistance with accessing community-based services.

### **Continued Stay Criteria**

- The case manager is actively helping the Member obtain needed services by linking the Member to services, providers and/or programs  
AND
- The case manager is monitoring and maintaining contact with the Member as necessary to ensure the case management service plan is implemented and is adequately addressing the Member's needs  
AND
- Case management documentation must adequately reflect what the Member has been able to accomplish with case management  
AND
- The case management service plan should be updated and include an ongoing assessment of the Member's capacity to independently access services.

### **Discharge Criteria**

- The Member can access and/or arrange social services on his/her own without case management.

### **Service Delivery**

- Case managers should rely on the policies and procedures established by their agency, as well as, any code of professional conduct that guides their certification or licensure to ensure appropriate boundaries are maintained with the Member if providing other direct services.
- The Case manager in conjunction with the Member and the Member's treatment team develop a case management service plan that includes a description of the following:
  - Strengths
  - Specific and measurable goals for identified needs.
  - Case Management activities that will support the Member in meeting their individual goals.
- Non-Covered Services include:
  - Case Management is not covered when it is duplicative of another covered Medicaid service being provided.

- Case Management is not covered when it involves the direct delivery of medical, educational, social, or other non-Case Management services (e.g., disease education, medical monitoring, or instruction in health self- management, teaching, coaching or training are not covered.)
- A Case Manager may not be reimbursed for any transportation of Member to and from appointments. Transportation of Members is covered by Medicaid and can be arranged by the case manager for the Member.

## ADULT, CHILDREN AND ADOLESCENT SERVICES: CRISIS SERVICES

**Behavioral Health Crisis** is a crisis in which an individual is exhibiting extreme emotional disturbance or behavioral distress due to psychiatric symptoms associated with mental illness or substance use disorder(s). These persons may be considering self-harm or harm to others, be disoriented or out of touch with reality or have a compromised ability to function or are otherwise agitated and unable to self-calm. An immediate response to their circumstances is needed.

**Crisis Response Services** are available 24/7 and provide telephonic intervention for Members experiencing a behavioral health crisis. Crisis Response provides assessment and crisis stabilization through counseling, support, active listening or other telephonic interventions to alleviate the crisis and offer referrals to services and community providers.

The goal of Crisis Response is to ensure the safety and emotional stability of the member to avoid further deterioration of his or her mental status.

If a member's behavioral health crisis cannot be resolved telephonically and a higher level of intervention is indicated, then the member will be referred to Crisis Intervention Services and/or Crisis Centers for adult members. In the event of imminent risk of danger to self or others, or if no Crisis Intervention provider is available for immediate intervention, then Emergency Services will be engaged. In the following 24 hours after a behavioral health crisis, it is best practice for providers to follow up telephonically with the member/member's family to assess member stability and crisis follow-up needs.

**Crisis Intervention Services** are available 24/7 and provide face-to-face intervention for members experiencing a behavioral health crisis. Crisis Intervention is provided in the location where the crisis is occurring. Crisis Intervention addresses the immediate safety and well-being of the member, family, and community. Crisis Intervention assesses, intervenes, and coordinates with the member's current behavioral health provider and/or provides referrals to behavioral health and/or emergency services. Additionally, in the 24 hours following a behavioral health crisis, crisis service providers will follow up telephonically with the Member/member's family to assess member stability and crisis follow-up needs.

### Admission Criteria

- The member has self-identified that he/she is experiencing a behavioral health crisis  
OR
- The member's family, informal and formal supports have identified that the member is experiencing a behavioral health crisis  
OR
- The member needs an immediate risk assessment, mental status exam, substance use screening and evaluation, to determine the member's urgent needs.

### Continued Stay Criteria

- Crisis services are intended to stabilize the member during a behavioral health crisis. Crisis service providers practice only within their scope of practice and make referrals as appropriate based on the acuity of the crisis. Crisis services are not supervision of a member after the member is transferred to the appropriate level of care.  
AND
- Based on the risk assessment a determination is made regarding the need for further evaluation or referral to appropriate level of care.

### Discharge Criteria

- The Crisis Service provider and member have created and/or updated the crisis/safety plan.  
AND

- The member has been stabilized to his/her previous level of functioning and/or the member can be safely and effectively treated in an appropriate level of care.

## ADULT, CHILDREN AND ADOLESCENT SERVICES: SKILLS BUILDING/COMMUNITY BASED REHABILITATION SERVICES

**SKILLS BUILDING/COMMUNITY BASED REHABILITATION SERVICES** - Services focus on behavioral, social, communication, rehabilitation, and/or basic living skills training which is designed to build a Member's competency and confidence while increasing functioning and decreasing mental health and/or behavioral symptoms. Training is specific to goals identified in the individualized treatment plan. Examples of areas that may be addressed include self-care, behavior, social decorum, avoidance of exploitation, anger management, budgeting, development of social support networks, and use of community resources.

Skills Building/Community Based Rehabilitation Services (CBRS) utilizes qualified practitioners (paraprofessional) supervised by independently licensed clinicians abiding by best practices in psychiatric rehabilitation, as endorsed by the Psychiatric Rehabilitation Association (PRA), to help Members, in person, to achieve the intended purpose. Skills Building/CBRS vary in intensity, frequency, and duration in order to support Member's ability to manage functional difficulties and to realize recovery and resiliency goals.

The intent of Skills Building/CBRS is to address the Member's specific needs and strengths to the point where the Member may be safely, efficiently and effectively treated in the least restrictive service level. Skills Building/CBRS addresses specific functional needs and is not intended for general support service.

### Admission Criteria

- Skills Building/CBRS is deemed appropriate to treat adults recovering from a Serious and Persistent Mental Illness (SPMI) and or Serious Mental Illness (SMI) who have been assessed to have at least two (2) significant functional needs indicated on the functional assessment tool that are related to the identified SPMI/SMI.  
OR
- Skills Building/CBRS is deemed appropriate to treat a youth Member identified as having a serious emotional disturbance (SED) and has been assessed to have at least 1 significant functional deficit related to the identified SED.  
AND
- Skills Building/CBRS services are necessary for the Member to obtain, apply, and/or when skills require a defined period of reinforcement, of the developmentally age appropriate skills. Skills Building/CBRS addresses a Member's ability to function adaptively in the home and community settings. The following functional areas to be assessed are:
  - Vocational/educational
  - Financial
  - Social relationships/support
  - Family
  - Basic living skills
  - Housing
  - Community/legal
  - Health/medical
- AND
- Skills Building/CBRS is driven by a service specific individualized treatment plan based on a Member's specific needs and strengths identified from the comprehensive diagnostic and functional assessment tool. Treatment planning for this service is developed using the teaming approach. The teaming approach is the process in which the independently licensed or Master's level clinician under Supervisory Protocol, Skills Building paraprofessional, the Member, Member's Family and or Member's authorized representative, work together to develop an individualized Skills Building/CBRS treatment plan. The purpose of this process is to ensure that the Skills Building paraprofessional is receiving adequate supervision in creating an appropriate treatment plan for the Member. This process also allows the supervising clinician to be able to gain a clear, clinical understanding of the case he or she is overseeing. The treatment plan is approved by the independently licensed clinician and confirmed with their signature and title.  
AND

- The skill building/CBRS treatment plan must be developed prior to the provision of services and prior to the submission of the service request form.
- See provider manual for more information  
AND
- The treatment plan shall contain the following:
  - Observable, measurable objectives aimed at assisting the Member in achieving his/her goals related to the specific functional need;
  - The specific evidence-based intervention(s)/modality for each skill/knowledge or resource objective related to the specific functional need;
  - The provider responsible for providing the intervention, and the amount, frequency and expected duration of service;
  - The skills building treatment plan must include the Member/Member's family and or the Member's authorized representative signature on the document indicating his/her agreement with treatment plan goals and objectives and his/her participation in its development.

### **Continued Stay Criteria**

The individualized treatment plan should be updated frequently enough to reflect changes in the Member's condition, functional needs, goals, progress, preferences, change in skill related goals and or at the request of the Member/Member's representative/family. The period between reviews shall not exceed ninety (90) calendar days.

- Treatment plan updates should reflect findings of functional assessment tool updates.
- Continued care requests should describe the identified Skills Building/CBRS interventions and goals; document the Member's attendance and adherence to treatment recommendations, and expectations for progress in the targeted skill.

### **Discharge Criteria**

For discharge from service, the admission criteria are no longer met, the Member's condition no longer requires skills building/CBRS, and or the Member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

### **Service Delivery**

- Skills Building is not:
  - Provision of transportation, respite, case management, or any other support or treatment service.
  - Daycare or a substitute for supervision.
  - Provided without involvement, communication and coordination with the family and/or legal guardian.

## ADULT, CHILDREN AND ADOLESCENT SERVICES: FAMILY PSYCHOEDUCATION

**Family Psychoeducation (FPE)** is an approach for partnering with Members and families to treat serious mental illnesses and/or serious emotional disturbance. "Family" includes anyone that the Member identifies as being supportive in their recovery process. Family psychoeducation is not family therapy. Family Psychoeducation focuses on the behavioral health condition as the focus of instruction, not the family. In family therapy, the family itself is the focus of treatment. While psychoeducation is a typical component of psychotherapy, it is also an effective service when provided as a targeted service to a single family or group of families.

Family Psychoeducation is based on a core set of practice principles as outlined by Substance Abuse and Mental Health Services Administration (SAMHSA). These principles form the foundation of the evidence-based practice and guide practitioners in delivering effective Family Psychoeducation services. Family Psychoeducation is not a short-term intervention but rather a series of pre-established curriculum-based meetings. Family Psychoeducation gives Members and families information about mental illnesses, helps them build social supports, and enhances problem-solving, communication, and coping skills.

Family Psychoeducation can be provided in a multifamily group or single-family format. For multifamily group, services are provided to a group of 2-5 families and Members; or single-family psychoeducation; services are provided to an individual family and Member. Services provided should be identified on the Member's plan of care and driven by the Member's needs and strengths identified from a Comprehensive Diagnostic Assessment, functional assessment and Member/Family goals.

Single Family Psychoeducation requires an independently licensed clinician or an individual with a master's degree who can provide psychotherapy in a group agency under Optum's supervisory protocol. However, Providers working with a single family having many Members or complex issues may benefit from a second facilitator. Multifamily group psychoeducation (2-5 families) warrants two facilitators, at least one being an independently licensed clinician or an individual with a master's degree who can provide psychotherapy in a group agency under Optum's supervisory protocol. The second may be a minimum of a bachelor's level paraprofessional operating in a group agency under Optum's supervisory protocol.

Family Psychoeducation supports the Member/family/caregivers in understanding aspects such as:

- The Member's symptoms of the behavioral health condition and nature of their specific illness
- The impact symptoms have on the Member's development and functioning across environments
- The components of treatment that are known to be effective for the Member's specific condition
- The concept of rehabilitation through Skill development
- Other important elements of treatment (example: Medication and Medication Compliance)

#### **Admission Criteria**

- A youth Member with a serious emotional disturbance (SED).  
OR
- Adult Members with Serious and Persistent Mental Illness (SPMI) and or Serious Mental Illness (SMI)  
AND
- The Member, Member's Family and or Member's authorized representative have chosen to participate in Family Psychoeducation.

#### **Continued Stay Criteria**

- Clinical best practices are being provided with enough intensity to address the Member's treatment needs.  
AND
- The Member's family and other natural resources are engaged to participate in the Member's treatment as clinically indicated.

#### **Discharge Criteria**

- For discharge from service, the admission criteria are no longer met, the Member's condition no longer requires care, and or the Member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

#### **Service delivery**

- Family Psychoeducation services are provided in the community as structured meetings. The Family Psychoeducation program includes joining sessions, an educational workshop, and ongoing Family Psychoeducation sessions that typically occur every two weeks. These sessions are components of the evidence-based protocol as defined in the SAMHSA Evidence-Based Practice KIT for Family Psychoeducation.
- Services follow an empirically tested format and focus on solving problems that interfere with treatment, illness and symptom management, and coping skills.

### **CHILDREN AND ADOLESCENT SERVICES: BEHAVIOR MODIFICATION AND CONSULTATION**

**Behavior Modification and Consultation– Children and Adolescents:** Behavior modification and consultation (BMC) is the design, implementation, and evaluation of social and other environmental modifications to produce meaningful changes in human behavior. These interventions are based on scientific research and the use of direct observation, measurement, and functional analysis. Behavioral strategies are used to teach the Member alternative skills to manage targeted behaviors across various environments. Behavior modification providers may provide this service at any time and any setting appropriate to meet the Member's needs, including home, school, and community. For successful outcomes, modified behaviors must be reinforced by the child/adolescent's parents, family, and other natural supports. All treatment, care and support services must be provided in a context that is child centered, family-focused, strengths based, culturally competent and responsive to each child's psychosocial, developmental, and treatment care needs.

## Admission Criteria

- A Member that is diagnosed with a serious emotional disturbance (SED).
  - A person is identified as having SED if they have both a DSM diagnosis and a functional impairment as identified by the Child and Adolescent Needs and Strengths (CANS) tool.<sup>i</sup>
- AND
- The results of the Member's standardized adaptive or functional behavioral assessment indicate maladaptive behaviors and functional limitations that significantly impact the Member's ability to function successfully in home, community and/or school settings
- AND
- The family is engaged with treatment planning and willing to actively participate in the Member's behavior modification and consultation treatment.
- AND
- The Member is not actively engaged in Skills Building/Community Based Rehabilitative Services (CBRS).<sup>ii</sup>
- AND
- Services that are otherwise covered under the Individuals with Disabilities Education Act (IDEA) are not covered (e.g., a 1:1 aid in the school setting). BMC services do allow for coordination of services and would cover services such as, teacher training, meetings with school personnel, and observations in the school setting.
- AND
- BMC services are the least restrictive and most appropriate services for the Member. If there are other less restrictive or more appropriate options available those should be utilized, i.e. cognitive behavior therapy, dialectical behavior therapy, etc.
- AND
- The Member is not receiving duplicate services
- AND
- The Member must have the following documents submitted as a part of the prior authorization process:
  - A completed comprehensive diagnostic assessment (CDA) indicating medical necessity which has been completed by a psychiatrist, physician, psychologist, independently licensed clinician or master's level clinician under supervisory protocol
  - Justification/rational for referral/non-referral for an functional behavioral assessment and possible BMC services
- The documentation should include:
  - A thorough clinical history with the informed parent/caregiver, inclusive of developmental and psychosocial history;
  - Direct observation of the Member, including but not limited to, assessment of current functioning in the areas of social and communicative behaviors, adaptive skills, cognitive skills, and play or peer interactive behaviors;
  - If there is any lack of clarity about the primary diagnosis, comorbid conditions or the medical necessity of services requested, the following categories of assessment as appropriate to the individual Member should be included with the CDA
    - Autism specific assessments;
    - Assessment of general psychopathology;
    - Cognitive assessment;
    - Assessment of adaptive behavior.
- When providers of multiple disciplines are involved in assessment (e.g., occupational therapy, physical therapy), coordination among the various professionals is required
- A valid Diagnostic and Statistical Manual of Mental Disorders, (DSM) V (or current edition) diagnosis;
- Recommendations for an additional treatment, care or services, specialty medical or behavioral referrals, specialty consultations, and/or additional recommended standardized measures, labs or other diagnostic evaluations considered clinically appropriate and/or medically necessary.

**Once approved for an BMC assessment the provider must submit the below for BMC treatment review:**

- A treatment plan based on behavior and/or skills based assessments, further detailed in the treatment planning section.
- The results of the behavior and/or skills based assessments rendered by the qualified supervisor (see provider qualifications)

**Treatment planning**

- A standardized functional behavior assessment is used to maximize the effectiveness and efficiency of behavioral support interventions (Myers and Johnson, reaffirmed 2014). The assessment may incorporate information such as interviews with caregivers, structured rating scales, direct observation data, and attention to coexisting medical conditions (Behavior Analyst Certification Board, 2014)
- The type of standardized functional behavior assessment used is determined by Member's needs and consent, environmental parameters, and other contextual variables. (This is not the Child and Adolescents Needs and Strengths (CANS) assessment)
- When an individual displays maladaptive behavior it is recommended the credentialed provider complete a functional behavior assessment to better inform treatment planning. (See provider qualifications)
- Targets include areas such as the following:
  - Social communication skills
  - Social language skills
  - Social interaction skills
  - Restricted, repetitive patterns of behavior, interests, or activities
  - Self-injurious, violent, destructive or other maladaptive behavior
- A credentialed provider is identified to provide treatment. (See provider qualifications)
- Outcome-oriented interventions targeting specific baseline behaviors are identified in a treatment plan describing the frequency, intensity, duration and progress that will be continuously updated.
  - Treatment planning should occur as appropriate per Member's given symptoms and following best practice guidelines.
  - The treatment plan must address how the parents/guardians will be trained in management skills that can be generalized to the home.
    - Parent/guardian training is an expectation. In the rare circumstance that parent/guardian is unable to participate in training; the documentation must reflect the reason and identify an alternate plan to provide management skills in the home.
- The treatment goals and objectives must be comprehensive and clearly stated.
- The treatment plan is in sync with the child's person-centered service plan and or Individualized Education Plan (IEP) if applicable.
- All components of the Member's care are tracked and updated throughout the duration of services

**Treatment**

- BMC intervention must include the following elements:
  - Target specific needs related to imitation, attention, motivation, compliance and initiation of interaction, and the specific behaviors that are to be incrementally taught and positively reinforced tie to objective and quantifiable treatment goals that have baseline data, measurable progress, and projected timeframes for completion. Include the child's parents in parent training and the acquisition of skills in behavior modification to promote management of skills within the home
  - Train family Members and other caregivers to manage problem behavior and interact with the child in a therapeutic manner
  - As indicated, include psychotherapy (e.g., cognitive behavioral therapy) for higher functioning Members to treat conditions such as anxiety and anger management
  - Have an appropriate level of intensity and duration driven by factors such as:
    - Treatment goals that relate to and include how skills will be generalized and maintained across people and environments
    - Changes in the targeted behavior(s) / response to treatment

- The demonstration and maintenance of management skills by the parents and caregivers;
  - Whether specific issues are being treated in a less intensive group format (e.g., social skills groups)
- The Member's ability to participate in BMC given attendance at school, daycare or other treatment settings
- The impact of co-occurring behavioral or medical conditions on skill attainment
- The Member's overall symptom severity; and
- The Member's progress in treatment related to treatment duration.
- Parent/Caregiver support is expected to be a component of BMC services, as they will need to provide additional hours of behavioral interventions. Parents or caregivers must be involved and engaged in the training and follow through on treatment recommendations beyond that provided by licensed or certified practitioners. Parent support groups are considered not medically necessary.
- Services are intensive and may be provided daily, but ordinarily will not exceed 8 hours per day or 40 hours per week inclusive of other interventions. These hours of service also consider other non-behavioral services such as school, speech, and occupational therapies, generally covered by other entities.

### **Coordination of Care**

- If applicable, documentation of communication and coordination with other service providers and agencies, (i.e. day care, preschool, school, early intervention services providers) and/or other care providers (i.e. occupational therapy, speech therapy, physical therapy and any other applicable providers) to reduce the likelihood of unnecessary duplication of services. Documentation should include the following:
  - Types of therapy provided
  - Number of therapies per week
  - Behaviors/needs targeted
  - Progress related to the treatment/services being provided
  - Measurable criteria for completing treatment with projected plan for continued care after discharge from BMC services
  - Total number of days per week and hours per day of direct services to child and parents or caregivers to include duration and location of requested BMC services
  - Dates of service requested
  - Licensure, certification and credentials of the professionals providing BMC services to the child
  - Evidence that parents and/or caregivers have remained engaged in the treatment plan, following all appropriate treatment recommendations
  - Detailed description of interventions with the parent(s) or caregiver(s), including:
    - Parental or caregiver education, training, coaching and support
  - Overall parent or caregiver goals including a brief summary of progress. As part of the summary of progress the information should also include percentage of planned sessions attended
  - Plan for transitioning BMC services identified for the Member to the parents or caregivers

### **Continued Stay Criteria**

- With each medical necessity review for continued BMC services, an updated treatment plan and progress reports will be required for review, including all of the following documentation:
  - There is a reasonable expectation on the part of the treating clinician that the Member's behavior and skill needs will continue to improve to a clinically meaningful extent, in at least two settings (home, school, community) with BMC services
  - Therapy is not making the symptoms or behaviors persistently worse
  - Progress is assessed and documented for each targeted symptom and behavior, including progress toward defined goals, and including the same modes of measurement that were utilized for baseline measurements of specific symptoms and behaviors.

- The treatment plan and progress report should reflect improvement from baseline in skill needs and problematic behaviors using validated assessments of adaptive functioning.
- Parent/Caregivers are involved and making progress in their own development of behavioral interventions
- The treatment plan should reflect a plan to transition services in intensity over time.
- When there has been inadequate progress with targeted symptoms or behaviors, or no demonstrable progress within a six month period, or specific goals have not been achieved within the estimated timeframes, there should be an assessment of the reasons for inadequate progress or not meeting the goals, and treatment interventions should be modified or changed in order to attempt to achieve adequate progress. Documentation of such an assessment and subsequent treatment plan change(s) must include:
  - Increased time and/or frequency working on targets
  - Change in treatment techniques
  - Increased parent/caregiver training
  - Identification and resolution of barriers to treatment effectiveness
  - Any newly identified co-existing disorder (e.g., anxiety, psychotic disorder, mood disorder)
  - Goals reconsidered (e.g., modified or removed)
- When goals have been achieved, either new goals should be identified that are based on targeted symptoms and behaviors that are preventing the child from adequately participating in age-appropriate home, school or community activities, or that are presenting a safety risk to self, others, or property; or, the treatment plan should be revised to include a transition to less intensive interventions.

#### **Discharge Criteria**

- When any of the following criteria are met the child will be considered discharged and any further BMC services will be considered not medically necessary
- Documentation that the child demonstrates improvement from baseline in targeted skill needs and behaviors to the extent that goals are achieved, or maximum benefit has been reached
- Documentation that there has been no clinically significant progress or measurable improvement for a period of at least 3 months in the child's behaviors or skill needs in any of the following measures:
  - Adaptive functioning
  - Communication skills
  - Language skills
  - Social skills
  - The treatment is making the skill needs and/or behaviors persistently worse
  - The child is unlikely to continue to benefit or maintain long term gains from continued BMC services
- Parents and/or caregivers have refused treatment recommendations or are unable to participate in the treatment program and/or do not follow through on treatment recommendations to an extent that compromises the effectiveness of the services.

#### **Documentation Requirements**

- BMC providers are required to have a separate record for each Member that contains the following documentation:
  - Comprehensive diagnostic assessment
  - All necessary demographic information
  - Complete developmental history and educational assessment
  - Functional behavioral assessment including assessment of targeted risk behaviors
  - Behavioral/medical health treatment history including but not limited to:
    - known conditions
    - dates and providers of previous treatment
    - current treating clinicians
    - current therapeutic interventions and responses
  - Individualized BMC treatment plan and all revisions to the BMC treatment plan, including objective and measurable goals, as well as parent training

- Daily progress notes including:
  - place of service
  - start and stop time
  - who rendered the service
  - the specific service (e.g., parenting training, supervision, direct service)
  - who attended the session
  - interventions that occurred during the session
  - barriers to progress
  - response to interventions
- All documentation must be legible
- All documentation related to coordination of care
- All documentation related to supervision of paraprofessionals
- If applicable, a copy of the child's Individualized Education Plan (IEP)
- If applicable, progress notes related to Early Intervention Plan or Pre-school/Special Education Program or allied health services
- Certification and credentials of the professionals providing the BMC services

### **Behavior Modification and Consultation- Provider Qualifications**

- A Master- or Doctoral-level provider that is a Board-Certified Behavior Analyst (BCBA)
- An independently licensed master's level or higher behavioral health clinician who has attested to having enough expertise with additional training in applied behavior analysis (ABA)/intensive behavior therapy six (6) months of supervised experience or training in the treatment of applied behavior analysis (ABA)/intensive behavior therapies
- A Licensed Psychologist provided that the services provided are within the boundaries of the Licensed Psychologist's education, training, and competence and who has attested to having sufficient expertise with additional training in applied behavior analysis (ABA)/intensive behavior therapy and six (6) months of supervised experience or training in the treatment of applied behavior analysis (ABA)/intensive behavior therapies
- A bachelor level or higher provider credentialed as a Board-Certified Assistant Behavior Analyst (BCaBA) under the direct supervision of a BCBA or an independently licensed behavioral clinician who has attested to having enough expertise with additional training in applied behavior analysis (ABA)/intensive behavior therapy.
- Behavior technician provider must be at least 18 years of age, have a high school diploma or equivalent, current registration as a Registered Behavior Technician (RBT) from the national Behavior Analyst Certification Board, or alternative national board certification, and receive appropriate training and supervision by BCBA, BCaBA or an independently licensed behavioral health clinician who has attested to having sufficient expertise with additional training in applied behavior analysis (ABA)/intensive behavior therapy. Paraprofessional interventions must be directly supervised with the child present at least 1 hour per month ordinarily not to exceed 1 hour for every 10 hours of direct care provided
- A master's level or higher provider who is a service extender registered with the Idaho Bureau of Occupational Licenses to be working with a specified psychologist. A service extender delivers psychological services under the direct supervision of a licensed psychologist provided that the services provided are within the boundaries of the Licensed Psychologist's education, training, and competence.

**Day Treatment – Children and Adolescents:** Day Treatment is a structured program available to children and adolescents exhibiting severe needs that can be addressed and managed in a level of care that is less intensive than inpatient psychiatric hospitalization, partial hospitalization or residential treatment, but requires a higher level of care than intensive or routine outpatient services. These services typically include a therapeutic milieu that may include skills building, medication management, and group, individual and family therapy. Day treatment programs are offered 4-5 days per week and may include after hours and weekends. There is a minimum of 3 hours per day and maximum of 5 hours per day. Day Treatment providers will ensure consistent coordination and communication with other agencies working with the child/adolescents, including coordination with the schools. All treatment, care and support services must be provided in a context that is child centered, family-focused, strengths based, culturally competent and responsive to each child's psychosocial, developmental, and treatment care needs.

**Admission Criteria**

- A Member with a serious emotional disturbance (SED) and is exhibiting severe needs that can be addressed and managed in a level of care that is less intensive than inpatient psychiatric hospitalization, partial hospitalization or residential treatment, but requires a higher level of care than intensive or routine outpatient services.  
AND
- The Member is not receiving duplicate services.  
AND
- The Comprehensive Diagnostic Assessment (CDA) and the Child and Adolescent Needs and Strengths (CANS) functional assessment tool have been completed/ acquired and or updated and the findings indicate severe needs and acuity for this level of treatment.  
AND
- Assessment and diagnosis and/or treatment planning requires observation and face-to-face interactions at least 3 hours per day, 4-5 days per week and updates and changes are made to the treatment plan every 30 days or as appropriate when there is a change in clinical condition.  
AND
- The Member requires a structured environment to practice and enhance skills. This requires face-to-face interactions several times a week that cannot be provided in a less intensive setting to help the Member transition back into the community.  
AND
- The Member has a documented crisis/safety plan.  
AND
- There is documentation of communication and coordination with other service providers and agencies, (i.e. schools, education service providers) and/or other health care providers.  
AND
- There is Member engagement and support, which requires extended interaction between the Member and the program to coordinate transition back into the community.

**Continued Stay Criteria**

- The provider and Member, Member's Family or Member's authorized representative shall conduct an intermittent review of the day treatment plan as needed to incorporate progress, different goals, or change in service focus. The day treatment plan should be updated frequently enough to reflect changes in the Member's condition, needs and preferences, or at the request of the Member, Member's Family or Member's authorized representative and the period of time between reviews shall not exceed 30 calendar days  
AND
- The CANS functional assessment tool must be updated at least every 90 days or as needed, and findings indicate severe needs and acuity for this level of treatment.  
AND
- The Member does not require a more or less intense level of care.  
AND

- Active engagement and participation is occurring, and continued progress toward goals is expected. Progress in relation to goals is clearly evident, measurable, and described in observable terms.  
AND
- If objectives have not yet been achieved, documentation supports continued interventions.  
AND
- There has been coordination with school services to reintegrate children/adolescent/youth back into school environment.

### **Discharge Criteria**

- For discharge from service, the admission criteria are no longer met, the Member's condition no longer requires day treatment, and or the Member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

### **Service Delivery**

- Day treatment providers must involve the family/guardians in assessment, treatment planning, updating of the treatment plan, therapy and transition/discharge planning. Family involvement, or lack thereof, shall be documented in the clinical record.
- Day treatment providers will ensure consistent coordination and communication with the Member's school/educational services and other providers/ agencies working with the child/adolescents.
- Day treatment providers complete a service specific day treatment plan within 72 hours of initiating day treatment. The day treatment plan should align with the Member's person-centered service plan if applicable.
- The day treatment plan must be individualized to the Member and must include the specific needs, behaviors, or skills to be addressed; clear and realistic goals and objectives; services, strategies, and methods of intervention to be implemented; criteria for achievement; target dates; methods for evaluating the Member's progress; the responsible professional and a Member specific crisis safety plan.
- Services must be community based, family centered, culturally competent and developmentally appropriate.
- Transition and discharge planning must begin at admission, be based on transitioning the Member to an appropriate level of care and address the Members ongoing treatment needs.

## **CHILDREN AND ADOLESCENT SERVICES: INTENSIVE HOME AND COMMUNITY BASED SERVICES**

### **Intensive Home and Community Based Services – Children and Adolescents:**

Intensive Home and Community-Based Services (IHCBS) programs are provided to children and adolescent Members who are experiencing social, emotional and behavioral difficulties and need more intensive services to increase stability across settings and help prevent out-of-home placement. IHCBS include a flexible array of services to meet the assessed needs, including crisis response and intervention. Delivery of services can be centered, but not limited to, on one of the following therapeutic approaches: Functional Family Therapy (FFT), Multidimensional Family Therapy (MDFT), or Multi-systemic Therapy (MST). All treatment, care and support services must be provided in a context that is individualized, family-centered, strength based, culturally competent and responsive to each child and adolescents' psychosocial, developmental, and treatment care needs.

### **Admission Criteria**

- A Member with a serious emotional disturbance (SED)  
AND
- There are acute clinical changes in the Member's signs and symptoms, and/or psychosocial and environmental factors (i.e., the factors leading to admission) which suggest that the Member is at risk for out-of-home care or hospitalization, or otherwise requires ongoing involvement with multiple systems due to high risk behaviors. The Member's current condition can be safely, efficiently, and effectively assessed and/or treated in this setting. Examples of factors that put the Member at risk include:
  - Complex and persistent behavioral health conditions with/without co-occurring medical conditions;
  - Behavioral health conditions coupled with abuse, neglect, or other forms of trauma;
  - Behavioral health conditions coupled with delinquency, truancy, or running away.

OR

- The Member meets the target criteria for the proposed IHCBS program:
  - Functional Family Therapy (FFT): Member is aged 11-18, and has ongoing trouble regulating his or her emotions/behavior as a result of trauma.
  - Multidimensional Family Therapy (MFT): Member is aged 6-17, and presents with a Substance-Related Disorder, a co-occurring Substance-Related Disorder and other behavioral health condition, or a Substance-Related Disorder along with other behavior problems such as delinquency.
  - Multi-Systemic Therapy (MST): Member is aged 6-17, is a juvenile offender, and presents with externalizing symptomatology consistent with a Disruptive, Impulse-Control, and Conduct Disorder (e.g., Conduct Disorder).
  - AND
  - The Member's current condition cannot be safely, efficiently, and effectively assessed and/or treated in a less intensive level of care.
  - Failure of treatment in a less intensive level of care is not a prerequisite for authorizing coverage.
  - AND
  - The Member and his or her parent/caregiver/guardian are willing to accept and cooperate with IHCBS program, including the degree of parent/caregiver/guardian participation outlined in the treatment plan.

#### **Continued Stay Criteria**

- The severity of the Member's conditions and needs continue to require this level of service.  
AND
- Service planning is individualized to the Member and his or her family's changing condition; realistic and specific goals and objectives are stated; the mode, intensity, and frequency of treatment are consistent with best known evidence-based practice(s).  
AND
- Active participation is occurring, and continued progress toward goals is expected. Progress in relation to goals is clearly evident, measurable, and described in observable terms.
  - If objectives have not yet been achieved, documentation supports continued interventions.  
AND
- The admission criteria cited in the previous section otherwise continue to be met.

#### **Discharge Criteria**

- The continued stay criteria are no longer met. Examples include:
  - The Member's documented treatment goals and objectives have been successfully met.
  - The Member meets criteria for a less/more intensive level of care.
  - The Member or his or her parent/caregiver/guardian is unwilling or unable to participate in services.

### **CHILDREN AND ADOLESCENT SERVICES: FAMILY SUPPORT SERVICES**

**FAMILY SUPPORT SERVICES** provide assistance to caregivers who are caring for a youth who have been identified as having a serious emotional disturbance (SED) or a coexisting mental health, developmental and/or substance use disorder, by strengthening their role as parents through the provision of teaching and support services, and reducing the likelihood that the family and Member will become isolated, disempowered, or disengaged. Examples of these services include:

- Teaching the family Members how to develop self-advocacy
- Role modeling behaviors and skills needed for resiliency and coping
- Helping the family utilize their strengths
- Teaching caregivers and Members about causes of disorders and about using evidence-based interventions

Family Support Services are provided by a Certified Family Support Partner (CFSP) who is a parent or adult caregiver, with lived experience and with specialized training have acquired an understanding of another parent's situation via the shared emotional and psychological challenges of raising a child with a SED. The CFSP establishes a connection and a trust with the Member and family not otherwise attainable through other service relationships (e.g. counseling, psychologist, minister) or someone without the shared experience.

Services take place in the Member's community, are focused on the Member's family, the role of the Member in the family, and guided by the Member and family. Services consider the Member's rights and cultural needs. The purpose for these services is to help the family feel less isolated, more empowered throughout the recovery process and engaged in the community. Services aim to improve the quality of life and opportunities for recovery in the child's home, school, and community. Family Support Services are not provided in lieu of other services and are intended to complement the Member's behavioral health treatment and/or other services being provided.

### **Admission Criteria**

- A youth Member has been identified as having serious emotional disturbance (SED).  
AND
- The youth Member's presenting signs, symptoms and environmental factors indicate their needs can be adequately and safely treated with outpatient services.  
AND
- The youth Member/Member's family has chosen to participate in family support services.  
AND
- The Member's family could benefit from learning skills related to problem-solving, communication, managing crises or stress, supporting and engaging the child's activation and self-care, or promoting recovery and resiliency.
- The Member's family requires assistance navigating the system of care.

### **Continued Stay Criteria**

The initial service criteria are still met, recovery services are being delivered and the services are:

- Provided and documented by the Certified Family Support Partner following an individualized recovery plan that is focused on addressing the reasons services are being provided;
- The factors leading the need for services have been identified and are integrated into the recovery plan and discharge plan.
- Services are adequately addressing the Member's recovery and resiliency needs.
- At a minimum, CFSP will collaborate with the Member, Member's Family or Member's authorized representative to formally review the recovery plan at minimum of every 120 days. However, revisions to the recovery plan will be made whenever there are significant changes in the Member's condition, needs, and preferences or at the request of the Member, Member's Family or Member's authorized representative
- The CFSP is working toward the following outcomes with the family:
  - The ability to identify and use wellness tools;
  - Re-engaging with support systems that may have been lost;
  - A sense of purpose;
  - Increased empowerment;
  - Ability for family self-advocacy
  - Increased engagement with supportive services for community, school, and positive recreational activities.

### **Discharge Criteria**

- For discharge from family support service, the admission criteria are no longer met, the Member's condition no longer requires care, and or the Member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

### **Service Delivery**

- Services are:
  - Within the scope of the Family Support Partner certification training;
  - Consistent with best practice evidence for Family Support Services;
  - Delivered as a face-to-face service
- The CFSP completes an evaluation of the family's needs upon referral.

- The CFSP, in conjunction with the Member, Member's Family or Member's authorized representative, develops a recovery plan within 15 days of the evaluation that addresses the following:
  - The Member/ Member's family's recovery and resiliency goals;
  - The Member and family's strengths and needs; The Member and family's educational needs;
  - The Member and family's self-care needs and resources;
  - Specific and measurable goals for each need
  - Interventions that will support the Member's family and Member in meeting the goals.
- The service plan may be informed by the findings of the Member's clinical evaluation.
- The frequency and length of services are determined by the Member's child and family team.
- The CFSP provides the following services to the Member and the family:
  - Advocating for the needs of the family;
  - Teaching family Members and the Member how to develop self- advocacy and problem-solving skills;
  - Mentoring the Member and family to instill a sense of hope;
  - Role modeling behaviors, attitudes and thinking skills needed for resiliency and coping;
  - Helping family Members identify and utilize their strengths;
  - Role modeling the facilitation of collaborative relationships;
  - Teaching the Member and family about causes of disorders and importance of adhering to treatment; utilizing evidence-based interventions that assist in meeting goals;
  - Assist the family in identifying and connecting to services and community resources;
  - Assist family Members in articulating their needs and goals in preparing for meetings as well as service plans;
  - Teach caregivers how to document all activities that pertain to the child's appointments, meetings, needs, goals, and strengths, and;
  - Assist in preparing for the child's transition to adulthood.
- The frequency and length of service are periodically re-evaluated depending on the intensity of the CFSP services needed. The higher the intensity and frequency of the services, the more often re-evaluation occurs.
- The service plan must be reviewed at a minimum of every 120 days.

## CHILDREN AND ADOLESCENT SERVICES: RESPITE

**RESPITE** is a short-term or temporary care for a youth with Serious Emotional Disturbance (SED) provided in the least restrictive environment that provides relief for the usual caretaker and that is aimed at de-escalation of stressful situations. Respite may be provided by a credentialed behavioral health agency in the participant's home, another private residence, the credentialed agency or in community locations that are not institutional in nature, such as parks, malls, stores, and other activity centers.

Individual Respite Care is provided by a credentialed agency in the Member's home, another family's home, foster family home, and/or at the agency facility or in the community. The duration of individual Respite Care varies and may include an overnight stay in the Member's home, as identified by the Child and Family Team (CFT) but will not exceed a single episode of 72 hours. Individual Respite Services shall be provided at a staff-to-participant ratio of 1:1.

Group respite may be provided at the credentialed agency facility, in the community setting or in the home for families with multiple Medicaid eligible SED children. Group Respite Services shall be provided at a staff-to-participant maximum ratio of 1:4. Group Respite does not allow for an overnight stay. As the number and severity of the participants with functional impairments or behavioral issues increases, the staff-to-participant ratio must be adjusted accordingly.

### **The following limitations apply to Respite Care:**

- Payment cannot be made for room and board. Respite cannot be provided at the same time other Medicaid services are being provided.

- Respite cannot be provided on a continuous, long-term basis as a daily service to enable an unpaid caregiver to work.
- The respite provider must not use restraints on the child, other than physical restraints in the case of an emergency.
- Physical restraints may only be used by staff with documented training in the use of restraints and in an emergency to prevent injury to the child or others and must be documented in the child's record.
- Only enrolled network providers may provide respite for reimbursement under the Idaho Behavioral Health Plan.
- Individual respite provided in the family's home cannot exceed a single episode of 72 hours
- Individual respite care provided in an agency or community setting cannot exceed a single episode of 10 hours
- Respite services shall not be provided to an individual at the same time as another services that is the same in nature and scope regardless of source, including Federal, State, local, and private entities

The total annual (calendar) limit for Respite (Group and Individual combined) for a Member is 300 hours per calendar year.

#### **Admission Criteria**

- The Independent Assessor has completed an assessment and determined the youth has SED  
AND
- The Member is eligible for Medicaid 1915(i) State Plan Option.  
AND
- The need for respite is documented on the Member's person-centered service plan.  
AND
- The Member/Member's family is willing to receive respite and willing to be assessed by a treating professional.  
AND
- The Member is actively engaged in outpatient treatment and/or community-based services as defined by the Member's Child and Family Team (CFT)  
AND
- Factors identified in the Child and Adolescent Needs Assessment (CANS) that precipitated admission (e.g., the Member's signs and symptoms, psychosocial and environmental factors, or level of functioning) indicates that the Member's family or caregiver requires a temporary break from caregiving. Accessibility to childcare resources and/or respite is indicated in the CANS as a need. Examples of need reflected in the CANS may include:
  - Prevention of a potential disruption in the child's placement
  - Caregiver strain
 AND
- Other responsibilities temporarily prevent the Member's family or caregiver from assisting the Member with Activities of Daily Living (ADLs).

#### **Continued Stay Criteria and Discharge Criteria**

- The total annual (calendar) limit for Respite (Group and Individual combined) for a Member is 300 hours per calendar year.

#### **Service Delivery**

- The Child and Family Team, Member and/or Member's family or caregiver, develops person-centered service plan that includes the following:
  - The goal(s) of Respite Care;
  - Specific, measurable objectives aimed at achieving the goal(s) of Respite Care as defined in the CANS, e.g. scores in particular areas equate to certain needs.
- Clinical documentation signed by the child's parent/guardian incorporates instructions for medication assistance, medical care, special needs and emergencies, and assures that the person-centered plan is updated accordingly.
- Respite worker is required to coordinate with the Member's primary treating clinician if there is a need for provision of other services or resources that need to be addressed.

Providers of respite must demonstrate the ability to provide respite services according to a plan of care. Providers of respite services must meet the qualifications prescribed for the type of services to be rendered and demonstrate the ability to provide the service following best practices. Provider Qualifications are specified in the Optum Idaho Provider Manual.

- The provider ensures that necessary medication, medical equipment, and assistive technology accompany the Member when respite care is provided at a site other than the Member's residence. This must be discussed and communicated with the family/guardian.
- Providers of respite must maintain adequate Member and service documentation.
- All respite providers have received and documented instructions in the needs of the child who will be provided the service.
- Providers of respite must always document a Member's medication needs (prescribed medication or non-prescribed medication) and have a documented plan for the provision of these needs, as required for the Member's continuity of care during the provision of respite.
  - Respite providers will ensure that all medication assistance provided is done with the parent/guardian's written consent and description.
  - Respite providing agencies will develop written medication policies and procedures that outline and detail how the agency will ensure appropriate handling and safeguarding of medication. An agency that chooses to assist participants with medication must also develop specific policies and procedures to ensure this assistance is safe and is delivered by qualified, fully trained staff. Documentation of training must be maintained in the staff personnel file.
  - When a Member is responsible for administering his or her own medication without assistance, a written approval stating that the participant is capable of self-administration must be obtained from the participant's primary physician or other practitioner of the healing arts and guardian. The participant's record must also include documentation that a physician or other practitioner of the healing arts, or a licensed nurse has evaluated the participant's ability to self-administer medications.

## CHILDREN AND ADOLESCENT SERVICES: YOUTH SUPPORT

**Youth Support – Children and Adolescents:** Youth Support Services exist under the umbrella of Peer Support Services. Youth support services assist and support the adolescent in understanding their role in accessing services, becoming informed consumers of services and self-advocacy. Youth support may include, but not limited to, mentoring, advocating, and educating through youth support activities individually or in groups. All support services must be provided in a context that is youth centered, family-focused, strengths based, culturally competent and responsive to each adolescent's psychosocial, developmental, and treatment care needs.

### Admission Criteria

- A youth Member with a serious emotional disturbance (SED).  
AND
- The youth Member's presenting signs, symptoms and environmental factors indicate their needs can be adequately and safely treated with outpatient services.  
AND
- The youth Member has chosen to participate in youth support.

### Continued Stay Criteria

- The Member does not require a more or less intense level of care.  
AND
- The Member is engaging, actively participating and is making progress towards goals identified in the youth support plan.

### Discharge Criteria

- For discharge from youth support, the admission criteria are no longer met, the Member's condition no longer requires youth support, and or the Member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

### Service Delivery

- Youth support is effective to support those youth Members who have the capacity and ability to understand their diagnosis, needs, strengths, behaviors and symptoms to be an active participant in making decisions for their individualized care.
- Youth support is provided with the youth present.
- Youth support provides mentoring by helping the youth to develop a network of support from others who have been through similar experiences.
- Youth support advocates for the youth to gain the ability to make independent choices and take a proactive role in their individualized treatment.
- Youth support educates the youth on navigating behavioral health systems and developing skills to improve their overall functioning and quality of life.
- Youth support activities are individualized to focus on achieving the identified goals and /or objectives in the youth support plan.
- Services provided to youth must include communication and coordination with the family and/or legal guardian and other service providers.

#### ADULT, CHILDREN AND ADOLESCENT SERVICES: MENTAL HEALTH INTENSIVE OUTPATIENT PROGRAM (IOP)

**Optum Idaho and the provider network use, Level of Care Utilization System-LOCUS, Child and Adolescent Service Intensity Instrument-CASII and or Early Childhood Service Intensity Instrument-ECSII. To guide service delivery, level of care placement for Intensive Outpatient Programs (IOP) for adult, children and adolescent members**

**ADULT, CHILDREN AND ADOLESCENT INTENSIVE OUTPATIENT PROGRAM (IOP): MENTAL HEALTH** IOP is a structured program that maintains hours of service for at least 9 hours per week for adults and 6 hours per week for children/adolescents during which assessment and diagnostic services, and active behavioral health treatment are provided to members who are experiencing moderate signs and symptoms that result in significant personal distress and/or significant psychosocial and environmental issues. Intensive Outpatient Programs provide education, treatment, and the opportunity to practice new skills outside the program.

The course of treatment is focused on addressing the member's condition to the point that the Member's condition can be safely, efficiently and effectively treated in a less intensive level of care or no longer requires treatment. The member's condition includes consideration of the acute and chronic symptoms in the member's history and presentation, including co-occurring behavioral health or medical conditions, informed by information collected by the provider following evaluation and treatment planning.

An Intensive Outpatient Program can be used to treat mental health conditions or can specialize in the treatment of co-occurring mental health and substance-related disorders.

Optum Idaho does not support coverage for Intensive Outpatient Program services that are coupled with overnight housing.

#### **Service Delivery**

- See: Optum Idaho Provider Manual AND
- The responsible provider and the treatment team complete the initial evaluation commensurate with the Member's needs, no later than three (3) treatment days after admission.
- During admission, a psychiatrist is available to consult with the program during and after normal program hours.

#### ADULT, CHILDREN AND ADOLESCENT SERVICES: MENTAL HEALTH: PARTIAL HOSPITALIZATION PROGRAM (PHP)

**Optum Idaho and the provider network use Level of Care Utilization System-LOCUS, Child and Adolescent Service Intensity Instrument-CASII and or Early Childhood Service Intensity Instrument-ECSII to guide service delivery, level of care placement for Mental Health Partial Hospitalization Program (PHP) for adult, children and adolescent members.**

**PARTIAL HOSPITALIZATION** can be used to treat mental health conditions or substance use disorders, or both; i.e., co-occurring conditions. Partial Hospitalization is a facility-based, structured bundle of services for participants whose symptoms result in severe personal distress and/or significant psychosocial and environmental issues. Partial Hospitalization provides not only behavioral health treatment, but also the opportunity to practice new skills. Services for adolescents are offered separately from services for adults, and each program and its staff must meet the certification and credentialing criteria of the Idaho Department of Health and Welfare. Services must be delivered under the supervision of a licensed physician. In compliance with EPSDT, this service is covered for children through the month of their twenty-first (21st) birthday when medically necessary. Partial Hospitalization is appropriate for participants who are experiencing symptoms that can be addressed and managed in a level of care that is less intensive than psychiatric hospitalization but who require a higher level of care than routine outpatient or other intensive services. This service may function as a step-down option from psychiatric hospitalization or residential treatment and may also be used to prevent or minimize the need for a more intensive level of treatment. A participant may be admitted to the program when the participant cannot be safely and appropriately treated in a less restrictive level of care.

Partial Hospitalization, MH/SUDs, is delivered a minimum of twenty (20) hours per week for adults or children/adolescents.

Partial Hospitalization may include any of the following component services of the bundle:

- Individual, group, and family psychotherapy and education focused on recovery
- Evidence-informed practices such as group therapy, cognitive behavioral therapy (CBT), motivational interviewing, and multidimensional family therapy
- Psychiatric evaluations and medication management
- Substance use screening and monitoring, if appropriate
- Transition management and discharge planning
- 24-hour crisis coverage, including response and interventions outside of the program setting
- Initial and ongoing risk assessments
- Prescription drugs

#### **Service Delivery**

- The frequency of weekly visits provided to a member may lessen as the member nears discharge in order to promote a safe and timely transition between levels of care.
- Following the participant's admission to Partial Hospitalization, it is not appropriate for other behavioral health providers to provide services to the participant outside the program.
- The Partial Hospitalization provider is responsible for coordination of care with the participant's primary care provider (PCP), school, and other behavioral health providers.

**ADULT, CHILDREN AND ADOLESCENT SERVICES: SUBSTANCE-RELATED DISORDERS: OPIOID TREATMENT PROGRAM (OTP)**

**Optum Idaho and the provider network use, "The ASAM Criteria: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions, 3rd Edition" to guide service delivery, level of care placement for Substance Use Disorder (SUD) Services.**

**ADULT, CHILD AND ADOLESCENT SERVICES: SUBSTANCE-RELATED DISORDERS: PARTIAL HOSPITALIZATION PROGRAM (PHP)**

**Optum Idaho and the provider network use, "The ASAM Criteria: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions, 3rd Edition" to guide service delivery, level of care placement for Substance Use Disorder (SUD) Services.**

## ADULT, CHILDREN AND ADOLESCENT SERVICES: PRESUMPTIVE/QUALITATIVE DRUG TESTING

**PRESUMPTIVE/QUALITATIVE DRUG TESTING** Presumptive/qualitative drug testing is used when necessary to determine the presence or absence of drugs or a Drug Class. Presumptive/qualitative drug testing is an important part of treatment for substance use disorder (SUD). Presumptive/qualitative drug testing can be used to assess for adherence, persistent substance use, and diversion.

Presumptive/qualitative drug testing is not considered definitive testing that would typically be performed in a laboratory. Presumptive/qualitative drug testing is performed using a method that establishes preliminary evidence regarding absence or presence of drugs or metabolites in a sample, results being expressed in a positive or a negative.

Presumptive/qualitative drug testing is used as a therapeutic tool within behavioral health treatment, used to assist in treatment planning, and to therapeutically monitor and support recovery. Presumptive/qualitative drug testing is not covered as part of routine physicals or for legal, criminal justice, employment or administrative purposes.

### Admission Criteria

The member has a behavioral health diagnosis, or the member is being assessed for a possible behavioral health diagnosis

AND at least one of the following:

- The member is participating in substance use disorder treatment
- The member is being assessed for possible substance use disorder
- The member has an altered mental status
- The member has a possible overdose

### Continued Stay Criteria

At least one of the following:

- The admission criteria continue to be met, active treatment continues, and evidence-based practices continue to be provided
- Multiple relapses in a given calendar year, requiring multiple treatment starts and episodes of frequent testing

### Discharge Criteria

For discharge from service, the admission criteria are no longer met, the member's condition no longer requires drug testing.

### Service Delivery

\*Refer to Idaho Medicaid Drug Testing Policy for additional information

## CHILDREN AND ADOLESCENT SERVICES: TARGETED CARE COORDINATION

**Targeted Care Coordination – Children and Adolescents:** Targeted Care Coordination (TCC) is the process that assists youth and their family to locate, coordinate, facilitate, provide linkage, advocate for, and monitor the mental and physical health, social, educational, and other services as identified through a child and family teaming process that includes assessment and reassessment of needs and strengths. Targeted care coordination occurs through face to face or telephonic contact and is not intended to be duplicative of any other service. Targeted care coordination services vary in intensity, frequency, and duration in order to support the Member's ability to access, coordinate, and utilize services and social resources that support the Member to reach the goals on their coordinated care plan. Targeted care coordination can be delivered as a community-based service or in the outpatient clinic setting. All treatment, care, and support services must be provided in a context that is child-centered, family-focused, strengths-based, culturally competent and responsive to each child's psychosocial, developmental, and treatment care needs.

### Admission Criteria

- A youth Member with a serious emotional disturbance (SED)  
AND
- The Member's presenting signs, symptoms and environmental factors indicate a severity of illness which can be adequately and safely treated with outpatient services.

- AND
- The Member is not receiving duplicative case management services

### **Continued Stay Criteria**

- For continued service, the admission criteria continue to be met, active treatment continues, and evidence-based practices continue to be provided.

### **Discharge Criteria**

- For discharge from service, the admission criteria are no longer met, the Member's condition no longer requires targeted care coordination, and or the Member's condition has changed to the extent that the condition now meets admission criteria for another level of care.

### **Service Delivery**

- Targeted Care Coordination (TCC) must be consistent with the Principles of Care and the Practice Model of the Idaho Youth Empowerment Services (YES) system of care. See: Optum Idaho Provider manual
- Through engagement, the TCC will provide support and validation to gain trust to develop and maintain a constructive and collaborative relationship among the youth, family, and involved network providers, community stakeholders, child servicing systems, and other formal and informal supports.
- The Targeted Care Coordinator (TCC) is responsible for coordinating and facilitating the Child and Family Team (CFT) interdisciplinary team meetings for the purpose of developing an outcome-focused, strengths-based coordinated care plan (e.g. a person-centered service plan) that includes both formal and informal services and supports. The TCC will coordinate and facilitate the CFT to assess and/or reassess the strengths and needs of youth and their families to determine if changes are needed to update or modify the coordinated care plan.
- The TCC monitors to ensure that outcomes of services and activities are progressing appropriately by evaluating the goals and interventions.
- The TCC works within the CFT to develop a crisis/safety plan. This plan is designed to help youth and families avoid and/or deescalate a crisis by addressing safety concerns, predicting potential areas of crisis and identifying ways to minimize a crisis. This plan should be reviewed routinely to make sure it is updated.
- The TCC works within the CFT to ensure that plans from other system partners (child welfare, education, juvenile probation, etc.) are integrated comprehensively to coordinate and support success.
- The TCC documents the recommendations / updates of the CFT on the coordinated care plan and distributes the plan to the team.
- The TCC facilitates the development of a conflict resolution process to resolve disagreements and assist the team with arriving at a mutually agreed upon approach.
- The TCC ensures that medically necessary services are accessed, coordinated, and delivered in a strengths-based, individualized, and culturally and linguistically relevant manner, and that services and supports are guided by family voice and choice and the needs of the youth.
- The TCC performs monitoring and adapting as the practice of evaluating the effectiveness of the coordinated care plan; assessing circumstances and resources; and reworking the coordinated care plan, as needed. The TCC conducts referral, linkages, monitoring, and follow up activities, to ensure that the youth and family's needs are met.
- The TCC is responsible for engaging the CFT in developing a transition plan for the youth and family, to promote long-term stability. This transition plan includes the effective use of natural supports and community resources.
- The TCC should have contact with the Member and the Member's family or guardian at least every 30 days to support the family's involvement in treatment and to further the treatment and discharge planning goals. If the targeted care coordinator cannot reach the Member or Member's family or guardian, they should document attempts made and a plan to re-establish contact.

**ADULT SERVICES, CHILDREN AND ADOLESCENT SERVICES: SUBSTANCE-RELATED DISORDERS:  
INTENSIVE OUTPATIENT SERVICES (IOP)**

**Optum Idaho and the provider network use, "The ASAM Criteria: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions, 3rd Edition" to guide service delivery, level of care placement for Substance Use Disorder (SUD) Services.**

**PSYCHOLOGICAL AND NEUROPSYCHOLOGICAL TESTING**

**Testing Services: Psychological and Neuropsychological Testing (Please apply Optum's National Testing Supplemental Clinical Criteria) Please visit ProviderExpress.com**

**REFERENCES**

**Idaho State-Specific References**

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Idaho Administrative Code (2014). Children's Mental Health Services, Family Support Services, 16.07.37 (407).

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## REVISION HISTORY

Date	Action/Description
08/2013	<ul style="list-style-type: none"> <li>Version 1.</li> </ul>
08/2014	<ul style="list-style-type: none"> <li>Version 2. Annual review.</li> </ul>
08/2015	<ul style="list-style-type: none"> <li>Version 3. Annual review.</li> </ul>
01/2016	<ul style="list-style-type: none"> <li>Version 4. Annual review.</li> </ul>
01/2017	<ul style="list-style-type: none"> <li>Version 5. Annual review.</li> </ul>
03/2017	<ul style="list-style-type: none"> <li>Version 6. Mid-cycle review. New format.</li> </ul>
05/2018	<ul style="list-style-type: none"> <li>Version 7. Annual review. Added criteria for new benefits: Case Consultation, CFT Interdisciplinary Meeting, and Respite. Replaced guideline for Community Based Rehabilitative Services – Child and Adolescent with a guideline for Skills Building/Community Based Rehabilitative Services – Children and Youth. New benefits go into effect on 07/01/2018. New format.</li> </ul>
06/2018	<ul style="list-style-type: none"> <li>Adult and Children’s services are grouped together, the two IOPs are grouped, and the services for all populations are grouped.</li> <li>Revised the titles to remove “Wraparound Service” in the Table of Contents and in the headers for each section.</li> <li>Revised some language under Skills Building.</li> </ul>
09/2018	<ul style="list-style-type: none"> <li>Added Crisis Response and Family Psychoeducation new LOCG criteria.</li> </ul>
01/2019	<ul style="list-style-type: none"> <li>Removed Substance Use Disorder Guidance as ASAM Criteria have been adopted.</li> </ul>
04/2019	<ul style="list-style-type: none"> <li>Jeff D. and YES revisions</li> </ul>
05/2019	<ul style="list-style-type: none"> <li>Jeff D. and YES revisions</li> </ul>
12/2019	<ul style="list-style-type: none"> <li>Edits due to LOCUS/CASII/ECSII adoption.</li> </ul>
1/2020	<ul style="list-style-type: none"> <li>Added Crisis Centers, Recovery Coaching and Partial Hospitalization Programs (PHP)</li> </ul>
3/2020	<ul style="list-style-type: none"> <li>Added Skills training and Development</li> </ul>
10/2020	<ul style="list-style-type: none"> <li>Added Presumptive/Qualitative Drug Testing</li> </ul>