



Arkansas Department Of Health and Human Services

Division of Medical Services



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TO: Arkansas Medicaid Health Care Providers – Physician/Independent
Lab/CRNA/Radiation Therapy Center

DATE: October 1, 2007

SUBJECT: Provider Manual Update Transmittal #140

REMOVE

Section	Date
227.210	11-1-06
227.220	11-1-06
227.310	11-1-05

INSERT

Section	Date
227.210	10-1-07
227.220	10-1-07
227.310	10-1-07

Explanation of Updates

Physician/Independent Lab/CRNA/Radiation Therapy Center Manual Update Transmittal #140 is issued to add an additional diagnostic test to each of the three therapy areas, and to delete erroneous duplicated information.

Section 227.210 is updated by adding the Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2) test to the list of acceptable diagnostic guidelines for Occupational Therapy and by renumbering the A. sub-section following the addition. Additionally, sub-section items F – J are re-lettered correctly to be sub-section items E. – I. Erroneously duplicated information is deleted from this section.

Section 227.220 is updated by adding the Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2) test to the list of acceptable diagnostic guidelines for Physical Therapy and by renumbering the A. sub-section following the addition.

Section 227.310 contains a change in title for Speech-Language Therapy consistent with titles for Occupational and Physical therapies. This section is also updated by adding the Receptive/Expressive Emergent Language Test, Third Edition (REEL-3) test to the list of acceptable diagnostic guidelines for Speech-Language Therapy.

Paper versions of this update transmittal have updated pages attached to file in your provider manual. See Section I for instructions on updating the paper version of the manual. For electronic versions, these changes will be automatically incorporated.

If you need this material in an alternative format, such as large print, please contact our Americans with Disabilities Act Coordinator at (501) 682-6789.

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Roy Jeffus, Director

TOC required**227.210 Accepted Tests for Occupational Therapy****10-1-07**

Tests used must be norm referenced, standardized, age appropriate and specific to the therapy provided. The following list of tests is not all-inclusive. When using a test not listed here, the provider must include additional documentation to support the reliability and validity of the test. This additional information will be used as reference information if the chart is ever selected by Medicaid for review. An explanation of why a test from the approved list could not be used to evaluate the child must also be included. The *MMY* is the standard reference to determine the reliability and validity of the test(s) administered in an evaluation. Providers should refer to the *MMY* for additional information regarding specific tests.

DEFINITIONS:

STANDARD: Evaluations that are used to determine deficits.

SUPPLEMENTAL: Evaluations that are used to justify deficits and support other results. These should not “stand alone.”

CLINICAL OBSERVATIONS: All clinical observations are supplemental but should be included with every evaluation, especially if standard scores do not qualify the child for therapy. It will be considered when reviewing for medical necessity.

A. Fine Motor Skills – Standard

1. Peabody Developmental Motor Scales (PDMS, PDMS2)
2. Toddler and Infant Motor Evaluation (TIME)
3. Bruininks-Oseretsky Test of Motor Proficiency (BOMP)
4. Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)
5. Test of Infant Motor Performance (TIMP)

B. Fine Motor Skills – Supplemental

1. Early Learning Accomplishment Profile (ELAP)
2. Learning Accomplishment Profile (LAP)
3. Mullen Scales of Early Learning, Infant/Preschool (MSEL)
4. Miller Assessment for Preschoolers (MAP)
5. Functional Profile
6. Hawaii Early Learning Profile (HELP)
7. Battelle Developmental Inventory (BDI)
8. Developmental Assessment of Young Children (DAYC)
9. Brigance Developmental Inventory (BDI)

C. Visual Motor – Standard

1. Developmental Test of Visual Motor Integration (VMI)
2. Test of Visual Motor Integration (TVMI)
3. Test of Visual Motor Skills
4. Test of Visual Motor Skills – R (TVMS)

D. Visual Perception – Standard

1. Motor Free Visual Perceptual Test
2. Motor Free Visual Perceptual Test – R (MVPT)

3. Developmental Test of Visual Perceptual 2/A (DTVP)
4. Test of Visual Perceptual Skills
5. Test of Visual Perceptual Skills (upper level) (TVPS)

E. Handwriting – Standard

1. Evaluation Test of Children's Handwriting (ETCH)
2. Test of Handwriting Skills (THS)
3. Children's Handwriting Evaluation Scale

F. Sensory Processing – Standard

1. Sensory Profile for Infants/Toddlers
2. Sensory Profile for Preschoolers
3. Sensory Profile for Adolescents/Adults
4. Sensory Integration and Praxis Test (SIPT)
5. Sensory Integration Inventory Revised (SII-R)

G. Sensory Processing – Supplemental

1. Sensory Motor Performance Analysis
2. Analysis of Sensory Behavior
3. Sensory Integration Inventory
4. DeGangi-Berk Test of Sensory Integration

H. Activities of Daily Living/Vocational/Other – Standard

1. Pediatric Evaluation of Disability Inventory (PEDI)

NOTE: The PEDI can also be used for older children whose functional abilities fall below that expected of a 7½ year old with no disabilities. If this is the case, the scaled score is the most appropriate score to consider.

2. Adaptive Behavior Scale – School (ABS)
3. Jacobs Pre-vocational Assessment
4. Kohlman Evaluation of Daily Living Skills
5. Milwaukee Evaluation of Daily Living Skills
6. Cognitive Performance Test
7. Purdue Pegboard
8. Functional Independence Measure (FIM) 7 years of age to adult
9. Functional Independence Measure – young version (WeeFIM)

I. Activities of Daily Living/Vocational/Other – **Supplemental**

1. School Function Assessment (SFA)
2. Bay Area Functional Performance Evaluation
3. Manual Muscle Test
4. Grip and Pinch Strength
5. Jordan Left-Right Reversal Test
6. Erhardy Developmental Prehension
7. Knox Play Scale
8. Social Skills Rating System
9. Goodenough Harris Draw a Person Scale

227.220 Accepted Tests for Physical Therapy**10-1-07**

Tests used must be norm referenced, standardized, age appropriate and specific to the therapy provided. The following list of tests is not all-inclusive. When using a test not listed here, the provider must include additional documentation to support the reliability and validity of the test. This additional information will be used as reference information if the chart is ever selected by Medicaid for review. An explanation of why a test from the approved list could not be used to evaluate the child must also be included. The *MMY* is the standard reference to determine the reliability and validity of the test(s) administered in an evaluation. Providers should refer to the *MMY* for additional information regarding specific tests.

A. Norm Reference

1. Adaptive Areas Assessment
2. Test of Gross Motor Development (TGMD-2)
3. Peabody Developmental Motor Scales, Second Ed. (PDMS-2)
4. Bruininks-Oseretsky Test of Motor Proficiency (BOMP)
5. Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)
6. Pediatric Evaluation of Disability Inventory (PEDI)
7. Test of Gross Motor Development – 2 (TGMD-2)
8. Peabody Developmental Motor Scales (PDMS)
9. Alberta Infant Motor Scales (AIM)
10. Toddler and Infant Motor Evaluation (TIME)
11. Functional Independence Measure for Children (WeeFIM)
12. Gross Motor Function Measure (GMFM)
13. Adaptive Behavior Scale – School, Second Ed. (AAMR-2)
14. Movement Assessment Battery for Children (Movement ABC)
15. Test of Infant Motor Performance (TIMP)
16. Functional Independence Measure (FIM) 7 years of age to adult

B. Physical Therapy – Supplemental

1. Bayley Scales of Infant Development, Second Ed. (BSID-2)
2. Neonatal Behavioral Assessment Scale (NBAS)
3. Mullen Scales of Early Learning Profile (MSEL)
4. Hawaii Early Learning Profile (HELP)

C. Physical Therapy Criterion

1. Developmental assessment for students with severe disabilities, Second Ed. (DASH-2)
2. Milani-Comparetti Developmental Examination

D. Physical Therapy – Traumatic Brain Injury (TBI) – Standardized

1. Comprehensive Trail-Making Test
2. Adaptive Behavior Inventory

E. Physical Therapy – Piloted

Assessment of Persons Profoundly or Severely Impaired

227.310

Accepted Tests for Speech-Language Therapy

10-1-07

Tests used must be norm referenced, standardized, age appropriate and specific to the therapy provided. The following list of tests is not all-inclusive. When using a test not listed here, the provider must include additional documentation to support the reliability and validity of the test. This additional information will be used as reference information if the chart is ever selected by Medicaid for review. An explanation of why a test from the approved list could not be used to evaluate the child must also be included. The *MMY* is the standard reference to determine the reliability and validity of the test(s) administered in an evaluation. Providers should refer to the *MMY* for additional information regarding specific tests.

A. Speech-Language Tests – Standardized

1. Preschool Language Scale, Third Ed. (PLS-3)
2. Preschool Language Scale, Fourth Ed. (PLS-4)
3. Test of Early Language Development, Third Ed. (TELD-3)
4. Peabody Picture Vocabulary Test, Third Ed. (PPVT-3)
5. Clinical Evaluation of Language Fundamentals – Preschool (CELF-P)
6. Clinical Evaluation of Language Fundamentals, Third Ed. (CELF-3)
7. Clinical Evaluation of Language Fundamentals, Fourth Ed. (CELF-4)
8. Communication Abilities Diagnostic Test (CADeT)
9. Test of Auditory Comprehension of Language, Third Ed. (TACL-3)
10. Comprehensive Assessment of Spoken Language (CASL)
11. Oral and Written Language Scales (OWLS)
12. Test of Language Development – Primary, Third Ed. (TOLD-P:3)
13. Test of Word Finding, Second Ed. (TWF-2)
14. Test of Auditory Perceptual Skills, Revised (TAPS-R)
15. Language Processing Test, Revised (LPT-R)
16. Test of Pragmatic Language (TOPL)
17. Test of Language Competence, Expanded Ed. (TLC-E)
18. Test of Language Development – Intermediate, Third Ed. (TOLD-I:3)
19. Fullerton Language Test for Adolescents, Second Ed. (FLTA)
20. Test of Adolescent and Adult Language, Third Ed. (TOAL-3)
21. Receptive One-Word Picture Vocabulary Test, Second Ed. (ROWPVT-2)
22. Expressive One-Word Picture Vocabulary Test, 2000 Ed. (EOWPVT)
23. Comprehensive Receptive and Expressive Vocabulary Test, Second Ed. (CREVT-2)
24. Kaufman Assessment Battery for Children (KABC)
25. **Receptive/Expressive Emergent Language Test, Third Edition (REEL-3)**

B. Speech Language Tests – Supplemental

1. Receptive/Expressive Emergent Language Test, Second Ed. (REEL-2)
2. Nonspeech Test for Receptive/Expressive Language
3. Rossetti Infant-Toddler Language Scale (RITLS)
4. Mullen Scales of Early Learning (MSEL)
5. Reynell Developmental Language Scales

6. Illinois Test of Psycholinguistic Abilities, Third Ed. (ITPA-3)
7. Social Skills Rating System – Preschool & Elementary Level (SSRS-1)
8. Social Skills Rating System – Secondary Level (SSRS-2)

C. Birth to Age 3:

1. -(minus)1.5 SD (standard score of 77) below the mean in two areas (expressive, receptive) or a -(minus) 2.0 SD (standard score of 70) below the mean in one area to qualify for language therapy.
2. Two language tests must be reported with at least one of these being a global norm-referenced standardized test with good reliability/validity. The second test may be criterion referenced.
3. All subtests, components, and scores must be reported for all tests.
4. All sound errors must be reported for articulation, including positions and types of errors.
5. If phonological testing is submitted, a traditional articulation test must also be submitted with a standardized score.
6. Information regarding the child's functional hearing ability must be included as a part of the therapy evaluation report.
7. Non-school-aged children must be evaluated annually.
8. If the provider indicates the child cannot complete a norm-referenced test, the provider must submit an in-depth functional profile of the child's functional communication abilities. An in-depth functional profile is a description of a child's communication behaviors that specifically notes where such communication behaviors are impaired and justifies the medical necessity of therapy. Standardized forms are available for the completion of an in-depth functional profile, but a standardized form is not required.
9. Children must be evaluated at least annually. Child Health Management Services (CHMS) children (birth – 2) must be evaluated every 6 months.

D. Ages 3 – 21:

1. -(minus)1.5 SD (standard score of 77) below the mean in two areas (expressive, receptive, articulation) or a -(minus) 2.0 SD (standard score of 70) below the mean in one area (expressive, receptive, articulation).
2. Two language tests must be reported with at least one of these being a global norm-referenced standardized test with good reliability/validity. Criterion-referenced tests will not be accepted for this age group.
3. All subtests, components and scores must be reported for all tests.
4. All sound errors must be reported for articulation, including positions and types of errors.
5. If phonological testing is submitted, a traditional articulation test must also be submitted with a standardized score.
6. Information regarding child's functional hearing ability must be included as a part of the therapy evaluation report.
7. Non-school-age children must be evaluated annually.
8. School-age children must have a full evaluation every three years (a yearly update is required) if therapy is school related; outside of school, annual evaluations are required. "School related" means the child is of school age, attends public school and receives therapy provided by the school.

9. If the provider indicates the child cannot complete a norm-referenced test, the provider must submit an in-depth functional profile of the child's functional communication abilities. An in-depth functional profile is a description of a child's communication behaviors that specifically notes where such communication behaviors are impaired and justifies the medical necessity of therapy. Standardized forms are available for the completion of an in-depth functional profile, but a standardized form is not required.
10. IQ scores are required on all children who are school age and receiving language therapy. Exception: IQ scores will not be required for children under ten (10) years of age.



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Internet Website: www.medicaid.state.ar.us

TO: Arkansas Medicaid Health Care Providers – Hospital/Critical Access Hospital (CAH)/End Stage Renal Disease (ESRD)

DATE: October 1, 2007

SUBJECT: Provider Manual Update Transmittal #124

REMOVE

Section	Date
218.121	11-1-06
218.131	11-1-06
218.211	11-1-05

INSERT

Section	Date
218.121	10-1-07
218.131	10-1-07
218.211	10-1-07

Explanation of Updates

Hospital/Critical Access Hospital (CAH)/End Stage Renal Disease (ESRD) Manual Update Transmittal #124 is issued to add an additional diagnostic test to each of the three therapy areas.

Section 218.121 is update by adding the Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2) test to the list of acceptable diagnostic guidelines for Occupational Therapy and by re-lettering the sub-section following the addition.

Section 218.131 is update by adding the Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2) test to the list of acceptable diagnostic guidelines for Physical Therapy and by re-lettering the sub-section following the addition.

Section 218.211 is updated by adding the Receptive-Expressive Emergent Language Test, Third Edition (REEL-3) test to the list of acceptable diagnostic guidelines for Speech-Language Therapy.

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**Arkansas Medicaid Health Care Providers – Hospital/
Critical Access Hospital (CAH)/
End Stage Renal Disease (ESRD)
Provider Manual Update Transmittal #124
Page 2**

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Roy Jeffus, Director

*TOC not required***218.121 Fine Motor Skills – Standard****10-1-07**

- A. Peabody Developmental Motor Scales (PDMS, PDMS2)
- B. Toddler and Infant Motor Evaluation (TIME)
- C. Bruininks-Oseretsky Test of Motor Proficiency (BOMP)
- D. Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)**
- E. Test of Infant Motor Performance (TIMP)**

218.131 Norm Reference**10-1-07**

- A. Adaptive Areas Assessment
- B. Test of Gross Motor Development (TGMD-2)
- C. Peabody Developmental Motor Scales, Second Ed. (PDMS-2)
- D. Bruininks-Oseretsky Test of Motor Proficiency (BOMP)
- E. Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)**
- F. Pediatric Evaluation of Disability Inventory (PEDI)**
- G. Test of Gross Motor Development – 2 (TGMD-2)**
- H. Peabody Developmental Motor Scales (PDMS)**
- I. Alberta Infant Motor Scales (AIM)**
- J. Toddler and Infant Motor Evaluation (TIME)**
- K. Functional Independence Measure for Children (WeeFIM)**
- L. Gross Motor Function Measure (GMFM)**
- M. Adaptive Behavior Scale – School, Second Ed. (AAMR-2)**
- N. Movement Assessment Battery for Children (Movement ABC)**
- O. Test of Infant Motor Performance (TIMP)**
- P. Functional Independence Measure (FIM); 7 through 20 years of age.**

218.211 Speech-Language Tests – Standardized**10-1-07**

- A. Preschool Language Scale, Third Ed. (PLS-3)
- B. Preschool Language Scale, Fourth Ed. (PLS-4)
- C. Test of Early Language Development, Third Ed. (TELD-3)
- D. Peabody Picture Vocabulary Test, Third Ed. (PPVT-3)
- E. Clinical Evaluation of Language Fundamentals – Preschool (CELF-P)
- F. Clinical Evaluation of Language Fundamentals, Third Ed. (CELF-3)
- G. Clinical Evaluation of Language Fundamentals, Fourth Ed. (CELF-4)
- H. Communication Abilities Diagnostic Test (CAdet)
- I. Test of Auditory Comprehension of Language, Third Ed. (TACL-3)
- J. Comprehensive Assessment of Spoken Language (CASL)

- K. Oral and Written Language Scales (OWLS)
- L. Test of Language Development – Primary, Third Ed. (TOLD-P:3)
- M. Test of Word Finding, Second Ed. (TWF-2)
- N. Test of Auditory Perceptual Skills, Revised (TAPS-R)
- O. Language Processing Test, Revised (LPT-R)
- P. Test of Pragmatic Language (TOPL)
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- U. Receptive One-Word Picture Vocabulary Test, Second Ed. (ROWPVT-2)
- V. Expressive One-Word Picture Vocabulary Test, 2000 Ed. (EOWPVT)
- W. Comprehensive Receptive and Expressive Vocabulary Test, Second Ed. (CREVT-2)
- X. Kaufman Assessment Battery for Children (KABC)
- Y. Receptive/Expressive Emergent Language Test, Third Edition (REEL-3)



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Internet Website: www.medicaid.state.ar.us

TO: Arkansas Medicaid Health Care Providers – Home Health

DATE: October 1, 2007

SUBJECT: Provider Manual Update Transmittal #103

REMOVE

Section	Date
218.161	11-1-06

INSERT

Section	Date
218.161	10-1-07

Explanation of Updates

This update of the Home Health provider manual is released to add an additional diagnostic test to the list of acceptable tests for physical therapy evaluations.

Section 218.161 is revised by adding the Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2) test to the list of acceptable diagnostic guidelines for Physical Therapy and to re-letter the sub-section following the addition.

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Roy Jeffus, Director

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*TOC not required***218.161 Norm Reference****10-1-07**

- A. Adaptive Areas Assessment
- B. Test of Gross Motor Development (TGMD-2)
- C. Peabody Developmental Motor Scales, Second Ed. (PDMS-2)
- D. Bruininks-Oseretsky Test of Motor Proficiency (BOT)
- E. Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT2)**
- F. Pediatric Evaluation of Disability Inventory (PEDI)**
- G. Test of Gross Motor Development – 2 (TGMD-2)**
- H. Peabody Developmental Motor Scales (PDMS)**
- I. Alberta Infant Motor Scales (AIM)**
- J. Toddler and Infant Motor Evaluation (TIME)**
- K. Functional Independence Measure for Children (WeeFIM)**
- L. Gross Motor Function Measure (GMFM)**
- M. Adaptive Behavior Scale – School, Second Ed. (AAMR-2)**
- N. Movement Assessment Battery for Children (Movement ABC)**
- O. Test of Infant Motor Performance (TIMP)**
- P. Functional Independence Measure (FIM); Ages 7 through 20**