



Autism Care Demonstration

Outcome Measures

Key Points

- Outcome Measures
- Pervasive Developmental Disorder Behavior Inventory (PDDBI)
- Parent Stress Index (PSI-4) or Stress Index for Parents of Adolescents (SIPA)
- Vineland Adaptive Behavior Scales (Vineland-3)
- Social Responsiveness Scale (SRS-2)



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Outcome Measures of the Autism Care Demonstration

Applied behavior analysis (ABA) providers use the findings from the outcome measures to support treatment plan decision making. Outcome measures are required at the initiation of ABA, and at every subsequent treatment authorization. Authorizations for ABA cannot be processed without the required outcome measures. Additionally, data collected from outcome measures is reported to the Defense Health Agency and to Congress.

The outcome measures utilized by the Autism Care Demonstration (ACD) are:

- Pervasive Developmental Disorder Behavior Inventory (PDDBI)
- Vineland Adaptive Behavior Scales (Vineland-3)
- Social Responsiveness Scale (SRS-2)
- Parent Stress Index (PSI-4) Short Form or Stress Index for Parents of Adolescents (SIPA)

When are Outcome Measures Due?

- Outcome measures can be completed up to 90 calendar days prior to the submission due date
- If the beneficiary or family elects to pause services from the ACD for more than 180 calendar days, the timeline to collect outcome measures resets
- PDDBI-P is required **prior** to starting ABA services and the PDDBI-P **and** PDDBI-T **are required every six months** thereafter
- PSI/SIPA, **prior** to starting ABA services and **every six months** thereafter
- Vineland-3 is required **prior** to starting ABA services and **every year** thereafter
- SRS- 2 is required **prior** to starting ABA services and **every year** thereafter



Pervasive Developmental Disorder Behavior Inventory (PDDBI)

The PDDBI is an informant-based rating scale that is designed to assist in the assessment (for problem behaviors, social, language, and learning/memory skills) of children who have been diagnosed with ASD. The PDDBI provides age-standardized scores for parent and teacher ratings. The PDDBI Assesses responsiveness to intervention in children with Autism Spectrum Disorder (ASD)

PDDBI Basics

- For ages 1.5 – 18.5 years
- Only the Parent Form (PDDBI-P) is completed during initial assessment
- After the initial authorization request, both the Parent and Teacher (PDDBI-T) forms must be completed every six months
- The Teacher Form must be completed by only the BCBA/BCBA-D. Responsibility for the completion of the Teacher Form by the BCBA/BCBA-D cannot be delegated
- The standard or extended form must be submitted as a stand-alone document, not embedded within the treatment plan
- The Domain/Composite Score Summary Table, including all domain and composite scores, must be submitted
- The name of the respondent and relation to the beneficiary is required on all forms
- The rater should be kept as consistent as possible

PDDBI Scores: Discussion and Consideration

- **Autism Composite Score:** A composite measure that provides a summation by measuring how the beneficiary's social and communicative ability scores offset the beneficiary's behavioral challenges or problems. It is a valid measure of the severity of Autism and is derived from certain domains within the PDDBI
 - **Decrease** in score indicates **improvement**
- *Increase or stagnation* in this score indicates overall symptoms of ASD are *increasing* or not improving
 - May indicate goals across domains are warranted
 - If lack of progress is observed, consider the following possible barriers:
 - Short time interval
 - Initial level of severity of the problems



- Treatment is not intensive enough
- Treatment not targeting specific behaviors or applied correctly
- Treatment changes not yet being observable in other settings
- Score of under 40 indicates fewer deficits related to ASD
- **Repetitive, Ritualistic, and Pragmatic Problems Composite (REPRIT):** A composite measure of stereotypy and sensory behavioral challenges
 - Target area examples: self-stimulatory behavior, flexibility, socially appropriate responses/actions, conversation, perseveration
 - **Decrease** in score indicates **improvement**
- *Increase or stagnant* score may indicate the need for the addition of goals, parent training, or Behavior Intervention Plan (BIP) to address repetitive or ritualistic behavior
- **Expressive Social Communication Abilities Composite (EXSCA):** A composite measure of expressive social and communicative abilities
 - Target area examples: attending, joint attention, social response, play, imitation, WH questions, conversational exchanges
 - **Increase** in score indicates **improvement**
- *Decrease or stagnant* score may indicate the need for the addition of goals related to expressive communication and social skills

Parent versus Teacher (BCBA) scores

- Scores with significant difference between parent and teacher score may indicate lack of generalization, differences in environment, and how individuals manage the child's behavior across settings
- When significant differences are present between parent and teacher scores, it's important to consider if skills or behavior management strategies are being generalized across environments. This may be addressed by increased parent training on strategies used and generalization of skills learned
- Alternately, incongruent scores may be the result of family or caregivers having less familiarity completing assessment tools and this may be addressed by clarifying questions and concerns with the parent or caregiver during the assessment
- Individual relationships may also affect scores across domain. An excessively negative or positive view of the child may impact the scores assigned

Additional Resources Related to the PDDBI



For additional information regarding the PDDBI, please see the publisher's website

<https://www.parinc.com/product/groups/pddbi-assessment>

For Continuing Education on the topic please see the following

<https://learning.jadehealth.org/courses/on-demand-workshop-pdd-behavior-inventory>



Parent Stress Index 4 Short Form (PSI)

The Parent Stress Index 4 Short Form (PSI) was designed to evaluate the magnitude of stress in the parent child relationship. It focuses on three major domains:

- Child Characteristics
- Parent Characteristics
- Situational/Demographic Life Stress

The PSI facilitates both treatment planning in relation to problem areas and the evaluation of the effectiveness of interventions. For the purposes of the ACD, the intent of this tool is to identify potential resources for the beneficiary and family. TriWest gets only the summary scores from the PSI and does not see the questions or answer details

PSI Basics

- The PSI is for ages 0-12
- The PSI is completed during initial assessment and every 6 months thereafter with reauthorization requests
- Only the Short Form is required
- The name of the respondent and relationship to the beneficiary is required on all forms
- The PSI summary scores must be submitted as a stand-alone document, not embedded within the treatment plan
- The PSI typically takes less than 15 minutes for parents/caregivers to complete

PSI Scores

- **Decrease** in scores overtime indicates **improvement**

Additional Resources Related to the PSI

For additional resources related to the PSI, please see the publisher's website

<https://www.parinc.com/products/PSI-4#details>



Stress Index for Parents of Adolescents (SIPA)

The SIPA is a screening and diagnostic instrument that identifies areas of stress in parent-adolescent interactions, allowing examination of the relationship of parenting stress to adolescent characteristics, parent characteristics, the quality of the adolescent-parent interactions, and stressful life circumstances

For the purposes of the ACD, the intent of this tool is to identify potential support resources for the beneficiary and family. TriWest gets only the summary scores from the SIPA and does not see the questions or answer details

SIPA Basics

- The SIPA is for ages 11-19
- Completed during initial assessment and every 6 months thereafter with reauthorization requests
- The name of the respondent and relationship to the beneficiary is required on all forms
- The SIPA summary scores must be submitted as a stand-alone document, not embedded within the treatment plan
- The SIPA takes approximately 20 minutes for parents/caregivers to complete

SIPA Scores

- **Decrease** in scores overtime indicates **improvement**

Additional Resources Related to the SIPA

For additional resources related to the PSI, please see the publisher's website

<https://www.parinc.com/products/SIPA#resources>



Vineland Adaptive Behavior Scales 3rd Edition (Vineland)

The Vineland-3 is a valid and reliable measure of adaptive behavior for individuals diagnosed with intellectual disabilities and developmental disabilities including ASD. The Vineland-3 consists of an interview, a parental/caregiver, and teacher rater forms

Vineland Basics

- The Vineland is appropriate for all ages
- Completed **prior** to ABA services and then again, **every year** after
 - The Vineland may be completed as part of an initial diagnosis or be completed by the ABA provider during initial assessment
- The name of the respondent and relation to the beneficiary is required on all forms
- Either the Parent Form, the Interview Form (if completed by a TRICARE-authorized provider or ASN), or the Teacher Form are required
- The Vineland must be submitted as a stand-alone document, not embedded within the treatment plan

Vineland Scores: Discussion and Consideration

- Adaptive Behavior Composite (ABC) Score
 - Summation score across domains
 - **Increase** in scores over time demonstrates improvement
- Socialization
 - Interpersonal relationships, play and leisure, coping skills
 - Target area examples: conversation, social responses, imitation, play, coping
 - **Increase** in scores over time demonstrates **improvement**
- Communication
 - Receptive communication, expressive communication, written communication
 - Target area examples: attending, listener responding, conversation, questions, reading, and writing
 - **Increase** in score demonstrates **improvement**
- Daily Living Skills
 - Personal, domestic, community
 - Many areas are exclusions in the ACD but still part of the ABC score and can likely be targeted through parent training and education
 - **Increase** in score over time demonstrates **improvement**
- Maladaptive Behavior domain
 - Internalizing and externalizing domains
 - Higher scores indicate more problem behaviors in each subdomain
 - May indicate need for BIP, generalization, etc.
 - **Decrease** in scores over time indicates progress and **improvement**



Additional Resources Related to the Vineland

For additional resources, webinars, and training related to the Vineland, please see the publisher's website:

<https://www.pearsonassessments.com/en-us/Store/Professional-Assessments/Behavior/Vineland-Adaptive-Behavior-Scales-%7C-Third-Edition/p/100001622?srsId=AfmBOodS0rWXyF7cX7qWx-iM2ZGPexjDI1O4dVV9DsSLtaLGXfJLnxU&tab=resources>



Social Responsiveness Scale 2nd Edition (SRS)

The SRS identifies social impairment associated with ASD and quantifies its severity. The SRS scores across five subscales: Social Awareness, Social Cognition, Social Communication, Social Motivation, and Restricted Interests and Repetitive Behavior

SRS Basics

- For ages 2.5 years and above
- Completed **prior** to ABA services and then again, **every year** after.
 - The SRS may be completed as part of an initial diagnosis or be completed by the ABA provider during an initial assessment
- Only the Parent Form is required
- The name of the respondent and relation to the beneficiary is required on all forms

SRS Scores: Considerations and Discussion

- The SRS provides a total score reflecting the severity of social deficits associated with ASD
- Total T score can be compared over time in order to assess progress, lack of progress, or regression
- Total T score greater than or equal to 76 indicate substantial deficits in social interaction
- Scores less than or equal to 59 are considered within normal limits or typical social functioning
- Scores increasing over time would indicate an increase in social difficulties or deficits
- **Progress** over time would be indicated by a **decreasing** Total T score

Additional Resources Related to the SRS

For additional resources, webinars, and training related to the SRS, please see the publisher's website:

<https://www.parinc.com/products/SRS-2#details>