MDT Format for Results of Intellectual, Adaptive, and Autism Spectrum Assessments

Assessments completed by a school psychologist, as part of the Multidisciplinary Team evaluation, are important for the Division of Developmental Disabilities (DHHS-DD) to determine a student's eligibility for Medicaid Home and Community-Based Services (HCBS) Developmental Disabilities Waiver services. Eligibility determination for developmental disabilities services is made in accordance with federal and state regulations, as well as the statutory definition of developmental disability found in Nebraska Revised State Statute 83-1205.

The Multi-Disciplinary Team (MDT) report is a verification and not a diagnosis, which is required by statute, but the complete testing results and summaries provided in multiple MDT reports are valuable in documenting a person's cognitive abilities and adaptive functioning during his/her developmental years.

When documenting assessment results, it is useful to DHHS-DD when the MDT report includes:

Intellectual Assessment

Include a complete summary of all subtests, including the subscale and index scores. When the Full Scale Intelligence Quotient (FSIQ) is unable to be interpreted, please explain why and provide the General Ability Index (GAI).

An example of the information needed from the Wechsler Scales is given, but you may select any intellectual assessment appropriate for the person you are assessing. Regardless of the assessment used, a complete summary is recommended.

DHHS-DD recommends you use a full cognitive test battery and not a brief cognitive test battery. This provides the most comprehensive information to make an eligibility determination.

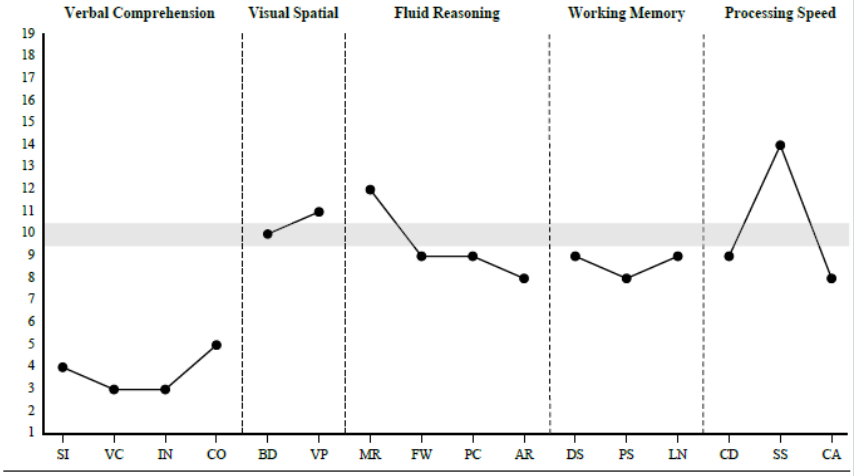
PRIMARY SUMMARY

Subtest Score Summary

Domain	Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Age Equivalent	*SEM*
Verbal Comprehension	**Similarities**	SI	8	4	2	<6:2	1.16
	Vocabulary	VC	6	3	1	<6:2	1.24
	(Information)	IN	7	3	1	<6:2	1.31
	(Comprehension)	CO	7	5	5	<6:2	1.34
Visual Spatial	**Block Design**	BD	22	10	50	8:6	1.04
	Visual Puzzles	VP	13	11	63	8:10	1.08
Fluid Reasoning	**Matrix Reasoning**	MR	18	12	75	9:10	0.99
	Figure Weights	FW	14	9	37	7:2	0.73
	(Picture Concepts)	PC	10	9	37	7:2	1.24
	(Arithmetic)	AR	12	8	25	7:2	1.04
Working Memory	**Digit Span**	DS	19	9	37	7:2	0.95
	Picture Span	PS	19	8	25	6:10	1.08
	(Letter-Number Seq.)	LN	12	9	37	7:2	1.24
Processing Speed	**Coding**	CD	27	9	37	<8:2	1.37
	Symbol Search	SS	25	14	91	10:10	1.34
	(Cancellation)	CA	39	8	25	6:2	1.24

Subtests used to derive the FSIQ are bolded. Secondary subtests are in parentheses.

Subtest Scaled Score Profile



Adaptive Assessment

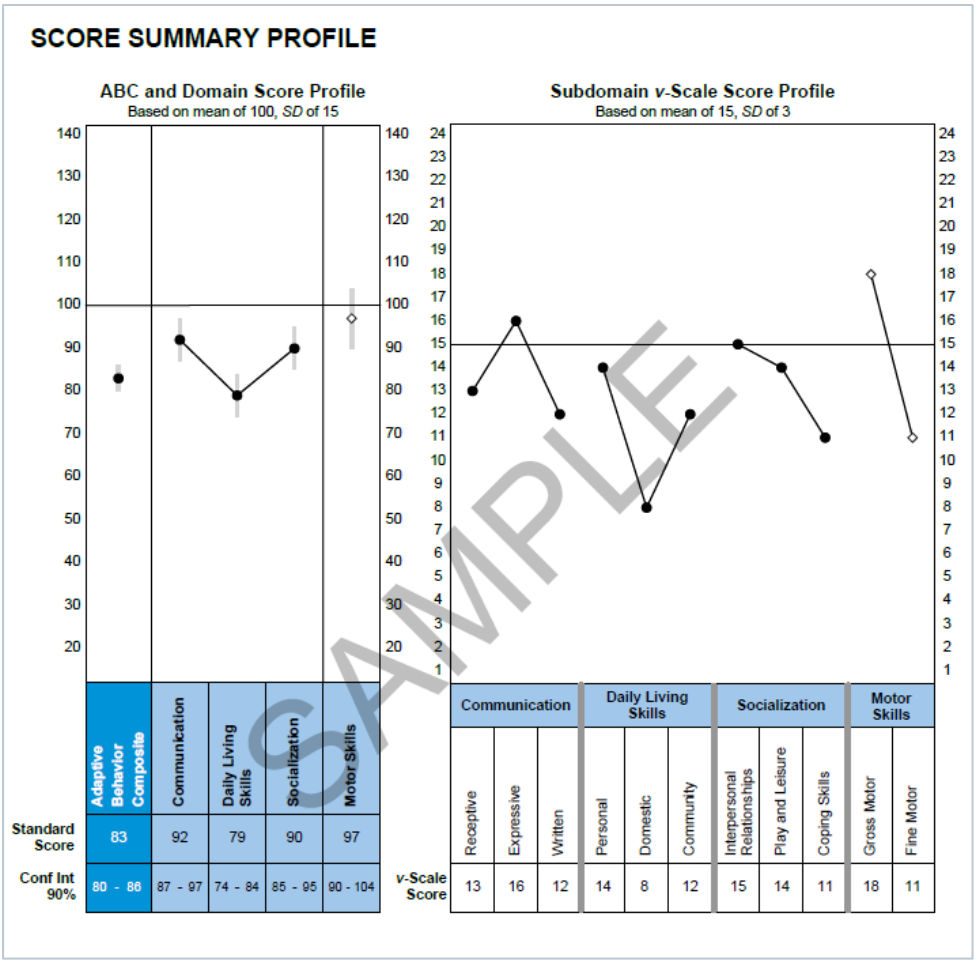
It is most useful to include a complete summary of all subtests with the composite scores and scaled scores for subtests. An example is given of the information needed from the ABAS-3. You may select any valid adaptive

assessment appropriate for the person you are assessing. The adaptive assessment most commonly used by DHHS-DD is the Vineland-3. The ABAS-3 or the Vineland-3 are accepted as meeting criteria in our statute.

To meet eligibility criteria the person must show significant functional limitations in all three areas: conceptual, practical, and social.

Autism Spectrum

Other areas which fit into the developmental disabilities definition may be assessed for the MDT report. After intellectual disability, the most common area related to eligibility and assessed by school psychologists is autism spectrum disorder. It is extremely important that DHHS-DD receive all scores for instruments used to make this determination.



We need data provided by teachers and parents who assisted you to come to your conclusion about verification and your observations of the person. This information is critical because there are often discrepancies between raters and we need your expertise and professional opinion to understand any discrepancies.

Impressions

As is appropriate when interpretive information is given, your clinical impressions of the assessments' validity to give an accurate picture of the person's true capabilities is important. When there are conditions you believe impacted the testing results, clearly indicate this. When scores differ significantly from previous assessments, or between raters, include your impressions about the reason for these discrepancies. This information is critical to help DHHS-DD understand a person's skills and abilities.

Qualified Professional

The MDT report should indicate with the interpretive information who completed specific evaluations. It is helpful when the school psychologist completing assessments is indicated on the page where the results are reported. Signing as being involved in the MDT report does not indicate who completed the testing.