

Children's Long-Term Support (CLTS) Functional Screen Teleconference

Bureau of Children's Services
Division of Medicaid Services
October 14, 2021



Agenda

- Summary of Changes to the Clinical Instructions and CLTS Functional Screen (CLTS FS)
- Walkthrough and Demos:
 - ◆ Module 4: Mental Health
 - ◆ Module 5: Behaviors
 - ◆ Module 7: School and Work
 - ◆ Module 8: Health Related Services
- Resources and Next Steps

Teleconference Information

Accessing teleconference materials

- GovDelivery message
 - ◆ PowerPoint
 - ◆ [Two-Page summary](#)
- [Vimeo link](#)
 - ◆ Recording

Teleconference Schedule

Teleconference schedule for 2021:

- September 9
 - ◆ [Recording](#)
- October 14
- November 4 (this date has been changed)

11 a.m.–12 p.m.

Summary of Changes

Mary Schlaak Sperry

Reasons for CLTS FS Updates

Incorporated changes over the last six years

- Advances in technology
- Updates to testing
- Tips/system change notices/GovDelivery message



*** Social Competency/Self-Direction (14 years to 17 years, 9 months)**

- Is not self confident in social situations.
Is not comfortable enough to express his/her opinion in everyday peer interactions.
- Does not assert social autonomy from parents.
Does not make decisions about interests, activities or ideas independent from his/her parents.
- Repeatedly does not avoid situations that are likely to result in trouble.
Gets involved in situations that have caused trouble in the past or does not avoid peer pressure in going along with a bad idea.
- Does not make transitions from one activity to another without disrupting others.
Unable to make transitions without having his/her discomfort affect others in the group.
- Does not show an interest in a variety of toys.
Does not enjoy playing with a number of toys designed for his/her developmental level.
- Does not play in group games with adult supervision.
Will not play games lead by trusted adults such as hokey pokey, circle games, or Simon says.
- Does not parallel play with other children.
Is not comfortable playing with similar toys next to other children.
- Does not assume different roles in play.
Does not engage in make believe or pretend play (e.g., pretends to play a mom, dad, cat or dog).
- Does not have an awareness of another child's need for help or feelings.
Does not recognize when another child is happy, sad or hurt.
- Does not seek information or assistance from parents or teachers.
Does not ask for help (verbally or non-verbally) or seek information from a trusted adult.
- Does not participate in groups at play.
Prefer to play by himself/herself rather than be part of a group.
- Does not identify one special friend.
Will play with anyone but does not have a best friend.
- Does not control his/her temper in disagreements with other children.
Cannot disagree with peers without escalating into a temper tantrum or running away from the situation.
- Does not question rules or punishments viewed as unfair.
Unable to express his/her sense of unfairness or simply doesn't care when things are unfair.
- Does not show concern for the feelings of friends.
Does not notice another person's feelings and offer care or comfort.
- Does not express an interest in spending time with similar aged peers.
Isolates himself/herself from peers

Reasons for CLTS FS Updates

- Clarified all process and procedures
- Modified to concise, transparent language
- Updated for inclusion and equity initiatives
- Amended for family and person-centered philosophy and language
- Further aligned to:
 - ◆ State and federal institutional levels of care
 - ◆ Adult long-term care system and screen

CLTS FS and Quality Improvement

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- Minimize time with not functionally eligible (NFE) reviews.
 - Provide guidelines for internal county waiver agency (CWA) review.
 - Reduce time and effort to complete screen.
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- Increase screener training/outreach.
 - Added collaboration with stakeholders.
 - Semi-annual review of the CLTS FS/Clinical Instructions.

Module 4: Mental Health

Mary Schlaak Sperry

Module 4: Mental Health

- Does the child need more than outpatient counseling to address their mental health or substance use disorder needs?
- Severe emotional disturbance (SED) is now mental health (MH) and questions refer to MH diagnosis (dx) instead of emotional disability.
- Mental health services updates.

Module 4: Mental Health

Mental Health Information

Mental Health Diagnoses Summary

• Obsessive-Compulsive Disorder

• Oppositional Defiant Disorder

* Does the child need more than outpatient counseling to address their mental health or substance use disorder needs?

* If the child has a clinical Mental Health diagnosis, has the diagnosis or symptoms related to that diagnosis, persisted for at least 6 months?

If the child has a clinical Mental Health diagnosis, is the diagnosis expected to last one year or longer?

Does the child have any of the following symptoms? (Check all that apply and enter notes below)

- Anorexia / Bulimia - Life threatening symptomology
- Psychosis - Serious mental illness with delusions and/or hallucinations
- Suicidality - Suicide attempt or significant suicidal ideation or plan in the last 12 months
- Violence - Life threatening acts
- No symptoms apply

Does the child currently require any of the following services? (Check all that apply)

- Clinical Case Management and Service Coordination Across Systems
- Criminal Justice System
- Mental Health Services (check all that apply)
 - Psychiatric Medication checks with Psychiatrist or other Physician
 - Counseling Sessions with Psychologist or Licensed Clinical Social Worker
 - Inpatient Psychiatric Treatment
 - Day Treatment - either partial or full day
 - Behavioral Treatment for Children with Autism Spectrum Disorders under the supervision of a mental health professional
 - In Home Psychotherapy under the supervision of a mental health professional
- Substance Abuse Services
- In-school Supports for Emotional and/or Behavioral Problems

Child has an Individualized Educational Plan (IEP) for Emotional/Behavioral Disorders (EBD) programming. Or the child has an active Behavioral Intervention Plan (BIP) in an Individualized Educational Plan (IEP). Or the child requires informal supports for behavioral intervention on a regular basis

Module 5: Behaviors

Colleen Medford and Laura Knott

Module 5: Behaviors

- Behavior definition and language updates
 - ◆ Requirement of multiple locations removed
- Interventions: updated language and clarification
 - ◆ Medical/professional
 - ◆ Emergency interventions

Module 5: Behaviors

**** Current Intervention Reference Table**

Time-out/Supervision	Medical/Professional Intervention	Emergency
<ul style="list-style-type: none"> Regular time-outs Restricted community access Constant supervision ("in-line of sight") 	<ul style="list-style-type: none"> Professional medical treatment Regular professional therapeutic treatment Regular use of protective gear Environmental Limitations Constant supervision ("within arm's reach") Interventions taught/recommended and used by parents/caretakers Evidence based Interventions parents/caretakers have sought out and used 	<ul style="list-style-type: none"> Urgent or emergency medical treatment Police involvement/Youth Justice involvement/Child Welfare involvement Intervention resulting in a temporary placement out of the home for intensive monitoring/treatment within the last six months

Behavior Information

** Refer to 'Current Intervention reference table' above for more information on 'Current Intervention' dropdown options.

* Child's Behavior (Select all that apply):

Behavior	Frequency (Over the past 6 months)	Current Intervention	Expected to last for 6 months or more?
High-Risk Behaviors			
Running Away	Never <input type="button" value="v"/>	None <input type="button" value="v"/>	No <input type="button" value="v"/>
Substance Abuse	Never <input type="button" value="v"/>	None <input type="button" value="v"/>	No <input type="button" value="v"/>
Dangerous Sexual Contact	Never <input type="button" value="v"/>	None <input type="button" value="v"/>	No <input type="button" value="v"/>
Use of Inhalants	Never <input type="button" value="v"/>	None <input type="button" value="v"/>	No <input type="button" value="v"/>
Self-Injurious Behaviors			
Head-Banging	Never <input type="button" value="v"/>	None <input type="button" value="v"/>	No <input type="button" value="v"/>

Module 5: Behaviors

- Understanding the needs of the child, not the child in services. What has been internalized, and what has not.
- Interviewing to understand interventions.
 - ◆ Formal interventions
 - ◆ Informal interventions
- Marking behaviors, frequency, interventions.

Module 7: School and Work

Colleen Medford

Module 7: School and Work

- School and work
 - ◆ Absent more than 50%
- Employment
 - ◆ Support needed if working or support child would need if working

Employment Information

* **Current Employment Status:**

* **Employment Interest:**

If Employed, where: (Check all that apply)

Attends pre-vocational day/work activity program

Attends sheltered workshop

Has paid job in the community

Works at home

* **Need for Assistance to Work:**

Independent (with assistive devices if uses them)
Needs help weekly or less (e.g., if problems arise)
Needs help every day but does not need the continuous presence of another person
Needs the continuous presence of another person

Page Notes

Module 8: Health Related Services

Abby Hammes

Module 8: Health Related Services

- Updated to current technical terms.
- Skilled nursing describes the task being done, not the person completing the task.
- Skilled nursing related to diabetic care.

Update to technical terms

Clarified:

- Ventilator: If checked, must also check tracheostomy.
- Differentiated ventilator vs. continuous positive airway pressure (CPAP) or bi-level positive airway pressure (BiPAP).
- Description of total parenteral nutrition (TPN).
- Descriptions of urinary catheter types and skilled cares that qualify.

Update to technical terms (continued)

- Corrected:
 - ◆ Una Boot is not a gel dressing.
 - ◆ G-tube brands are Mic-Key or AMT mini-one buttons.
- Updated as technology has advanced:
 - ◆ Dialysis can occur at a clinic or at home.
 - ◆ Diabetic infusion pumps.

Infusion pumps related to diabetic care

- Listed under “IVs” health related service.
- Must be a continuous infusion.
- Mark the frequency of skilled help needed with insulin pump (programming, changing insulin bag).

Health Related Services Needed	N/A	Independ.	1-3/ Month	1-3/ Week	4-7/ Week	2+/ Day
BOWEL or OSTOMY related SKILLED tasks: digital stim, changing wafer, irrigation (does not include site care).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DIALYSIS: hemodialysis or peritoneal, in home or at clinic.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IVs - peripheral or central lines - fluids, medications, infusion pumps related to Diabetic Care, and transfusions (does not include site care).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OXYGEN and/or deep SUCTIONING - With oxygen to include only SKILLED tasks such as titrating oxygen, checking blood saturation levels, etc.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Infusion pumps related to diabetic care

What it is not:

- Giving periodic bolus.
- Does not include site care (wound care).
- Glucose monitoring.
- Diet monitoring (calculating dose of insulin based on number of carbohydrates eaten).

Summary and Next Steps

Colleen Medford

Resources

- [CLTS Functional Screen Clinical Instructions](#)
- [Wisconsin's Functional Screen webpage](#)
- [CLTS Functional Screen staff email](#)
- [Learning Center UW-Oshkosh](#)
- [SOS Help Desk email](#) phone: 608-266-9198
- [CCS Email](#)

Outreach

CLTS FS updates went live 9/8/21 at 5 p.m.

- CLTS FS 2021 teleconferences 9/9/21, 10/14/21, 11/4/21 at 11 a.m.-12 p.m. (Note: November date changed).
- CLTS FS 2022 quarterly teleconferences.