



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Division of Developmental Disabilities

May 2010

e – Therapist Bulletin



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From Miriam Podrazik's desk...

A few gentle reminders:

- ♦ Families need to sign a time sheet, progress note, journal etc. when therapy occurs as supporting documentation for a claim being submitted.
- ♦ Claims must bill hours using the NPI for the therapist who actually provided the service. COTA's and PTA's bills are submitted under the OT or PT NPI number.
- ♦ Missed appointments can be made up at the discretion of the family and the therapist, but the therapist must follow the frequency. Therefore, the missed appointment must be made up in the same week if the prescription calls for weekly therapy or monthly if the prescriptions calls fro monthly therapy. If the child is in the AzEIP program, the therapist must follow the frequency set forth in the IFSP.
- ♦ Time for writing progress notes is built into the rate so it is not a separate billable service.

SPEECH AND LANGUAGE ASSISTANTS NEWS

The Division plans to incorporate new language in the therapy service specification for Speech and Language Assistants (SLPA). The Qualified Vendor will bill on behalf of the SLPA. The SLPAs NPI number must be in the "Provider of Service" field on the claim. The SLPA's rate will be 75% of the SLP's rate. Contracts will need to be amended and the projected date to use SLPAs will be July 1, 2010.

Please share with staff / others who don't have access to your emailed copy. e-Therapist Bulletins are also on the web! Go to www.azdes.gov/ddd and click on News & Events. All DDD bulletins are available for viewing.

Equal Opportunity Employer/Program

Under Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, and disability. The Department must make a reasonable accommodation to allow a person with a disability to take part in a program service or activity. For example, this means if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity. If you believe that you will not be able to understand or take part in a program of activity because of your disability, please let us know of your disability needs in advance if at all possible.

To request this document in alternative format or for further information about this policy, contact the Division of Developmental Disabilities ADA Coordinator at (602) 542-6825; TTY/TTD Services: 7-1-1.

When is a Prescription Valid?

- ♦ It must include the type of service (OT, PT, Speech Therapy), frequency (e.g., 1 time per week for one hour, 2 hours per month) and duration of therapy (3 months, 6 months, 12 months)
- ♦ Must not be more than one (1) year old
- ♦ Not required for an evaluation
- ♦ Required only for individuals who are Arizona Long Term Care (ALTC)



Authorization Reports

Lori Davidson from DDD Business Operations compiles authorization reports which can be a great support for you. The reports are helpful as they provide authorizations by consumer, units authorized, units paid, and units remaining, etc.

To request reports from Lori, please email her at LDavidson@azdes.gov and include the following:

1. Your nine digit provider ID
2. Your email address
3. Contact name and phone number
4. How often you'd like the report emailed (weekly, monthly, etc.)

If you have any questions, Lori can be reached at 602-542-6886.

Quarterly Therapy Progress Notes

Therapy providers must provide current progress reports and home programs to the Division if they want service requests to be considered or reauthorized. Please use the forms that are attached to this e-bulletin. All fields must be filled out especially the start date of therapy.

Mandated for District I, email to: DDDD1ProgressReports@azdes.gov or 4000 N. Central, Suite 900 Phoenix, AZ 85012.

For District II, email to: DDDD2ProviderReports@azdes.gov

Emailed reports should include the Support Coordinator name and Office in the subject line. Without the subject line information, there will be a delay in the delivery of reports to the appropriate staff. Emails must be secured before sending.

If you have any questions, please call or email your local Therapy Coordinator.

Let us know!

Please let us know about any training that is offered in your community. We will share it with other therapists. Fax (602-364-1322) or email Miriam Podrazik (MPodrazik@azdes.gov) the details for submission in the next e-Therapist Bulletin.



Continuing Online Education

Opportunity for Participation Based Services for Children and Youth with Disabilities-This is a researched based approach not a model for services



This 30 hour continuing education project will use information created by a federal grant for 6 others states in the nation. There will only be 12 participants selected for this project, 4 from each therapy discipline. This is a pilot project, funded by grant dollars which offers participants an excellent opportunity to learn the Participation Based Services Approach while earning free CEUs. Join us to learn more about embedding therapy strategies into the daily routine for individuals with disabilities and how to teach the family and caregivers how to do these activities to help the individual meet their outcomes.

Participant's Responsibilities:

- Complete modules prior to teleconference dates and participate in all scheduled teleconferences
- Identify 3 families you are serving to participate in the project and administer the initial interview (approximately one hour per family)
- Provide therapy services to your identified families for 16 weeks
- Bring short video clips for brainstorming and discussion

Trainer: Dr. Jeanne Wilcox

Facilitators: Barbara Womack, Amy Heck and Teresa Ray

Project period: August-December 2010



Clock hours will be provided and applications for preapproval to offer continuing education within each respective discipline are in process. ASU course credit is available through the format of a special project. Make arrangements with Jeanne Wilcox to approve the course for ASU credit.

“ Innovative practices will define the future of care for individuals with disabilities. ”

For an application go to this link: http://icrp.asu.edu/arizona_pbs

Sequence for 30 hours of continuing education over 6 month period

- (2 hours) Complete online training on the WHO website and follow up with phone conference on July 29 from 7:00-7:30pm. <http://www.who.int/classification/icf/icfaptraining/en/index.html>
- (5 hours) Participation Based Services Approach and Developing Meaningful Outcomes. Watch power point presentation and follow up with phone conference on August 12 from 7:00-8:00pm.
- (6 hours) Complete color profile and caregiver assessments with the three families selected. Attend brainstorming sessions on Aug 28 from 10:00am-3:00pm.
- (10 hours) Child Interventions. Watch power point presentation and follow up with phone conference on Sept 23 from 7:00-8:00pm and Sept 30 from 7:00-8:00pm.
- (4 hours) Teaching Caregivers. Watch power point presentation and follow up with phone conference on Nov 4 from 7:00-8:00pm.
- (3 hours) Complete post assessments with families, bring videos, and attend brainstorming session on Dec 11 from 10:00am-3:00pm.

SLP SUPERVISION AND THE REVOLUTION OF SERVICE DELIVERY

INCREASING NEED FOR SLP SERVICES

Heightened awareness of the value of early and appropriate intervention for infants and young children with special needs (Guralnick, 1997).

- ◆ Aging of the American population
 - 20% of Americans (79 million people) will be 65 years or older by the year 2050
 - Americans 85 years of age and older are the fastest growing population segment
 - (U.S. Bureau of the Census, 1997)
- ◆ Administrators in both education and health care settings need to provide quality, efficient, and appropriate speech and language services as well as reduce costs.

TO SUPERVISE AN SLPA IN ARIZONA YOU MUST:

- ◆ Provide the amount and type of supervision and direction to an SLPA that is consistent with the SLPA's skills and experience, the needs of the patient, client or student served, the setting in which services are provided and the tasks assigned and provide:
 - Minimum of 20% direct supervision and 10% indirect supervision of all the time that the SLPA is providing services during the first 90 days of employment
 - After 90 days, minimum of 10% direct supervision and 10% indirect supervision of all the time that the SLPA is providing service
 - Inform a patient, client or student when the services of a SLPA are being provided
 - Document all periods of direct and indirect supervision provided to a SLPA
 - If more than 1 SLP provides supervision to an SLPA, one of the SLPs shall be designated as the primary supervisor who is responsible for coordinating any supervision provided by other SLPs

EXCLUSIVE RESPONSIBILITIES OF THE SLP PER ASHA

- ◆ Complete initial supervision training prior to accepting an assistant for supervision and upgrade supervision training on a regular basis
- ◆ Participate significantly in hiring the assistant
- ◆ Document pre-service training of the assistant
- ◆ Inform patients/clients and families about the level (professional vs. support personnel), frequency, and duration of services, as well as supervision
- ◆ Represent the SLP team in all collaborative, interprofessional, interagency meetings, correspondence, and reports (the SLPA can attend meetings along with SLP as a team member or can draft correspondence and reports for editing, approval, and signature by the SLP)
- ◆ Make all clinical decisions, including determining patient/client selection for inclusion/exclusion in the caseload, and dismissing patients/clients from treatment
- ◆ Communicate with patients/clients, parents, and family members about diagnosis, prognosis, and treatment plan
- ◆ Conduct diagnostic evaluations, assessments, or appraisals, and interpret obtained data in reports
- ◆ Review each treatment plan with the assistant at least weekly
- ◆ Delegate specific tasks to the assistant while retaining legal and ethical responsibility for all patient/client services provided or omitted

EXCLUSIVE RESPONSIBILITIES OF THE SLP PER ASHA, con't

- ◆ Prepare an individualized treatment plan and make modifications prior to or during implementation
 - ◆ Discuss the case with or refer the patient/client to other professionals
 - ◆ Sign all formal documents (treatment plans, reimbursement forms, reports: the supervisor should indicate on documents that the assistant performed certain activities)
 - ◆ Review and sign all informal progress notes prepared by the assistant
 - ◆ Provide ongoing training to the assistant on the job
 - ◆ Provide and document appropriate supervision of the assistant
 - ◆ Ensure that the assistant only performs tasks within the ASHA-approved job responsibilities of the SLPA
 - ◆ Participate in the performance appraisal of the SLPA
-

SLPA RESPONSIBILITIES

- ◆ SLPA's may execute specific components of a speech and language program as specified in an individualized treatment plan composed by the speech-language pathologist.
 - ◆ It is the SLP's FULL LEGAL AND ETHICAL RESPONSIBILITY to the patient/client for all services provided or omitted – this CANNOT be delegated to an SLPA
 - ◆ SLPAs may execute tasks listed on the treatment plan that are within the job responsibilities of the SLPA
 - ◆ SLPAs must have the training and skills to perform such tasks
 - ◆ SLPAs must be supervised by the SLP at least the minimum specified level of supervision to ensure quality of care to all persons served
 - ◆ Each SLPAs supervision must depend on the complexity of the case and their experience
-

** ACTIVITIES WITHIN THE SCOPE OF WORK FOR SLPAS ** ASHA GUIDELINES COMPARED TO ARIZONA STATE LICENSURE GUIDELINES

JOB RESPONSIBILITIES ASHA VS ARIZONA

- ◆ ASHA
 - Assist the SLP with speech-language and hearing screenings (without clinical interpretation of results)
- ◆ Arizona
 - Conduct speech and language screenings without interpretation, using screening protocols specified by the supervising SLP
- ◆ ASHA
 - Assist with informal documentation as directed by the SLP
- ◆ Arizona
 - Assist with informal documentation during an intervention session by collecting and tallying data as directed by the SLP, preparing materials and assisting with other clerical duties as specified by the supervising SLP

JOB RESPONSIBILITIES ASHA VS ARIZONA, con't

- ◆ **ASHA**
 - Follow documented treatment plans or protocols developed by the supervising SLP
- ◆ **Arizona**
 - Provide direct treatment assistance, including feeding for nutritional purposes to patients, clients or students except for patients, clients or students with dysphagia, identified by the supervising SLP by following written treatment plans, IEP, ISP, or protocols developed by the supervising SLP

- ◆ **ASHA**
 - Document patient/client performance (tallying data for the SLP to use, preparing charts, records, and graphs) and report this information to the SLP
- ◆ **Arizona**
 - Document patient, client or student progress toward meeting established objectives as stated in the treatment plan, ISP, or IEP without interpretation of the findings, and report this information to the supervising SLP

- ◆ **ASHA**
 - Assist the SLP during assessment of patients/clients
- ◆ **Arizona**
 - Assist the SLP in the collecting and tallying of data for assessment purposes, without interpretation of the data
 - Act as a second-language interpreter during assessments

- ◆ **ASHA**
 - Assist with clerical duties such as preparing materials and scheduling activities as directed by the SLP
- ◆ **Arizona**
 - Schedule activities and prepare charts, records, graphs or other displays of data

- ◆ **ASHA**
 - Perform checks and maintenance of equipment
- ◆ **Arizona**
 - Perform checks and maintenance of equipment

- ◆ **ASHA**
 - Support the supervising SLP in research projects, in-service training, and public relations programs
- ◆ **Arizona**
 - Participate with the SLP in research projects, in-service training and public relations programs

- ◆ **ASHA**
 - Assist with departmental operations (scheduling, record keeping, safety/maintenance of supplies and equipment
 - Collect data for monitoring quality improvement
 - Exhibit compliance with regulations, reimbursement requirements, and SLPA job responsibilities
- ◆ **Arizona**
 - Sign or initial informal treatment notes for review and co-signature by the supervising SLP

**** ACTIVITIES NOT WITHIN THE SCOPE OF WORK FOR A SLPA ****
ASHA GUIDELINES COMPARED TO ARIZONA STATE LICENSURE GUIDELINES

EXCLUDED JOB RESPONSIBILITIES ASHA VS ARIZONA

- ◆ **ASHA**
 - May not perform standardized or non-standardized diagnostic tests, formal or informal evaluations, or clinical interpretations of test results
- ◆ **Arizona-may not**
 - Administer standardized or non-standardized diagnostic tests, formal or informal evaluations or interpret test results

- ◆ **ASHA**
 - May not participate in parent conferences, case conferences, or any interdisciplinary team without the presence of the SLP or another ASHA certified SLP designated by the supervising SLP
- ◆ **Arizona-may not**
 - Participate in parent conferences, case conferences or any interdisciplinary team meeting without the presence of the supervising SLP, except for individualized education program or individual support plan meetings if the licensed SLP has been excused by the IEP team or the ISP team

- ◆ **ASHA**
 - May not write, develop, or modify a patient's/client's individualized treatment plan in any way
- ◆ **Arizona-may not**
 - Write, develop or modify a patient's, client's or student's treatment plan, ISP or IEP in any way

- ◆ **ASHA**
 - May not select patients/clients for services
- ◆ **Arizona-may not**
 - Select patients, clients or students for services

- ◆ **ASHA**
 - May not discharge a patient/client from services
- ◆ **Arizona-may not**
 - Discharge patients, clients or students from services

- ◆ **ASHA**
 - May not disclose clinical or confidential information either orally or in writing to anyone other than the supervising SLP
- ◆ **Arizona-may not**
 - Unless required by law, disclose clinical or confidential information orally or in writing to anyone not designated by the SLP

EXCLUDED JOB RESPONSIBILITIES ASHA VS ARIZONA, con't

- ♦ **ASHA**
 - May not make referrals for additional service
 - ♦ **Arizona-may not**
 - Make a referral for any additional service

 - ♦ **ASHA**
 - May not counsel or consult with the patient/client, family, or others regarding the patient/client status or service
 - ♦ **Arizona-may not**
 - Communicate with the patient, client or student or with family or others regarding any aspect of the patient, client or student status without the specific consent of the SLP

 - ♦ **ASHA**
 - May not use a checklist or tabulate results of feeding or swallowing evaluations
 - May not demonstrate swallowing strategies or precautions to patients, family or staff
 - May not screen or diagnose patients/clients for feeding/swallowing disorders

 - ♦ **Arizona-may not**
 - Conduct swallowing screening, assessment and intervention protocols, including modified barium swallow studies

 - ♦ **ASHA**
 - May not represent himself or herself as an SLP
 - ♦ **Arizona-may not**
 - Claim to be a SLP
 - Perform any task without the express knowledge and approval of the supervising SLP
-



THE BIG QUESTION

SUPERVISION—WHAT IS REQUIRED?

SUPERVISION

- ◆ 30% first 90 days (20% direct, 10% indirect)
 - 40 hr work week = 12 hrs direct & indirect
- ◆ 20% after 90 days (10% direct, 10% indirect)
 - 40 hr work week = 8 hrs direct & indirect
- ◆ This is considered the MINIMUM level necessary for the supervisor to retain DIRECT contact with the patient/client
- ◆ This ensures the supervisor will have direct contact time with the SLPA and the patient/client
- ◆ The data on every patient/client seen by the SLPA should be reviewed by the supervisor
- ◆ The supervision schedule should ensure that all patients/clients seen by the assistant are directly supervised in a timely manner
- ◆ Supervision days and time of day will need to be alternated to ensure that there is direct contact with all clients by the SLP at least once every 2 weeks

Supervision should be documented for:

- ◆ For consumer protection
- ◆ To demonstrate responsible caseload/workload management
- ◆ Accountability to employers
- ◆ Protection if litigation or ethical practice concerns occur

Direct supervision

- ◆ On-site in-view observation and guidance while clinical activity is performed
 - Reliability between the SLPA and SLP on correct/incorrect recording of target behavior
 - Accuracy in implementation of assigned treatment procedures
 - Accuracy in recording data
 - Ability to interact effectively with patient/client
- ◆ Indirect Supervision
 - Demonstration, record review, review and evaluation of audio-or videotaped sessions, interactive television, and/or supervisory conferences by phone
- ◆ An SLPA should not be performing tasks when a supervising SLP cannot be reached by personal contact, phone, pager, or other immediate means
- ◆ The treatment plan is the clinical instruction from the SLP to the SLPA
 - Identifying information
 - Measurable goals and objectives of treatment
 - Tasks and/or assessments that are to be used to meet goals and measure progress

We're listing both requirements (ArSHA and ASHA) because SLPA's should follow both requirements and many SLPA's and SLP's are asking what the difference is between Arizona and the American Speech and Language Association rules. If you have any questions regarding these guidelines email them to Miriam and she will get them answered.

Special thanks to:

Amy Heck, MA CCC-SLP

Owner/Vice President TEAM Ed, P.C.

ArSHA State Education Advocacy Leader

Program Director Estrella Mountain Community College SLPA Program



The Arizona Technology Access Program

A program of Northern Arizona University's Institute for Human Development

announces...

The 12th Assistive Technology Summer Institute

Tomorrow in the Saguaros: **“Cool Tools”**

Who should attend?

Individuals who want to know more about assistive technology, such
as:

People with disabilities, family members and advocates

School/university personnel

OT's, PT's, SLP's

Vocational Rehabilitation Counselors

July 22, 2010

Glendale Civic Center

Glendale, Arizona

A special THANKS to the
Arizona Department of Education
Exceptional Student Services
for their continued support.



About the Conference



The 12th Assistive Technology Summer Institute – *Tomorrow in the Saguaros – Cool Tools* focuses on new and exciting assistive technology in all aspects of daily life. The conference theme, *Cool Tools* emphasizes the move of assistive technology from the institutional to more mainstream products

Keynote

Dr. **Christina Whalen, Ph.D., BCBA-D** is a licensed psychologist and Board Certified Behavior Analyst specializing in autism and related disorders. She received her PhD at U.C. San Diego and did her post-doctoral fellowship at U.C.L.A. She has consulted for many school districts and has run early intervention programs for autism at Autism Spectrum Therapies and University of Washington. She is Founder, President, and Chief Science Officer of TeachTown, a company creating innovative technology-based intervention solutions for special needs students. Dr. Whalen has more than 15 years of experience in research and clinical practice.

She has presented at many professional conferences and has authored several peer-reviewed publications. She is the Editor of the book, *Real Life, Real Progress for Children with Autism Spectrum Disorders: Strategies for Successful Generalization in Natural Environments*.

Dr. Whalen has been a Principal Investigator on 4 federal grants and has won 2 awards for research including the National Tibbett's Award from Small Business Innovative Research and runner-up in the 2008 Technology in the Works competition from the National Center for Technology Innovation. She currently lives in the San Francisco bay area, and is the proud mother of a 7 year old boy.

Program Schedule

7:30 - 8:30	Registration, Continental Breakfast, Exhibit Hall
8:30 - 9:45	Welcome & Keynote Address
9:45 - 10:45	Break/Exhibit Hall
10:45 - 12:00	Concurrent Sessions
12:00 - 1:00	Lunch
1:00 - 1:30	Exhibit Hall
1:30 - 2:45	Concurrent Sessions
2:45 - 3:00	Break/Exhibit Hall
3:00 - 4:15	Concurrent Sessions
4:15 - 4:45	Wrap-up - Door Prizes

Session Titles

Success Stories of TeachTown: Basics Implementation in Home and School Settings for Children with Autism Spectrum Disorders

Cool Tools for Daily Living

Making Multimedia Books Using Powerpoint

Assistive Technology Professionals: Educational Opportunities and Professional Qualifications

Cool iTools & More (offered twice)

Let's Play! Assistive Technology for Pediatric Play and Leisure

Sports and Fitness Center for Persons with Disabilities and Related Activities

AT Vendor Panel – New Products and Developments

*Visit our website at www.nau.edu/aztap for more information

Lodging\Directions\Parking

A block of rooms has been reserved at the following hotels for a special conference rate of \$74 per night.

SpringHill Suites

7370 N. Zanjero (Janjero) Blvd.
Glendale, AZ 85305
Phone: 623-772-9200
Fax: 623-772-9208

Residence Inn

7350 N. Zanjero Blvd.
Glendale, AZ 85305
Phone: 623-772-8900
Fax: 623-772-8905

Make your reservations directly with the hotel and mention NAU 12th Assistive Technology Summer Institute. You can also reserve a room on-line by going to the AT Conference section of AzTAP's website at www.nau.edu/aztap. ***In order to get this rate, you must reserve your room by June 30th.***

The Glendale Civic Center

5750 W. Glenn Dr.
Glendale, AZ 85301-2559



Directions

East valley, exit I-17 at Glendale Avenue, head west to 57th Drive, turn right onto 57th Drive and continue one block.

North valley, head south on 59th Avenue, turn left at Glenn Drive, continue to second block.

Route 101 - Exit at Glendale Avenue, head east to 57th Drive, left to Civic Center.

Route 202 - I-17. North to Glendale Avenue, west to 57th Drive, right to Civic Center.

I-10 - to Route 101, exit at Glendale Avenue, east to 57th Drive, left on 57th Drive to Civic Center

Parking

Parking lot west of the Glendale Civic Center and a parking garage to the east.



This brochure is available in alternative formats.

Go our website at www.nau.edu/aztap

or call 602-728-9534 (voice), 602-728-9536 (TTY),
800-477-9921 (toll-tree)

AzTAP's 12th Assistive Technology Conference Registration Form

(Use a separate form for each registrant)

Name _____
Home Address _____ County _____
City _____ State _____ Zip _____
Day Phone () _____ Evening Phone () _____ Fax () _____
Employer _____ Email _____

Please check only one category:

- | | | |
|---|---|---|
| <input type="checkbox"/> Administrator/Supervisor | <input type="checkbox"/> Education – Regular Ed Teacher | <input type="checkbox"/> Postsecondary – Faculty |
| <input type="checkbox"/> AT Specialist | <input type="checkbox"/> Education – Special Ed Teacher | <input type="checkbox"/> PT |
| <input type="checkbox"/> Consumer/Parent/Caregiver | <input type="checkbox"/> Education – Transition Specialist | <input type="checkbox"/> SLP |
| <input type="checkbox"/> Disability Advocate | <input type="checkbox"/> Education – Other _____ | <input type="checkbox"/> Student (Specify major) _____ |
| <input type="checkbox"/> Day Program Staff | <input type="checkbox"/> Employer Specify _____ | <input type="checkbox"/> Support Coordinator/Case Manager |
| <input type="checkbox"/> DME/ Rehab Supplier | <input type="checkbox"/> Information Technology | <input type="checkbox"/> VR Counselor |
| <input type="checkbox"/> Education – Administrator | <input type="checkbox"/> Nurse | <input type="checkbox"/> VR Navigator |
| <input type="checkbox"/> Education – AT Specialist | <input type="checkbox"/> OT | <input type="checkbox"/> VR Other _____ |
| <input type="checkbox"/> Education – Inclusion Specialist | <input type="checkbox"/> Postsecondary - Disability Service | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Education – Instructional Tech | | |
| <input type="checkbox"/> Education – Paraprofessional | | |

Accessibility Accommodations (All requests must be made by **June 9th**)

- Assistive Listening Device ASL Interpreter Real Time Captioning (CART)
 Large print (18 pt) Braille Disk Other (specify): _____

REGISTRATION FEES

Registration is limited to 200 participants

Regular

Reduced Rate

To qualify for reduced rate, contact Martha Lewis at 602-728-9534, 800-477-9921 or 602-728-9536 (TTY) or atconference@naui.edu before you register.

- Vegetarian Meal Request Vegan Meal Request Gluten Free Meal Request

Refund Policy: There will be a \$10 processing fee for all refunds prior to **June 9th**. No refunds after **June 9th**.

Payment Methods: (choose only ONE) for more information, contact Martha Lewis at 602-728-9534, 800-477-9921 or atconference@naui.edu

A. Register by mail; Check or PO MUST accompany registration

Make checks payable to NORTHERN ARIZONA UNIVERSITY.

Mail to: AzTAP, c/o Martha Lewis, 2400 N. Central Ave., #300, Phoenix, AZ 85004

C. Register by Fax – Credit Card or PO only. Fax to 602-728-9535

Credit card # _____ Visa MasterCard, American Express
Expiration Date _____ Security Code on back of card _____
Name on Card _____
Signature _____

Therapy Payer Source

The chart below is a means to help understand the many different ways that individuals with developmental disabilities receive therapy services. These guidelines have been written to better explain procedures for the coordination of therapy services under the Early Periodic Screening Diagnostic and Treatment (EPSDT) Program.

Early and Periodic Screening, Diagnosis and Treatment (EPSDT) is a comprehensive child health program of prevention, treatment, correction, and amelioration of health problems for Medicaid members under the age of 21. An individual with developmental disabilities falls under the targeted category when he/she qualifies for AHCCCS financially but not medically.

Payer Referral Source for Therapy

Age Range	Final Payer
0-3 (AzEIP) DDD only (non-AHCCCS) - If family has TPL and agrees to usage, provider bills TPL first. If there is no TPL, the Division is the primary payer.	DDD, if TPL denies
0-3 AHCCCS eligible (targeted/TSC)** - If family has TPL, provider obtains a prior authorization from the health plan before billing the TPL.	AHCCCS Health Plan* (EPSDT) DDD if Health Plan Denies
0-3 ALTCS - If family has TPL, provider bills TPL first.	DDD, if TPL denies
3 and above-DD only (non-AHCCCS) with no TPL	DDD-only when funding is available
3 and above-DD only (non-AHCCCS) with TPL	TPL only
3-21 AHCCCS eligible (targeted/TSC)	AHCCCS Health Plan*
21 and above AHCCCS eligible (rehabilitative therapies only)	AHCCCS Health Plan*
3 and above-ALTCS - If family has TPL, provider bills TPL first. If there is no TPL, the Division is the primary payer.	DDD, if TPL denies

*Acute Care Health Plans (Targeted): APIPA (Arizona Physicians Independent Physician Association), CMDP (Comprehensive Medical & Dental Program). Health Choice AZ, Mercy Care Plan, Phoenix Health Plan, Pima Health Plan, UPH/UFC (University Physicians/University Family Care). Care 1st, Bridgeway Acute Plan, Maricopa Health Plan, AIHP (American Indian Health Program).

DDD Long Term Care contracted Acute Care Plans (APIPA, MCP, Care 1st, Capstone) pay for rehabilitative therapy (therapy after surgery, etc.) for individuals who are ALTCS eligible. DDD is responsible for habilitative service payments.

**For 0-3 population covered by (EPSDT)

The team completes the IFSP and the Service Coordinator (SC) sends the "approved coversheet" and copies of the evaluation/developmental summaries completed during the IFSP process to the Maternal Child Health Coordinator (MCH) at the specific health plan. The MCH Coordinator works with the PCP to have the PCP determine whether the therapy services identified on the IFSP are medically necessary. If yes, the therapy authorization request is then sent to the health plan. If approved, the family is referred to the provider in the health plan for the authorized therapy sessions.





Monthly reminder about quarterly progress reports...

Quarterly progress reports are due to Support Coordinators no later than fifteen(15) days after the end of each quarter that the service is provided. There are no exceptions to this contractual rule.

On the first Friday of the month you will receive a Statewide list of ALTCS-eligible individuals who are in need of therapy services. Individuals will be identified by age, district, and zip code. The intent of sharing this information is to help both you and the Division coordinate the provision of therapy services. Therapists should contact the appropriate District Therapy Coordinator in initiate the therapy service referral process.

Your contact person for each district is listed below.

District I: Kathy Hornburg
Phone: **602-246-0546**
Fax: 602-246-0880
KHornburg@azdes.gov

District II: Altagracia Gasque
Phone: **520-519-1711 x 1133**
Fax: 520-748-8765
AGasque@azdes.gov

District III: Tobie Trejo
Phone: **928-526-0334**
Fax: 928-773-8496
TTrejo@azdes.gov

District IV: Esther Panuco
Phone: **928-669-9293 x 231**
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