

Eligibility for EIDBI services

Page posted: 6/15/15

Page reviewed: 3/16/22

Page updated: 11/7/22

Legal authority

[Minn. Stat. §256B.0949](#)

Criteria

A person is eligible to receive Early Intensive Developmental and Behavioral Intervention (EIDBI) services if they meet all of the following criteria:

- Diagnosed with autism spectrum disorder (ASD) or a related condition (refer to diagnosis section).
- Had a comprehensive multi-disciplinary evaluation (CMDE) that establishes their medical need for EIDBI services (refer to CMDE section).
- Enrolled in Medical Assistance (MA), MinnesotaCare, Minnesota Tax Equity and Fiscal Responsibility Act (TEFRA) or other qualifying health care programs.
- Younger than age 21.

A Minnesota Health Care Programs (MHCP)-enrolled CMDE provider determines whether a person meets these eligibility criteria during the CMDE process.

ASD

Core characteristics of ASD include when the person has:

1. Persistent challenges in social communication and social interaction across multiple contexts, demonstrated by challenges in all of the following:
 - Social-emotional reciprocity (e.g., person has atypical social approach; reduced sharing of interests, emotions or affect; lack of starting or responding to social interactions including, but not limited to, conversations and play).
 - Nonverbal communicative behaviors (e.g., person has atypical body language or gestures, poor eye contact).
 - Developing, maintaining and understanding relationships (e.g., person has difficulty making friends, having interest in peers, sharing, imaginative play).
2. Restricted, repetitive patterns of behavior, interests or activities, demonstrated by at least two of the following:
 - Stereotyped or repetitive motor movements, use of objects or speech (e.g., person lines up toys, has echolalia).
 - Ritualized patterns or routines (e.g., person demonstrates interfering behaviors when asked to transition from a preferred activity, insists on eating the same way or taking the same route every day).
 - Highly restricted or fixated interests.
 - Hyper- or hypo-reactivity to sensory input or atypical interest in sensory aspects of the environment (e.g., person has adverse reaction to specific sounds, textures, smells or fascination with lights or movement).

Severity

A person's characteristics can range in severity. Severity is based on social communication impairments and restricted, repetitive patterns of behavior.

Additional criteria

Additional diagnostic criteria include the following:

- Symptoms must be present in the person's early developmental period but might not fully be apparent until social demands exceed the person's current functioning or skills, or the person's symptoms might be masked by learned strategies.
- Symptoms cause clinically significant interference in a person's social, occupational or other important areas of current functioning.

	<ul style="list-style-type: none"> The person's symptoms are not better explained by intellectual disability or global developmental delay. <p>Note: A person may have an intellectual disability and ASD that co-exist. For a full definition of ASD, refer to the current version of the American Psychiatric Association (APA) Diagnostic and Statistical Manual of Mental Disorders (DSM).</p>
Related conditions	<p>A related condition is a condition that is closely related to ASD and:</p> <ol style="list-style-type: none"> Is severe and chronic. Results in impairment of a person's adaptive behavior and function similar to that of a person with ASD. Requires treatment or services similar to those required for a person with ASD. Results in challenges in the following symptom areas (similar to the symptoms of ASD): <ul style="list-style-type: none"> Social interaction and communication. Restrictive, repetitive behaviors or hyper- or hypo-reactivity to sensory input (refer to examples in the ASD section). May also include delays or need for a high level of support in one or more of the following related domains: <ul style="list-style-type: none"> Behavior challenges and self-regulation. Cognition. Learning and play. Safety. Self-care.
Diagnosis	<p>A diagnosis of ASD or a related condition must:</p> <ul style="list-style-type: none"> Be completed by a licensed physician, advanced practice registered nurse (APRN) or mental health professional. Include direct observations of the person and information from the person's legal representative or primary caregiver. Be based on current DSM or DC:0-5 criteria (refer to the using DSM versus DC:0-5 section). Meet the requirements of a standard diagnostic assessment according to Minn. Stat. §245I.10, subd. 6. <p>Using DSM versus DC:0-5</p> <p>When completing a standard diagnostic assessment of a person who is age five or younger, the assessor must use the current edition of the DC: 0-5 Diagnostic Classification of Mental Health and Development Disorders of Infancy and Early Childhood, published by Zero to Three.</p> <p>When completing a standard diagnostic assessment of a person who is age six or older, the assessor must use the current edition of the DSM, published by the American Psychiatric Association.</p> <p>Diagnostic criteria</p> <p>The diagnosing provider must use the current version of the DSM/DC:0-5 to diagnose the person.</p> <p>There are important considerations to keep in mind when evaluating young children, including the following factors:</p> <ul style="list-style-type: none"> Prematurity. Siblings diagnosed with ASD or other familial/genetic risk. Presence of associated intellectual disability and language impairment. Displaying some characteristics of ASD but not meeting the full diagnostic

	<ul style="list-style-type: none"> • criteria (refer to MN Autism Resource Portal – Signs and symptoms). <p>Assessment tools</p> <p>To determine a diagnosis, the provider may consider additional assessment information, including:</p> <ul style="list-style-type: none"> • Specialized tests administered through special education evaluations by licensed school personnel. • Assessments from professionals licensed in the fields of medicine, speech and language, psychology, occupational therapy or physical therapy. <p>DHS strongly encourages providers to use standardized assessment tools to diagnose ASD or related conditions and evaluate cognitive/intellectual, adaptive and sensory-regulatory abilities. However, DHS does not require specific assessment tools.</p> <p>Note: An IQ score and results of adaptive skills assessments are required for children to be eligible for certain types of case management and home and community-based services.</p>
CMDE	<p>A CMDE is a covered EIDBI service used to provide behavior identification and assessment. Qualified providers deliver the CMDE to determine if a person has a medical need for EIDBI services. For more information about the CMDE and medical necessity determination process, refer to:</p> <ul style="list-style-type: none"> • EIDBI – CMDE. • EIDBI – Medical necessity criteria.
Additional resources	<p>EIDBI – EIDBI services EIDBI – Overview of EIDBI providers MN Autism Resource Portal – Signs and symptoms</p>