



**Release Date:** 2023/11/08

**Version:** 4.0

**Downtime Expected:** None

## Virtual IPM Release Notes

### Updates included in this release:

#### New Features:

1. Intervention Target Changes
2. Added Anxiety Intervention Targets
3. Teaching Plans
4. Predict Module
5. Patient Authentication Error Message
6. Application Status Webpage

#### Fixes:

1. Update Print Styles and Language in App
2. Update to Packages and Names
3. Updated Patient List Sort
4. Updated Patient User Guide PDF

### **Feature #1 Intervention Target Changes**

#### Details:

1. Changes have been implemented in how the Intervention Target features works. The key changes are noted below:
  - a. Whereas previously the Intervention Targets displayed to users were being driven by the scoring, the feature is now updated to display all Intervention Targets available in the system, regardless of whether or not a Virtual IPM assessment has been administered
  - b. The Intervention Targets are now being displayed by Domain on the left hand navigation panel, and by Subscale on the screen
  - c. When a Virtual IPM assessment *has* been administered, users will notice that Intervention Target recommended by the scoring will be shown in the top section of each subscale, with the remaining Intervention Targets listed in the section below
  - d. Users are also able to select the following for each target they wish to focus on:
    - i. Term
      1. Current Term
      2. Near Term
      3. Long Term
    - ii. Target Source

1. This field is for users to indicate what the driving source of the target is. There are 7 options users can choose from, if they do not wish to leave this blank.
- e. Selected Targets will be displayed on the Monitor Report (by Domain and Subscale) under the Term they were indicated to fall under

Patients > Anastasiya Test 2 > Monitor Add Forms New Assessment Group

**Report**

- Demographics
- Parent Surveys
  - DLS ←
- Progress Monitoring
- Recommendations
- Intervention Targets
  - ASDQ
  - ADHD
  - CAS
  - OS-CBS
  - DLS** ←
  - EFS
  - MSS
- Teaching Plans

⊙ Intervention Targets - Daily Living Skills

Intervention Target	Current Term	Near Term	Long Term	Target Source	Teaching Plan
<b>Suggested Targets based on Patient Response</b>					
Use bathroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None Norm Referenced Assessment: Parent Norm Referenced Assessment: Clinician Norm Referenced Assessment: Other Skills-Based Assessment Parent Interview Other Standardized Assessment Multiple Assessments	
Opening mouth when being fed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Drinking from bottle or sippy cup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Eating solid foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Cooperating when washing hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Wipe face with cloth or towel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Cooperating when being dressed or undressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Chewing finger foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Drinking from cup or glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Undress self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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⊙ Intervention Targets - Autism Symptom Dimensions Questionnaire

Intervention Target	Current Term	Near Term	Long Term	Target Source	Teaching Plan
<b>Additional Targets</b>					
Gain attention for needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None	<a href="#">Create Plan</a>
Point to express interest / initiate joint attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Follows a clear point toward a highly interesting object or other stimulus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Attends to items held up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Use gesture to get something they want (ex. picked up, get food or a toy they cannot reach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Smile in response to familiar voice or sound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Social smile with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Interpret common gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Respond with sound or gesture when approached by another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Use greetings (hi!, fist bump, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

## Feature #2 Added Anxiety Intervention Targets

Details:

1. Added Intervention Targets for the Comprehensive Anxiety Scale Assessment

Patients / Abhishek Reddy / Monitor

[Add Forms](#)
[New Assessment Group](#)

- Report
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  - ADHD
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  - Intervention Targets**
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  - CAS

### Intervention Targets - Comprehensive Anxiety Scale

Generalized Anxiety / Worry				
Intervention Target	Current Term	Near Term	Long Term	Target Source
<b>Additional Targets</b>				
Reduce excessive fear (clarify nature and situations where manifest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reduce excessive anticipatory anxiety (clarify nature and situations where manifest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reduce excessive worry (clarify nature and situations where manifest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reduce excessive apprehension (clarify nature and situations where manifest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Feature #3 Teaching Plans

Details:

1. This is a new features that was added to the system which will be used hand in hand with the Intervention Target feature
  - a. *IMPORTANT NOTE: For the initial phase of this feature, users are only able to create Teaching Plans for Intervention Targets under the 3 following Domains: the Social Communication and Interaction domain [ASDQ (SCI)], Daily Living Skills domain (DLS), and Executive Functioning domain (EFS).*
2. Users will be able to create Teaching Plans by first selecting Intervention Targets as **Current Term** targets.
  - a. In the screenshot below, please note that the “Create Plan” button only shows for the Target selected for the Current Term
3. A user will click the “Create Plan” button, and a new Teaching Plan form will appear. The following fields will be prepopulated based on the Intervention Target which had been selected:
  - a. Domain
  - b. Subscale
  - c. Intervention Target
  - d. Goal
  - e. Objective \*
    - i. *\* This will only be preselected when there is 1 Objective to choose for that Goal*
    - ii. *\* Some objectives need to be filled in with values - these slots will be indicated on the screen by being highlighted*

**Objective \***

- When given a model for a [insert number of steps in the action or task]-step action/ task not currently in their repertoire, the learner will correctly complete the action/ task.

**Please replace the highlighted text... \***

When given a model for a [insert number of steps in the action or task]-step action/ task not currently in their repertoire, the learner will correctly complete the action/ task.

4. The Teaching Plan form consists of 4 sections:
  - a. Plan Details
  - b. Data Collection
  - c. Teaching Setting & Strategies
  - d. Generalization & Maintenance
5. Users should go through the steps of completing the form to the best of their ability
  - a. *Important Note: Once a Plan has been created, the only field that users will be allowed to update is the "Status" field, which will note if the plan is Active, in Maintenance, Mastered, OR is Inactive.*
6. Once a Teaching Plan has been created, users should navigate to the **Teaching Plan** tab in the left hand navigation pane. There, they will be able to see all of the Teaching Plans created for that specific Assessment Group, listed by Domain and Subscale.
7. Users will have the ability to print each Teaching Plan individually by clicking into the specific Plan
8. The Monitor Report will be updated to display two new sections based on this information:
  - a. (1) Goals and Objectives
    - i. This section will show all of the Goals and Objectives which has been selected for the Teaching Plans
    - ii. If there are multiple Objectives under one Goal, these will be displayed together
  - b. (2) Teaching Plans
    - i. This section will show all of the Teaching Plans created in that Assessment Group
9. Other things to note:
  - a. As a patient is progressing through treatment, users will need to update the status of the Teaching Plans associated with that patient
  - b. If a **Current** term target is unselected after a **Teaching Plan** has been created for it, the Teaching Plan will remain on the patient's record
    - i. *The **Status** of the Plan will NOT be updated, nor will the Plan be deleted*
      1. Users are responsible for finding the Teaching Plan associated with a Target and updating the **Status** of it
      2. A dialog box will appear when a Target is unselected that is linked to a **Teaching Plan**, to serve as a reminder to users of this step
    - ii. The Plan WILL be removed from the Monitor Report

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- Teaching Plans

Intervention Targets - Autism Symptom Dimensions Questionnaire

Basic Social Communication		Current Term	Near Term	Long Term	Target Source	Teaching Plan
<b>Additional Targets</b>						
Gain attention for needs	→	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None	<a href="#">Create Plan</a>
Point to express interest / initiate joint attention	→	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None	
Follows a clear point toward a highly interesting object or other stimulus	→	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	None	
Attends to items held up		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Use gesture to get something they want (ex. picked up, get food or a toy they cannot reach)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Smile in response to familiar voice or sound		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Social smile with others		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Interpret common gestures		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Respond with sound or gesture when approached by another person		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

### Create Teaching Plan

Plan Details
Data Collection
Teaching Setting & Strategies
Generalization & Maintenance

**Domain**  
Autism Symptom Dimensions Questionnaire / Basic Social Communication

**Intervention Target**  
Gain attention for needs

**Goal \***  
The learner will appropriately gain the attention of another individual.

**Objective \***  
When an object or assistance of another is needed, the learner will approach another individual (within arm distance with body position toward the communication partner) and use a gentle tapping on the shoulder or upper arm and/ or a verbal behavior to gain the attention of another person.

**Please list the intermediate steps needed to achieve the objective.\***

**Status \***  
Select a status

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### Teaching Plans

Autism Symptom Dimensions Questionnaire

Basic Social Communication

Intervention Target	Setting	Status	
Gain attention for needs	Clinic	Maintenance	<a href="#">Edit</a>
Gain attention for needs	Clinic	Active	<a href="#">Edit</a>
Gain attention for needs	Clinic	Active	<a href="#">Edit</a>
Gain attention for needs	Clinic, Home	Maintenance	<a href="#">Edit</a>

Daily Living Skills

Self-Care

Intervention Target	Setting	Status	
Use bathroom	Clinic	Active	<a href="#">Edit</a>

Patients > Anastasiya Test 2 > **Monitor** Print Report Add Forms New Assessment Group

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- Teaching Plans

### GOALS AND OBJECTIVES

The learner will appropriately gain the attention of another individual.

- When an object or assistance of another is needed, the learner will approach another individual (within arm distance with body position toward the communication partner) and use a gentle tapping on the shoulder or upper arm and/ or a verbal behavior to gain the attention of another person.
- When an object or assistance of another is needed, the learner will approach another individual (within arm distance with body position toward the communication partner) and use a gentle tapping on the shoulder or upper arm and/ or a verbal behavior to gain the attention of another person.
- When an object or assistance of another is needed, the learner will approach another individual (within arm distance with body position toward the communication partner) and use a gentle tapping on the shoulder or upper arm and/ or a verbal behavior to gain the attention of another person.
- When an object or assistance of another is needed, the learner will approach another individual (within arm distance with body position toward the communication partner) and use a gentle tapping on the shoulder or upper arm and/ or a verbal behavior to gain the attention of another person.

The learner will use the toilet/restroom.

- When a cue of time to use the toilet/ restroom is present, the learner will independently use in the closest available appropriate toilet.

### TEACHING PLANS

Domain	Daily Living Skills / Self-Care
Intervention Target	Use bathroom
Target Source	
Goal	The learner will use the toilet/restroom.
Objective	When a cue of time to use the toilet/ restroom is present, the learner will independently use in the closest available appropriate toilet.
Steps to Achieving Objective	
Status	Active

Data Collection

Method	Frequency

## Feature #4 Predict Module

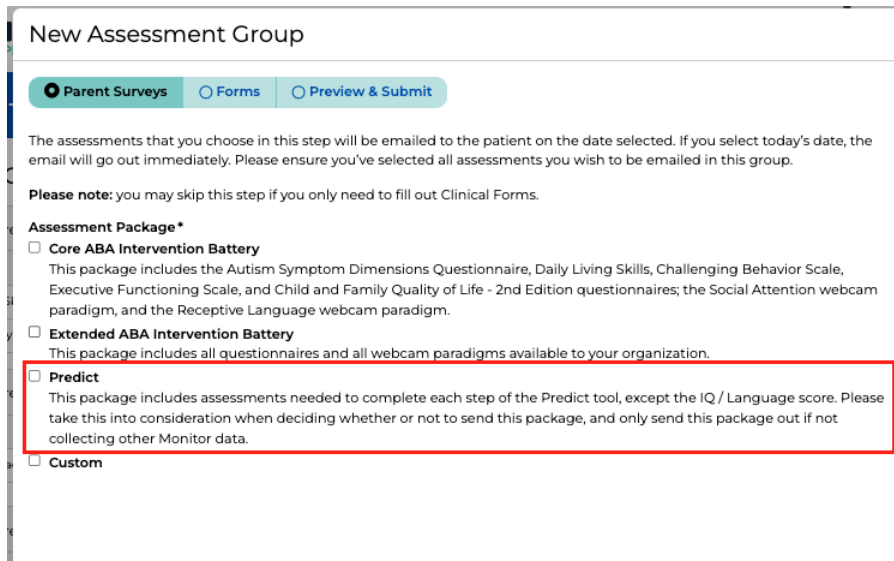
Details:

1. This new feature introduces a new module to Virtual IPM's offering which is called **Predict**
2. Predict is an evidence based tool which runs an algorithm based on input from the user to generate a set of guidance and suggested therapy hours which a clinician should use in their approach to treating a patient
3. To use this feature, users would go to the Patient's record they wish to generate a Predict for

4. There is now a new button in the top right corner of the screen called **New Predict**



5. When clicked, a dialog box will appear for users to complete
  - a. There is a brief introduction step which will walk users through the steps of using this feature
6. Steps to complete:
  - a. Adaptive Function Measure score
  - b. IQ / Language Measure score
  - c. Autism Symptom Measure score
  - d. Challenging Behavior rating
  - e. Parent Readiness rating
  - f. Follow-up
7. A selection **must** be made for each of the steps in order to continue on to the next step
8. *Note: If a user does not have a score/rating available for each of the steps in the process, the user may exit from the Predict tool, and send out a Monitor package for gathering the necessary information*



9. Once a **Predict** is generated, a **Predict** module card is shown, with the suggested range of therapy hours which should be assigned to a child per week. Users can click into this card to view the complete set of guidance output by the algorithm
  - a. This module consists of 3 tabs -> Report, Guidance, and Data Collection

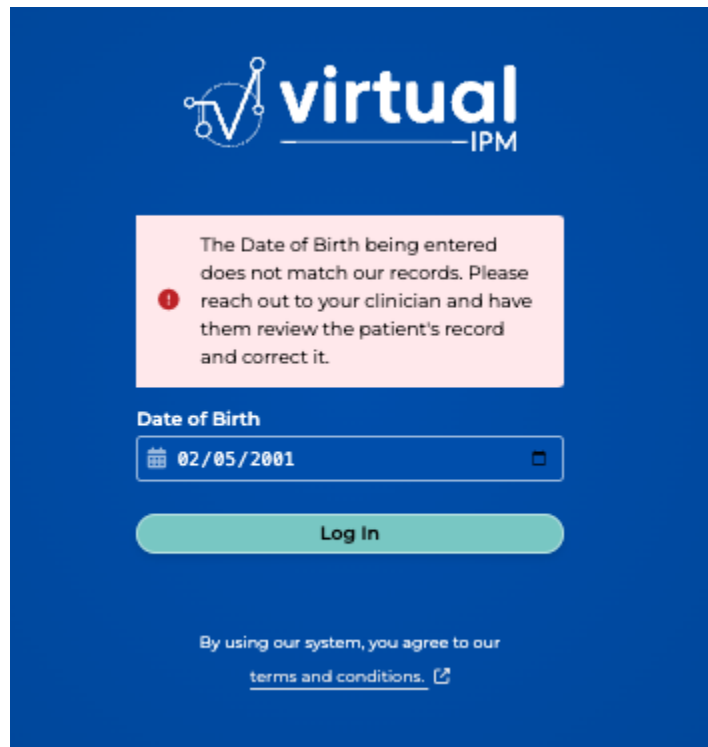


- b. The **Report** tab will display the data entered by the Clinician user, as well as the Guidance which was selected by the user to be included
  - i. Users are able to select the **Print** button at the top right of the screen to print the report to PDF
- c. The **Guidance** tab will display the display guidance intended to assist clinicians in choosing initial intervention areas, as well as the best teaching approaches
  - i. User may use the toggles on the right hand side of the screen to indicate which guidance they wish to include on the Predict Report
- d. The **Data Collection** tab will display the values entered by the user when completing the **Predict** form

### **Feature #5 Patient Authentication Error Message**

Details:

- 1. Created error messages for Patient Authentication page - Patient Users will not be notified what issue is not allowing them to enter the portal
- 2. Example of a message:



### **Feature #6 Application Status Webpage**

Details:

- 1. Added a page to the main Autism Analytica page to display app status and any outages
- 2. Also will be including app release notes on this page
- 3. Link: <https://autismanalytica.com/application-status/>





### **Fix #1 Updated Print Styles and Language in App**

Details:

1. Implemented updates to print styles across the app, including now showing the breadcrumb and Patient Name and DOB when printing from different spots across the Clinician UX
2. Normalized naming and acronyms of Assessments across the App

### **Fix #2 Update to Packages and Names**

Details:

1. Updated the Standard Assessment Package to contain the Executive Functioning Scale and Child & Family Quality of Life Assessments
2. Updated names of Packages:
  - a. Standard Package -> Core ABA Intervention Battery
  - b. Extended Package -> Extended ABA Intervention Battery
3. Added a "Predict Package", for users to send out if they need scores for the Predict Module

### **Fix #3 Updated Patient List Sort**

Details:

1. Updated the Patient List Sort to be showing patients by Last Name, then First Name

### **Fix #4 Updated Patient User Guide PDF**

Details:

1. Updated the Patient User guide PDF in the help section of the patient portal