What will be presented: Overview of School Based Medicaid Behavioral Intervention and Behavioral Consultation Services

Who needs this information: Special Education Directors, School Psychologist, Teachers, Medicaid Billing Staff

Training Documents:
- Qualifications for Intervention
- Qualifications for ParaProfessional
- Qualifications for Behavioral Consultation
- Developmental Disabilities Determination Standards
- Developmental Disabilities Checklist
- Definition and Eligibility
- Department of Health and Welfare approved Assessments
- New Medicaid Evaluation Form
- New Medicaid IEP Form
- School Based Medicaid Program Inquiry Response Table
- SBS Fee Table

Developmental Disabilities Behavioral Services

Who Qualifies for Developmental Disabilities Services

Developmental Disability: Chronic disability which appears before the age of 22 years and:

- Age 5 through Adult: IQ of 70 or below with a standard error of measurement of 5 points.
- Birth to Age 5: A delay of 25% overall functioning.
- Medical Diagnosis: Cerebral palsy; epilepsy; or autism.
- A substantial limitation in 3 or more life areas: self-care; receptive and expressive language; learning; mobility; self-direction; capacity for independent living; or economic self-sufficiency.
- Age 3 through Adult: A score of 2 standard deviations below the mean creates a presumption of a functional limitation.
- Birth to Age 3: The following criteria must be utilized to determine a substantial functional limitation for children under 3:
  a) The child scores 30% below age norm, or
  b) The child exhibits a 6 month delay, or
  c) The child scores 2 standard deviations below the mean.
Potentially Eligible Educational Categories

- Autism
- Cognitive Impairment
- Developmental Delay (age 3-9)
- Health Impairment
- Multiple Disabilities
- Traumatic Brain Injury

Must Be Medically Necessary

- It is a reasonable calculated service to prevent, diagnose, or treat conditions in the participant that endanger life, cause pain, or cause functional significant deformity or malfunction; and
- There is no other equally effective course of treatment available or suitable for the participant requesting the service which is more conservative or substantially less costly.
- Medicaid services must be of a quality that meets professionally-recognized standards of health care and must be substantiated by records including evidence of such medical necessity and quality. Those records must be made available to the Department upon request.

Definitions

DD – Developmental Disabilities
BI - Behavioral Intervention
BC – Behavioral Consultation
FBA – Functional Behavioral Assessment
BIP – Behavioral Intervention Plan
Consistent, assertive and continuous intervention designed to:

• Assist student to access educational environment
• Develop replacement behaviors
• Intervene and prevent maladaptive behaviors
• Instruct in tools and strategies

What is Behavioral Intervention?

Who Can Provide Behavioral Intervention?

Professionals and Paraprofessionals

Behavioral Intervention Medicaid School Based Services

Qualifications

• Exceptional Child Certificate
• Early Childhood/Early Childhood Special Education Blended Certificate
• Special Education Consulting Teacher
• Habilitative intervention professional
• Individuals employed by a school as certified Intensive Behavioral Intervention (IBI) professional prior to July 1, 2013, are qualified to provide behavioral intervention:
  • Must be able to provide documentation of one (1) year’s supervised experience working with children with developmental disabilities. This can be achieved by previous work experience gained through paid employment, university practicum experience, or internship. It can also be achieved by increased on-the-job supervision experience gained during employment at a school district or charter school.
Contracting with Community Providers

Behavioral Intervention, Medicaid School Based Services

Qualifications

A paraprofessional under the direction of a qualified behavioral intervention professional or behavioral consultation, must meet the following:

i. Must be at least eighteen (18) years of age;

ii. Demonstrate the knowledge, have the skills needed to support the program to which they are assigned, and meet the requirements under the “Standards for Paraprofessionals Supporting Students with Special Needs,” available online at the State Department of Education website; and

iii. Must meet the paraprofessional requirements under the Elementary and Secondary Education Act of 1965, as amended, Title 1, Part A, Section 1118.

The professional must observe and review the direct services performed by the paraprofessional on a monthly basis, or more often as necessary, to ensure the paraprofessional demonstrates the necessary skills to correctly provide the behavioral intervention service.

What is Behavioral Consultation?

Behavioral Consultation is a NEW Medicaid billable service designed to assist IEP teams during the evaluation process and to provide ongoing support, training, and monitoring of behavioral goals and behavioral intervention plans included on a student’s IEP.

Behavioral Consultation is limited to 36 hours per student IEP year.
What services can a Behavior Consultant provide?
- Consulting with LEA service providers
- Performing advanced assessment(s) (FBA)
- Writing BIP
- Coordinating implementation of BIP
- Delivering ongoing training to interventionists and other team members

Behavioral Consultant
Medicaid School Based Services
Qualifications
Must be provided by a professional who has a Doctoral or Master’s degree in psychology, education, applied behavioral analysis, or have a related discipline with one thousand five hundred (1500) hours of relevant coursework or training, or both, in principles of child development, learning theory, positive behavior support techniques, dual diagnosis, or behavior analysis (may be included as part of degree program); and who meets one (1) of the following:
- An individual with an Exceptional Child Certificate
- An individual with an Early Childhood/Early Childhood Special Education Blended Certificate
- A Special Education Consulting Teacher
- An individual with a Pupil Personnel Certificate, excluding a registered nurse or audiologist
- An occupation therapist who is qualified and registered to practice in Idaho
- Therapeutic consultation professional
DD Behavioral Services Steps

IEP Implementation
Service Page
IEP Goals
Eligibility Report/Written Notice
Behavioral Assessment
Evaluation and Assessment

- Team determines eligibility for special education at initial evaluation or 3-year re-evaluation, or more frequently as warranted.
- Initial and 3 yr. re-evaluation establishes Developmental Disability per Medicaid Rule.
- Obtain consent to assess per IDEA and one-time parent consent to bill Medicaid.
- Obtain Physician’s Referral for going to billing Medicaid.

Behavior Assessment

- If student is demonstrating behaviors that have an adverse effect on education, team should consider evaluating behavior of student which may include an evaluation of social skills.
- In order to qualify for Medicaid BI/BC student must score at least 1.5 SD on Health & Welfare approved assessments in at least 2 domains/subtests by at least 2 different raters.

Eligibility or Written Notice

- IEP Team documents results of evaluations/assessments on initial or 3-year reevaluation, including results of behavior assessment(s).
- If student is demonstrating behaviors that were not addressed on an initial or 3 yr., team may need to complete a behavior assessment during interim period. Results of the evaluation or assessment must be summarized on a Written Notice.

IEP Goal(s)

- If student behaviors adversely impact education, team should consider prioritizing behavior needs as an IEP Goal.
- Utilize district policy/procedures to determine if a FBA/BIP is needed.
- In order to access Medicaid BI/BC student must have an IEP goal addressing identified behaviors.
- In order to access Professional Level of BI, student IEP must also include a FBA and BIP.

Service Page

- Team documents needed services per district policy/procedures.
- Teams should consider use of “Optional Statement of Service Delivery” as a mechanism to clarify whether documented behavior intervention services would be delivered at a professional or paraprofessional level and the use of added or consultation services.

IEP Implement/Service

- Implement IEP.
- Gather progress monitoring data.
- In order to bill Medicaid BI/BC ensure progress monitoring data and service provision is documented according to Medicaid Rules.
New Consent Requirement

- Team determines eligibility for special education at initial evaluation or 3 year re-evaluation or more frequently as warranted.
- Initial and 3 yr. re-evaluation establishes Developmental Disability per Medicaid Rule.
Department of Health and Welfare
Approved Assessments

1. Scales of Independent Behavior – Revised (SIB-R)
2. Vineland II – Adaptive Behavior Scales
3. Adaptive Behavior Assessment System, 2nd Ed (ABAS-II)
4. Adaptive Behavior Scale (ABS 2)
5. PDD Behavior Inventory (PDDBI)
6. Preschool & Kindergarten Behavior Scale (PKBS)
7. Behavior Assessment System for Children, 2nd Ed (BASC-2)
8. Conners (Comprehensive Behavior Rating Scale (CBRS)
  /Conners 3rd
9. Gilliam Autism Rating Scale 2nd Ed (GARS-2)
10. Autism Spectrum Rating System

IDEA
Medicaid

• Obtain consent to assess
  • Obtain Physician’s Referral

Adding an FBA
to an Existing IEP

Consent to Assessment
- Identify the new Assessment that might be needed
  • FBA
  • Adaptive Behavior
  • Emotional/Social/Behavioral

Request for input
- A Reevaluation
- Seeking additional information

Written Notice
- (a) Seeking additional information on the identification and needs of the student
- (b) No actions were refused
- (c) Explanation: Special Education Services are required in order to benefit
- (d) Option: considered not to do the assessment but the student’s needs require the needs for additional
  assessment
- (e) Assessment: current data is not adequate to make educational decisions
Medicaid Billing Code for Multiple uses

96101

Evaluation and Assessment

Medicaid Billing Code for Evaluating

Evaluation and Assessment

Medicaid Billing Code for Assessment

Medicaid Billing Code for Psychological Testing

Behavioral Consultation for a new referral.

Student who is referred for a special education evaluation, meets CDE criteria, and is Medicaid eligible.

Behavioral Consultant conducts FBA and/or assists with other advanced assessments.

Behavioral Intervention Plan is developed as part of the IEP.

and/or Behavioral Consultant conducts FBA with other advanced assessments.

Behavioral Consultant conducts IEP/PEP, and/or Behavior Intervention Plan.

Obtains Consent for permission to Bill Medicaid

Obtain Physician Referral

Complete Assessments

Behavioral Consultation hours used during the evaluation process count toward the 36 hour limit.
- If student is demonstrating behaviors that have an adverse effect on education, team should consider evaluating behavior of student which may include an evaluation of social skills.
- In order to qualify for Medicaid BI/BC student must score at least 1.5 SD on Health & Welfare approved assessments in at least 2 domains/subtest by at least 2 different raters.

Student Assessed using Department approved Behavior Assessment

Scores 2 standard deviations from the mean on index score
FBA, BIP, and IEP Goal required
Paraprofessional rate 1:1 paraprofessional to student ratio
Professional rate no greater than 1:2 professional to student ratio

Scores 1.5 standard deviations from mean in 2 behavior domains by 2 different raters
IEP Goal required. A BIP/FBA may be written.
Paraprofessional rate no greater than 1:3 professional or paraprofessional to student ratio

Eligibility
Or Written Notice

- IEP Team documents results of evaluations/assessments on initial or 3 year reevaluation including results of behavior assessment(s). If student is demonstrating behaviors that were not addressed on an initial or 3 yr., team may need to complete a behavior assessment (BFA) interim period. Results of the evaluation or assessment must be summarized on a Written Notice.
IEP Goal(s)
- FBA/BIP

- If student behaviors adversely impact education, team should consider prioritizing behavior needs as an IEP Goal.
- Utilize district policy/procedures to determine if a FBA/BIP is needed.
- In order to access Medicaid BI/BC student must have an IEP goal addressing identified behavior.
- In order to access Professional Level of BI, student IEP must also include a FBA and BIP.

PARTS of the FBA

- Description of Problem Behavior: (What is the inappropriate or unacceptable behavior to be targeted for intervention? Be specific about who was involved and what happened before, during, and after the event)

- Document the Pattern of Behavior (frequency, intensity, duration, environmental factors, and context in which the behavior occurred)

- History (e.g., what circumstances make the behavior more likely to occur, medical or physical concerns, substance abuse issues, stressful events in the student’s life)
IEP Goal(s)  FBA/BIP

**B I P**

**IEP Goal(s)**  FBA/BIP

Do we need to do PLOP’s and goals for Behavioral Intervention Services?

**NO**

However...

**IEP Goal(s)**  FBA/BIP

Do we need to do PLOP’s and goals for Behavioral Consultation?

**Yes!**
Example Goals

- Given positive reinforcement for raising their hand, Student will decrease classroom interruptions (blurting out answers, talking out, yelling) from an average of 15 times a day to an average of 2 times a day for 2 consecutive weeks as documented in daily behavior record.

- Following one verbal cue to return to an instructional area, Student will comply without physical outburst from an average of 10 incidents a day to an average of 2 incidents per day for 2 consecutive weeks as documented in daily behavioral record.

IEP Goal(s)

FBA/BIP

Service Page

• Team documents needed services per district policy/procedure.
• Teams should consider use of “Optional Statement of Service Delivery” as a mechanism to specify whether documented behavior intervention services would be delivered at a Professional or Paraprofessional level and the use of Behavior Consultation Services. OR use the new Medicaid IEP Form.

New Medicaid IEP Form
Behavior Prevention
Intensive Beh. Intervention

School Psychologist
Special Ed Teacher

• Implement IEP
• Collect progress monitoring data
• In order to bill Medicaid BI/BC ensure progress monitoring data and service provision is documented according to Medicaid Rules.

Student's name
Name and title of person providing the service
Date
Time
Duration
Place of service

Example

When Might You Need a Behavioral Consultant

• Student's Behavioral Needs Exceeds IEP Team's Expertise

Then

• Additional Expertise is needed to Address Student's Behavioral Needs
• Determine if the District has staff that meet Behavioral Consultation Qualifications
• Seek Community/Contract Professional

OR

Developing FBA/BIP, Train Staff, and Provide Oversight

IDAPA 16.03.09.853.03
IDAPA 16.03.09.854.0
Documentation Prior to Billing

- Current IEP – indicates the need for service(s).
- Physician’s Orders – makes recommendation or referral for Medicaid services.

Service Detail Report Must Include:

- Student's name
- Name and title of person providing the service
- Date, time, duration for service
- Place of service
- Category of service
- Brief description of the specific areas addressed
- Students response to the intervention

Exclusion List

- Providers must check both the Idaho Medicaid Exclusion List and the HHS-OIG Exclusion List to determine whether a provider, individual, or entity is excluded and, if so, the dates of such exclusion.


- Providers are responsible for screening all employees and contractors to identify excluded individuals and are responsible for searching the HHS-OIG website and the Idaho Medicaid Exclusion List monthly to capture exclusions and reinstatements. Providers, individuals and entities are not automatically reinstated at the end of the state or federal exclusion period. If providers, individuals or entities on the state or federal exclusion list do not have a reinstatement date listed, they are not eligible to provide services. (Idaho Medicaid Exclusion List - last updated May 4, 2012)
Don’t forget…
• Districts must be enrolled as a Medicaid provider to be reimbursed for school based Medicaid services.
• Each service must be specifically identified on the IEP.
• Services cannot be educational.
• Services must be medically necessary for the student to access their educational program.

IDAPA 16.03.09

www.idahotec.com
• Training Calendar
• Online Registration
• Webinars
• Learning Communities

www.sbs.dhw.idaho.gov
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