

Overview of School-Based Medicaid Services

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- Evaluations
- Medical Equipment and Supplies
- Transportation Services
- Interpretive Services
- Psychotherapy
- Psychosocial Rehabilitation
- Physical Therapy
- Occupational Therapy
- Speech/Audiological Therapy
- Personal Care Services
- Nursing Services
- Behavioral Intervention
- Behavioral Consultation

Medicaid Reimbursable Services

REQUIREMENTS FOR ALL MEDICAID REIMBURSABLE SERVICES

Recommendation/Order Requirements

- All services (including evaluations) must be recommended by a physician or other practitioner of the healing arts.
- (16.03.09.850.05: **Practitioner of the Healing Arts.** A physician's assistant, nurse practitioner, or clinical nurse specialist who is licensed and approved by the state of Idaho to make such recommendations or referrals for Medicaid services.)
- These recommendations must be signed and dated by the physician or other practitioner of the healing arts.
- These recommendations must be obtained prior to the provision of services
- These recommendation are effective for a period of 365 days.
 - OT/PT/SLP have additional physician order requirements.

IDAPA 16.03.09.850

Physician Order OT/PT/SLP

- Physician order must include, at a minimum, the service to be provided, the frequency, and, where applicable, the duration of each therapeutic session.
- In the event that services are required for extended periods, these services must be reordered at least every 90 days.....except
- If the child has a chronic medical condition, documented by the physician, nurse practitioner, or physician assistant, there must be a reorder at least every 6 months.

IDAPA 16.03.09.733.01

IEP and Other Service Plans

- Type, frequency, and duration of the service(s) provided
- Title of the provider(s), including the direct care staff delivering services under the supervision of the professional
- Measurable goals, when goals are required for the service
- Specific place of service

IDAPA 16.03.09.854.01

120 Day Review

- A documented review of progress toward each service plan goal completed at least every 120 days from the date of the annual plan.
- Current progress report can demonstrate compliance with this rule as long as the report includes a “review of progress” for each goal.

IDAPA 16.03.09.854.04

Service Detail Report

- Name of Student
- Name and title of the person providing the service
- Date, time, and duration of service
- Place of service, if provided in a location other than school
- Category of service
- Brief description of the specific areas addressed (Must correspond to the IEP goal)
- Student’s response to the service when required for the service (Must correspond to the IEP goal)

IDAPA 16.03.09.854.03

Requirements for all Services

- Documentation that supports the claim to Medicaid must be maintained by the school and must be retained for a period of 6 years. (16.03.09.854)
- Documentation of Qualifications of Providers. (16.03.09.854.05)
- Documentation that parents were notified of the health-related services and equipment (services, providers, type, location, frequency, and duration of the services) for which they will bill Medicaid. (16.03.09.854.07-08)
- Documentation that the school district provided the parent or guardian with a current copy of the child’s plan and any pertinent addenda. (16.03.09.854.08.a)
- Documentation that the school requested the name of the student’s primary care physician from the parent or guardian. (16.03.09.854.08.b)

Evaluations and Health-Related Services

Evaluation and Diagnostic Services

- Medicaid will reimburse for evaluations to determine eligibility or the need for health-related services, even if the student is not found eligible for health-related services.
- Evaluations completed for education services only cannot be billed.
- Documentation that the evaluation was completed by a qualified professional by following professional standards.
- Be directed toward a diagnosis
- Include recommended interventions to address each need.

IDAPA 16.03.09.853.02

Behavioral Services

(Developmental Disability versus Mental Health)

Behavioral Intervention/Consultation (IDAPA 16.03.09.852.02)	Psychosocial Rehabilitation (IDAPA 16.03.09.852.01)
<p>A student who meets the criteria for developmental disabilities (DD) as identified in IDAPA 16.03.10.501 – 503. *Student must have a medical diagnosis to meet the DD criteria</p>	<p>A student who's educational disability is "Emotional Disturbance". Or.....</p>
	<p>A student who is under the age of 18 and who meet the Serious Emotional Disturbance (SED) eligibility criteria per the Children's Mental Health Services Act, Section 16.2403, Idaho Code, and experience a substantial impairment in functioning (CAFAS/PECFAS). *Student must have a medical diagnosis to meet SED criteria</p>
	<p>A student who is 18 years or older and who meet the criteria of Serious and Persistent Mental Illness (SPMI). (See rule) *Student must have a medical diagnosis to meet SPMI criteria</p>

Educational Determination Vs. Medical Diagnosis

- An **educational determination** for services is based on a finding by an IEP team that the 3-prong test has been met, establishing a need for special education.
- A **medical diagnosis** is based on the criteria in the DSM-V. The DSM-V is the standard reference that healthcare providers use to diagnose mental and behavioral conditions and is published by the American Psychiatric Association.

Medical Diagnosis VS. Educational Determination

	Educational	DSM - V
Guided by	Individual Disabilities Education Act (IDEA)	Diagnostic and Statistical Manual of Mental Disorders (DSM-V)
Symptoms are adversely impacting	Academic Functioning (Ages 3 and above)	Adaptive Functioning
Performed by	Team Membership defined in rule	Professional Diagnostic training
Age	3 – 21	Children and Adults
Process and Method	Specific evaluation process and procedures are required and methods are identified.	Not Specified: Process and procedures determined by referral concerns. Developmental or Cognitive testing for rule out of developmental delay
Included	•Observation •Testing •Interview	•Observation •Testing •Interview
Evaluation of	Child in all areas of suspected disability.	Child, Family Concerns, Stressors

Behavioral Intervention/Consultation Student Eligibility

- Student must have a **medical** diagnosis of Autism, Cerebral Palsy, Epilepsy or an IQ up to 75 (Presumed Intellectual disability).
- The student could have a different diagnosis that is closely related to one of the four diagnosis above.
 - Documentation from a qualified professional that the child's condition is closely related to or similar to one of the four diagnosis and the student requires a similar treatment or service.

IDAPA 16.03.09.852.02

Functional Limitations

In addition to a DD medical diagnosis there needs to be documentation that demonstrates that the student has substantial functional limitations in 3 or more of the major life activities:

- Self Care
- Receptive and expressive language
- Learning
- Mobility
- Self-direction
- Capacity for independent living
- economic self-sufficiency

IDAPA 16.03.10.501

Required Test Instruments for Children

(Unless contraindicated)

COGNITIVE (16.03.10.503.02.a)	FUNCTIONAL (16.03.10.503.02.b)
Bayley Scales of Infant Development, for ages birth through forty-two (42) months;	Battelle Developmental Inventory, 2nd Edition (BDI-2) for ages birth to ninety-five (95) months;
Stanford Binet Intelligence Scales, for ages two (2) years through adult;	Scales of Independent Behavior (SIB-R) for ages birth through adult;
Wechsler Preschool and Primary Scale of Intelligence, for ages two (2) years, six (6) months to seven (7) years, three (3) months;	Mullen Scales of Early Learning (MSEL) for ages birth to three (3) years.
Wechsler Intelligence Scale for Children, for ages six (6) through sixteen (16) years, eleven (11) months; or	
Wechsler Adult Intelligence Scale, for ages sixteen (16) years to adult.	

Behavioral Intervention/Consultation Eligibility

- Exhibit maladaptive behaviors that include frequent disruptive behaviors, aggression, self-injury, criminal or dangerous behavior evidenced by a score of at least one point five (1.5) standard deviations from the mean in at least two (2) behavior domains and by at least two (2) raters familiar with the student, or at least two (2) standard deviations from the mean in one (1) composite score that consists of at least three (3) behavior domains by at least two (2) raters familiar with the student, on a standardized behavioral assessment approved by the Department; and
- Have maladaptive behaviors that interfere with the student's ability to access an education.

IDAPA 16.03.09.852.02

Department Approved Evaluations Behavioral Intervention/Behavioral Consultation

ELIGIBILITY ASSESSMENT	PROCEDURE CODE
Scales of Independent Behavior Revised (SIB-R)	96150- Conducted by a qualified staff
Vineland-II Adaptive Behavior Scales	96150- Conducted by a qualified staff
Adaptive Behavior Scale	96150- Conducted by a qualified staff
Preschool & Kindergarten Behavior Scale	96150- Conducted by a qualified staff
Behavior Assessment System for Children, Second Edition	96101- Conducted by a Psychologist/Physician 96102 - Administered by a technician 96103 - Respondent taking the assessment on computer with professional interpretation
Emotional & Behavior Problem Scale	96150- Conducted by a qualified staff
The Achenbach System of Empirically Based Assessment	96101- Conducted by a Psychologist/Physician 96102 - Administered by a technician 96103 - Respondent taking the assessment on computer with professional interpretation
Conners' Comprehensive Behavior Rating Scales	96101- Conducted by a Psychologist/Physician 96102 - Administered by a technician 96103 - Respondent taking the assessment on computer with professional interpretation
Conner's Third Edition	96101- Conducted by a Psychologist/Physician 96102 - Administered by a technician 96103 - Respondent taking the assessment on computer with professional interpretation
Devereux Early Childhood assessment Clinical Form	96150- Conducted by a qualified staff

Behavioral Intervention Service Definition

- Behavioral Intervention is used to promote the student's ability to participate in educational services, through a consistent, assertive, and continuous intervention process. It includes the development of replacement behaviors with the purpose to prevent or treat behavioral conditions of students who exhibit maladaptive behaviors. Services include individual or group behavioral interventions.
- Group services should only be delivered when the child's goals relate to benefiting from group interaction.
- It is highly recommended that the school complete a functional behavioral assessment and behavioral plans to demonstrate the need for behavioral intervention. (These are Medicaid reimbursable)

IDAPA 16.03.09.853.03.a

Behavioral Consultation Service Definition

- Behavioral consultation assists other service professionals by consulting with the IEP team during the assessment process, performing advanced assessment, coordinating the implementation of the behavior implementation plan, and providing ongoing training to the behavioral interventionist and other team members.
- Behavioral consultation is limited to 36 hours per student per year
- Behavioral consultation can be identified in the IEP by stating the following example:
 - "Behavioral consultation may be provided to the student, based on needs, as identified by the IEP team"

IDAPA 16.03.09.853.03.b

Behavioral Intervention/Consultation Professional Qualifications

(IDAPA 16.03.09.855.01-02)

BEHAVIORAL INTERVENTION	BEHAVIORAL CONSULTATION
Exceptional Child Certificate OR	A professional who has a Doctoral or Master's degree in psychology, education, applied behavioral analysis OR
Early Childhood/Early Childhood Special Education Blended Certificate OR	A related discipline with one thousand five hundred (1500) hours of relevant coursework or training (see rule) AND
Special Education Consulting Teacher OR	Individual with an Exceptional Child Certificate OR
Habilitative intervention professional AND	Early Childhood/Early Childhood Special Education Blended Certificate OR
Must be able to provide documentation of one (1) year's supervised experience working with children with developmental disabilities.	Special Education Consulting Teacher OR
	Pupil Personnel Certificate OR
	Occupational therapist OR
	Therapeutic consultation professional

Behavioral Intervention Paraprofessional Qualifications

- Must be at least 18 years of age
- Meet the requirements under the "Standards for Paraprofessionals Supporting Students with Special Needs" (Special Education Manual; Chapter 10)
- Meet the paraprofessional requirements under the Elementary and Secondary Education Act of 1965, as amended, Title 1, Part A, Section 1119. (Highly qualified paraprofessional)

IDAPA 16.03.09.855.01.b

Behavioral Intervention Paraprofessional Supervision

- A paraprofessional delivering behavioral intervention services must be under the supervision of a behavioral intervention professional or behavioral consultation provider.
- The professional must observe and review the direct services performed by the paraprofessional on at least a monthly basis.
- The supervisor must document this supervision to ensure that the paraprofessional demonstrates the necessary skills to correctly provide the behavioral intervention service.
 - **This documentation must include the observation and review of the direct services performed.**

IDAPA 16.03.09.855.01.c

Psychosocial Rehabilitation (PSR) Eligibility

If a student has an educational determination of "Emotional Disturbance" (ED) then this student qualifies for PSR services.

IDAPA 16.03.09.852.01.c

PSR Eligibility

(IDAPA 16.03.09.852.01.a)

- If a student is under the age of 18 and does not have an educational determination of ED they could qualify for PSR by meeting the Serious Emotional Disturbance (SED) criteria and meet all requirements as identified in rule.
- "Serious emotional disturbance" means an emotional or behavioral disorder, or a neuropsychiatric condition which results in a serious disability, and which requires sustained treatment interventions, and causes the child's functioning to be impaired in thought, perception, affect or behavior. A disorder shall be considered to "result in a serious disability" if it causes substantial impairment of functioning in family, school or community. A substance abuse disorder does not, by itself, constitute a serious emotional disturbance, although it may coexist with serious emotional disturbance.
- **Qualifying medical diagnosis:** The ICD-9 codes are 295-314.9. (schizophrenia to ADHD minus anything that references "developmental delay").

Additional requirements:
History and physical examination completed within the last 12 months prior to the initiation of PSR services

PECFAS/CAFAS must score in moderate range in at least 2 subscales. See rule for subscales. This instrument must demonstrate a need for the service in the school setting.

Comprehensive Diagnostic Assessment
Identifies: The service represents the least restrictive setting and other services have failed or are not appropriate, The service can be expected to improve the child's condition or prevent regression, Verification that the child is not at immediate risk of self-harm or harm to others.

PSR Eligibility

(IDAPA 16.03.09.09.852.01.b)

- A student who is 18 years or older must meet the criteria of Serious and Persistent Mental Illness (SPMI).
 - **Serious and Persistent Mental Illness (SPMI).** A participant must meet the criteria for SMI, have at least one (1) additional functional impairment, and have a diagnosis under DSM-V with one (1) of the following: Schizophrenia, Schizoaffective Disorder, Bipolar I Disorder, Bipolar II Disorder, Major Depressive Disorder Recurrent Severe, Delusional Disorder, or Borderline Personality Disorder. The only Not Otherwise Specified (NOS) diagnosis included is Psychotic Disorder NOS for a maximum of one hundred twenty (120) days without a conclusive diagnosis.
- Have at least 1 additional functional impairment and have a diagnosis under DSM-V. See rule for additional requirements.
- **Comprehensive Diagnostic Assessment:** Must clearly identify the student's need for skill training services that target skill deficits caused by the mental health condition.
- The student's record must contain documentation that collaboration has occurred with the student's other service providers.

PSR Service Definition

- Psychosocial rehabilitation (PSR) services and evaluation services to assist the student in gaining and utilizing skills necessary to participate in school. Training in behavior control, social skills, communication skills, appropriate interpersonal behavior, symptom management, activities of daily living, study skills, and coping skills are types of interventions that may be reimbursed. This service is to prevent placement of the student into a more restrictive educational situation.
- It is highly recommended that the school complete a functional behavioral assessment and behavioral plans to demonstrate the need for PSR services. (These are Medicaid reimbursable)

IDAPA 16.03.09.853.03.j

PSR Provider Qualifications

IDAPA 16.03.09.855.10

This Service can be provided in an individual or group setting.

Licensed physician	Licensed practitioner of the healing arts	Licensed psychiatrist;
Licensed master's level psychiatric nurse	Licensed psychologist	Licensed clinical professional counselor
Professional counselor	Licensed marriage and family therapist	Marriage and family therapist
Licensed masters social worker	Licensed clinical social worker	Licensed social worker
Psychologist extender registered with the Bureau of Occupational Licenses	Licensed professional or registered nurse (RN)	Licensed occupational therapist
Certified school psychologist	Certified school social worker	An individual who has a Bachelor's degree and holds a current PRA credential (See rule)

Personal Care Services (PCS) Eligibility

To be eligible for personal care services (PCS), the student must have a completed children's PCS assessment approved by the Department. To determine eligibility for PCS, the assessment results must find the student requires PCS due to a medical condition that impairs the physical or functional abilities of the student.

IDAPA 16.03.09.852.03

PCS Definition

- School based personal care services include medically oriented tasks having to do with the student's physical or functional requirements.
 - Basic personal care and grooming to include bathing, care of the hair, assistance with clothing, and basic skin care;
 - Assistance with bladder or bowel requirements that may include helping the student to and from the bathroom or assisting the student with bedpan routines;
 - Assistance with food, nutrition, and diet activities including preparation of meals if incidental to medical need;
 - The continuation of developmental disabilities programs to address the activities of daily living needs in the school setting as identified on the child's PCS assessment, in order to increase or maintain independence for the student with developmental disabilities as determined by the nurse or qualified intellectual disabilities professional (QIDP);
 - Assisting the student with physician-ordered medications that are ordinarily self-administered, in accordance with IDAPA 23.01.01, "Rules of the Idaho Board of Nursing," Subsection 490.05;
 - Non-nasogastric gastrostomy tube feedings, if the task is not complex and can be safely performed in the given student care situation, and the requirements are met in accordance with IDAPA 16.03.10, "Medicaid Enhanced Plan Benefits," Subsection 303.01.

IDAPA 16.03.09.853.03.f

PCS

- The registered nurse (RN) must complete the PCS assessment and develop the written plan of care annually.
 - All personal care services must be identified on the assessment.
 - The plan of care must be fully completed with instructions to staff for each personal care activity provided.
 - The "week in a glance" document will assist with identifying the duration of each activity to support the service detail record.

IDAPA 16.03.09.855.06

PCS

(IDAPA 16.03.09.855.06)

ACTIVITIES	QIDP
Student must have a medical condition that impairs the physical or functional abilities.	Student must meet the DD criteria identified in 16.03.10.501 and must have a medical condition that impairs the physical or functional abilities
These personal care services would not have an IEP goal.	There must be an IEP goal for these personal care services.
The registered nurse must conduct the oversight and the supervisory visits on a quarterly basis.	The registered nurse must provide oversight, in addition the QIDP (Special Education Teacher) can provide oversight for these students. The registered nurse or the QIDP can provide the quarterly supervisory visits.

PCS Provider Qualifications

- Registered Nurse or Licensed Professional Nurse (RN). A person currently licensed by the Idaho State Board of Nursing as a registered nurse or licensed professional nurse
- Licensed Practical Nurse (LPN). A person currently licensed by the Idaho State Board of Nursing as a licensed practical nurse; or
- Personal Assistant.
 - Receives training to ensure the quality of services
 - Must be at least 18 years of age

IDAPA 16.03.09.855.06

Service Detail Report (SDR) for PCS

(must include all SDR requirements in rule)

ACTIVITIES	QIDP GOALS
SDR must include the actual start time of the first PCS of the day and actual end time of the last PCS of the day.	SDR must include a time in/time out for each session the provider is working on each individual goal
Data will support the duration of service billed to Medicaid	Must include the student response to the service

Example of SDR for PCS

Student Name: _____		Date: _____		Provider/Title: _____	
Actual Start time: 9:05am		Actual End time: 2:30pm		Duration: 2 hours	
Place of service (if not in school): _____					
Personal Care Service:					
Diaper change: Wet: 11 Bowel: 111	Transferring: Chair to toilet: 111 Chair to floor: 11 Floor to stand: 11	Mobility: Stretching: 11 Reposition: 1111 Standing: 11	Feeding: G-Tube: 111	Medication Assistance: 10:00am: 1 12:30: 11	
Bathroom Routine Goal: Time in: 9:05am Time out: 9:35am	Bathroom Routine: Bring Student to the restroom Use hand over hand to assist with pulling pants down Student will sit on toilet Student will get off of the toilet Student will pull pants up Student will wash hands with soap			Response to the service:	
Comments: _____					

Contact Information

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QUESTIONS??
