

Occupational Therapist

School Based Services

THERAPY SERVICES:

Therapy services may be documented using the codes below if the student has direct occupational therapy in their IEP and has a prescription for services to bill Medicaid, if eligible.

HABILITATIVE (96) - Learning new skill the student never possessed. ~ **96 modifier** ~

REHABILITATIVE (97) - Regaining skill the student lost. ~ **97 modifier** ~

Individual Occupational Therapy HABILITATIVE [97110 GO 96]

Individual Occupational Therapy REHABILITATIVE [97110 GO 97]

Therapeutic procedure, one or more areas, each 15 minutes; therapeutic exercises to develop strength and endurance, range of motion and flexibility

Group Therapy, 2-8 students [97150 GO] *Therapeutic procedure(s), group (2-8 students)*

ASSISTIVE TECHNOLOGY DEVICE (ATD) SERVICES

ATD services must be listed in a student's IEP with a doctor's prescription, in order to use the codes below. If ATD is not in the student's IEP, please use a non-billable code to track your service. ATD services are intended to directly assist with a disability in the selection, coordination of acquisition or use of an ATD, ; Selecting, providing for the acquisition of an ATD device, designing, fitting, customizing, adapting, applying, retaining or replacing the ATD, including orthotics.

ATD – Neuromuscular HABILITATIVE [97112 96]

ATD – Neuromuscular REHABILITATIVE [97112 97]

Therapeutic procedure, one or more areas, each 15 minutes; neuromuscular reeducation of movement, balance, coordination, kinesthetic sense, posture, and/or proprioception for sitting and/or standing activities

Occupational Therapy Sensory Integration Therapy HABILITATIVE [97533 96]

Occupational Therapy Sensory Integration Therapy REHABILITATIVE [97533 97]

Sensory integrative techniques to enhance sensory processing and promote adaptive responses to environmental demands, direct (one-on-one) patient contact by the provider, each 15 mins.

ATD: Self-care Home Management Training HABILITATIVE [97535 96]

ATD: Self-care Home Management Training REHABILITATIVE [97535 97]

Self-care/home management training (eg, activities of daily living (ADL) and compensatory training, meal preparation, safety procedures, and instructions in use of assistive technology devices/adaptive equipment) direct one-on-one contact; each 15 minutes.

ATD: Wheelchair Management HABILITATIVE [97542 96]

ATD: Wheelchair Management REHABILITATIVE [97542 97]

Wheelchair management (eg, assessment, fitting, training), each 15 minutes

ATD - AT Assessment [97755] *Assistive technology assessment (eg, to restore, augment or compensate for existing function, optimize functional tasks and/or maximize environmental accessibility), direct one-on-one contact, with written report, each 15 minutes*

ATD - Orthotics HABILITATIVE [97760 96]

ATD - Orthotics REHABILITATIVE [97760 97]

Training in use of orthotics (supports, braces, or splints) for arms, legs and/or trunk, per 15 minutes

ATD - Prosthetics HABILITATIVE [97761 96]

ATD - Prosthetics REHABILITATIVE [97761 97]

Training in use of prosthesis for arms and/or legs, per 15 minutes

EVALUATIONS, IEP/IFSP and REED SERVICES

IDEA EVAL (HT) - INDICATE INITIAL OR RE-EVAL IN PROVIDER NOTE SECTION. An evaluation must have been done, but it also encompasses all observations, meetings (except the REED & IEP/IFSP, which have separate codes below) and reports which culminate in a determination of eligibility for Special Education or early-on services. ~ **HT modifier** ~ The service date is the date of the eligibility meeting. Use the proper code utilizing the HT modifier for IDEA evaluations.

IEP/IFSP MEETING (TM) - Participation in the IEP/IFSP meeting. ~ **TM modifier** ~ Attendance is not necessary; participation includes written input submitted prior to the meeting. Date of service is the IEP meeting date using the proper code with the TM modifier for IEP/IFSP.

REED (TL) - Participation in the Review of Existing Evaluation Data (REED). ~ **TL modifier** ~ Date of service is the date the REED was completed using the proper code with the TL modifier.

OTHER EVALUATION— Evaluation completed for purposes other than the IDEA Assessment. The service date is the date the test is completed using the proper code with the proper modifier.

HABILITATIVE (96) - Learning new skill the student never possessed. ~ **96 modifier** ~

REHABILITATIVE (97) - Regaining skill the student lost. ~ **97 modifier** ~

97165 HT 96 **Low Complexity Evaluation of occupational therapy, typically 30 minutes face to face with student**
 97165 HT 97 • History – An occupational profile and medical and therapy history, which includes a brief history
 97165 TM 96 including review of medical and/or therapy records relating to the presenting problem
 97165 TM 97 • Examination – An assessment that identifies 1-3 performance defects (i.e., relating to physical,
 97165 TL 96 cognitive, or psychosocial skills) that result in the activity limitations and/or participation
 97165 TL 97 restrictions.
 97165 96 Evaluation includes an analysis of the occupational profile, analysis of data from problem-focused
 97165 97 assessment(s), and consideration of a limited number of treatment options. Patient presents with no co-
 morbidities that affect occupational performance. Modification of tasks or assistance (e.g., physical or verbal)
 with assessment(s) is not necessary to enable patient to complete evaluation component

97166 HT 96 **Moderate Complexity Evaluation of occupational therapy, approx 45 minutes face to face with student**
 97166 HT 97 • History – An occupational profile and medical and therapy history, which includes an expanded brief
 97166 TM 96 review of medical and/or therapy records and additional review of physical, cognitive, or
 97166 TM 97 psychosocial history related to current functional performance
 97166 TL 96 • Examination – An assessment that identifies 3-5 performance defects (i.e., relating to physical,
 97166 TL 97 cognitive, or psychosocial skills) that result in the activity limitations and/or participation
 97166 96 restrictions
 97166 97 Evaluation includes an analysis of the occupational profile, analysis of data from detailed assessment(s), and
 consideration of several treatment options. Patient may present with co-morbidities that affect occupational
 performance. Minimal to moderate modification of tasks or assistance (e.g., physical or verbal) with
 assessment(s) is necessary to enable the patient to complete evaluation component

97167 HT 96 **High Complexity Evaluation of occupational therapy, typically 60 minutes face to face with student**
 97167 HT 97 • History – An occupational profile and medical and therapy history, which includes an expanded brief
 97167 TM 96 review of medical and/or therapy records and extensive additional review of physical, cognitive, or
 97167 TM 97 psychosocial history related to current functional performance
 97167 TL 96 • Examination – An assessment that identifies 5 or more performance defects (i.e., relating to physical,
 97167 TL 97 cognitive, or psychosocial skills) that result in the activity limitations and/or participation restrictions
 97167 96 Evaluation includes an analysis of the occupational profile, analysis of data from detailed assessment(s), and
 97167 97 consideration of a several treatment options. Patient presents with comorbidities that affect occupational
 performance. Significant modification of tasks or assistance (e.g., physical or verbal) with assessment(s) is
 necessary to enable the patient to complete evaluation component

RECORD-KEEPING ONLY—Service cannot be classified under one of the codes listed above

Communication - Use to log communication with parent, other providers, staff etc.
No School Day - Use to note no school day. Start time = time intended to work with student.
Other - Use to log any provided service that does not meet criteria of any other selection
Provider Absent - Use to note provider absence. Start time = time intended to work with student.
Provider not Available - Use to note provider not available. Start time = time intended to work with student.
Student Absent - Use to report Student Absent.
Student Not Available - Use to log that student was not available.
Consultation – Consult services are an integral part or an extension of a direct medical service and not separately reimbursable.
Non-billable Group (size 9+) – Use for documenting services to a group of students greater than 9.

GENERAL SERVICE INFORMATION

- Service entry is due within 30 days after month’s end (All Sept logs due by Oct 30, etc.)
- Provider Notes must include enough detail to allow reconstruction of what transpired for each service.
- Therapy/Treatment and Assistive Technology Device services are reportable only if the student’s IEP/IFSP includes Direct services with a time and frequency.
- Assistive Technology Device (ATD) services are reportable only if the student’s IEP/IFSP includes ATD services under Special Factors, Supplementary Aids and Assessments.
- Provider Notes for Evaluations must indicate “Initial” or “Re-Eval.”

Logging Service Records in PSSE

Contact Info: Lana Stiebe lstiebe@washtenawisd.org 734-994-8100, x1548

CASELOAD: It is important to keep your caseload current. Add new students as necessary and delete students as necessary. If deleting student(s), do this only after all Service Records have been completed.

***MEDICAID ELIGIBLE STUDENTS:** A report on PSSE's home page titled **[WISD] My Medicaid Caseload** (highlighted in purple, right column) automatically lists who on your caseload is Medicaid eligible and has 1 or more direct services. Please check this report monthly. There are occasions when it will change.

**If you do not see the 'My Medicaid Caseload' report on your home page, please contact me.*

Logging Service Records:

1. From your caseload, click the Service Calendar icon to the left of the student's name.
2. Your caseload appears in the left column. Highlight the student you want to record a service for.
3. Select the Calendar Date of your service. Right click on that date. Click **Record Past Service**. The Service Record pops up. Student name, your name, Date and Group Size will pre-populate.
4. Fill in the fields titled: **Service – Service Type – Time – Duration – Progress Report**
5. **Provider Notes:** This field must include enough detail to allow reconstruction of what transpired for each service you are logging. (who was present, what was done, how the did student respond, e.g.)
6. **Areas Covered/Assessed:** At least one area needs to be selected. Choosing "Other" is fine, but you must specify what "Other" is.
7. Check the box titled: **Has this service been completed?**
8. Click **Save**. Completed entries show up in purple on the Service Calendar. Tan colored entries are incomplete.

*Logging Monthly Progress Summaries: ONLY ON MEDICAID ELIGIBLE STUDENTS

- Monthly Progress Summaries are **REQUIRED** on Medicaid eligible students and must be dated in the month the services were provided. Using the last school day of the month is recommended.
- Repeat Steps 1-4 from above. **NOTE:** For **Service Type**, you **must** select "Monthly Progress Summary"
- Fill in the **Time** field. It should be a time when school is in session.
- **Duration** is not required to be filled for monthly summary. Leaving it blank, putting in zero, or the time it takes to complete the summary....all are fine.
- **Provider Notes** should include evaluation of progress and summarize how the student did overall during the month. Please note whether there were any changes in treatment and medical or mental status. (just what you personally know). If you know of none, state that.
- **Areas Covered/Assessed:** Choose Monthly Summary, if listed. If not, choose Other. In the Specify field, write Monthly Summary.
- Check the box titled: **Has this service been completed?**
- Click **Save**. Completed entries show up in purple on the Service Calendar. Tan colored entries are incomplete.

For Medicaid Eligible students: All completed Service Records will sit in limbo and not be exported or billed if there is no monthly summary. **Service Records (1 or more) + 1 Monthly Progress Summary = Complete Billing**

When you open a **Service Record**, if **Service** and **Service Type** do not appear, please email me:

Service Record

Student Sample,Sample
Staff Stiebe,Lana
Service Date Time* 02/26/2018



Service* [redacted]

Service Type* (none) [redacted]

Random Moment Time Studies – A Guideline for Direct Service Providers

When chosen, you will receive a notification that you have been randomly selected to complete a web-based time study moment for the Michigan School Based Services Program. Your notification will come via email from miaop@pcgus.com. The time study gathers information on the activities that school staff are performing for special education students and classifies these activities based on whether they are educational or related to the delivery of designated health services that could be federally matched by Medicaid.

As a significant amount of the SBS Medicaid claim is based on the results of the time studies, it is very important that the person who reviews and assigns a code to your answers understands your activity. Please follow these important guidelines:

Use detail and be very specific in describing activities that are health related in nature.

Question 1- Who was with you?

Vague Response	Detailed Response
A student	A severely multiply impaired student
A parent	A parent of an autistic student
A teacher	The SXI classroom teacher
A principal and staff	The principal of our center program for special education students, along with the OT and PT and Social Worker

Question 2 – What were you doing?

Vague Response	Detailed Response
Lesson Plans	Developing a health-related plan of care
Compiling Data	Compiling medical evaluations for assessments for IEP
Paperwork	Medical documentation, e.g. documenting student’s progress on IEP goals

Question 3- Why were you doing this activity

Vague Response	Detailed Response
Scheduled therapy	To promote maintenance and extension of the student’s severely limited range of motion
Per IEP goals	The student is non-verbal and needs support for effective communication during her activities of daily living due to multiple impairments
Student needed assistance	Student was having difficulty breathing, probably due to seasonal allergies. Student needs help with actuation due to limited hand strength

Question 4- Does the student have an IEP in place for the services you are performing?

This question is very important since without an indication of an IEP/IFSP in place, the service will not be counted for Medicaid purposes.