

Medicaid Targeted Case Management

Examples provided by Monroe ISD



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Manual

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(RMTS)



Medicaid Provider Manual

What is Targeted Case Management?

Services That Assist Individuals to Gain Access to:

- Medical Services
- Social Services
- Educational Services
- And Other Services

Targeted Case management is **always** **ADULT**
to ADULT



What are some Case Management Service Examples?

- Contacting Providers Regarding IEP Progress
- Coordinating and Scheduling Services
- Linking Families with Providers
- Follow Up to Ensure Services
- Working with Personal Care Aides
- Maintenance of Case Records
- Facilitating/participating in development, review, modification of Plan.
- Reviewing Evaluations
- Communicating Goals and Supports.
- Monitoring and Adjusting



Assessment and Reassessment

To Determine the Needs for Services, Which Includes:

- Taking individual history
- Identifying individual needs
- Completing documentation
- Gathering information



Care Plan
(otherwise known as)
Individualized
Education Plan

Development (and Periodic Revision) of a Specific Care Plan that is:

- Based on data and assessment
- Specifies the goals and actions to address the deficits
- Identify a course of action to respond to the needs
- Identify and address special health problems that affect the student's ability to learn.

The Designated Case Manager is the person responsible for the implementation of the care/treatment plan (IEP).

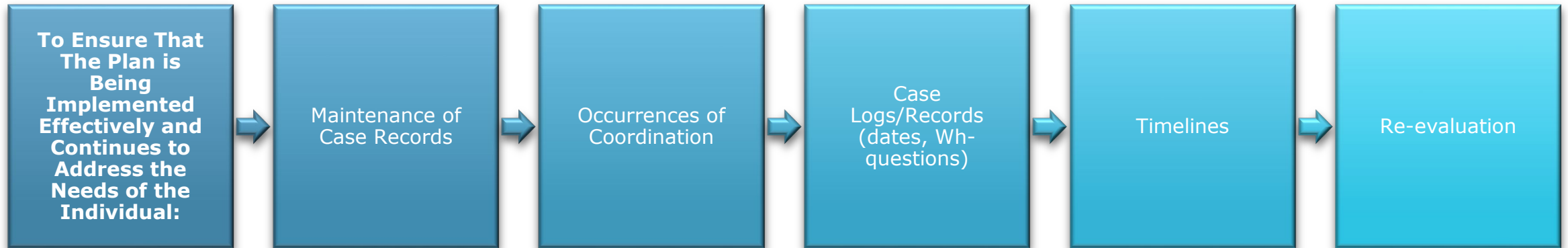




Referral and Related Activities



Monitoring and Follow-Up



Audit Findings

State of Michigan Medicaid Audit Findings

IEP Not Complete (frequency and duration)

Annual Goal or Short-term Objectives Not Appropriate

Related Service Missing

Logs or Notes Insufficient or Vague

Students Absent on Date of Service/Log

Students Did Not Have Their Monthly Treatment Plan Expectations Met



AUDIT/INTERNAL ERROR NOTE

The Medicaid Provider Manual, School Based Services, Section 6.1.A states:

Claim documentation must be sufficient to identify the patient clearly, justify the diagnosis and treatment, and document the results accurately. Documentation must be adequate enough to demonstrate that the service was provided and that the service followed the "approved plan of treatment" (for school-based services, the service must be identified in the child's IEP/IFSP).

Case Management Supports



QUALITY ASSURANCE

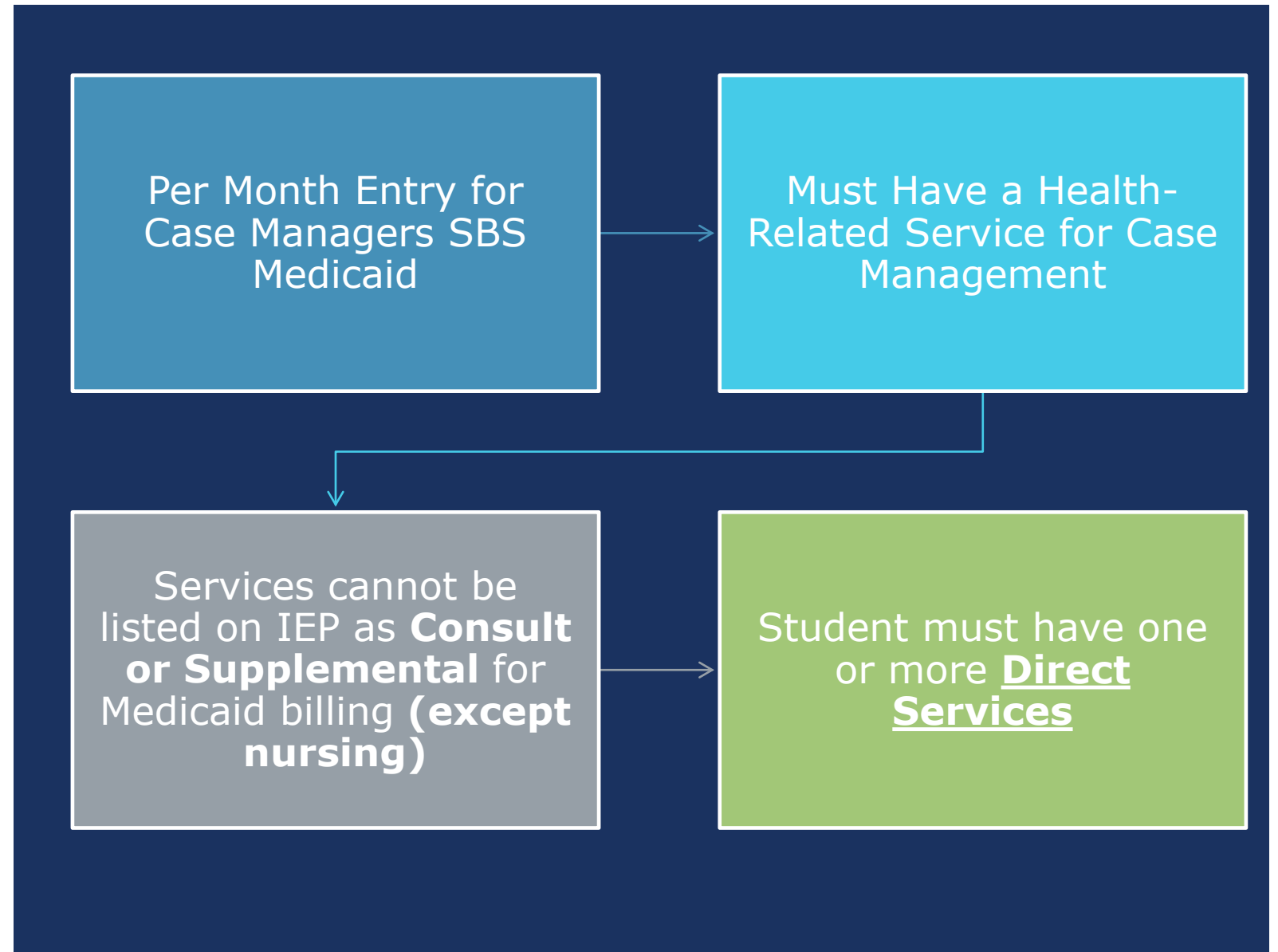
Self-Check

Does your service capture note contain these items? How can you edit for compliance?

	No	Competent/ Addressed	Well done	Specific language or re-write
Location/Setting/Context				
Skill/Area addressed				
Interventions employed/Strategies used				
Therapist action (level/type of assist, focus, feedback, etc.)				
Student response				
Plan/Next steps/To do list				
What is missing/Edits				

- County Assurance Plans
- Coordinators
- Checklists
- Quick Guides
- Medicaid Newsletters
- Training
- Committees
- Collaboration
- Regional Meetings

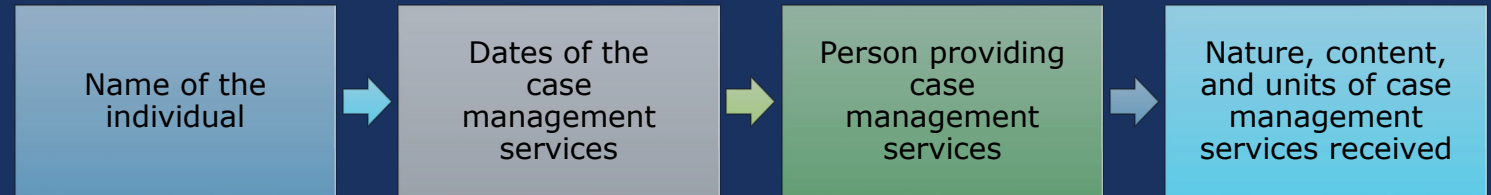
Case Management Service Logs





Key Elements

For all individuals receiving a program and a direct service, Targeted Case Managers must maintain records that document the following:



Units of case management are documented events needed to manage the student's services such as: IEP meetings, contacts with direct related service providers, REED meetings, or other events.

Case Management Daily Log Example



Here is an example of a Case Management Entry. *Notice the three required elements are present.*

- *Spoke with Speech Therapist in regard to articulation. Student is not using lips to make the sounds. We discussed these errors and how best to help student while reading. Additional modeling will be tried.*
1. Who was contacted? – Speech therapist
 2. What goals were discussed? – Articulation
 3. What action or next steps taken? – Additional modeling



Monthly Summaries have 3 components that must be completed:

- Statement of Evaluation of progress on all direct IEP services
- Changes in medical or mental status
- Changes in the treatment plan with reason for change



Can use the following statement to cover bullets 2 and 3:

"No known changes in medical, mental status or treatment plan."



Use the 5 W's **Who, What, Why, When, and Where** when writing your entries and must be sufficiently detailed to allow for reconstruction of what transpired.

MONTHLY NOTES

Inappropriate Entries

Inappropriate Entries:

- *Making progress toward goals*
- *Good month*
- *All services should continue*
- *Doing well in therapy*
- *No billable services, unless using for long term absence*



Tip Sheet

Procedure Code	Service Type/Description
<p><u>Case Management Encounter</u> – One per month</p> <ul style="list-style-type: none">-You must be the student's Case Manager to bill for TCM services.-There may only be one Case Manager per student.-The student's IEP must contain at least one DIRECT health-related service to address a "medical" disability. These services include psychology, social work, occupational therapy, physical therapy, nursing, speech, audiology, orientation and mobility, or personal care.-You may not log for the initial MET or IEP. TCM services start AFTER the student qualifies for special education.-Services must be billed at least one time per month, within the normal school calendar. <p><u>Requires Monthly Progress Summary</u> - Must include evaluation of progress and summarize the services reported during the month. Must be dated in the month the services were provided - <i>using the last school day of the month is recommended</i></p>	
<ul style="list-style-type: none">• Case Management Encounters [T2023]	<ul style="list-style-type: none">• Assuring that standard re-examination and follow-up of beneficiary are conducted on a periodic basis to ensure beneficiary receives needed diagnosis and treatment;• Assisting families in identifying and choosing the most appropriate providers of care and services, scheduling appointments, and helping families to maintain contact with providers;• Follow-up to ensure that the beneficiary receives needed diagnostic and treatment services;• Assuring that case records are maintained and indicate contacts with, or on behalf of, a beneficiary in the same manner as other covered services.

BILLABLE ACTIVITY GUIDES

GIVES EXAMPLES AND
GUIDANCE

Examples

<u>IEP (Annual and Initial) T1024 TM</u> Held student's annual IEP meeting at 12:10. Occupational therapist, general education teacher, parent, and special education teacher were present for the meeting to take place. The fifth grade special education teacher also came to answer any questions the parent may have about 5th grade. The team approved of the new IEP and made a few corrections. The IEP was published that day and sent home the next.	DCM - IEP/IFSP development and review
<u>Designated Case Management T2023</u> Coordinated school based service by meeting with parent and general education teacher at parent/teacher conferences. Went over the student's progress report and answered questions parents may have. As a team we will continue to work with the child to help the child meet their IEP goals and objectives.	DCM - Coordinating school based services with parents/guardians
<u>Designated Case Management T2023</u> In talking with the speech pathologist, student continues to have difficulty with vocalic /r/ productions. Student is able to consistently produce /sh/ and /ch/ at the single word level. This objective has been the focus over the last few months given high levels of frustration regarding /r/ production. We will continue to help student with his speech goals.	DCM - Follow-up to ensure student receives diagnostic and treatment services

ANNUAL GOALS

- Specific
- Measurable
- Achievable
- Relevant
- Time Specific

■ *Goals for Medicaid Billing are the direct related service goals written into the IEP as a related service (Speech, OT, PT, SSW, Nursing, and O&M). **They are not academic goals.** Goal achievement is reported from direct service contact and student observation.*



Measurable Annual Goals and Short Term Objectives

The following language is specific to measurable goals and short term objectives. This information applies to procedural compliance for measurable annual goals. It is advised to distinguish the *procedural requirement* from the substantive issue of educational benefit.

Author: Michigan Department of Education, Office of Special Education

Last updated: 4/13/17

Procedural Requirement

The *Individuals with Disabilities Education Act* (IDEA) and the *Michigan Administrative Rules for Special Education* (MARSE) require that annual goals and objectives must be measurable. In order to determine whether an annual goal or objective is measurable, the following components are to be determined through a complete review of the individualized education program (IEP).

- A. Current level of performance
- B. Specific skill to be measured
- C. Target or outcome
- D. Method of measurement

Formula

Measurability = current level + skill + target + method of measurement

Description

- A. Current level of performance—The current level of performance is the student's starting point for academic or functional performance. This may include descriptive and/or quantifiable information.
- B. Specific skill to be measured—The skill is the expected academic or functional performance to be measured.
- C. Target or outcome—The target or outcome is the level of achievement or mastery that is expected for the specific skill that is being measured.
- D. Method of measurement—The method of measurement is a description of how the student's progress toward meeting the goal or objective is to be determined.

This information can be found in the goal itself or in other areas throughout the IEP.

Note: Measurable annual goals on an IEP for a transition aged student must meet all the above compliance requirements and, in addition, must relate to the student's transition services needs.

Annual Goal Checklist

Alignment to Other Sections:

- Needs from Present Level of Academic Achievement and Functional Performance
- Baseline Data
- Content Expectation
- Secondary Transition Considerations

Checklist:

- Instructional Area Identified
- Content Expectation Identified
- At Grade Level
- Baseline Data
- Reasonable Yet Challenging
- 12-Months
- Measurable
- Short Term Objectives
- Schedule for Reporting Progress

Short Term Objectives

**Intermediate Steps
Between the Present
Level and the Annual
Goal.**

Short-Term Objectives

- Performance Criteria
- Evaluation Procedure
- Evaluation Schedule

TIMELINES

Request for Initial Evaluation

- Can happen at anytime

Notice and Request for Consent

- Within 10 school days

Evaluation and IEP

- Within 30 school days (from the date of parental consent)

Parental Consent for Provision of Programs and Services

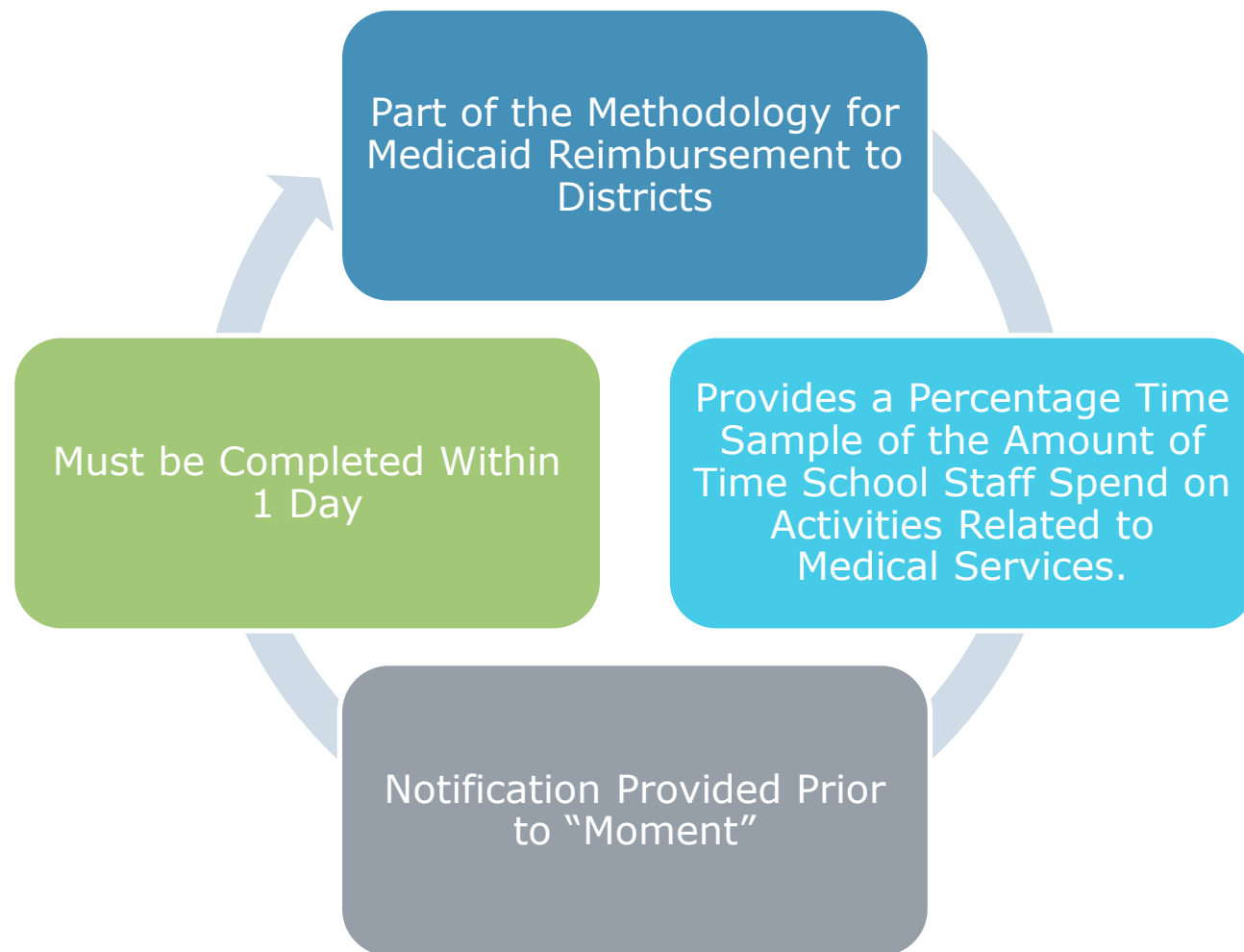
- Within 10 school days (from the initial offer of FAPE), 7 days annual review

IEP Implementation

- Within 15 school days (from the district's offer of FAPE/timeline may be adjusted with parental and district agreement and clearly identified on IEP).

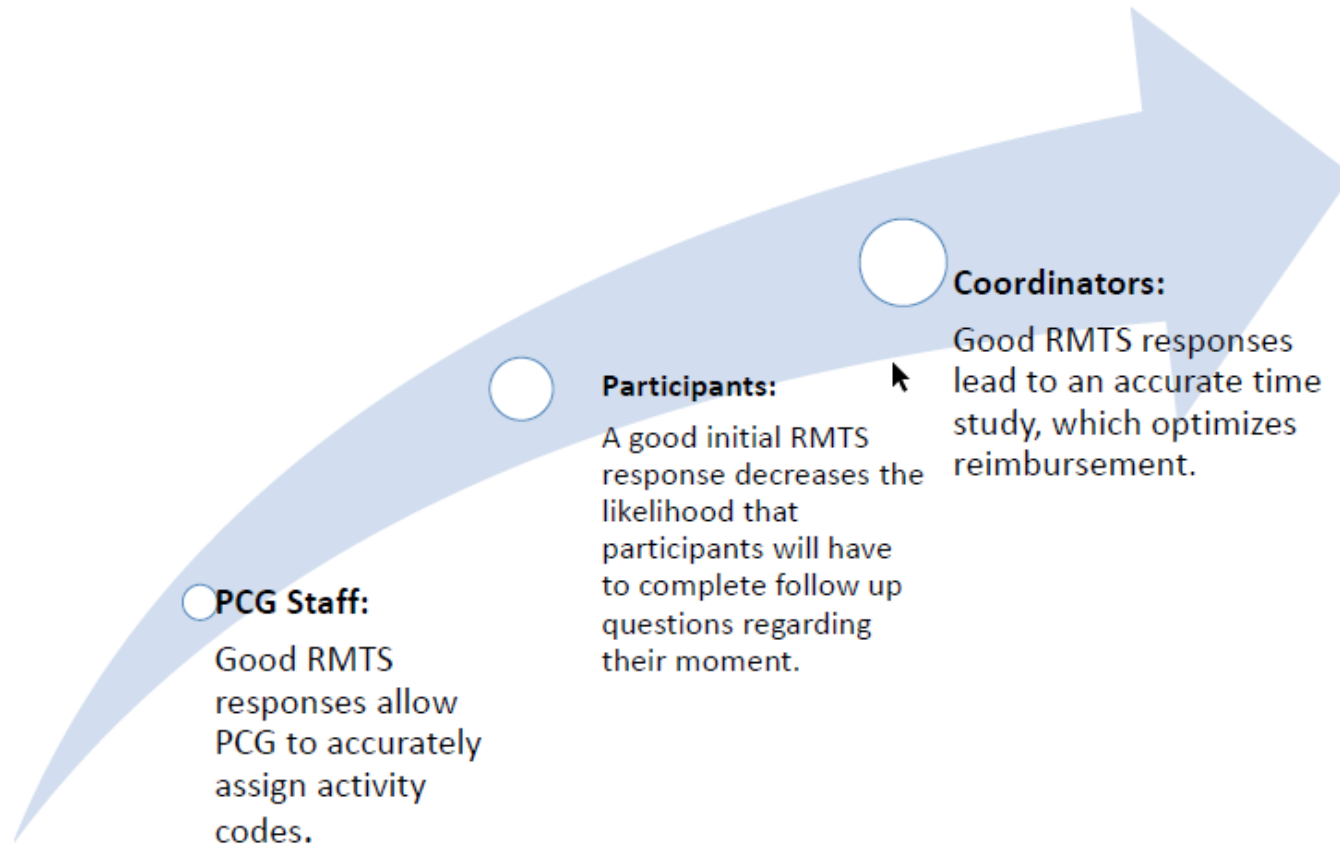


Random Moment Time Study (RMTS)



What is RMTS ?

High Quality Time Study Responses Benefit Everyone



IMPORTANCE OF A GOOD RMTS RESPONSE

RMTS RESPONSES

Not descriptive:

- Getting ready for my day
- Catching up on paperwork
- Working with students

Better:

- Reviewing student behavior plan/IEP goals with parent
- Updating goals and objectives for next IEP
- Coordinating/participating in the IEPT meeting/review
- Meeting with principal regarding accommodations for a special needs student
- Working with a student on a lesson (describe)

Random Moment Time Study AT • A • GLANCE

Frequently Asked Questions: RMTS

What is the Random Moment Time Study (RMTS)?

The RMTS is the federally accepted method of documenting the amount of staff time spent on direct service and administrative outreach activities.

What is the purpose of the RMTS?

The RMTS is a program requirement that helps schools receive federal reimbursement for time spent on allowable related activities.

What is my role in the RMTS?

Your role is to respond to all moments you have been selected for in a timely manner.

How did I get selected to complete an RMTS survey?

Your district's RMTS coordinator identified you as a person who performs activities related to Medicaid and health-related services as part of your job.

How many RMTS surveys will I get?

It varies, but people typically receive 0-5 surveys per quarter.

How long does it take to complete an RMTS survey?

The survey is five questions and can usually be completed in less than five minutes.

How should I respond to the RMTS survey questions?

- Provide truthful and thorough responses. There are no wrong answers, but remember to answer completely and accurately.
- The survey is asking about one minute in time. When answering your RMTS survey, provide specific information about that sixty second period.

Tips for specific situations:

IF YOU WERE...	TELL US...
In an IEP meeting	What was the single topic of discussion at your assigned RMTS time?
Conducting an assessment	What type of assessment were you conducting?
Discussing a student	What was the single topic of discussion at your assigned RMTS time?
On a prep period	What were you preparing at the time of your moment?
Completing an IEP	What specific part of the IEP was being worked on at the time of your moment?
Working on an IEP goal	What specific goal was being worked on at the time of your moment?
Working on email	What was the content of the specific email you were reading or writing?
Driving to next location	What was the first task completed upon arriving at your next location?
Completing multiple tasks	What one specific task was being completed at the exact time of your moment?
At a conference	What was the topic of discussion at the time of your moment?

Final Tips:

- When responding to the "why" question, think about the intended outcome of the activity you were doing.
- You should not drop everything to complete your RMTS survey. Instead, complete the RMTS survey at your next earliest convenience.
- If you are absent, not scheduled, or leaving work before your moment occurs, complete it the next day.
- If you are not working with a student at the time of your moment, that is fine. You should still complete the moment and respond with the activity you were doing at that date and time.

RMTS Tips

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