



School Based Services Tip Sheet for Orientation & Mobility

Procedure Code	Description	Date of Service/ Minimum Time Requirement
Evaluations and Testing	IDEA Assessments (initial certification, recertification, or change in certification)	The date of the IEP/IFSP Meeting
V2799 HT	Initial or 3-year re-evaluation to determine a student's need for services and recommend a course of treatment.	The date of determination of eligibility for special education or early on services, i.e. the date of the IEP/IFSP. The evaluation should be reported only once, even if the evaluation is administered over several days. Orientation & Mobility does not need to be on the IEP/IFSP to report this evaluation as long as the student becomes special education certified.
Evaluations and Testing	Evaluation and Testing which is for other than certification, recertification, and change in certification	Date the service is completed. (Do not use the IEP/IFSP meeting date)
V2799	Other Evaluations. Choose this procedure for administering evaluations for purposes other than the IDEA Assessment. Use this for evaluations to decertify students from special education.	Record the date the evaluation is completed. Do not report this on the same date as the IEP/IFSP meeting.
IEP/IFSP Participation	Development, Review, and Revision of the IEP Treatment Plan	Date of IEP/IFSP
V2799 TM	Development, review, and revision of IEP/IFSP treatment plan. This includes attendance at the IEP/IFSP meeting. Use this for initial, annual, and 3-year IEP participation.	The date of special education certification, i.e., the IEP/IFSP meeting date.
Therapeutic Procedures	Individual & Group Therapy	Date of Service
97150	Group Therapeutic procedure (2 to 8 students).	Date of therapy. One unit can be reported per day, per student.
97533	Individual therapy – Sensory integrative techniques to enhance sensory processing and promote adaptive responses to environmental demands.	Date of therapy. One unit is 15 minutes. Limit 60 minutes per day.
G9042	Rehabilitation services for low vision, direct one-on-one contact.	Date of therapy. One unit is 15 minutes. Limit 60 minutes per day.
ATD	Assistive Technology Device Services	Date of Service
97535	Self-care/home management training (e.g., 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 by provider.	Date of service. One unit is 15 minutes. Limit 60 minutes per day.
DCM	Designated Case Management	Date of Service
T2023	Designated Case Management services are reported when you are the person who coordinates the student's IEP/IFSP. Usually Orientation & Mobility is	Date of service.

	the only medical service listed on the student's IEP/IFSP when you are the Case Manager. See detailed services below.	
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- IDEA Assessment (HT Modifier): A formal evaluation that includes assessments, evaluations, tests, and related activities performed to determine if a student is eligible under provisions of the IDEA of 1990 as amended in 1997 and is related to the evaluation and functioning of the student. The IDEA Assessment is reimbursable only after it results in the implementation of an IEP/IFSP.
- A three year re-evaluation that results in decertification can still be billed as the student is special education certified at the time the evaluation is being administered. Use the procedure code without the HT modifier for an evaluation that results in decertification (In Excent Tera this is “Other Evaluation – Not IDEA”).

An evaluation includes:

- The treatment diagnosis and the medical diagnosis, if different from the treatment diagnosis
- Medical history as it relates to the current course of therapy
- The student’s current functional status (functional baseline)
- The standardized and other evaluation tools used to establish the baseline and to document progress
- Assessment of the student’s performance components (status of sensory skills, proficiency of the use of travel tools, current age-appropriate independence, complexity or introduction of new environment, caregiver input, assessment in the home/living environment, assessment in the school environment, assessment in the residential/neighborhood environment, assessment in the commercial environment, and assessment in the public transportation environment).
- Assessment of the student’s cognitive skill level (e.g., ability to follow directions, including auditory and visual, comprehension)
- Evaluation of the needs related to assistive technology device services, including a functional evaluation of the student

Orientation & Mobility services include:

- Providing assistance in the development of skills and knowledge that enable the child to travel independently to the highest degree possible, based on assessed needs and the IEP
- Training the child to travel with proficiency, safety and confidence in familiar and unfamiliar environments
- Preparing and using equipment and material, such as tactile maps, models, distance low vision aids/devices, and long canes, for the development of orientation & mobility skills
- Evaluation and training performed to correct or alleviate movement deficiencies created by a loss or lack of vision
- Communication skills training (teaching Braille is not a covered benefit)
- Systematic orientation training to allow safe movement within their environments in school, home, and community
- Spatial and environmental concept training and training in the use of information received by the senses (such as sound, temperature and vibration) to establish, maintain, or regain orientation
- Visual training to understand and use the remaining vision for those with low vision
- Training necessary to activate visual motor abilities
- Training to use distance low vision aids/devices
- Independent living skills training

Assistive Technology Device Services: An assistive technology device (ATD) is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, customized or developed by staff as an orthotic device that is used to increase, maintain, or improve the functional capabilities of a student. The device primarily addresses a medical condition by replacing a missing body part, preventing or correcting a physical deformity or malfunction, supporting a weak or deformed portion of the body (prosthetic function) or restoring communication skills to meet basic medical need by providing a tool to the student (rehabilitative function).

Designated Case Management: The coordination of all services on the IEP/IFSP

- Assuring standardized re-examination and follow-up of the student are conducted on a periodic basis to ensure that the child receives needed diagnosis and treatment
- Assist families in identifying and choosing the most appropriate providers of care and services. This includes scheduling appointments and helping families maintain contact with other service providers
- Maintain case records. This includes organizing, updating, and reviewing the student’s records
- Coordinating the evaluations, assessments, and other services the student needs. Activities such as scheduling the MET, notifying participants of the meeting through phone calls, letters, emails, and visits are included. This also consists of gathering documents, communicating with the student’s family, and consulting with other staff
- Activities that support linking and coordinating needed services with outside agencies through phone calls, letters, emails, and visits. Arranging services with outside agencies, as well as follow up on these services should be reported

- Facilitation and participation in the development, review, and evaluation of the IEP/IFSP. This includes scheduling the IEP/IFSP meeting, and notifying the participants of the IEP/IFSP meeting by phone, email, letters, or in person. This also covers gathering necessary documents, discussing the student's IEP/IFSP progress with other service providers, and attendance at the IEP meeting. The Designated Case Manager is not allowed to report participation in the initial IDEA Assessment or initial IEP/IFSP development as the IEP/IFSP must be in place to report case management
- Prevention of duplication of services