A WORD ABOUT DOCUMENTATION PLATFORMS

• Following guidance is applicable regardless of documentation platform used
• Use of ECATS Service Documentation module is optional
• School-based documentation supports (software or paper templates) should ensure compliance with:
  • Practitioner licensure rules and ethical standards
  • Policies governing the relevant plan type
  • Division of Health Benefits (DHB) LEA Policy 10-C
  • Family Educational Right to Privacy Act (FERPA)
WHICH SERVICES?

• Evaluation
• Plan of Care
• Intervention, Treatment, or Contact Note
• Progress Note
EVALUATION / ASSESSMENT REPORT
EDUCATIONALLY RELEVANT EVALUATION / ASSESSMENT

Referral
- Focuses eval
- Interviews & record reviews

Observation in Context
- Thick description of strengths/needs
- Informal measures

Testing & Standardized Assessments (as needed)
- Establish baseline
- Diagnostic assessment

Describing Student/ Curriculum/ Instruction/ Environment Fit
EDUCATIONALLY RELEVANT EVALUATION / ASSESSMENT REPORTS

- Referral source
- Reason/rationale for investigation
- Data collection:
  - Methods, tools, and assessments used
  - Informants
  - Locations/environmental descriptions
  - Dates/ episodes/ total time, including interpretation and report preparation
- Interpretation of student performance data, including strengths
- Priority areas of performance for support, if any
DOCUMENTING THE EVALUATION / ASSESSMENT: GUIDING QUESTIONS

• What supports or constrains this student’s performance?
• What does the student need to participate and make progress in the general education curriculum?
• What does the student need to access the classroom and campus?
• Is this a student with a disability?
• Does the student require:
  • Reasonable accommodations?
  • Specially designed instruction and intervention?
  • If so, what needs to be in the plan?
This data means…
Compared to other students in this setting…
Compared to other students this age…
In the role of learner/friend/school citizen, this student has strengths in…
This student’s performance inhibitors and supporters are…
The following student needs are a priority for the team’s attention…
In order for the student to be successful in general education, the team will need to consider…
DISCIPLINE-SPECIFIC GUIDANCE ON DOCUMENTING EVALUATIONS

• Audiology
• Nursing
• Occupational Therapy
• Physical Therapy
• School Psychology
• Speech-Language Pathology
PLAN OF CARE
LIKE A LESSON PLAN...

• Separate from student plan
• Developed after student plan has been established and before services begin
• Clarifies need for interventions specially designed by a licensed related service provider
• Codifies practitioner clinical reasoning:
  • Need for skilled service at school
  • Anticipated service approaches and contexts
  • Time frames for employing each service component
  • Theoretical and evidence-based foundation for service
  • Type of collaboration expected
  • Any delegated tasks and plan for supervision/monitoring
  • Equipment, supplemental aid and supply needs
• Routinely reviewed/revised
POC COMPONENTS

• Short and long term functional goals
• Specific, measurable objectives
• Start and end date (no more than 12 months)
• Discipline-specific working diagnosis and any related medical diagnoses
• Student’s rehabilitative or habilitative potential
• Skilled interventions to be used
• Frequency, duration, location of service
• Name, credentials and signature of professional completing plan
SKILLED SERVICE VOCABULARY FOR PLANS OF CARE

- Direct/Explicit instruction
- Scaffolding
- Modeling
- Guided practice (massed, distributed, cumulative review)
- Visual/verbal/physical prompts/cues
- Chunking/breaking task in manageable parts
- Task analysis
- Pre-teaching
- Retrieval practice

- Guided questioning
- Back chaining
- Time delay/wait time
- Intentional ignoring
- De-escalation/calming/relaxation techniques
- Manual techniques
- Tactile-kinesthetic training
- Role reversal
SKILLED SERVICE VOCABULARY
FOR PLANS OF CARE

• Strategy instruction
• System of least prompts
• Non-example
• Therapeutic use of self
• Scripting
• Hand-over-hand guidance
• Video self-modeling
• Role playing

• Graphic organizers/mapping
• Environmental modifications
• Technology training
• Multi-sensory instruction
• Think aloud
• Corrective/affirmative feedback
• Self-monitoring/formative assessment
• Social stories
• Paraphrasing/summarizing
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CONTACT NOTE
Intervention, treatment, encounter, contact notes:

- Are completed student-related contact
- Include student goals/objectives addressed
- Describe activities engaged in during session:
  - Skilled interventions
  - Environmental or task modifications
  - Equipment or technology fabricated, ordered, or used
  - Training or education provided and with whom
- Assess student response/progress during session
- Include date, location, and duration of session in minutes
- Indicate plan for next session
- Include provider signature and credentials
ADDITIONAL CONSIDERATIONS FOR SERVICE DOCUMENTATION

• Delegated services:
  • Documentation of training and validation of competency for person performing delegated intervention
  • Documentation of at least monthly fidelity monitoring
  • Supervised services provided “under the direction of” must be documented according to Practice Act of licensed provider

• Group Service Delivery:
  • Contact note completed for each student on caseload
  • Number of students in group identified
  • Documentation reflects amount of skilled practitioner time spent with student

• Consultations
  • Context, time, and persons involved
  • Summary or significant information communicated
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PROGRESS REPORT
INTERIM PROGRESS SUMMARIES

- Completed concurrent with issuance of general education progress reports and report cards, unless local policy specifies otherwise
- Written in parent-friendly language
- Periodic summary of student response to services:
  - Contains data related to goals
  - Identifies student rate of learning and likelihood of meeting goal by plan end date
  - Makes case for why services need to continue or cease
  - Includes date, provider signature and credentials
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ADDITIONAL INFORMATION
DOCUMENTATION LOGISTICS

• Ownership/Access
  • All RSP documentation is property of PSU
  • Parents/guardians have right to inspect, control access outside of PSU, and request edits (FERPA; 20 U.S.C. § 1232g; 34 CFR Part 99)

• Storage/Archiving
  • Practitioner paper and electronic files routinely gathered
  • All files kept at least 5 years post student leaving PSU

• Auditing
  • Internal audits
  • Peer review
  • Post-payment reviews
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