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# Medicaid Documentation Guidelines for Ancillary Staff

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Michigan School Based Services  
Medicaid Program

# MDCH Guidelines

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## **SECTION 10 – DOCUMENTATION**

### **• 10.1 FEE FOR SERVICE DOCUMENTATION**

- For covered services, the school clinical record must include all of the following:
  - ☐ Beneficiary name and birth date;
  - ☐ Date of service/treatment;
  - ☐ Type (modality) of service/treatment;
  - ☐ The response to the service/treatment; and
  - ☐ The name and title of the person providing the service/treatment and a dated signature.
- For services that have time-specific procedure codes, the provider must indicate the actual begin and end times of the service in the school clinical record. The record must indicate the specific findings or results of the diagnostic or therapeutic procedures. The student's school clinical record should include documentation of the implementation and coordination of services for the special education student.
- Progress notes must be written monthly, or more frequently as appropriate, and must include:
  - ☐ Evaluation of progress;
  - ☐ Changes in medical or mental status; and
  - ☐ Changes in treatment with rationale for change.

# Record Retention

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- All Medicaid documentation must be maintained for a minimum of 7 years from the date of service.

# Service Logs

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- Service logs must be sufficiently detailed to allow for reconstruction of what transpired for each service. This should include:
  - The activity/method of treatment
  - Level of assistance needed (i.e. visual cue, model, etc)
  - Specific findings or results of each therapy session
  - Next steps (if any)
- Keep in mind – an audit can go back 7 years and you want enough information to describe what you did.

# Monthly Progress Notes

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- Are REQUIRED for all months for which services are reported.
- Should summarize the service comments and indicate the student's progress toward IEP goals for the month.
- “Student is making progress” is not sufficient detail.

# Examples - Speech

Example 1: Articulation	
Date	Service Logs
11/05/2012	<u>Group Therapy 92508</u> During picture/object naming activity, student was able to produce /k/ in all word positions at an independent level with 90% accuracy. Next session begin /k/ practice at carrier phrase level.
11/15/2012	<u>Group Therapy 92508</u> Played "Go Fish" with picture cards. Student was able to say /k/ sound in carrier phrases with 65% accuracy with moderate prompting.
11/30/2012	<u>Monthly Note</u> Student is making consistent progress toward meeting criteria for IEP goals/objectives. Student is currently able to produce /k/ in carrier phrases with an average of 70% accuracy at an independent level. Continue /k/ at phrase level.

Example 2: Fluency	
Date	Service Logs
11/15/2012	<u>Group Therapy 92508</u> Reviewed strategies (easy onset, slow rate, pausing) to maximize fluency. Student was able to properly demonstrate all strategies used with the exception of pausing during reading activity. Continue practicing this strategy in reading activities.
11/30/2012	<u>Monthly Note</u> Student is consistently able to demonstrate easy onset and slow rate during oral reading. Student has not met criteria for use of pausing at this level. Goals and objectives remain appropriate.

# Examples - Speech

Example 3: Language	
Date	Service Logs
11/05/2012	<u>Group Therapy 92508</u> Played word connection game to improve understanding of word associations. Student was able to connect word strips appropriately with 40% accuracy. No prompts provided.
11/15/2012	<u>Group Therapy 92508</u> When presented with the single form of nouns, the student was independently able to give the irregular plural form with 30% accuracy.
11/30/2012	<u>Monthly Note</u> Student has had several absences this month; therefore minimal progress has been made. Word associations continue to be difficult with an average of 40% accuracy of trials presented and use of irregular plural nouns with an average of 30% accuracy. All goals/objectives remain appropriate.

Example 4: Voice	
Date	Service Logs
11/15/2012	<u>Group Therapy 92508</u> Used visuals to cue student to use appropriate volume while on playground. Student demonstrated appropriate volume 50% of the time during session.
11/30/2012	<u>Monthly Note</u> Student continues to exhibit vocally abusive behaviors during unstructured activities, but is beginning to respond to visual cues to decrease this behavior. Plan to review use of visual cues with parents and staff.

# Examples - OT

Example 1: Preschool/ECSE	
Date	Service Logs
11/05/2012	<u>Individual Therapy 97110</u> Student participated in tabletop fine motor activities to address scissors skills. Needed physical assistance for correct hand placement on scissors and 2 verbal cues to maintain thumb on top while cutting.
11/15/2012	<u>Individual Therapy 97110</u> Student participated in cutting out shapes for fine motor project. Following initial demonstration, student was able to maintain correct hand placement on scissors while cutting a circle
11/30/2012	<u>Monthly Note</u> Student was able to maintain correct hand placement on scissors after initial demonstration 1 of 2 sessions this month. Continue to remediate hand placement to promote independent cutting with scissors.

Example 2: Prewriting	
Date	Service Logs
11/05/2012	<u>Group Therapy 97150</u> Prewriting shape activity: student was able to imitate horizontal lines with marker on easel. Student produced 2/6 horizontal lines independently.
11/15/2012	<u>Group Therapy 97150</u> Used HWT wooden pieces to build prewriting shapes. Student was able to produce 6 of 9 shapes using a model/template.
11/30/2012	<u>Monthly Note</u> Student is progressing with forming prewriting shapes. Currently able to produce 6/9 shapes using model. Will continue to work toward shapes involving intersecting lines and formation with a writing tool.



# Examples - OT

Example 3: Letter Formation	
Date	Service Logs
11/05/2012	<p><u>Group Therapy 97150</u>            Student participated in small group session w/grade level peers. Completed series of midline, developmental gross motor activities w/little difficulty. Able to independently identify all upper case letters; able to imitate and efficiently form 22/26 upper case letters w/in the given space.</p>
11/15/2012	<p><u>Individual Therapy 97110</u>            Completed craft activity to reinforce diagonals. Visual perceptual/discrimination skills are functional to maintain angle of line. Was able to imitate 7/11 upper case letters containing diagonals. (A,K, N, Q, V,X,Z).</p>
11/30/2012	<p><u>Monthly Note</u>            Student's perceptual motor skills are improving as student is now able to imitate and efficiently form 22/26 upper case letters. Will focus on diagonals to master imitation of all upper case letters.</p>

Example 4: Sensory	
Date	Service Logs
11/05/2012	<p><u>Individual Therapy 97110</u>            Student was able to visually attend to a tactile/sensory media (shaving cream) within arms length without aversion. Following brushing, student tolerated touching media x5 with both hands. Unable to tolerate smelling media without provoking a gag reflex.</p>
11/15/2012	<p><u>Individual Therapy 97110</u>            Student willingly participated in sensory bin activities containing rice and sand. Student was able to scoop, pour and search for buried items within containers with no aversions with a moderate level of encouragement.</p>
11/30/2012	<p><u>Monthly Note</u>            Student is participating in activities involving tactile/sensory media with less aversion/avoidance responses. The use of sensory strategies (brushing/joint compressions) prior to exposure has improved tolerance.</p>

# Examples – Social Worker

Example 1: Listening/Attention	
Date	Service Logs
03/11/2013	<u>Psychotherapy 90832</u> Skill streaming listening activity. Student was more distractible today, needing moderate verbal cues to refocus attention on activity during session. Continue with skills training for listening.
03/20/2013	<u>Psychotherapy 90832</u> Role playing activity to increase listening skills. Student engaged in 2 role plays during session. During the second role play the student showed improvement, demonstrating target listening skills with 80% accuracy.
03/29/2013	<u>Monthly Note</u> Student's showed improvement this month with listening skills as student was able to demonstrate target listening skills with 80% accuracy during role play activity. Verbal cues are still required to refocus attention. Continue with listening skills.

Example 2: Appropriate Expression of Feelings	
Date	Service Logs
03/11/2013	<u>Behavioral Health Counseling H004</u> Discussed with student a time when he/she was upset to process appropriate ways to react. Student engaged well in the session and was able to independently identify one alternative way to express self appropriately. Will continue to work on appropriate ways for expressing feelings.
03/20/2013	<u>Behavioral Health Counseling H004</u> Discussed a time when student was upset since last session. Once verbally prompted, student recalled appropriate ways to react, although unable to provide an example of utilizing the strategy. Teacher reports no significant problems this week.
03/29/2013	<u>Monthly Note</u> Student independently identified alternative ways to express feelings appropriately one out of two sessions this month. He/she still struggles with utilizing the strategy outside of sessions. Will continue to work on appropriate expression of feelings.

# Examples – Social Worker

Example 3: Social Skills	
Date	Service Logs
03/11/2013	<p><u>Group Psychotherapy 90853</u> During peer-to-peer lunch group, student was asked 8 questions related to group conversation. He responded appropriately to 3 questions. He did not initiate conversation with peers, though he made over 5 comments or questions to this SSW.</p>
03/20/2013	<p><u>Group Psychotherapy 90853</u> Met with student during peer-to-peer lunch group to work on building social skills with peers. Student seemed more detached from communication than usual. He did not relate to peers during session, though he did ask for some assistance with his lunch from this adult twice.</p>
03/29/2013	<p><u>Monthly Note</u> Worked with student during peer-to-peer lunch groups 2 times this month to work on building relationships with peers. He has yet to reach his goal of responding to questions appropriately 50% of the time during group discussion. Sometimes, he is much more detached than others.</p>

Example 4: Self Control	
Date	Service Logs
04/11/2013	<p><u>Psychotherapy 90832</u> Self control activity. With min. assistance, student answered 1 out of 2 questions expected and told a story of a time when someone “lost their temper.” He had difficulty connecting his peers’ anger/reaction with his own behaviors.</p>
04/20/2013	<p><u>Psychotherapy 90832</u> Using a “work, “break”, “work” model, student was able to complete self control activity with minimal adult assistance. Student demonstrated avoidant behaviors, but was easily redirected back to task.</p>
04/30/2013	<p><u>Monthly Note</u> Student has shown progress in identifying his anger triggers in an effort to increase his self control. He still struggles to understand the connection between his behavior and the reaction from his peers.</p>

# Examples – PT

Example 1: Positioning	
Date	Service Logs
01/15/2013	<u>Individual Therapy 97110</u> Student was positioned while wearing bilateral DAFOs in a supine stander at 80 degrees for upright weight bearing and hamstring stretching. Tolerated 30 minutes without complaints of discomfort.
01/23/2013	<u>Individual Therapy 97110</u> Following myofascial release for 5 minutes to trunk region, positioned in right side lying for 20 minutes. During this time, student was able to participate with reaching activity by activating a musical touch toy with left upper extremity.
01/30/2013	<u>Monthly Note</u> Student was able to tolerate positioning in weight bearing and non-weight bearing positions without discomfort. The use of myofascial techniques prior to positioning improves tolerance.

Example 2: Motor Planning	
Date	Service Logs
01/15/2013	<u>Individual Therapy 97110</u> On a mat surface, student was instructed with verbal and physical prompting to perform sit to stand transition activity. Student required physical assistance to get into a ½ kneel position 50% of the time.
01/23/2013	<u>Individual Therapy 97110</u> Using verbal cues only, the student worked on transitioning from tailor sitting to ½ kneel position. Right knee was easier to transition (3/4 trials) compared to left knee (1/4 trials).
01/30/2013	<u>Monthly Note</u> Student's motor planning is improving as activities are performed with less prompting required.

# Examples – PT

Example 3: Equipment Fitting	
Date	Service Logs
01/15/2013	<u>ATD – Orthotics 97760</u> Student received a new pair of bilateral DAFOs. Vendor fit for student in classroom. Instructed classroom staff how to don/doff new braces as well as wearing times for first week.
01/23/2013	<u>ATD – Orthotics 97760</u> Student has been wearing new braces for 3 hrs at one time without any discomfort or any abnormal pressure areas (nonweight bearing). Was able to wear DAFOs and tolerate weight bearing in supine stander at 80 degrees for 15 min. without any verbal prompts.
01/30/2013	<u>Monthly Note</u> Student received a new pair of bilateral DAFOs. Fitting properly and able to wear them without any discomfort. Continue usage with increasing time worn and weight bearing activity as tolerated.

Example 4: Ambulation	
Date	Service Logs
01/15/2013	<u>Gait Training 97116</u> Using reverse walker, student was able to ambulate through school hallway (100ft). Worked on walking down ramp surface near media center. Had to provide contact guard assistance to control speed of student walking down the ramp surface.
01/23/2013	<u>Gait Training 97116</u> Using reverse walker, had student work on opening classroom door and exit/enter classroom. Student learned to maneuver walker such that door would be propped to allow for passing through (3/6 trials).
01/30/2013	<u>Monthly Note</u> Student was able to control reverse walker within the school setting with contact guard assistance. Need to continue to use walker in environmental situations for 100% independence.