Counseling Documentation

… There's more than **SER** reports…

Medi-CAL Funding

Medi-CAL provides reimbursement for health services at fee-for-services rates for qualified practitioners

- School psychologists
- Social workers, Counselors
- Speech pathologists, Audiometrists
- Physical and Occupational Therapists

LAUSD is reimbursed $15 million annually for the services provided

Quality Assurance

However… In order to get reimbursement, services must meet Medi-CAL requirements in addition to Special Education requirements

- Medi-CAL eligible services include:
  - Assessments
  - DIS Counseling

  If service documentation is found lacking funding can be suspended…

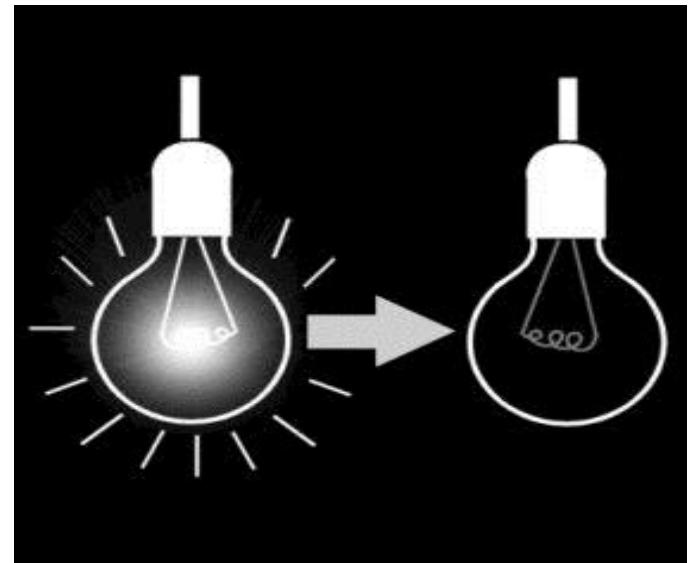# How do School Psychologists Fare in Comparison to Other Practitioners?

Good News…

We are mainly on Target!

Unfortunate News…

We have providers with service billing turned off…

QUICK REMINDERS
Service Documentation: COMPONENTS of Quality Assurance

#1: ALIGNMENT WITH IEP

- Documentation must align with each student's IEP as reflected in the:
  - PLP Summary
  - Goals
  - FAPE Part 2 Summary of Services
- If a service is provided, it must be on the IEP.
- Services described in Welligent must be relevant to IEP goals or diagnosis.

QUICK REMINDERS
Service Documentation: COMPONENTS of Quality Assurance

#2: STANDARD OF PRACTICE

- Providers describe accurately and completely the nature and type of service they deliver to individual students.

- The description of the service entered into Welligent reflects the standard of practice for each discipline.

QUICK REMINDERS
Service Documentation: COMPONENTS of Quality Assurance

#3: ACCURACY AND COMPLETENESS

- Welligent service documentation should include the following:
  - a brief description of the activity
  - an outcome statement
  - an objective measure (or professional reflection) of the student's response to the activity and progress toward the IEP goal

Top Four Reasons Why Billing May be Turned off
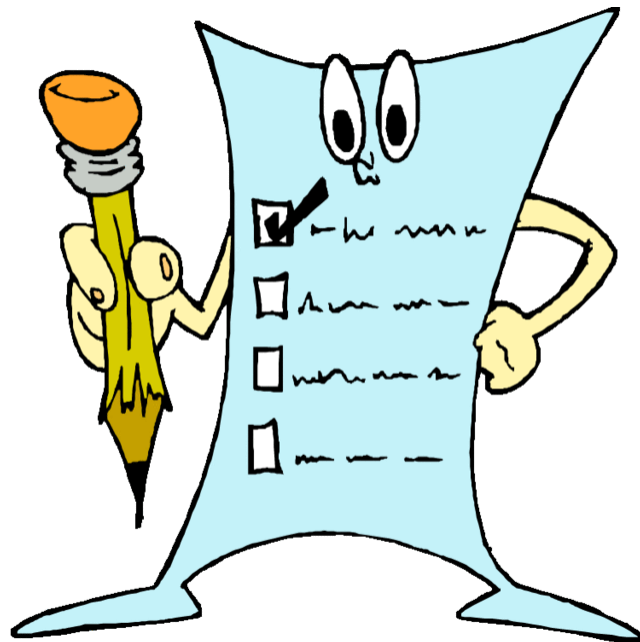
Concern #1

Problem?

Solution…

Service documentation continued from previous IEP

Open up new service for each IEP once activated

Please Note:

This is not to be done on pending IEPs

Concern #2

Problem?

Minimal notes or one section of service documentation missing

Must include:

a. Activity related to IEP –
   ➡ **What did YOU do?**

b. What Response to Activity
   ➡ **What was the STUDENT'S response to the activity?**

c. Progress towards IEP goal
   ➡ **What is the STUDENT'S progress towards the IEP goal?**

Solution…

Complete notes indicating activity, response to activity and student progress

Concern #3

Problem?

Same documentation for every student or for repeated sessions

Solution…

For groups, activity can be the same but student response should differ

Concern #4

Problem?

Documentation is not session specific

Solution…

Indicate what was done in each session. Student's response should relate to the session.

(What was student's progress during the session as it relates to progress towards the IEP goal?)

Session Activity Related to IEP Goal

Intervention Related to IEP Goal:

- Can be the same for all participants in a group

- Represents what was done – include student(s) responses

An Example of Session Documentation

Example IEP Goal:

Student will utilize positive coping skills from 1/5 situations to 3/5 situations.

An Example Session Note:

Counselor checked in regarding student's current mood and functioning, acknowledged feelings of hopelessness, and encouraged exploration of student's current coping mechanisms. **Student** was able to process his current efforts to cope and acknowledged its ineffectiveness. Although **student** had some difficulty identifying a list of coping strategies to keep his feelings of anger from distracting his focus on school, he has agreed to select one (1) coping strategy from the list and report its effectiveness during the next session.

Measuring Progress Toward IEP Goal

The most important aspect about measuring progress is

using NUMERICAL INDICATORS based on the baseline and desired frequency identified in the IEP goal.

Vague descriptors such as "good", "not doing well", "responsive", etc. are insufficient when reporting progress towards goals.

Example:

Student demonstrated partially proficient progress as he used 3 out of 5 coping strategies during the role play scenarios with a partner.

A provider can measure progress based on how many times the student:

- uses the desired skills

- demonstrates a desired behavior

- participate in session and/or interacts with group members during sessions

Progress can also be based on:
- reports from staff, parent, and student

Student Responses and Session Notes

You can document any of the following, as relevant:

- Student participation in activity

- Response to others in the group

- Concerns expressed/skills demonstrated

Remember… You can have similarities among students in a group, but should include the individual student's response/involvement/issues

Thank You for Your Commitment to Upholding the IQAR Standards…

At the beginning of next school year, we will have a more in-depth training.

Please stay tuned!

Our Goal…

To be Consistent and Persistent
is to forge a path from
being good to being great
- Daljeet Singh

www.purposefool.com

Timely Logging
+
Quality Session
Documentation