

RMTS Enhanced Training

RMTS – Training Opportunities

Review of Moment Responses October 2022-February 2023

Pool 2 & 3 participants doing “school-related and educational” activities

Over 2,000 moments answered in some variation of this:

- I was working with student(s) regarding EDUCATION / ACADEMICS skills / issues / needs
- Providing classroom / academic support or assistance

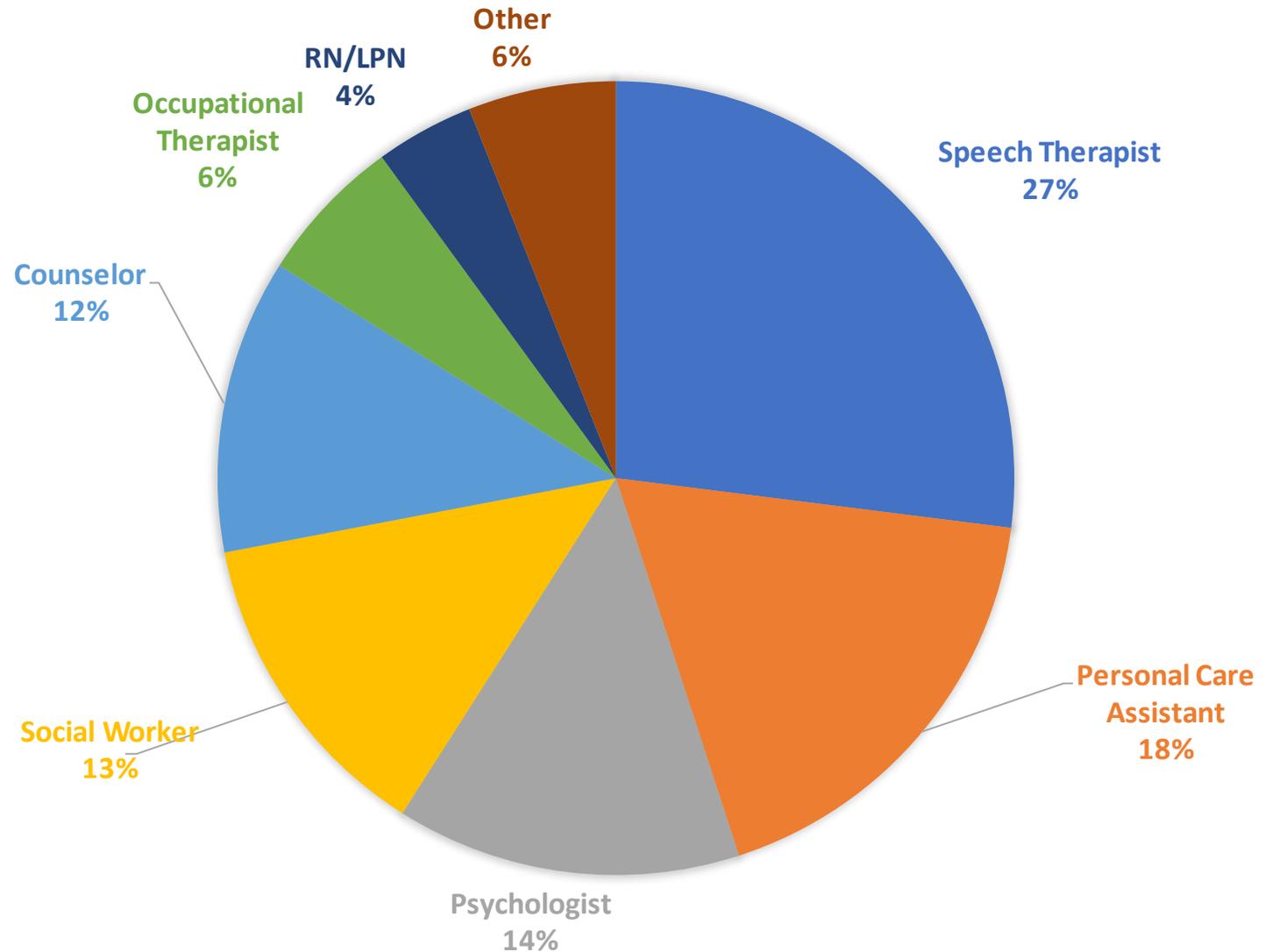
OR

- Teaching or tutoring an academic subject
- Yes, my work activity was pursuant to a student’s IEP

RMTS – Training Opportunities

Pool 2 & 3
Participants
“Educational”
moment responses
by Job Description

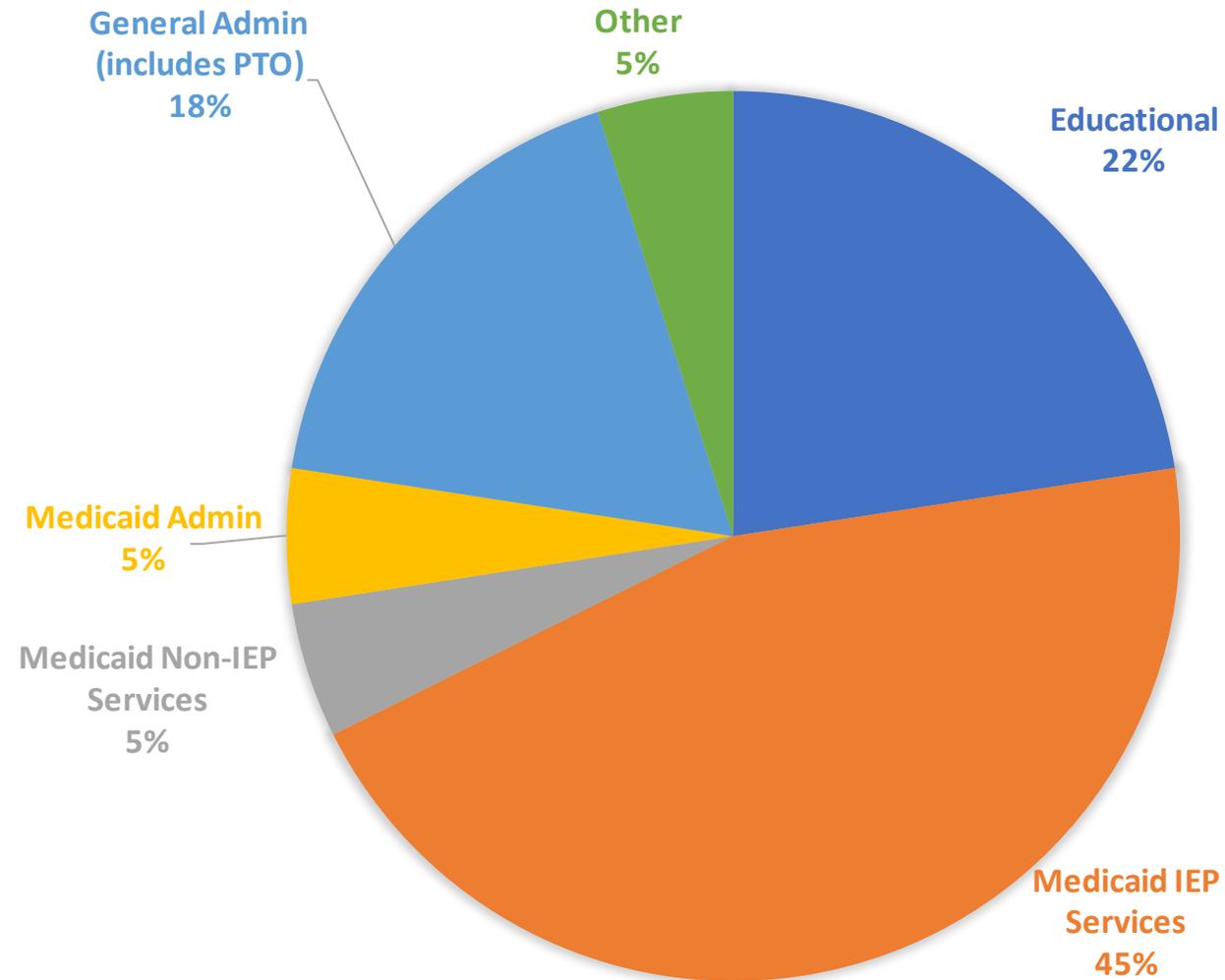
*i.e. of the 2,000+
moments answered as
educational in pool 2 & 3
so far this year, break
down by job description*



RMTS – Training Opportunities

Pool 3 Speech
Therapists

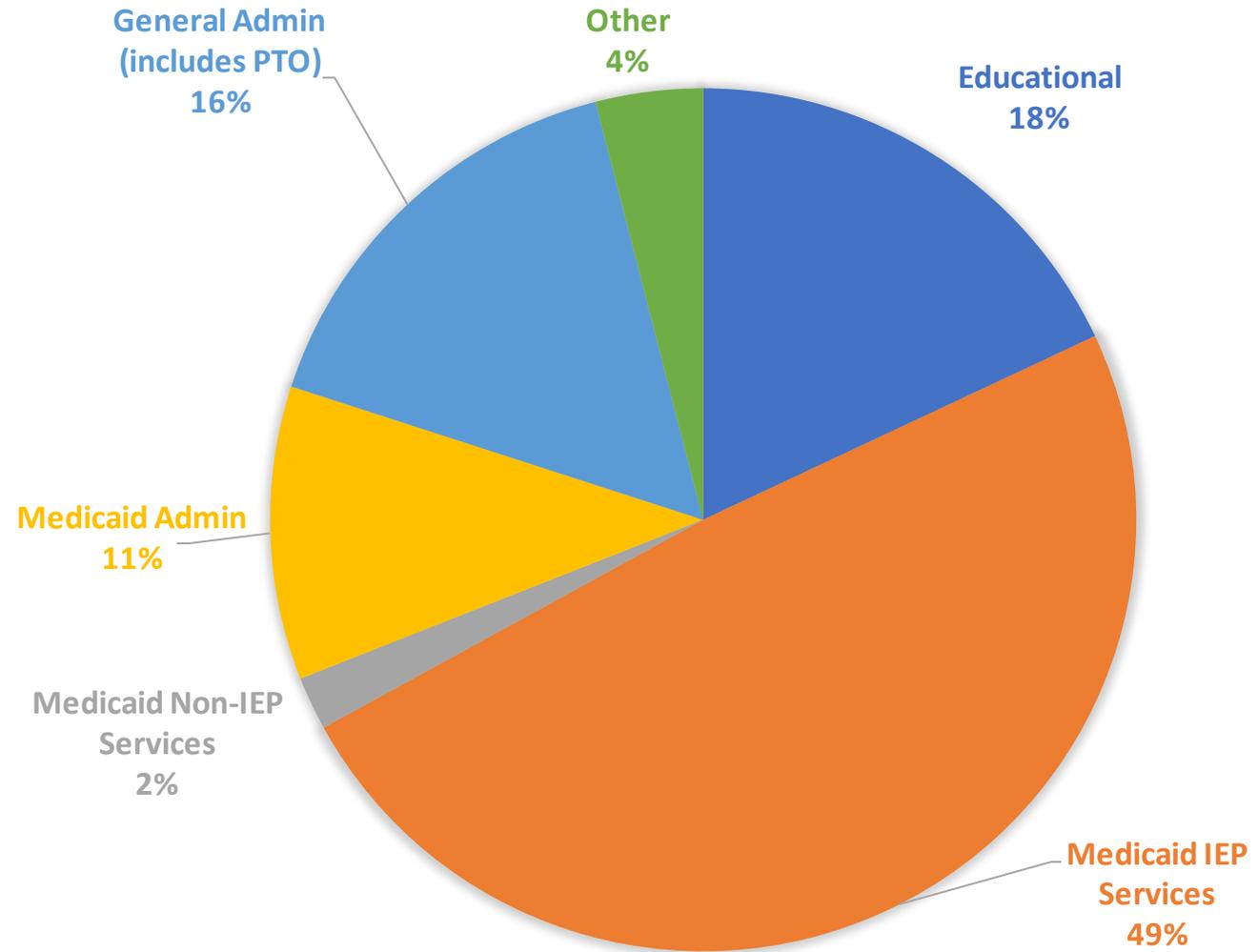
Distribution of time
so far this year



RMTS – Training Opportunities

Pool 3 Occupational & Physical Therapists

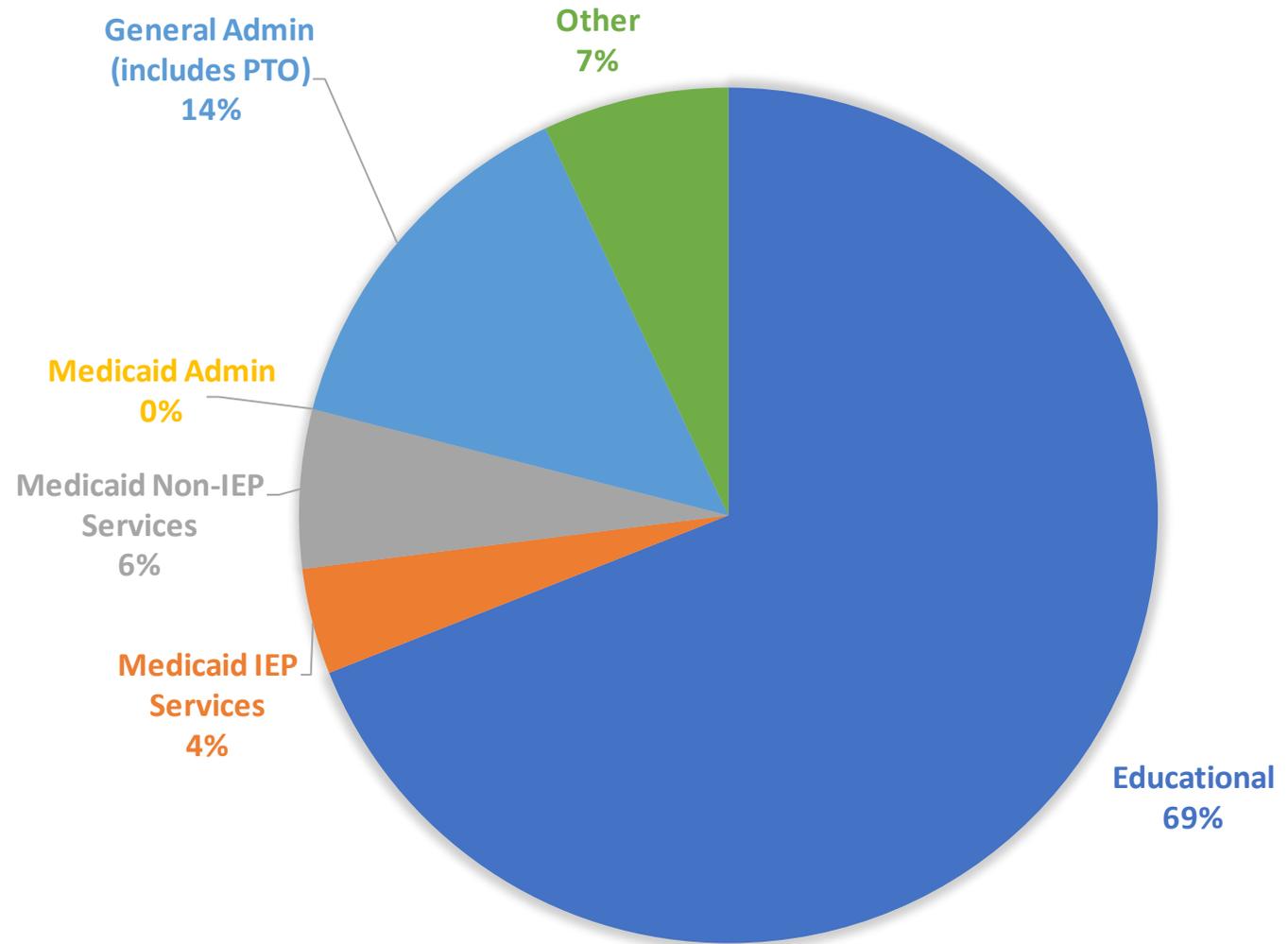
Distribution of time so far this year



RMTS – Training Opportunities

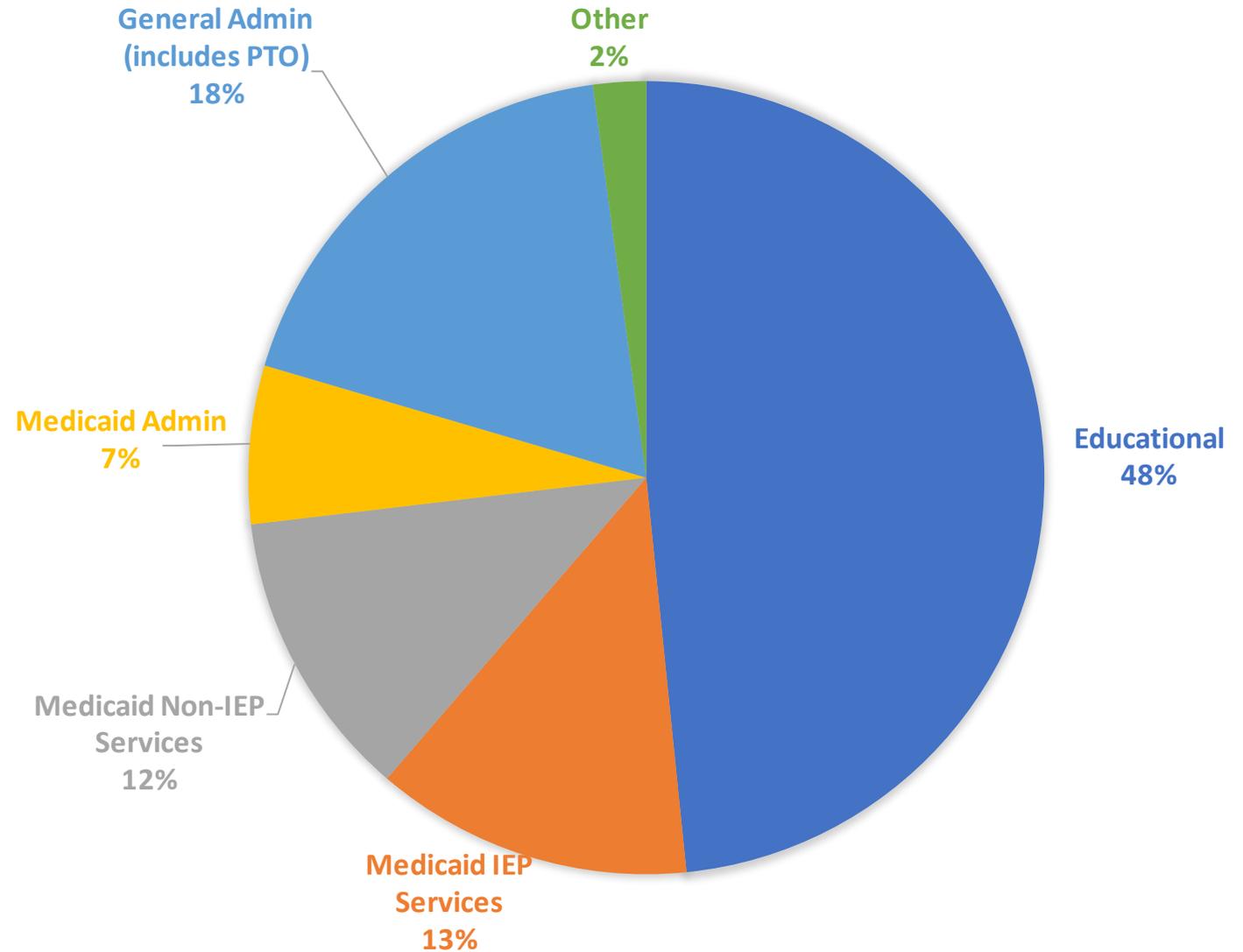
Pool 2 Personal Care Assistants

Distribution of time so far this year



RMTS – Training Opportunities

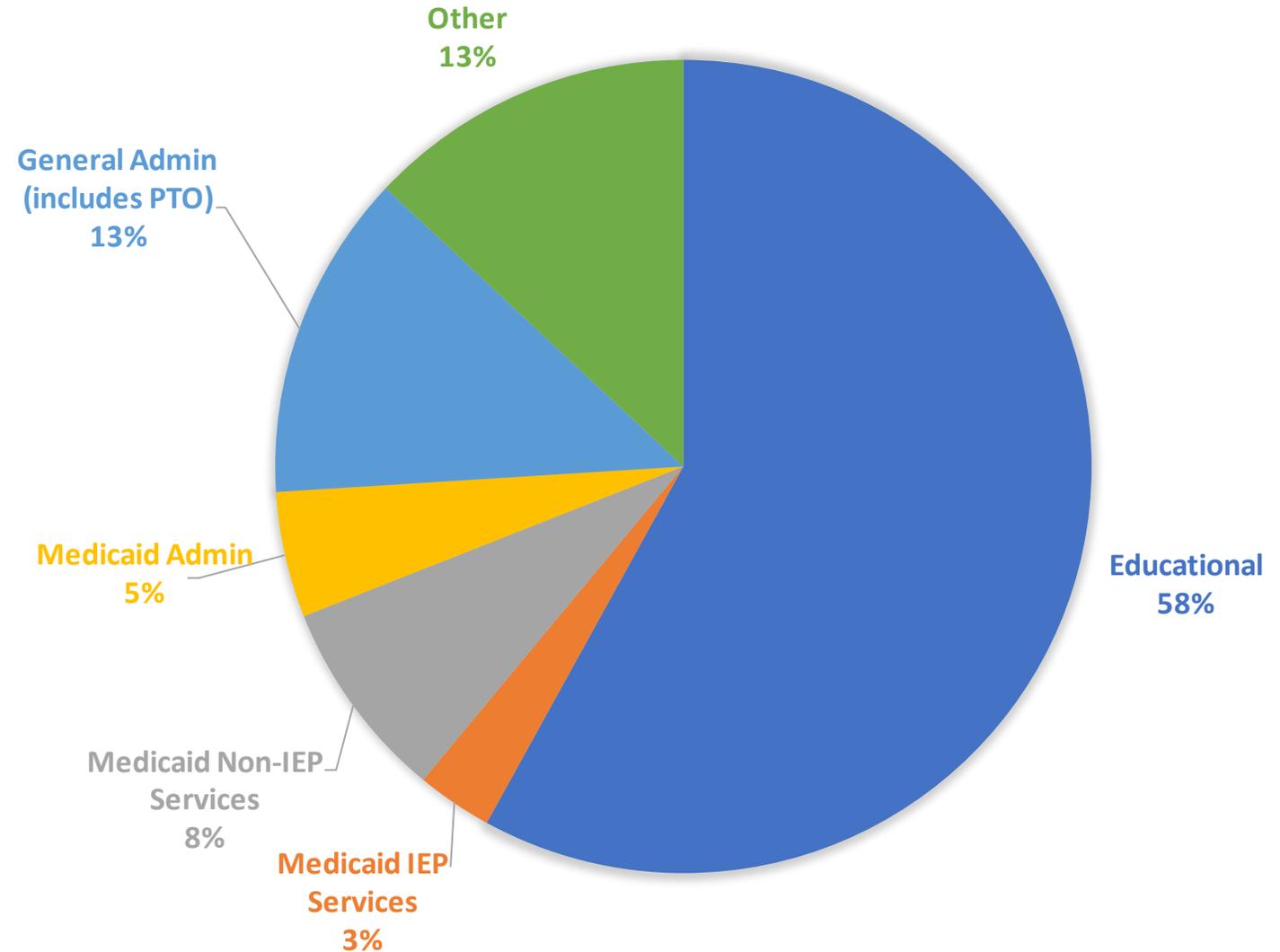
Pool 2 Psychologists
Distribution of time
so far this year



RMTS – Training Opportunities

Pool 2 Social Workers & Counselors

Distribution of time
so far this year



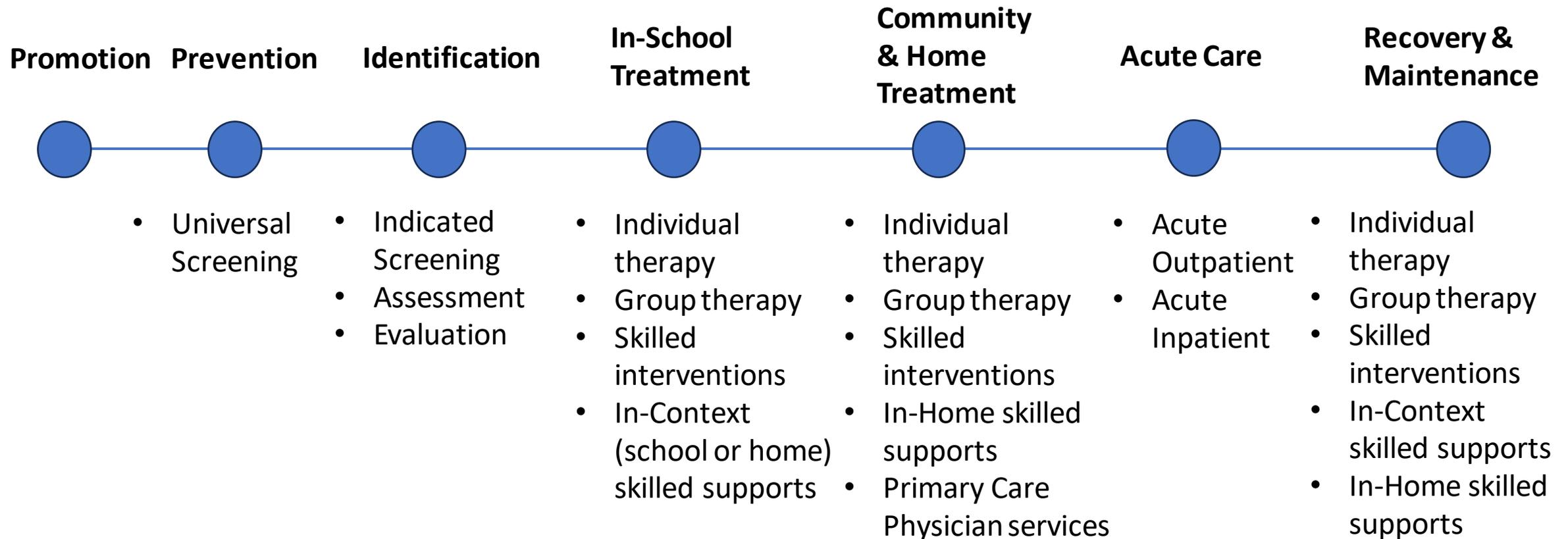
Updated RMTS Training Regarding Feedback

- In response to the training gap, DOE and UMMS established workgroups with each practitioner group to establish effective training.
- The following slides were added to the to the direct services presentations based on each provider group feedback to enhance the training.
- In the next training slides, an example of the vignettes are provided, however, the vignettes are specific in each direct services presentation (e.g. mental health, nursing, etc.)

<https://www.dmas.virginia.gov/for-providers/school-based-services/>

School Services on the Continuum of Care

- School-based practitioners provide important **health-related** services on the continuum of care for the children you serve.



Continuum of Care

- School division direct services are an important healthcare component on the continuum of care in a school setting.
- Other healthcare providers, such as long-term care providers and hospital providers, are also on the continuum.
- All services on the continuum represent important **health care** services.
- The direct services that school divisions provide are not “less than” other services and settings.
- When students receive services both in-school and out, the services that school divisions provide do not duplicate services in other settings, but rather compliment them.
- Schools provide important **health care** services, which when taken together with community-based services, can address the full scope of services that kids need on the complete continuum of care.

Health Care Professionals working in Schools

- As a provider working under the scope of your license, you are a health care provider, providing services in an education setting.
- Anytime that you are wearing your discipline's "hat" remember that you are bringing your skills, training, experience and scope of license to the work that you are doing, including:
 - Direct services with student(s)
 - Preparation/planning for services and paperwork/follow-up activities related to services (report writing, documentation, etc.)
 - Bringing your skills/training/license to contribute to a meeting, consultation, communication, coordination, training and other similar activities.
- When you are doing an activity that can be done by an unlicensed provider (lunch duty, bus duty, teaching, etc.), this is considered educational.
- It's important to keep your role as a health care professional in mind when responding to the RMTS. (More to come on RMTS later in this presentation.)

Did you know?

- The Random Moment Time Study (RMTS) determines how much federal funding your school division is eligible to receive through the Medicaid and Schools program.
- Reimbursement is not based on “billing” for services.
- Reimbursement is based on how all the school-based staff across the state answer their “moments.”
- RMTS is actually a statewide group project! The responses from each individual staff member impact reimbursement for your school division, and for all school divisions in the state!



Health-Related work activities go far beyond time spent directly with students

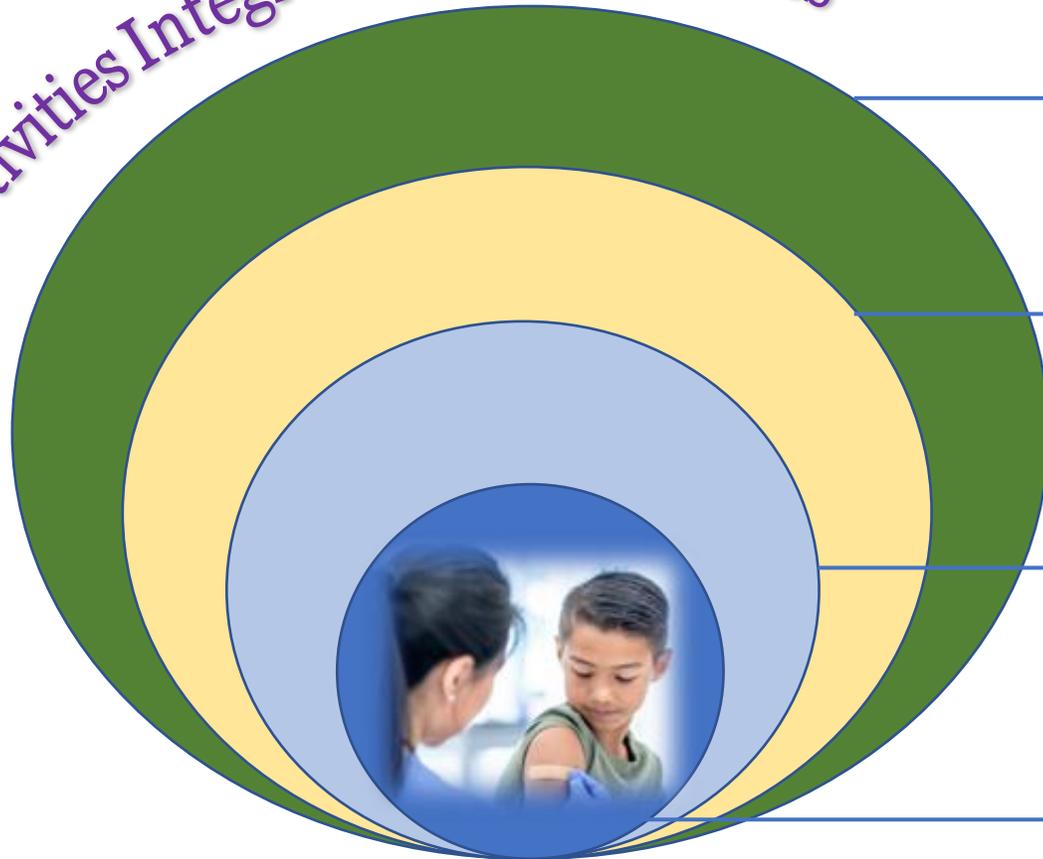
Reimbursable work activities are generally categorized for Medicaid purposes into two categories:

- Direct health care services, including all components that are integral to the delivery of services
- Medicaid “Administrative” activities

Medicaid Direct Service Reimbursable Work Activities

It's all about **PROVIDING** educationally relevant health care services:

Activities Integral to Direct Services



program planning

Planning related to meeting health needs

document service(s)

Service notes; Medicaid billing; writing an evaluation report

prepare for service(s)

gather supplies; set-up for therapy; review notes/records/POC

provide service(s)

Face to face with student(s)

Medicaid Administrative (Indirect Service) Reimbursable Work Activities

It's all about **ACCESS** to health care services:



A word cloud of Medicaid administrative work activities. The words are arranged in a circular pattern around a central image of a healthcare worker attending to a child. The words include: Arranging, Transportation, Outreach, Connecting, Referring, Translating, Informing, Care Coordination, Care Planning, Program Planning, Collaborating, Monitoring, Follow-up, Access, and Linking.

Arranging
Transportation
Outreach
Connecting
Referring
Translating
Informing
Care Coordination
Care Planning
Program Planning
Collaborating
Monitoring
Follow-up
Access
Linking

Since so much of your day is spent “wearing your licensed hat” and doing things that support student health, what does that look like when responding to a random moment?



Vignette 1: Evaluating a student

Q1: What type of activity were you doing?

- a) Working with student(s) regarding **EDUCATION / ACADEMICS** skills / issues / needs

Q2: What, specifically, were you doing?

- a) TEACHING or tutoring an academic subject
- b) Providing CLASSROOM / ACADEMIC SUPPORT or assistance
- c) ACADEMIC TESTING (includes proctoring AP exams, statewide testing, etc.)
- d) Other choices...



- a) Working with student(s) regarding **HEALTH CARE** (e.g., PT, OT, SPL, Nursing, dental, vision, hearing, mental and/or behavioral health)

Q2: What, specifically, were you doing?

- a) Providing AUDIOLOGY service or evaluation
- b) Providing OCCUPATIONAL or PHYSICAL THERAPY service or evaluation
- c) Providing SPEECH-LANGUAGE THERAPY service or evaluation
- d) OBSERVATION of student(s) for the purpose of assessing HEALTH-related needs (PT, OT, SPL, psychological, etc.)
- e) Other choices...

Vignette 1: Evaluating a student

Q3: Was this activity pursuant to a student's IEP?

- a) Yes, my work activity was pursuant to a student's IEP
- b) No, my work activity was not pursuant to a student's IEP

Q4: Who were you working or interacting with?

- a) Student(s)
- b) Student(s) and School Staff
- c) Other choices...

Q5: Why were you performing this activity?

- a) This was an INITIAL EVALUATION of a student to determine if health-related services are needed, which I performed within the scope of practice allowed by my clinical license.
- b) RE-EVALUATION FOR DETERMINATION TO CONTINUE IEP SERVICES OR DISCHARGE: and/or to adjust the plan of care or treatment plan, which I performed within the scope of practice allowed by my clinical license.
- c) The service DID NOT QUALIFY as a skilled health care service and/or it exceeded the number / amount of prescribed services and/or was not within the scope of practice allowed by my clinical license.
- d) Other choices...

Vignette 2: Consultation with a teacher

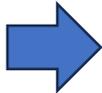
- School health professionals collaborate and consult with other professionals in the school, such as teachers and administrators, to help support student health.
- When consulting with a teacher, it's important to clearly identify whether you are truly:
 - mentoring/modeling teaching techniques/strategies to improve the teacher's practice, or
 - observing students in the classroom through the lens of your expertise and training for the purpose of identification of underlying issues impacting the student's learning, supporting the teacher to develop appropriate interventions/program design for the teacher to help support the student, and potentially determining the need for further assessment/evaluation or skilled interventions.

Vignette 2: Consultation with a teacher

Q1: What type of activity were you doing?

- a) Planning or participating in MEETING / CONVERSATION regarding SPECIFIC STUDENT(S), including phone and email conversations

Q2: What, specifically, were you doing?

- a) **EDUCATIONAL, ACADEMIC**, VOCATIONAL or SOCIAL services FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding EDUCATIONAL OR ACADEMIC issues for a specific student (other than an IEP or Section 504 meeting)
-  b) **HEALTH-related** FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding HEALTH / MEDICAL issues for a specific student (other than an IEP / IFSP or Section 504 meeting)
- c) None of the above (after selecting this response, a text box will open for you to type your answer)
- d) Other choices...

Note: If you choose to write in your own response using the “none of the above” option, you need to say more than “child study team meeting” (for example). You need to convey your role in the meeting as a health care professional.

Vignette 3: Supervision of an assistant, intern or clinical fellow

- School health professionals are often responsible for clinical supervision of assistant-level licensed staff or student interns or clinical fellows.
- Clinical supervision's purpose is to establish, maintain and elevate the level of performance of the supervisee and provide skilled clinical oversight on proper implementation of treatment plans to ensure that the students being treated by the assistant/intern/clinical fellow achieve their clinical treatment goals.
- This is a skilled health-related interaction.

Vignette 3: Supervision of an assistant, intern or clinical fellow

Option 1

Q1: What type of activity were you doing?

- a) Planning or participating in MEETING / CONVERSATION regarding SPECIFIC STUDENT(S), including phone and email conversations

Q2: What, specifically, were you doing?

- a) HEALTH-related FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding HEALTH / MEDICAL issues for a specific student (other than an IEP / IFSP or Section 504 meeting)

Option 2

Q1: What type of activity were you doing?

- a) TRAINING, Professional Development or Conference activity

Q2: What, specifically, were you doing?

- a) MENTORING / COACHING / TRAINING with other staff member(s)

Vignette 4: Supervision of an assistant, intern or clinical fellow

Q1: What type of activity were you doing?

**Option
3**

a) GENERAL ADMINISTRATIVE or clerical work unrelated to any of the categories above

Q2: What, specifically, were you doing?

a) SUPERVISORY functions, including performance evaluations, supervision, classroom observation (for the purpose of performance eval)

Q1: What type of activity were you doing?

**Option
4**

a) Working with student(s) regarding HEALTH CARE (e.g., PT, OT, SPL, Nursing, dental, vision, hearing, mental and/or behavioral health)

Note: if the supervision is occurring simultaneously/concurrently with providing a service (maybe you're modeling and training; or maybe the assistant is servicing, but you're observing/ coaching / providing feedback and oversight) Then we want you to indicate that you're working with a student regarding health care as the 'primary' thing occurring.

RMTS Training Resources

- Videos Within RMTS system/website:
 - ***VA – RMTS Training: Updated*** This required annual training was updated in Sept 2022, run time is 19 minutes.
 - ***VA RMTS POINT Training*** This optional training was updated in Sept. 2023, run time is 15 minutes.
- ***Provider Annual Trainings from October 2023*** All PPTs are posted to DMAS website <https://www.dmas.virginia.gov/for-providers/school-based-services/>
- ***VA RMTS Participant Quick Reference Guide FY24*** This resource was emailed to coordinators on 9/15/23 from RMTSHelp@umassmed.edu.
- For Coordinators: ***Virginia School-Based Services RMTS Instruction Manual July 1, 2022*** Discusses RMTS participant training and important things to consider and include that are an LEA responsibility on pg. 24-25