

What's the Big IDEA?

- Working with ancillary staff to streamline documentation for multiple purposes.

Session Objectives

- Attendees will learn how to work with staff to thread compliance throughout the documentation process, serving multiple purposes to streamline practice.
- Attendees will learn how to conduct a peer record review to support their service providers in understanding how the documentation process results in quality, accurate service capture.

Introductions

Presenter

Shawna Dippman,
Monroe County
Intermediate School
District

- 10 Years with Monroe County ISD working as Early Childhood Special Educator, LRE Facilitator and Special Education Planner/Coordinator & Supervisor
- 12 Years in IDEA compliance and implementation with 4 years as compliance monitor and technical assistance provider
- Joined MAASE in 2013 and is a member of the summer institute committee and various communities of practice
- 4 years in supervising Medicaid School Based Services program
- Joined NAME in 2013 and is a member of the finance, education and conference committees

What's the big IDEA?

- Evaluation
<https://sites.ed.gov/idea/regs/b/d/300.304>
- Present Level of Academic Achievement and Functional Performance (PLAAFP)
<https://sites.ed.gov/idea/regs/b/d/300.324/a>
- Programs and Services
<https://sites.ed.gov/idea/regs/b/d/300.320>
- Annual Goals
<https://sites.ed.gov/idea/regs/b/d/300.320/a/2>
<https://sites.ed.gov/idea/regs/b/d/300.320/a/3>

What does American Speech and Language Hearing Association (ASHA) say about Documentation?

www.asha.org

<http://www.asha.org/Practice-Portal/Professional-Issues/Documentation-In-Schools/>

http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942597§ion=Key_Issues

What does National Association of School Nurses (NASN) say about Documentation?

www.nasn.org

<https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Framework%20for%2021st%20Century%20School%20Nursing%20Practice/21stCenturySchoolNurseFramework2016.pdf>

<https://www.nasn.org/nasn/nasn-resources/professional-topics/school-health-documentation>

What does American Occupational Therapy Association (AOTA) say about Documentation?

www.aota.org

<file:///C:/Users/shawna.dippman/Work%20Folders/Downloads/6913410030p1.pdf>

<https://www.aota.org/Practice/Manage/Reimb.aspx>

<http://ajot.aota.org/article.aspx?articleid=1853060>

What does the American Physical Therapy Association (APTA) say about Documentation?

www.apta.org

<http://www.apta.org/Documentation/>

<http://www.apta.org/Documentation/DefensibleDocumentation/>

What does National Association of Social Workers (NASW) say about Documentation?

www.socialworkers.org

<http://www.socialworkers.org/pubs/code/code.asp>

See 3.04 Client Records and 3.05 Billing

Why Peer Review?

- IDEA
- Professional Organizations
- Accountability
- The value of working in peer groups

What you need:

- Sample documents
- A system for tracking
- A way to share the information
- A follow up process (how will you keep the work going?)

Documentation Rubric

Area included in Evaluation? ____ Area included in IEP Present Level of Academic Achievement and Functional Performance? ____
 Area included in Programs/Services? ____ An IEP goal/objectives is included in the IEP? ____ Parental Consent is on file? ____

Desired Aspect Included	Comments Well done or Specific feedback for re-write	[Date] N or Y	[Date] N or Y	[Date] N or Y	[Date] N or Y	Initials
Location/Setting/Time/Skill addressed						
Specially designed/skilled interventions performed						
Therapist action (level of assist, feedback, etc.)						
Student response						
Objective data						
Subjective data (practitioner impressions)						
Plan for future work						