



February 2019  
Collaborative Rule  
Making Meeting  
School-Based Services

# Basic Overview

- ❖ Introductions & Housekeeping
- ❖ Previous Meetings
- ❖ March Meetings
- ❖ April Trainings
- ❖ School-Based Service Draft Rules – DD Enhancement
  - ❖ IDAPA 16.03.09.850 – Definitions
  - ❖ IDAPA 16.03.09.852 – Service-Specific Participant Eligibility
  - ❖ IDAPA 16.03.09.853 – Coverage and Limitations
  - ❖ IDAPA 16.03.09.855 – Provider Qualifications and Duties

# Introductions & Housekeeping

- ❖ Restrooms
- ❖ Cell Phones
- ❖ Avoid repeat questions
- ❖ Everyone has a right to be heard
- ❖ Strive for solution focused comments
- ❖ Be specific
- ❖ Be respectful
- ❖ Not every question may be answered today
- ❖ Responses posted to DD Enhancement Website

# Previous Meetings

- ❖ September 2018
- ❖ October 2018
- ❖ November 2018
- ❖ December 2018
- ❖ January 2019

# March 2019 Meeting

- ❖ Companion Documents
  - ❖ School-Based Fee Schedule
  - ❖ Department-Approved Assessments
  - ❖ Crosswalk for Department-Approved Assessments

# April 2019 Training

- ❖ Full Day Training
- ❖ Statewide
- ❖ Face-to-Face



Submit Comments Now

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IDAPA 16.03.09.850  
SCHOOL-BASED  
SERVICE: DEFINITIONS.



16.03.09.850

## SCHOOL-BASED SERVICES: DEFINITIONS.

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### ❖ 02. Children's Habilitation Intervention Services.

Children's habilitation intervention services are medically necessary, evidence-based or evidence-informed therapeutic techniques based on applied behavioral analysis principles used to result in positive outcomes. These intervention services are delivered directly to Medicaid eligible participants with identified developmental limitations that impact the participant's functional skills and behaviors across an array of developmental domains. Children's habilitation intervention services include habilitative skill, behavioral intervention, behavioral consultation, crisis intervention, and interdisciplinary training services.

**SCHOOL-BASED SERVICES: DEFINITIONS.**

- ❖ **04. Evidence-Based Interventions.** Interventions that have been scientifically researched and reviewed in peer reviewed journals, replicated successfully by multiple independent investigators, have been shown to produce measurable and substantiated beneficial outcomes, and are delivered with fidelity by certified/credentialed individuals trained in the evidence-based model.
- ❖ **05. Evidence-Informed Interventions.** Interventions that use elements or components of evidence-based techniques and are delivered by a qualified individual but are not certified/credentialed in an evidence-based model.

16.03.09.850

## SCHOOL-BASED SERVICES: DEFINITIONS.

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- ❖ **06. Human Services Field.** A diverse field that is focused on improving the quality of life for individuals. Areas of academic study include, but are not limited to, sociology, special education, counseling, and psychology. or other areas of academic study as referenced in the Medicaid Provider Handbook
- ❖ **12. Telehealth.** Telehealth is an electronic real-time synchronized audio-visual contact between a qualified professional and participant for the purpose of treatment. The professional and participant interact as if they were having a face-to-face service. Telehealth services must be delivered in accordance with the Idaho Medicaid Telehealth Policy at <https://healthandwelfare.idaho.gov/Portals/0/Providers/Medicaid/TelehealthPolicy.pdf>.

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IDAPA 16.03.09.852  
SCHOOL-BASED  
SERVICE:  
SERVICE-SPECIFIC  
PARTICIPANT ELIGIBILITY.

## 16.03.09.852.02 SCHOOL-BASED SERVICE: SERVICE-SPECIFIC PARTICIPANT ELIGIBILITY.

- ❖ **02. Children's Habilitation Intervention Services.**  
Student's eligible to receive habilitative skill, behavioral intervention, behavioral consultation, crisis intervention, and interdisciplinary training services must have a standardized Department-approved assessment to identify functional and/or behavioral needs that interfere with the student's ability to access an education and require intervention services.

## 16.03.09.852.02 SCHOOL-BASED SERVICE: SERVICE-SPECIFIC PARTICIPANT ELIGIBILITY.

- ❖ **a.** A functional need is determined when the student exhibits a deficit of one point five (1.5) or more standard deviations below the mean for all functional areas or above the mean for maladaptive behaviors in three (3) or more of the following areas: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency.

## 16.03.09.852.02

### SCHOOL-BASED SERVICE: SERVICE-SPECIFIC PARTICIPANT ELIGIBILITY.

- ❖ **b.** A behavioral need is determined when the student exhibits maladaptive behaviors that include frequent disruptive behaviors, aggression, self-injury, criminal or dangerous behavior evidenced by a score of at least one point five (1.5) standard deviations from the mean in at least two (2) behavior domains and by a rater familiar with the student, or at least two (2) standard deviations from the mean in one (1) composite score that consists of at least three (3) behavior domains by a rater familiar with the student.



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IDAPA 16.03.09.853  
SCHOOL-BASED  
SERVICE:  
COVERAGE AND  
LIMITATIONS.

## SCHOOL-BASED SERVICE: COVERAGE AND LIMITATIONS.

- ❖ **a.** Behavioral Intervention. Behavioral Intervention is a direct intervention used to promote positive meaningful changes in behavior that incorporate functional replacement behaviors and reinforcement-based strategies while also addressing any identified habilitative skill needs and the student's ability to participate in educational services, as defined in Section 850 of these rules, through a consistent, assertive, and continuous intervention process to address behavior goals identified on the IEP. Behavioral intervention includes the development of replacement behaviors by conducting a functional behavior assessment and behavior implementation plan with the purpose of preventing or treating behavioral conditions. This service is provided to students who exhibit maladaptive behaviors. Services include individual or group behavioral interventions.

**16.03.09.853.03.a**  
**SCHOOL-BASED SERVICE:**  
**COVERAGE AND LIMITATIONS.**

- ❖ i. Group services must be provided by one (1) qualified staff providing direct services for two (2) or three (3) students.
- ❖ ii. As the number and severity of the students with behavioral issues increases, the staff-to-student ratio must be adjusted accordingly.
- ❖ iii. Group services should only be delivered when the child student's goals relate to benefiting from group interaction.

**SCHOOL-BASED SERVICE: COVERAGE AND LIMITATIONS.**

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- ❖ **c.** Crisis Intervention. Crisis intervention services may include providing training to staff directly involved with the individual; delivering emergency backup intervention directly with the eligible student; and developing a crisis plan that directly addresses the behavior occurring and the necessary intervention strategies to minimize the behavior and future occurrences. This service is defined as an unanticipated event, circumstance, or life situation that places an individual at risk of at least one of the following:
  - ❖ i. Hospitalization;
  - ❖ ii. Risk of out of home placement;
  - ❖ iii. Incarceration; or
  - ❖ iv. Physical harm to self or others, including a family altercation or psychiatric relapse.

**SCHOOL-BASED SERVICE: COVERAGE AND LIMITATIONS.**

- ❖ **d.** Habilitative Skill. Habilitative Skill is a direct intervention service that includes techniques used to develop, improve and maintain, to the maximum extent possible, the developmentally appropriate functional abilities and daily living skills needed by an individual. This service may include teaching and coordinating methods of training with family members or others who regularly participate in caring for the eligible individual. Services include individual or group interventions.
  - ❖ **i.** Group services must be provided by one (1) qualified staff providing direct services for two (2) or three (3) students.
  - ❖ **ii.** As the number and needs of the individuals increase, the staff-to-student ratio must be adjusted accordingly.
  - ❖ **iii.** Group services should only be delivered when the student's goals relate to benefiting from group interaction.

## SCHOOL-BASED SERVICE: COVERAGE AND LIMITATIONS.

- ❖ **e.** Interdisciplinary Training. Interdisciplinary training is a companion service to behavioral intervention and habilitative skill and is used to assist with implementing an individual's health and medication monitoring, positioning and physical transferring, use of assistive equipment, and intervention techniques in a manner that meets the individual's needs. This service is intended to be utilized for collaboration, with the individual present, during the provision of services between the intervention specialist or professional and a Speech Language and Hearing Professional (SLP), Physical Therapist (PT), Occupational Therapist (OT), school professional, medical professional, or behavioral health professional.

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IDAPA 16.03.09.855  
SCHOOL-BASED  
SERVICE: PROVIDER  
QUALIFICATIONS AND  
DUTIES.

# 16.03.09.855.01

## SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **01. Behavioral Intervention.** Behavioral intervention must be provided by or under the supervision of an intervention specialist/professional. Individuals providing behavioral intervention must be one of the following:

# 16.03.09.855.01

## SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **a.** Intervention Paraprofessional. Intervention paraprofessionals must be under the supervision of an intervention specialist/professional. The specialist/professional must observe and review the direct services performed by the paraprofessional on a monthly basis, or more often as necessary, to ensure the paraprofessional demonstrates the necessary skills to correctly provide the direct service. An intervention paraprofessional under the direction of a qualified intervention specialist/professional, must:
  - ❖ i. Be at least eighteen (18) years of age; and
  - ❖ ii. Demonstrate the knowledge, have the skills needed to support the program to which they are assigned; and
  - ❖ iii. Meet the paraprofessional requirements as defined in IDAPA 08.02.02, “Rules Governing Uniformity.”

**SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS**

- ❖ **b.** Intervention Specialist. Intervention specialists who will complete assessments must have documented training and experience in completing assessments and designing and implementing comprehensive therapies for individual's with functional and/or behavioral needs. The qualifications for this provider type can be met by one of the following:

## 16.03.09.855.01.b

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ i. An individual who holds an Idaho Standard Instructional Certificate who meets qualifications for an endorsement specific to special education as defined in IDAPA 08.02.02, "Rules Governing Uniformity," Sections 021-024; or
- ❖ ii. An individual who holds their Habilitative Intervention Certificate of Completion (HI COC) in Idaho prior to July 1, 2019 and does not have a gap of more than 3 years of employment as an Intervention Specialist, or
- ❖ iii. An individual who holds a bachelor's degree from an accredited institution in a human services field or a has a bachelor's degree and a minimum of 25 semester credits in a human services field, can demonstrate 1,040 (one thousand forty) hours of supervised experience working with children who demonstrate functional or behavioral needs, and meets the competency requirements by completing one of the following:
  - ❖ (1) A Department approved competency checklist referenced in the Medicaid Provider Handbook; or
  - ❖ (2) A Registered Behavior Technician Training; or
  - ❖ (3) Other Department approved competencies as defined in the Medicaid Provider Handbook.

## 16.03.09.855.01

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **c.** Intervention Professional. Intervention professionals who will complete assessments must have documented training and experience in completing assessments and designing and implementing comprehensive therapies for individual's with functional and/or behavioral needs. The qualifications for this provider type can be met by one of the following:
  - ❖ i. An individual who qualified as a Therapeutic Consultant in Idaho prior to July 1, 2019 and does not have a gap of more than 3 years of employment as an Intervention Professional, or
  - ❖ ii. An individual who holds a master's degree or higher from an accredited institution in a human services field, can demonstrate 1,200 (one thousand, two hundred) hours of supervised experience working with children with functional and/or behavioral needs, and can demonstrate 1,500 (one thousand five hundred) hours of relevant coursework or training, or both, in principles of child development, learning theory, positive behavior support techniques, dual diagnosis, or behavior analysis which may be documented within the individual's master's degree program or other coursework and/or training.

## SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **d.** Evidence-Based Model (EBM) Intervention  
Paraprofessional. EBM intervention paraprofessionals must be supervised in accordance with the evidence-based model in which they are certified/credentialed. The EBM intervention specialist/professional must observe and review the direct services performed by the paraprofessional to ensure the paraprofessional demonstrates the necessary skills to correctly provide the direct service. An EBM paraprofessional supervised in accordance with the evidence-based model, must:
  - ❖ **i.** Hold a high school diploma; and
  - ❖ **ii.** Hold a para-level certification/credential in an evidence-based model approved by the Department.

# 16.03.09.855.01

## SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ e. Evidence-Based Model (EBM) Intervention Specialist. EBM intervention specialists must be supervised in accordance with the evidence-based model in which they are certified/credentialed. The EBM intervention specialist/professional must observe and review the direct services performed by the specialist to ensure the specialist demonstrates the necessary skills to correctly provide the direct service. The specialist may also supervise the EBM intervention paraprofessional working within the same evidence-based model. An EBM intervention specialist being supervised in accordance with the evidence-based model or supervising an EBM intervention paraprofessional, must:
  - ❖ i. Hold a bachelor's degree from an accredited institution in accordance with their certification/credentialing requirements; and
  - ❖ ii. Hold a certification/credential in an evidence-based model approved by the Department.



## 16.03.09.855.01

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ f. Evidence-Based Model (EBM) Intervention Professional. EBM intervention professionals may supervise EBM intervention paraprofessionals/specialists working within the same evidence-based model in which they are certified/credentialed. An EBM intervention professional, must:
  - ❖ i. Hold a master's degree or higher from an accredited institution in accordance with their certification/credentialing requirements; and
  - ❖ ii. Hold a certification/credential in an evidence-based model approved by the Department.

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**SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS**

- ❖ **02. Behavioral Consultation.** Behavioral consultation must be provided by a professional who has a Doctoral or Master's degree in psychology, education, applied behavioral analysis, or has a related discipline with one thousand five hundred (1500) hours of relevant coursework or training, or both, in principles of child development, learning theory, positive behavior support techniques, dual diagnosis, or behavior analysis (may be included as part of degree program); and who meets one (1) of the following:

## 16.03.09.855.02

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **a.** An individual who holds an Idaho Standard Instructional Certificate who meets qualifications for an endorsement specific to special education as defined in IDAPA 08.02.02, “Rules Governing Uniformity,” Sections 021-024; or
- ❖ **b.** An individual with a Pupil Personnel Certificate who meets the qualifications defined under IDAPA 08.02.02, “Rules Governing Uniformity,” excluding a licensed registered nurse or audiologist; or
- ❖ **c.** An occupational therapist who is qualified and registered to practice in Idaho; or
- ❖ **d.** An Intervention Professional, as defined in Section 855.01 of these rules; or
- ❖ **e.** An Evidence-Based Model (EBM) Intervention Professional, as defined in Section 855.01 of these rules.

## 16.03.09.855.03

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **03. Crisis Intervention.** Crisis intervention must be provided by or under the supervision of a professional. Individuals providing crisis intervention must be one of the following:
  - ❖ **a.** An Intervention Paraprofessional, as defined in Section 855.01 of these rules; or
  - ❖ **b.** An Intervention Specialist, as defined in Section 855.01 of these rules; or
  - ❖ **c.** An Intervention Professional, as defined in Section 855.01 of these rules; or
  - ❖ **d.** An Evidence-Based Model (EBM) Intervention Paraprofessional, as defined in Section 855.01 of these rules; or
  - ❖ **e.** An Evidence-Based Model (EBM) Intervention Specialist, as defined in Section 855.01 of these rules; or
  - ❖ **f.** An Evidence-Based Model (EBM) Intervention Professional, as defined in Section 855.01 of these rules; or

## 16.03.09.855.03

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **g.** A Licensed physician, licensed practitioner of the healing arts; or
- ❖ **h.** An advanced practice registered nurse; or
- ❖ **i.** A licensed psychologist; or
- ❖ **j.** A licensed clinical professional counselor or professional counselor; or
- ❖ **k.** A licensed marriage and family therapist; or
- ❖ **l.** A licensed masters social worker, licensed clinical social worker, or licensed social worker; or
- ❖ **m.** A psychologist extender registered with the Bureau of Occupational Licenses; or
- ❖ **n.** A licensed registered nurse (RN); or
- ❖ **o.** A licensed occupational therapist; or
- ❖ **p.** An endorsed or certified school psychologist.

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## SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **04. Habilitative Skill.** Habilitative skill must be provided by or under the supervision of an intervention specialist/professional. Individuals providing habilitative skill must be one (1) of the following:



## 16.03.09.855.04

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **a.** Habilitative Skill Technician. Habilitative skill technician is a provisional position intended to allow an individual to gain the necessary degree and/or experience needed to qualify as an intervention specialist. Provisional status is limited to eighteen (18) months. Habilitative skill technicians must be under the supervision of an intervention specialist/professional. The specialist/professional must observe and review the direct services performed by the paraprofessional on a monthly basis, or more often as necessary, to ensure the technician demonstrates the necessary skills to correctly provide the direct service. An intervention paraprofessional under the direction of a qualified intervention specialist/professional, must
  - ❖ i. Be within 15 semester credits or equivalent to complete their bachelor's degree from an accredited institution in a human services field; or
  - ❖ ii. Hold a bachelor's degree from an accredited institution, in a human services field

## 16.03.09.855.04

### SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS

- ❖ **b.** An Intervention Paraprofessional, as defined in Section 855.01 of these rules; or
- ❖ **c.** An Intervention Specialist, as defined in Section 855.01 of these rules; or
- ❖ **d.** An Intervention Professional, as defined in Section 855.01 of these rules; or
- ❖ **e.** An Evidence-Based Model (EBM) Intervention Paraprofessional, as defined in Section 855.01 of these rules; or
- ❖ **f.** An Evidence-Based Model (EBM) Intervention Specialist, as defined in Section 855.01 of these rules; or
- ❖ **g.** An Evidence-Based Model (EBM) Intervention Professional, as defined in Section 855.01 of these rules; or

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