



# November 2018 Collaborative Rule Making Meeting

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# Introductions and Basic Overview

- ❖ Process
- ❖ Function of Regional Staff
- ❖ Overview of Last Meeting
- ❖ Not in Chronological Order
- ❖ “Department Approved”

# Ground Rules

- ❖ Avoid repeat questions
- ❖ Everyone has a right to be heard
- ❖ Strive for solution focused comments
- ❖ Be specific
- ❖ Be respectful
- ❖ Not every comment will be responded to today but they will be responded to and posted to web

# 4 Updates to Draft Rule Based On Feedback from October Meetings

❖ See Handout

Submit Comments Now

# Department Approved Documents Discussed in October Meetings

## Assessment & Clinical Treatment Plan

Administration of a current objective, validated behavioral assessment instrument approved by the Department  
(16.03.09.573.05.c)

Vineland Adaptive Behavior Scales	ABLLS-R
VB-MAPP	PEP-3
AFLS	PDDBI
ABAS	Essentials for Living
PEAK Relational Training System	CALS
REAL	LAP-3
***Any other Tools identified that meet the IDAPA requirements will be reviewed and can be added to this list***	

# Assessment & Clinical Treatment Plan Recommendations for frequency of service(s) in accordance with the Services Hours Recommendation Checklist (16.03.09.573.05.c)

- ❖ Example of checklist on the next page

Clinical questions to support hours per week recommendations		Level 0	Level 1 Low	Level 2 Moderate	Level 3 High
<b>Example Questions ONLY</b>					
At the time of this assessment, does the child need skill acquisition programming to address activities of daily living to be implemented during intervention?			<input type="checkbox"/> Minimal skill deficits	<input type="checkbox"/> Skill deficits in 2-3 adaptive skill areas	<input type="checkbox"/> Skill deficits in multiple adaptive skill areas which are resulting in lack of success in multiple environments
Does the individual have a social communication deficit?		<input type="checkbox"/> No limitations observed/identified	<input type="checkbox"/> Difficulty initiating social interactions and/or decreased interest in social interactions. Attempts at making friends are typically ineffective.	<input type="checkbox"/> Limited initiation and social interaction; child speaks simple sentences; reduced or abnormal responses to social approaches from others.	<input type="checkbox"/> Severe deficits in verbal and nonverbal social communication causing severe impairments in functioning; typically communicates to meet only meet needs
If interfering behaviors are observed, how intense are the behaviors observed?		<input type="checkbox"/> None observed/identified	<input type="checkbox"/> Some interference with activities of daily living but does not pose a danger/harm to self or others	<input type="checkbox"/> Significant interference with activities of daily living across multiple settings but does not pose a danger/harm to self or others	<input type="checkbox"/> Extreme interference with activities of daily living and poses serious threat or harm to the individual's or to others personal safety health
How long-standing is the child's interfering behaviors?		<input type="checkbox"/> None observed/identified		<input type="checkbox"/> Behaviors appear sporadically or have recently surfaced	<input type="checkbox"/> A chronic behavior problem
During the assessment process was it identified that the individual's behavior poses danger/harm to themselves or others?		<input type="checkbox"/> None observed/identified	<input checked="" type="checkbox"/> Minimal behaviors that pose danger/harm to self or others		<input type="checkbox"/> Poses serious threat or harm to the individual's or to others personal safety health
Did the assessment include more than two types of direct Assessments tools? (VB-MAPP, ABLLS, HELP, etc)			<input type="checkbox"/> Check this box if only one was completed	<input type="checkbox"/> Check this box if only two were completed	<input type="checkbox"/> Check this box if more than two were completed
<b>TOTAL from Above</b>			_____	_____	_____
<b>Age of child</b> <input type="checkbox"/> 11-19 (1 point) <input type="checkbox"/> 7-10 (5 points) <input type="checkbox"/> 0-6 (10 points)		<b>Sum of:</b> Age of Child Points & Total from Above			<b>Total:</b>
<b>Hours guide</b>	0-10 points 0-6 hours per week	11-19 points 7-18 hours per week		20-28 points/hour 19+ hours per week	
<b>Additional information from family/caregiver to consider</b>					
How many hours per week can the child/family participate in intervention?					
How many hours per week of intervention does the family want?					

Submit Comments Now

# 16.03.09.575

## CHILDREN'S HABILITATION INTERVENTION SERVICES: PROVIDER QUALIFICATIONS AND DUTIES

- ❖ 575. Children's habilitation intervention services can be delivered by individuals who meet any of the qualifying criteria below and are employed by a licensed DDA or is an individual who meets the requirements in these rules and is enrolled as an independent habilitation intervention provider. These Medicaid enrolled providers can deliver therapeutic intervention services and the corresponding assessments to individuals with developmental disabilities or identified qualifying functional and/or behavioral needs. Providers who deliver habilitation intervention services to children 0-3 must meet the additional requirements listed in these rules.

# Evidence-Informed Provider

- ❖ Use elements or components of evidence-based techniques, but do not adhere to a single defined evidence-based model.

# 16.03.09.575.03

## Habilitative Skill Technician

03. Habilitative Skill Technician. This 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. The qualifications for this provider type can be met by one of the following options:

- a. Option 1: An individual in the last semester of a bachelor's program in a human services field; or
- b. Option 2: An individual with a bachelor's degree from an accredited institution, in a human services field.
- c. This type of provider can only deliver Habilitative Skill intervention. This individual can only work as an employee of a DDA and must receive weekly supervision under a higher-level provider. Supervision must include observation of the service being delivered.

# 16.03.09.575.04

## Intervention Specialist

04. The qualifications for this provider type can be met by one of the following options:

a. Option 1: An individual who holds a current Habilitative Intervention Certificate of Completion; or

b. Option 2:

i. An individual who holds a bachelor's degree from an accredited institution in a human services field; and

ii. Can demonstrate 1040 (one thousand forty) hours of supervised experience working with children with functional or behavioral needs and

iii. Meets the competency requirements as defined in the Medicaid Provider Handbook.

c. This type of provider can deliver habilitative skill and behavioral intervention and can complete a standard assessment.

# Department Approved Competencies for Intervention Specialists

## SCREENING TOOL

- 1) Department approved Competency Checklist
- 2) RBT Training
- 3) RBT Training & RBT Competency Checklist

# Competency Checklist

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Competency Area		Additional Information	Supervisor Initial	Specialist Initial	Da Profic Obta
<b>1.0 Fundamental Knowledge</b>					
1.1	Core knowledge of developmental disabilities				
1.2	Core knowledge of dual diagnosis (if applicable)				
1.3	Understands systems of care	Ways to access services, funding, eligibility			
1.4	Describe their role in the service delivery system				
<b>2.0 Communication</b>					
2.1	Respond appropriately to feedback and maintain or improve performance accordingly				
2.2	Professional communication with family, caregivers, other professionals				
<b>3.0 Professional Conduct, Ethics &amp; Scope of Practice</b>					
3.1	Ethics & Professional Conduct	Demonstrates ethics and professional knowledge, knows processes for abuse/neglect reporting, shows cultural sensitivity, demonstrates confidentiality, treats clients & families with dignity			
3.2	Understands and exhibits professional boundaries (e.g., avoid dual relationships, conflicts of interest, social media contacts)				
<b>4.0 Measurement</b>					
4.1	Understands the fundamentals of measurement procedures (e.g., frequency, duration, partial & whole interval)				
4.2	Can enter data and update graphs	Understand terms and concepts/methods of implementation and data collection and graphing of the data			
<b>5.0 Documentation</b>					
5.1	Generate objective session notes by describing what occurred during sessions				
5.2	Demonstrates accurate data collection	can collect and appropriately document data			
5.3	Report other variables that might affect the client (e.g., illness, relocation, medication) and how those should be documented within paperwork and data/graphs				

# Competency Checklist

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Competency Area		Additional Information	Supervisor Initial	Specialist Initial	D Prof Obt
<b>6.0 Skill Acquisition</b>					
6.1	Recognize components and uses techniques identified in the implementation plan to teach/develop new skills	Prepare for the session Components include but not limited to: instructions to staff, prompt level, etc. Techniques include but not limited to: discrete-trial training, teaching in the natural environment, etc.			
6.2	Assists in identifying new skills as a functional alternative to exhibiting interfering behaviors	Understands the functions of behavior			
6.3	Identifies, demonstrates, and instructs appropriate replacement behaviors for interfering behaviors.	Using evidence-based practices such as modeling, video modeling, prompting, etc.			
6.4	Tailors reinforcement, instruction and intervention strategies to address individual differences, preferences, goals/outcomes, learning styles, and culture.				
6.5	Implements the plan to ensure maintenance and generalization to support newly-learned behaviors				
6.6	Understands the principles of reinforcement				
6.7	Understands the techniques of Task Analysis	Break a complex skill into smaller steps			
6.8	Understands the techniques of Chaining	Forward and Backward Chaining A specific sequence of individual/discrete responses that are chained together to complete one terminal (final) skill/behavior (i.e. toothbrushing or getting dressed)			
6.9	Understands the techniques of Prompting and prompt fading procedures	Supplemental supports that assist the child in responding correctly (Response and stimulus prompts). Most to Least & Least to Most and the fading strategies that will be utilized			
6.1	Understands the techniques of teaching the family, caregivers, other professionals in skill acquisition				
<b>7.0 Crisis Response Plan</b>					
7.1	Identify the essential components of a Crisis response plan				
7.2	Crisis/emergency procedures according to criteria	Including Restrictive Interventions			

# Competency Checklist

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Competency Area	Additional Information	Supervisor Initial	Specialist Initial	Date Proficiency Obtained
Competencies that fall under "8.0 Assessment-Evaluation-Progress Monitoring" apply to those individuals who will be responsible for conducting assessments				
<b>8.0 Assessment-Evaluation-Progress Monitoring</b>				
8.1	Describe the behavior and environment in observable and measurable terms			
8.2	Reinforcement inventories			
8.3	Able to conduct, explain use of and results, and visually represent results for specific skills assessment/comprehensive developmental assessment.			
8.4	Accurately completes assessment			
8.5	Core knowledge of transitions			
8.6	Program Plan Data Monitoring & Updates/Modifications			
8.7	Assists families in coordination of services including school, community and ancillary services			

# 16.03.09.575.05

## Intervention Professional

05. The qualifications for this provider type are:

a. An individual who holds a master's degree from an accredited institution in a human services field; and

b. Can demonstrate 1200 (one thousand, two hundred) hours of supervised experience working with children with functional or behavioral needs; and

c. Can document coursework and experience in designing and implementing comprehensive therapies for children with functional or behavioral needs; and

d. Meets the competency requirements as described in Medicaid Provider Handbook.

e. This type of provider can deliver all types of intervention services and assessments.

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16.03.09.575.10

## Evidence-Informed Habilitation Intervention Services for Children 0-3

10. For individuals providing these services to children 0-3 (birth to three years of age) the staff must:

a. Demonstrate a minimum of two hundred forty (240) hours of professionally-supervised experience providing assessment/evaluation, curriculum development, and service provision in the areas of communication, cognition, motor, adaptive (self-help), and social-emotional development with infants and toddlers (birth to three years of age) with developmental delays or disabilities. Experience must be through paid employment or university internship/practicum experience which may be documented within the 1,040 hours listed in Sections 575.04 and 575.05 of these rules, and

b. Have one (1) of the following:

i. An Elementary Education Certificate or Special Education Certificate with an Endorsement in Early Childhood Special Education; or

ii. A Blended Early Childhood/Early Childhood Special Education (EC/ECSE) Certificate or

16.03.09.575.10

## Evidence-Informed Habilitation Intervention Services for Children 0-3

iii. A bachelor's or master's degree in special education, elementary education, speech-language pathology, early childhood education, physical therapy, occupational therapy, psychology, social work or nursing plus a minimum of twenty-four (24) semester credits in Early Childhood/Early Childhood Special Education (EC/ ECSE) from an accredited college or university. Courses taken must appear on college or university transcripts and must cover the following standards in their content:

A. Promotion of development and learning for children from birth to three (3) years. Course descriptions must provide an overview of typical and atypical infant and young child development and learning, and must include physical, social emotional, communication, adaptive (self-help) and cognitive development of infants and toddlers;

B. Assessment and observation methods for developmentally appropriate assessment of young children. Course descriptions must include the assessment and evaluation process in EC/ECSE using both formal and informal assessment strategies, with ECSE being the main emphasis of the course. Strategies and tools for screening, assessing and evaluating the development of infants and children birth through three years of age, including typical and atypical development to support young children and families;

C. Building family and community relationships to support early interventions. Course descriptions must include working with families who have children with developmental disabilities; strengthening and developing family, professional and interagency partnerships; researching and linking families with community resources; parent/teacher/professional communication, and collaborating with other professionals;

16.03.09.575.10

## Evidence-Informed Habilitation Intervention Services for Children 0-3

D. Development of appropriate curriculum for young children, including IFSP and IEP development. Course descriptions must include instructional strategies for working with infants, toddlers and young children through third grade with developmental delays and disabilities, with ECSE being the main emphasis of the course; linking assessment curriculum and designing instructional programming in natural settings and formal settings for young children with special needs; involving families in the process; IFSP and IEP development;

E. Implementation of instructional and developmentally effective approaches for early learning, including strategies for children who are medically fragile and their families. Course descriptions must include a focus on implementing strategies to meet IFSP outcomes for children with developmental delays and disabilities, and monitoring children's responses and overall progress, with ECSE being the main emphasis of the course; and

F. Demonstration of knowledge of policies and procedures in special education and early intervention and demonstration of knowledge of exceptionalities in children's development. Course descriptions include foundations of ECSE and special education knowledge and understanding of young children with developmental disabilities, and ECSE policy and procedures.

Submit Comments Now

# Evidence-Based Provider

- ❖ These are providers that are credentialed to deliver Evidence-Based Interventions. These interventions have been scientifically researched, reviewed in peer reviewed journals, replicated successfully by multiple independent investigators, shown to produce measurable and substantiated beneficial outcomes, and are delivered with fidelity by credentialed individuals trained in the evidence based model.

## Department Approved Evidence Based Models

- 1) Early Start Denver Model (ESDM) provided by an individual certified in ESDM
- 2) Applied Behavior Analysis provided by an individual certified by the Behavior Analyst Certification Board (BACB)

# 16.03.09.575.07

## Evidence-Based Model (EBM) Intervention Paraprofessional

07. The qualifications for this provider type are:

- a. An individual who holds a high school diploma; and
- b. Holds a para-level certification/credential in an evidence-based model approved by the Department.
- c. This provider type can deliver habilitative skills or behavioral intervention and must be supervised in accordance with the evidence-based model.

# 16.03.09.575.08

## Evidence-Based Model (EBM) Intervention Specialist

08. The qualifications for this provider type are:

- a. An individual who holds a bachelor's degree from an accredited institution in accordance with their certification/credentialing requirements; and
- b. Who is certified/credentialed in an evidence-based model approved by the Department.
- c. This provider type can deliver all types of intervention services and assessments. This individual must be supervised in accordance with the evidenced-based model and can also supervise the evidence-based paraprofessional working within the same evidence-based model.

# 16.03.09.575.09

## Evidence-Based Model (EBM) Intervention Professional

09. The qualifications for this provider type are:

- a. An individual who holds a master's degree or higher from an accredited institution in accordance with their certification/credentialing requirements; and
- b. Who is certified/credentialed in an evidence-based model approved by the Department.
- c. This provider type can deliver all types of intervention services and assessments. This individual can supervise EBM providers who require supervision working within the same evidence-based model.

# 16.03.09.575.11

## Evidence-Based Habilitation Intervention Services for Children 0-3

11. For individuals providing these services to children 0-3 (birth to three years of age), the staff must:

- a. Meet all the requirements listed for an evidence-informed provider listed in Section 575.09 of these rules; and
- b. Have a minimum of 240 hours of professionally-supervised experience providing assessment/evaluation, curriculum development, and service provision in the areas of communication, cognition, motor, adaptive (self-help), and social-emotional development with infants and toddlers (birth to three years of age) with developmental delays or disabilities. Experience must be through paid employment or university activities.

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# 16.03.09.575.06

## School-Based Services Intervention Paraprofessional

06. The qualifications for this provider type are:

- a. An individual who meets the paraprofessional requirements under the Elementary and Secondary Education Act of 1965, as amended, Title 1, Part A, Section 1119 and;
- b. Be under the supervision of a behavioral intervention professional or behavioral consultation provider as defined in section 855 of these rules. The professional must observe and review the direct services performed by the paraprofessional on a monthly basis, or more often necessary, to ensure the paraprofessional demonstrates the necessary skills to correctly provide the intervention service.
- c. This type of provider can deliver habilitative skill and behavioral intervention in a school setting.

# 16.03.09.855 and 855.01 SCHOOL-BASED SERVICE: PROVIDER QUALIFICATIONS AND DUTIES

855. Medicaid will only reimburse for services provided by qualified staff. The following are the minimum qualifications for providers of covered services:

01. Behavioral Intervention. Behavioral intervention must be provided by or under the supervision of a professional.

a. A behavioral intervention professional must meet the following:

- i. An individual with an Exceptional Child Certificate who meets the qualifications defined under IDAPA 08.02.02, "Rules Governing Uniformity," Section 028; or
- ii. An individual with an Early Childhood/Early Childhood Special Education Blended Certificate who meets the qualifications defined under IDAPA 08.02.02, "Rules Governing Uniformity," Section 019; or
- iii. A Special Education Consulting Teacher who meets the qualifications defined under IDAPA 08.02.02, "Rules Governing Uniformity," Section 029; or

## 16.03.09.855.01 continued

- iv. The above professionals must be able to provide documentation of one thousand forty (1040) hours supervised experience working with children with developmental disabilities. This can be achieved by previous work experience gained through paid employment, university practicum experience, or internship. It can also be achieved by increased on-the-job supervision experience gained during employment at a school district or charter school.
- v. Intervention Professional as defined in subsection 575.04 of these rules.
- vi. Evidence-Based Model (EBM) Intervention Specialist as defined in subsection 575.08 of these rules.
- vii. Evidence-Based Model (EBM) Intervention Professional as defined in subsection 575.09 of these rules.

## 16.03.09.855.01.b

- b. A paraprofessional under the direction of a qualified behavioral intervention professional, must:
- i. Be at least eighteen (18) years of age; and
  - ii. Meet the School-Based Services Intervention Paraprofessional as defined in subsection 575.06 of these rules; or
  - iii. Meet the Evidence-Based Model (EBM) Intervention Paraprofessional as defined in subsection 575.07 of these rules..

# 16.03.09.855.02

## Behavioral Consultation

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 behavior analysis (may be included as part of degree program); and who meets one (1) of the following:

- a. An individual with an Exceptional Child Certificate who meets the qualifications defined under IDAPA 08.02.02, "Rules Governing Uniformity," Section 028.
- b. An individual with an Early Childhood/Early Childhood Special Education Blended Certificate who meets the qualifications defined under IDAPA 08.02.02, "Rules Governing Uniformity," Section 019.
- c. A Special Education Consulting Teacher who meets the qualifications defined under IDAPA 08.02.02, "Rules Governing Uniformity" Section 029.
- d. An individual with a Pupil Personnel Certificate who meets the qualifications defined under IDAPA 08.02.02, "Rules Governing Uniformity," Section 027, excluding a licensed registered nurse or audiologist.
- e. An occupational therapist who is qualified and registered to practice in Idaho.
- f. Intervention Professional as defined in subsection 575.04 of these rules.
- g. Evidence-Based Model (EBM) Intervention Specialist as defined in subsection 575.08 of these rules.
- h. Evidence-Based Model (EBM) Intervention Professional as defined in subsection 575.09 of these rules.

# 16.03.09.855.03

## Habilitative Skills

03. Habilitative Skills. Habilitative skills may be provided by one of the following:

- a. Habilitative Skill Technician as defined in subsection 575.03 of these rules
- b. Intervention Specialist as defined in subsection 575.04 of these rules.
- c. Intervention Professional as defined in subsection 575.05 of these rules.
  
- d. School-Based Services Intervention Paraprofessional as defined in subsection 575.06 of these rules
- e. Evidence-Based Model (EBM) Intervention Paraprofessional as defined in subsection 575 of these rules
- f. Evidence-Based Model (EBM) Intervention Specialist as defined in subsection 575.08 of these rules.
- g. Evidence-Based Model (EBM) Intervention Professional as defined in subsection 575.09 of these rules.

# 16.03.09.855.05

## Crisis Intervention

05. Crisis Intervention. Crisis intervention may be provided by one of the following:

- a. Intervention Specialist as defined in subsection 575.04 of these rules.
- b. Intervention Professional as defined in subsection 575.05 of these rules.
- c. School-Based Services Intervention Paraprofessional as defined in subsection 575.06 of these rules.
- d. Evidence-Based Model (EBM) Intervention Paraprofessional as defined in subsection 575.07 of these rules.
- e. Evidence-Based Model (EBM) Intervention Specialist as defined in subsection 575.08 of these rule
- f. Evidence-Based Model (EBM) Intervention Professional as defined in subsection 575.09 of these rules.

# 16.03.09.855.04

## Interdisciplinary Training

04. Interdisciplinary Training. See Subsubsection 573.04 of these rules.

Submit Comments Now

## 16.03.09.575.02

### 02. Independent habilitation intervention providers must:

- a. Must obtain an independent Medicaid provider agreement through the Department or its contractor and maintain in good standing.
- b. Meet the qualifications to deliver the services as outlined in this section of rules.
- c. Be certified in CPR and first aid prior to delivering services, and must maintain current certification thereafter.
- d. Follow all procedural requirements for service delivery as defined in Section 574 of these rules.
- e. Maintain documentation as defined in Section 573.09 of these rules.
- f. Be supervised by a qualified professional as defined in these rules if individual holds a bachelor's degree. Supervision must occur at a minimum of 5% of the hours spent providing intervention services per month or as required by the evidence-based model. Documentation of supervision must be maintained in accordance with the Department's record retention requirements.
- g. Participate in quality assurance as established by the Department.

16.03.09.575.12

# Independent Therapeutic Consultants

12. Individuals who are enrolled as Independent Therapeutic Consultants:

## 16.03.09.575.05

## Intervention Professional (Cont)

- f. Individuals enrolled as an Independent Therapeutic Consultant may deliver the Habilitation Intervention services allowed for the provider qualifications as defined in this subsection of rule and:
- i. Must obtain an independent Medicaid provider agreement through the Department or its contractor and maintain in good standing.
  - ii. Be certified in CPR and first aid prior to delivering services, and must maintain current certification thereafter.
  - iii. Follow all procedural requirements for service delivery as defined in Section 574 of these rules.
  - iv. Maintain documentation as defined in Section 573.09 of these rules.
  - v. Participate in quality assurance as established by the Department.

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# 16.03.09.575.01

## Continuing Training Requirements.

- ❖ 01. Each individual providing intervention services must complete at least twelve (12) hours of yearly training, six (6) hours of which must cover behavior methodology or interventions shown to be effective. If the individual has not completed the required training during any calendar year, he may not continue to provide services thereafter until the required number of training hours have been accumulated. Training hours may not be earned in the current year to be applied to a future or previous calendar year.

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# Sample Provider Reimbursement Rates

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Procedure Code	Modifier	Description	If No Funding Approved	If Funded 3.8M
<b>H2014</b>		Habilitative Skill – Individual (1 Unit = 15min)	\$5.69	\$7.26
<b>96150</b>	HN	Behavioral Assessment - Intervention Specialist (1 Unit = 15min)	\$11.99	\$12.91
	HO	Behavioral Assessment – Intervention Professional (1 Unit = 15min)	\$17.12	\$17.80
	TF	Behavioral Assessment – EBM Intervention Specialist (1 Unit = 15min)	\$11.99	\$12.91
	TG	Behavioral Assessment – EBM Intervention Professional (1 Unit = 15min)	\$17.12	\$17.80
<b>96152</b>	HN	Behavioral Intervention – Individual - Intervention Specialist (1 Unit = 15min)	\$11.99	\$12.91
	HO	Behavioral Intervention – Individual – Intervention Professional (1 Unit = 15min)	\$17.12	\$17.80
	HM	Behavioral Intervention – Individual – School-Based Intervention Paraprofessional (1 Unit = 15min)	\$5.69	\$7.26
		Behavioral Intervention – Individual – EBM Intervention Paraprofessional (1 Unit = 15min)	\$5.69	\$7.26
	TF	Behavioral Intervention – Individual – EBM Intervention Specialist (1 Unit = 15min)	\$11.99	\$12.91
	TG	Behavioral Intervention – Individual – EBM Intervention Professional (1 Unit = 15min)	\$17.12	\$17.80

# Sample Provider Reimbursement Rates Cont.

Procedure Code	Modifier	Description	If No Funding Approved	If Funded 3.8M
<b>96153</b>	HN, HQ	Behavioral Intervention – Group - Intervention Specialist (1 Unit = 15min)	\$4.82	\$5.16
	HO, HQ	Behavioral Intervention – Group – Intervention Professional (1 Unit = 15min)	\$6.85	\$7.12
	HM, HQ	Behavioral Intervention – Group – School-Based Intervention Paraprofessional (1 Unit = 15min)	\$2.26	\$2.90
	HQ	Behavioral Intervention – Group – EBM Intervention Paraprofessional (1 Unit = 15min)	\$2.26	\$2.90
	TF, HQ	Behavioral Intervention – Group – EBM Intervention Specialist (1 Unit = 15min)	\$4.82	\$5.16
	TG, HQ	Behavioral Intervention – Group – EBM Intervention Professional (1 Unit = 15min)	\$6.85	\$7.12
<b>H2019</b>	HO	Behavioral Consultation – Intervention Professional (1 Unit = 15min)	\$17.12	\$17.80
	TG	Behavioral Consultation – EBM Intervention Professional (1 Unit = 15min)	\$17.12	\$17.80

# Sample Provider Reimbursement Rates Cont.

Procedure Code	Modifier	Description	If No Funding Approved	If Funded 3.8M
<b>H2011</b>	HN	Crisis Intervention – Intervention Specialist (1 Unit = 15min)	\$11.99	\$12.91
	HO	Crisis Intervention – Intervention Professional (1 Unit = 15min)	\$17.12	\$17.80
	HM	Crisis Intervention – School-Based Intervention Paraprofessional (1 Unit = 15min)	\$5.69	\$7.26
	HA	Crisis Intervention – Technician (1 Unit = 15min)	\$5.69	\$7.26
		Crisis Intervention – EBM Intervention Paraprofessional (1 Unit = 15min)	\$5.69	\$7.26
	TF	Crisis Intervention – EBM Intervention Specialist (1 Unit = 15min)	\$11.99	\$12.91
<b>99368</b>		Interdisciplinary Training <i>(Medical team conference/interdisciplinary team of health professionals: participation by non-physician qualified health care professional's patient and or Family not present)</i> (1 Unit = 30min)	\$23.98	\$25.82

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