PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

BEST PRACTICES IN RELATED SERVICE DOCUMENTATION

August 2019 Updates

A WORD ABOUT DOCUMENTATION PLATFORMS

- Following guidance is applicable regardless of documentation platform used

- Use of ECATS Service Documentation module is optional

- School-based documentation supports (software or paper templates) should ensure compliance with:

  - Practitioner licensure rules and ethical standards

  - Policies governing the relevant plan type

  - Division of Health Benefits (DHB) LEA Policy 10-C

  - Family Educational Right to Privacy Act (FERPA)

WHICH SERVICES?

- Evaluation

- Plan of Care

- Intervention, Treatment, or Contact Note

- Progress Note

EVALUATION / ASSESSMENT REPORT

EDUCATIONALLY RELEVANT EVALUATION / ASSESSMENT

Referral
- Focuses eval
- Interviews & record reviews

Observation in Context
- Thick description of strengths/ needs
- Informal measures

Testing & Standardized Assessments (as needed)
- Establish baseline
- Diagnostic assessment

Describing Student/ Curriculum/ Instruction/ Environment Fit

EDUCATIONALLY RELEVANT EVALUATION / ASSESSMENT REPORTS

- Referral source

- Reason/rationale for investigation

- Data collection:

  - Methods, tools, and assessments used

  - Informants

  - Locations/environmental descriptions

  - Dates/ episodes/ total time, including interpretation and report preparation

- Interpretation of student performance data, including strengths

- Priority areas of performance for support, if any

DOCUMENTING THE EVALUATION / ASSESSMENT: *GUIDING QUESTIONS*

- What supports or constrains this student's performance?
- What does the student need to participate and make progress in the general education curriculum?
- What does the student need to access the classroom and campus?
- Is this a student with a disability?
- Does the student require:
  - Reasonable accommodations?
  - Specially designed instruction and intervention?
  - If so, what needs to be in the plan?

INTERPRETATION AND ASSESSMENT

- This data means…

- Compared to other students in this setting…

- Compared to other students this age…

- In the role of learner/ friend/ school citizen, this student has strengths in…

- This student's performance inhibitors and supporters are…

- The following student needs are a priority for the team's attention…

- In order for the student to be successful in general education, the team will need to consider…

DISCIPLINE-SPECIFIC GUIDANCE ON DOCUMENTING EVALUATIONS

- Audiology
- Nursing
- Occupational Therapy

- Physical Therapy
- School Psychology
- Speech-Language Pathology

PLAN OF CARE

LIKE A LESSON PLAN…

- Separate from student plan

- Developed *after* student plan has been established and *before* services begin

- Clarifies need for interventions specially designed by a licensed related service provider

- Codifies practitioner clinical reasoning:

    - Need for skilled service at school

    - Anticipated service approaches and contexts

    - Time frames for employing each service component

    - Theoretical and evidence-based foundation for service

    - Type of collaboration expected

    - Any delegated tasks and plan for supervision/ monitoring

    - Equipment, supplemental aid and supply needs

- Routinely reviewed/revised

POC COMPONENTS

- Short and long term functional goals

- Specific, measurable objectives

- Start and end date (no more than 12 months)

- Discipline-specific working diagnosis and any related medical diagnoses

- Student's rehabilitative or habilitative potential

- Skilled interventions to be used

- Frequency, duration, location of service

- Name, credentials and signature of professional completing plan

SKILLED SERVICE VOCABULARY FOR PLANS OF CARE

- Direct/Explicit instruction

- Scaffolding

- Modeling

- Guided practice (massed, distributed, cumulative review)

- Visual/verbal/physical prompts/cues

- Chunking/breaking task in manageable parts

- Task analysis

- Pre-teaching

- Retrieval practice

- Guided questioning

- Back chaining

- Time delay/wait time

- Intentional ignoring

- De-escalation/calming/relaxation techniques

- Manual techniques

- Tactile-kinesthetic training

- Role reversal

SKILLED SERVICE VOCABULARY FOR PLANS OF CARE

- Strategy instruction
- System of least prompts
- Non-example
- Therapeutic use of self
- Scripting
- Hand-over-hand guidance
- Video self-modeling
- Role playing

- Graphic organizers/mapping
- Environmental modifications
- Technology training
- Multi-sensory instruction
- Think aloud
- Corrective/affirmative feedback
- Self-monitoring/formative assessment
- Social stories
- Paraphrasing/summarizing

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CONTACT NOTE

WRITING MAKES IT REAL

Intervention, treatment, encounter, contact notes:

- Are completed student-related contact

- Include student goals/objectives addressed

- Describe activities engaged in during session:

  - Skilled interventions

  - Environmental or task modifications

  - Equipment or technology fabricated, ordered, or used

  - Training or education provided and with whom

- Assess student response/ progress during session

- Include date, location, and duration of session in *minutes*

- Indicate plan for next session

- Include provider signature and credentials

ADDITIONAL CONSIDERATIONS FOR SERVICE DOCUMENTATION

- Delegated services:

  - Documentation of training and validation of competency for person performing delegated intervention

  - Documentation of at least monthly fidelity monitoring

  - Supervised services provided "under the direction of " must be documented according to Practice Act of licensed provider

- Group Service Delivery:

  - Contact note completed for each student on caseload

  - Number of students in group identified

  - Documentation reflects amount of skilled practitioner time spent with student

- Consultations

  - Context, time, and persons involved

  - Summary or significant information communicated

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PROGRESS REPORT

INTERIM PROGRESS SUMMARIES

- Completed concurrent with issuance of general education progress reports and report cards, unless local policy specifies otherwise

- Written in parent-friendly language

- Periodic summary of student response to services:

  - Contains data related to goals

  - Identifies student rate of learning and likelihood of meeting goal by plan end date

  - Makes case for why services need to continue or cease

  - Includes date, provider signature and credentials

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ADDITIONAL INFORMATION

DOCUMENTATION LOGISTICS

- Ownership/Access
  - All RSP documentation is property of PSU
  - Parents/guardians have right to inspect, control access outside of PSU, and request edits (FERPA; 20 U.S.C. § 1232g; 34 CFR Part 99)
- Storage/Archiving
  - Practitioner paper and electronic files routinely gathered
  - All files kept at least 5 years post student leaving PSU
- Auditing
  - Internal audits
  - Peer review
  - Post-payment reviews

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