Walk on Your Wild Side

TASB Special Education Solutions
Members’ Conference
April 11-12, 2019

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional advisor. Consult with your attorney or professional advisor to apply these principles to specific fact situations.
Agenda

• Day 2 (April 12, 2019 full day)
  • Welcome/Introductions
  • Go WILD over Guidelines
  • New Discoveries
  • Stop at the Watering Hole
  • Carefully We Navigate the Wild
  • Staying Informed While in the Jungle
  • Nourishment

• Keynote – Learning to FLY
• Do You Know What’s Around You?
• Taking Down the 3 Ps
• An Oasis in the Jungle
• Don’t Walk Alone
• Safer Together
• Door Prizes/Survey
TASB Special Education Solutions Team Members

Dr. Karlyn Keller

Dr. Ehrikka Hodge

Laurie Woodel
The Hunt for the Wild

#TASBSpedConf

#TASBSpedConf
Today’s expectations:

✓ Have fun learning and getting tickets
✓ Embrace your wild side of SHARS
✓ Document, document, document on Twitter or Facebook #TASBSpedConf
Welcome to the Jungle
Welcome and Morning Announcements
What is your SPIRIT animal?
Wildly Famous Folks
Service Recognition
Go WILD over Guidelines!

Dr. Karlyn Keller, TASB Special Education Solutions
✓ Act as guidelines for staff related to the primary areas of your SHARS program
✓ Assist with on boarding new employees
✓ Assist in an audit by outlining the way your program functions
✓ When followed for a particular activity, they produce a product that is consistent and predictable
✓ The framework can be used to develop targets and make assessments of individual performance
✓ Everyone knows exactly what is expected of them, they can plan their schedules and meet goals with efficiency
✓ Reduces the possibility of missed steps or other errors that impact compliance
New Discoveries – A Look at Teletherapy

Kristin Martinez, Presence Learning
Dr. Karlyn Keller, TASB Special Education Solutions
Teletherapy and SHARS

Services
Medicaid reimbursement for telehealth services conducted by a health professional is allowed at all public-school districts or open-enrollment charter schools that are Medicaid providers.

A "health professional" is an individual who is licensed, registered, certified, or otherwise authorized by the state to practice as:
- Social worker
- Occupational therapist
- Speech-language pathologist
- Licensed marriage or family counselor, a licensed professional counselor
- Licensed specialist in school psychology
A Stop at the Watering Hole

15 minutes
https://www.flickr.com/gp/tasb/o93q23
Carefully We Navigate the Wild – School Health and Related Services Updates

Dario Avila, Health and Human Services
Angela Foote, Texas Education Agency

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Staying Informed While in the Jungle – Trauma Informed Care

Jeanette Stintzi, AIM Consulting, LLC
Bea Fallis, AIM Consulting, LLC

The information in this presentation may include the intellectual property of third parties.
TRAUMA INFORMED CARE

Bea Fallis,
Director of Special Education

Jeannette Stintzi, RN, BSN
Director of Nursing, A.I.M.
Who are We?

Assessment Intervention Management (AIM)

- We are partners in education
- We have school-based educational services for all schools
- We partner with the community to support all learners
- We provide all special education services for public schools
- We provide leadership training and coaching
- We offer private evaluations and services
What is Trauma Informed Care (TIC)?

- TIC means treating a whole person, taking into account past trauma and the resulting coping mechanisms when attempting to understand behaviors and interact with the person.

- The general public lacks understanding of ramifications of trauma – this can lead to judgmental attitudes and even re-victimization of trauma survivors.
Why is this important to schools?

- Trauma can impact school performance.
- Trauma can impair learning.
- Traumatized children may experience physical and emotional distress.
- Higher referral rates in areas such as **Special Education**
- Trauma-informed practices have been shown to:
  - reduce the suspensions and expulsions
  - help students feel safe and stay regulated
  - increase academic achievement scores, and
  - decrease behavioral problems
TIC is in the 86th legislation ...

**SB 1893** - Adding a TIC policy to District Improvement Plan

**HB 1623** - Training for public school personnel about students with behavior health issues

**HB 3718** - Training for public school personnel on TIC

**HB 4183** - Addressing Adverse Childhood Experiences (ACEs)
Adverse Childhood Experiences (ACES)

Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation
Take a moment...
One in four Texas kids (24 percent) have experienced multiple Adverse Childhood Experiences (ACEs)

Source: americashealthrankings.org
ACEs in Special Education

Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Source: cdc.gov
## Long-term impact of ACEs

<table>
<thead>
<tr>
<th>Leading Cause of Death</th>
<th>Odds Ratio</th>
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<tbody>
<tr>
<td>1 Heart disease</td>
<td>2.2</td>
</tr>
<tr>
<td>2 Cancer</td>
<td>1.9</td>
</tr>
<tr>
<td>3 Chronic lower respiratory diseases</td>
<td>3.9</td>
</tr>
<tr>
<td>4 Accident</td>
<td></td>
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<tr>
<td>5 Stroke</td>
<td>2.4</td>
</tr>
<tr>
<td>6 Alzheimer’s</td>
<td>4.2</td>
</tr>
<tr>
<td>7 Diabetes</td>
<td></td>
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<tr>
<td>8 Influenza and Pneumonia</td>
<td></td>
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<tr>
<td>9 Kidney disease</td>
<td></td>
</tr>
<tr>
<td>10 Suicide</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Odds Ratios associated with 4 ACEs (CDC 2015, Felitti 1998)
ACEs cause toxic stress

Positive stress (ex. getting a shot) Brief. Part of healthy development.

Tolerable stress (ex. death in family) More severe.Buffered by adult support

Toxic stress (ex. chronic neglect) Strong, frequent and/or prolonged adversity, without enough adult support

Graphic: kaboom.com
Toxic stress harms brain architecture

- Fewer connections grow in “reasoning” section of brain
- Neutral facial expressions may be interpreted as threatening
- Weaker impulse control, shorter attention spans

Image: Orion Children International
The brain’s ability to change in response to experiences

The amount of effort such change requires

AGE

SOURCE: LEVITT (2009)

Center on the Developing Child HARVARD UNIVERSITY

www.developingchild.harvard.edu
How can we help?
Creating Trauma-Sensitive Schools

- Provide staff development to better understand trauma’s impact on learning
- Help students feel safe
- Taking a holistic approach to the student
- Community
- Accountability
- Adaptability

Source: National Resilience Institute
Safety is Foundational

Image: researchgate.net/figure/Maslows-hierarchy-of-needs-1953_fig1_303784942
The New Proposed Hierarchy

- **Self-Actualization**
  - Pursue talent, creativity, fulfillment

- **Self-Esteem**
  - Achievement, Mastery, Recognition

- **Belonging**
  - Friends, Family, Community

- **Safety**
  - Security, Shelter

- **Physiological**
  - Food, Water, Warmth

- **WiFi**
  - Netflix, Facebook, Twitter, Gmail
TIC should involve your entire team

- School nurse
- Teachers
- Related Services Providers
- School Psychologist
- Campus Administrators
- Counselor
- Cafeteria
- Bus drivers
- Parents/Guardians
Why TIC in Schools?

Struggling Student receiving traditional support

Stagnant Outcomes

Zero to no education progress

More traditional, academic interventions or special

No significant changes

TIC support - trained sped staff, social worker, LSSP, nurses, other service providers

Addressing root cause

Increase attendance, more focus time on learning, less behavior outbursts, increase in academic performance; therefore, significant academic gains.
#AIMcares can help...

- raise awareness, help start conversations, create a group and vision
- assess the culture of your campus
- craft systems to identify, track, and monitor students
- plan for long-term comprehensive trauma sensitivity
- assemble and train a task force
- create a community resource guide
- ongoing coaching support throughout our partnership
Students whose trauma results in disability such as emotional disturbance or other health impairment – assessment covered

Students currently in Special Education that require Counseling as a Related Service – counseling or psychological services covered

Students who have physical needs as a result of their trauma – nursing services covered

Free care – possible future coverage

Blending funding sources

Cross agency braiding of supports


Nourishment Along the Way

Seek out a complimentary afternoon refresher with a chair massage

11:45 am – 1:45 pm
Learning to FLY – Learning how to be fearless, loyal, yearners – those who yearn to make a difference

Michelle Soriano, Education Service Center at Region 4
Do You Know What’s Around You – A Nationwide Look at SHARS

Pam Katz, CompuClaim
Stefanie Chatelain, Edgewood ISD
Slowly We Turn, Step by Step We Get There – Taking Down the 3 Ps

Laurie Woodel, TASB Special Education Solutions
Tricia Gray – SHARS Coordinator
Participant List (PL)

- Should include staff who perform SHARS Direct Medical Services and/or MAC activities
- Include Federally funded employees and contractors
- Vacant positions can be listed on the PL until they are filled.
- PL is position specific, not name specific.
- PL must be certified by the district for Q1, Q2, and Q3. Q4 is automatically certified as it takes place during the summer months.

***Do not include bus drivers, specialists, or educational providers***

Who do you work with in your district to keep this list updated?

What challenges have you experienced?

For those that work with TASB, Plano ISD provided a video on how they maintain the PL. You can find this video on the SMART Help Resources page located here: [https://www.tasb.org/services/special-education-solutions/mytasb/blank/help-resources.aspx](https://www.tasb.org/services/special-education-solutions/mytasb/blank/help-resources.aspx)
Parent Consent

- One-time consent that allows the district to release a child’s personally identifiable information for billing purposes to a public benefits program
- Medicaid billing cannot occur prior to the date the parent signed the one-time consent
- Annual notification should be provided after one-time consent is received. Most SPED software gives districts the ability to include the annual notification in the ARD paperwork.
- Parent can revoke consent at any time.

When is the best time to ask for parent consent?
Prescriptions

- Required before district seeks SHARS reimbursement for Occupational and Physical Therapies
- Who can prescribe OT & PT services?
  - MDs
  - DOs
  - Advanced Practice Nurses (APN)
  - Physician’s Assistants
- Good for 3 years, unless there is a change in the plan of care. What constitutes a change in the plan of care?
  - Duration of therapy time changed anytime during 3-year window
  - Number of therapy sessions changed anytime during 3-year window
- Revised Guidance regarding OT/PT Evaluations and the need for prescriptions
  - For the purpose of SHARS billing, a physician order is not needed prior to an OT/PT evaluation
An Oasis in the Jungle

15 minutes

https://flic.kr/s/aHskzYqMyQ
Don’t Walk Alone

Administrators’ Pocket Guide to SHARS and Best Practices on Documentation and Billing
## Have you ever worked with an administrator that just did not understand SHARS?

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<td>A.</td>
<td>Yes</td>
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<tr>
<td>B.</td>
<td>No</td>
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</table>
If you could tell the administrator one thing to help you with SHARS, what would it be? (Just one word, please)
TASB Special Education Solutions has developed two handy tools to help explain the SHARS program to administrators.
You are not alone. What have you done to help your administrators support the SHARS program?

Share ideas with your table
Championship tips for SHARS documentation and billing
Leave it up to Special Education Dept
Monthly checklists
Internal audits
Training
Make sure SHARS service is tied to FIE, PLAAFP and IEP Goal
Review reports in SMART – hidden reasons and billing concerns
Call TASB SES – we can help with program reviews and folder reviews

What else?
Safer Together – Closing Remarks

Dr. Karlyn Keller, TASB Special Education Solutions
✓ A few reminders
✓ A few announcements from us
✓ An open invitation
✓ Save the date
End of Year Reminder

✓ Wrap up billing
  ➢ Review areas you have billed and consider holes

✓ Collect transportation logs
  ➢ Consider included transportation on your cost report next year, plan now

✓ Pull data from your SPED software to support your IEP ratio next year
  ➢ Look for data anomalies to strengthen training in upcoming year

✓ Take care of RMTS training now
  ➢ Think about your last PL list, it covers the beginning of school year

✓ Clean up your data in billing system
  ➢ Consider increasing those who document or making it required for all staff

✓ Plan training for returning/new providers
  ➢ Various methods of training can support other training going on in your district
Announcements

✓ New staff
  ➢ Denise Carter
  ➢ Tricia Gray
✓ New SHARS opportunities
  ➢ All inclusive SHARS services
  ➢ Refreshed documentation & billing system
✓ New services
  ➢ Workload analysis
  ➢ Program reviews
  ➢ Capacity building
✓ New collaborations
✓ New offerings
Invitation

✓ Monthly Communication
✓ Geographic Groups
✓ Annual Conference
✓ Expert Guidance
TASB Special Education Solutions Members’ Conference

Save the date to attend the 27th annual Special Education Solutions Members’ Conference, focused on School Health and Related Services best practices!

Coming to you in April 2020

tasb.org/specialeducation | 888.630.6606
A farewell reminder!
We are WILD about Feedback!

Here’s the online survey
https://tinyurl.com/SMART2019Conf

*Don’t forget to pick up your certificate for Continuing Professional Education (CPE) credits
Thank you!

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tasb.org/specialeducation

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