

# Random Moment Time Study Training (RMTS)



**SCHOOL YEAR 2010-2011**

# What is RMTS?

## Formal Definition



- The RMTS results allow Health and Human Services (HHSC) to determine what portion of the selected group of participant's workload is spent performing Medicaid reimbursable activities.

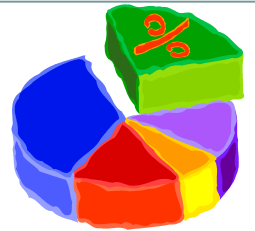


# SHARS/MAC Programs



- **SHARS (School Health and Related Services)**
  - SHARS allows local school districts to obtain Medicaid reimbursement for certain health-related services provided to students in special education.
- **MAC (Medicaid Administrative Claiming)**
  - Texas School Districts [have the] opportunity to submit reimbursement claims for administrative activity that support[s] the Medicaid program.

# Purpose of the Time Study



- **RMTS:**
  - Measures the amount of time spent by the eligible staff on School Health and Related Services (SHARS) activities.
  - The same data is used to measure the amount of time spent on Medicaid Administrative Claiming (MAC) activities.
  - Determine the percentage of time the Independent School Districts incur assisting individuals to access medically necessary Medicaid funded services

# Time Study Explained



- A “moment” is a specific minute in a day
  - Randomly selected throughout each of the 3 quarters.
- Not necessary to know if Medicaid eligible, important to know if the student has an ARD/IEP
- Answer 3 questions (**Never use names**):
  - Question 1. Who was with you?
  - Question 2. What were you doing?
  - Question 3. Why were you performing this activity?

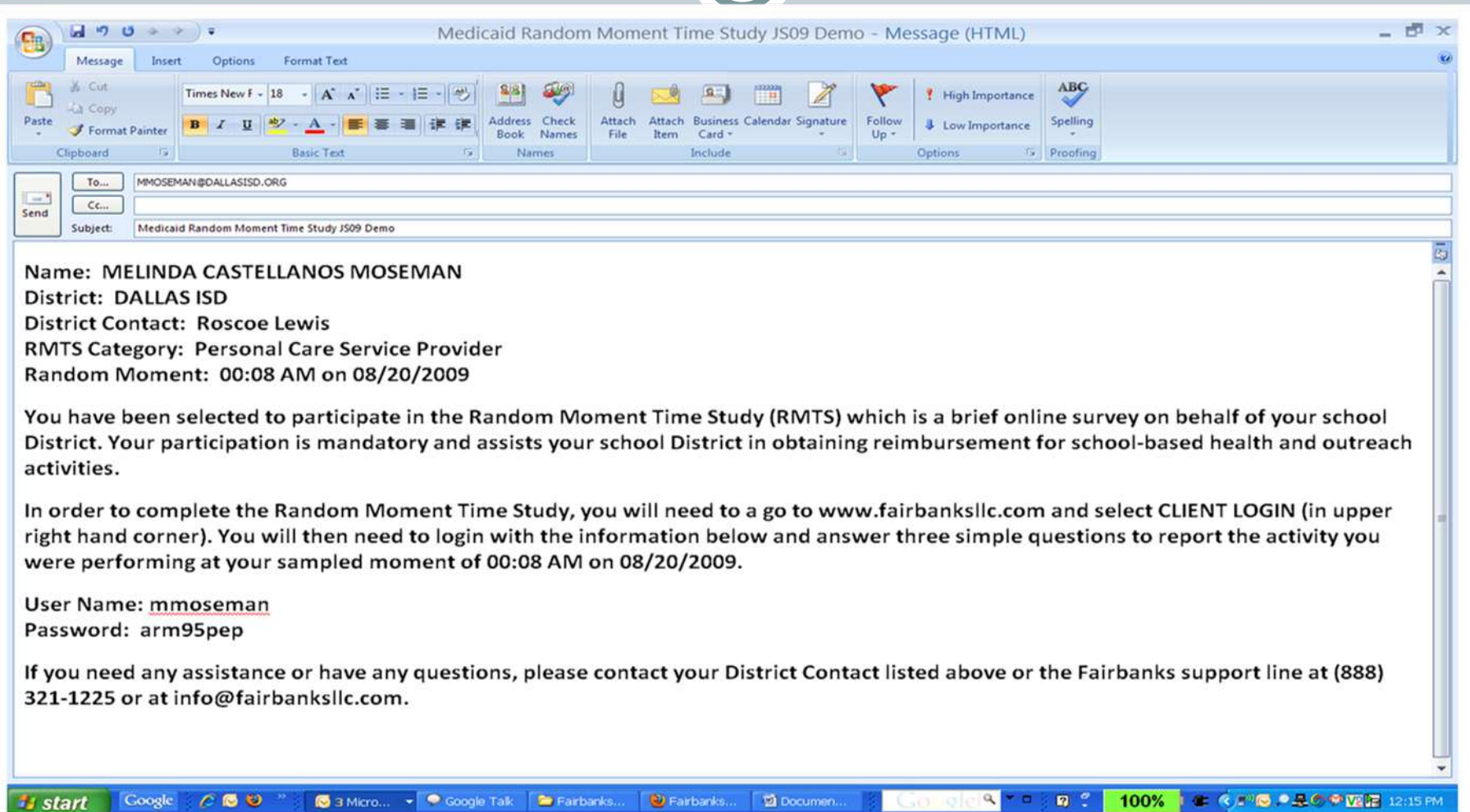
# Time Study Explained (cont'd)



- Follow-up questions from Fairbanks within 3 calendar days from email receipt
- If you are not at work on selected moment, choose paid or unpaid leave
- You must respond to your sampled moment within 7 days

# Time Study Process


Email  
DO NOT DELETE



# Time Study Example

## Fairbanks Website



 **Your Time Study is NOT Completed**

Random Moment Time: 08/25/2008, 07:05 AM

1. Who was with you?

- Select One -

2. What were you doing?

Please provide a 2-4 sentence description of your activity at your sampled moment, do not include acronyms, student specific names or job descriptions.

3. Why were you performing this activity?

- Select One -

I confirm that my response above is an accurate representation and description of my activity/activities during the Random Moment Time Study (RMTS) sample date and time. I certify that I am the individual authorized to complete this RMTS as indicated in the upper right hand corner of this screen. I also confirm that I have received training regarding my participation requirements and the accurate completion of the RMTS form.

### Your Profile ([Edit](#))

Name: AUDREY MORGAN

Email: amorgan@austinisd.org

Program: Austin ISD

Category: Service Coordinator/Case Manager

### Do You Need Help?

For any additional questions, please contact the Fairbanks Client Information Center at (888) 321-1225.

# Time Study Example-PCS

## Fairbanks Website



Random Moment Time: 07/27/2009, 12:59 PM

1. Were you providing Personal Care Services? Please [click here](#) to review examples of Personal Care Services before continuing.

☒ Yes ☐ No

Was the service defined on the student's (or students') IEP(s)?

☒ Yes ☐ No

2. Who was with you?

- Select One -

3. What were you doing?

Please provide a 2-4 sentence description of your activity at your sampled moment; do not include acronyms, student specific names or job descriptions.

4. Why were you performing this activity?

To provide a direct medical service as defined on a student's IEP

# Personal Care Service (PCS)



- Personal care services are provided to assist a child with a disability or chronic condition
- Personal care services include a range of human assistance provided to students to accomplish tasks the student would normally do for themselves if they did not have a disability
  - A student may be physically capable of eating lunch but be unable to independently eat in the cafeteria because of functional, cognitive, or behavioral impairments

# Personal Care Service (PCS) Examples



- ✓ Toileting
- ✓ Positioning
- ✓ Redirection for behavior
- ✓ Cueing
- Example 1: A Case Manager assists a student to transfer from their wheelchair to a couch in the library for reading time
- Example 2: A bilingual specialist cues a student to stop self stimulatory rocking during a social studies group assignment in an ESL classroom
- Example 3: An Orientation & Mobility Specialist teaches a blind student using a cane to use sounds to find their classroom

# 1. Who was with you ?

Never use specific names



- Student, Special Ed
  - » (Age 0-2)
  - » (Age 3-20)
  - » (Age >21)
- Student, Special Ed, Lifeskills
  - » (Age 0-2)
  - » (Age 3-20)
  - » (Age >21)
- Student, Not Special Ed
- Student (Multiple)
- No one alone
- District staff –
  - » Administrator
  - » Teacher
  - » School nurse
  - » SHARS Service Provider
  - » Non SHARS Service Provider
- On the phone with parent
- Community Contact
- Staff meeting
- Staffing
  - » No student/family present
  - » Student and/or family present
- Student's family
  - » Non special Ed students
  - » Special Ed student
- Student AND Family
  - » Non special Ed students
  - » Special Ed student
- Not Working
  - » Paid time off
  - » Non Paid time off
- Other – please specify below



## 2. What Were You Doing?

Never use specific names



- Typically a 3-4 sentence description that provides sufficient information
- The activity description should be a detailed response, as to what the participant was doing
  - Keep in mind that the person coding the moment has no idea of the participant's job description, tasks performed or why they are performed
- If a participant was not working, the moment should indicate whether the participant was on **paid/unpaid time off**

## 2. What Were You Doing? (cont'd)

Never use specific names



- Refrain from using acronyms
  - If necessary, further define your usage
- ALWAYS note whether your provided service was in IEP
  - If you do not know, contact your diagnostician

PCS, OTS, HHSC, SPMP,  
NPI, TPI...



### 3. Why were you performing this activity?

Never use specific names



1. To provide a direct medical service as defined on a student's IEP
2. To provide a direct medical service **not** defined on a student's IEP
3. To provide a educational service as defined on a student's IEP
4. To provide a educational service **not** defined on a student's IEP
5. To determine a student's eligibility:
  - » SHARS (School Health Related Service)
  - » All other services
6. To improve health services for the district's students
7. To provide or obtain information to or from a student's family
  - » Regarding SHARS (School Health Related Service)
  - » Regarding all other service
  - » Regarding an evaluation/assessment for SHARS
  - » Regarding an evaluation/assessment for all other services

# Direct Medical or Educational ?



## Direct Medical

- Activities that do require human intervention to accomplish the tasks the student would normally do for themselves if they did not have a disability or chronic medical condition, such as:
  - Hands on assistance
  - Supervision
  - Cueing

## Educational

- Activities that do not require human intervention to accomplish the tasks the student would normally do for themselves if they did not have a disability or chronic medical condition, such as:
  - Reading/English/Language Arts
  - Writing
  - Mathematics

### 3. Why were you performing this activity? (cont'd)

Never use specific names



- 8. To assist student/family in applying for health benefits
- 9. To assist student/family in applying for other services
- 10. To upgrade professional skills through training
  - » Through medical/health related training
  - » Through educational training
- 11. To improve social/vocational/educational services for the district's students
- 12. To coordinate transportation
  - » To a SHARS (School Health Related Service)
  - » To all other service

### 3. Why were you performing this activity? (cont'd)

Never use specific names



13. To coordinate translation
- » For a SHARS (School Health Related Service)
  - » For all other services

14. To provide translation
- » For a SHARS service
  - » For all other services

15. To provide guidance counseling

16. To provide direct supervision of staff members/teachers/therapists

17. To provide direct supervision of student's and student events

18. To participate in an IEP meeting
- » Educational Discussion
  - » School Health Related Discussion

19. Not Working

- » Paid Time Off





- » Non Paid Time Off

20. Other – please specify below

# Insufficient Answer Examples







- Examples of responses where the “What you are doing” does not clearly indicate what type of service is being provided.

Who	Why	Doing What
 (Age 3-20)	To provide an <u>educational</u> service NOT defined on a student's IEP	Working one on one with a student, doing a <u>matching</u> activity on paper which pertained to Thanksgiving. Student was provided direct assistance in locating specific picture to be glued on paper
 (Age 3-20)	To provide a <u>direct medical</u> service NOT defined on a student's IEP	I was providing personal care service to a student due to disability by assisting the student in locating specific pictures to be glued on paper
 Student (Multiple)	To improve social/vocational/ <u>educational</u> services for the district's students	Annual Book Bash - We annually take our migrant identified kids to Barnes & Nobles. This gives me the time to do needs assessments with each child while the other children are working on an activity and select a book of their choice
 (Age 3-20)	To improve social/vocational/ <u>educational</u> services for the district's students	I was assisting a student select a book by explaining the difference between fiction and non-fiction.

# Insufficient Response Examples



- If insufficient information is provided, the participant will receive a follow up email or phone call from Fairbanks requesting additional information. If the participant does not respond within 3 days Fairbanks will send a follow up email to the RMTS Contact.

Who	Why	Doing What
(Age >21) 	To provide an <u>educational</u> service as defined on a student's IEP	I teach Reading, Math, Language Arts, Social Studies, Science, and Social Skills in a self-contained class
 (Age >21)	To provide a <u>direct medical</u> service as defined on a student's IEP	I'm the teacher and was reading a story to group of students in a self contained class that cannot read for themselves
 (Age 3-20)	To provide an <u>educational</u> service as defined on a student's IEP	Student was receiving counseling services. Counseling emphasis was helping the student utilize self-control and relaxation techniques
 (Age 3-20)	To provide an <u>educational</u> service not defined on a student's IEP	I was counseling a student to use self control by raising his hand before answering a question in class

# Multiple Activity Response Examples



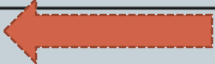
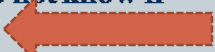
- Examples of responses with multiple activity but does not address the moment in time.

Who	Why	Why Other	Doing What
No  One/Alone	Other - please specify below	It is required that I document my visits with students. The majority of my intakes on students result in referrals for medical services in the community. The documentation of such visits helps me to keep track of who I referred where	Entering case notes on previous visit with clients, into my laptop database. Since this is the end of the semester, I must make sure that all documented visits with students are entered into my database and that is what I was doing yesterday
No  One/Alone	Other - please specify below	Documenting my visits with students	I am a Speech Therapist and I was entering case notes from an ARD meeting that resulted in me referring a special ed. student for medical services

# Not Working/Absent Response Examples



- No need to provide details on a moment other than the sampled moment. When absent, it is important to indicate whether it was paid or un-paid time off.

Who	Why	Doing What
Student (Multiple) ✗	To provide general supervision of students and student events	<p>We had taken the students to our routine restroom time in the boys locker room. I was assisting one of the students in removing his clothing so he could use the toilet accordingly. Upon completing his task, I helped the student put his clothing back on and we returned to our classroom.</p> <p>Note: I was absent on 5/22/2007. The above events occurred on 5/24/2007.</p>
No One/Alone	Not Working/ Paid Time Off	Not working/Paid time off 
Other – please specify below ✗	Other - please specify below	no longer employed with district
No One/Alone	Not Working/Non-Paid Time Off	<p>This participant is no longer working at this district and I do not know if they are working with any other district</p> 

# Personal Care Service (PCS) Examples



- I was going over an ABC letter chart with my students:

Who	Why	Doing What
Student (Multiple)	To provide a an <u>educational</u> service as defined on a student's IEP	I was going over the ABC letter chart with my students. I am the substitute teacher in a 2 <sup>st</sup> grade class and was conducting a writing activity with the entire class
(Age 3-20)	To provide a <u>direct medical</u> service as defined on a student's IEP	I was cueing a student by keeping them focused on the task of reviewing their ABC's by going over the ABC letter chart.

- I was co-teaching (two certified teachers) Social Studies to a group of students whom are a variety of learners. My students with disabilities were participating in classroom discussions with their non disabled peers. Today's lesson was an introduction of the Constitution.

Who	Why	Doing What
(Age 3-20)	To provide a an <u>educational</u> service as defined on a student's IEP	I was teaching my special education students that were in an inclusion class their math lesson.
(Age 3-20)	To provide a <u>direct medical</u> service as defined on a student's IEP	I was monitoring my special education students that were in an inclusion class.

# Personal Care Service (PCS) Examples (cont'd)



- I was at the red table with two students, working on their handwriting folder. The class is doing rotation centers at this time of the day.

Who	Why	Doing What
Student (Multiple)	To provide an <u>educational</u> service as defined on a student's IEP	I was at the red table with two 1 <sup>st</sup> grade students, assisting them to organize their homework folders
Student (Multiple)	To provide a <u>direct medical</u> service as defined on a student's IEP	I was at the red table with two students assisting them to organize their homework folder by using colored tabs instead of words to distinguish what goes to their parents and what assignments they have to do.



# Completion



Welcome, NAOMI TRIGO ([Logout](#))

## Random Moment Time Study



### Your Time Study is Completed

Congratulations, NAOMI TRIGO, you have completed the time study!

Thank you for participating in the MAC Time Study! You have now completed the necessary steps required for participation. We appreciate your participation in this important program. You may now logout or close this window.

### Your Profile ([Edit](#))

Name:	NAOMI TRIGO
Email:	ntrigo@austinisd.org
Program:	Austin ISD
Category:	Personal Care Service Provider

### Do You Need Help?

For any additional questions, please contact the Fairbanks Client Information Center at (888) 321-1225.

For questions, please contact Fairbanks Client Information Center: (888) 321-1225 or [info@fairbanksllc.com](mailto:info@fairbanksllc.com)

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# Contacts



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- To learn more about RMTS
  - <http://www.hhsc.state.tx.us/medicaid/programs/rad/AcuteCare/TS/IsdTsGenInfo.html>

