

HABILITATIVE VERSUS REHABILITATIVE SERVICES

- **Habilitative** services help a student keep, learn or improve skills and functions for daily living that have not developed. The student is learning a **NEW SKILL** that they never possessed.
- **Rehabilitative** services help a student keep, restore or improve skills for daily living that have been lost or impaired after an illness or injury. The student is **REGAINING** a skill that they lost.

Procedure Code	Description	Time Requirement
NON MET/IEP Evaluations		
92521:96	Evaluation of Fluency (habilitative)	No requirement
92521:97	Evaluation of Fluency (rehabilitative)	No requirement
92522:96	Evaluation - Sound Production (habilitative)	No requirement
92522:97	Evaluation - Sound Production (rehabilitative)	No requirement
92523:96	Evaluation - Sound Production & Language Comprehension/Expressive (habilitative)	No requirement
92523:97	Evaluation - Sound Production & Language Comprehension/Expressive (rehabilitative)	No requirement
92523:52:96	Evaluation - Language Comprehension/Expressive (habilitative)	No requirement
92523:52:97	Evaluation - Language Comprehension/Expressive (rehabilitative)	No requirement
92524:96	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (habilitative)	No requirement
92524:97	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (rehabilitative)	No requirement
96105	Assessment for Aphasia Expressive/Receptive Speech w/Interpretation & Report	No requirement
Evaluations for the MET		
92521:HT:96	Evaluation of Fluency (habilitative)	No requirement
92521:HT:97	Evaluation of Fluency (rehabilitative)	No requirement
92522:HT:96	Evaluation - Sound Production (habilitative)	No requirement
92522:HT:97	Evaluation - Sound Production (rehabilitative)	No requirement
92523:HT:96	Evaluation - Sound Production & Language Comprehension/Expressive (habilitative)	No requirement
92523:HT:97	Evaluation - Sound Production & Language Comprehension/Expressive (rehabilitative)	No requirement
92523:52:HT:96	Evaluation - Language Comprehension/Expressive (habilitative)	No requirement
92523:52:HT:97	Evaluation - Language Comprehension/Expressive (rehabilitative)	No requirement
92524:HT:96	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (habilitative)	No requirement
92524:HT:97	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (rehabilitative)	No requirement
Evaluations for the REED		
92521:TL:96	Evaluation of Fluency (habilitative)	No requirement
92521:TL:97	Evaluation of Fluency (rehabilitative)	No requirement
92522:TL:96	Evaluation - Sound Production (habilitative)	No requirement
92522:TL:97	Evaluation - Sound Production (rehabilitative)	No requirement
92523:TL:96	Evaluation - Sound Production & Language Comprehension/Expressive (habilitative)	No requirement
92523:TL:97	Evaluation - Sound Production & Language Comprehension/Expressive (rehabilitative)	No requirement
92523:52:TL:96	Evaluation - Language Comprehension/Expressive (habilitative)	No requirement
92523:52:TL:97	Evaluation - Language Comprehension/Expressive (rehabilitative)	No requirement
92524:TL:96	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (habilitative)	No requirement
92524:TL:97	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (rehabilitative)	No requirement

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Evaluations for the IEP		
92521:TM:96	Evaluation of Fluency (habilitative)	No requirement
92521:TM:97	Evaluation of Fluency (rehabilitative)	No requirement
92522:TM:96	Evaluation - Sound Production (habilitative)	No requirement
92522:TM:97	Evaluation - Sound Production (rehabilitative)	No requirement
92523:TM:96	Evaluation - Sound Production & Language Comprehension/Expressive (habilitative)	No requirement
92523:TM:97	Evaluation - Sound Production & Language Comprehension/Expressive (rehabilitative)	No requirement
92523:52:TM:96	Evaluation - Language Comprehension/Expressive (habilitative)	No requirement
92523:52:TM:97	Evaluation - Language Comprehension/Expressive (rehabilitative)	No requirement
92524:TM:96	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (habilitative)	No requirement
92524:TM:97	Evaluation - Behavioral/Qualitative Analysis – Voice/Resonance (rehabilitative)	No requirement
Therapy/Treatments		
92507:96	Individual Speech/Language/Hearing Therapy (habilitative)	Minimum 5 min
92507:97	Individual Speech/Language/Hearing Therapy (rehabilitative)	Minimum 5 min
92508	Group Speech/Hearing therapy (2-8 students)	Minimum 5 min
Assistive Technology		
97535:96	Self-Care/Home Management/ADL Training (habilitative)	Each 15 mins
97535:97	Self-Care/Home Management/ADL Training (rehabilitative)	Each 15 mins
Non-Billable Code		
<ul style="list-style-type: none"> • Consult Only – Use for logging students with consult-only services listed in the Program & Services section of their IEP • Monitoring – Use for logging students with monitoring service listed in the Accommodation section of their IEP • Behavior Plan Meeting – use to log students with a behavior plan • Communications – Use to log communications with parents, other providers, staff • Attendance - Use to log when a student is missing therapy(ies) due to absences • No School Day – Use to document snow days or other no school day • Record-Keeping – Use for any student record-keeping purposes you want to track • Student Observation – Use to document time observing students for evaluation purposes 		

SERVICE DETAIL (DAILY):

1. Describe what actually occurred on the date of service. Ensure that the Service Detail Note (daily note) is sufficiently detailed to allow reconstruction of what transpired for each service billed.
2. Describe the “medical” goal of the service.
3. Indicate the result of the therapy session (student’s response).
4. Avoid discussing academic goals/issues or attendance

Example of Service Note Detail: Group Therapy 92508:96 – Student played “Go Fish” with picture cards and was able to say /k/ sound in carrier phrases with 65% accuracy with moderate prompting. We will continue to focus on the /k/ sound.

MONTHLY SUMMARY (PROGRESS) NOTES:

1. Summarize (Evaluate) the student’s monthly progress toward your medical/health-related goal.
2. Include any changes in medical/mental status and changes in treatment with rationale for change.
3. Service Detail (Daily) Notes and Monthly (Progress) Summary Notes must not match.

Example of Summary Note: Student is making consistent progress toward meeting the goal of consistently producing the /k/ sound. The student is currently able to produce /k/ in carrier phrases with an average of 70% accuracy at an independent level. Continuing /k/ at the phrase level.

RECORD KEEPING: Keep copies of all supporting documentation related to this service for a period of 8 years (FY+7) regardless of the change in ownership or termination of participation in Medicaid.