

CHANGES IN BILLABLE PERSONAL CARE SERVICES (PCS)

Presented by:
Special Services,
Occupational Therapy, Physical
Therapy, and Speech Therapy

OBJECTIVES

- Learn the 13 billable categories
- Learn what services are billable and what services are not billable
- Demonstrate understanding and competency needed to provide Personal Care Services (PCS) by passing post-test exam



AGENDA

Introduction

Changes

13 indicators

Break

Documentation of PCS

Questions

Post-Test

OVERVIEW OF PERSONAL CARE SERVICES

- Personal Care Services (PCS) are medical support services that are provided to students who require assistance with ADLs and IADLs because of physical, functional, cognitive or behavioral limitation related to a student's disability or chronic health condition.
- They are NOT educational in nature and may not be reimbursed for activities that TEACH the student academic or functional skills.

13 INDICATORS

ADLs (Activities of Daily Living)

- Bathing
- Dressing
- Eating
- Locomotion or Mobility
- Personal Hygiene
- Positioning
- Toileting
- Transferring

IADLs (Instrumental Activities of Daily Living)

- Escort
- Meal Preparation
- Medication Assistance
- Money Management
- Telephone use or other Communication



OVERVIEW OF BENEFIT CHANGES

Presented by Medicaid Personnel

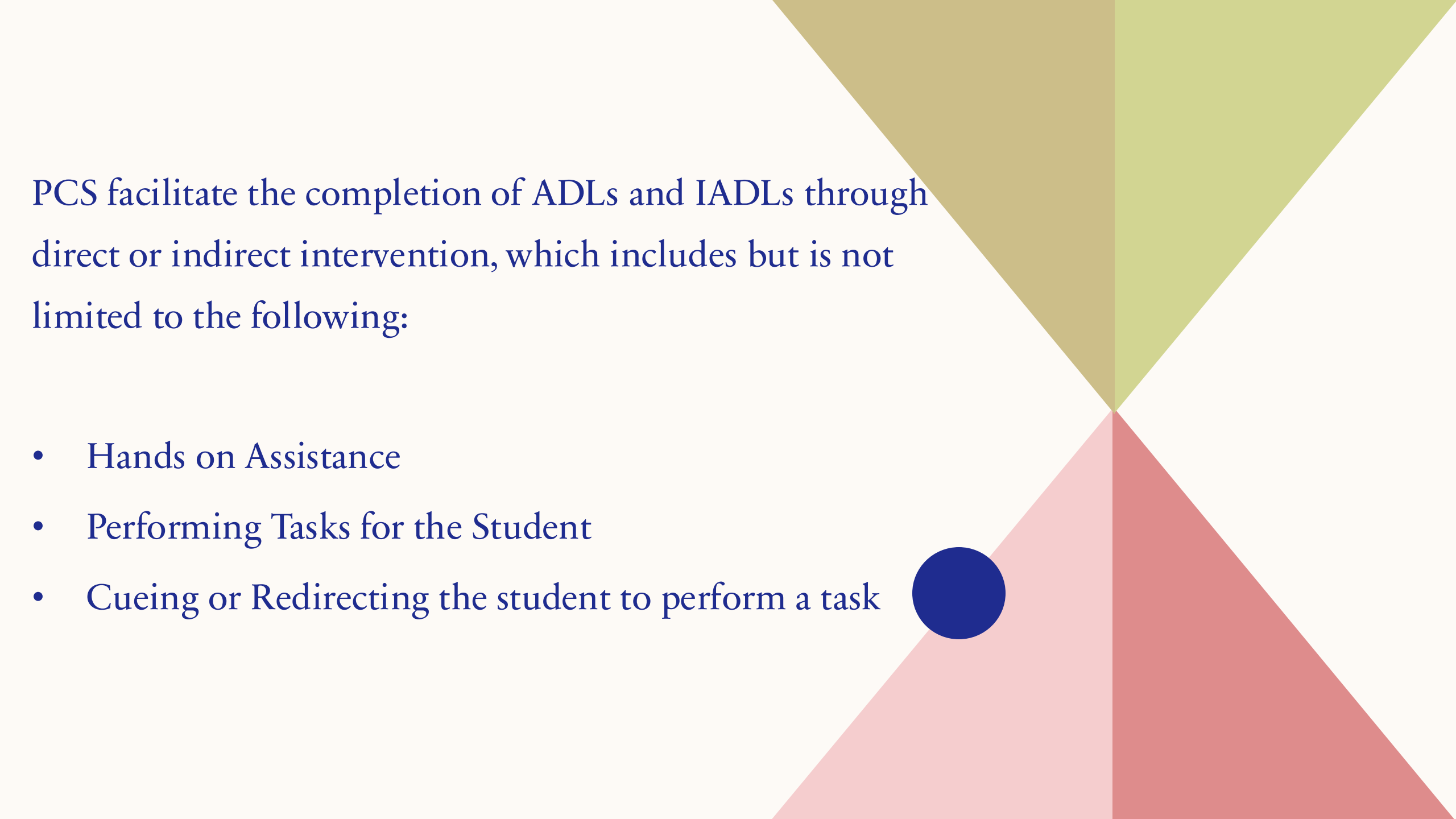
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ADLs AND IADLs:

In a school setting:

"ADLs" (Activities of Daily Living) refer to basic self-care tasks like eating, dressing, and using the bathroom.

"IADLs" (Instrumental Activities of Daily Living) encompass more complex skills needed for independent living, such as managing money, cooking meals, using transportation, and completing household chores, essentially representing a higher level of functional ability beyond basic self-care.



PCS facilitate the completion of ADLs and IADLs through direct or indirect intervention, which includes but is not limited to the following:

- Hands on Assistance
- Performing Tasks for the Student
- Cueing or Redirecting the student to perform a task

KEY POINTS ABOUT ADLS AND IADLS IN SCHOOL:

ADLs (Activities of Daily Living) are foundational:

- These are the essential skills children learn first, focusing on personal hygiene and basic daily routines.

IADLs (Instrumental Activities of Daily Living) build on ADLs

- Once children master ADLs, they can progress to learning more complex IADLs which require higher cognitive skills and planning abilities.



EXAMPLES OF ADLS IN A SCHOOL SETTING:

- Brushing teeth, getting dressed, using the restroom, and eating independently.



EXAMPLES OF IADLS IN A SCHOOL SETTING:

- Preparing snacks, managing lunch money, using public transportation, cleaning up after themselves, and organizing belongings.



BATHING:

Assisting the student with any or all parts of bathing, including selecting appropriate water temperature and flow speed; turning water on and off; laying out and putting away supplies; transferring in and out of the bathtub or shower; washing and drying hair and body; and clean-up after task is completed.

Examples:

*Assisting students with showering after swim class

*Gathering necessary items for showering: shampoo, body wash/soap, towel

*Transferring in/out of shower chair

*Demonstrating/assisting how to use shampoo, body wash

*Demonstrating/assisting with how to dry body/hair off with towel

*Putting away items: shampoo, body wash/soap, towels

****Add bathing to PCS area in the IEP to cover Adaptive Aquatics**

DRESSING:

- Assisting the student with any or all parts of getting dressed, including putting on, fastening, and taking off all items of clothing; donning (putting on) and removing shoes or prostheses; and choosing and laying out weather appropriate clothing.

Examples:

Assisting the student who has limited range of motion, muscle imbalance, muscle weakness i.e. diagnoses of cerebral palsy, muscular dystrophy, etc.

- Taking off/putting on braces, shoes, thoracic lumbar brace.
- Taking off/putting on clothes i.e underwear, shirt, pants, jacket.
- Unfastening/fastening fasteners on pants, shirt, and jacket.



EATING

Assisting the student with some or all parts of eating and drinking, including feeding the student; assistance with utensils or special or adaptive eating devices; and clean-up after task is completed.

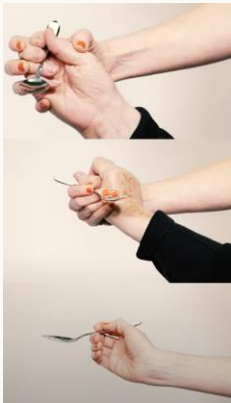


Examples:

Students may require assistance with feeding due to limited range of motion, coordination, developmental delays and need assistance with:

- Opening utensil package
- Opening milk/juice carton
- Transferring food/drink to adaptive plate/cup
- Placing adaptive utensils in student hand
- Donning/removing a bib
- Piercing food or loading a spoon
- Feeding student and assisting with liquids
- Wiping – cleaning after eating drinking

EATING



LOCOMOTION OR MOBILITY

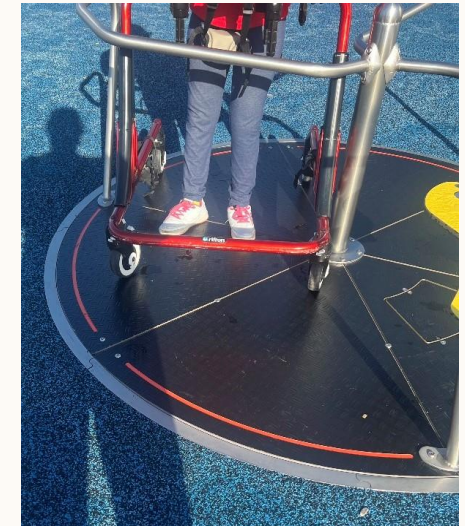
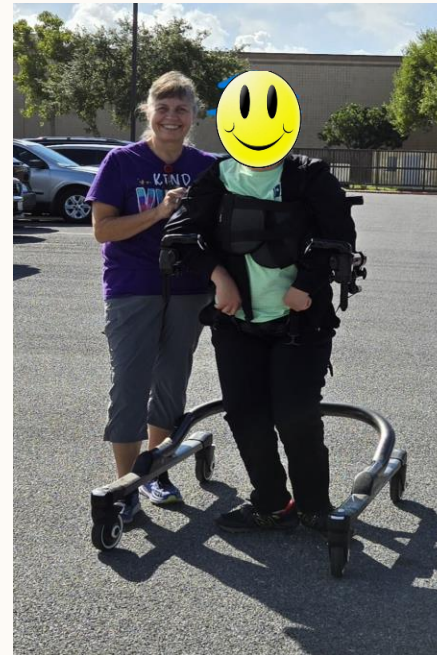
Assisting the student with moving between locations, including assisting the student with walking or using a wheelchair, walker, or other mobility equipment (gait trainer, crutches, mobile stander)

Examples:

- *Assisting a student get into and use a gait trainer
- *Assisting a student get into and use a mobile stander or standing frame
- *Pushing a student in a wheelchair throughout the campus to access other classes
- *Assisting the student by opening doors or moving desks to gain access into a classroom.
- *Assisting a student use an adapted tricycle.



LOCOMOTION OR MOBILITY



LOCOMOTION OR MOBILITY





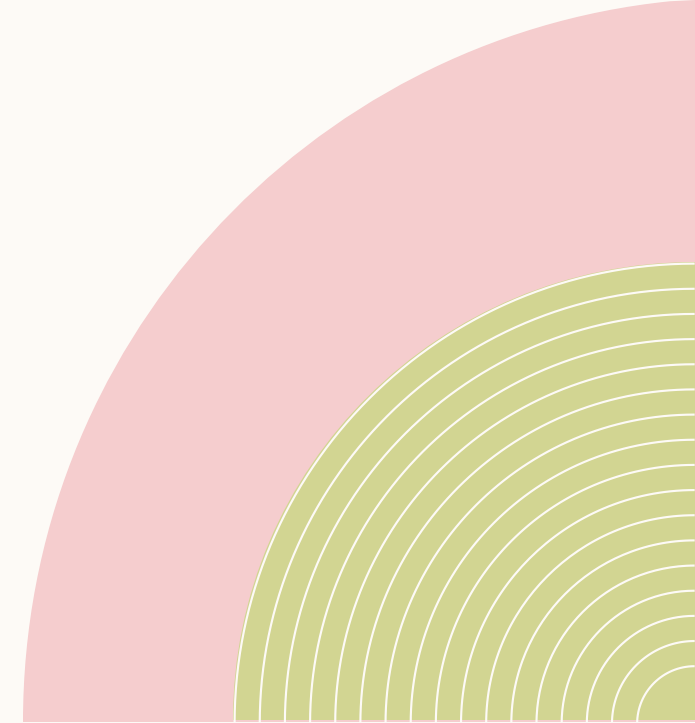
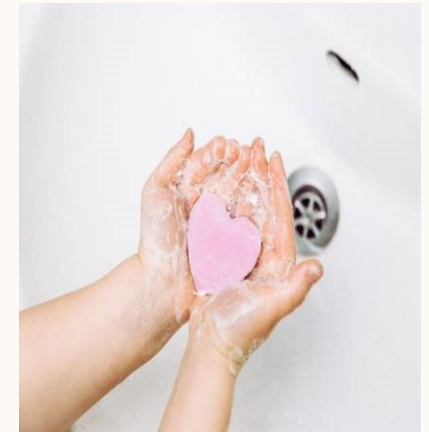
LOCOMOTION OR MOBILITY

<https://www.rifton.com/education-center/videos/good-positioning-for-optimal-gait-training>

PERSONAL HYGIENE

EXAMPLES:

- Assisting a student who has limited range of motion or upper extremity strength due to Cerebral Palsy to brush or comb their hair.
- Assisting a student who has a neurodevelopmental disorder like Autism or Development Coordination Disorder to complete all the steps to wash/dry their hands.
- Providing assistance to a Lifeskills student during her menstrual cycle, helping to clean the perineal area and apply feminine hygiene products.



POSITIONING

Assisting the student with positioning their body while in a chair, bed, or other piece of furniture or equipment, including changing and adjusting positions; moving to or from a sitting position; turning side to side; and assisting the student to sit upright.



EXAMPLES OF POSITIONING IN SCHOOL

1. Standing- Positioning student in stander and/or gait trainer



2. Supine- Positioning student on floor mat or Mat table

3. Prone- Positioning student on floor mat or Mat table

4. Sitting- Positioning in wheelchairs or adapted classroom chairs



TOILETING

Assisting the student with some or all parts of toileting, including using a commode, bedpan, urinal, or toilet chair; transferring on and off; cleansing; changing diapers, pads and incontinence supplies; adjusting clothing; and clean-up after task is completed



TOILETING EXAMPLES

Changing diapers secondary to incontinence, physical limitations or deficits in cognition (not delayed 3-year-olds)

Clothing manipulation for student with physical limitations (muscle imbalance, decreased strength or paralysis)



TRANSFERRING

Assisting the student with moving from one surface to another with or without a sliding board, including moving from a bed, chair, wheelchair or vehicle to a new surface: moving to or from a standing or sitting position: and moving the student with lift devices

TRANSFERRING

- **In physical therapy**, transferring is the act of moving/lifting a student from one surface or position to another. This can include moving a student from a mat table, changing table into or out of a chair or from one chair to another, such as a wheelchair to an activity chair or compass chair or toilet chair just to list some examples.
- Transfers are often performed for students who have difficulty moving independently. The goal of a transfer is to ensure the student's safety while maintaining the continuity of their daily schedule and care.
- The type of transfer used depends on the student's overall health, disability and strength.

THERE ARE MANY TYPES OF TRANSFERS, INCLUDING:

- Stand pivot where you are doing a majority to the transfer
- stand stepping where the student can take some steps and actively participate in the transfer
- sliding-board transfer where the student can complete most of the transfer but is unable to stand or weight bear and uses their upper extremities to slide across the board onto the awaiting surfaces
- 2-person lift
- Mechanical lift/Hoyer

SOME TIPS FOR SAFE TRANSFERRING INCLUDE HAVING A PRETRANSFER CHECKLIST. FOR EXAMPLE:

- Getting as close as possible to the surface you want to move to
- Locking the wheels if transferring from a wheelchair or hi/lo changing table
- Placing their feet on the floor
- Scooting them to the edge of their chair
- Getting the arm rests out of the way
- Obtain necessary equipment (slide-board, Hoyer, diapering supplies)

WHO CAN DO TRANSFERS?

- Student transfers are essential and often part of our students' daily schedules. Depending on the student's disability, transfers can be performed in multiple settings and multiple times of day. Teachers and paraprofessionals who assist in student transfers should be trained, competent, and experienced.
- Good team training reduces the risk of unexpected events, improving the student's safety and lowering complications and potential for injuries to the student and yourselves.
- While there are various methods used to teach proper transfer techniques, simulation-based or hands-on training is something that we encourage here at BISD as each student presents with their own unique challenges.

TRANSFERRING AND SHARS PCS

While discussing transfers, you will also need to consider that this indicator is often a precursor to the other indicators such as positioning and locomotor/mobility as well as toileting and at times bathing.

We highly encourage you all to develop your own pretransfer checklist for each student that you have that requires transfers to be completed. We also encourage you all to determine what type of transfer you will be completing for your student. At times, knowledge of how to complete one or all of the transfers may be needed. Once the transfers have been identified and you have demonstrated competency in these transfers, then you are ready to proceed.

TYPES OF TRANSFERS

- **Stand Pivot and/or Stand stepping**
- <https://www.youtube.com/watch?v=71WzN6oO6s4>
- <https://www.youtube.com/watch?v=fXXXUnpM-Ss>

- **Transfers from wheelchair a to a hi/lo changing table or mat table using a slide-board**
- <https://www.youtube.com/watch?v=SwAtLenYxck>

- **Transfers from wheelchair to floor, mat table or changing table- 2 Person Lift**
- <https://www.youtube.com/watch?v=z9Vh7acXkSw>

- **Transfers from a wheelchair using a Hoyer/Mechanical Lift**
- <https://www.youtube.com/watch?v=pom2povLZ9g>

ESCORT

- *Assisting the student in making transportation arrangements; accompanying the student to a SHARS-eligible service or health care appointment on or off campus to assist with needed ADLs or with carrying equipment (feeding pump, oxygen tank, etc.) or other necessary supplies; accompanying the student between locations to facilitate assistance with needed ADLs or assistance with carrying equipment or other necessary supplies.
- *Escort includes monitoring a student's behaviors that create an unsafe situation for the student, such as removing a seatbelt, attempting to open the vehicle door while the vehicle is in motion, or elopement.
- *Escort duration includes the entire time that the PCS provider accompanies the student during a SHARS-eligible service or health care service on or off campus.
- Billing is cumulative of 7 minutes or greater throughout the day, not per billable session.

Examples:

- *Assisting a student to the nurse's office for a planned medical procedure and helping with ADLs/equipment as necessary.
- *Assisting during Fieldtrips of a student for behaviors on the bus
- *Escorting a student due to a behavior issue during transition in the hallway (to/from bus, to cafeteria, gym, art, etc.)

MEAL PREPARATION

Assisting the student in preparing meal and snack, including cooking; assembling ingredients; cutting, chopping, grinding or pureeing food; setting out food and utensils; serving food; preparing and putting a predetermined amount of liquid nutrition; cleaning the feeding tube; cleaning the area after a meal; and washing dishes



EXAMPLES:

- Students with choking precautions
- Opening utensils/packages if student has physical limitations (missing fingers, malformations, Cerebral Palsy)
- Adapted utensils such as curved spoon/fork
- Plate with lip and suction



Take a Break



ASSISTING COMMUNICATION

Telephone use or other communication:

- Assisting the student in making or receiving telephone calls.
- Managing setting up communication devices.
- Sending and receiving communication for the student.

MANAGING AND SETTING UP COMMUNICATION DEVICES

Communication Boards and AAC Devices:

- Augmentative and Alternative Communication (AAC) devices are used by students with speech or language impairments to communicate using symbols, text, or voice.
- Examples: Speech-generated devices (SGDs), communication boards, and apps like Proloquo2Go.



MANAGING AND SETTING UP COMMUNICATION DEVICES

Smartphone and Tablet Apps:

- Apps like Ava, iCommunicate, and Text-to-Speech can be used to help students interact with others.
- Set up to assist with test-based communication for students with non-verbal or limited speech.

SENDING AND RECEIVING COMMUNICATION

Text Messaging and Email:

- Voice-to-Text Technology: Enables students to send messages without needing to type, helping students with motor impairments.
- Predictive Text & Word Banks: Offer suggestions or pre-set responses for students with cognitive or speech disabilities.

Social Media & Digital Platforms:

- Specialized apps allow students to communicate on social media and other digital platforms, increasing their engagement with peers.
- AT tools ensure students can receive notifications or messages on these platforms.

Video Calls:

- Assistive video calling tools with captions, sign language support, and adaptive controls for students with physical or hearing impairments.


COMMUNICATION SKILLS ARE ADDED AS IADLS ON SECTION 7B

Instrumental Activities of Daily Living (IADLs) (*examples include, but are not limited to: escort, medication assistance, money management, telephone use or other communication, etc*)

Activity	Setting	When/Where, Frequency and Duration	Limitation in Performing Activity due to the Following Types of Impairment	Failure to Provide PCS May Result In
Telephone use or other Communication	Individual ▼	1 time a day. 30 minutes per session Classroom	<input checked="" type="checkbox"/> Functional <input type="checkbox"/> Cognitive <input type="checkbox"/> Behavioral	Difficulty with communication

PERSONAL CARE SERVICES ARE DOCUMENTED IN SECTION 7B OF THE IEP.

** Reminder to add a one-to-one paraprofessional to the 7b

Individualized Education Program Student, Elementary (123456)  SE

Cover 1 2 3 4 5 6 7a **7b** 7c 8 9 10 11 12 13 14 15 Attach Share

7b: Services to Support Medical Needs

7B. SERVICES TO SUPPORT MEDICAL NEEDS (as applicable)

PERSONAL CARE SERVICES

Personal care services are provided to help a child with a disability or chronic condition benefit from special education. Personal care services include a range of human assistance provided to persons with disabilities or chronic conditions which enables them to accomplish tasks that they would normally do for themselves if they did not have a disability. An individual may be physically capable of performing Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs) but may have limitations in performing these activities because of a functional, cognitive or behavioral impairment. Personal care services include Activities of Daily Living (ADLs); Instrumental Activities of Daily Living (IADLs), and nurse-delegated tasks and Health Maintenance Activities (HMAs) that fall within the scope of ADLs and IADLs. PCS include direct intervention (assisting the child in performing a task) or indirect intervention (cueing or redirecting the child to perform a task).

Personal care services are required due to the child's following disability(ies) or chronic condition:

*

THERE IS A SECTION FOR ADLS AND THEY ARE LISTED IN THE DROPDOWN.

Activities of Daily Living (ADLs) (examples include, but are not limited to: bathing, dressing, eating, locomotion or mobility, personal hygiene, positioning, toileting, transferring, etc)

Activity	Setting	When/Where, Frequency and Duration	Limitation in Performing Activity due to the Following Types of Impairment	Failure to Provide PCS May Result In
X				
Eating One-to-One Para	Individual ▼	2 times a day Classroom and cafeteria 30 total minutes per session	<input checked="" type="checkbox"/> Functional <input type="checkbox"/> Cognitive <input type="checkbox"/> Behavioral	Difficulty eating independently.
X				
choose a topic ▼				
<ul style="list-style-type: none"> <input type="checkbox"/> Bathing <input type="checkbox"/> Bathing for Aquatics <input type="checkbox"/> Diapering <input type="checkbox"/> Dressing <input type="checkbox"/> Eating <input type="checkbox"/> Locomotion Mobility <input type="checkbox"/> One-to-One paraprofessional 				
X				
		5 times a day Restroom	<input checked="" type="checkbox"/> Functional <input type="checkbox"/> Cognitive <input type="checkbox"/> Behavioral	Difficulty Toileting
X				
		1 time per day shower	<input checked="" type="checkbox"/> Functional <input type="checkbox"/> Cognitive <input type="checkbox"/> Behavioral	Difficulty Bathing
edit bank				

THERE IS A SECTION FOR IADLS AND THEY ARE LISTED IN THE DROPDOWN.

Instrumental Activities of Daily Living (IADLs) (examples include, but are not limited to: escort, medication assistance, money management, telephone use or other communication, etc)

Activity	Setting	When/Where, Frequency and Duration	Limitation in Performing Activity due to the Following Types of Impairment	Failure to Provide PCS May Result In
Escort	Individual ▼	8 times a day. 10 minutes per session Classroom and Hallway	<input checked="" type="checkbox"/> Functional <input type="checkbox"/> Cognitive <input type="checkbox"/> Behavioral	Difficulty in maneuvering through the environment

choose a topic ▼

- Escort
- Meal Preparation
- Medication Assistance
- Money Management
- One-to-One paraprofessional

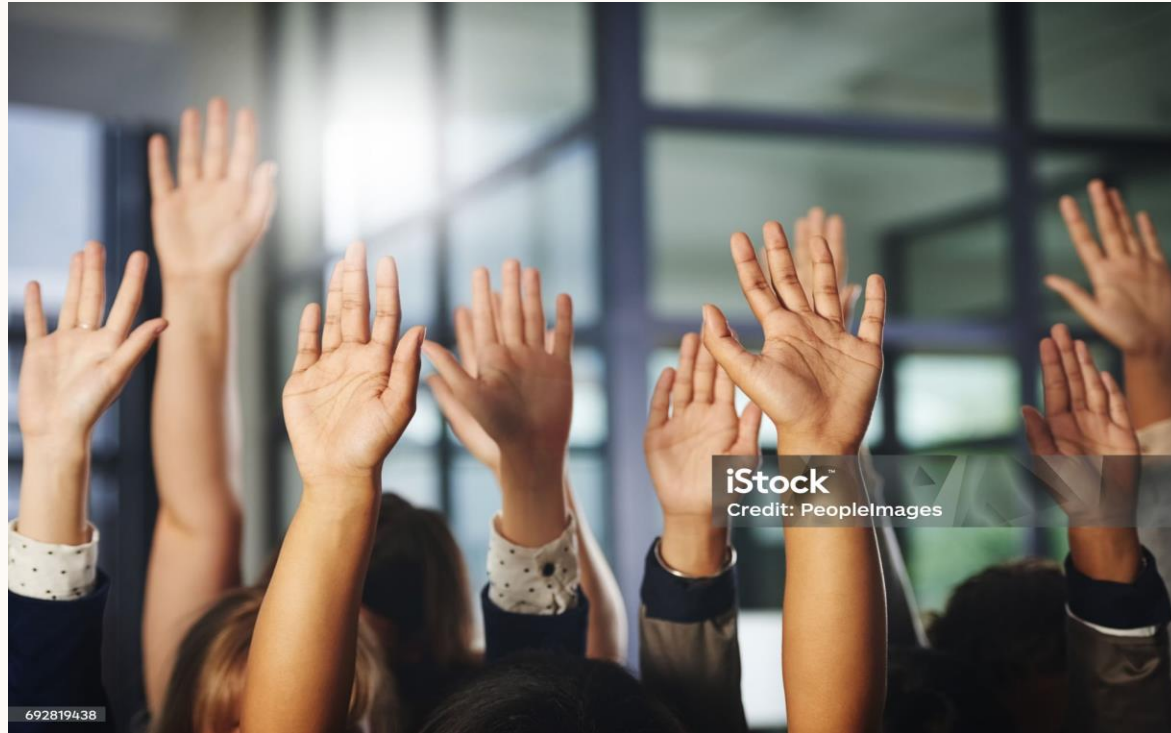
ONE-TO-ONE PARAS MUST BE DOCUMENTED IN SECTION 7A OF THE IEP.

7A. INSTRUCTIONAL SERVICES AND SUPPORTS

Special Education: Specially designed instruction to meet the unique needs of the child.

SY, Term, Subject	Type of Service	Time in Setting (mins)		Frequency		Begin Date	End Date
		GenEd	Sped				
2024-2025, 2025-2026 All subjects	One-to-One Paraprofessional	0	360	1x	per day	12/06/2024	12/05/2025
		Provider Title: Paraprofessional		Location: Sp Ed Setting		Goal(s) Addressed: ① 1	Grades/Progress: Sped Tchr

QUESTIONS??



In Conclusion

BEGINNING OCTOBER 1, 2025, DOCUMENTATION OF COMPETENCE FOR A QUALIFIED PCS PROVIDER MUST INCLUDE A SIGNED AND DATED STATEMENT IN THE STUDENT'S RECORD FROM A LICENSED HEALTH CARE PRACTITIONER VERIFYING THAT THE INDIVIDUAL IS QUALIFIED TO PERFORM PCS TASKS (COMPETENCE THROUGH A POST-TEST)

Please complete the Post-test
and turn into one of the
Special Services
supervisors...THANK YOU!