



# School-Based Medicaid

University of South Florida  
Florida Department of Education

# What's Different and What's the Same?




Let's ask  
Kermit and  
Cookie  
Monster



**ICD-10 codes**

**Different**



**The move to ICD-10 from  
ICD-9 diagnosis codes  
will happen on October  
1, 2014**



# Why the change?

- ❖ Practice of medicine has changed
- ❖ Many new conditions, treatments, medical devices in the last 25 years
- ❖ ICD-9 has become bogged down with modifications to capture all these changes
- ❖ ICD-10 is much better at describing current medical practices and flexible enough to adapt to ongoing changes

Who has  
what  
switch  
to  
10  
DCC-  
cousc?

All medical providers worldwide!

# How 10s are different from 9s

## 9s

- ❖ Up to five places
- ❖ Mostly all numeric with first one alphanumeric
- ❖ 13,000 codes
- ❖ Less specific
- ❖ Outdated terminology
- ❖ Only contains diagnosis

## 10s

- ❖ Up to seven places
- ❖ Alphanumeric in all positions
- ❖ 68,000 codes
- ❖ Way more specific
- ❖ Modernized terminology
- ❖ Contains diagnosis and symptoms



# ICD-10 and its structure

- ❖ Characters 1—3 indicate the category of the disease
- ❖ 4=Etiology of the disease
- ❖ 5=Body part affected
- ❖ 6=Severity of the illness
- ❖ 7=Placeholder for extension of the code to increase specificity





# Example of ICD-10 Code— M1A.3120

- ❖ M1A=Category: Chronic Gout
- ❖ 3=Etiology: Renal Impairment
- ❖ 1=Location: Shoulder
- ❖ 2=Laterality: Left Shoulder
- ❖ 0=Extension: Without Tophus

M 1 A . 3 1 2 0

So, if this indicates chronic gout in the left shoulder caused by renal impairment without tophus (what the heck is tophus?), what does the corresponding ICD-9 code tell us?



**Not much.....**

**274.02=gouty arthropathy  
sounds puny by  
comparison (what the  
heck is arthropathy?)**

# Crosswalking could require thought

❖ Some 9s to 10s are not so easy/  
one to 16

❖ If you're diagnosed with 962.9 (poisoning by hormones and synthetic substitutes), there is an array of 16 choices from T38.801A through T38.994A

❖ Some 9s to 10s are easy/one to one

❖ For example, 733.6 (Tietze's Syndrome) becomes M94.0 (Tietze's Syndrome) Apparently, once you're said Tietze's Syndrome you've said it all



**Advise your therapists to  
avoid ICD-9 code 733.82**

**This code indicates: Other disorders of bone  
and cartilage, non-union of fracture AND it  
crosswalks to 2,530 choices of ICD-10 codes**



❖ **Crosswalking may not always be easy**

- ❖ **Some one-to-one conversions**
- ❖ **Some one-to-many conversions**
- ❖ **Some many-to-one conversions**
- ❖ **Some many to many conversions**
- ❖ **Some do not convert**

**Advise  
your  
therapists  
NOW...  
Start  
googling  
the tons  
of  
resources  
available**



# Medicaid Parental Consent

Same and Different



## A multiple choice test: Who requires Medicaid parental consent?

- ❖ AHCA
- ❖ DOE
- ❖ Jim Robinson
- ❖ Al Qaida
- ❖ Michelle Obama





# The Old IDEA Rule

Required districts to obtain consent  
“each time Medicaid was accessed.”

# New Parental Consent IDEA Rule

**Same for Florida**

- ❖ **Only requires written consent one time**

**Different**

- ❖ **District must provide written notification annually**



## Quirk #1

Question: When is “old” consent okay and when do you need to get “new” consent?



## Response to quirk #1

The Answer: Get “new” consent when a reimbursable Medicaid service changes on the IEP in any way—type of service, time, frequency, etc.

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—PM—

Fine print...unless the parent withdraws consent. You need to get consent for students transferring to your district from another district in Florida or from out of state.



# Random Moment Sample Coding: Test your skills

*Let's review 11 examples and  
rate them on the quality of the  
response, code-ability, and  
validity*



# Example 1

- ❖ **Teacher is currently not working.**
- ❖ **Signed by Principal**



## Example 2

- ❖ **Checking the result of a diagnostic test for a student's upcoming IEP meeting.**
- ❖ **Signed by VE Teacher who wrote title as ESE Support Facilitator**





## Example 3

- ❖ Meeting with our district staffing specialist, nurse, and potential teacher to discuss our new students and the transfer IEP including medical conditions to ensure proper placement
- ❖ Signed by Asst. Elementary Principal



## Example 4

- ❖ **Collaborating with IEP team members to formulate an appropriate and measurable annual reading goal for a student who receives language therapy and academic intervention services during an annual review meeting.**
- ❖ **Signed by SLP**



## Example 5

- ❖ **Collaborating with members of TAD (team analysis of data) for 3 students. As a team, we were looking at tiered levels of support, interventions, and data on each of 3 students.**
- ❖ **Signed by SLP**



## Example 6

- ❖ Talking to student's teachers about his lack of progress in his academic classes
- ❖ Signed by SLP



## Example 7

- ❖ **Discussing the least restrictive environment regarding a student's ESE school placement with a parent during an annual review with regard to therapy.**
- ❖ **Signed by VE Teacher who wrote title as School-Based ESE Specialist**



## Example 8

- ❖ **Providing information to a classroom teacher so that basic knowledge of recommended classroom behavioral interventions can be implemented.**
- ❖ **Signed by Senior High Counselor who wrote title as Counselor**



## Example 9

- ❖ **Determining how to handle threats to other students from behavioral problem students. Talking to other teacher about making a positive behavior chart.**
- ❖ **Signed by EBD Teacher**



# Example 10

- ❖ Consulting with other staff on a student's behavioral characteristics as it may relate to a manifestation of the student's disability
- ❖ Signed by VE Teacher who wrote title as ESE Teacher



# Example 11

- ❖ **Attending an IEP meeting for a student in my class and developing a new annual IEP for the said child with the team including the parents.**
- ❖ **Signed by ASD Teacher who wrote title as ESE Teacher**



**Questions?**

**Thanks for listening...**