



Behavioral Health  
HUMAN SERVICES



# North Dakota Medicaid 1915(i) State Plan Amendment Supported Education

Medical Services Division & Behavioral Health Division  
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# 1915(i) Services

- Care Coordination
- Training and Supports for Unpaid Caregivers
- Community Transition Services
- Benefits Planning
- Non-Medical Transportation
- Respite
- Family Peer Support
- Peer Support
- Prevocational Training
- **Supported Education**
- Supported Employment
- Housing Support Services

# Purpose of Supported Education

Promote engagement, sustain participation and restore an individual's ability to function in the learning environment.

Ages : 5+

# Goals of Supported Education

Engage and navigate  
the learning  
environment.

Support and enhance  
attitude and  
motivation.

Develop skills to  
improve educational  
competencies.

Promote Self-  
Advocacy, self-  
efficacy and  
empowerment.

Build community  
connections and  
natural supports.

# Supported Education: Activities

## **Engage, bridge and transition**

- Act as a liaison/support in the educational learning environment.
- Facilitate outreach and coordination.
- Familiarize individual and caregiver (if applicable) to school settings, to help navigate the school system and student services.
- Assist with admission applications and registration.
- Assist with transitions and/or withdrawals from programs such as those resulting from behavioral health challenges, medical conditions and other co-occurring disorders.
- Improve access by effectively linking consumers of mental health services to educational programs within the school, college, or university of their choice.
- Assist with developing a transportation plan.
- Act as a liaison and coordinator between the education, mental health, treatment, and rehabilitation providers.
- Assist with advancing education opportunities including applying for work experience, vocational programs, apprenticeships, and colleges.

# Supported Education: Activities

## **Support and enhance attitude and motivation**

- Develop an education/career plan and revise as needed in response to individuals' needs and recovery process.
- Assist in training to enhance interpersonal skills and social-emotional learning skills (effective problem solving, self-discipline, impulse control, increase social engagement, emotion management and coping skills).
- Individualize behavioral supports in all educational environments including but not limited to classroom, lunchroom, recess, and test-taking environments.
- Conduct a need assessment/educational assessment, based on goals to identify education/training requirements, personal strengths and necessary support services.

# Supported Education: Activities

## **Develop skills to improve educational competencies**

- Work with individuals to develop the skills needed to remain in the learning environment (e.g. effective problem solving, self-discipline, impulse control, emotion management, coping skills, literacy, English-learning, study skills, note taking, time and stress management, and social skills).
- Provide training on how to access transportation (e.g. training on how to ride the bus).
- Provide opportunities to explore individual interests related to career development and vocational choice.

# Supported Education: Activities

## **Self-Advocacy, self-efficacy and empowerment**

- Act as a liaison to assist with attaining alternative outcomes (e.g. completing the process to request an incomplete rather than failing grades if the student needs a medical leave or withdrawal).
- Manage issues of disclosure of disability.
- Provide advocacy support to obtain accommodations (such as requesting extensions for assignments and different test-taking settings if needed for documented disability).
- Advocacy and coaching on reasonable accommodations as defined by Americans with Disabilities Act (ADA) (e.g. note-taking services, additional time to complete work in class and on tests, modifications in the learning environment, test reading, taking breaks during class when needed, changes in document/ assignment format, etc.).
- Provide instruction on self-advocacy skills in relation to independent functioning in the educational environment.



# Supported Education: Activities

## **Community connections and natural supports**

- Serve as a resource clearinghouse for educational opportunities, tutoring, financial aid and other relevant educational supports and resources.
- Provide access to recovery supports including but not limited to cultural, recreational, and spiritual resources.
- Provide linkages to education-related community resources including supports for learning and cognitive disabilities.
- Identify financial aid resources and assist with applications for Financial Aid.
- Assist in applying for student loan forgiveness on previous loans because of disability status.

# Non- Duplicative of Other Services

Services furnished through Medicaid 1915(i) must **not be duplicated by services funded under section 110 of the Rehabilitation Act of 1973 or the IDEA (20 U.S.C. 1400 et seq.)**.

- To ensure duplication does not occur providers **must coordinate efforts with the Department of Instruction and/ or local Vocational Rehabilitation Agency**.
- Justification that services are not otherwise available to the individual through these agencies under section 110 of the Rehabilitation Act of 1973 or the IDEA (20 U.S.C. 1400 et seq.) must be documented in the individual's record and kept on file.

## Remote support may be utilized for up to 25% of all services provided in a calendar month.

Remote support options are for the benefit of the member, rather than the benefit of the provider.

- Remote support includes **real-time, two-way communication between the service provider and the participant.** Remote support is limited to check-ins (*e.g. reminders, verbal cues, prompts*) and consultations (*e.g. counseling, problem solving*) within the scope of services
- Remote support options include:
  - Telephone
  - Secure Video Conferencing



# Remote Support

## Remote support must:

- be elected by the individual receiving services;
- not block the member's access to the community;
- not prohibit needed in-person services for the member;
- utilize a HIPAA-compliant platform; and
- prioritize the integration of the member into the community.

## For each utilization, providers must document that the remote support option:

- was elected by the member receiving services;
- did not block the member's access to the community;
- did not prohibit needed in-person services for the member;
- utilized a HIPAA-compliant platform; and
- prioritized the integration of the individual into the community.



# Remote Support

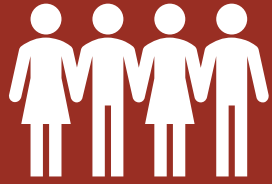


# Group Provider Requirements

A **provider** of this service must meet all the following criteria:

- *Have a North Dakota Medicaid provider agreement and attest to the following:*
  - *individual practitioners meet the required qualifications*
  - *services will be provided within their scope of practice*
  - *individual practitioners will have the required competencies identified in the service scope*
  - *agency conducts training in accordance with state policies and procedures*
  - *agency adheres to all 1915(i) standards and requirements*
  - *agency policies and procedures, including but not limited to, participant rights, abuse, neglect, exploitation, use of restraints and reporting procedures are written and available for NDDHS review upon request*

Must meet requirements of 75-04-01 or have accreditation from the Commission on Accreditation of Rehabilitation Facilities (CARF) or Council on Accreditation (COA)



# *Group* Provider Requirements

## SCHOOL EXCEPTIONS

Accreditation requirements **DO NOT APPLY** to North Dakota Schools enrolled as Medicaid Enrolled Supported Education Providers, however; schools must ensure that paraeducator/ education specialist supervisors, and supervisors meet individual requirements.



# Individual Provider Requirements

The ***individual*** providing the service must:

- Be employed by an enrolled ND Medicaid enrolled billing group of this service; and
- Mental Health First Aid Training for Youth and/or Mental Health First Aid Training for Adults; and,
- May have one of the following:
  - Employment Specialists (IPS or CESP)
  - Certified Brain Injury Specialist Direct Support Professional (DSP)
  - Certified Career Development Facilitator

**Supervisors** of staff providing Supported Education (SEd) services must have a degree in one of the following: bachelors' degree or higher in:

- disabilities services, business, personnel management, mental health or social services, social work, psychology, nursing, sociology, counseling, human development, education, special education, child development and family science, human resource management (human service track), criminal justice, occupational therapy, communication science/disorders or vocational rehabilitation.



# *Individual* Provider Requirements

## SCHOOL EXCEPTIONS

In lieu of one of the approved certifications, a staff providing services may instead be employed by a school in North Dakota, who is a North Dakota Medicaid enrolled provider of Supported Education, as a paraeducator/ education specialist and be trained in Mental Health First Aid Training for Youth and/ or Adults depending on the scope of services/ targeted population.



# Rates and Codes

## Service Rate and Limits

- \$10.49 / 15 minute
- 8 hours per day (32 daily units)
- 156 hours annually (calendar year)
  
- Up to 25% of total monthly service can be remote/tele-communication
- Service authorization requests for additional hours will be reviewed by NDDHS.

## Code & Modifier

- H2025 U3

# Ongoing Communication between Provider and Care Coordinator

Provider must provide monthly update to Care Coordinator

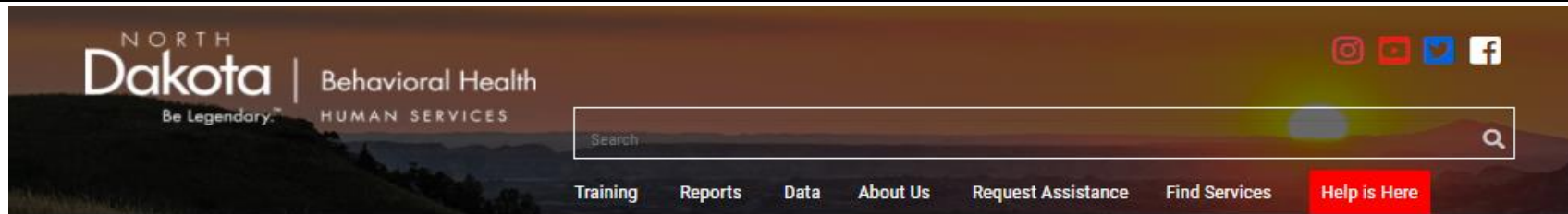


A participant's need for initial and continued services shall be discussed at each 1915(i) person-centered plan of care meeting and formally evaluated during the WHODAS 2.0 functional needs assessment as part of the initial and annual reevaluation and service authorization/reauthorization process.

# PROVIDER RESOURCES



[www.behavioralhealth.nd.gov/1915i](http://www.behavioralhealth.nd.gov/1915i)



Home / Medicaid 1915(i) State Plan Amendment

## Medicaid 1915(i) State Plan Amendment

The North Dakota Medicaid 1915(i) State Plan Amendment allows North Dakota Medicaid to pay for additional home and community-based services to support individuals with behavioral health conditions.

How do I apply/access services?

[Click here](#)

Find an Enrolled Provider

[Click here](#)

Enrolling as a Provider and Providing Services

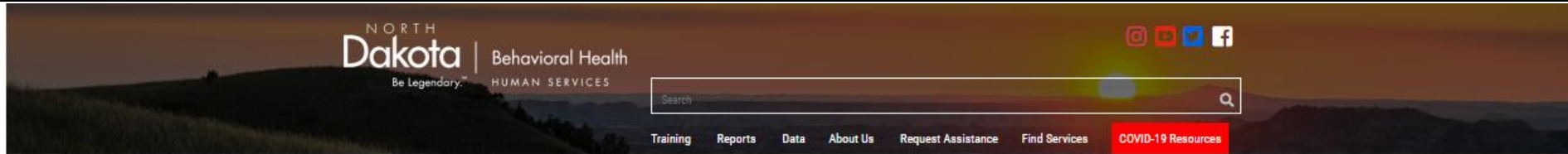
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North Dakota 1915(i) Medicaid State Plan Amendment

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Human Service Zone Resources

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Home / 1915(i) Medicaid State Plan Amendment is Approved / Enrolling as a 1915(i) Provider and Providing Services

## Enrolling as a 1915(i) Provider and Providing Services

### Benefits of 1915(i)



#### Consumers

Services available closer to home and are specifically targeted to need



#### Behavioral Health Professionals

Opportunities to expand workforce through non-traditional behavioral health professionals and improve access in rural areas expands workforce



#### Private Providers

Opportunities to bill for new services, expanding services and increasing revenue

How to become a 1915(i) Provider

[Learn more](#)

Provider Service Requirements

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Services & Fee Schedule

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Trainings

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Resources

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Forms

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Individual Eligibility

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How to Bill

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# Technical Assistance Calls for 1915(i) Providers

Medical Services and Behavioral Health Divisions are offering Technical Assistance for 1915(i) providers through a series of calls every Wednesday, beginning January 20, 2021, 1-2pm.

This training is offered online, every Wednesday from 1-2pm CT.

[behavioralhealth.nd.gov/1915i/trainings](https://behavioralhealth.nd.gov/1915i/trainings)



Submit Questions to:  
[ND1915i@nd.gov](mailto:ND1915i@nd.gov)



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