

DHCS



California Department of  
**HealthCareServices**

# Random Moment Time Survey

Participant Training

January 2016

# What Today's Training Will Cover

- ▶ What is SMAA?
- ▶ Who participates in SMAA?
- ▶ Random Moment Time Survey (RMTS)
- ▶ RMTS E-mail Based System Overview
- ▶ Examples of the E-mail Based System
- ▶ What are Clarifying Questions (CQs)?
- ▶ FAQ

# What is SMAA?

**SMAA is**

**School–Based Medi–Cal Aministrative Activities**

- ▶ The SMAA program reimburses school districts for the federal share (50%) of the eligible school district staff costs for administering the Medi–Cal program.

# What is SMAA?

- ▶ Examples of Medi-Cal Administrative Activities include:
  - Medi-Cal outreach that inform eligible or potentially eligible individuals about Medi-Cal programs and services and how to access them.
  - Referral, coordination and monitoring of Medi-Cal covered health, dental and mental health service.
  - Providing translation for Medi-Cal covered health, dental or mental health services.
  - Arranging transportation to a Medi-Cal covered health, dental or mental health services.
  - Developing policies and procedures for Medi-Cal covered health, dental or mental health services.

# SMAA

- ▶ The federal reimbursement is available from the Centers for Medicare and Medicaid Services (CMS).
- ▶ In California, the program is managed by the Department of Health Care Services (DHCS).
- ▶ Locally, the program is administered by a Local Educational Consortium (LEC) or Local Governmental Agency (LGA).
  - LEC: Represents one of the 11 service regions of the California County Superintendents Educational Services Association (CCSESA), and each regional coordinator serves on an advisory committee to DHCS.
  - LGA: A county or chartered city agency that oversees the SMAA program for its jurisdiction.

# SMAA Partnerships

Centers for Medicare and Medicaid Services  
(CMS)  
Federal Agency

Department of Health Care Services  
(DHCS)  
State Agency

Local Educational Consortium/Local Governmental Agency  
(LEC)/(LGA)

Local Educational Agency  
(LEA)  
School District

# SMAA

- ▶ The SMAA program involves administrative activities that link students and their families to Medi-Cal.
- ▶ In order to participate, school districts (and their eligible employees) must be available to complete a time survey.

# Who Participates in SMAA?

- ▶ Participants are district employees or contractors (if applicable) who perform Medi-Cal administrative activities.
- ▶ Eligible employees must:
  1. Perform SMAA related activities on a regular or routine basis.
  2. Not be 100% federally funded.
- ▶ **Time Survey Participants (TSPs)** are identified and determined eligible to participate by each district SMAA Coordinator (or other district administrator).
  - A TSP list is created and updated each quarter by each district's SMAA Coordinator.

# Who Participates in SMAA?

- ▶ The LEA identifies employees to participate in a time survey who perform the following activities on a regular or routine basis:
  - ▶ **Direct Medi-Cal Services**
    - For example: Speech Therapy, Occupational Therapy, Nursing, and Psychological Services.
  - ▶ **Administrative Activities**
    - For example: linking families to Medi-Cal; referral, coordination and monitoring of health, dental and/or mental health services; health service related translation services; developing policies and procedures for health, dental and/or mental health services.

# Who Participates in SMAA?

- ▶ Some examples of Time Survey Participants (TSPs):
  - Special Education Staff
  - Nurses, Occupational Therapists, Physical Therapists
  - Health Clerks, Health Aides
  - School Psychologist
  - Counselors
  - Speech Language Pathologists
  - Special Ed Teachers (Resource or Special Day Class)
  - Family Resource Center Coordinator
  - District Office Administrators or Administrative Staff

# Random Moment Time Survey

- ▶ **Random Moment Time Survey (RMTS)** is a statistically valid time survey methodology for accurately assessing staff time spent performing all activities. This data is later compiled and used to complete the SMAA invoice process.
  - California RMTS began January 1, 2015.
- ▶ RMTS utilizes a web-based system that randomly selects and randomly assigns a “moment” in time to a pre-determined list of participants (TSPs).
  - RMTS replaced the 5-day ‘worker-log’ paper time surveys.
  - A “moment” is now one minute of time during your work day.

# Why RMTS?

- ▶ The goal of RMTS is to accurately capture what the TSP is doing during their moment in order to extrapolate their activities for 100% of the time for all activities (educational instruction, direct medical services, administration, etc.).
- ▶ The results of the time survey will be used to determine the percentage of staff costs that will be reimbursed to the district.

# Random Moment Time Survey (RMTS)

Public Consulting Group, Inc. (PCG) was chosen in a competitive bidding process by both LECs and LGAs to be the vendor for the RMTS system.



# Random Moment Time Survey (RMTS)

- ▶ RMTS consists of both **Coordinators** and **Participants (TSPs)**
  - **Coordinators** are responsible for roster updates and maintaining compliance.
  - **Participants (TSPs)** are required to respond within five (5) student attendance days to each and every moment they receive.

# Random Moment Time Survey (RMTS)

- ▶ RMTS is administered three (3) times a year.
  - Quarter 1: July – September
    - Due to summer break, there is no RMTS during this quarter.
  - Quarter 2: October – December
  - Quarter 3: January – March
  - Quarter 4: April – June
- The RMTS is conducted on a quarterly basis during student attendance days.

# Random Moment Time Survey (RMTS)

- The LEA Coordinator submits a roster with eligible TSPs and their work hours/schedule.
- A TSP's work hours become available *moments*.
- ▶ The selection of moments is random.
  - Each participant has an equal chance of being selected for one moment, multiple moments, or no moments per quarter.

# The RMTS System

- ▶ **All moments will be received via e-mail.** A direct link to the secure RMTS website will be provided in the e-mail notification.

If your district contracts with a LEC, e-mails associated with the RMTS system will come from [calec@pcgus.com](mailto:calec@pcgus.com).

If your district contacts with an LGA, e-mails associated with the RMTS system will come from [calga@pcgus.com](mailto:calga@pcgus.com).

- Formerly all e-mails came from [Claimingsystem@pcgus.com](mailto:Claimingsystem@pcgus.com).
- Please make sure these e-mails are not blocked by spam blocker or sent to 'junk mail'.

# The RMTS System

- ▶ TSPs should check their e-mail regularly for moment notifications.
  - The subject line of the e-mail will contain the moment date and time.
- ▶ If selected for a moment, the TSP will receive an e-mail notification five (5) student attendance days prior to the moment and another e-mail one (1) hour prior to the moment.
  - Each moment is assigned a unique hyperlink for response and completion of the RMTS.

# RMTS Overview

- ▶ **TSPs should not delete time survey notification e-mails until they have completed and submitted their moment.**
  - If the TSP deletes the e-mail, they should contact their District SMAA Coordinator as soon as possible.
- ▶ It is the responsibility of the TSP to respond timely and appropriately with **as much detail as possible**.
- ▶ RMTS is administered region-wide, which means districts will be ‘pooled’ with other districts within a LEC or LGA.

# Overview of Participants Role

- ▶ After the assigned moment has elapsed, the TSP should click on the unique hyperlink provided in their notification email. The TSP will be logged into the PCG website where they will answer a series of questions.
- ▶ The TSP should answer the question from one of the responses below.
  1. Were you working during your sample moment?"
    - Yes, I was working
    - No, moment was during paid time off
    - No, moment was during unpaid time off
    - No, moment was before/after work day
- ▶ If the TSP responds with a “No” answer, the system will automatically populate the next three RMTS questions.
- ▶ If the TSP responds “Yes, I was working”, the TSP is prompted to answer the three RMTS questions that document the activity being performed.

# Three RMTS Questions

- ▶ After designating that you were working, the RMTS software will prompt you to answer three questions:
  - Who were you with?
  - What were you doing?
  - Why were you performing this activity?
- You will be asked to certify your answers. Once your moment is certified, the answers cannot be altered under any circumstances.

# Three RMTS Questions

Respond to the three questions documenting an appropriate response for the one (1) minute moment specified.

- ▶ “Who were you with?”
  - Use categories, not actual names.
  - Examples: a student, a parent, by myself, the nurse, etc.
  
- ▶ “What were you doing?”
  - Be specific, detailed and precise for the one minute moment.
  
- ▶ “Why were you performing this activity?”
  - Be specific. This part of the response makes clear to an outside reviewer the purpose of your activity at the moment, and why you did it.
  - Do not say the activity is part of your general job duties/responsibilities; an outsider reviewing your moments may not know what you do.

# Three RMTS Questions

## Examples of Good RMTS Responses

- Who:** I was with a student.
- What:** I was checking a student into class.
- Why:** The student arrived late to school.
- Comment:** *The “what” describes a specific moment. The “why” explains why the attendance clerk was checking the student into class, and makes the description more specific.*
- 
- Who:** Parents.
- What:** I was giving them some information about our family resource centers.
- Why:** I had explained to them that the staff at the ABC Clinic could help them with the Medi-Cal application because the family has no insurance and the dad is only working part-time.
- Comment:** *The “why” explains the specific reason the TSP was sending the parents to the ABC Clinic.*

# Three RMTS Questions

## Examples of Good RMTS Responses

- Who:** No one.
- What:** Data entry.
- Why:** I was working on ID numbers for incoming students for the 15/16 school year.
- Comment:** *The “what” is very brief; the “why” provides a clean explanation of what the TSP is doing and why.*
- 
- Who:** New student and parent.
- What:** Helping parent to arrange an appointment for her son at a mobile clinic.
- Why:** The student needs to see a doctor because he needs to have an inhaler at school.
- Comment:** *The “why” adds specific details to the “what.”*

**For more examples please see slides 46–54.**

# Overview of Participants Role

- ▶ TSPs must complete each RMTS moment within 5 student attendance days.
- ▶ Follow-up reminder e-mails will be sent 24 hours and 72 hours after the moment if you have not completed it.
- ▶ District SMAA Coordinators will be copied on the 24 hour and 72 hour e-mail reminders.
- ▶ If for any reason you will be unable to access e-mail, please notify your SMAA Coordinator as soon as possible.

# Reminders

- ▶ Provide focused and detailed answers describing the activity performed for the **one minute moment**.
  - ▶ A “moment” refers to one minute in time, not activities performed over a range of time. Do not write a summary of a meeting for example.
- ▶ Respond promptly.
  - ▶ Your moment will be easier and more accurate to describe if you complete it right away.
- ▶ **It is important that you respond to every moment you receive.**
- ▶ Do not use acronyms, proper names, or personal information.
- ▶ Be specific and use complete, detailed sentences.
- ▶ Answer any and all Clarifying Questions (CQs) timely.
  - If you get a CQ it is because your description was not entirely clear or covered more than a moment. Please answer the CQ promptly.
  - More details about CQs on slides 38–41.

# The RMTS System

## Sample Email

E-mails will come from

LEC: [calec@pcgus.com](mailto:calec@pcgus.com)  
LGA: [calga@pcgus.com](mailto:calga@pcgus.com)

Sent: Wednesday, May 27, 2015 11:48 AM

To:

Subject: California SMAA Program - Upcoming moment for TSP NAME at 5/27/2015 2:23 PM (PST)

Dear Time Study Participant,

You have been selected to participate in the Random Moment Time Survey (RMTS). Your sample moment in time will occur on: 5/27/2015 2:23 PM (PST)

To access your RMTS form, please use the link below: <https://claimingsystem.pcgus.com/ca9/MomentComplete/?code=f0e9f5e3-52d1-4f4d-8bea-379c95130c22>

You will receive an e-mail just prior to your random moment that will include a link to your RMTS form. After your random moment has passed, follow the instructions for completing the form and submit the form as soon as possible.

PLEASE DO NOT RESPOND TO THIS E-MAIL

Thank you for your participation.

# The RMTS System

## Claiming System

**District:** California LEA; **Name:**                      **Email:**                      **Moment:** 9/14/2015 at 11:43 AM

Welcome to the State of California School-Based Medi-Cal Administrative Activities (SMAA) Time Survey!

This document will guide you through the process of completing your assigned Random Moment Time Survey (RMTS) moment for the SMAA program. If you have questions regarding RMTS, please call your school district MAA Coordinator. Click 'Next' to continue.

[Previous](#) [Next](#)



# The RMTS System

Ensure you read and understand the slides before proceeding.

Proceed by clicking 'NEXT'.

## Claiming System

**District:** California LEA; **Name:**                      **Email:**                      **Moment:** 9/14/2015 at 11:43 AM

What is the Random Moment Time Survey?

Random Moment Survey is a time survey methodology for accurately assessing the time spent providing administrative activities.

Time studies are conducted on a quarterly basis in order for school districts to be able to participate in the SMAA program.

Time Survey Participants (TSPs) are randomly selected and randomly assigned a moment(s) in time to create time survey sample moments. A moment is the one/single minute assigned.

TSPs will receive an e-mail notification 5 student attendance days prior to their moment and another email 1 hour prior to their moment. Do not delete time survey notification emails until the moment has been completed. Emails associated with the RMTS will always come from Claimingsystem@pcgus.com and you should add this email address to your safe sender list so it is not moved to your "spam" or "junk" folders.

- The link provided in the moment notification e-mail will become active after your moment has occurred.

The sample moment will expire after 5 student attendance days and you will no longer have an opportunity to complete this moment. TSPs must accurately report what they are doing during their one minute assigned moment.

- All data transferred and collected is secure and confidential. You will only have 5 student attendance days to complete your response in order for it to be considered valid. You will receive reminder e-mails 24 hours and 72 hours after the moment if you have not yet completed your survey.

All sampled moments must be completed to achieve a statistically valid sample.

[Previous](#) [Next](#)

# The RMTS System

Ensure you read and understand the slides before proceeding.

Proceed by clicking 'NEXT'.

## Claiming System

**District:** California LEA; **Name:**                      **Email:**                      **Moment:** 9/14/2015 at 11:43 AM

Completing the Electronic RMTS Form

As soon as your sampled moment in time has occurred, complete your RMTS moment by clicking on the link provided in the moment notification email. You will first be asked to verify whether or not you were working during your RMTS moment.

Were you working during your sample moment? (Select appropriate radio button when prompted)

- Yes, I was working
- No, Moment was during paid time off
- No, Moment was during an unpaid time off
- No, Moment was before/after workday (This does not include lunch)

Note: If your moment occurs during lunch, notate whether that lunch was paid time off or unpaid time off.

Next, you will be prompted to document the activity you were performing at the specific time of your selected one minute moment by answering three questions:

- 1) Who were you with?
- 2) What were you doing?
- 3) Why were you performing the activity?

[Previous](#)

[Next](#)

# The RMTS System

Ensure you read and understand the slides before proceeding.

Proceed by clicking 'NEXT'.

## Claiming System

**District:** California LEA; **Name:**                      **Email:**                      **Moment:** 9/14/2015 at 11:43 AM

### Instructions and Tips for Completing Your Moment

1. Your selected time survey moment is pre-determined. Do not answer the activity questions for any other time than your assigned one minute moment. It is your responsibility to accurately record what you are doing during your assigned moment, whether it is a MAA or non-MAA activity.
2. Answer the questions with as much detail as possible about your activity so in the event you are asked about your assigned moment during a possible audit or review, you are able to easily recall the activity you were doing without revealing student information.
  - Do not use acronyms, proper names, abbreviations or personal information.
  - Be specific, concise and use full, detailed sentences. Otherwise you may be asked a clarifying or follow-up question(s).
3. Keep in mind that you are only describing what you were doing during that one minute moment and not activities performed over a period of time.

You MUST press "Submit" when you are finished, so your responses are recorded. Once you submit a response, it becomes certified. Once the moment is certified, the answers cannot be altered under any circumstances.

If you have questions about completing this process, please contact your school district MAA coordinator.

[Previous](#) [Next](#)

# The RMTS System

Please accurately respond whether you were working at the time of your assigned moment.

**Claiming System**

**LEA:** Unified School District   **Name:**   **Email:**   **Moment:** 5/27/2015 at 9:06 AM

**Were you working at the time of your moment?**

Yes, I was working

No, moment is during paid time off

No, moment is during unpaid time off

No, moment is before/after workday

[Previous](#)   [Next](#)

If a 'No' response is selected, the system will automatically populate the responses to the next three RMTS questions.

Click 'Next' to view the completed questions.

# The RMTS System

If you marked a 'No' answer, the moment responses are pre-generated.

**Claiming System**

LEA: Unified School District    Name:    Email:    Moment: 5/27/2015 at 2:23 PM

1. Who were you with?  
*No, moment is during paid time off*

2. What were you doing?  
*No, moment is during paid time off*

3. Why were you performing this activity?  
*No, moment is during paid time off*

By submitting this information, I hereby attest that I have read the materials on this site and certify that I understand the purpose of the Medi-Cal Administrative Activities (MAA) program, my role in the program, and how to accurately complete the Random Moment Time Survey.

**Submit Moment**    Edit

Click the check box (shaded in pink) to certify the response shown.

The 'Submit Moment' button will then be able to be selected

# The RMTS System

If a 'Yes' response is selected, the system will proceed to Question 1.

Respond to the three questions documenting an appropriate response for the one minute moment specified.

Click 'Next' to review the responses entered.

The screenshot shows a web interface titled "Claiming System". At the top, it displays "LEA: Unified School District", "Name:", "Email:", and "Moment: 5/27/2015 at 9:06 AM". Below this are three numbered questions, each with a corresponding text input field:

- 1. Who were you with?
- 2. What were you doing?
- 3. Why were you performing this activity?

At the bottom left of the form area, there are two buttons: "Previous" (green) and "Next" (blue). The "Next" button is circled in red. Three blue arrows on the left side of the form point to the three question input fields. A blue line from the text above points to the "Next" button.

# The RMTS System

If you find a mistake, you may click the 'EDIT' button and return to the previous screen to correct any errors.

If information entered is true and accurate, click the check box (shaded in pink) and then 'Submit Moment'.

Once responses are certified and submitted they are locked and cannot be changed or edited.

Claiming System

LEA: Unified School District Name: Email: Moment: 5/27/2015 at 9:06 AM

1. Who were you with?  
*I was by myself in my office*

2. What were you doing?  
*Talking to a parent on the phone*

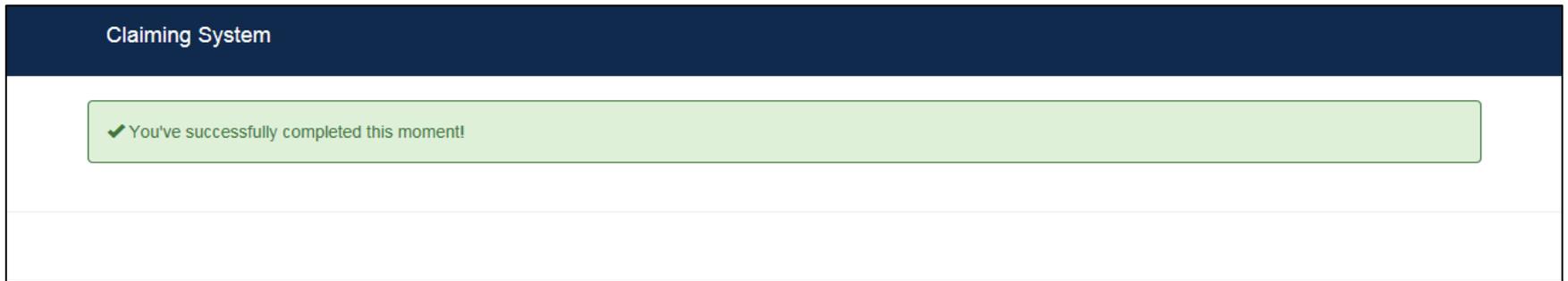
3. Why were you performing this activity?  
*Parent had called and wanted to talk about student's progress on Speech Therapy goals*

By submitting this information, I hereby attest that I have read the materials on this site and certify that I understand the purpose of the Medi-Cal Administrative Activities (MAA) program, my role in the program, and how to accurately complete the Random Moment Time Survey.

**Submit Moment** **Edit**

# The RMTS System

Once you have clicked **'Submit Moment'** you will see a confirmation page showing that your RMTS moment has been successfully completed.



# What is a clarifying Question?

- ▶ In the event that insufficient information is provided by the TSP in the moment response, up to two (2) Clarifying Questions (CQs) per moment may be sent to the TSP.
- ▶ TSPs have 5 student attendance days to respond to a CQ.
  - If a TSP is non-responsive to the CQ, only the information provided in the original response will be available.

# Clarifying Question

Example of Clarifying Question e-mail 'Request for Follow-Up'

A unique hyperlink will be included in the e-mail for the response to be collected in the RMTS system.

E-mails will come from

LEC: [calec@pcgus.com](mailto:calec@pcgus.com)  
LGA: [calga@pcgus.com](mailto:calga@pcgus.com)

Request for Follow-Up.

Sent: Monday, 05/18/2015 4:54PM  
To:  
Subject: Request for Follow-up

---

This email is to inform you of a follow-up request to your moment on 5/14/2015 11:40 AM (PST)

Based on your initial response, additional information is needed to accurately code the moment. Please use the following link to respond to the question as soon as possible: Question: What was the reason for this discussion?

Link: <https://claimingsystem.pcgus.com/ca9/MomentComplete?code=cfcff149-de91-485c-bed6-d60f7794e902>

# What is a clarifying Question?

The Clarifying Question will appear below the initial RMTS responses previously submitted by the TSP.

Clarifying questions are based on the initial moment response and may be different.

Type your response to the Clarifying Question and click 'Respond' to save and record the information.

## Claiming System

LEA: Unified School District, Name:

Email:

Moment: 5/22/2015 at 8:26 AM

1. Who were you with?

*myself*

2. What were you doing?

*Filling out the 1st Moment in Time that started at 8:15 - same day*

3. Why were you performing this activity?

*Not sure. I received an email request to complete it.*

Please confirm what activity you were doing during your one-minute moment with who, what and why?

Respond

# What is a clarifying Question?

If there is no response from the TSP regarding the first CQ or if additional information is needed, a second CQ may be asked.

## Claiming System

LEA: School District Name: Email: Moment: 5/18/2015 at 11:22 AM

1. Who were you with?

*Teacher*

2. What were you doing?

*Talking about the progress of two students and the services they receive.*

3. Why were you performing this activity?

*The students are having academic and behavioral issues.*

What specific area/type of service(s) were you discussing that the students receive?

*No Response*

What specific area/type of service(s) were you discussing that the students receive?

Respond

# Additional Reminders

- ▶ TSPs should provide clear, concise, and specific responses for all questions.
  - If answers are too vague, up to two (2) Clarifying Questions (CQs) may be asked.
- ▶ Responses should reflect the **one minute** the moment was assigned.
  - Responses should be limited to the exact activity you were performing.
  - If you have previously been part of the SMAA program, remember the process has changed.
    - The prior time study was in 15 minute increments, now it is only a one minute moment.
  - If a response lists several activities, a CQ may be asked to clarify.

# FAQs

- ▶ Do I have to respond to a moment or clarifying question(s)?
  - Yes, if you have been randomly selected to participate in RMTS this quarter, your participation is required and will only take a few minutes of your time.
- ▶ Will it take me a long time to respond to my moment?
  - Responding to a moment should only take a few minutes of your time.
- ▶ How long do I have to respond to a moment?
  - You have five (5) student attendance days to respond to a moment.
- ▶ How long do I have to respond to a clarifying question?
  - You have five (5) student attendance days to respond to a clarifying question.

# FAQs

- ▶ Can my boss see my moment response?
  - Your district SMAA Coordinator may have the ability to see your responses.
  - RMTS is NOT intended to be a management tool used to evaluate staff activities or performance.
  
- ▶ I did not respond to my moment within five (5) student attendance days, what now?
  - The moment must be answered within five (5) student attendance days. If the moment is not answered in the given time frame, the moment expires and CANNOT be answered.
  
- ▶ What if I delete my e-mail with the moment link?
  - In addition to the five (5) student attendance day notice, you will receive a notice one (1) hour prior to your moment that will also contain the moment link.
  - If you don't receive either notification, contact your district SMAA Coordinator as soon as possible to have the e-mail containing the hyperlink resent to you.

# FAQs

- ▶ What if I know I'm going to be on an extended leave of absence or a very long vacation?
  - Contact your district SMAA Coordinator as soon as possible with those dates, so they can notate your absence. Confirm with them once you have returned.
  
- ▶ What if I have an e-mail or name change?
  - Contact your district SMAA Coordinator as soon as possible to have them update your information in the RMTS system.
  
- ▶ What if I still have questions?
  - Contact your local LEA SMAA Coordinator or your corresponding LEC/LGA SMAA Coordinator.

# Additional Examples of RMTS Responses

# Examples of RMTS Responses

## Not so good

**Who:**

**What:** Answering phone call.

**Why:** Parent had a question.

**Comment:** *Neither the “what” nor the “why” explain exactly what the TSP was talking about at the time of the random moment.*

## BETTER

**Who:** I was by myself in my office.

**What:** Answering a phone call from a parent.

**Why:** The parent had a question about where she could get her children immunized. I gave her the address, phone number and hours of a community clinic in her neighborhood.

**Comment:** *The “what” is very brief, but the “why” provides the information needed to know what exactly the TSP was doing at the time of their moment.*

# Examples of RMTS Responses

Not so good

- Who:** Staff
- What:** At a SART meeting.
- Why:** One of my duties as an attendance specialist is to attend the SART meeting.
- Comment:** *The “what” includes an acronym, avoid using acronyms. Neither the “what” nor the “why” have any information about what the TSP was doing at the exact time of the moment.*

BETTER

- Who:** A student’s parents and the principal.
- What:** At a Student Attendance Review Team meeting, listening to the principal explain a program the district has for students who are falling behind in their schoolwork because of attendance issues.
- Why:** This student is at risk of failing because of repeated absences.
- Comment:** *Removed the acronym. The “what” explains in detail what the TSP was doing at the time of her moment. The “why” provides more detail about the reason this program is offered to the student.*

# Examples of RMTS Responses

## Good

- Who:** Self
- What:** Answering phones, making phone calls, assisting students and parents at the attendance window and in the office.
- Why:** My job.
- Comment:** *The “what” is more than a moment—it is not possible to know what the TSP was doing during their exact moment. The “why” does not give any specific information about what the TSP was doing exactly at the time of the moment, or why.*

## BETTER

- Who:** In the front office with other co-workers.
- What:** I was on the phone with a parent explaining to her that she should come into the office and register her twins for the 2015/2016 school year.
- Why:** The family is new to the district.
- Comment:** *The “what” describes the specific activity the TSP was performing during their moment. The “why” adds more clarity to the activity.*

# Examples of RMTS Responses

## Not so Good

- Who:** On the phone with a guardian
- What:** Referring her to our family resource center.
- Why:** To meet her needs.
- Comment:** *Neither the “what” nor the “why” provide specific information about the reason for the referral.*

## BETTER

- Who:** On the phone with a guardian.
- What:** Referring a guardian to our family resource center, as she is looking for mental health services for her 16 year old niece who lives with her.
- Why:** She is concerned about her niece’s behavior—she cries all the time and won’t eat.
- Comment:** *The “what” describes the reason for the referral. The “why” explains why the guardian is looking for a referral.*

# Examples of RMTS Responses

## Not so Good

- Who:** In the office by myself
- What:** I was working on paperwork, answering e-mails, and reviewing my calendar for the day.
- Why:** It is part of my job.
- Comment:** *The “what” is more than a moment; just one activity should be described, and specifics should be provided. The “why” should increase the understanding of the “what”. This does not.*

## BETTER

- Who:** I was by myself in my office.
- What:** I was answering an e-mail.
- Why:** One of my teachers wanted to meet with me to begin planning when she goes out on maternity leave.
- Comment:** *The “what” describes the a specific moment and the “why” clearly explains the purpose of the e-mail.*

# Examples of RMTS Responses

## Not so Good

- Who:** The resource specialist teacher, speech therapist, a parent, and 4<sup>th</sup> grade teacher.
- What:** We were holding a meeting for an annual review of an IEP for a 4<sup>th</sup> grade student.
- Why:** Participating in an IEP meeting is one of my duties.
- Comment:** *Noting the type of IEP adds precision to the description. As written, the “what” does not describe what was happening at the exact moment. The “why” fails to add additional information.*

## Better

- Who:** The resource specialist teacher, speech therapist, a parent, and 4<sup>th</sup> grade teacher.
- What:** We were holding a meeting for an annual review of an IEP for a 4<sup>th</sup> grade student. The speech therapist was reporting on the student’s progress since the beginning of therapy.
- Why:** We are trying to determine whether the student may need less speech therapy next year due to progress she has made.
- Comment:** *A specific moment is described in the “what”. The “why” explains the reason for discussing the student’s progress is explained.*

# Examples of RMTS Responses

## Not so Good

- Who:** School Psychologist, Teacher, Secretary
- What:** Talking with a homeless father, looking for assistance and resources.
- Why:** There is a need for housing assistance for the father and children.
- Comment:** *The “what” describes more than a moment.*

## BETTER

- Who:** School psychologist, teacher, and secretary.
- What:** Talking with a homeless father, looking for assistance and resources. At the moment, I was working with the psychologist to provide contact information to the father about a transitional housing program for families.
- Why:** The family has been living in a car—need a more stable housing situation so children can get back into a regular school routine.
- Comment:** *The “what” describes a specific moment and the “why” further elaborates.*

# Examples of RMTS Responses

## Not so Good

- Who:** Self
- What:** Reviewing an IEP for a newly enrolled student arriving from out of state to identify special education services he needs.
- Why:** To ensure IEP services are arranged and provided on student's first day of school.
- Comment:** *The “what” is not specific—do not know whether it is describing more than one moment.*

## Better

- Who:** By myself.
- What:** Reviewing an IEP for newly enrolled student arriving from out of state. Reading progress report from sending district on mental health services.
- Why:** To determine whether our school psychologist may (or will) need to arrange for more intensive mental health services through our community mental health partner.
- Comment:** *The “what” describes a specific moment. The “why” explains the reason for reviewing the IEP document.*

# Last Reminders

- ▶ It is very important to respond to each and every moment you may receive.
- ▶ Not responding to a moment can negatively impact your district or school's reimbursement.
- ▶ Responding ensures that the work you are doing is accurately captured and that your district or school can get the maximum reimbursement.

# Thank You

