



## SERVICE LOG DOCUMENTATION

Service logs in TOTS serve two purposes: first, they provide information to the IFSP team members about the continual implementation of interventions with the child and family. Since IFSP teams do not usually work together in the same location at the same time, TOTS provides information that allows each team member to prepare appropriately for their visit with the family. Providers who keep up with the interventions that their teammates provide can tailor their own strategies to support, scaffold and enhance developmental skills. Secondly, service logs are the documentation that services were delivered in accordance with the IFSP. This documentation backs all claims for payment. Once a service log entry is entered, it opens a pending claim on the accounts payable page in TOTS.

First Steps regulations require that “services shall be documented in the First Steps data management system and shall include a list of all those present during the session, a description of each early intervention service provided, the child's response and future action to be taken. Service documentation shall be entered within ten calendar days of the service delivery date” (902 KAR 30:200 3 (a) (1)). The service log entry structure for ongoing services was revised to facilitate compliance to regulation. In addition, this structure provides an easier way to share progress data with interested stakeholders such as school districts.

### Timelines:

- All service logs must be entered into TOTS within 10 calendar days from the date of service.
- Missed/Make-up Visits must be documented in the Service Log and made up within the current 6 month plan.
- Services can start no sooner than 5 working days from the date of consent and no more than 30 calendar days for an initial IFSP.
- When added to an existing IFSP or when services change as the result of an IFSP meeting, services can start/change no sooner than 5 working days from the date of consent and no more than 30 calendar days.
- Service logs entered after ten (10) days from the date of service will be immediately disapproved for payment by State Lead Agency staff. This immediate disapproval will be adjusted after the service log detail has been entered into the corresponding Correction/Addendum field in TOTS and the State Lead Agency has been notified of the entry. Adjustment to the payment will be prorated on the following scale:
  - Correction entered within 1 to 5 days—claim paid at a \$3 reduction;
  - Correction entered within 6 to 10 days—claim paid at a \$8 reduction;
  - Correction entered within 11 to 15 days—claim paid at a \$25 reduction;
  - Correction entered within 16 to 30 days—claim paid at one half the Maximum KEIS Payment
  - Corrections entered after 30 days or beyond will not be adjusted for payment.

The Service Log page defaults to the most current plan. If the current plan is pending, or if there has been a very recent plan entered, the user may need to choose the previous plan from the drop down list in the top right corner of the screen. The user should choose the most recent plan under which the service was authorized. If you try to enter a service log and cannot find the correct service/date from the drop-down, do not proceed. Contact the SC immediately for assistance.

**Add Service Log:**

*Service	Provider	Planned Period		Planned Setting	Frequency	Length (hours, or miles)		
PT Collateral Service (Individual)	Mary Mover - Test Agency	07/23/2017	07/23/2017	Family/Guardian Home	1/Biannual	1		
*Actual or Missed Service Date	*Service Delivery Status	*Start Time	*End Time	*Actual Setting	CPT Code	ICD Code	*Service Note/Description of Intervention(3000 chars left)	Correction/Addendum
<small>If late entry (&gt; 10 days), enter reason in Addendum box. May result in reduced payment.</small>	<input type="radio"/> Service Delivered <input type="radio"/> Absence Due to Family <input type="radio"/> Absence Due to Provider <input type="radio"/> Family No Show	(hh:mm)	(hh:mm)	Select Setting ... <small>(Lower rate applies to non-natural environment - EI Center, Hospital/Clinic, Other)</small>	(CPT code)			

Enter the actual date of service: mm/dd/yyyy

Select if the service was delivered, absence due to the provider, Absence due to the family, or if it was a regularly scheduled visit and no one was home select family no show.

Start and end times are in the format of HH:MM and use a 24 hour format.

Select the appropriate setting from the drop-down menu. Payment rates vary on setting. If you provide services that are not in the child's natural environment, the rates are reduced.

Enter your discipline's treatment code for this service.

Enter the medical code for the child.

The user enters a thorough explanation of the service or missed visit. Clearly describe the early intervention provided during the session, including evidence-based strategies being used and the outcomes that are being addressed.

Once the Service log is saved it becomes part of the child's permanent record. Corrections to the record can only be made in this field.  
\*If late entry, the reason must be entered into the correction/Addendum box.

**Example of Service Note:** Upon therapist's arrival, T and his mother were looking at a book. We all sat on the floor and continued this story time. I asked the parent to wait and see if T would prompt her to open the book by signing "open" to request initiation of the activity. As the mom was reading the story, I worked with her on stopping and selecting a few words for T to imitate. I modeled for the parent how to have T look at my face to imitate the sound/word. I then gave her several opportunities to try this strategy. At the end of the book, I asked the mom to wait and see if T would request another book by signing "more." Once story time was over we allowed T to select a few other opportunities for play while I made suggestions to the mom about how to increase T's language use during playtimes.

**Setting**—the location of the early intervention service. In most cases, children and families should receive early intervention services in the natural environment. This information is reported annually to the Office of Special Education Programs (OSEP) and is pulled from service log documentation. The setting selected should accurately reflect where early intervention services are provided. Choices are:

- Family/Guardian Home—This is a natural environment and is the private residence where the child lives;
- Day Care Provider Home—This is a natural environment and is the private residence where the child receives care while the parent/guardian is unable to provide care;
- Day Care Center—This is a natural environment and is a facility where the child attends with other children who are typically developing while parent/guardian is unable to provide care;
- Early Intervention Center/Independent Clinic—This is a non-natural environment and is a special purpose facility where specialized care or services are provided to children;
- Early Childhood Center—This is a natural environment and is a facility where the child attends with other children who are typically developing for learning and social experiences;
- Community—These are natural environments and are settings found in the community like libraries, parks, YMCAs, grocery stores, churches, restaurants, etc.;
- Hospital –Associated Clinic—This is a non-natural environment and is a special purpose facility, under the administration of a hospital, where specialized care or services are provided to children; and
- Other—These are non-natural environments and are settings that do not fit the definitions of setting listed above such as POE offices, service provider office, parent's work setting, etc.

<b>*Delivery Method:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Assessment <input type="checkbox"/> Coached Caregiver (includes Prompting) <input type="checkbox"/> Provide Resources and/or Coordination Services <input type="checkbox"/> Co-Treatment	<b>*Participants in Intervention Visit</b> ( 1000 chars left)	<b>*Caregiver report</b> ( 2000 chars left)	<b>*Response to intervention</b> ( 2000 chars left)	<b>*Plan for next visit</b> ( 2000 chars left)
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Select the delivery method provided.

List all individuals involved during the visit. (Do not use proper names, use family titles: mom, dad, oldest brother, younger sister. If a service log is entered in error, this will keep you from committing a breach in confidentiality.

Record how the child is doing with the intervention from the caregiver's perspective. Include what is going well and those aspects of the intervention with which the caregiver or child is struggling. Identify if the caregiver has modified or changed the intervention and if there has been any barriers to implementing the intervention.

Record the child's response the intervention—has the skill increased, decreased, or stayed the same— from the perspective of the provider. Include what this assessment of progress is based on (frequency count, observation, review of anecdotal notes, 5AA assessment items (probes), etc.)

State what is planned for the next visit, based on the response to intervention and IFSP outcome.

**Example of Caregiver Report:**  
 "Mother reports that T continues showing progress in following directions and routine. She said he seems to understand more of what she tells him even though he is not imitating any words or saying things spontaneously. She also shared that he's been using signs for "more" and "open" consistently after prompt."

**Example of Response to Intervention:**  
 "T was cooperative for most of the session, he tolerated transitions and helped during clean-up before moving to next task. He consistently used sign for "more", "open" and "please" during today's intervention after being prompted. T tried to imitate words: blue, pink, red, go, bang, boo. He would say beginning of words and drop the ending. He was receptive to request of looking at therapist's face to imitate sound/word. When he wanted to change activity, he would pull my hand and take me to stand by other toys. He initiated play several times but assistance was provided to elaborate/expand play. He did not imitate pretend play with stuffed animal after therapist."

**Example of Plan for Next Visit:**  
 "Recommendations: Try to incorporate more sequencing in the daily routine now that he is more aware of surroundings and the daily routine itself. Continue giving him choices and to increase his focus to a task, make it fun for him by praising him, cheering him when working on and completing activity. Provide play where he needs to interact more with utensils (bath time, sand play, playdoh (pretend play), etc. Will discuss progress on the recommendations at the next session".

Once all of the text fields have been completed, double check for accuracy (spelling, grammar and correct file.) Select the blue "Save" arrow and the entry will drop down to the archived logs at the bottom of the page. After the log has been saved, if changes need to be made, you can select the "edit" button next to the entry and the log will regenerate at the top of the screen. The previous content will be greyed out, but you are able to note the change in the "correction/addendum" box and re-save.

When a service log entry is saved, it creates a pending claim on the Accounts Payable page in TOTS.