

Recording a Speech Therapy Session

Follow the steps below to complete a SESIS Service Record for a student who attended a speech therapy session.

Step	Action
1.	Click the Service Capture link from your SESIS homepage to open your Services Calendar. 
2.	Click the name of the student in your Caseload for which you wish to record services.
3.	Click the Record Past Services link at the top of the Services Calendar. 
4.	Click on the date of the session and click OK .
5.	Enter the time that the student arrived for the session in the Start Time field.
6.	Enter the session end time in the End Time field.
7.	Click the Service Type dropdown to specify Speech-Language Therapy .
8.	Select the Language of Service from the dropdown.
9.	<p>Note the Session Type dropdown automatically defaults to Service Provided.</p> <ul style="list-style-type: none"> • Select Student Absent when the student is (1) absent from school or (2) is present in school but refuses to receive service. • Select Provider Absent when you are absent from the DOE (e.g. sick leave, personal leave). • Select Cancelled when the reason is <i>anything other than</i> Student Absent or Provider Absent (as described above). This includes: <ul style="list-style-type: none"> ○ Unscheduled school closings (e.g. snow days, half-days) ○ Student is in school but is unavailable due to participation in other school activities (e.g. school trip, assemblies, testing) ○ Provider is performing another DOE-related task (e.g. IEP or other meetings, DOE-approved training or professional development) <p>You do not need to record cancellations for days that are shown in gray on the Service Calendar.</p> <p>Refer to the Encounter Attendance FAQ document on the DOE website for additional detail.</p>
10.	Click either Individual or Group from the Group Size dropdown. If selecting group, the group size should correspond to the number of students that were present for the session. If only one student was present for a group of two or more, select Group, 1, when recording the session for that student.
11.	Click the Service Location dropdown to select the location the service was provided.

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12.	<p>Click to select a Service Description. You may select more than one. Note that CPT codes used for Medicaid billing will be displayed for each description, and the CPT codes for an individual session differ from those of a group session.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulation/ Intelligibility - CPT Code 92507 <input type="checkbox"/> Attention, memory, and problem solving - CPT Code 92507 <input type="checkbox"/> Auditory Processing - CPT Code 92507 <input type="checkbox"/> Augmentive Alternative Communication - CPT Code 92507 <input type="checkbox"/> Augmentive Alternative Communication Reevaluation - CPT Code 92506 <input type="checkbox"/> Fluency - CPT Code 92507 <input type="checkbox"/> Language - Morphology/Syntax - CPT Code 92507 <input type="checkbox"/> Language - Narrative/Expository discourse - CPT Code 92507 <input type="checkbox"/> Language - Pragmatics/ Social Scripts CPT Code 92507 <input type="checkbox"/> Language - Vocabulary/ Semantics - CPT Code 92507 <input type="checkbox"/> Phonemic Awareness - CPT Code 92507 <input type="checkbox"/> Phonology - CPT Code 92507 <input type="checkbox"/> Sensory Processing - CPT Code 92507 <input type="checkbox"/> Speech / Language Reevaluation - CPT Code 92506 <input type="checkbox"/> Voice - CPT Code 92507 <input type="checkbox"/> Other
13.	<p>Select the progress from the Progress Indicator dropdown. Progress toward mandated IEP annual goals should be indicated rather than indicating progress towards a session objective only.</p>
14.	<p>Type your notes in the Session Notes field. An example of a Speech-Language session note is as follows: “Jason produced four word utterances when given a direct prompt in 10 out of the 20 trials. Continue use of direct prompts to increase level to spontaneous expressive utterances.”</p>
15.	<p>Click the checkbox to certify this service. <input type="checkbox"/></p> <p>Be sure the session information is accurate and truthful before proceeding. Certifying a Service Record is equivalent to attaching an electronic version of your signature.</p> <p>All services must be certified, including absences and cancellations.</p>
16.	<p>Click Save.</p>
17.	<p>The service just recorded will now be seen on the Services Calendar and the Encounter Attendance reports for your review. These reports can assist you in various ways, for example noting progress in evaluations and/or discussing student progress with parents.</p>

Step	Action
18.	<p>When recording a Speech-Language Therapy session a workflow prompt appears reiterating the need for a Speech-Language Referral document for the calendar year.</p> <p>Follow these steps to create and complete the Speech-Language Referral:</p> <ul style="list-style-type: none"> • Scroll down to the Student Caseload on your homepage and click the blue arrow to the left of the student's name. • Select Student Documents from the list to be taken to the Documents section of the student's online record. • Click the Create New Document dropdown menu and scroll to the Related Services heading. The Speech Referral document is listed there. • Complete the form and when your input is complete, you must finalize the document by clicking on the More Actions link and selecting Change Status of This Document. This will change the document status from "Draft" to "Final".

SAMPLE SESSION NOTES FOR SPEECH PROVIDERS

Language

- A baseline writing sample was taken to assess writing skills utilizing the Oral and Written Language Scale (OWLS).
- Erick identified 4 of 5 sentence fragments. He identified 6 of 7 subjects. However, had difficulty with identifying the predicate of the sentence.
- Christopher required cues to maintain focus on the task. He sequenced steps to 50% accuracy with maximum cues.
- Shaila sequenced steps of the word problem to 80% accuracy. However, presented difficulty answering inferential and application questions about the given word problem.
- Kevin defined the 3 of 5 key vocabulary terms of the session with minimal cues. He was able to sequence 4 of 6 steps of a word problem. He required the most cues to organize the steps in his notebook in order to sequence the ideas and steps of the word problem.
- Jonathan required maximum cues to define 2 of 5 vocabulary words. He benefitted from visual cues.
- He sequenced idea to 60% ACCURACY. He required a graphic organizer presented by the speech teacher to organize the writing steps.

Pragmatics

- Jeffery maintained topic of conversation during 3 of 5 conversational exchanges. He required verbal redirection to return to the topic of conversation.
- Zeide maintained eye contact during 3 of 5 conversation exchanges. He required verbal prompting to maintain eye contact.

Articulation

- Jade produced /r/ to 60% accuracy during speech production. She benefited from cues to slow her rate of speech.
- Jade produced /r/ in connected speech to 60% accuracy. It helped her when she slowed down her speech to accurately produce /r/.