		(C)		log	y for daily l	Average minutes per day for daily log	Average mi	÷ 10 =	ays:	(B) Total minutes of the 10 days:
<u>Day 9</u>	Day 8	Day 7	Day 6	Day 5	Day 4	Day 3	Day 2	<u>Day 1</u>	TE TOTALS	(A) DAILY MINUTE TOTALS
Ideal crime to provide false information on personal care service billings for medical assistance payment. IONS FOR TIME STUDY: One Time Study gis to be used per student. Each PCA supporting the student will document on the same Time Study pages. Write the name of the student (first AND last) and the school district on the top of the JOURNAL ENTRY PAGE before you start writing on it so that you have enough pages for all your entries. (You may want to start with 4 or 5 and when you get down to 1 et and still have days remaining in the time study, make more copies). Back line on the JOURNAL ENTRY PAGE before you start writing on it so that you have enough pages for all your entries for 10 days. Enter the bate. You need to enter the day enter the Day #. You only need to enter this on the first entry line for the day enter the Day #. You only need to enter this on the first entry line for the day enter the Day #. You only need to enter this on the first entry line for the day enter the Day #. You only need to enter this on the first entry line for the day enter the Day #. You only need to enter this on the first entry line to the case for EACH entry of each day. You cannot use quote marks. For the first line of each journal, include the YEAR. Document start and end time each time a task is completed. Write your initials on the entry line. Each entry MIJST have the initials of the PCA/para completing the task. For the first line of the bus and ascording him/her to the classroom, near "10" under the "Mobility" task. DAILY TOTAL MINUTES will only have a number of students the PCA was supporting while completing the tasks for the day and enter the total number of minutes for the last entry for a day. Add up all the numbers under all the tasks for the day and enter the total number of minutes for the first behaven days. You may have more than 1 day per page as long as there is a blank line between days. The time study should be submitted in black ink. Do not use white out, correction lape, pencil, ditto marks or	entries for I, include the IIne. This message in the top of the 10 days in this page.	ies. (You make each journa rexample: ng 2 children or the day a between ded during ded during an.	the same Time Study pages. ITRY PAGE (if it is not typed in). pages for all your entries. (You may want to start with pages for all your entries. (You may want to start with pages for all your entries. (You may want to start with pages for all your entries. (You may want to start with the tay. It have the first line of each journal, include the YEAR. It have the first line of each journal, include the YEAR. It have the task on this entry line. This must be fille completing the task. If you were getting 2 children from the bus and essent under all the tasks for the day and enter the total nurses under all the tasks for the day and enter the total nurses the fille of the support needed to start the top of THIS pages and End dates of the Time Study at the top of THIS pages per day. The pages for all your entries. If a mistake is made, you can put one provided of the support of a mistake is made, you can put one provided of the support of a mistake is made, you can put one provided the support of the support o	yment. yment n the same Time St ENTRY PAGE (if it is ENTRY PAGE (if it is gh pages for all you each day. You are each day. You are larks. For the first lir ng the task. ille completing the te der the related task. ille completing the te bers under all the ta cschedule. You do art and End dates of bertain to the suppor utes per day. names printed, signe he student's IEP/Ca to marks or arrows. Isse manager has. hem Plains office.	sistance pa JOURNAL E have enoughers, and the enoughers). The popular of the enoughers o	student will one top of the tits on the first son the firs	rvice billings fool district on the old district of students the district of the day. I have more the old district of the student of the student of the student of the old district of the old district of the student of the old district of the student of the student of the old district of old district of the old district of t	Each PCA and the scho pefore you signing in the schoonsidered a #. You only EACH entry MUST have he number of the stask entry of the stask entry s. You may day. Contin all tasks with estudent the student of the stude	Ise information on persouby: to be used per student. It tudent (first AND last) a JRNAL ENTRY PAGE is not still have days remain NAL ENTRY PAGE is correctly the day enter the Day sed to enter the date for define each time a task where the group. This is the bus and escorting him/s in the group. This is the bus and escorting him/s in the entry that is the law K LINE in between days absent a day, skip that mpleted their entries for each of nat provided support to the submitted in black in dinitial by it. Time Study and Journal I ime Study and Journal I	It is a federal crime to provide false information on personal care service billings for medical assistance payment. In RECTIONS FOR TIME STUDY: 1. One Time Study pages. 2. Write the name of the student (first AND last) and the school district on the top of the JOURNAL ENTRY PAGE before you start writing on it so that you have enough pages for all your entires. (You may want to start with 4 or 5 and wh you get down to 1 left and still have days remaining in the time study, make more copies). 3. Make copies of the JOURNAL ENTRY PAGE before you start writing on it so that you have enough pages for all your entires. (You may want to start with 4 or 5 and why you get down to 1 left and still have days remaining in the time study, make more copies). 4. Each line on the JOURNAL ENTRY PAGE is considered an "entry." 5. On the first entry line for the day enter the Day #. You only preed to enter this on the first entry of each day. You cannot use quote marks. For the first line of each journal, include the YEAR. 7. Document start and end time each time a task is completed. 8. Write your initials on the entry line. Each entry MINIST have the initials of the PCA/para completing the task. 9. Enter the # of children in the group. This is the number of students the PCA was supporting while completing the task on this entry line. This must be filled in for each taskerthy, you were getting the child off the bus and escorting him/her to the classroom, enter "10" under the "Mobility" task. If you were getting 2 children from the bus and escorting him/her to the classroom, enter "10" under the "Mobility" task. 11. DAILY TOTAL MINUTES will only have a number of the last entry for a day. Add up all the numbers under all the tasks for the day and enter the total number of minute to the Alexa the PCA/pa have completed their entires to the student for the study when both are back to schedule. You do not need to start the time study over. 12. After all PCA/pa have completed their entries for all tasks with the student for th
Initials						Signature	Si			Printed Name
				ly)	Time Stud	g this 10 day	tudent durin	ort to the s	As who provided supp	Service Providers: (list all PCAs who provided support to the student during this 10 day Time Study)
					/ision:	PCA Supervision:			//to_	Start/End Dates of Study:
				sible Party:	ger/Respon	Case Manager/Responsible Party:			/	Student Date of Birth:
						School:				Student Name: (print)
Page 1					4)	1018-U6-TN	Services (T	for IEP	al Care Assistance	Time Study of Personal Care Assistance for IEP Services (T1018-U6-TM)

Page 2
Please check areas where student requires intervention, monitoring, prompts or assistance. A child is not dependent in an activity or ADL if the child's need for assistance is age appropriate.

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Constant monitoring of child due to medical condition	Assists/monitoring Range of Motion/Muscle Exercises	Other Health Related Tasks	Other:	Cleaning/sanitizing bathroom or diapering area	Transfer to and from toilet	Cueing and supervision of toileting	Personal Hygiene and Toileting	Positioning or turning child t	Positioning	Assist from point A to point	hilith:	Transfers	Care of eyeglasses, hearing aids (batteries, positioning)	Assistance with basic hair care	Grooming	Assists with shoes/boots: tie, put on/off	Assists choosing/changing clothing; zippers, snaps	Dressing	Washing hands before & after eating	silverware, beverage)	Assistance in lunch line (choosing food, carry tray,	Eating	Vulnerable due to cognitive deficit	social acts)	Socially vulnerable (Teasing	Vulnerability due to cognitive deficit or disability	Other:	Suicide threats	Pulling out hair	Ingesting non-edibles	Self-poking or stabbing	Head banging	Self-biting	(PA	Behavior/Vulnerability: (
due to medical condition	Motion/Muscle Exercises	3		m or diapering area		oileting	eting	for necessary care and comfo		B: push wheelchair, hand-in-	or ching in our one searing/ sea	or hild from one coating/sta	aids (batteries, positioning)	ле		e, put on/off	:lothing; zippers, snaps		er eating		osing food, carry tray,		deficit		Socially vulnerable (Teasing from peers, doing inappropriate	ve deficit or disability	Other:	Pushing/Roughness	Hair pulling	Kicking	Scratching	Pinching	Biting		: (assisting/prompting, monit Physical injury to others D
								rt; insur		hand as	9	nding p				_									ate	ŀ	Other:	Dest	roor	Thro	Usin	Setti	Tear	Brea	oring/ol estructi
Other:	Seizure Management: Monito assistance to maintain safety			Diapering	Wiping	Assistance with feminine hygiene		Positioning or turning child for necessary care and comfort; insure proper body alignment to prevent injury		Assist from point A to point B: push wheelchair, hand-in-hand assist to walk, monitor to walk safely due to medical need	File.	orition to another including E	Assistance with keeping face clean, blowing nose	Assistance with dental care		Other:	Manage braces or other orthotics		Feeding and/or monitoring	mixing)	Setting-up food (cutting, arrange plate, open pac	,	Vulnerable sexually	know, friendly to those wh	Vulnerable to strangers (le		n :	Destroying books/papers	Damaging computers/class room items	Throwing/flipping furniture	Using tools/objects to damage	Setting fires	Tearing clothes	iture	Behavior/Vulnerability: (assisting/prompting, monitoring/observing, redirection/intervention of behavior an Self-injurious Physical injury to others Destruction of property Unusual or repetitive
	Seizure Management: Monitor for seizures and physical assistance to maintain safety					ygiene		revent injury		afely due to medical need	Cycl my wincelenging, stander	L L	ce clean, blowing nose				thotics		Feeding and/or monitoring intake for medical reasons		rrange plate, open packages,	:		know, friendly to those who are unfamiliar adults/peers	Vuinerable to strangers (leave with someone they don't		Other:	Humming or screaming	Chewing/sucking on non-edible items	Hand-flapping	Spinning objects	Grinding teeth	Rocking		d/or vulr
Other:	Assist with self-administered medication, including reminders, open meds, give to child, monitor			Skin care: inspecting, applying lotions	Assistance with washing/drying hands	Assistance with clothing		Other:		Other:	Cuci	O+h-	Other:	Ensuring clothes are clean & properly fastened		Other:	Laundering clothing that is soiled		Other:	fast, not choke	Cue to stay on task to get		Medically fragile		Vulnerable to harmful situ		Other:		or,	Elopement	Resistive to care	Argumentative	Refusing to talk to others		n Behaviors
	red medication, including re to child, monitor			ying lotions	trying hands									& properly fastened			s soiled				Cue to stay on task to get nutrition/fluid intake, not eat				Vulnerable to harmful situations (touching a hot surface)		Other:	Bullying	in inappropriate places	Screaming	Verbally aggressive	Inappropriate language	Inappropriate touching	Spitting	Socially Offensive

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Time Time Imitals group Vulnerability Eating Dressing Grooming Transfers Mobility Positioning Related Tolleting Transfers Mobility Positioning Transfers Mobility Positioning Transfers Mobility Positioning Transfers Mobility Transfers Transfers Mobility Transfers Trans	<u>s</u>	renter a on each y. No "	*Start	*End		# of children in the	Behaviors &							Other	Hygiene &	DAILY
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