

Logging Service Records in PSSP – [Direct Service Staff](#)

All logged services are due the 15th of the following month (eg. September due October 15th).

***CASELOAD:** It is important to keep your caseload current. Add new students as necessary and remove students as necessary. If removing students, do this only after all Service Records have been completed.

***PSSP homepage:** Report titled [\[WISD\] My Medicaid Caseload](#) (right column) automatically lists who on your caseload is Medicaid eligible. ***For these students:** you log a monthly summary + your services.

NOTE: *If you do not see the 'My Medicaid Caseload' report on your homepage, please contact me.*

Logging Service Records:

1. **PSSP Homepage:** Scroll down to your caseload and click the **Calendar icon** to the left of student name
2. Highlight the Student for whom you are logging services, or check the box, if using a Mac
3. Select the calendar date of your service. Right click on that date. Click **Record Past Service**.
4. Fill in the following fields: **Service** (click on your title in the pink field)

Service Type:

- Select the **Service** that best describes the service you are providing, i.e. individual/group therapy, evals, REEDs, etc.
- If attending/amending/evaluating or prepping for an IEP/IFSP, select [IEP/IFSP Participation](#)
- If completing a monthly summary, select [Monthly Progress Summary](#)

Time and Duration: Select the time of your service or IEP meeting and include # of minutes in Duration

Progress Report: Select from the drop-down your student's overall progress. If it is not applicable to the service you are logging, select **Not Applicable**.

5. **Provider Notes:** Include enough detail to allow reconstruction of what transpired for each **Service** you are logging; e.g., what was done, how did the student respond, what is the plan going forward.

For IEPs/IFSPs: State what **your role/task** was in the IEP/IFSP; e.g., evals, reports, mtgs, next steps.

6. **Areas Covered:** Select one area. If you feel none fit, choose **Other** and *specify* what "Other" is to the right.
7. Check the box titled: **Has this service been completed** and click [Save](#).
8. **WARNINGS:** Prescriptions are handled by the Medicaid Dept.; no worries. **NOTE:** Your Service Records can be edited by right clicking on the purple calendar tab; click edit and make changes. Once it's submitted for billing, you can no longer edit. If you **HAVE** to make a change, contact the Medicaid Dept. for assistance.

*Log Monthly Progress Summaries ONLY on students listed in [\[WISD\] My Medicaid Caseload](#)

- Monthly summaries must be dated in the month services were provided. **Using the last school day of the month is recommended.**
- Repeat Steps 1-4 from above. **NOTE:** For **Service Type**, you **must** select "Monthly Progress Summary"
- **Time** field should be a time when school is in session.
- **Duration** is not required for monthly summary.
- **Provider Notes:** Summarize how the student did overall during the month. Include evaluation of progress, changes in medical and mental status, and any changes in treatment with rationale for change.
- **Areas Covered:** Choose **Monthly Summary**. If not listed, choose **Other** and write monthly summary to the right.
- Check the box titled: **Has this service been completed** and click [Save](#).

SOCIAL WORKER + LIMITED LICENSED SOCIAL WORKER TIP SHEET (same services)

Provider Notes must include enough detail to allow reconstruction of what transpired for each service.

All logged services are due the 15th of the following month (eg. September due October 15th)

Service Type	Service Type Description
Care Management Services Behavioral Health [99484]	Used for reporting work on Functional Behavior Assessments and Positive Behavior Support Plans; including time spent planning/development without the student, consulting with outside agencies or other team members, POC revisions
Communication	Use for record keeping purposes only.
Consultation	Consult services are not separately reimbursable. If you are providing consult services, use the service type Consultation to document the service.
Crisis Intervention can be provided to any student. Service is not listed in IEP/IFSP, 504 or Health Plan	
Crisis Intervention Service – per 15 minutes [H2011]	Crisis Intervention Mental Health Services, per 15 minutes, unscheduled activities provided for the purpose of resolving an immediate crisis situation. Activities include crisis response, assessment, referral, and direct therapy
Service Type	Service Type Description
Family Psychotherapy (conjoint) w/o student present; must be in IEP/IFSP [90846]	Family psychotherapy (conjoint psychotherapy) <u>without student present</u> . Limit one session per day
Family Psychotherapy (conjoint) with student [90847]	Family psychotherapy (conjoint psychotherapy) <u>with student present</u> . Limit one session per day
Group Therapy, 2 - 8 students [90853]	Two to eight students present in therapy group. Limit one session per day
IDEA Evaluations (Initial and 3-year Re-determination) Date of Service is date of the IEP/IFSP	
IDEA Eval: Brief Emotional/Behavioral Assessment for IDEA [96127 HT]	Brief emotional/behavior assessment (e.g. depression inventory, attention-deficit/hyperactivity disorder (ADHD) scale, with scoring and documentation, per standardized instrument used for initial and recertification of special education eligibility
IDEA Eval: Developmental Screen w/score [96110 HT]	Developmental screen with scoring and documentation, per standardized instrument used for initial and recertification of special education eligibility
IDEA Eval: Mental Health Assessment, Initial/Reeval [H0031 HT]	Evaluation of the student’s overall mental health functioning; used for initial and recertification of special education eligibility
IDEA Eval: Developmental Testing, 31 to 76 minutes [96112 HT]	Developmental testing (including assessment of fine and/or gross motor, language, cognitive level, social, memory, and/or executive functions by standardized developmental instruments when performed)
IDEA Eval: Developmental Testing, 77+ minutes [96112 HT : 96113 HT]	Same as above with additional time. Select the above procedure until you reach 76 minutes. Select this procedure to record time of testing at 77 minutes and beyond. These are recorded on the same date of service – the date the student becomes certified for special education

IEP/IFSP Participation	
IEP/IFSP Participation – Brief Emotional/Behavioral Assessment [96127 TM]	Participation in the IEP/IFSP meeting. Completed evaluation = brief emotional/behavior assessment
IEP/IFSP Participation – Developmental Screen w/score [96110 TM]	Participation in the IEP/IFSP meeting. Completed evaluation = developmental screen
IEP/IFSP Participation – Mental Health Assessment [H0031 TM]	Participation in the IEP/IFSP meeting. Completed evaluation = mental health assessment
Service Type	Service Type Description
Individual Behavioral Health Counseling [H0004]	Behavioral counseling per 15 minutes ; addresses mental health and substance use disorders
Monthly Progress Summary	Monthly Progress Summaries are REQUIRED for all months in which therapy services are reported. Include evaluation of progress, changes in medical and mental status, and any changes in treatment with rationale for change. Summaries must be dated in the month the services were provided. <i>Using the last school day of the month is recommended.</i>
No School Day	Use for record keeping purposes only.
Non-billable Group (size 9+)	If your group is larger than 8, select Service Type Non-billable Group [size 9+] to document the service.
Other	Use for record keeping purposes only.
Other Evaluations – Not for Certification. Date of service is date the evaluation is completed.	
Other Eval: Brief Emotional/Behavioral Assessment, Not for IDEA [96127]	Brief emotional/behavior assessment (e.g. depression inventory, attention-deficit/hyperactivity disorder (ADHD) scale, with scoring and documentation, per standardized instrument; not used for special education certification
Other Eval: Developmental Screen w/score – Not for IDEA [96110]	Developmental screen with scoring and documentation, per standardized instrument; not used for special education certification
Other Eval: Mental Health Assessment, Not for IDEA [H0031]	Mental health assessment which is not used for special education certification
Other Eval: Developmental Testing, 31 to 76 minutes – Not for IDEA [96112]	Developmental testing (including assessment of fine and/or gross motor, language, cognitive level, social, memory, and/or executive functions by standardized developmental instruments when performed); not used for special education certification
Other Eval: Developmental Testing, 77+ minutes – Not for IDEA [96112 : 96113]	Same as above with additional time. Select the above procedure until you reach 76 minutes. Select this procedure to record time of testing at 77 minutes and beyond. These are recorded on the same date of service – the date you complete the evaluation
Service Type	Service Type Description
Provider Absent	Use for record keeping purposes only.
Provider Not Available	Use for record keeping purposes only.
Psychotherapy	
Psychotherapy, 16 to 37 minutes with student and/or family member [90832]	Treatment of a mental or emotional disorder with student and/or family (as long as student is present for part of the session)
Psychotherapy, 38 to 52 minutes with student and/or family member [90834]	Treatment of a mental or emotional disorder with student and/or family (as long as student is present for part of the session)

Psychotherapy, Interactive Complexity, 16 to 37 minutes w/student and/or family [90785: 90832]	Interactive complexity is used in conjunction with psychotherapy when factors complicate the delivery of service. Common issues that exist: <ol style="list-style-type: none"> 1. Maladaptive Communication (i.e. high anxiety, reactivity or disagreement) 2. Caregiver’s emotions or behaviors interfere with implementation of treatment plan 3. Mandated reporting, such as in situations of abuse or neglect 4. Use of play equipment devices or an interpreter due to lack of fluency or undeveloped verbal skills
Psychotherapy, Interactive Complexity, 38 to 52 minutes w/student and/or family [90785: 90834]	Interactive complexity is used in conjunction with psychotherapy when factors complicate the delivery of service. Common issues that exist: <ol style="list-style-type: none"> 1. Maladaptive Communication (i.e. high anxiety, reactivity or disagreement) 2. Caregiver’s emotions or behaviors interfere with implementation of treatment plan 3. Mandated reporting, such as in situations of abuse or neglect 4. Use of play equipment devices or an interpreter due to lack of fluency or undeveloped verbal skills
REED	
REED – Psych/SW Mental Health Assessment [H0031 TL]	Participation in the reevaluation of existing data (REED) in the determination of the student’s eligibility for special education services. Completed mental health assessment
REED – Developmental Testing, 31 to 76 minutes [96112 TL]	Participation in the reevaluation of existing data (REED) in the determination of the student’s eligibility for special education services. Completed developmental testing
REED – Developmental Testing, 77+ minutes [96112 TL; 96113 TL]	Participation in the reevaluation of existing data (REED) in the determination of the student’s eligibility for special education services. Completed developmental testing with additional time
Service Type	Service Type Description
Student Absent	Use for record keeping purposes only.
Student not Available	Use for record keeping purposes only.
Telepractice	
Thirteen (13) telepractice codes available for virtual (visual/audio) services.	
General Service Information	
<p>Developmental testing is medically related testing (not performed for educational purposes) provided to determine if motor, speech, language, and/or psychological problems exist or to detect the presence of any developmental delays. Testing is accomplished by the combination of several testing procedures and includes the evaluation of the student’s history and observation. Whenever possible and when age-appropriate, standardized objective measurements are to be used (e.g. Denver II) for students under the age of six. Administering the tests must generate material that is formulated into a report. Developmental testing done for educational purposes cannot be billed to Medicaid.</p> <p>Push-in Services: If you pull a student or group of students to the back of the room, into the hall or a separate chat room (if virtual), to provide your service, then yes, it is reimbursable. Student focus is on the SW, not the teacher.</p> <p><i>Services provided as part of a regular classroom activity are not reimbursable, e.g., if you are addressing the whole class or just observing while academics or classroom activities are taking place.</i></p>	

Questions? Contact Medicaid Dept. Anisa Isap aisap@washtenawisd.org 734-994-8100, x1556

Logging a Direct Service

Service Record

Student Sample, A

Service School Social Worker

Staff Sample, B

Service Type Psychotherapy, 16 to 37 minutes

Select the service type that best fits what you are seeing the student for.

Service Date Time 11/15/2022 11:30

Group Size 1

Duration Minutes 20

Progress Report Slight Progress

In your professional opinion, select the progress that fits the service you are providing. If it is "not applicable," choose it from the drop down.



Provider Notes

Social Worker modeled and directed student to engage in appropriate play with peers. Student showed difficulties following directions 3 of 4 observations and would walk around the room whining, screaming or crying without trying to play with peers. Direct therapy will continue.

Provider notes must contain enough detail to be able to reconstruct what transpired during your service, e.g. who was present, what was done, next steps. A couple sentences with good details is all you need.

Areas Covered/Assessed:

Psychotherapy

(If Other Specify):

(none)

(If Other Specify):

(none)

(If Other Specify):

Areas covered: select one item from the drop down. If nothing fits what you did, selecting "Other" is fine. However, be sure to fill in the field to the right: (If Other Specify)... as in what does "other" mean to you.

Has this service been completed?

Check this box when you are done.

Save

Cancel

Lastly, click save.

A warning will pop up. It means you can edit any service records you have created if it has not been submitted for billing. If it has already been submitted, and you need to change/correct something, reach out to the ISD Medicaid Department for assistance.

Logging IEP Meetings

Service Record

Student Sample, A

Service School Social Worker

Staff Sample, B

Service Type IEP/IFSP Participation: Brief Em

Service Date Time 10/26/2022



11:30



Date of service is the date of the IFSP/IEP.

Group Size 1

Duration Minutes 60

Progress Report Moderate Progress

In your professional opinion, select the progress that fits the service you are providing. If it is "not applicable," choose it from the drop down.



Provider Notes

Attended virtual IEP meeting with team and student's parents. Reviewed goal progress-showing some progress in reducing the frequency of behavioral outbursts in the classroom. He is showing improvements in following classroom routine with less adult support. New goals established with family and coping strategies reviewed with Mom and Dad

State what your particular role and/or tasks were for this IFSP/IEP, What did you discuss/advise at this meeting? Plan going forward? Does not need to be lengthy, 2-3 sentences with detail. Writing "IEP Meeting" is insufficient and an audit risk.

Areas Covered/Assessed:

IEP Development/Review

(If Other Specify):

Areas covered: select IEP Development/Review

(none)

(If Other Specify):

(none)

(If Other Specify):

Has this service been completed?



Check this box when you are done.

Save

Cancel

Lastly, click save.

A warning will pop up. It means you can edit any service records you have created if it has not been submitted for billing. If it has already been submitted, and you need to change/correct something, reach out to the ISD Medicaid Department for assistance.

Logging a Monthly Summary

Service Record

Student Sample, A

Service School Social Worker

Staff Sample, B

Service Type Monthly Progress Summary

You MUST select "Monthly Progress Summary."

Service Date Time 11/30/2022

11:30

Select a time when school is in session.

Group Size 1

Duration Minutes Duration is not required

Progress Report Moderate progress

In your professional opinion, select the progress the student made for the month.

Provider Notes

Student has worked with the social worker at the scheduled times and been cooperative. Student was able to demonstrate coping skills in 3/3 sessions this month. Per teacher report, she has decreased her behavioral over-reactions within the classroom and maintains participation for an average of 9 minutes. Therapy will continue to address social skills and active group engagement.

Summarize how the student did overall during the month. Include evaluation of progress, changes in medical and mental status, and any changes in treatment with rationale for change.

Areas Covered/Assessed:

Other

(If Other Specify): Monthly Summary

Areas covered: select "Other" and in the field to the right "(If Other Specify):" type in "Monthly Summary."

(none)

(If Other Specify):

(none)

(If Other Specify):

Has this service been completed?

Check this box when you are done.

Lastly, click save.

Save

Cancel

A warning will pop up. It means you can edit any service records you have created if it has not been submitted for billing. If it has already been submitted, and you need to change/correct something, reach out to the ISD Medicaid Department for assistance.

Documentation...

Exemplary Examples - SSW

Provide Lots of Detail!

Example 1:

Psychotherapy, 16-37 minutes with student and/or family member 90832

School social worker observed student interact with others and participate in circle time. Student was easily distracted and unable to remain seated with his peers throughout the activity. School social worker modeled appropriate play with student during free time. Student did not respond positively to prompts of sharing or taking turns with peers. Student preferred to play independently. Direct therapy will continue.

Psychotherapy, 16-37 minutes with student and/or family member 90832

School social worker observed and directed appropriate behavior during table time with Student. Student showed behavior overreactions when he became fixated on being able to complete a task twice before moving to the next task. Student was not able to calm himself until he completed the duplication. Student needed direction to stay at the table throughout the activity. During choice time, School social worker modeled sharing and directed student to share his train with a friend. Student was able to give one of his trains to a peer and comply with the direction. Direct therapy will continue.

Monthly Progress Note

Student is showing some progress in reducing the frequency of behavioral outbursts in the classroom. He continues to show difficulties in communicating his wants/needs which causes him frustration. He is showing improvements in following classroom routine with less adult support. Student is observed having rigid thoughts and compulsions such as having to repeat a task twice before being able to move on. Direct therapy will continue.

Example 2:

Psychotherapy, 16-37 minutes with student and/or family member 90832

School social worker modeled and practiced sharing and taking turns with a toy. Student was willing to share a toy for only one exchange during the interaction. Student was encouraged to share with a peer, but he did not comply with the request. Direct therapy will continue.

Psychotherapy, 16-37 minutes with student and/or family member 90832

School social worker modeled and directed student to engage in appropriate play with peers. Student showed difficulties following directions 3 of 4 observations and would walk around the room whining, screaming, or crying without trying to play with peers. Direct therapy will continue.

Monthly Progress Note

Student continues to require substantial adult support to assist with behavior difficulties throughout the day. He requires more accommodations than his peers, is very possessive of toys, and is quick to react with physical aggression when things do not go his way. Student's tantrums are becoming less severe and frequent as the staff continue to stay consistent with his expectations in the classroom. Direct therapy will continue to address behavior expectations.

Example 3:

Group therapy 2-8 students 90853

Student participated in a social skills group with peers during center time in the classroom. Student identified feelings cards (4/4 attempts) and utilized the visuals for Feelings Bingo game. Student practiced identifying various feelings and talking about situations when they could experience that emotion. Student was not always engaged in the game as he would fixate on unrelated topics (off topic 3/5 times).

Group therapy 2-8 students 90853

Student participated in a social skills group with peers in the classroom. Student played a game and practiced using positive social skills such as accepting a loss, using encouraging words, and following directions. Student wanted to play a different game but was able to move past his disappointment and participate successfully for 20 minutes. Therapy will continue to address social skills.

Monthly Progress Note

Student is participating in social skills groups and showing progress in his ability to follow directions. Student continues to show difficulties in managing his emotions appropriately. He also is working on his communication/listening skills. Therapy will continue to address these skills.

Example 4:

Psychotherapy (30 min) 90832

Individual session, talked about ways to share feelings. Student did a nice job with playing with sw today. Was able to process information and give positive responses to questions, read a book and asked for ways to solve the situation. Was able to respond appropriately in the setting 100% of the time with sw.

Psychotherapy (45 min) 90834

Visual plan designed for student to help with adhd concerns. Talked about ways to deal with frustration and ways to stay calm. Able to verbally tell me the ways to deal with frustration, listed 4/5 steps in the visual plan.

Psychotherapy (30 min) 90832

Met with student, discussing frustration/anger and how we need to continue to deal with the issues when they come up in a setting. Practiced different situations, did well and able to give options for the situations given to student 4/5 times.

Monthly Progress Note

Monthly progress, 3 sessions this month-discussed anger, frustration, working on feelings and doing behaviors, and on-task behaviors. Student struggling with on task behaviors and getting frustrated when academics are too difficult. Work on making good choices and decision, and staying in required area with hands/feet to self. Social story about our hands being safe, talked with grandmother and parent and student going to the doctor on Thursday. Therapy will continue.

Example 5:

Group therapy 2-8 students 90853

Modality: Small group for Skillstreaming Lesson 26: Knowing how your body feels. IEP progress: Student participated in group, but was quiet and did not volunteer to answer questions or be in a role play. He earned five points. Next steps: follow-up in a small group (with partner) on the lesson.

Group therapy 2-8 students 90853

Modality: Small group with similar peer (with similar IEP goals). Skillstreaming lesson 46 - "Knowing how you feel." IEP progress: Student presented as cooperative in group. He identified himself as "happy" to be in session. Next steps: Follow up with student on his Skillstreaming "homework". His goal was to use the skill on recess today.

Monthly Progress Note

Per teacher report, student has had an excellent month with his behavior. This school year has only resulted in one explosive episode. Upon questioning, student could not identify reasons that made this year different or better than last year. Therapy will continue to support behavior and social interactions.

Example 6:

Group therapy 2-8 students 90853

Student participated in anger management group. We had to address issues of personal space and tone of voice during the group as well. The activity was a game called Angry Dragon, which she was able to play with taking turns, following directions, etc. She was able to share coping skills and answer questions about happy versus unhappy people 4/5 times.

Group therapy 2-8 students 90853

Student participated in a group where the focus on the session was a social skill regarding losing a game. The

story was read and discussed and the group played a game. She was agitated by other students being loud and not focusing, so social worker took her into the hallway, processed through the issue, helped her practice her coping skills and brought her back. She then participated in the game and was able to handle losing the game with some support to remain positive and focus on what the social story said about losing for 5 minutes (goal is 15).

Group therapy 2-8 students 90853

Social group consisted of reviewing a social story about playing a game, losing the game and sportsmanship. Student participated in the story and played Halloween Bingo. She did not win the game and was frustrated, but she was able to use learned coping skills to remain calm, tell the winner "good game" and move on to the next activity. Student was engaged in the game for 7 minutes. Therapy will continue to work toward goal of 10 minutes engaged participation.

Monthly Progress Note

Student has worked with the social worker at the scheduled times and been cooperative. Student was able to demonstrate coping skills in 3/3 sessions this month. Per teacher report, she has decreased her behavioral over-reactions within the classroom and maintains participation for an average of 9 minutes. Therapy will continue to address social skills and active group engagement.

Random Moment Time Studies - a Guideline for Direct Service Providers

When chosen, you will receive an email from miaop@pcgus.com that you have been randomly selected to complete a web-based random moment time study. The time study gathers information on the activities that school staff are performing and classifies these activities based on whether they are educational or related to the delivery of designated health services that could be federally matched by Medicaid.

It is important that the person who reviews and assigns a code to your answers understands your activity. Please follow these guidelines: Use medical terms, when applicable, to describe activities which are health related in nature.

Using detail and providing thorough responses will help to avoid follow-up questions.

Best Practice: Respond the same day, or w/in 24 hrs, while information for that moment in time is fresh in your mind.

Question 1- Who was with you?

Too Vague	Detailed Response
A student	A student who is severely, multiply impaired
A parent	A parent of a student with autism
A teacher	The SXI classroom teacher
A principal and staff	The principal of our center program for special ed. students, along with the OT and PT and Social Worker

Question 2 – What were you doing?

Too Vague	Detailed Response
Seeing a student	Providing individual therapy to a student. We worked on her goal of answering simple WH questions with decreasing cues.
Compiling Data	Compiling medical evaluations and assessments for an upcoming IEP
Looking at records ... or Paperwork	Reviewing a student’s history and medical records to prepare for an IEP... or ... Documenting a student’s progress on IEP goals

Question 3- Why were you doing this activity

Too Vague	Detailed Response
Planning	We are holding an IEP. Our team is recommending a change in certification from speech impairment to autism spectrum disorder. I will be presenting evaluation results.
Per IEP goals	The student is non-verbal and needs support for effective communication during her activities of daily living due to multiple impairments
Student needed assistance	Student was having difficulty breathing, probably due to seasonal allergies ... or ... Student needs help with actuation due to limited hand strength

Question 4 - Is the service you provided part of the child’s medical plan of care or for which medical necessity has been determined? Options: Pick One

- Yes – IEP/IFSP
- Yes – Medical Plan of Care other than an IEP/IFSP (i.e. 504 plan, student health plan, nursing plan, physician’s order, crisis intervention services)
- Medical necessity established in other method
- No, or N/A

Random Moment Time Study AT • A • GLANCE

Frequently Asked Questions: RMTS

What is the Random Moment Time Study (RMTS)?

The RMTS is the federally accepted method of documenting the amount of staff time spent on direct service and administrative outreach activities.

What is the purpose of the RMTS?

The RMTS is a program requirement that helps schools receive federal reimbursement for time spent on allowable related activities.

What is my role in the RMTS?

Your role is to respond to all moments you have been selected for in a timely manner.

How did I get selected to complete an RMTS survey?

Your district's RMTS coordinator identified you as a person who performs activities related to Medicaid and health-related services as part of your job.

How many RMTS surveys will I get?

It varies, but people typically receive 0-5 surveys per quarter.

How long does it take to complete an RMTS survey?

The survey is five questions and can usually be completed in less than five minutes.

How should I respond to the RMTS survey questions?

- Provide truthful and thorough responses. There are no wrong answers, but remember to answer completely and accurately. Do not include student names.
- The survey is asking about one minute in time. When answering your RMTS survey, provide specific information about that sixty second period.

Tips for specific situations:

IF YOU WERE...	TELL US...
In an IEP meeting	What was the single topic of discussion at your assigned RMTS time?
Conducting an assessment	What type of assessment were you conducting?
Discussing a student	What was the single topic of discussion at your assigned RMTS time?
On a prep period	What were you preparing at the time of your moment?
Completing an IEP	What specific part of the IEP was being worked on at the time of your moment?
Working on an IEP goal	What specific goal was being worked on at the time of your moment?
Working on email	What was the content of the specific email you were reading or writing?
Driving to next location	What was the first task completed upon arriving at your next location?
Completing multiple tasks	What one specific task was being completed at the exact time of your moment?
At a conference/training/PD	What was the topic of discussion at the time of your moment?

Final Tips:

- When responding to the "why" question, think about the intended outcome of the activity you were doing.
- You should not drop everything to complete your RMTS survey. However, you should complete it as soon as possible after the moment passes. Ideally, complete the RMTS survey before leaving work for the day.
- If you are absent, not scheduled, or leaving work before your moment occurs, complete it the next day.
- If you are not working with a student at the time of your moment, that is fine. You should still complete the moment and respond with the activity you were doing at that date and time.