

	Proposed SPA Services	Distinguishing Characteristics	Qualified Personnel	Case Examples The NP-LBHPs listed below may provide the following services under their scope of practice, including but not limited to:
1	Other Licensed Professionals (OLP)	<ul style="list-style-type: none"> Allows delivery of services in the community to effectively engage the youth by a Non-Physician Licensed Behavioral Health Practitioner (NP-LBHP) Services can be provided outside of the four walls of the licensed, certified, and/or designated agency that employs the practitioner Services provided by the Licensed practitioner must be within their scope of practice under State practice Law. 	<ul style="list-style-type: none"> This service is similar to the Medicaid physician authority that outlines 'WHO' can provide a service under the scope of practice permitted under State law <p>OLPs must be NP-LBHPs as defined by the State of New York. <u>This includes individuals licensed and able to practice independently as a:</u></p> <ul style="list-style-type: none"> <u>Licensed Psychoanalyst</u> <u>Licensed Psychologist (already included in the State Plan elsewhere)</u> <u>Licensed Clinical Social Worker (LCSW)</u> <u>Licensed Marriage & Family Therapist</u> <u>Licensed Mental Health Counselor and</u> <p><u>A NP-LBHP also includes</u></p>	<p>An eight year old child is struggling with social skills and anxiety in public settings and has been unsuccessful in attending treatment sessions in a formal office setting.</p> <ul style="list-style-type: none"> The Licensed Psychoanalyst may use psychoanalytic techniques to identify the cause of fears or behaviors that are disrupting the child's life and develop strategies to increase healthy functioning. A Licensed Psychologist may meet with the child/family in the home, at the school, or at another location to evaluate, counsel and provide psychotherapy for the prevention, diagnosis, and treatment of anxiety and /or other behavioral disorders. (from STSED http://www.op.nysed.gov/prof/psych/). The Licensed Clinical Social Worker (LCSW) meets with child/family in the home to develop an assessment based treatment plan with interventions that address the child's diagnosis of anxiety. The Licensed Master Social Worker (LMSW) may meet the child at a local park to assess the child's psychosocial functioning in a group setting. The Licensed Marriage and Family Therapist (LMFT) provides family therapy to improve communication and to reduce challenges to healthy functioning in their relationship and interactions. The Licensed Mental Health Counselor (LMHC) may provide psychotherapy in the home to address symptoms of the child's anxiety.

			<p><u>the following individuals who are licensed to practice under supervision or direction of a Licensed Clinical Social Worker (LCSW), a Licensed Psychologist, or a Psychiatrist:</u></p> <ul style="list-style-type: none"> <u>Licensed Masters Social Workers (LMSW)</u> 	
2	Crisis Intervention (CI)	<ul style="list-style-type: none"> • Provided to a child and his/her family/caregiver who is experiencing a psychiatric or substance use crisis • Accessibility of the service: (24/7 capabilities, 1 hour response time, triaging system) 	<ul style="list-style-type: none"> • Provided by a team of two individuals: a Licensed practitioner & unlicensed practitioner (EX: Peer Advocate) OR Two Licensed Practitioners 	<p>At the end of the school day, Priya, a seven year old girl, exhibits aggressive behaviors including hitting and kicking peers, yelling profanities, and spitting at staff while boarding the school bus. School staff intervened to protect the health and safety of both Priya and her peers but were unable to de-escalate the situation. School staff removed Priya from the situation and brought her to the school social worker's office. Priya was unable to calm down for others and her own safety. Therefore, staff contacted the crisis intervention team and Priya's family. The crisis team, composed of a Licensed Psychologist and Peer Advocate met with Priya and her family at the school. The Licensed Psychologist conducted an assessment to determine if Priya was at risk for harming herself or others. The family peer advocate met with Priya's family and school social worker to foster increased communication between her family and school staff.</p>
3	Community Psychiatric Supports & Treatment (CPST)	<ul style="list-style-type: none"> • Goal-directed interventions • Includes solution focused components: helping the child/family understand negative effects, minimizing outburst, cognitive/behavioral management harm reduction etc. 	<ul style="list-style-type: none"> • Inclusion of Evidenced Based practices reimbursed under Medicaid for those providers designated by NYS. • Delivered by unlicensed individuals (Bachelor's & 	<p>Henry, a 15 year old boy, and his family are experiencing difficulties related to his alcohol and drug use. His difficulties are inhibiting his daily functioning, personal growth, and interpersonal relationships within his natural environments. Henry attends group sessions, led by a licensed practitioner, for teens who are using drugs and alcohol. A separate masters level individual (CPST provider) visits the family at home to work on the identified goals within Henry's treatment</p>

		<ul style="list-style-type: none"> Identified goals/objectives are carried out based on the child's treatment plan which is developed by a licensed practitioner 	<p>Master's degree)</p> <ul style="list-style-type: none"> A masters level may provide all components of this service whereas a bachelors level is more limited to what services they can provide The unlicensed individual is under the supervision of a Licensed practitioner 	<p>plan. The CPST provider focuses on psycho-education to inform Henry and his family about the negative effects of substance use and assists them in identifying their strengths and resources to promote and restore prior level of functioning.</p>
<p>4</p>	<p>Psychosocial Rehabilitation Services (PSR)</p>	<ul style="list-style-type: none"> These are task-oriented services Implementation intervention outlined in the treatment plan to compensate for or eliminate functional deficits and interpersonal/environmental barriers related to a child/youth's behavioral health needs Goal to restore the child/youth's role in the family, community and/or culture with the least amount of ongoing professional intervention The PSR provider works on goals/objectives which are developed in the child's treatment plan by a licensed practitioner 	<ul style="list-style-type: none"> This service is delivered by an unlicensed individual: 18 years or older. Must have a high school diploma ; high school equivalent preferred OR State Education Commencement Credential The unlicensed individual is under the supervision of a Licensed practitioner 	<p>Susie is a seventeen year old with an anxiety disorder and struggling with obesity caused by her anti-anxiety and impulse control medications. She attends outpatient therapy and developed a treatment plan with her licensed practitioner. One of Susie's goals is to work on managing the medication side-effects through development of wellness skills. The PSR provider works with Susie to improve her nutritional awareness, formulate a menu plan, and practice using public transportation to help reduce her anxiety and allow her to shop in a grocery store farther from her apartment (rather than a convenience store that does not carry healthy foods, but is closer to Susie's home.) Once a week, the PSR provider takes Susie to the local grocery store on public transportation and teaches her how to choose healthier food options when shopping.</p>

<p>5</p>	<p>Family Peer Support and Services (FPSS)</p>	<ul style="list-style-type: none"> • Formal and informal services/supports provided to families that provide a structured, strength-based relationship between a Family Peer Advocate (FPA) and the parent/family member/caregiver for the benefit of the child/youth. Activities -- achieve the identified goals or objectives in treatment plan. • Provides outreach/information to better empower families • The FPA provider works on goals/objectives which are developed in the child's treatment plan by a licensed practitioner. 	<ul style="list-style-type: none"> • New York State Credentialed Family Peer Advocate (FPA) <p>OR</p> <ul style="list-style-type: none"> • Certified Recovery Peer Advocate (CRPA) with a Family Specialty 	<p>A family is concerned about their daughter's eating disorder. A treatment plan goal is for the daughter to safely remain within the home. The family peer advocate meets with the mom to explore available resources, services, and supports in the community. The family peer advocate works with the mom to explore the needs and preferences of the family and helps empower her to make informed choices regarding available programs. The family peer advocate then assists the family to facilitate appointments with potential service providers.</p>
<p>6</p>	<p>Youth Peer Support and Training (YPST)</p>	<ul style="list-style-type: none"> • Youth Peer Support and Training (YPST) services are youth formal and informal services and supports provided by a Youth Peer Advocate. • Services are structured, scheduled activities provided to emphasize the opportunity for the youth to expand the skills and strategies necessary to move forward in meeting their 	<ul style="list-style-type: none"> • New York State Credentialed Peer <p>OR</p> <ul style="list-style-type: none"> • A Certified Recovery Peer Advocate – Youth (YPA) 	<p>Johnny is a high school junior with SED who has an upcoming Committee on Special Education (CSE) meeting. Johnny invited his YPA to support him at the meeting. The YPA works with Johnny to know what to expect at the meeting, deciding on his personal goals, coaching on the appropriate attire, potential social cues others may exhibit, and other things to expect. The YPA attends the CSE meeting with the parent and Johnny to support and assist him in verbalizing his goals and practice self-advocacy skills that they have been working on.</p>

		<p>personal, individualized life goals, develop self-advocacy skills, and to support their transition into adulthood.</p> <ul style="list-style-type: none">• Identified goals/objectives are carried out based on the child's treatment plan which is developed by a licensed practitioner.		
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