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*IDEAS FOR DEVELOPING  
FLEXIBLE SCHEDULES TO  
CONTROL YOUR WORKLOAD*

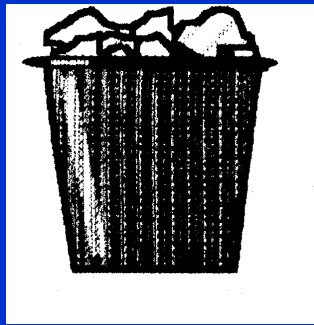
SALLY DISNEY, M.S. CCC  
UNIVERSITY OF CINCINNATI  
OSLHA CONVENTION  
MARCH, 7 2008

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Every organization is  
perfectly aligned to get  
the results it is  
currently getting.

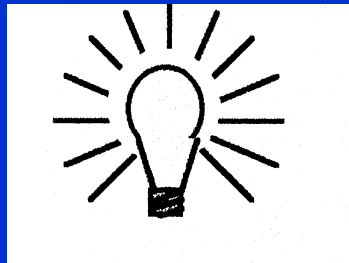
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If you continue to do what  
you're already doing, you will  
get more of what you already  
have!



“If you don’t believe it can be done, you are absolutely and 100% right – it **can’t** be done.

If you believe it **CAN** be done, then you are absolutely and 100% right. It **CAN**.”



# *OVERVIEW*

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## ☀ Why Manage your Workload?

- Caseload impact on outcomes, service delivery, and personnel
- Caseload and our expanding roles and responsibilities
- Shortages and job satisfaction

## ☀ What is the Workload Approach?

- Caseload vs. Workload

## ☀ Success Stories with Flexible Scheduling

## ☀ Resources

# *Caseload size is a major concern of school SLPs across the nation*

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## **Large caseloads:**

- **limit available service delivery options**
- **interfere with time for other activities and responsibilities needed to meet individual needs of students**
- **impact negatively on student outcomes (speech-language and academic)**
- **lead to burn-out and attrition**
- **interfere with the intent of IDEA and NCLB**

# *What's the current status of caseloads?*

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- ☀ Average caseloads are 53, in contrast to ASHA's (1993) recommended *maximum* of 40; state policies allow up to 80; some SLPs report caseloads over 100
- ☀ Time spent on direct intervention has increased, with a decrease in time for evaluations, planning with teachers and preparation, and other professional duties

# *SLPs' roles and responsibilities vis-a-vis IDEA*

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IDEA '97 and '04 has expanded SLPs' responsibilities...

- collaboration/consultation/teaming
- links to the general curriculum
- multiple forms of assessment
- more diverse student population
- increased paperwork and reporting

...but has had no effect on caseload policies

# *NCLB's influence on SLP's responsibilities*

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- ✱ Continuing and increasing link with general curriculum
- ✱ Increased emphasis on accountability, i.e. academic outcomes
- ✱ Increased pre-referral involvement

# *SLPs' roles and responsibilities as outlined by ASHA*

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- ☀ Prevention
- ☀ Identification
- ☀ Diagnosis
- ☀ Assessment
- ☀ Data collection
- ☀ IEP/IFSP development
- ☀ Case management
- ☀ Intervention
- ☀ Consultation
- ☀ Transition services
- ☀ Supervision
- ☀ Documentation
- ☀ Parent/staff training
- ☀ Planning teams
- ☀ Research
- ☀ Advocacy
- ☀ Policy-making

# *Constraints*

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Large caseloads constrain the SLP's ability and capacity for engaging in the expanded roles necessary to meet individual needs of today's diverse and complex student population



# *ASHA's revised policy on caseload size in schools*

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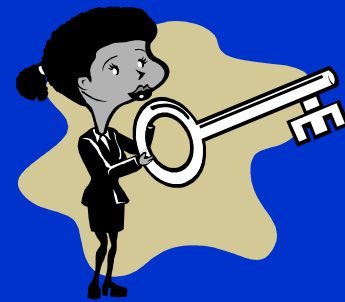
“A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools”

- Guidelines, Position Statement, Technical Report
- Developed by ASHA's ad hoc committee on caseload size, supported by the 2001-2003 Focused Initiative for Schools

# *Premises of the documents...*

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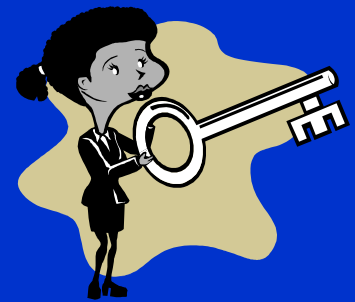
#1: Each student added to the caseload increases the time needed not only for evaluation, diagnosis, and direct and indirect services, but also for mandated ongoing assessment, paperwork, multidisciplinary team conferences, parent and teacher contacts, and other related responsibilities



# *Premises*

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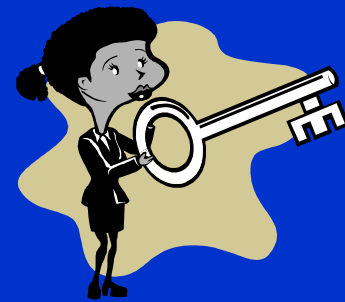
#2: Caseloads must be of a size to allow SLPs to provide appropriate and effective intervention, conduct evaluations, collaborate with teachers and parents, implement best practices in school speech-language pathology, carry out related activities, and complete necessary paperwork and compliance tasks within working hours



# *Premises*

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#3: Education agencies must implement a workload analysis approach to setting caseload standards that allow SLPs to engage in the broad range of professional activities necessary to meet individual student needs

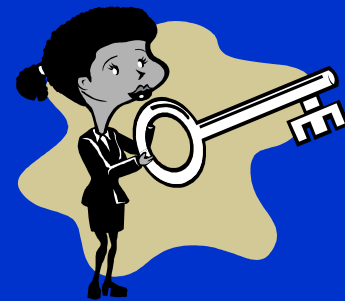


# *Premises*

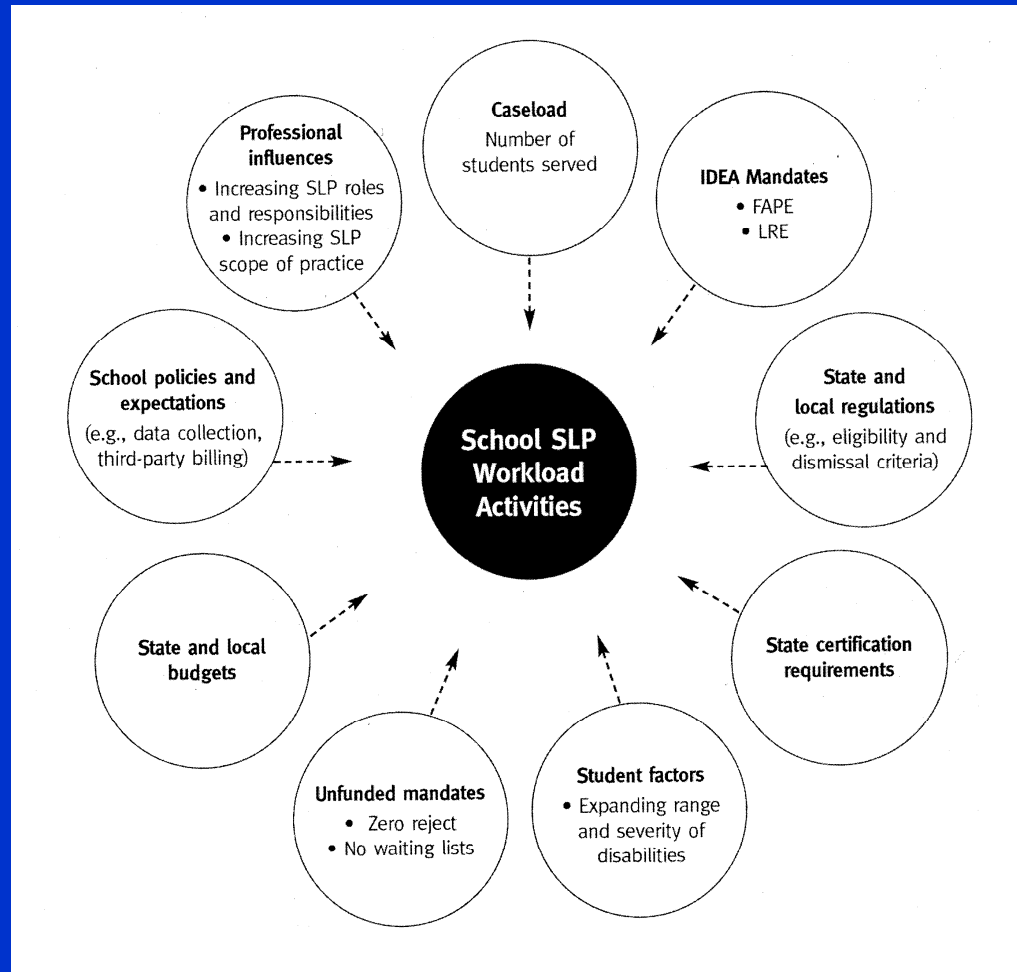
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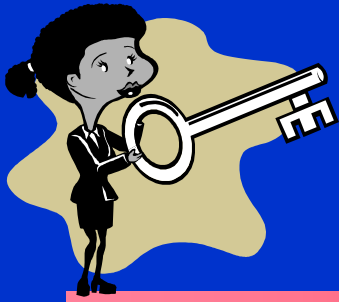
#4: We need to shift from “caseload” to “workload”

- total workload activities must be considered to set appropriate and reasonable caseloads
- a balance across workload activities will help SLPs, administrators, and decision-makers make service decisions on the basis of student needs



# Figure 1. Factors that affect school SLP workloads





## *What is “Workload”?*

- ✱ Caseload (direct services to students)
- ✱ Activities necessary to support students’ education programs, implement best practices for school speech-language services, and ensure compliance with IDEA and other mandates
- ✱ Professional activities and responsibilities associated with working in a school setting

# *Advantages of workload perspective*

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- ✿ Focuses on individual needs of students
- ✿ Documents full range of roles and responsibilities carried out by SLPs
- ✿ Facilitates dialogue between SLPs and administrators regarding workloads

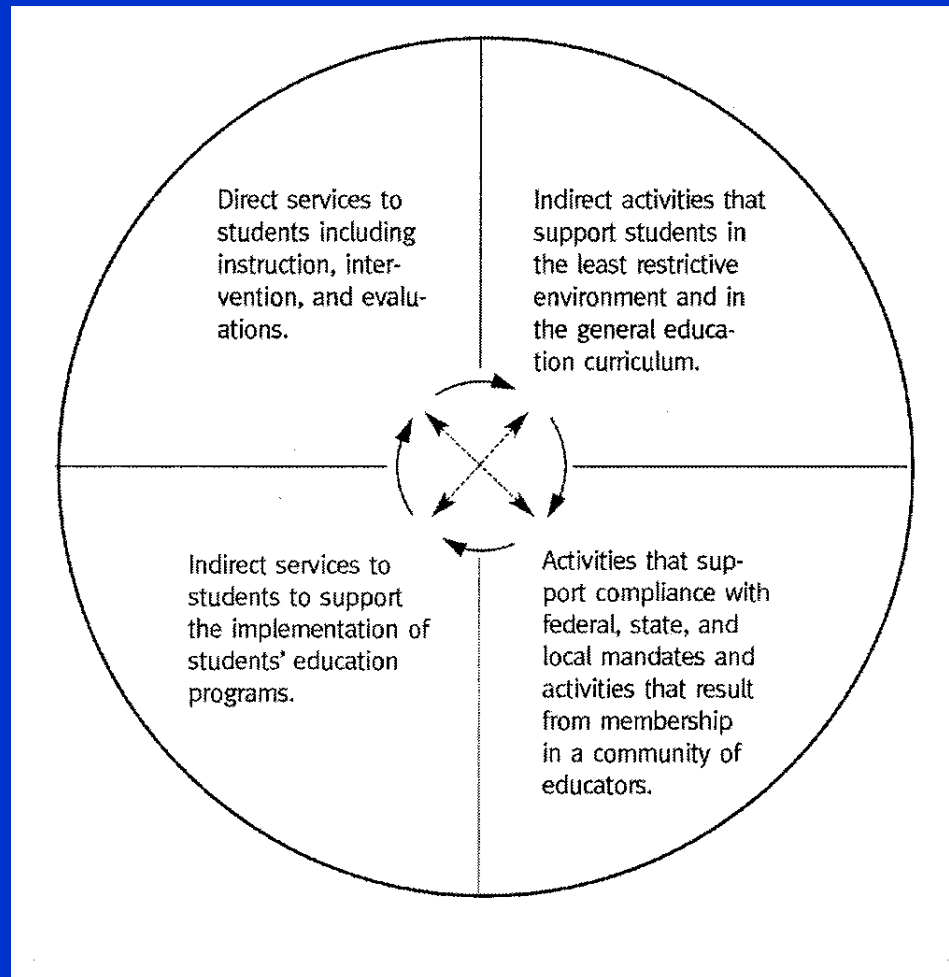
# *A workload analysis approach allows you to...*

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- ☀ Meet the individual needs of students through a continuum of services
- ☀ Document those needs on the IEP
- ☀ Schedule activities with and on behalf of students

# *SLP Workload Activity Clusters*

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# Examples of Workload Activities

<p style="text-align: center;"><b>Direct Services to students</b></p> <ul style="list-style-type: none"> <li>• Counsel students</li> <li>• Evaluate students for eligibility for special education</li> <li>• Identify students with speech and language impairment</li> <li>• Implement IEPs and IFSPs</li> <li>• Provide direct intervention to students using a continuum of service delivery options</li> <li>• Re-evaluated students.</li> </ul>	<p style="text-align: center;"><b>Indirect activities that support students in the least restrictive environment and general education curriculum</b></p> <ul style="list-style-type: none"> <li>• Engage in dynamic assessment of students</li> <li>• Connect standards for the learner to the IEP</li> <li>• Consult with teachers to match student learning style and teaching style</li> <li>• Design and engage in pre-referral intervention activities</li> <li>• Design/recommend adaptations to curriculum and delivery of instruction</li> <li>• Design/recommend modifications to the curriculum to benefit students with special needs</li> </ul>
	<ul style="list-style-type: none"> <li>• Participate in activities designed to help prevent academic and literacy problems</li> <li>• Observe students in classrooms</li> <li>• Screen students for suspected problems with communication, learning and literacy</li> </ul>
<p style="text-align: center;"><b>Indirect Services that support students' educational programs</b></p> <ul style="list-style-type: none"> <li>• Analyze and engineer environments to increase opportunities for communication</li> <li>• Analyze demands of the curriculum and effects on students</li> <li>• Attend student planning teams to solve specific problems</li> <li>• Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)</li> <li>• Communicate and coordinated with outside agencies</li> <li>• Contribute to the development of IEPs and IFSPs</li> <li>• Engage in special preparation to provide services to students (e.g., low incidence populations, research basis for intervention, best practices)</li> <li>• Interview teachers</li> <li>• Make referrals to other professionals</li> <li>• Monitor implementation of IEP modifications</li> <li>• Observe students in classrooms</li> <li>• Plan and prepare lessons</li> <li>• Plan for student transitions</li> <li>• Provide staff development to school staff, parents, and others</li> <li>• Program and maintain assistive technology/augmentative communication systems (AT/AC) and equipment</li> </ul>	<p style="text-align: center;"><b>Activities that support compliance with federal, state, and local mandates</b></p> <ul style="list-style-type: none"> <li>• Attend staff/faculty meetings</li> <li>• Carry out assigned school duties (e.g. hall, lunch, bus, extracurricular)</li> <li>• Collect and report student performance data</li> <li>• Complete compliance paperwork</li> <li>• Complete daily logs of student services</li> <li>• Complete parent contact logs</li> <li>• Document services to students and other activities</li> <li>• Document third party billing activities</li> <li>• Participate in parent/teacher conferences</li> <li>• Participate in professional association activities</li> <li>• Participate in professional development</li> <li>• Participate on school improvement teams</li> <li>• Participate on school or district committees</li> <li>• Serve multiple schools and sites</li> <li>• Supervise paraprofessionals, teacher aides, interns, CFYs</li> <li>• Travel between buildings</li> <li>• Write funding reports for assistive technology and augmentative communication</li> <li>• Write periodic student progress reports</li> </ul>
<ul style="list-style-type: none"> <li>• Coordinate with private, nonpublic school teachers and staff</li> <li>• Design service plans</li> <li>• Designe and implement transition evaluations and transition goals</li> <li>• Designe and program high, medium, and low tech augmentative communication systems</li> <li>• Train teachers and staff for AT/AC system use</li> </ul>	<ul style="list-style-type: none"> <li>• Write student evaluation reports</li> </ul>

# *Applying this approach*

Student:	Michael
Age:	9 years/4 <sup>th</sup> grade
Disability:	Asperger's Syndrome
Strengths:	Visual and auditory memory; fine motor coordination
Needs:	Phonology and motor speech problems; difficulties in literacy and social skills
Goals:	<ul style="list-style-type: none"><li>✱ Reading comprehension and writing goals which include: who, what, where questions and interpretation of written material</li><li>✱ Appropriate social skills in interaction with Peers</li><li>✱ Increasing speech</li></ul>

# Michael

# Michael

## Direct services to students

- Counsel students
- Evaluate students for eligibility for special education
- Identify students with speech and language impairment
- Implement IEPs and IFSPs
- Provide direct intervention to students using a continuum of service delivery options
- Re-evaluate students

## Indirect activities that support students in the least restrictive environment and general education curriculum

- Engage in dynamic assessment of students
- Connect standards for the learner to the IEP
- Consult with teachers to match student learning style and teaching style
- Design and engage in pre-referral intervention activities
- Design/recommend adaptations to curriculum and delivery of instruction
- Design/recommend modifications to the curriculum to benefit students with special needs
- Participate in activities designed to help prevent academic and literacy problems
- Observe students in classrooms
- Screen students for suspected problems with communication, learning and literacy

## Indirect services that support students' educational programs

- Analyze and engineer environments to increase opportunities for communication
- Analyze demands of the curriculum and effects on students
- Attend student planning teams to solve specific problems
- Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)
- Communicate and coordinate with outside agencies
- Contribute to the development of IEPs, IFSPs
- Coordinate with private, nonpublic school teachers and staff
- Design service plans
- Design and implement transition evaluations and transition goals
- Design and program high, medium and low tech augmentative communication systems
- Engage in special preparation to provide services to students (e.g., low incidence populations, research basis for intervention, best practices)
- Interview teachers
- Make referrals to other professionals
- Monitor implementation of IEP modifications
- Observe students in classrooms
- Plan and prepare lessons
- Plan for student transitions
- Provide staff development to school staff, parents, and others
- Program and maintain assistive technology/augmentative communication systems (AT/AC) and equipment
- Train teachers and staff for AT/AC system use

## Activities that support compliance with federal, state and local mandates

- Attend staff/faculty meetings
- Carry out assigned school duties (e.g., hall, lunch, bus, extracurricular)
- Collect and report student performance data
- Complete compliance paperwork
- Complete daily logs of student services
- Complete parent contact logs
- Document services to students and other activities
- Document third party billing activities
- Participate in parent/teacher conferences
- Participate in professional association activities
- Participate in professional development
- Participate on school improvement teams
- Participate on school or district committees
- Serve multiple schools and sites
- Supervise paraprofessionals, teacher aides, interns, CFYs
- Travel between buildings
- Write funding reports for assistive technology and augmentative communication
- Write periodic student progress reports
- Write student evaluation reports

Parent notebook

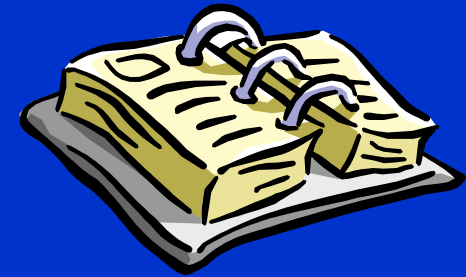
# *Student Services Summary*

<b>Student Name</b>	<b>Direct Services</b>	<b>Indirect Services Supporting Education Program</b>	<b>Indirect Services Supporting LRE and Curriculum</b>	<b>Compliance and Other Activities</b>
<b>M I C H A E L</b>	<b>Classroom</b> <b>240 min/month</b>  <b>Small group</b> <b>120 min/month</b>	<b>Analyze data; write report</b> <b>1 hour/quarter</b>  <b>Observe in class</b> <b>15 min/month</b>	<b>Consult with teacher regarding curriculum</b> <b>30 min/week</b>	<b>3<sup>rd</sup> party bill</b> <b>30 min/week</b>  <b>Reports and IEPs</b> <b>1 hour/quarter</b>  <b>Write in parent notebook</b> <b>15 min/week</b>

# *Flexible scheduling to meet the needs of each child*

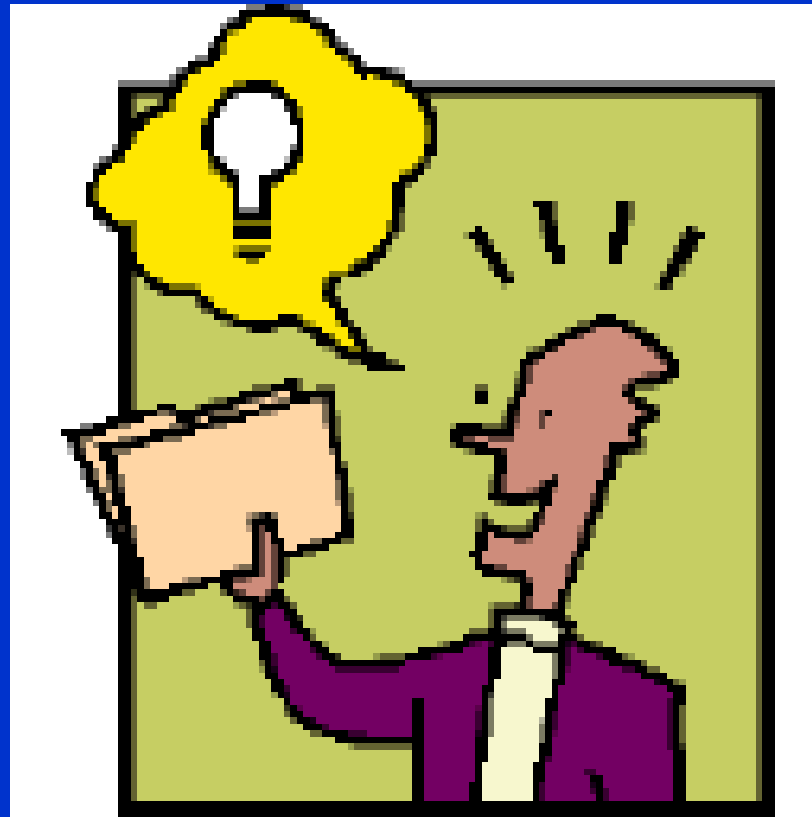
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- ✿ Altering the frequency of services provided each week and/or month
- ✿ Providing opportunities for individual therapy
- ✿ Combining service delivery models
- ✿ Providing opportunities for indirect services
- ✿ Scheduling in compliance activities



# *Customize your approach*

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Ideas are like rabbits....



You get a couple....

Learn how to handle them.....

And pretty soon you have a dozen!!



# *Bloc Scheduling*

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## ☀ 4:1 Scheduling Model

- Students seen 4 days a week for total of 80 minutes
- Use 5<sup>th</sup> day for drilling sound groups, conferences, evaluation paperwork and planning
- This can also be done on a monthly rotation

# *RTI and Speech Therapy*

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☀ Claudia Dunaway, San Diego Schools

■ The Articulation Resource Center

■ Apraxia Resource Center

■ [www.csha.org/resource.htm](http://www.csha.org/resource.htm)

## *Claudia D. & Jennifer T.*

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- ☀ Organized SLPs in their large metropolitan district to move away from single sound articulation IEPs, and developed the Articulation Resource Center
- ☀ At the outset they had > 800 IEPs for single sounds; 3 years later < 149
- ☀ Reduced paperwork and meeting time meant more time to do the other things they needed to do
- ☀ Now speak throughout the state and country and others are developing this model



## *Resources to help you*

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- ✱ *A Workload Approach for Establishing Speech-Language Caseload Standards in the Schools - Position Statement, Guidelines, Technical Report (2002), Implementation Guide (in progress)*
- ✱ *Developing Educationally Relevant IEPs*
- ✱ *Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist*



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☀ *Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents*

☀ *Scope of Practice*

☀ *IDEA and Your Caseload*

☀ *2000 Schools Survey Reports*

☀ *NOMS Reports*

*New Publication from ASHA*

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**Responsiveness to Intervention:  
New Roles for Speech-  
Language Pathologists**

[www.asha.org/members/slp/schools/prof-consult/default.htm](http://www.asha.org/members/slp/schools/prof-consult/default.htm)

*For further information, contact  
ASHA ...*

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1-800-498-2071

[professional.asha.org](http://professional.asha.org)



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SPEECH-LANGUAGE-  
HEARING  
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# *Your Ideas*

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