

OMNIE SLP Guidelines: Ohio's Workload Approach & Flexible Scheduling

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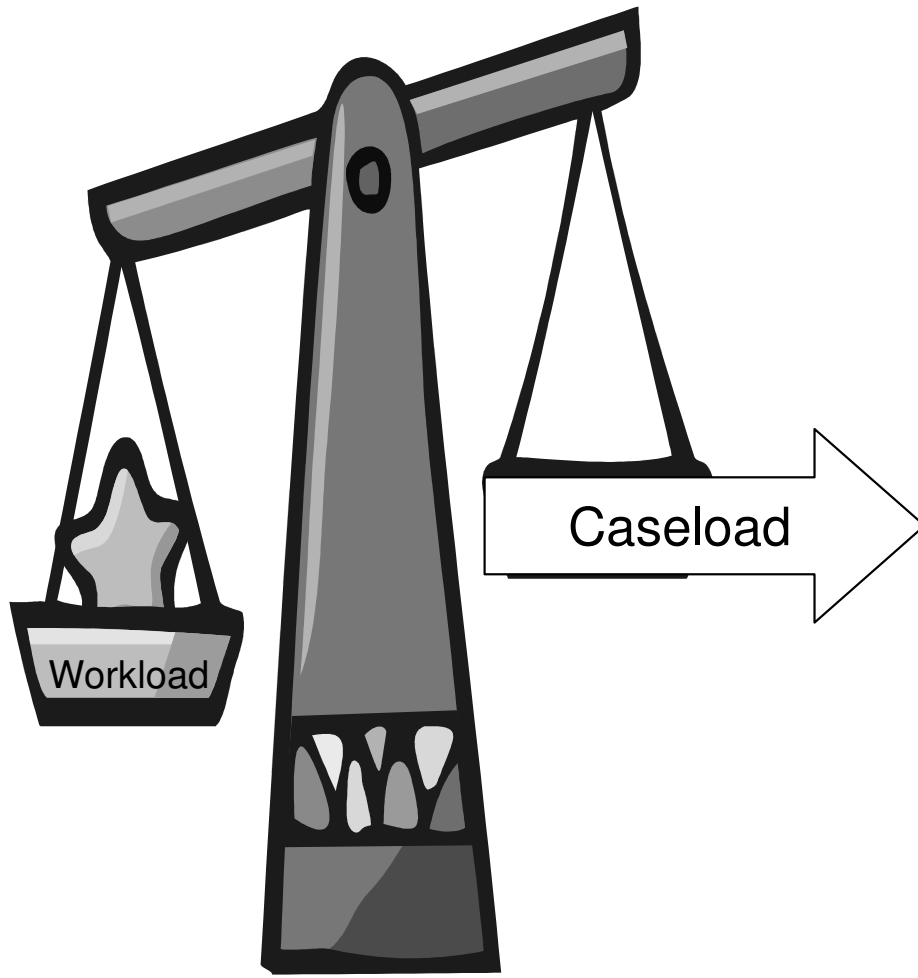
Workload Approach

Aligned with the Operating Standards for Ohio
Educational Agencies serving Children with Disabilities
Edresourcesohio.org

Ohio's Two Prong Approach

- Operating Standards for Ohio Educational Agencies serving Children with Disabilities
 - www.edresourcesohio.org
 - Paragraph 3301-51-09 (I) (1) (a-d), pp. 164-165
 - Determining Ratios for Preschool and School-age Providers in Ohio
 - There has been a long standing fallacy that ODE only uses a caseload approach

ODE Two Prong Approach



Caseload Calculator

20 Students Max

40 Students Max

60 Students Max

80 Students Max



Implementing a Workload Study

- Keep a detailed log for five consecutive work days of everything they do.
- Logs and worksheets can be found on www.omnie.org.
- As a department or individually, SLPs can brainstorm a list of all the workload activities they perform (or should perform) using the Workload Activity Cluster.



Implementing a Workload Study

- Staff records the activity and the exact time that is spent performing the various work functions.
- Log includes all direct and indirect speech language services and interventions.
- Work left over that has to be done before the SLPs contract starts, after work time, or on the weekend that immediately follows the five day **Time Study**, would be counted and logged into an overflow schedule.

Operating Standards	Area	Scheduling & Time Demands
3301-51-09 (G) (1) (a) (i)	Screening	15 minutes of screening per student (1 this week)
3301-51-09 (G) (1) (a) (i)	Assessment	60 minutes of testing per school-age student (2 this wk)
3301-51-09 (G) (1) (a) (i)	Assessment	90 minutes of testing per preschool-age student
3301-51-09 (G) (1) (a) (i)	Consultation (Teacher/Aide)	As determined by each student's IEP
3301-51-09 (G) (1) (a) (i)	Consultation	15 minutes a week with School Psychologist

Implementing a Workload Study

- A monthly log of activities and duties that the SLP has performed is also kept.
 - The time needed to complete those duties is recorded.
 - This would be kept for those things that occur in the month that the **Time Study** is conducted.
- So, if the five day time study occurs for the week of March 22, 2010, the Monthly Log is completed for the entire month of March.
- Log would only need to include those typical things that were not documented in the five day time study (e.g., services, interventions, etc.).

Implementing a Workload Study

- Examples for the monthly log
 - Four IEP meetings in the beginning of March
 - A staff meeting on March 23rd
 - Program an augmentative communication device at home on March 30th

- Month Log
 - The total time for **each duty** is divided into fourths
 - The time is added to the five day **Time Study** schedule as Saturday or Sunday work



Implementing a Workload Study

- The SLP should get credit for her/his time.
- Need to especially document everything they do whenever speech-language pathology services are cancelled in order to fit everything into the workday.
- Handout on Contractual Workload Schedule and Overflow Schedule.



Summary Workload Analysis for District

- First column, **SLP Assignment**, illustrates the buildings and the name of the SLP who is assigned to that building.
- The middle column, **Currently Scheduled to Work**, shows how many days a week each SLP is actually contracted to work.
 - Calculate the total days of scheduled work in the district.
- The last column, **Actual Days Worked (Overflow Schedule)**, reflects the number of actual days that are actually worked in order to complete the workload duties for each building assignment.
 - Calculate the total days of actual work in the district.

Illustrating Workload Analysis

SLP Assignment	Currently Scheduled to Work	Actual Days Worked (Overflow Schedule)
Preschool	5	6.0
Intermediate 1 and Elementary 1	5	5
Elementary 2 and Middle School Therapy	5	6.5
Elementary 3 & 4 and Middle School Testing	5	6.25
Elementary 5 and 6	3	3.5
High School	3	3.25
TOTAL	26 days of SLP Services	30.50 days actually worked
		4.50 Days Short

Best Practice Analysis

- Some school districts have “Best Practice” as part of their vision or mission.
- Review each students’
 - Prognosis for improvement (e.g., age, disability, motivation, baseline levels, stimulability)
 - Service delivery model (e.g., pull out, classroom-based, consultation, etc.)
 - Severity of impairment
 - Years in speech language services (e.g., need for generalization or maintenance activities)
 - IEP needs (e.g., social skills, AAC/AT, syllable sequences)
- Put information in table format to illustrate disparity from best practices in our field.

Best Practice Analysis

- **School:** represents each building in the district.
- **Number of Days Needed:** illustrates how many days of services are actually needed if the district decides to align speech language services with the best practices research.
- **Current Days Assigned:** reflects the current number of days of speech language services that are allocated to each building.
- **Reasons Why:** details the reasons why additional days of service are needed in that building.
- Each SLP makes an effort to provide a justification why more days of services are warranted.

Best Practice Analysis

School	Days Needed	Current Days Assigned	Reasons Why
Prek Building	6.0	5.0	Prepare assistive technology More individualized therapy at the prek level Many FM Units to maintain Need to provide classroom-based services Much short lessons due to attention span Creation of individualized visuals for 9 students Use of Picture Exchange Communication High number of Autism (10 students) High number of low functioning students 1 preschool stutter who requires services through parent training 1 hearing impaired student



Research Support

- “Best Practice” analyses have revealed that current building assignments, caseload size and type, and workload negatively impact the provision of best practices.
- Conduct a research review to supplement “Best Practice Analysis” or use references on Omnie website.

Advocacy

- Present data to the district administrators and the Board of Education regarding the impact of high caseloads and the Time Study.
- Present information to administrators on the extent to which current caseload ratios negatively impact student progress toward IEP goals and objective and state achievement testing.
- Show how current practices deviate from best practices.

Advocacy

- Form a committee and work with the educational union to address the caseload size through the grievance or collective bargaining process
- Assistance can be sought from the Ohio Department of Education, Office of Exceptional Children.
 - A compliant may be filed with the Ohio Department of Education by writing a letter that details the complaint.
 - Reference the ratios between students and individual service providers, as addressed in 3301-51-09 (I) and 3301-51-09 (K).

Implementing Consultative Service Deliveries

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3:1 Service Delivery Model

- It is just a flexible scheduling model!
- Piloted during the 2001-2002 school year in the Portland Public Schools in Oregon under the leadership of Sharon Soliday.
- As a result of the ASHA Leader article, it is currently being used in one form or another throughout the United States (see handout).
- OSSPEAC has contributed to it being used throughout Ohio.
- Districts within Summit County have also successfully implemented and modified it.



Flexible Scheduling Models

- ❑ Provide better services.
- ❑ Develop a consistent means to consult.
- ❑ Deliver individualized and systematized interventions across settings.
- ❑ Provide serves in a naturalistic environment.
- ❑ Ensure generalization of skills.
- ❑ Guarantee maintenance of skills.
- ❑ Ensure a system of faded prompts and supports to foster independence.



Flexible Scheduling Models

- ❑ Provide multiple encounters and guided practice.
- ❑ Determine and monitor progress in the general education curriculum.
- ❑ Share expertise, training, and experience.
- ❑ Ensure fidelity of services from team members throughout time.
- ❑ Align with EBP.
- ❑ Align with requirements from federal laws.



Flexible Scheduling Models

- Allow time for other mandatory workload duties.
 - Conduct compliance paperwork
 - Evaluate new students
 - Participate on IAT
 - Attend IEP meetings, etc.
- Ensure time allocated for make-up therapy.
- Solve the dilemma regarding those missed therapy sessions due to holidays falling on Mondays.

Flexible Scheduling Models

- A portion of the month is direct and a portion of the month is indirect.
- Direct intervention (3 weeks, M-Th)
 - Pullout
 - Classroom-based
- Indirect intervention (1 week, Fridays)
 - The “Fourth Week”
 - Services done “On Behalf of the Child”
 - **Must be Pursuant to the IEP**



“On Behalf of the Child”

- Consult **Pursuant to IEP.**
- Demonstrate/Model
 - Specially-designed Instructional Strategies
 - Accommodations / Modifications
 - Assistive Technology
- Conduct Assessments
 - Observations with Recommendations
 - Progress Monitoring of IEP objective
- Program Devices



“On Behalf of the Child”

- Design or Modify
 - Materials for the Classroom or Home
 - The Physical Setting
 - Class work
 - Homework
 - Tests and / or Quizzes
- Speak at Building-level In-services
- Present at Grade-level Meetings
- Problem-solve at IEP Meetings



“On Behalf of the Child”

- Collaborate at SLP/Teacher Meetings.
- Participate at Parent / Teacher Conferences.
- Conduct Home School Correspondences.
- Go on Home Visits.
- Train Instructional Assistant or Attendant.



General Tips & Points to Consider

- Don't call it the 3:1 model.
- Don't focus on the schedule.
 - Focus on the student's needs and IEP progress.
- Stay cohesive as a department.
 - Indirect services aren't a privilege.
- Think before you send home parent letters and mass emails.
- It might be better to spread the message to the staff and parents one IEP meeting at a time.
 - Although be upfront with administration from the start.



General Tips & Points to Consider

- Do not think of 3:1 in terms of calendar months.
- Think in terms of 36 school year weeks.
- You may have to stagger your 4th week so it occurs during weeks with holidays.
- Schedule Kindergarten and Hearing Screenings during 4th week.



General Tips & Points to Consider

- Plan the “4th Week” for the first and last weeks of the school year.
- Amend IEPs now for next school year.
- Think about “Mass Consult”.
- Announce “Indirect Week” on the P.A. for students’ and teachers’ benefit.
- Come up with a form to document your efforts during that 4th week.
- Transparency and Demystification



Documentation & Accountability

- ❑ You must document the date and time (i.e., same as you would for direct services).
- ❑ You must indicate the activity or service conducted “On Behalf of the Child” pursuant to the IEP.
- ❑ You must indicate the person with whom you consulted.
- ❑ Consider using some sort of documentation sheet (see handouts).
- ❑ Ensures accountability, fidelity of services, and protection against claims of impropriety.

Create Norms

- All adapted materials made during Week 4 will be given to the teacher.
- All adapted materials will be designed through consultation to be infused into ongoing classroom lessons and/or the home program.
- All collaborative activities will be designed through collaboration.
- All 4th Week minutes and activities will be documented on the agreed upon form and shared with teachers by Friday of the 4th Week.
- All consultative activities will be designed to enhance classroom instruction pursuant to IEP goals and objectives.
- All 4th Week activities will be designed with input from the teacher.
- The 4th Week schedule and activities will be agreed upon by the end of Week 2.
- All indirect services should be agreed upon at the IEP team meeting.
- Collaborative consultation is sacred and will be placed as a priority on the SLP and teacher's schedule.



Specific 4th Week Activities

- Demonstration lessons (Modeling) on LINCS
- Train staff on AAC, PECS or sign language
- Teach strategy (Pictography) at grade-level meetings
- Fidelity observations
- SLP / Teacher Correspondences about progress
- SLP / Parent articulation activities

Demonstration Lessons

- Collaborates with teacher regarding the selection of specific evidence-base classroom strategies that align with IEP
- Models the use of the strategy in the class
 - Rehearsal with Visualization
 - LINC S
 - Multiple Opportunities with Elaboration (Shared Story book Reading)
 - Graphic Organizers (Venn Diagram)
- Provides extension materials and activities for the teacher to use
- Monitors implementation of strategy (fidelity checks)

Grade-level Meetings

- Solicits emails from teachers with questions
- Comes prepared to answer questions
- Asks for 10 minutes
- Keeps a strategies focus that aligns with curriculum and IEP objectives
- Picks evidence-based strategies that will apply to all students on your caseload
 - Multiple Opportunities with Elaboration
 - LINC S
 - Rehearsal with Visualization, etc.

Observations

- Some SLPs try to observe each student during the 4th week
 - Helps with visibility
 - Combats the perception that “you didn’t see the kids this week”
 - Good for fidelity checks
- Emails teachers with intentions and asks when is NOT a good time to come
- Observes specials, lunch, recess, and other SLP programs
- Can also be considered direct services



SLP / Teacher Collaboration

- Schedules lunch planning sessions
- Solicits brief progress updates via email to each teacher
 - Will help pinpoint if there are any changes in status
 - Helps with visibility
 - They do not need to be detailed
 - You may get lucky and stumble across a consult opportunity
- Puts information in teachers' mailboxes

SLP / Parent Activities

- Schedules a time when the parent comes in to observe a session
- Develops and monitors a Home Program
- Solicits brief progress updates via email to willing parents
 - Will help pinpoint if there are any changes in status
 - Helps with visibility
 - They do not need to be detailed
 - You may get lucky and stumble across a consult opportunity
- Sends informational literature home



Specialist

- Art and Gym Teacher
 - Following Directions
- Librarian
 - Comprehension
 - Story Maps
 - Pictography
 - Vocabulary
 - LINCS
 - Shared Story Book Reading

The IEP

- Present levels
 - Think about generalization, maintenance, and independence data
- Goals and objectives
 - Think about generalization, maintenance, and independence needs
- Direct speech language services
 - Don't lump together with indirect
- Indirect speech language services may be listed under specially designed instruction, related services, support for school personnel, or assistive technology services depending on the type of service