

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

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Agenda

- Review of OMNIE Website
- Overview of Workload
- Overview of Flexible Scheduling

Workload Approach

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

The Determination of Caseload

- Caseload Approach
 - Adds up the total number of students who receive direct, and sometimes indirect, services as part of their individualized education plans (IEP)
 - May or may not be able to count intervention plans in some districts
 - Assigns a SLP a certain amount of students based on a preset number
 - Ohio educational agencies use a Caseload Approach to determine student ratios 88% of the time (ASHA, 2008).

The Determination of Caseload

- ASHA's Workload Approach
 - First considers the scheduling and time demands of various school activities and duties (e.g., paperwork, assessments, screenings, meetings, planning time, bus duty, etc.)
 - Then the determination is made on how many students are assigned to the SLP for direct and indirect speech language pathology services and interventions.
 - ASHA recommends the use of a workload approach over a caseload approach

Ohio's Operating Standards & Workload

- ODE mandates a two prong approach to the determination of student ratios for preschool and school-age SLPs
- ODE's mandate aligns with the Workload Approach advocated by ASHA (2002a)
- Despite mandate, only 12% of the Ohio SLPs utilize this workload approach (ASHA, 2008)

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

First Prong: Ohio's Workload Approach

- The school district, county board of mental retardation and developmental disabilities (county board of MR/DD), and other educational agencies
 - Shall determine ratios for an individual service provider by considering **scheduling and time demands** of preschool or school-age service providers, including but not limited to the following:

First Prong: Ohio's Workload Approach

- All areas of service provided to children with and without disabilities,
- Including screening, assessment, consultation, counseling, training,
- And related duties in the school setting, intervention design, and educational interventions.

First Prong: Ohio's Workload Approach

- The severity of each eligible child's need,
- And the level and frequency of services necessary for children to attain IEP goals and objectives
- Time needed for planning in accordance with paragraph (A)(9) of the rule 3301-35-05 of the Administrative Code
 - 200 minutes a week

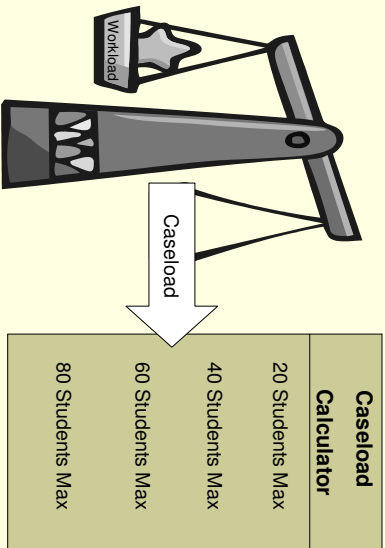
First Prong: Ohio's Workload Approach

- Additional time for diagnostic testing and classroom observation;
- Coordination of the program; parent, staff, and agency conferences concerning individual children;
- Staff development activities; and follow-up; and the demands of an itinerant schedule, including the number of buildings, the distance between buildings, and travel.

Second Prong: Ohio's Workload Approach

- Paragraph 3301-51-09 (I) (3) (f), p. 167
- SLP shall provide services to no more than 80 school-age children with disabilities;
- No more than 80 school-age children with MD, HI, or OH/OHI
- No more than 50 preschoolers with disabilities

ODE Two Prong Approach



Employing the 2 Prong Approach

- Week log
 - Keep a detailed log for five consecutive work days of everything they do
 - Brainstorm a list of all the workload activities performed (Workload Activity Cluster)
 - Record the activity and the exact time that is spent performing the functions

Employing the 2 Prong Approach

- Week Log
 - Log includes all direct and indirect speech language services and interventions
 - Work that is left over (i.e., has to be done before the SLPs contract starts, after work time, or on the weekend) should be documented and logged into an overflow schedule
 - Saturday or Sunday

Employing the 2 Prong Approach

- Month Log
 - Log of activities and duties that the SLP has performed is also kept; and the time needed to complete those duties is recorded
 - Things that occur in the month that the **Time Study** is conducted
 - Log would only need to include those typical things that were not documented in the five day time study (e.g., services, interventions, etc.).
 - IEP, MFE, and intervention assistance team meetings
 - Parent/teacher conferences
 - Evaluations/screenings
 - AAC or FM duties, etc.
 - The total time that was logged is divided into fourths and that time is added to the five day **Time Study** schedule

Aligned Time Study

Operating Standards	Area	Scheduling & Time Demands
3301-51-09 (f) (1) (a)	Screening	15 minutes a week for screening a student. There are 4 a month.
3301-51-09 (f) (1) (a)	Assessment	60 minutes a week of testing per school-age student.
3301-51-09 (f) (1) (a)	Assessment	90 minutes a week of testing per preschool-age student.
3301-51-09 (f) (1) (a)	Consultation	As determined by the IEP Team. Exact time is located in the services section of the students IEP.

Waiver to Exceed Mandated Ratio

- In Ohio, if a school district or other educational agency wishes to exceed the ratio requirement,
 - A waiver must be obtained through ODE
 - The educational agency must provide the ODE Office of Exceptional Children in writing a request for a waiver
 - The request should spell out how long the waiver is needed
 - Provide a rationale for the request
 - Waiver request must be reviewed annually by the educational agency (they cannot go on forever)

Advocacy

- Present data to the district administrators and president of the Board of Education regarding the impact of high caseloads and the Time Study (ASHA, 2000).
- Some districts have presented information to their administrators on the extent to which current caseload ratios negatively impact student progress toward IEP goals and objective and state achievement testing.
- Additionally, SLPs can show how current practices deviate from best practices as further evidence to align with the Ohio Operating Standards

Advocacy

- Form a committee and work with the educational union to address the caseload size through the grievance or collective bargaining process (ASHA, 2000)
- In the event that the above mentioned strategies do not result in adjustments to the SLPs' caseload size, assistance can be sought from the ODE, Office of Exceptional Children.
- A complaint may be filed by writing a letter that details the complaint.

Mail complaints to:

Office of Exceptional Children
25 S. Front Street, Mail Stop 202
Columbus, Ohio 43215
Attn: Assistant Director of Procedural Safeguards

Phone: (614) 466-2650
Toll free: (877) 644-6338
Fax: (614) 387-0968

Flexible Scheduling

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

This isn't new

- For years, we have been providing indirect services to our students "for free"
- For the most part, we have not been giving ourselves credit for this work on our schedule
- By putting it on the IEP, it legitimizes the indirect work we do for students
- We can count it on our schedules
- In some respects, indirect services can be more powerful than direct services

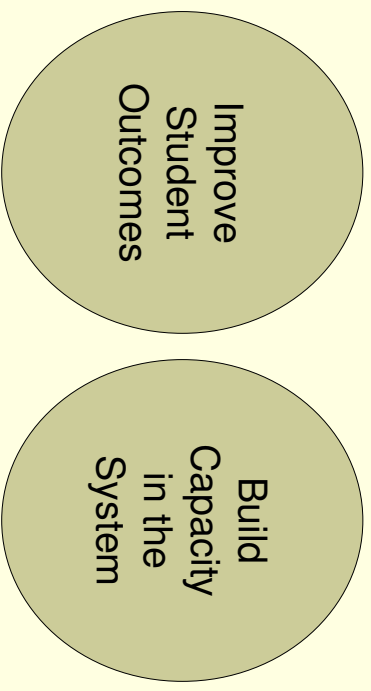
Bedrock Beliefs for SLPs

1. Create shared materials and strategies that go across content areas
2. Pay attention to context first
 - Goals should have/serve more than one context
3. Ensure authenticity (e.g., infuse strategies/skills into existing activities vs. in SLP language lesson)
4. Employ multiple intervention agents
5. Collaborate
6. Create flexible partnerships (avoid one role)
7. Provide early interventions
8. Provide indirect services

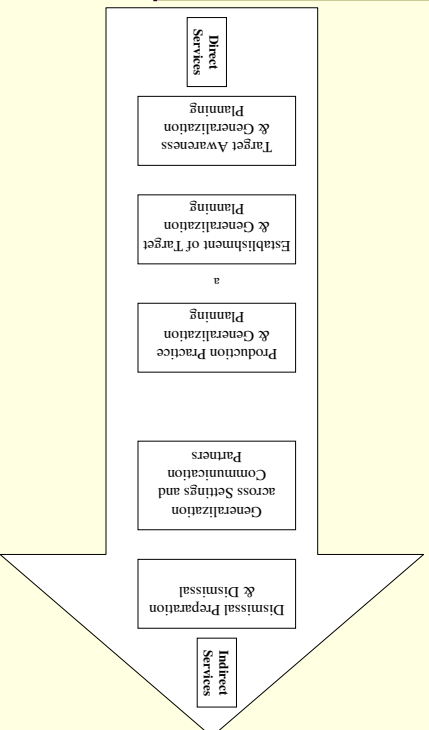
Service Delivery

- ASHA defines as a dynamic concept that changes as the needs of the students change (1999, p. 273).
- As students move through speech language services across time, the service delivery model should be reevaluated and modified to address the unique and changing needs of the student.
- One size fits all approach is not appropriate

Speech Language Services



Stages of Therapy



Type of Deficit Drives Service Delivery

- Speech Language Services focus on one of two areas
 - Skill acquisition deficits
 - Performance deficits (Gresham, 1995).
- **Skill Acquisition Deficit** refers to the absence of a particular skill or behavior.
 - For example, a child with an autism spectrum disorder may not know how to effectively initiate a conversation with another person; therefore, he/she will often fail to initiate interactions (can't do).
 - Goal of intervention is to teach new skills or develop recently acquired skills

Type of Deficit Drives Service Delivery

- **Performance Deficit** refers to a skill or behavior that is present, but not used.
 - To use the same example, a child may have the skill (or ability) to initiate a conversation, but for some reason, chooses not to do so (won't do).
 - Goal is to enhance the performance of an existing skills
 - Ensure Generalization
 - Ensure Maintenance
 - Promote Independence

Bellini, 2006

Distinction

- Careful consideration should be used to discern between a skill acquisition deficit and a performance deficit.
- A good rule of thumb is to ask the question, "Can the child perform the task with multiple persons and across multiple settings?"
 - For instance, if the child only initiates interactions with mom at home and not with his peers at school, then you should address the initiation difficulty as a skill acquisition deficit.
 - In other words, the child has not acquired the ability to initiate interactions with peers (a very different task than the initiation with the mother)

Bellini, 2006

Implications for Service Delivery

- The benefit of using a skill acquisition/performance deficit model is that it guides the selection of intervention strategies and SERVICE DELIVERY.
- Not all intervention strategies or service delivery models are suited to address both
- The intervention and service delivery model that is selected should match the type of deficit present.

Bellini, 2006

Service Delivery Models

- Direct
 - The student is in the room, and the SLP provides services directly to the student
 - SLP lead lessons in the classroom
 - Co-taught lessons in the classroom
 - Pullout Services that Support the General Education Curriculum and Setting

Service Delivery Models

- Indirect
 - Activities that are designed to ensure progress toward the IEP goals/objectives
 - Done on behalf of the student
 - Consultation
 - Collaborative Consultation
 - Expert Consultation
 - Home Programming
 - Parent Training
- Combinations of the above

Indirect: “On Behalf of the Child”

- Consult **Pursuant to IEP**
- Demonstrate/Model (student isn't necessarily in the room)
 - Strategies/Skills
 - Accommodations / Modifications
 - Assistive Technology
- Conduct Assessments
 - Observations with Recommendations
 - Progress Monitoring of IEP objective
- Program Devices

Indirect: “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

Indirect: “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
- Attend Applicable In-services / Trainings

Does this count as indirect?

- Did the team agree to the type of indirect service at the IEP meeting?
- Is the type of indirect service done on behalf of the child?
- Is the type of indirect service done to ensure progress toward the IEP goals/objectives?

Action Plan on OMNIE

