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# CEO Live Chat Supporting School-Based SLPs

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ASHA School Services in Speech-Language Pathology  
April 27, 2022

# By attending this live chat, you will be able to:

- Connect with the work of the ASHA School Services Team
- Navigate ASHA's current information and resources available to support school-based SLPs
- Learn current trends and data regarding school-based SLPs
- Identify at least two resources (person or material) to assist you with challenges you face

# ASHA's School Services Team

Provides professional consultation and information on school speech-language pathology practice issues to school-based members



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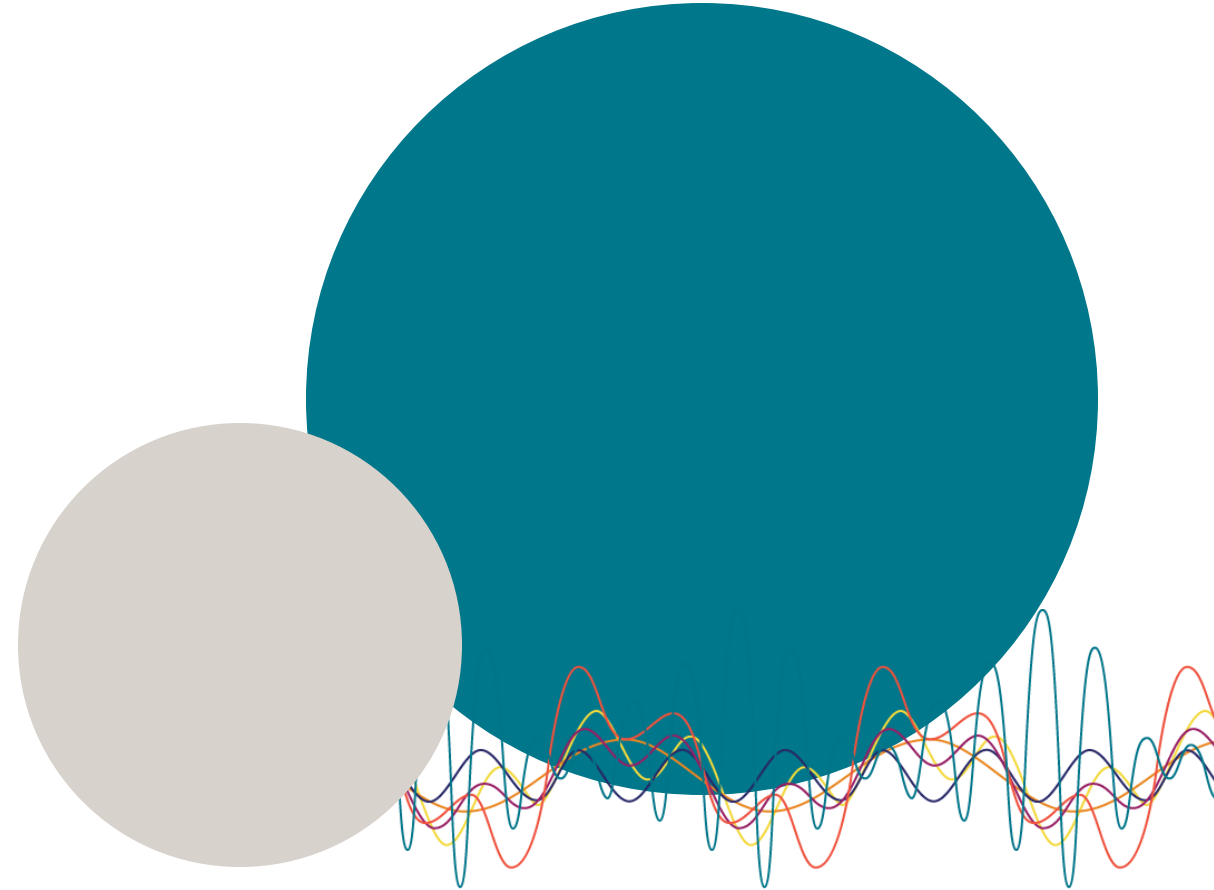
# ASHA School Services in Speech-Language Pathology

## Mission

- To inform the use of current evidence-based practice and ASHA practice policy through consultation and provision of professional and clinical resources to ASHA members, school-based speech-language pathologists and other stakeholders.

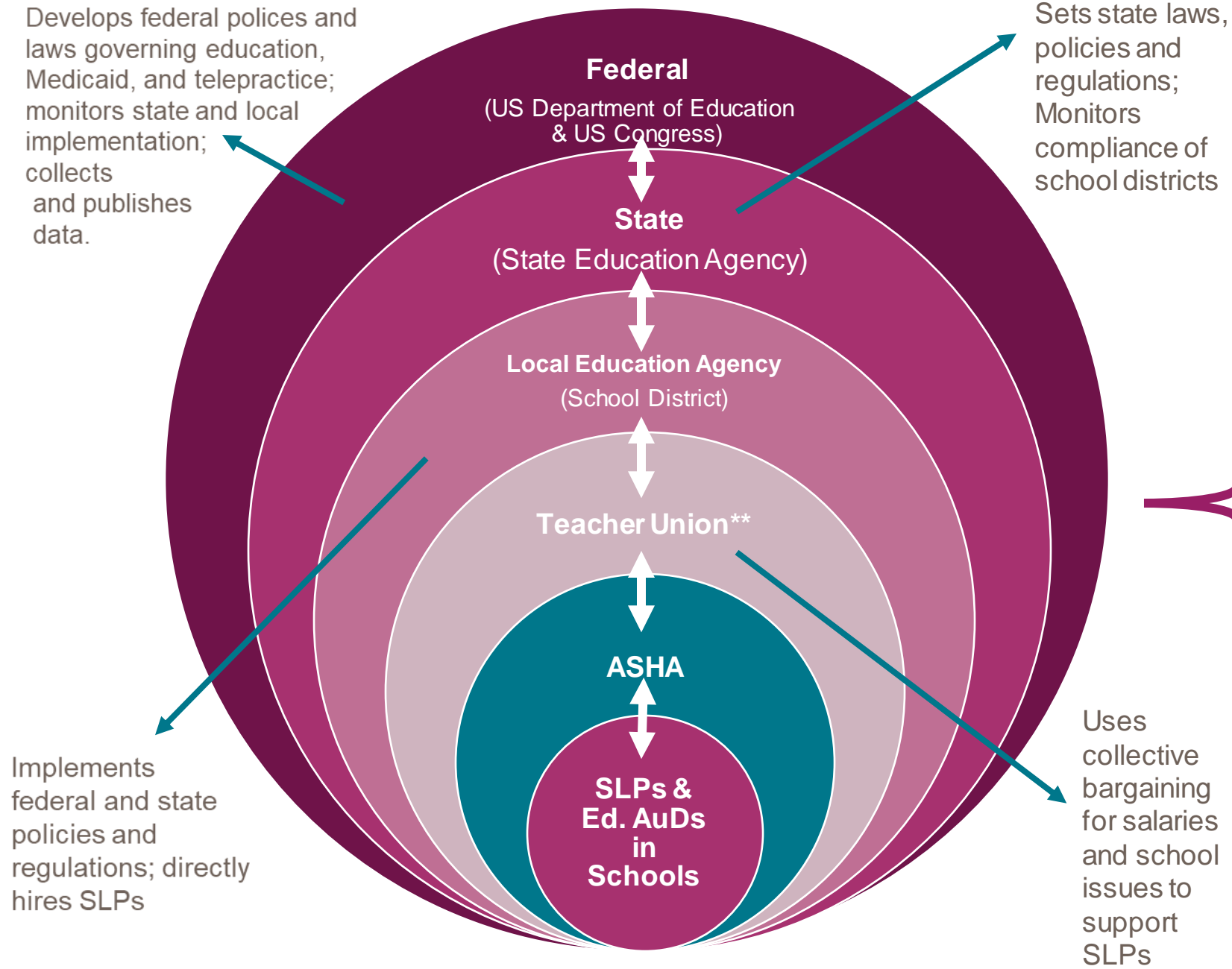
## Vision

- Empower school-based speech-language pathologists and other stakeholders to access and utilize ASHA staff and resources to comprehensively implement evidence-based practice and to advocate for themselves and those they serve.



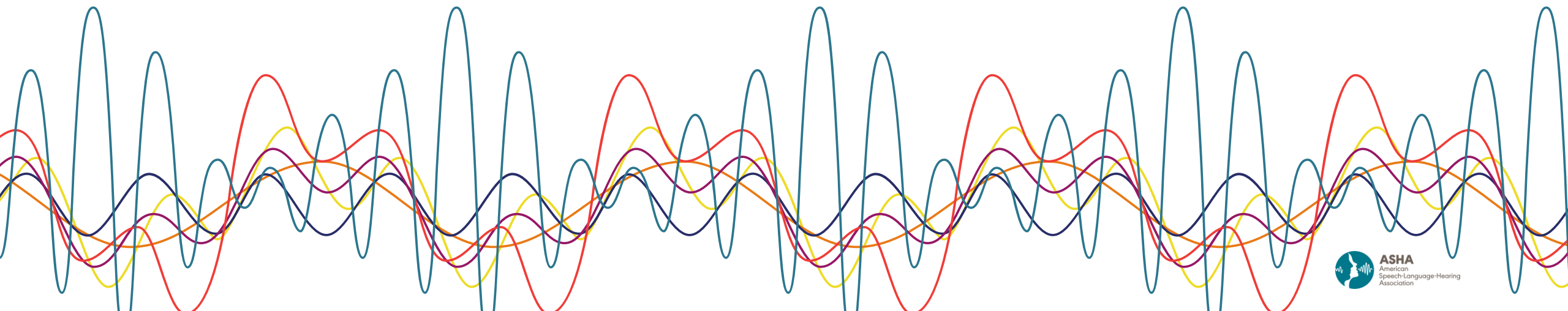
# ASHA's Role within the Educational Framework

1. Advocate and partner with the U.S. Department of Education, U.S. Congress and State Education Agencies to influence and inform positive policy decision-making on the state and local levels
2. Engage directly with school-based members to provide support, guidance, and resources through technical assistance
3. Collect data and analyze trends of school-based issues, such as salary and caseload.
4. Create resources and information to support school-based practices
5. Provide guidance on best practices and evidence-based practices related to service delivery and assessments



**\*\* many states are local control states with no state or local union representation and as a result, no collective bargaining**

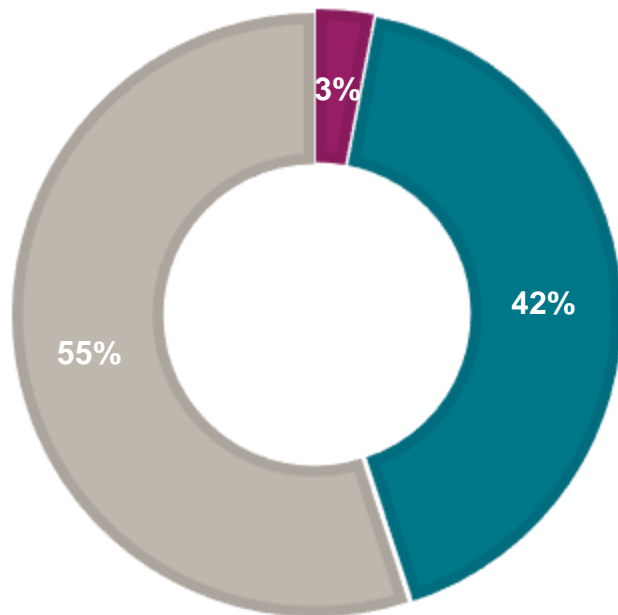
# Composition of ASHA's School-based Membership



# 2021 Member and Affiliate Profile

## PRACTICE SETTING

■ Academia ■ Healthcare ■ School



ASHA represents 212,534 CSD professionals

- Up from 207,913 at year-end 2020

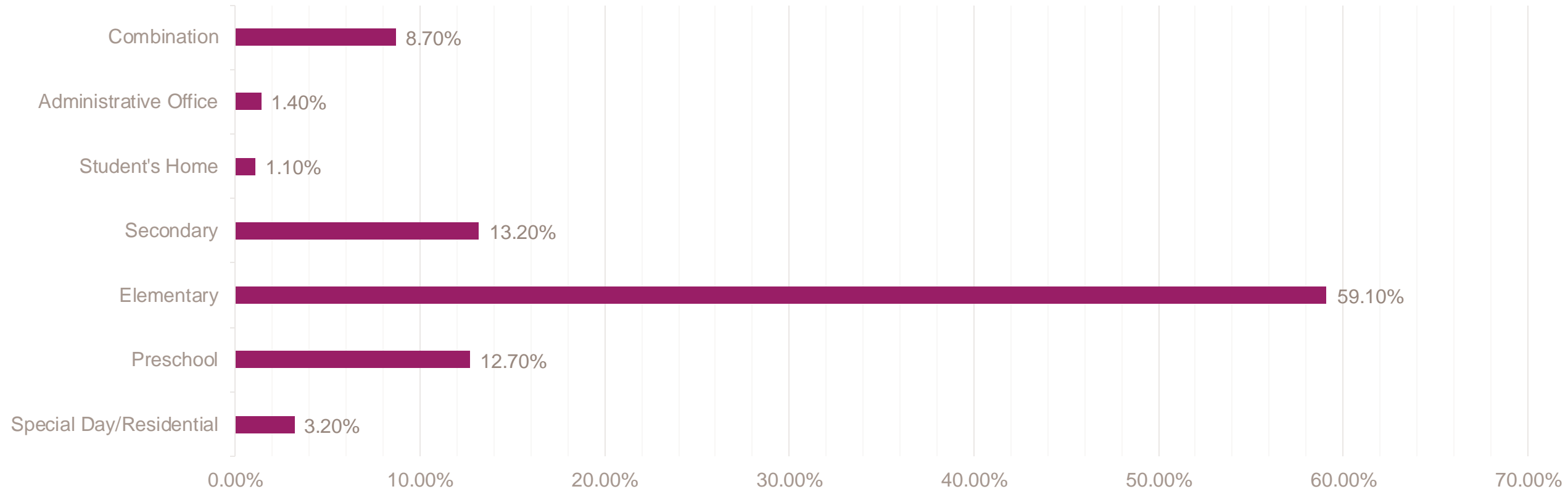
[ASHA 2021 Member and Affiliate Profile](#)

Primary Employment Facility – SLPs

# Where in Schools do SLPs Work?

## Facility Type

■ Facility Type

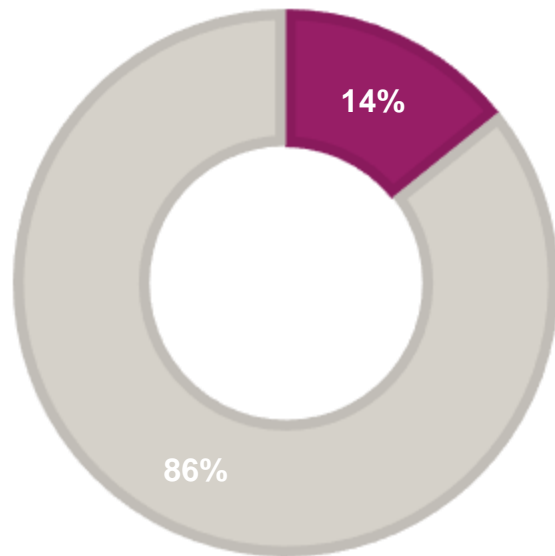




# Employment Status of School-based SLPs

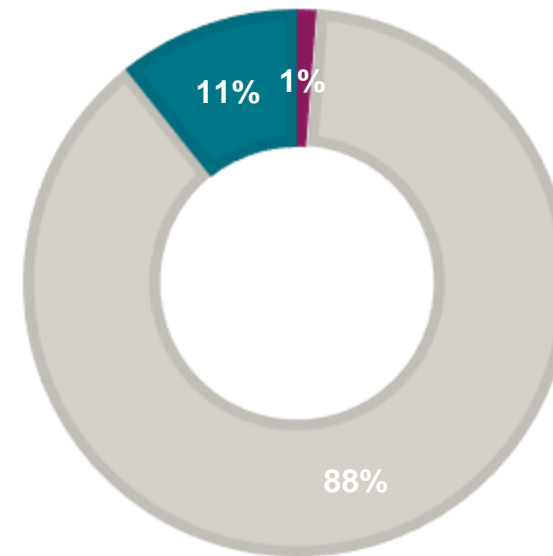
## EMPLOYMENT STATUS OF SCHOOL-BASED SLPs

■ Part-Time ■ Full-Time



## PRINCIPAL EMPLOYMENT SITUATIONS OF SCHOOL-BASED SLPs

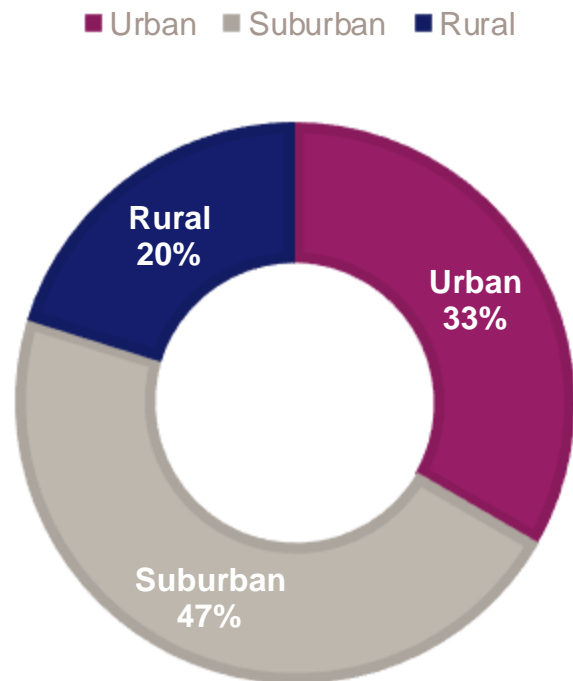
■ Self-Employed ■ Salaried Employee ■ Contractual



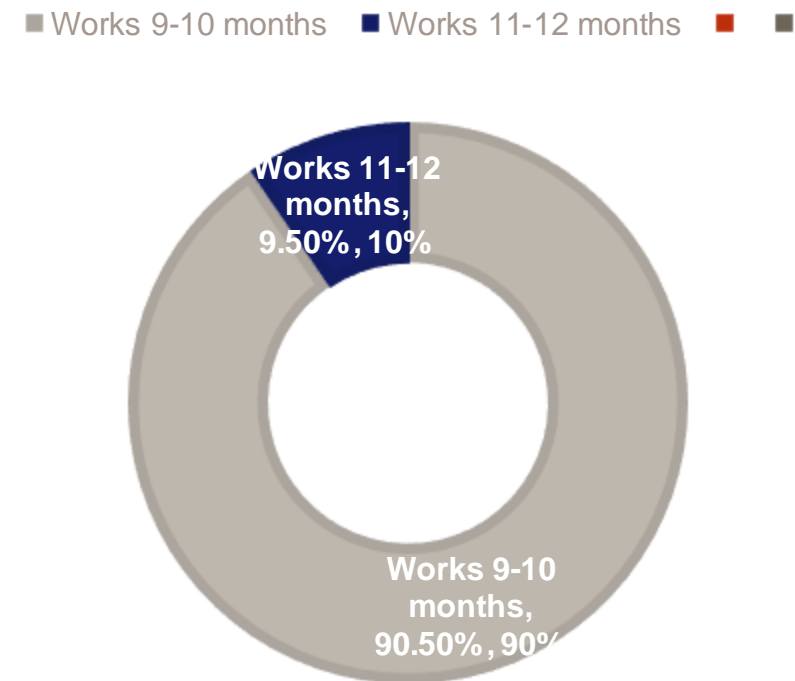
[2020 Schools Survey: Number and Types of Responses, SLPs \(asha.org\)](https://www.asha.org/2020-schools-survey)

# Demographic Information about School-based SLPs

## Work Settings of School-based SLPs

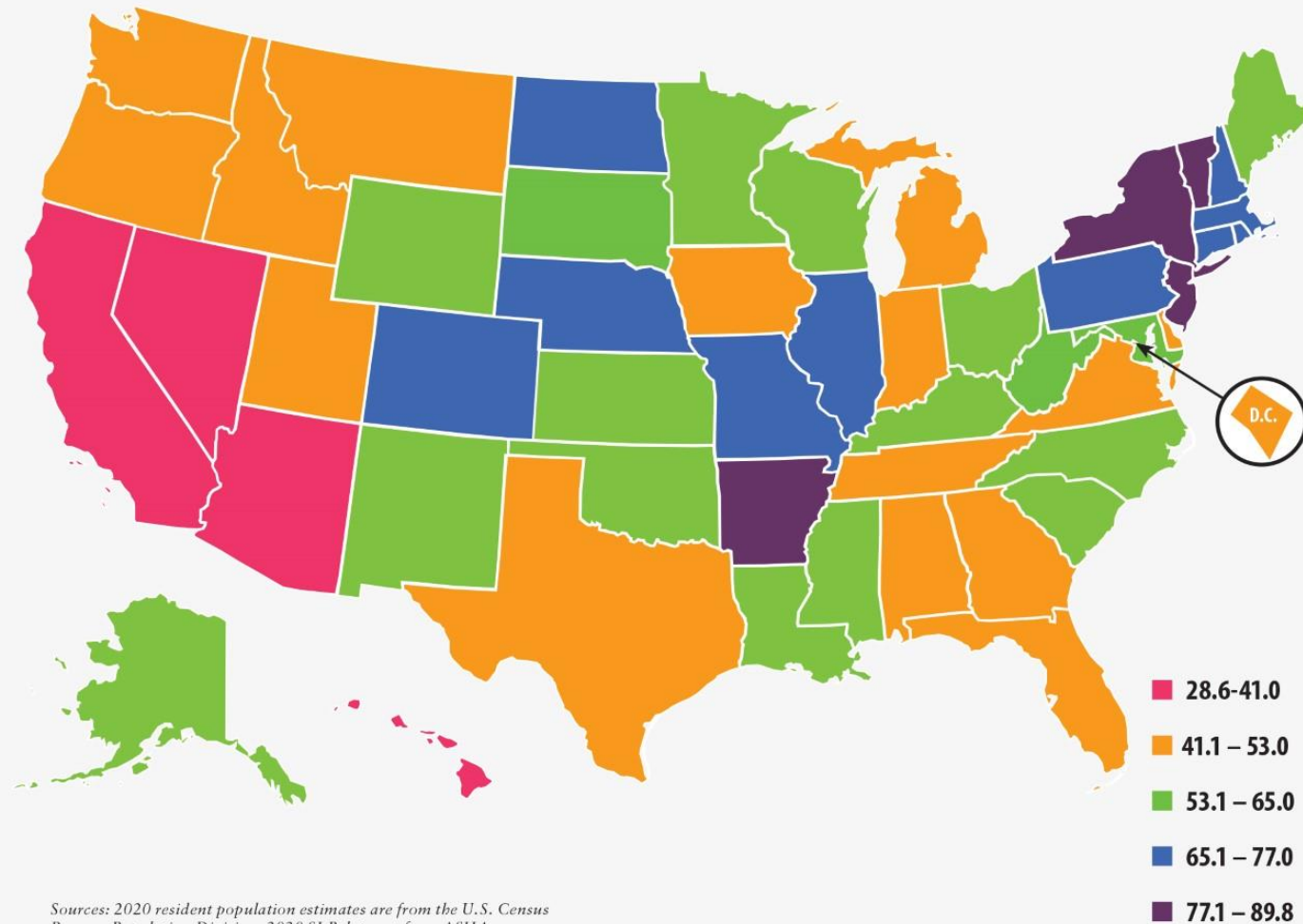


## Yearly Work Schedule of School-based SLPs



# SLP Supply Varies by State and Region

ASHA-certified SLP-to-population ratios



- Countrywide, there are 56.4 ASHA –certified SLPs for every 100,000 residents---up steadily from 48.0 in 2015.
- States in purple have the most and states in red have the least.

Sources: 2020 resident population estimates are from the U.S. Census Bureau, Population Division. 2020 SLP data are from ASHA.

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# Roles & Responsibilities

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School Services in Speech-Language Pathology Team

# Roles and Responsibilities

<b>Track</b>	<b>National and state trends</b> and critical issues in SLP professional practice and in schools
<b>Develop</b>	<b>ASHA webpages, resources and information</b> for school-based members and consumers
<b>Provide</b>	<b>Education</b> about school-based issues and advocate on behalf of school-based SLPs with ASHA staff and other organizations
<b>Promote</b>	<b>Strategic</b> Pathway Objectives related to SLPAs, varied service delivery, supervision and IPP/IPE
<b>Host</b>	<b>Live and recorded</b> events on school-based topics, such as Virtual Town Halls, online and in-person conferences, and webinars
<b>Advocate</b>	<b>By collaborating</b> with ASHA volunteers; and engaging in direct support with school districts and members.

# Resources to Address Top Concerns of School-Based SLPs

## Workload/Caseload

- [2020 Schools Survey: SLP Caseload and Workload Characteristics \(asha.org\)](#)

## Staffing Shortages

- [Challenges to Successful Recruitment and Retention of School-Based SLPs \(asha.org\)](#)
- [ASHA Take Action](#)

## Salaries

- [State Caseload Data and Salary Map \(asha.org\)](#)

## Roles & Responsibilities

- [Roles and Responsibilities of Speech-Language Pathologists in Schools \(asha.org\)](#)

## Ethical Challenges

- [Ethics Q&A for School-Based Speech Language Pathology Practice \(asha.org\)](#)

## Adequate Workspaces

- [Classroom Acoustics \(asha.org\)](#)
- [Adequate Workspace in Schools \(asha.org\)](#)

# Technical Assistance (TA)

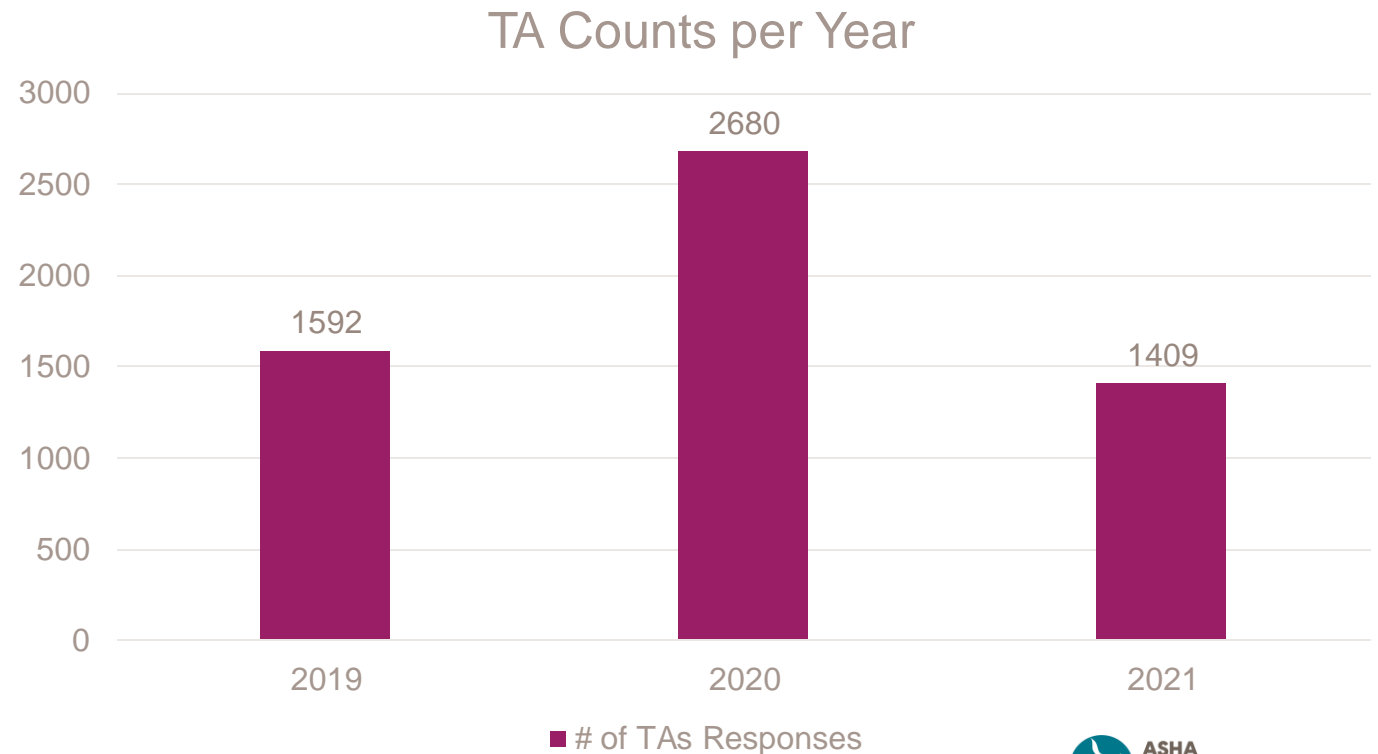
The team provides support, information and resources to school-based members and consumers via phone and emails.

You can reach us Monday-Friday, from 8:30 am – 5:00 pm EST

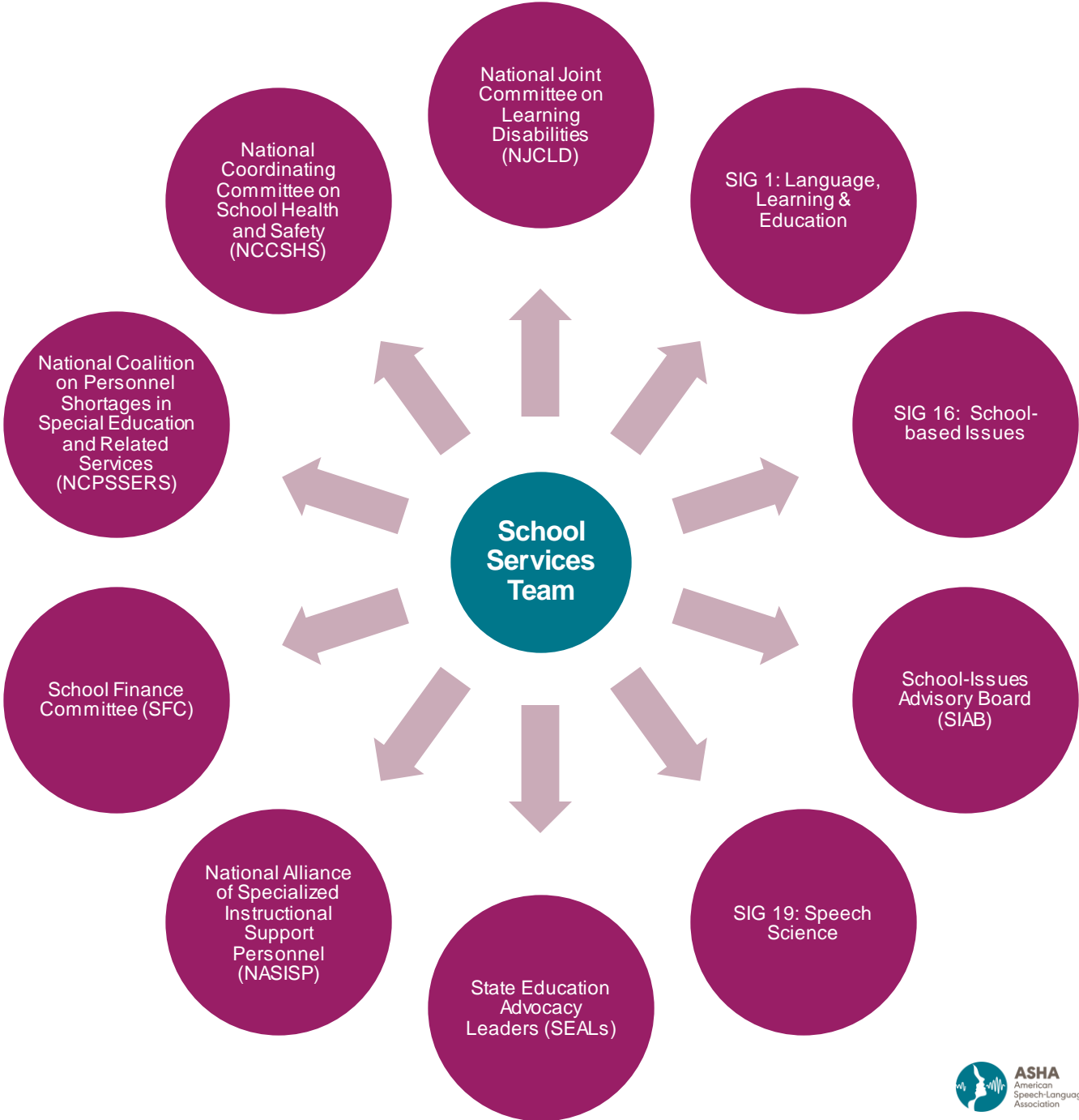
- [Schools@asha.org](mailto:Schools@asha.org)
- 800-498-2071
- [E-mail the Action Center](#)

## Top 5 TA Inquiries (YTD 2022)

- **Assessment**
- **Service Delivery**
- **SLPAs**
- **Supervision**
- **Admission and discharge criteria**

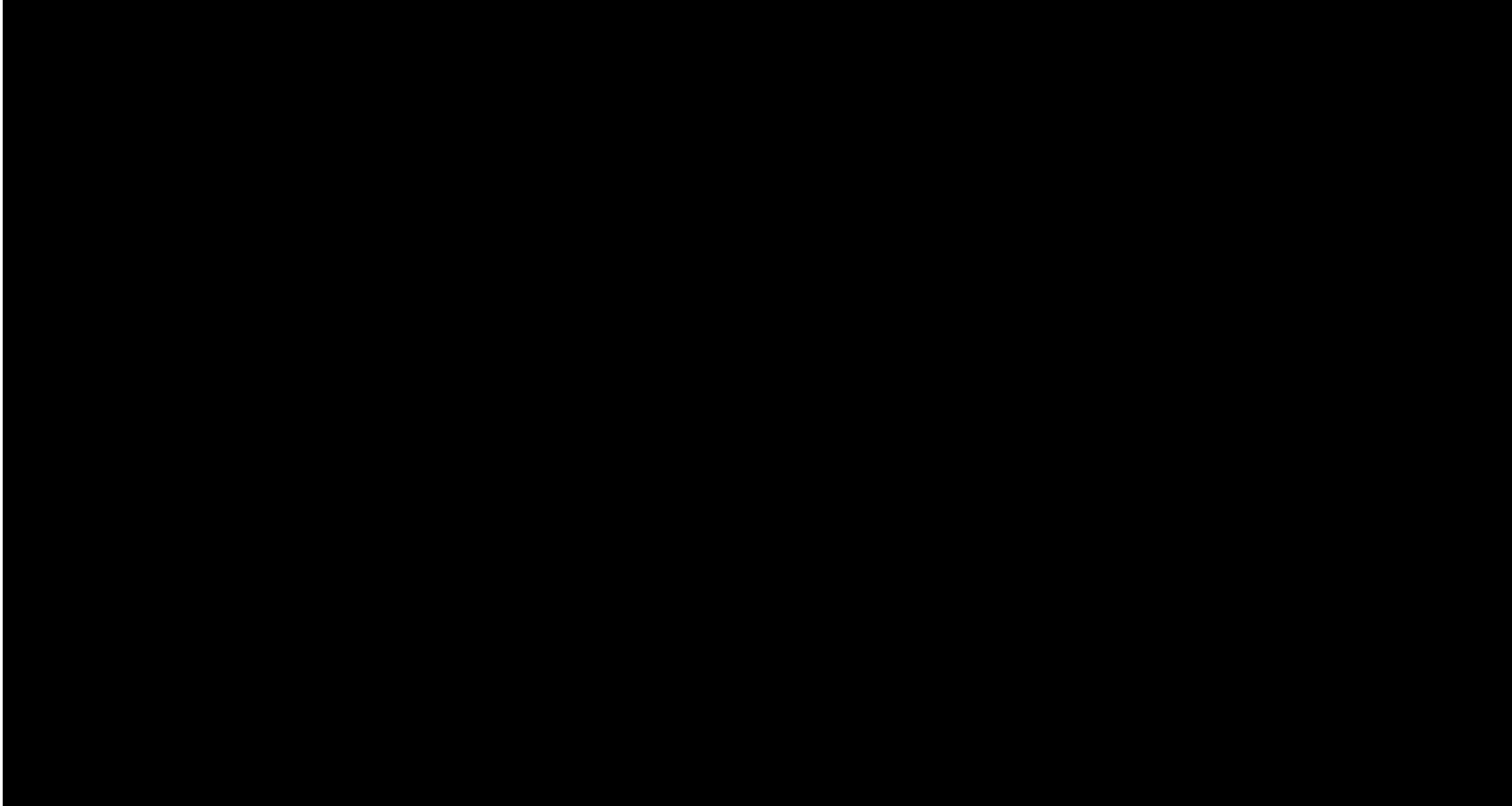


# Serve as Liaisons to ASHA's CBCs, SIGs, and National Joint Committees



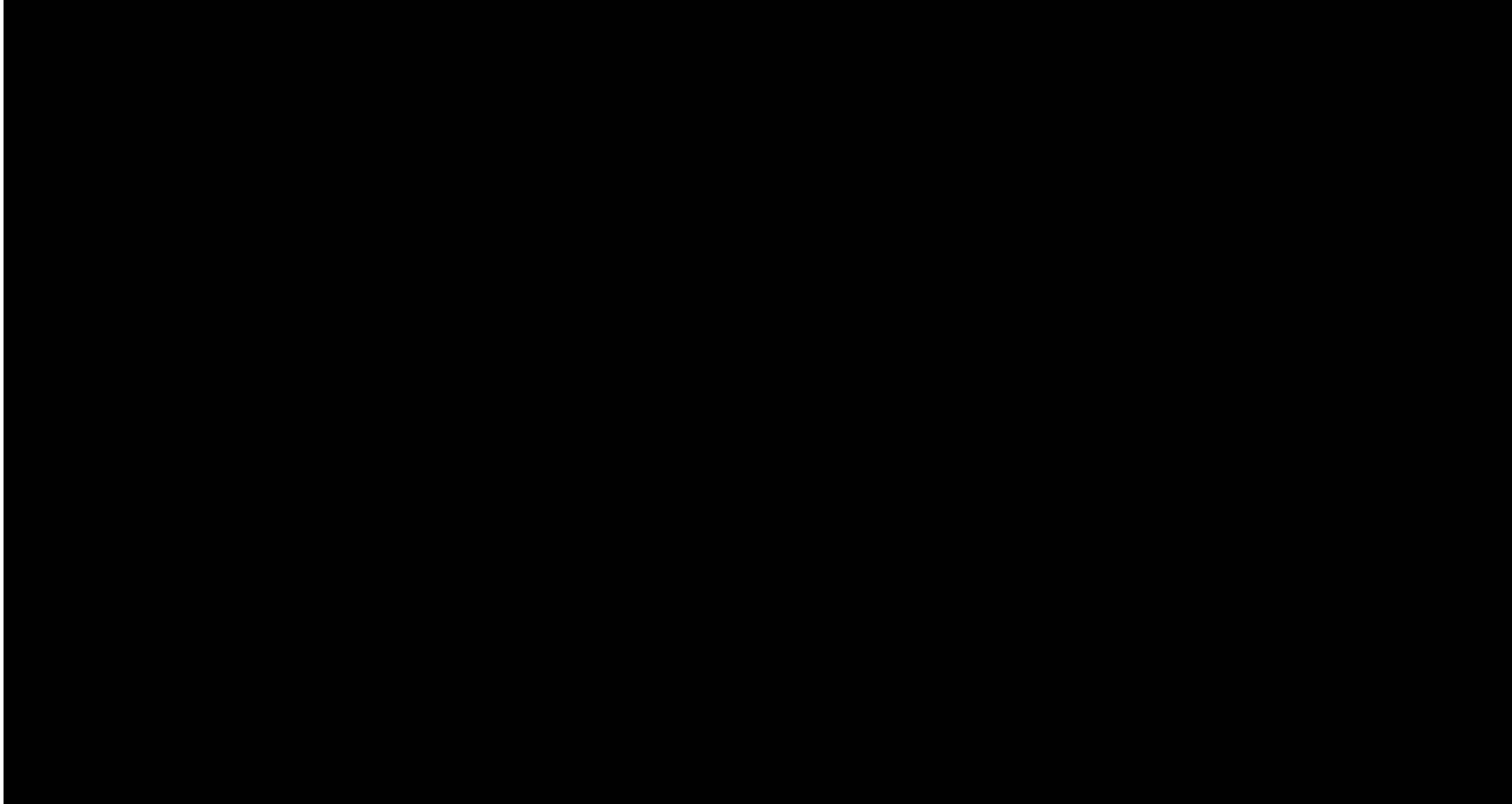


# Information for School-Based SLPs



[Information for School-Based SLPs \(asha.org\)](https://www.asha.org)

# State and Advocacy Information



# Resources for School-Based SLPs & Educational Audiologists

- [School Services Frequently Asked Questions](#)
- [ASHA Now e-newsletter](#)
- [ASHA Telepractice Checklist for School-Based Professionals](#)
- [Presentations for School-Based Speech-Language Pathologists \(asha.org\)](#)
- [Hearing Screening Guidelines for SLPs During COVID-19](#)
- [Resources for Educational Audiologists](#)
- [Joint Statement on Interprofessional Collaborative Goals in School-Based Practice - 2022 \(asha.org\)](#)

# Professional Development

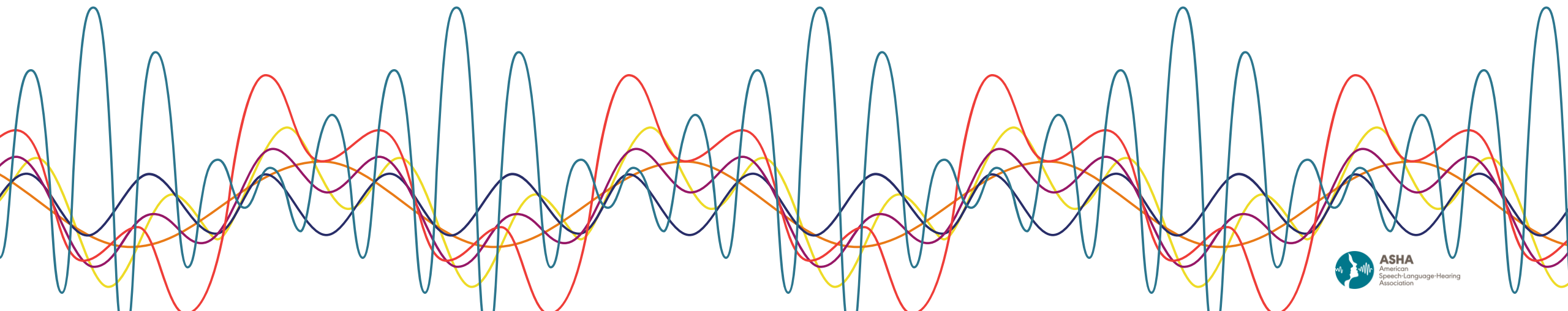
## ASHA Schools Connect

- Annual school-based conference addressing professional and clinical topics relevant to school-based practice
- Typically held in July

## Online Learning Conferences and Webinars

- Reading, Writing, and the SLP: Preschool to High School
  - Held February 2nd – 14th
- [Beginner's Guide to Successfully Working in Schools \(Live Webinar\) \(asha.org\)](#)
  - Being held on April 28th from 3-5 pm EST and on demand
- Language Sampling with Adolescents: Implications for Intervention
  - Being held September 21st from 2-4pm EST and on demand

# ASHA's Workload Resources

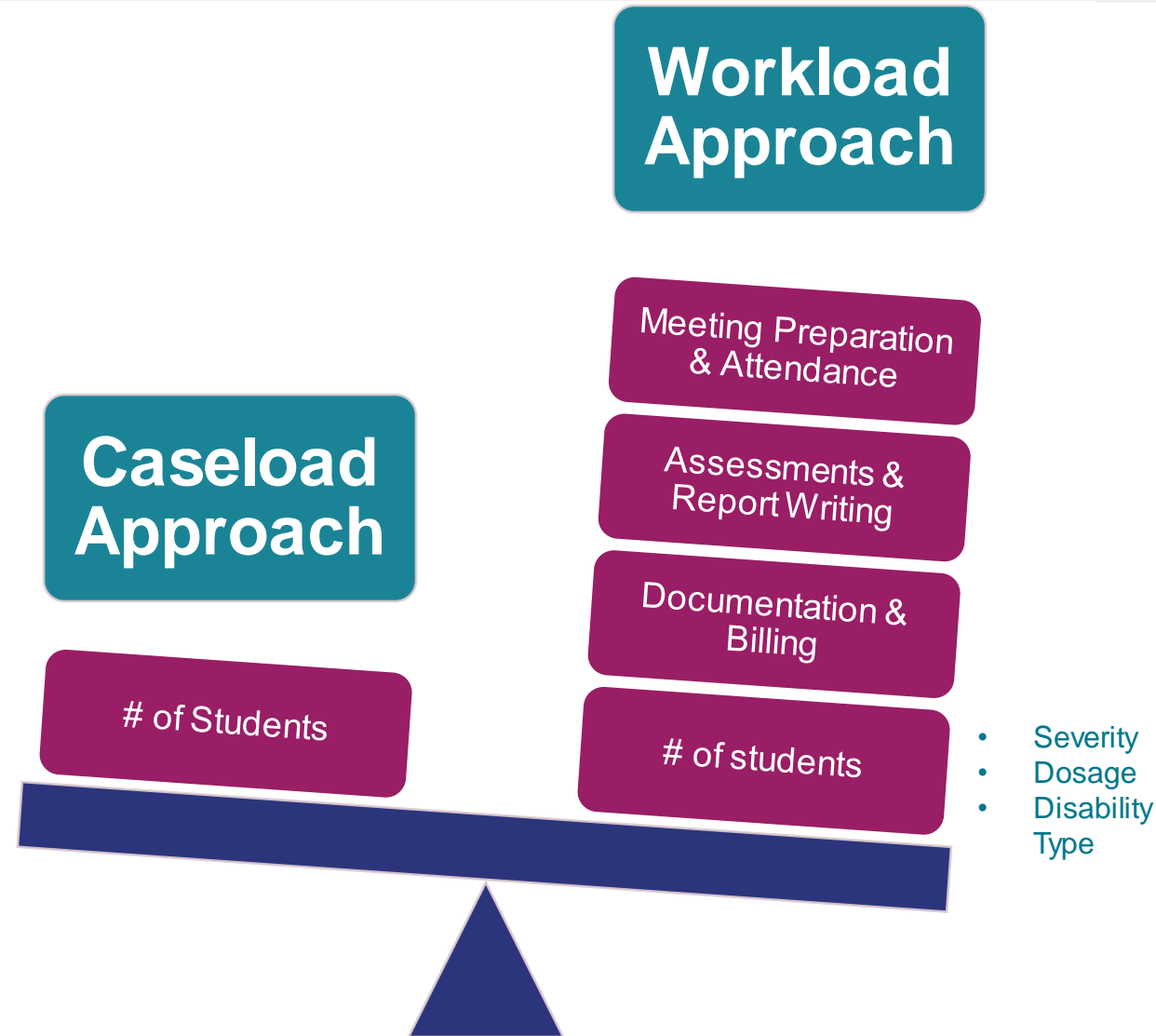


# What is ASHA's stance on caseloads?

ASHA does not recommend a specific caseload number for the following reasons:

- No research or data to support a specific caseload size
- The needs of students receiving speech-language services vary greatly, and a specific caseload number does not consider this variation.
  - Each caseload is different considering the frequency, intensity, and duration of services on IEP/IFSP, the complexity of each student's needs, and students receiving Rtl or MTSS services.
- Can lead to misinterpretation (e.g., maximum becomes the minimum)
- Caseload determinations are made at the local (school district) and state levels

For these reasons, ASHA encourages assignment of SLPs based on workload approach rather than caseload approach.



# What ASHA Does to Support Workloads in Schools

Collect regional and national data regarding caseload sizes and workload responsibilities;

Develop information, resources, and tools for school-based members to address the provision of speech-language services;

Track state and federal school-based trends and school-based issues;

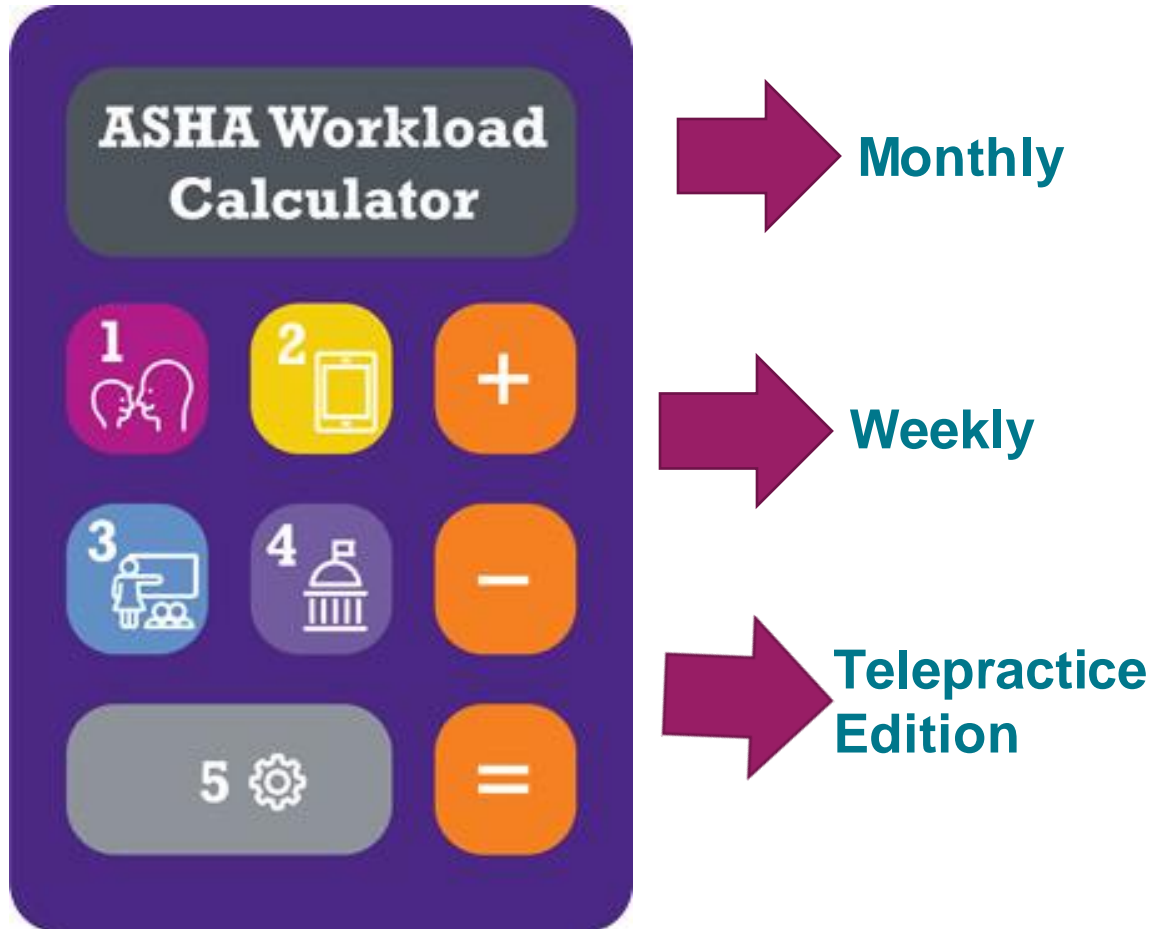
Provide technical assistance support via email and telephone calls with ASHA members;

Collaborate with school-based volunteers on ASHA's Committees, Boards, and Councils (such as ASHA SEALs, School-Advisory Board, School Finance Committee & SIG16);

Conduct membership advisory groups to collaborate on the development of resources and provide feedback about school-based issues/concerns;

Engage in advocacy and develop policy guidance for school-based speech-language pathologists at the federal and state levels; and

# ASHA Workload Calculator



- Identify the amount of time spent on direct and indirect services, compliance, including paperwork, and other daily activities
- Gain insights on how weekly scheduled hours compare to the number of actual hours spent and see a breakdown your workload activities



# ASHA Workload Analysis Calculator

- Companion tool to the Workload Calculator
- Helps identify the amount of time spent addressing workload activities for each student on their caseload
- Assists SLPs see a breakdown of activities for each student



Gain insights on actual hours spent providing direct and indirect services



Analyze tasks/activities that are needed to meet compliance requirements



Completion of other activities for students on your caseload outside the mandated service hours on students' IEPs

# How To Use the Calculators

1

**Share data with decision makers to seek assistance with workload concerns.**

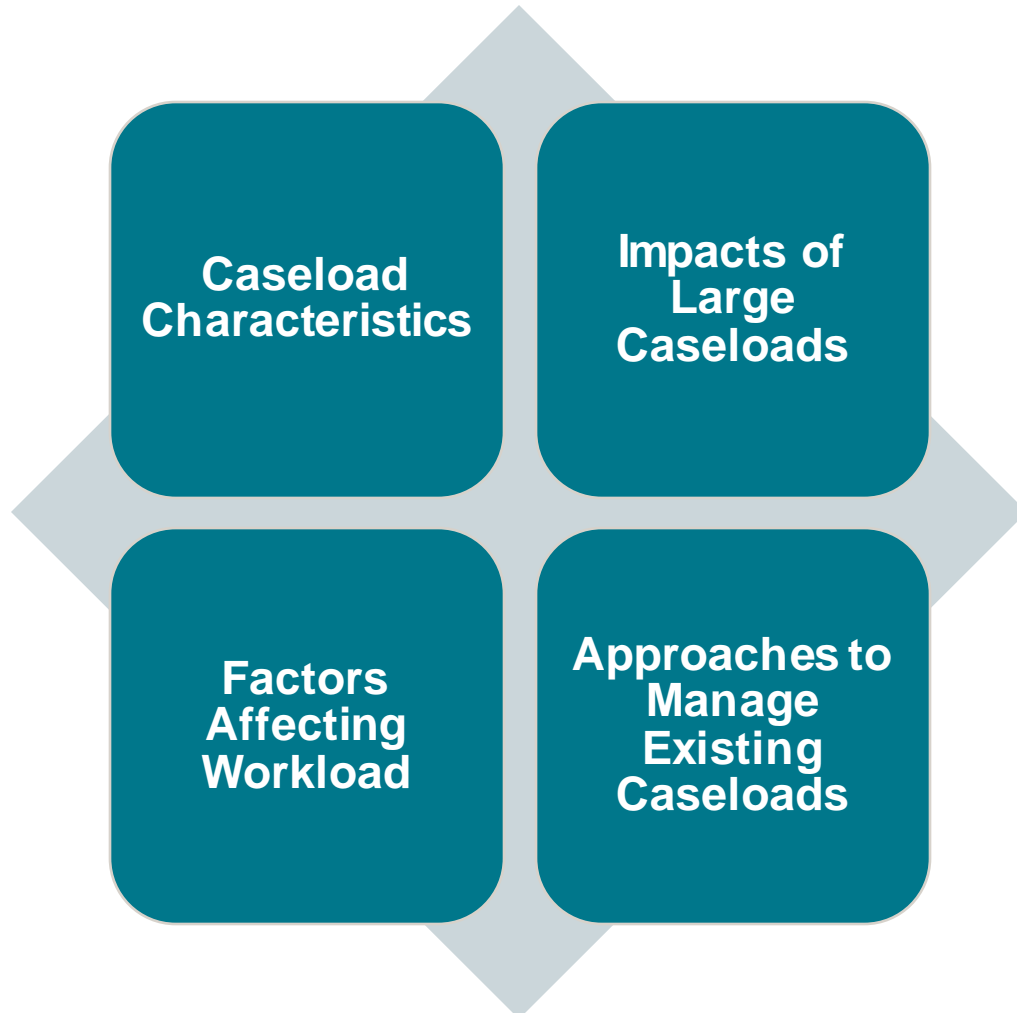
2

**Consider and vary service delivery methods to meet student needs.**

3

**Modify dosage of services based on student performance using the WAC.**

# ASHA's Caseload and Workload Practice Portal



- Facilitates clinical decision making about workload and caseload
- Increases practice efficiency for educational audiologists and speech-language pathologists

# ASHA's Workload Community

Visit the *“Improving Workload in Schools”* Community page to engage in clinical decision making and problem-solving with peers on workload and caseload management using the following link: [ASHA Community](#)



# ASHA Schools Survey

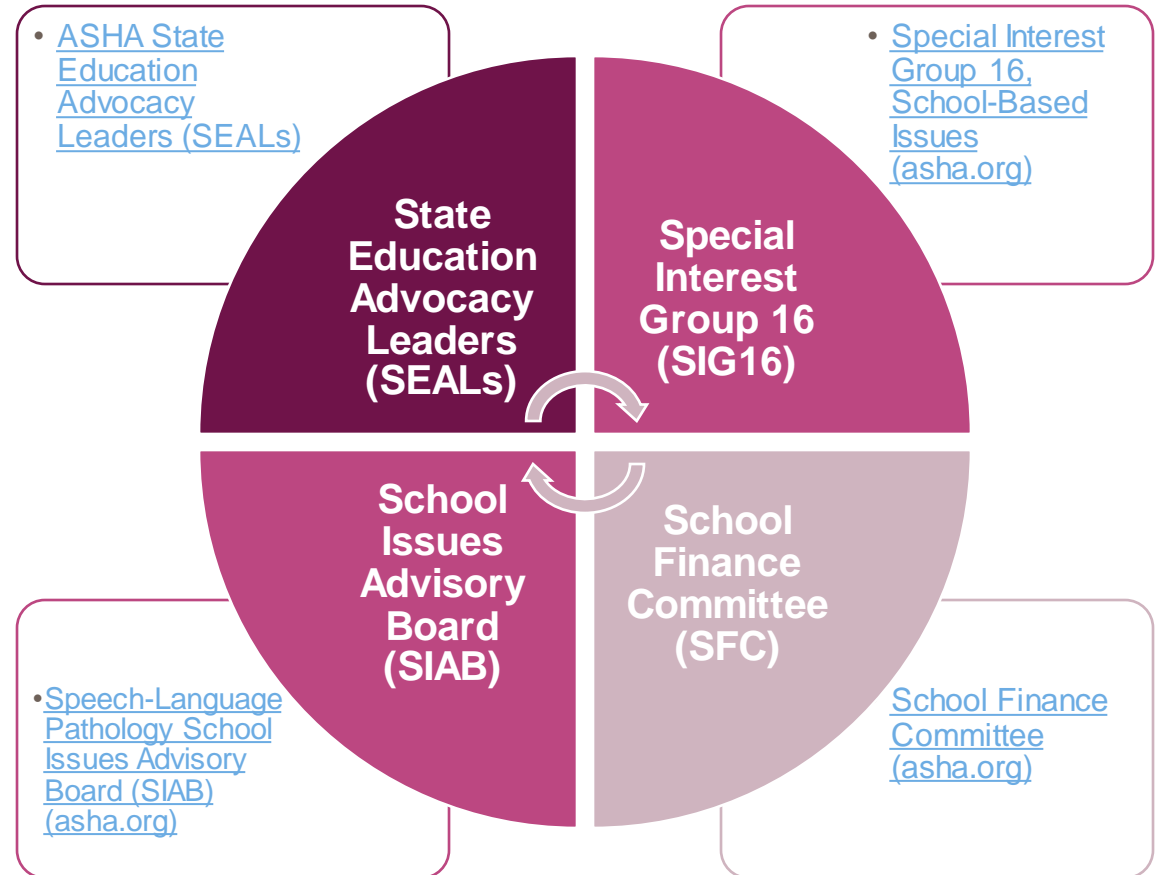
- 2020 Schools Survey Highlights
  - Median caseload size – 47
    - Highest in AZ & TX – 65
    - Lowest in NY – 30
  - 10% of SLPs had used the ASHA Workload Calculator
  - 17% used a workload approach, 4% used both a caseload workload approach to determine the number of students they serve.
  - 91% of SLPs serve students who have autism spectrum disorder
  - Greatest challenge – large amount of paperwork



**2022**  
**Results coming  
this Fall!**

<https://www.asha.org/Research/memberdata/Schools-Survey/>

# Become an ASHA Volunteer



[Become a Volunteer \(asha.org\)](https://www.asha.org)

ASHA

# SCHOOLS

2022

## CONNECT

**July 13-25**


**Online Conference**

**Mark  
Your Calendar!**

- Over 40 live and on-demand sessions, as well as online posters, available for continuing education (CE) credit.
- Curated content
- Invited speakers
- 100% School-focused

[ASHA Schools Connect](#)





# Audience Questions & Answers

- You may enter your questions or comments into the Q&A panel at the bottom of your screen at any time.
- The chat is moderated, so what you post will be added to a queue. We will be collecting your questions and comments as they come in.
- We will cover as many as time allows.



# Contact Us

[Actioncenter@asha.org](mailto:Actioncenter@asha.org)

1-800-498-2071

Chat live with an Action Center representative

M-F 8:30 a.m.-5:00 p.m.

To reach a member of the School Services or Audiology teams:

SLPs: [schools@asha.org](mailto:schools@asha.org)

Ed. AUDs: [audiology@asha.org](mailto:audiology@asha.org)

For the latest news and resources visit:

[Latest Updates](#) | [Telepractice Resources](#)

