2021 ASHA SCHOOLS
Virtual Town Hall

Wednesday, October 27, 2021 • 6:30-8:00 p.m. EST
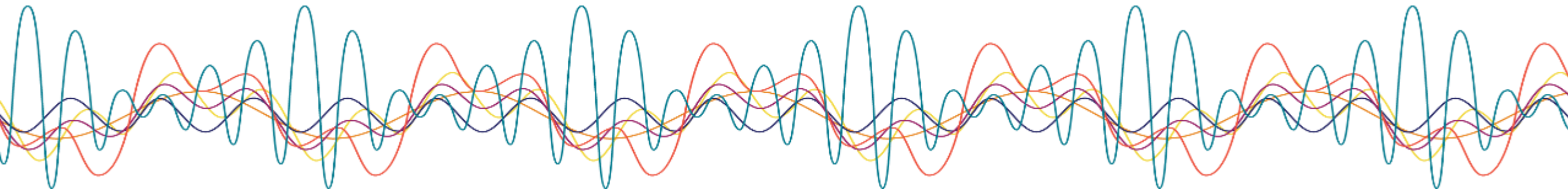
Strategies to Address Workload

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- Financial Disclosures: Employed by the University of Central Florida

- Nonfinancial Disclosures: ASHA Vice President of SLP Practices

Today we will....

- Learn how to analyze current workload responsibilities and formulate a plan to address to address unique workload challenges

- Identify and use ASHA's tools, information and resources to address workload management and advocacy

- Decide next steps to address workload responsibilities and determine which school- and district-level decision makers to partner with to effect change

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ASHA's School Services Team

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

Tiffany White
MEd, CCC-SLP
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Educational Policy & Advocacy

Jeffrey Regan, MA

Director of Government Affairs & Public Policy

Janet Deppe MS, CCC-SLP, FNAP

Director of State Affairs

Bill Knudsen,

Director of Education Policy

Eric Masten,

Director of Federal Affairs, Education

"Advocate for public policies that promote manageable workloads to optimize student outcomes, and support both clinical excellence and ethical practice".

--2021 ASHA Public Policy Agenda

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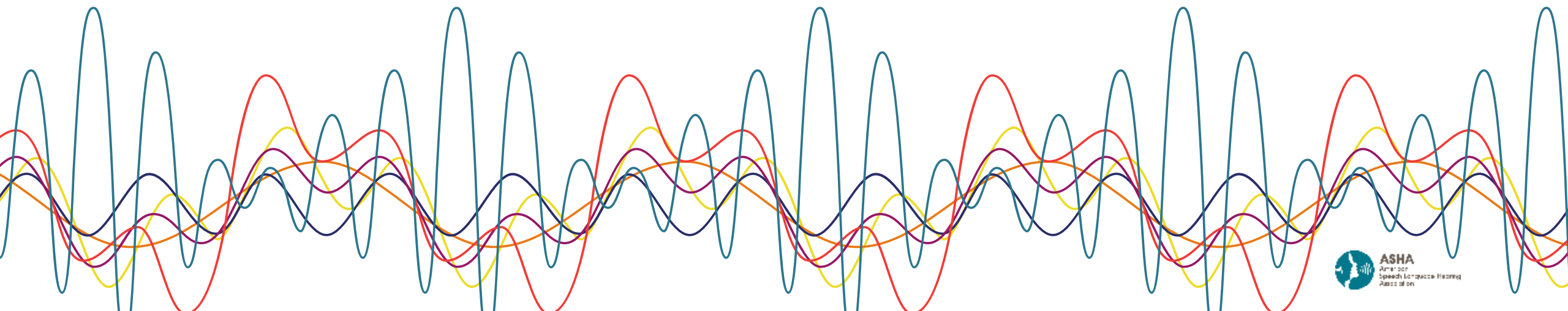Speech-Language-Hearing
Association

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;

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

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

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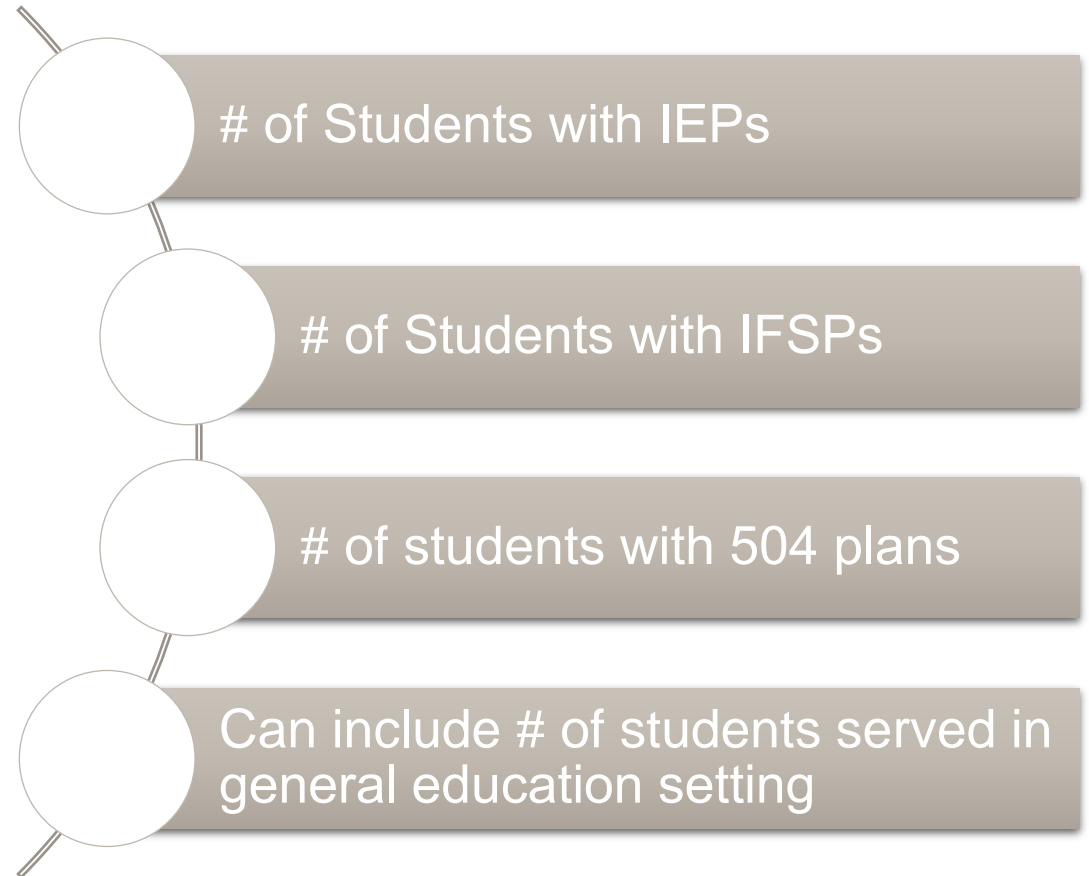Association

What ASHA Does to Support Workloads in Schools

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

- Maintains ASHA Communities to promote collaboration and networking among speech-language pathologists related to school-based issues.

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Understanding Caseload and Workload

What's included in 'caseload'?

- # of Students with IEPs
- # of Students with IFSPs
- # of students with 504 plans
- Can include # of students served in general education setting

https://www.asha.org/practice-portal/professional-issues/Caseload-and-Workload/

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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 RtI 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 rather than caseload.

Caseload vs. Workload

Caseload

# of students receiving direct and indirect services

"It is the position of the American Speech-Language-Hearing Association that the total workload activities required and performed by school-based speech-language pathologists (SLPs) must be taken into account to set caseload standards."
(ASHA, 2002)

# of students receiving direct and indirect services

Documentation, paperwork & billing

Workload

Preparing and attending meetings

"Other duties as assigned"

Administering assessments & report writing

Team collaboration   Session planning

https://www.asha.org/practice-portal/professional-issues/Caseload-and-Workload/

What is workload?

Workload refers to all activities required and performed by school-based SLPs. Workload includes the time spent providing face-to-face direct services to students as well as the time spent performing other activities necessary to support students' education programs, implement best practices for school speech-language services, and ensure compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004) and other mandates.

Use of a workload model is foundational to:

- High-quality services in the child's least restrictive environment
- Collaborative, interprofessional practices
- Complete service delivery continuum
- Provision of FAPE and compliance with state and federal regulations
- Access to accommodations and modifications
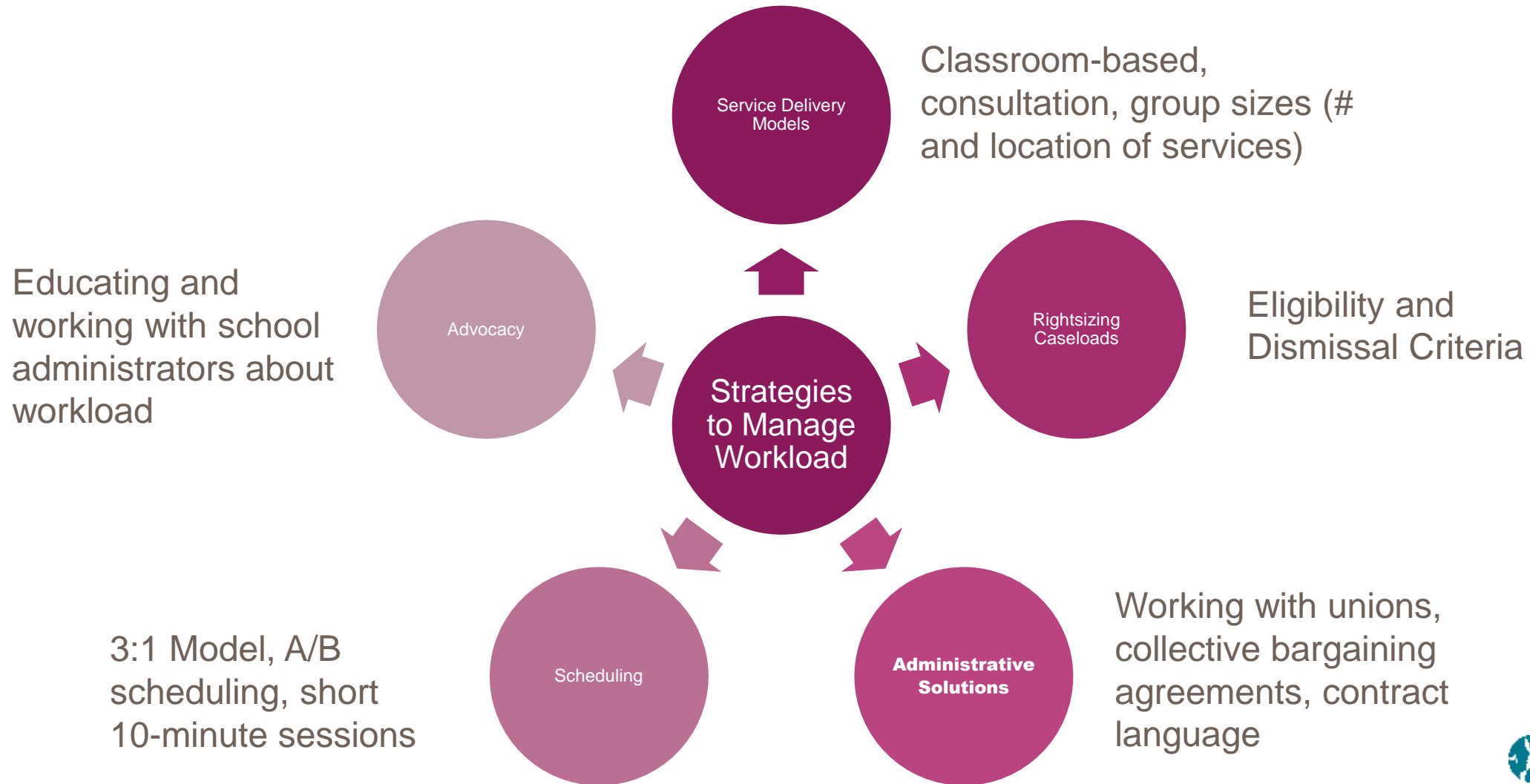- Effective recruitment and retention of SLPs in schools

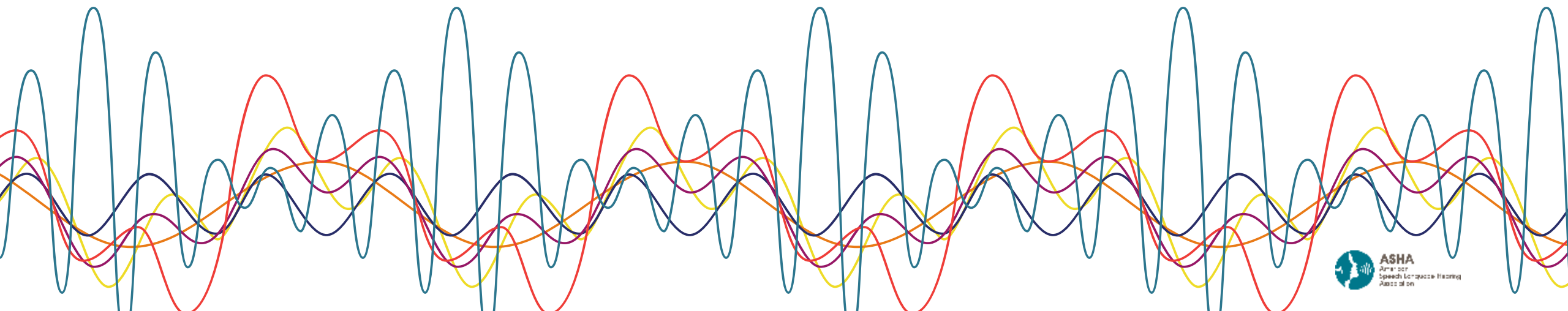# School SLP workload in a 36.6 hour work week:

Factors Impacting Workload

Professional Influences — Increase in scope of practice

Caseload — Number of students served

IDEA Mandates — -FAPE -LRE

School Policies & Expectations — Data collection & third party billing

School SLP Workload Activities

State and Local Regulations — Eligibility and dismissal criteria

State and Local Budgets

Unfunded Mandates — No waiting lists

Student Factors — Expanding range & severity of disabilities

State Certification Requirements

Pull out services **18.7 hours**	Classroom based integrated services 5.4 hours	**Diagnostic** evaluations 4.0 hours	**Collaborative** consultation **1.9 hours**
MTSS/RTI activities 1.4 hours	**Technological** support **.9 hours**	**Supervision .9 hours**	**504 Plan** students 0.2 hours
Telepractice 0.1 hours	**Other** duties, as assigned 3.1 hours		

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Strategies to Manage Workload

Service Delivery Models

Classroom-based, consultation, group sizes (# and location of services)

Advocacy

Educating and working with school administrators about workload

Strategies to Manage Workload

Rightsizing Caseloads

Eligibility and Dismissal Criteria

Scheduling

3:1 Model, A/B scheduling, short 10-minute sessions

Administrative Solutions

Working with unions, collective bargaining agreements, contract language

Virtual Town Hall Panelists: Strategies to Address Workload

Christina Bradburn, MS, CCC-SLP

Verna Chinen, MS, CCC-SLP

Dawn Merth-Johnson, MA, CCC-SLP

Tanya Shore, EdD, CCC-SLP

Christina Bradburn, MS, CCC-SLP

Shelbyville Central Schools in Indiana

Speech-Language Pathologist and Educational Diagnostician

- Financial Disclosures: Bureau of Education and Research - consultant/speaker- receive honorarium and royalty payments for presenting content related to this session across the United States and online since 2014.

- Nonfinancial Disclosures: Member of ASHA School Issues Advisory Board since 2020.

Verna Chinen, MS, CCC-SLP

Hawaii Department of Education

Educational Specialist, Special Education Section; and
Part-time clinical educator, University of Hawaii's Communication Science and Disorders Department

- Financial disclosure: Ms. Chinen is a full-time employee of the Hawaii Department of Education.
- Non-Financial disclosure: Ms. Chinen is the current president of the State Education Agencies Communication Disabilities Council (SEACDC) and a member of the ASHA Committee of Ambassadors.
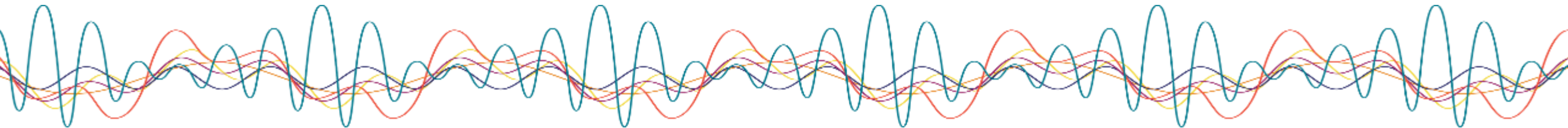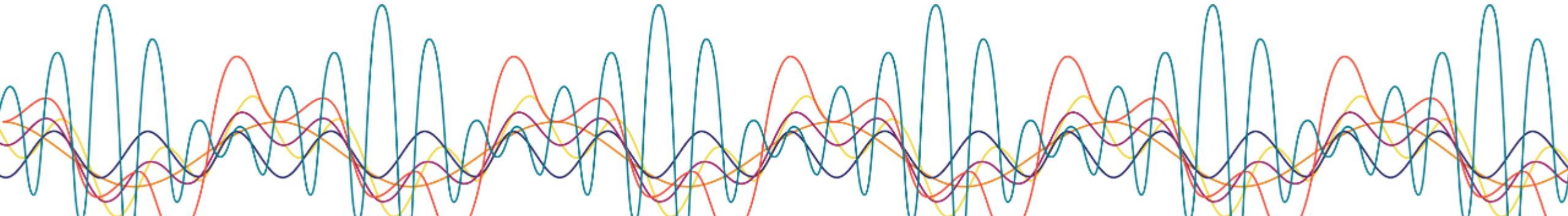
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- Financial Disclosure: none

- Nonfinancial Disclosure: Volunteer with ASHA as the Co-State Education Advocacy Leader (SEAL) for Wisconsin and SEAL Champion for the Midwest Region

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Seminole County Public Schools, Florida

Director of Special Education

- Financial Disclosure: Employed by Seminole County Public Schools, the University of Central Florida, and Grow Communication, LLC. Receives a salary or other payment for job responsibilities.

- Nonfinancial Disclosure: ASHA Continuing Education Board Chair. Receives no compensation for this role.

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.

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Strategies & Tools for Workload Management
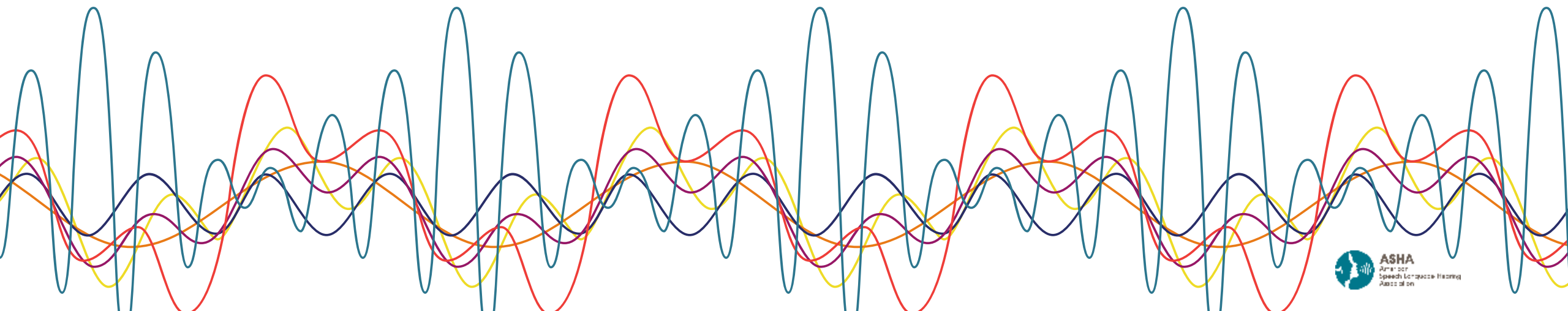
Working with Your Union

Carol Fleming (AK) and Julie Malone (CA), members of the SIG 16 Coordinating Committee recommend the following:

- Familiarize yourself with your union's collective bargaining agreement (CBA)
- Use both union and professional association data and information to support your position and help make a case about setting workload standards
- Identify and brainstorm potential district interests to use as a starting point in your negotiation

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Working with Your Union, cont'd

- **K**eep it simple

- **I**dentify your role

- **D**ifferentiate your role

- **D**efine federal and state requirements and documentation

- **D**o you your homework

My School District Doesn't Have A Union

Carol Fleming (AK) and Julie Malone (CA), members of the SIG 16's Coordinating Committee recommend the following:

- Look nationwide at Collective Bargaining (CB) groups (personnel policy committees) that negotiate for the employee contracts and benefits and working conditions
- Every state has a union - but many are right to work states that don't have CB but it is done through the personnel committees -- go to any of the union websites and reach out to the state affiliate to see if there is a local group to assist you

# Conversation with Your School Administrators

When approaching your school administrator be prepared to discuss the following:

- Share your most current intervention schedule and caseload roster

- Describe the strategies that you already implemented to manage your workload

- Inform your administrator of additional workload responsibilities

Conversation with Your School Administrators, cont'd

- **Provide supporting data**
- **Ask for recommendations** for ways to manage your workload responsibilities
- **Be solution-oriented** by being specific in the type of support you're seeking to assist with managing your workload

ASHA Workload Calculator

Monthly

Weekly

Telepractice Edition
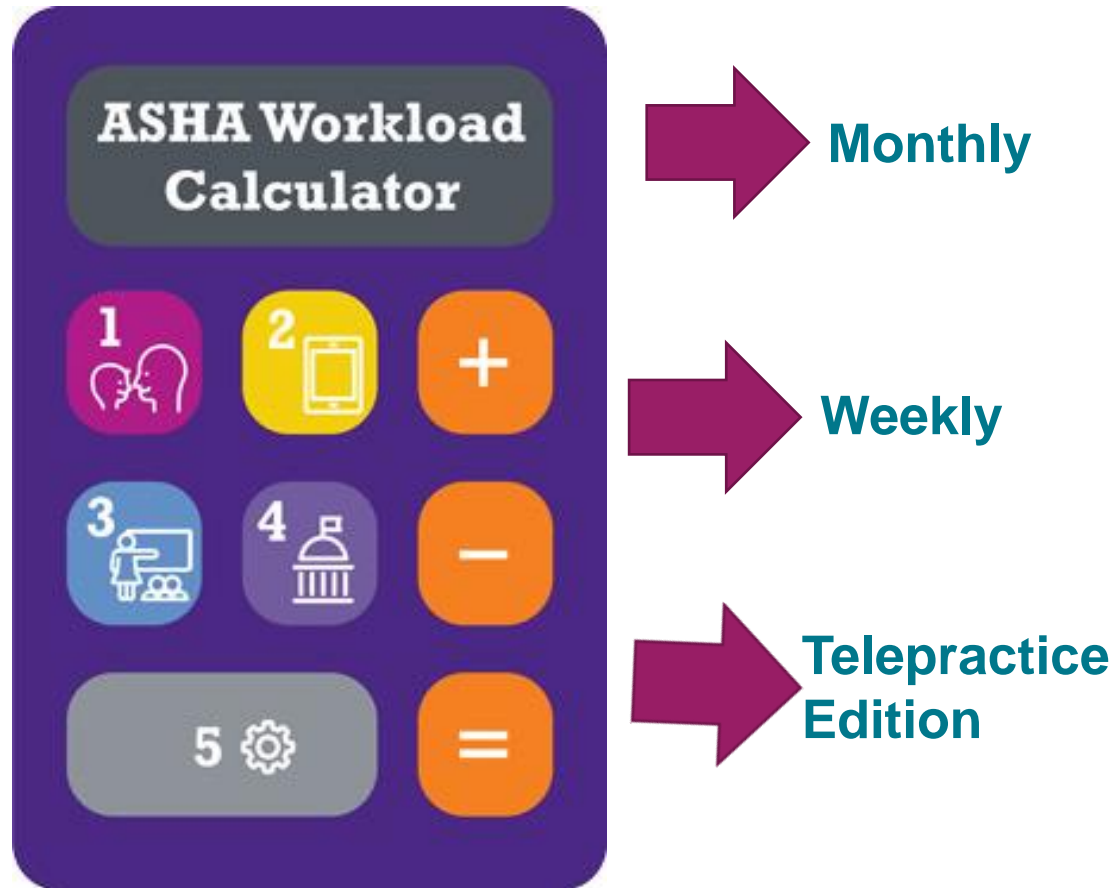
- Identify the amount of time spent on direct and indirect services, compliance, including paperwork, and other daily activities

- 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

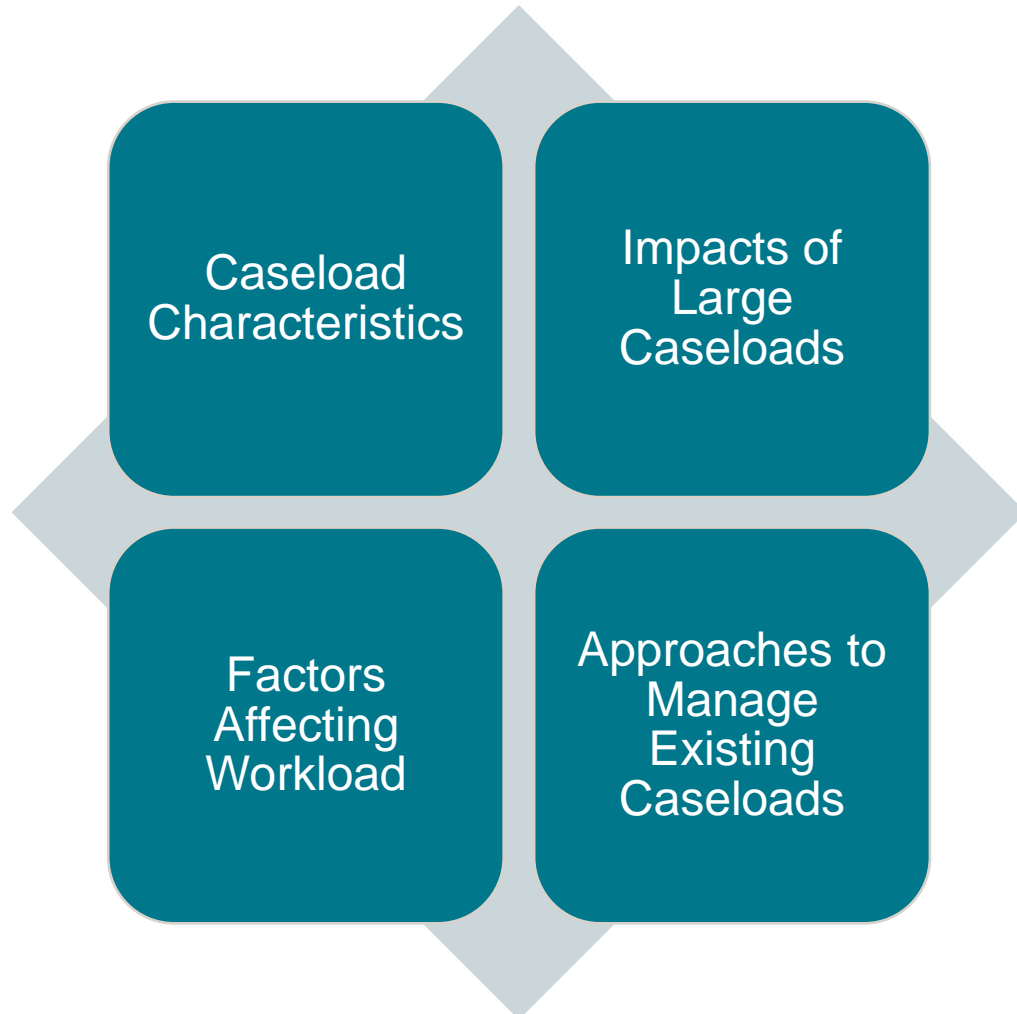Gain insights on actual hours spent providing direct and indirect services

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

https://www.asha.org/slp/schools/workload-calculator/

ASHA's Caseload and Workload Practice Portal

Caseload Characteristics	Impacts of Large Caseloads
Factors Affecting Workload	Approaches to Manage Existing Caseloads

- Provides resources on clinical and professional topics and links to available evidence related to school-based caseload and workload

- Facilitates clinical decision making

- Increases practice efficiency for audiologists and speech-language pathologists

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ASHA's Workload Community

ASHA school-based members can 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

Additional Workload Resources

[2021 ASHA Schools Virtual Town Hall: Strategies to Address Workload Resources](#) includes:

- ASHA Leader articles
- Research-based articles
- 2020 ASHA School Survey Results
- ASHA's Best Practice Guidance and tools for workload management
- Advocacy Tips

Questions?

Contact schools@asha.org