CEO Live Chat
Supporting School-Based SLPs

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
ASHA represents 212,534 CSD professionals

- Up from 207,913 at year-end 2020

Primary Employment Facility – SLPs

ASHA 2021 Member and Affiliate Profile
Where in Schools do SLPs Work?

2020 Schools Survey: Number and Types of Responses, SLPs (asha.org)
Employment Status of School-based SLPs

EMPLOYMENT STATUS OF SCHOOL-BASED SLPS

- Part-Time: 14%
- Full-Time: 86%

PRINCIPAL EMPLOYMENT SITUATIONS OF SCHOOL-BASED SLPS

- Self-Employed: 11%
- Salaried Employee: 1%
- Contractual: 88%

2020 Schools Survey: Number and Types of Responses, SLPs (asha.org)
Demographic Information about School-based SLPs

Work Settings of School-based SLPs

- Urban: 33%
- Suburban: 47%
- Rural: 20%

Yearly Work Schedule of School-based SLPs

- Works 9-10 months: 90.50%
- Works 11-12 months: 9.50%

2020 Schools Survey: Number and Types of Responses, SLPs (asha.org)
SLP Supply Varies by State and Region

• 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.
Roles & Responsibilities

School Services in Speech-Language Pathology Team
# Roles and Responsibilities

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Workload/Caseload</td>
<td>• 2020 Schools Survey: SLP Caseload and Workload Characteristics (asha.org)</td>
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<tr>
<td>Staffing Shortages</td>
<td>• Challenges to Successful Recruitment and Retention of School-Based SLPs (asha.org)</td>
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<td></td>
<td>• ASHA Take Action</td>
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<tr>
<td>Salaries</td>
<td>• State Caseload Data and Salary Map (asha.org)</td>
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<tr>
<td>Roles &amp; Responsibilities</td>
<td>• Roles and Responsibilities of Speech-Language Pathologists in Schools (asha.org)</td>
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<tr>
<td>Ethical Challenges</td>
<td>• Ethics Q&amp;A for School-Based Speech Language Pathology Practice (asha.org)</td>
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<tr>
<td>Adequate Workspaces</td>
<td>• Classroom Acoustics (asha.org)</td>
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<td></td>
<td>• Adequate Workspace in Schools (asha.org)</td>
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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
- 800-498-2071
- E-mail the Action Center

Top 5 TA Inquiries (YTD 2022)

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

TA Counts per Year

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<tr>
<th>Year</th>
<th># of TAs Responses</th>
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<tbody>
<tr>
<td>2019</td>
<td>1592</td>
</tr>
<tr>
<td>2020</td>
<td>2680</td>
</tr>
<tr>
<td>2021</td>
<td>1409</td>
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# of TAs Responses
Serve as Liaisons to ASHA's CBCs, SIGs, and National Joint Committees
State and Advocacy Information

State-by-State (asha.org)
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)
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
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 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
Despite the complexity of their roles, ASHA Workload Calculator helps therapists gain insights by identifying the amount of time spent on direct and indirect services, compliance, including paperwork, and other daily activities. 

Additionally, it allows therapists to gain insights on how weekly scheduled hours compare to the number of actual hours spent and see a breakdown of their workload activities.

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

https://www.asha.org/practice-portal/professional-issues/caseload-and-workload/
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

- ASHA State Education Advocacy Leaders (SEALs)
- Special Interest Group 16, School-Based Issues (SIG16)
- Special Interest Group 16, School-Based Issues (SIG16)
- School Issues Advisory Board (SIAB)
- School Finance Committee (SFC)
- Speech-Language Pathology School Issues Advisory Board (SIAB) (asha.org)

Become a Volunteer (asha.org)
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

Mark Your Calendar!

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
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
Ed. AUDs: audiology@asha.org

For the latest news and resources visit:
Latest Updates | Telepractice Resources