

CSAP Question: October 2013

Dear CSAP friends,

Could you tell me if 1)any of you are using a Workload instead of a Caseload approach to service delivery in any of the school districts in your states and 2) if you are, what did you do to convince your state department of education to sanction that approach?

Thanks for your help!

Susan McHugh
OSHA Past President 2010
Speech/Language Pathologist
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RESPONSES

Hello,

I am writing to respond to the workload vs. caseload question.....

In Missouri, the workload approach is not necessarily approved by the state department.....many of the school districts in the Kansas City metropolitan area use a 3:1 workload approach. In my district in particular, we have a different approach as we were one of the first to incorporate RtI, so ours is more of a 4 day to 1 day approach, if you will.....so we essentially have a workload approach. In this state we no longer have caseload minimum/maximums.

If you would like some additional information, please let me know.....

Thanks,
Beth McKerlie
MSHA VP for School Services

NM uses workload not caseload due to SLP shortages
Michael Kaplan

Thanks to CSHA member Julie Giaccone:

Virtually all CT school districts have examined the Caseload versus Workload approach - HOWEVER, I have yet to see it fully implemented in any district. I have trained many speech / language departments around the state on making the case for the Workload approach to their administration as well as how to implement such. Unfortunately our districts do not fully understand or appreciate our "value added".

Our critical shortage of SLPs combined with our current economic situation has actually led to even higher caseloads in many districts. With this being said, I firmly believe that the newly adopted CCSS will springboard our SLPs to the forefront. Teachers have already begun approaching their SLPs for Tier I language / literacy and language in math support due to the rigor and design of the new curriculum. (I am crossing my fingers and holding my breath). For districts to fully access the our "value added", SLPs will have to move to a workload approach in order to effectively impact student achievement.

Susan Munroe

Susan,

The person related to KSHA to speak to is Lois Waldo, one of KSHA's Past Presidents, who is currently spearheading a caseload/workload campaign in Kansas. Her contact e-mail is dwaldo@cox.net .

Doug Parham
Past President
Kansas Speech-Language-Hearing Association

From a member of our Executive Board:

I asked our Director of Clinical Education to poll our school-based placement contracts with these questions. I've received responses from 6 school districts and two Intermediate Units in southeastern PA, and one school district in southern NJ. Only one responded that they are using a workload model (a school district in PA). One PA school district tried to get the administration to consider it, but were unsuccessful. Several others reported that they "wished" they could move to a workload model but they didn't seem hopeful.

The district that is using a workload model reported that the SLPs meet on a regular basis with the Director of Special Education to review needs within each district building. They review the prior year's clients and their needs, including paperwork and administration duties (i.e., time needed for billing, report writing, IEP meetings and evaluation report writing). They use this information to project amount of SLP time needed for each building. SLPs are then assigned based on that time projection. Here are the examples they gave:

For example, one elementary houses 5 grades worth of Autistic support. These students all receive 30 minutes twice a week of speech on their IEP in small and large group settings. The paperwork includes billing access, providing input for re-evals and IEPS, quarterly progress reporting, IEP meetings and lesson planning. We said this therapist needed 5 full days in the building. I am in the Kindergarten Center where the majority of the work is initial evals, initial IEP's, transitioning IEP's from early intervention, medical access billing, etc. This setting requires 4 days.

The SLPs in this district seem to be very pro-active. When confronted with an issue, they typically meet to discuss, brainstorm, and develop a plan of action. They then approach their administrator with a suggested course of action, and a rationale for it.

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