Flexible Scheduling: Creative Solutions for SLP Shortages

TSHA March 30, 2007 8:00-9:30
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Shortages of SLPs: Public Schools

1. Large caseloads in the public schools
   - Limit available service delivery options
   - Interfere with time for other activities and responsibilities needed to meet individual needs of students
   - Negative impact on student outcomes
   - Leads to burn out and attrition
   - Interferes with the intent of IDEA 2004

2. Special Education laws result in expanded role of SLPs
3. Complex and diverse student population

Shortage of SLPs: Public Schools

- Large caseloads = increase in meetings and paperwork
- Large caseloads are associated with recruiting and retention difficulties

Pasadena Independent School District
ASHA Position

- ASHA gave caseload size recommendations - 1991: maximum 40 had NO effect on caseload size.
- ASHA 2001-2003 revised policy on caseload size. Shift focused from caseload to workload.

ASHA Role and Responsibilities of SLP

- What is workload? Taking the total work activities of school-based SLPs into account when determining the number of students who can be served.
- Workload Cluster Pie

Workload Activity Clusters

- Direct services to students
- Counsel students
- Evaluate students for eligibility for special education
- Identify students with speech and language impairment
- Implement IEPs and IFSPs
- Provide direct intervention to students using a continuum of service-delivery options
- Re-evaluate students

- Indirect activities that support Students in the least restrictive environment and general education curriculum
- Engage in dynamic assessment of students
- Connect standards for the learner to the IEP
- Consult with teachers to match students learning style and teaching style
- Design/recommend adaptations to curriculum and delivery of instruction
- Design/recommend modifications to the curriculum to benefit students with special needs
- Participate in activities designed to help prevent academic and literacy problems
- Observe students in classrooms

- Indirect services that support students' educational programs
- Analyze and engineer environments to increase opportunity for communication
- Analyze demands of the curriculum and effects on students
- Attend student planning teams to solve specific problems
- Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)
- Communicate and coordinate with outside agencies
- Contribute to the development of IEPs, IFSPs
- Coordinate with private, nonpublic school teachers and staff
- Design and implement transition evaluations and transition goals
- Design and program high, medium, and low-tech augmentative communication systems
- Engage in special preparation to provide services to student (e.g. low incidence population, research basis for intervention, best practices)
- Interview teachers
- Make referrals to other professionals
- Monitor implementation of IEP modifications
- Observe students in classrooms
- Plan and prepare lessons
- Plan for student transitions
- Provide staff development to school staff, parents, and others
- Program and maintain assistive technology/augmentative communication systems (AT/AC) and equipment
- Train teachers and staff for AT/AC system use.

Benefit of Workload Approach

- Meets individual needs of students through a continuum of services
- Documents the various needs of students on the IEP
- Allows SLP to contribute to improve student performance
- Allows for scheduling activities with and on behalf of students

Factors that May Positively Impact Shortages in Public Schools

- TSHA Eligibility Templates
- Dismissal Criteria
- Workload Approach
  -- Continuum of Service Delivery Models
  -- Flexible Scheduling

Eligibility and Dismissal Criteria

- TSHA Eligibility Template Trainings
- ASHA Dismissal Criteria
Workload Approach—Continuum of Services

- Pull-out Group/ Individual
- Classroom-Based Collaboration
- Consultation
- Self-Contained Classes
- RtI Intervention
- Monitor

Workload Approach—Flexible Scheduling

- Workload Analysis
- Define needs of students
- Schedule activities not students
- Create "wiggle room"
- Take small steps of success

Student Services Summary Worksheet

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Direct Services</th>
<th>Indirect: Supporting IEP</th>
<th>Indirect: Supporting LRE &amp; Curriculum</th>
<th>Compliance &amp; Other Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joey (SI)</td>
<td>45 min/wk in resource</td>
<td>SHARE, ARD/IEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanda (RtI)</td>
<td>40 min/wk RtI Artic Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam (AU)</td>
<td>20 min/wk in AU class</td>
<td>15 min/wk consult w/ AU staff</td>
<td>30 min/mo AT support</td>
<td>SHARE, ARD/IEP, parent communication</td>
</tr>
</tbody>
</table>
Grouping Activities

- Group self-contained students (resource, AU, PPCD)
- Group by disorder (articulation, language, fluency, voice)
- Group RtI students

Begin Scheduling

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15-7:45</td>
<td>Artic Lab</td>
<td>Artic Lab</td>
<td>Artic Lab</td>
<td>Artic Lab</td>
<td>Classroom observation</td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>AU Class</td>
<td>Resource Class</td>
<td>AU Class</td>
<td>Language</td>
<td>Classroom observation</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>AU Class</td>
<td>Resource Class</td>
<td>Fluency Group</td>
<td>Kinder</td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>1st grade</td>
<td></td>
<td></td>
<td></td>
<td>ARD</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Phonological Group</td>
<td>2nd grade</td>
<td>Intervention</td>
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</tbody>
</table>

Weekly Schedule

- Explore varying weekly schedule
- Week 1 & 3 same, Week 2 & 4 same
- 3:1 Rotation
  - 3 weeks direct services to students
  - 1 week indirect services
3:1 Model Guidelines

Weeks 1-3
- Daily you still must have a 45-minute conference period and a 30-minute lunch.
- Some ARDS and Assessments may need to be conducted during weeks 1-3 to remain in timelines. Careful planning and organization will help minimize ARDs and testing during these weeks.
- Keep in mind the individual needs of each child! If time were not an issue, what would be the best therapy schedule for Johnny? Does he need a longer lesson one time a week? Does he need several small intensive drill sessions each week? Does he need one session in the speech room and another session in his classroom?

3:1 Model Guidelines

Week 4
- The focus of week 4 should be:
  - Consultation with the classroom teachers and special ed teachers
  - Consultation with outside agencies/professionals
  - Assessments
  - ARDs
  - Classroom observations
  - Paperwork
  - Report Writing
  - SHARS
- Consultations with every grade level teacher and special ed teacher should occur at least once a month. If you schedule to attend their grade level meetings during week 4, you should be able to meet with all of them. You don’t have to sit through their entire meeting.

Benefits to 3:1 Model
- Allows for scheduled time for indirect services
- Less interruptions of direct therapy
- Allows scheduled time for classroom observations
- Improved quality of assessment report
- Built in time for making up therapy (if needed)
- Allows scheduled time for compliance paperwork
Response to Intervention (RtI)

- Artic Lab
  - allows for non-special ed students to receive intensive articulation intervention
  - allows for groups of articulation impaired students to be grouped and receive intensive treatment
- Story Lab & LINC
  - allows for SLP to provide IEP services in regular ed setting
  - allows provision of SLP services to regular ed students

Cluster Approach

- Groups SLPs in clusters
- Allows SLPs to work together to provide needs of students and speech therapy services
- Allows SLPs to develop specialization areas
- Allows for better supervision of SLPAs
- Improves job satisfaction

How to Cluster SLPs

- Start w/ SLP supervisors and SLPAs (CFYs)
- Consider geographic locations of campuses
- Consider location of special programs (AU, PPCD, etc.)
- Consider special interests of SLPs
Cluster Planning Sheet
Jill/CCC, Patty/SLPA, Corrie/CFY, Karen/CCC (p/t)

<table>
<thead>
<tr>
<th>DOWN list needs of students/ campuses</th>
<th>ACROSS list specialty/ desires of SLPs</th>
<th>Artic Labs</th>
<th>Supervision</th>
<th>Assessment/ ARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morales/ PPCD classes</td>
<td>Corrie</td>
<td>Patty</td>
<td>Jill</td>
<td>Jill</td>
</tr>
<tr>
<td>Pearl Hall</td>
<td>Jill/ Patty/ Corrie</td>
<td>Patty</td>
<td>Jill</td>
<td>Jill</td>
</tr>
<tr>
<td>Genoa</td>
<td>Patty/ Jill</td>
<td>Patty</td>
<td>Jill</td>
<td>Jill</td>
</tr>
<tr>
<td>Genoa Oil class</td>
<td>Karen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency (all campuses)</td>
<td>Corrie</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developing Clusters

- Specializations
  - Bilingual, PPCD Assessment, Assistive Technology, Assessment, Supervision
  - Provide training in specialty areas
- Supervision
  - Surpasses state licensure requirements
  - Provides more training for SLPAs
  - Provides better quality of services for students
- Job Satisfaction
  - Team building
  - Built in support

Resources

- Workload vs. Caseload, Judy Rudebusch, Irving ISD, jrueduscheck@irvingisd.net
- Pasadena ISD, JoAnn Wiechmann, M.A. CCC/SLP jwiechmann@pasadenaisd.org, 713-740-0232