

Caseload Management: Eligibility to Dismissal

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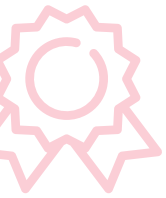
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DEPARTMENT OF
EDUCATION

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1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Participants will:

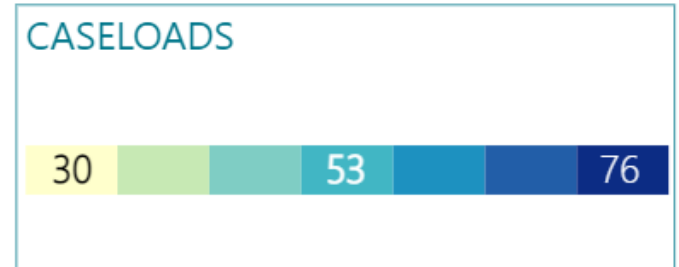
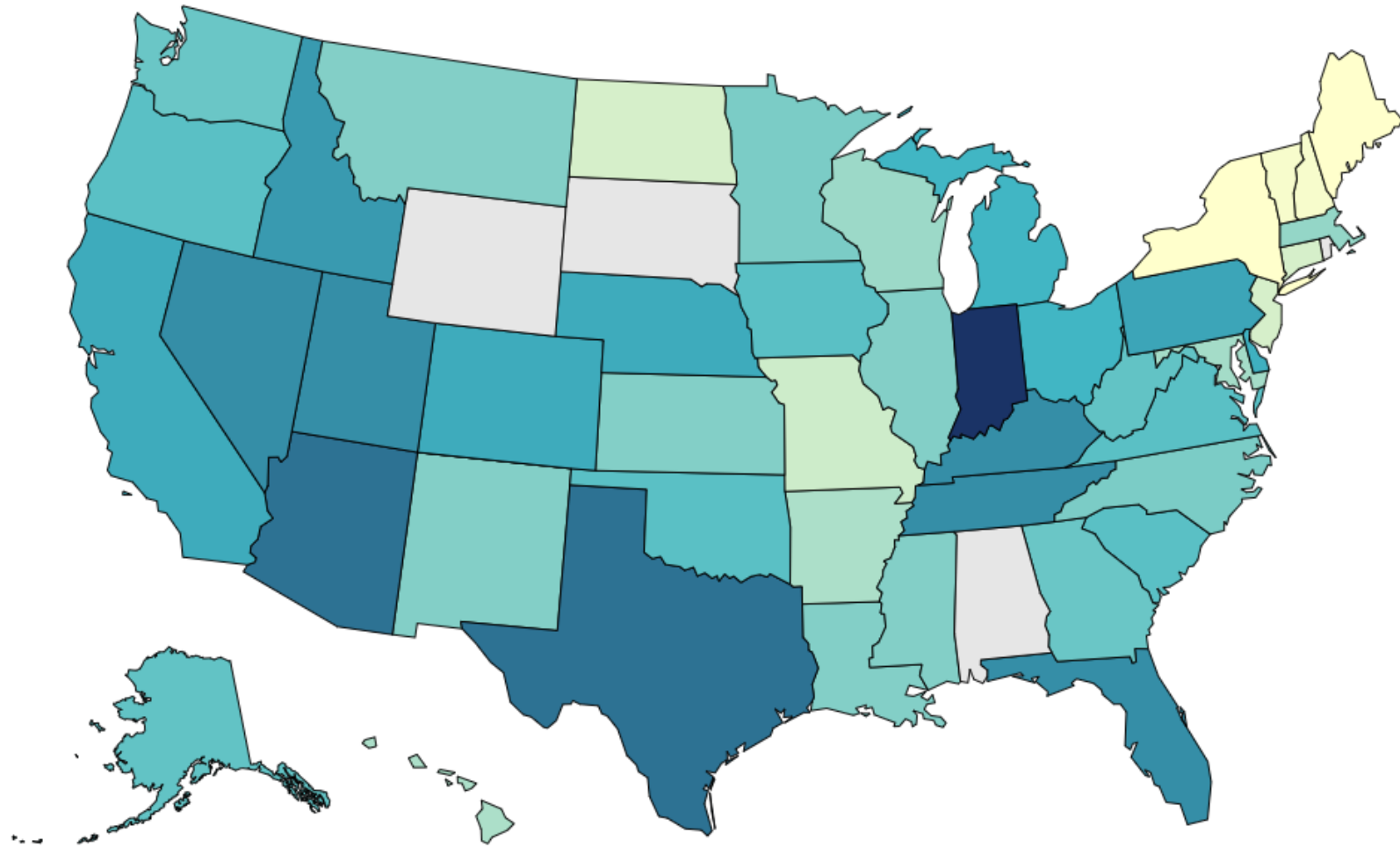
- Understand the function of the Multidisciplinary Evaluation Team (MET).
- Determine how to help the IEP team make valid eligibility decisions.
- Learn speech-language dismissal criteria and process
- Learn how to analyze caseloads to determine workload.

Caseload – the number of students with Individualized Education Programs (IEPs) that a Speech Pathologist (215) or Speech Therapist (216) is serving directly

Workload – caseload *in addition to* a number of associated job demands

- Critical shortage of Speech-Language Pathologists in the school setting
- Over-identification of students with speech-language disabilities
- Misunderstanding by the Multidisciplinary Evaluation Team (MET) and the IEP Committee of service provision guidelines
- Lack of knowledge regarding the role of related service providers

The Effects of High Caseloads



ASHA Data on Caseload Caps



State	2015–2016 Update
Alabama	AL issues no min/max caseload guidance (as of 2012).
Alaska	AK issues no min/max caseload guidance (as of 2012).
Arizona	AZ issues no caseload guidance; average caseload of 50 to 75+.
Arkansas	AR has a caseload maximum of 45.
California	CA has a maximum caseload of 55, but it is difficult to enforce due to statewide shortages; a caseload/workload task force was formed to evaluate the education code and provide new language.
Colorado	CO issues no min/max caseload guidance.
Connecticut	CT issues no min/max caseload guidance.
Delaware	DE issues no min/max caseload guidance.
Florida	FL issues no min/max caseload guidance.
Georgia	GA has a caseload cap of 55.
Hawaii	As of 2012, HI issues no min/max caseload guidance.
Idaho	ID issues no min/max caseload guidance.
Illinois	IL caseloads are not to exceed 60.
Indiana	IN issues no min/max caseload guidance.
Iowa	IA does not have state guidelines for caseload. Each AEA makes its own determination. State officials are working on a document to be used statewide to assist with workload consideration. This is being developed by a state SLP workload committee.
Kansas	KS issues no min/max caseload guidance.
Kentucky	KY caseloads are not to exceed 65.
Louisiana	LA issues no min/max caseload guidance.
Maine	ME Department of Ed allows a max of 50, including direct and consultative services.
Maryland	In MD, caseload is determined by county.
Massachusetts	MA issues no min/max caseload guidance.
Michigan	MI has a max caseload of 60.
Minnesota	MN issues no min/max caseload guidance; however, districts must have a policy in place to address caseload.
Mississippi	MS has a maximum caseload of 60, and a max of 48 for best practice.

How many children do you average on your workload (ALL required and performed activities) during the school year?

Workload/Caseload	% of Respondents
1-25	5.77%
26-50	36.54%
51-75	50%
75+	7.69%

Rank your greatest challenges as a school-based clinician:

1. Large amounts of paperwork
2. Time spent learning new paperwork
3. Budget constraints/out-of-pocket expenses
4. High workload/caseload size

Participants in one study indicated that large caseloads interfered with their professional responsibilities:

- 25% of the participants stated that they provided less than the needed amount and type of therapy for their students.
- 7% stated that they provided group therapy when individual therapy was more appropriate.
- 5% routinely canceled sessions.
- 6% altered IEP objectives to meet their busy schedules.

(Chiang & Rylance, 2000, p. 33)

A 2008 study that polled 634 full-time SLPs from 49 states set out to:

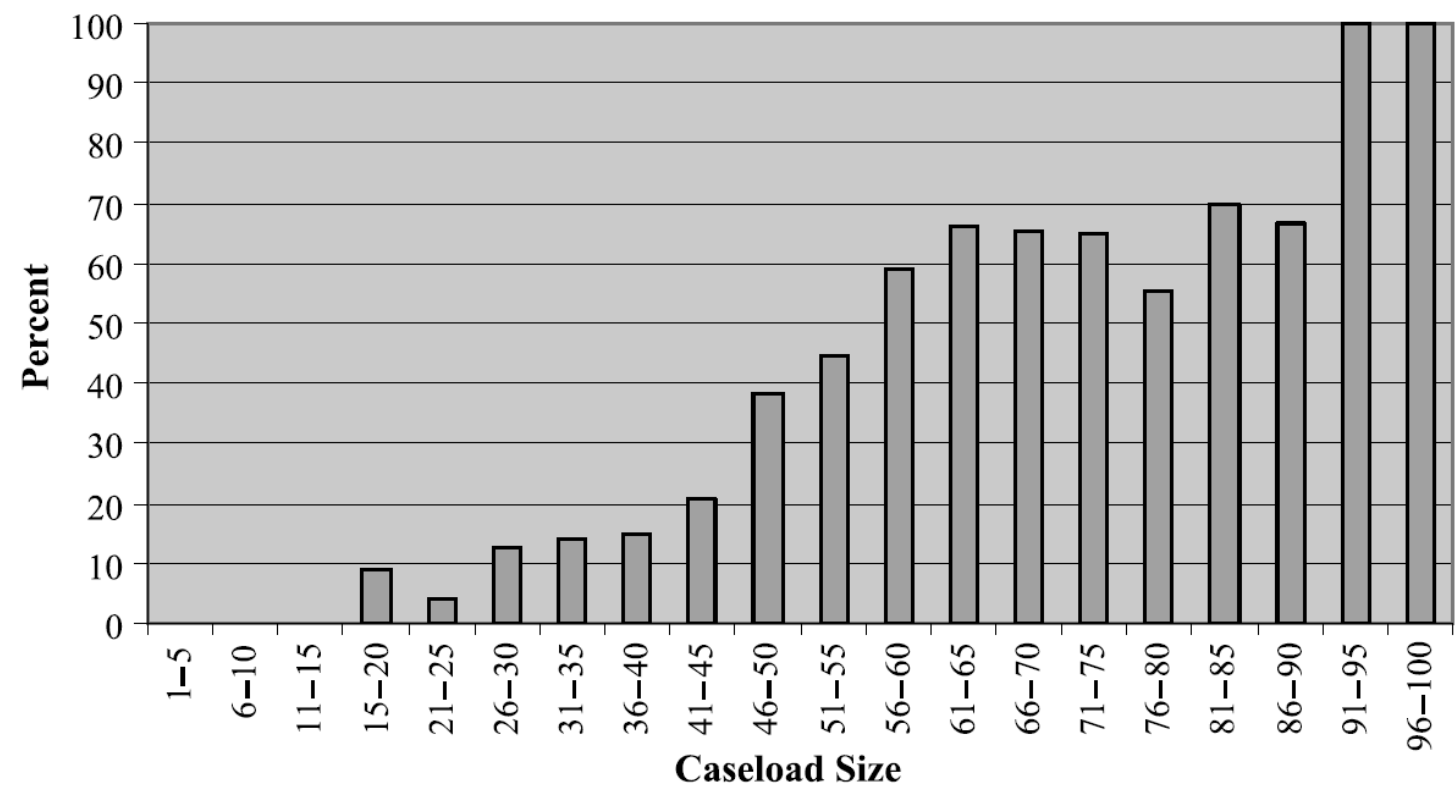
- Identify the current mean caseload size for school-based SLPs.
- Identify a threshold at which SLPs begin to report that their caseloads are unmanageable.
- Identify other variables that seem to contribute to an SLP's sense of caseload manageability.

Katz et al.: Caseload Manageability (2009)

Katz, et al, found that:

- School-based SLPs continue to endure larger caseloads than are considered reasonable (see ASHA, 1993, 2000, 2002, 2004, 2006b, 2008, 2010).
- The mean caseload size reported in this study ($M = 48.8$) is notably lower than the mean caseload size reported in Blood, et al. (2002; $M = 56.3$) and in Dowden, et al. (2006; $M = 59$) and was on par with the 2008 Schools Survey by ASHA ($M = 48$).
- ASHA's recommendation (1993) of no more than 40 students per caseload is still highly appropriate.

Figure 3. Percentage of SLPs reporting caseload size as unmanageable by caseload stratum.



For SLPs with large caseloads (>47):

- Years of experience
 - Those with fewer years of experience were more likely to perceive their caseloads as manageable.
- Level of collaboration
 - SLPs felt caseloads were more unmanageable where increased collaboration was required.

For SLPs with smaller caseloads (≤ 47):

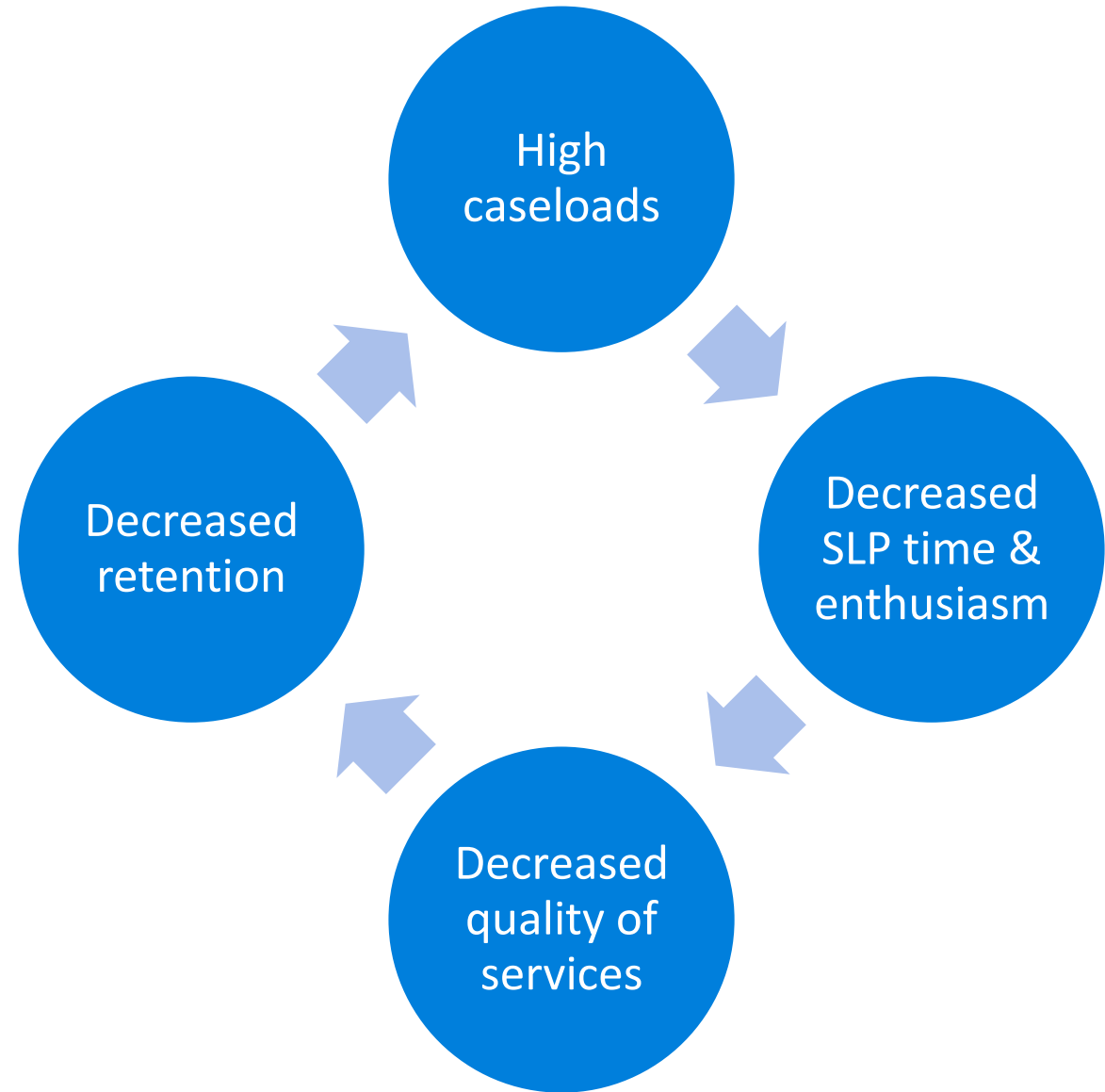
- Caseload numbers alone impacted the sense of manageability



What other factors do you perceive as the biggest predictors of caseload manageability?



Effects of High Caseloads



Referral and Assessment Considerations

- Any infant or toddler from birth to 34 months who has been identified through Child Find activities or for whom a request for an evaluation has been received must be referred to the Mississippi State Department of Health Early Intervention Program (EIP) within seven (7) calendar days.
- No policies, procedures, or practices, including Response to Intervention, may result in delaying or denying a child access to the Child Find process.

- Requests for initial evaluation and responses to such requests are not limited by the number per year or the time of year requests are received.

Rule 74.19, § 300.301

- “... it would generally not be acceptable for the Local Education Agency (LEA) to wait several months to conduct an evaluation or to seek parental consent for an initial evaluation if the public agency suspects the child to be a child with a disability.”

Federal Regulations, Comments at § 300.301, p. 46637

The law requires that the LEA:

- Adopt a policy to ensure that students will be screened by a 215AA licensed Speech-Language Pathologist by the end of grade 1 in the areas of articulation, language, voice, and fluency.
- Notify parents if the student fails the screener.

- If a student fails the screener, the school district, at its discretion, may perform a comprehensive speech-language evaluation.
- If the parent chooses to get an outside evaluation by a qualified professional, the district must consider the evaluation for purposes of determining eligibility.
- Parents may opt out of the screening if they choose.

- Parental permission must be obtained before individual students are screened, unless the district has a policy stating otherwise.
- Children who fail a hearing screening, or cannot be conditioned, must be referred to a professional to obtain a formal hearing evaluation before assessments are administered.
- With parental permission, preschoolers who are identified through Child Find may be screened before the MET meeting to gather information.

Language Arts	The study of grammar, composition, and spelling.
Foreign Language	Any language that is secondary to the child (not his native language).
Receptive Language	The understanding of words and gestures, including vocabulary, concepts, and grammatical forms.
Expressive Language	How one expresses wants and needs, including grammar rules, facial expressions, and gestures.

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Child Find Request

[School District Name] [Child Find Coordinator]
 [School District Address 1] [Child Find Coordinator Phone Number]
 [School District Address 2] [Child Find Coordinator Email Address]

Person Making the Request and Agency Represented:	Relation to Child:
Requester's Address:	Requester's Phone:
Requester's Email:	Date Request Received:

PERSONAL DATA			
Child's Full Name:	Race/Ethnicity:	Gender:	DOB:
Child's Physician:	Physician's Address:		
HOME AND FAMILY INFORMATION			
Parent/Guardian 1:		Parent/Guardian 2:	
Home Address:		Home Address:	
Home Phone:		Home Phone:	
Employer/Occupation:		Employer/Occupation:	
Work Phone:		Work Phone:	
Child Lives With:			
Directions to the Child's Home:			
LANGUAGE(S) SPOKEN IN THE HOME			
Is any language other than English spoken in the child's home? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to next section)			
Parent/Guardian's Language: _____			
Child's Language: _____			
CHILD'S EDUCATIONAL SETTING			
Does the child attend a public/private school or preschool/childcare center? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to next question)			
School/Center Name:		School/Center Phone:	

	Speech/Language Disorder	Reading Disorder
Oral comprehension problems	X	
Stuttering	X	
Verbal expression problems	X	
Delayed speech	X	X
Unclear articulation	X	X
Slow, inaccurate reading		X
Limited vocabulary	X	X
Poor written expression	X	X
Difficulty memorizing	X	X
Word-finding problems	X	X
Difficulty learning to rhyme	X	X
Confusing sounds in words	X	X

SLP Test Comparison				
TEST	LANGUAGE AREAS	LITERACY AREAS	DIALECT CONSIDERATIONS	RACE/ETHNICITY OF NORMING SAMPLE
Clinical Evaluation of Language Fundamentals, 5th (CELF-5)	Semantics, Morphology, Syntax, Pragmatics	Supplementary Ages 8-21; Reading Comprehension Structured Writing	African American English (AAE), Southern English, Spanish-Influenced English, Asian-Influenced English (Pg. 277)	White (56.8%), Hispanic: (20%), African American (13.8%), Asian (3.6%), Other (5.9%)
Assessment of Literacy and Language (ALL)	Semantics, Phonology, Morphology, Syntax	Letter Knowledge, Rhyming, Print Awareness	African American English	Spring Sample: African American (15.3%), Hispanic (18%), White (61.3%), Other (5.3%)
Test for Examining Expressive Morphology (TEEM)	Morphology	None	Not Reported	Not Reported
Structured Photographic Expressive Language Test – Third Edition (SPELT-III)	Morphology	None	African American English	African American (16.1%), White (65.5%), Hispanic (11.2%), Other (7.2%)
Structured Photographic Expressive Language Test – Second Edition, Preschool (SPELT-P2)	Morphology	None	African American English	African American (12.5%), White (72.8%), Hispanic (8.6%), Other (6.1%)
Preschool Language Scales – Fifth Edition (PLS-5)	Semantics, Morphology, Syntax	Print Awareness; Alphabet Knowledge; Initial Sounds, Rhyming, Morphological Awareness	African American English, Appalachian English, Southern English, English Influenced By Chinese, English Influenced By Spanish	African American (11.6%), Asian (4%), Hispanic (18%), White (60.7%), Other (5.7%)
Test of Language Development – Primary: Fourth Edition (TOLD-P:4)	Semantics, Phonology, Morphology, Syntax	Syllable Segmentation	None	European American (78%), African American (15%), American Indian/Eskimo (1%), Asian/Pacific Islander (4%), Two Or More (2%), Other (<1%)
Test of Language Development – Intermediate: Fourth Edition (TOLD-I:4)	Semantics, Syntax, Morphology	None	None	European American (78%), African American (14%), American Indian/Eskimo (1%), Asian/Pacific Islander (5%), Two Or More (2%), Other (<1%)

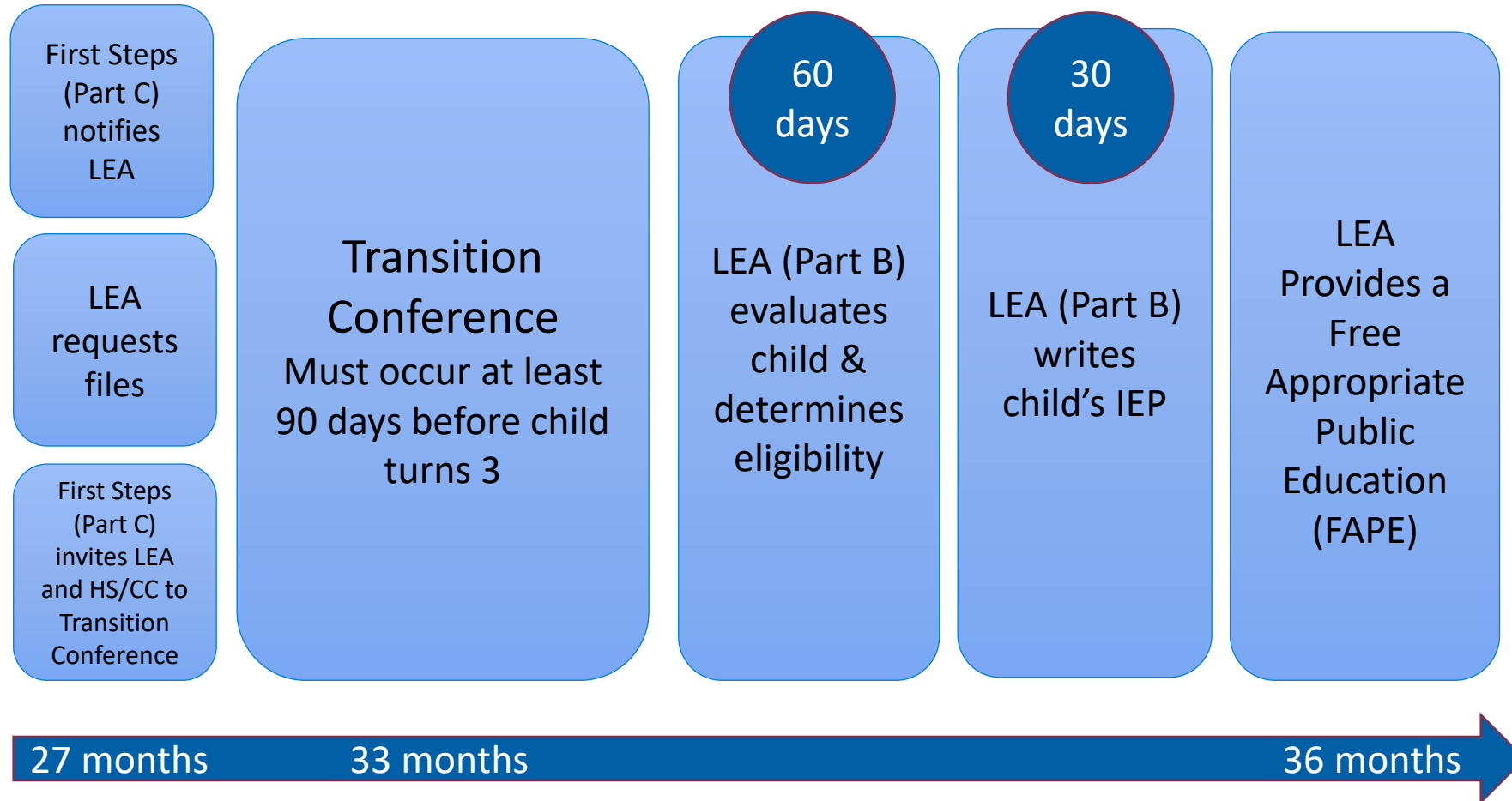
Tests were selected for inclusion in this publication because of reported use by Virginia School SLP manuals and examine diagnostic accuracy (sensitivity and specificity) and normative samples prior to 2010. *Explanation of the terms used in the table:*

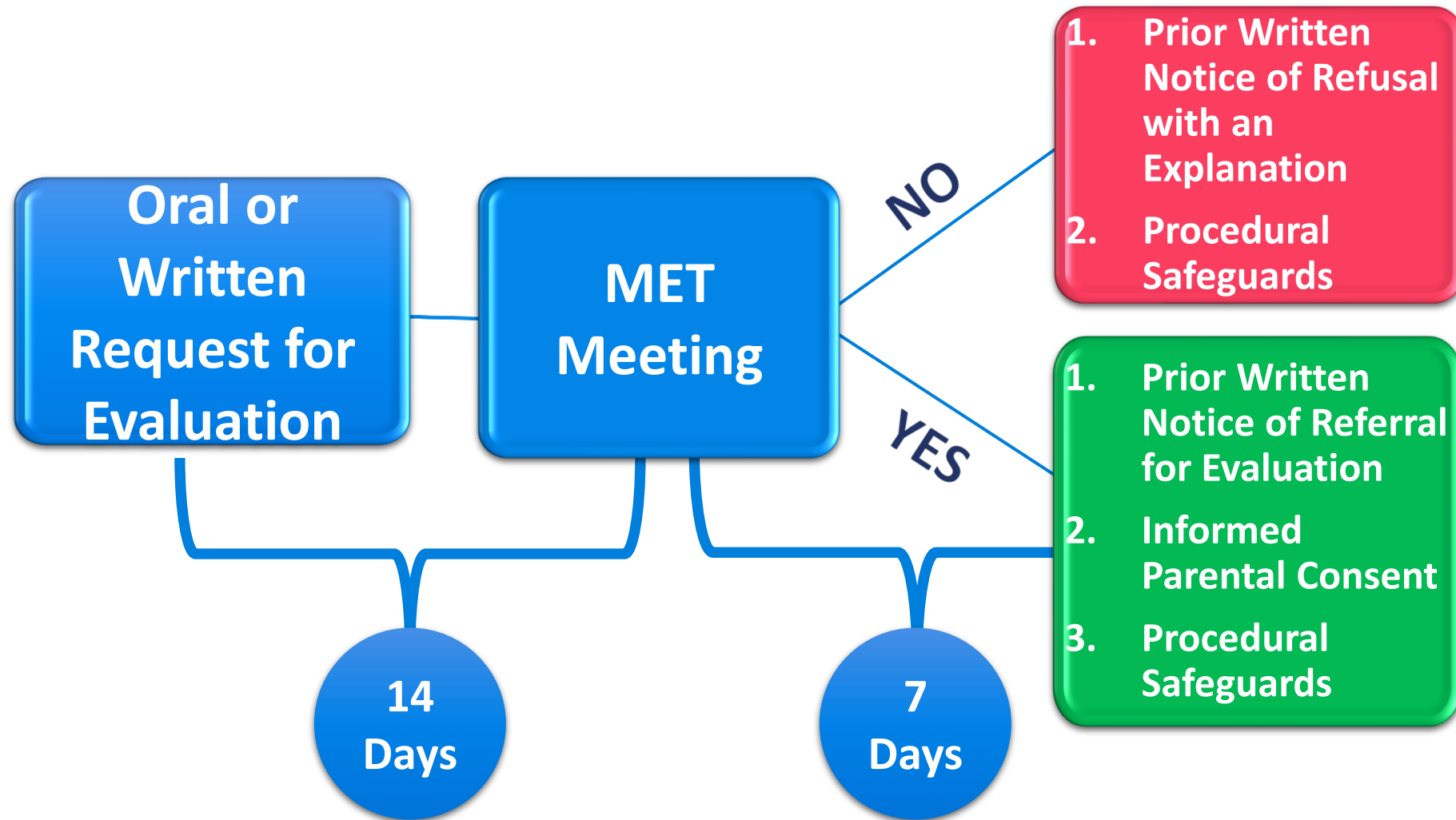
Definition of Current	Types of Existing Records
No more than one (1) year old at the time the parent signs consent	<ul style="list-style-type: none"> • Intelligence measures • Hearing screening and follow-up evaluations • Vision screening and follow-up evaluations • Physical examinations
Definition of Current	Types of Existing Records
No more than six (6) months old at the time the parent signs consent	<ul style="list-style-type: none"> • Teacher Narrative (Appendix EE.I) • Achievement measures • Social, behavioral, adaptive, and emotional measures • Language/speech assessments • Motor assessments • Curriculum-based assessments
No more than three (3) months old at the time the parent signs consent	<ul style="list-style-type: none"> • Developmental History (Appendix EE.H) • Developmental instruments

- Fourteen calendar days from verbal or written referral to MET meeting
- Written Notice of Invitation to Committee Meeting to parents, and child if applicable
- Committee members:
 - Parent and/or student
 - General education teacher
 - Special education teacher
 - Agency representative
 - Speech-Language Pathologist
 - Anyone else with knowledge of and interest in the child

- The MET must consider all documentation presented and decide if a comprehensive evaluation is warranted.
- Prior Written Notice (PWN) is given within seven days to document the MET decision.
- Prior to an initial evaluation, the district must obtain informed parental consent.

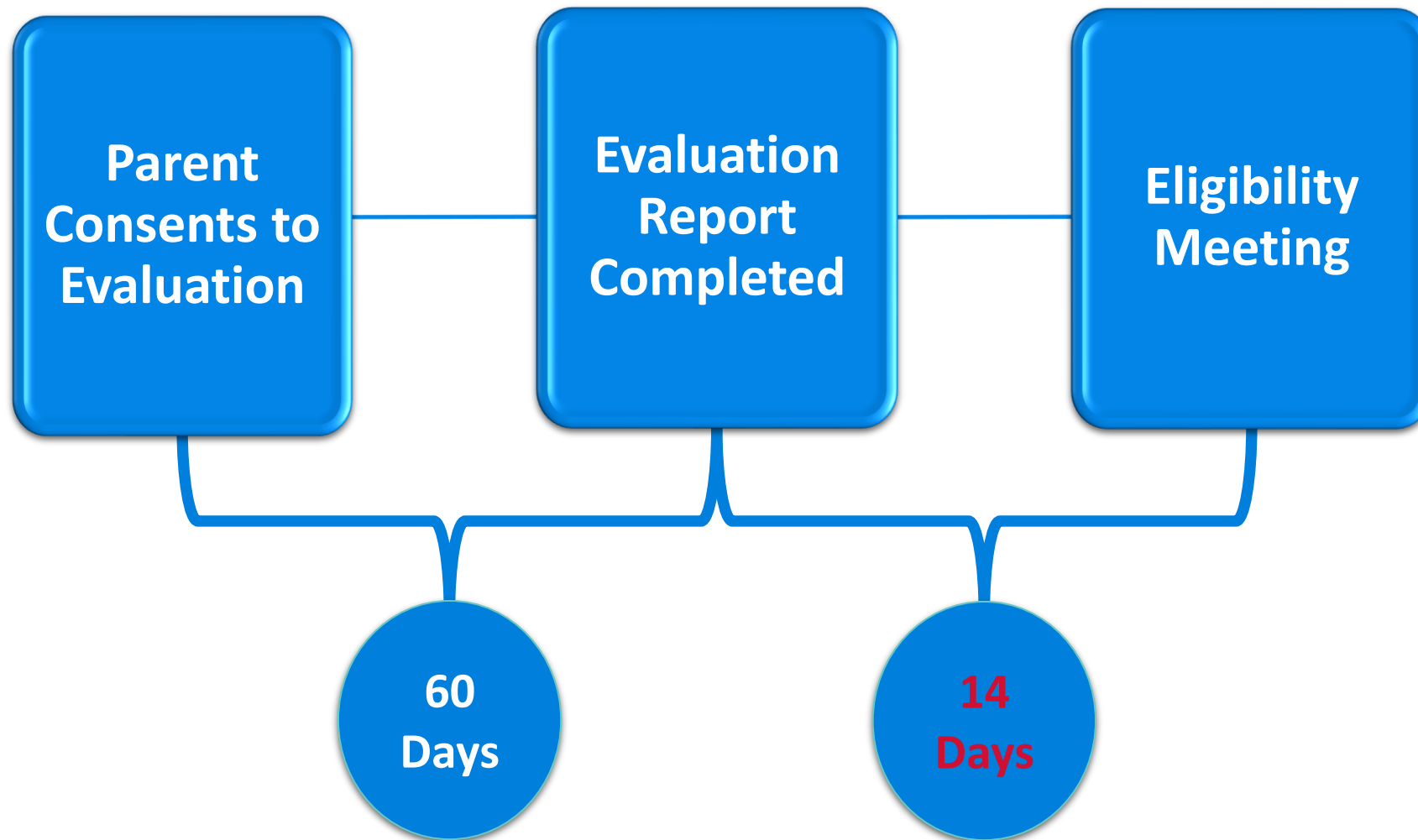
- Children who are transitioning from Part C to Part B are entitled to an evaluation by the Local Education Agency (LEA).
- The Multidisciplinary Evaluation Team (MET) should meet to initiate the evaluation process.
- Once informed parental consent is obtained, the LEA has up to 60 days to evaluate and up to 30 days to write the child's IEP, if applicable. However, the IEP must be in place by the child's third birthday regardless of timelines.
- If the IEP is written before the child's third birthday, the implementation date is the child's birthday.





- You should make recommendations based on findings, such as classroom accommodations and/or suggestions for parents and teachers.
- SLPs may also document a diagnosis language and articulation disorders in the assessment report.
- Do NOT include a statement of eligibility.
- The MET will reconvene, analyze all data collected, and come to an eligibility decision as a team.

“According to test results and all data collected, Julie has an articulation disorder that causes her to have difficulty making letter/sound associations when reading and spelling. Her speech is difficult to understand, especially to unfamiliar listeners, causing her to be unable to fully participate in classroom discussions with her teachers and peers.”



Eligibility Determinations

1. Autism (AU)
2. Deaf-Blind (DB)
3. Developmentally Delayed (DD)
4. Emotional Disability (EmD)
5. Hearing Impairment (HI)
6. Language/Speech Impairment (L/S)
7. Intellectual Disability (ID)
8. Multiple Disabilities (MD)
9. Orthopedic Impairment (OI)
10. Other Health Impairment (OHI)
11. Specific Learning Disability (SLD)
12. Traumatic Brain Injury (TBI)
13. Visually Impaired (VI)

Eligibility categories that do not require L/S-Language as a secondary eligibility are listed here. The IEP team may decide, based on all data collected, whether the student needs language therapy as a related service.



- AU
- HI
- DD (Communication)
- TBI
- SLD – Oral Expression
- SLD – Listening Comprehension

Under 34 C.F.R. § 300.8, a child must meet a two-prong test to be considered a child with a disability:

- (1) have one of the specified impairments (disabilities); **AND**
- (2) because of the impairment, need special education and related services.



IDEA specifies that the child receives needed related services in his or her IEP. This appears at § 300.320(a)(4) and stipulates that each child's IEP must contain:

(4) A statement of the special education and **related services** and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

- (i) To advance appropriately toward attaining the annual goals;

- (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section ... [§ 300.320(a)(4)]

IDEA's definition of related services should guide how a child's IEP team considers what related services the child needs and the detail with which the team specifies them in the IEP.

Adverse educational impact is evident when a student's disability negatively impacts his/her:

- Involvement and advancement in the general education program (**academic impact**);
- Education and participation with other students without disabilities (**social/behavioral impact**);
- Participation in extracurricular and other non-academic activities (**vocational impact**);

Teacher Questionnaire

Nonacademic Adverse Effect of Speech Impairment on Educational Performance

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

For Students With Articulation Errors

1. Is the student intelligible (able to be understood)? Yes No

If yes, what percentage of the time? 25% 50% 75% 100%

2. Are the articulation errors drawing negative and undue attention to the student? Yes No

3. Does the student sound less mature because of the articulation errors? Yes No

4. Is there evidence of the student experiencing stigma in the lunchroom, at recess, or in specials (art, music, P.E.) because of the articulation errors, such as being teased, bullied, avoided or shunned by peers? Yes No

5. Does the student participate verbally in class? Yes No

If yes, how frequently? Rarely Sometimes Often

6. Is the student embarrassed or afraid to participate in class – answering questions, taking part in discussions, interacting with peers – due to his/her articulation errors? Yes No

7. Is the student confident reading aloud in class or in small group settings? Yes No

If not confident, does it appear to be due to the articulation errors? Yes No

- Under the IDEA, Free Appropriate Public Education (FAPE) is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the State, and from which the child receives **educational benefit**.
- Since the statute is silent as to what constitutes educational benefit, the standard is defined in Federal regulations and by ongoing case law. Most courts in addressing the issue have found that in order to show a FAPE is being provided, the child must make some educational progress.

IDEA (Individuals with Disabilities Education Improvement Act) of 2004 gave us conceptual refinements:

- having high expectations for all children,
- ensuring access to the general education curriculum and standards in the general classroom, to the maximum extent possible,
- preparing children with disabilities to lead productive and independent adult lives, and
- providing effective transition services to promote successful post-school employment or education.

- In *Board of Education v. Rowley* (1982), the U. S. Supreme Court ruled that IDEA does not require states to develop IEPs that "maximize the potential of handicapped children."
- Another important ruling established by a case called *Walczak v. Florida Union Free School District* (1998) asserts that children are not entitled to the best education that money can buy; they are only entitled to an *appropriate* education.
 - Did the district comply with procedural requirements in developing the IEP?
 - Is the district's IEP "reasonably calculated to confer educational benefit?"



- The 2017 decision by the Supreme Court ruled that the progress the child receives be meaningful or **more than *de minimis***.
- Even if a general education setting is not appropriate for a child, his educational program must be “reasonably calculated and appropriately ambitious in light of his circumstances.”

It is critical that we analyze what we are doing over time for individual children to truly measure educational benefit.

- It is not just a snapshot at the time of a single IEP meeting.
- Analyze what assessments/present levels say about needs, what goals, supports & services were agreed to in response to identified needs, was the IEP implemented, and did the student make progress or gain educational benefit.
- True analysis looks back through years or the span of time between triennials.

- Curriculum-based measures – brief, frequent assessments that measure progress toward annual goals
- Progress toward annual IEP goals for three consecutive years; did goals change over time to show progression?
- Progress monitoring data
- Therapy log

1. Is the assessment complete and does it identify the student's needs?
2. Does the present level of performance include all of the needs identified in the assessment, including behavioral and English learner?
3. Are all of the student's educational needs addressed by appropriate goals and objectives?
4. Do the services support the goals and objectives, including English learners, where appropriate?
5. Did the student make yearly progress inclusive of grades and standardized test scores?

6. If the student did not make progress, were the goals and objectives changed in the next IEP to assist the student to make progress?
7. If the student did not make progress, were the services changed in the next IEP to assist the student to make progress?
8. Were sufficient services provided to ensure that the student would make progress?
9. For overall compliance, considering the answers to each of the above, was the IEP reasonably calculated to result in educational benefit?

F. Evans v. Rhinebeck Central School District

- 15-year-old diagnosed with dyslexia was assessed and found to have a high I.Q., anxiety and poor self-image.
- After his IEP was in place, Frank failed every major academic subject of his seventh grade year and performed poorly on educational achievement tests, despite accommodations and modifications provided.
- The special education teacher who provided “intensive one-on-one instruction eight times a week” had no specialized training in dyslexia.
- Frank’s parents placed him in a private school that specialized in dyslexia and requested reimbursement from the school district.

Possible areas for documentation:

- PLAAFP
- Annual Goals
- Special Considerations
- Transition (if applicable)
- Least Restrictive Environment

Language-Speech Dismissal Procedure and Criteria

- Reevaluation procedures must be followed to dismiss a child from L/S, whether it is the primary disability or a related service.
- The IEP Committee may decide, based on current performance, assessment data, and IEP progress data, that formal assessment is not needed.
- The IEP Committee must accommodate a parental request for a formal evaluation.
- Reevaluation is not required for dismissal if the student is graduating or has exceeded the age limit for FAPE (20) under State law.

Students should be dismissed from L/S therapy when one of the following criteria is met:

- they no longer have a disability; and/or
- they no longer require L/S services due to their disability.

The IEP Committee determines that L/S services are no longer warranted due to:

- A. The student no longer meets eligibility criteria for L/S services when:
 - He/she has mastered IEP goals/objectives.
 - L/S skills are within normal limits.

B. The student's progress has plateaued and/or the student no longer benefits from L/S services.

- IEP shows lack of progress, and reevaluation data supports this.
- Lack of progress is due to:
 - Limited ability to self-monitor communication
 - Poor attendance
 - Lack of motivation
 - Limited potential for significant change.

- C. Communication skills no longer have an adverse impact on academic, social/behavioral, or vocational performance.
- D. The student no longer requires L/S services due to their disability.
 - Skills can be monitored and maintained in the student's environment.
 - Skills are being addressed by others in the student's environment (i.e., special education teacher, general education teacher, parent, etc.).

Language-Speech Dismissal Form

This form is located in the Handbook for Speech-Language Pathologists' in Mississippi Schools, page 102.

Appendix V Language-Speech Dismissal Form

Enter District Name Here

Student's Name: _____ Date of Birth: _____

District: _____ SLP: _____

The IEP Committee convened _____, and based on reevaluation data has determined that _____ is no longer eligible for Special Education services for the category of Language-Speech.

Procedures used to reach this determination include (check all that apply):

- ☐ A review of the IEP
- ☐ Review of current data to determine adverse educational impact
- ☐ Administration of assessments/evaluations when appropriate
- ☐ Interviews with teachers, parents, and therapists
- ☐ Observations across settings
- ☐ If testing was warranted, the parent received WPN and gave parental consent for testing (report of testing attached)

The IEP Committee determines that Language-Speech services are no longer warranted due to (check one):

- ☐ The student no longer meets the eligibility criteria for language-speech services because (check all that apply):
 - ☐ The student has mastered IEP goals/objectives.
 - ☐ The student's language-speech skills are within the normal range.
- ☐ The student's progress has plateaued or has shown a lack of progress, and the student no longer benefits from language-speech services due to (check all that apply):
 - ☐ Limited physical, mental, or emotional ability to self-monitor communication
 - ☐ Poor attendance
 - ☐ Lack of motivation
 - ☐ Limited potential for a significant change in communication skills
- ☐ The student's communication no longer has an adverse educational impact on educational, social/behavioral or vocational performance.
- ☐ The student no longer requires language-speech services due to their disability.
 - ☐ Skills are being monitored and maintained in the student's environment.
 - ☐ Skills are being addressed by others in the student's environment (i.e., special education teacher, general education teacher, etc.).

- Increase recruitment/retention efforts.
- Identify needs and intervene through the Multi-Tiered System of Support process.
- Make eligibility decisions based on the two-pronged letter of the law:
 - Does the child have a disability?
 - Does the disability have educational impact?
- Educate administrators on the SLP scope of practice and workload vs. caseload approach.
- Dismiss students when the IEP Committee determines they are no longer receiving educational benefit from services.

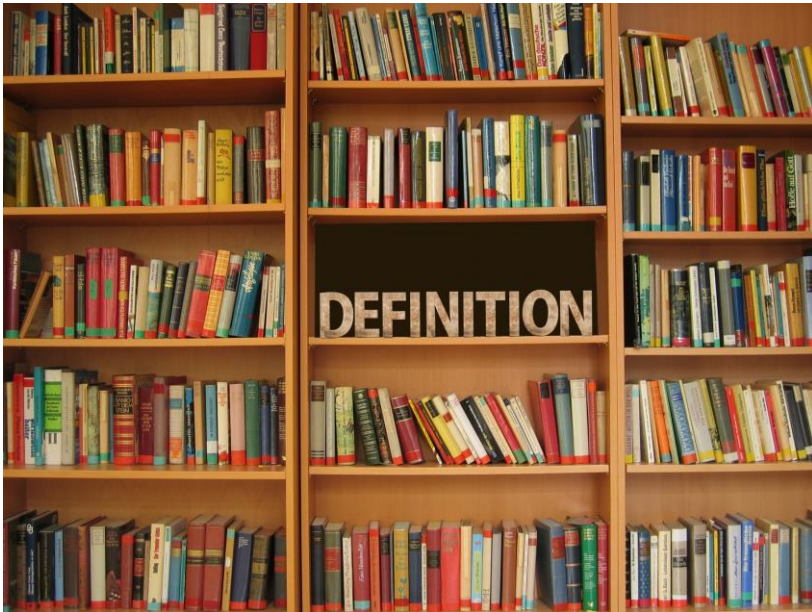
- Join MSHA to support advocacy for the profession.
 - Answering questions/addressing concerns
 - Outreach to outside agencies, such as MS Department of Education and Institutes of Higher Learning
 - Legislative measures
- Be a mentor for current graduate students.
- Mentor 216A therapists.
- Promote your profession at career fairs, etc.

- Participate as a member of the Teacher Support Team in a consultative, collaborative, and/or support role as an expert in language development.
- Analyze universal screening data to help pinpoint student deficits, such as phonics vs. phonological awareness vs. fluency.
- Assist teachers in prescribing targeted interventions in deficit areas.
- Co-teach speech- and language-enhancing strategies in classrooms with L/S students.
- Model for classroom teachers, assistants, and/or parents how to target mild articulation deficits.

- Differentiate between a language disorder and difference.
- Use dynamic assessment to help make decisions.
- Use the two-prongs of the law when making decisions.
- Document educational impact.
- Demonstrate educational benefit over time.

Caseload vs. Workload Approach

Caseload v. Workload



Caseload	Workload
<p>In general, the term caseload typically refers to the number of students with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) school SLPs serve through direct service delivery options.</p>	<p>Workload refers to all activities required and performed by school-based SLPs. This includes paperwork, classroom lessons, meetings, professional development, as well as therapy time with students.</p>

- Nationally, the caseload approach is most widely used (American Speech-Language Hearing Association, 2014).
- When implementing this approach, educational agencies merely assign a certain number of children to an SLP for services. The administration does not factor in the time needed for other work that is spelled out in the SLP's job description.
- In 2010, an ASHA survey showed the vast majority (80%) of SLPs are assigned children using the caseload approach.

- Jointly endorsed by The American Occupational Therapy Association (AOTA), American Physical Therapy Association (APTA), and ASHA (2014).
- Under this approach, educational agencies ensure SLPs have enough time in their workweek to complete all their workload duties as well as provide appropriate services and interventions.
- In order to achieve a reasonable workload, educational agencies first assign SLPs their workload duties, and then with the remaining time determine who will be placed on the SLPs' caseloads.

SLP #1	SLP #2
<ul style="list-style-type: none">*Caseload of 80 students on IEPs*85% of caseload is made up of students having articulation difficulties.*50% of caseload is made up of students having difficulty with only 1-2 sounds.	<ul style="list-style-type: none">*Caseload of 55 students on IEPs*20% of caseload is made up of students having articulation difficulties.*40% of caseload is made up of students having multiple disabilities and very low language abilities.*Programs 3 AAC devices weekly.*Co-teaches with general education teacher 3 times per week in classrooms.

“The total workload activities required and performed by school-based Speech-Language Pathologists (SLPs) must be taken into account to set caseload standards. A workload analysis approach to setting caseload standards is necessary to ensure that students receive the services they need, instead of the services SLPs have time to offer or services based on administrative convenience.

"The following principles underlie this position:

1. Each student added to the caseload increases the time needed not only for direct and indirect services and evaluations, but also for mandated paperwork, multidisciplinary team conferences, parent and teacher contacts, and related responsibilities.

"2. Caseloads must be of a size to allow SLPs to provide appropriate and effective intervention, conduct evaluations, collaborate with teachers and parents, implement best practices in school speech-language pathology, carry out related activities, and complete necessary paperwork and compliance tasks within working hours.

"3. Education agencies must implement a workload analysis approach to setting caseload standards that allow SLPs to engage in the broad range of professional activities necessary to meet individual student needs."

Caseload Calculator

How Does It Work?

- Screening
- Evaluate/reevaluate students
- Intervention through MTSS
- Direct intervention through a continuum of service delivery models to students with IEPs

- Meeting and planning with teachers
- Lesson planning
- Develop IEPs
- Program communication devices
- Documentation for individual students
- Observe students in the classroom
- Third party billing, if applicable

Work Parameters

Considers:

- Total contract days
- Hours in a workday
- Sick days
- Personal leave
- Other days away (e.g. jury duty, inclement weather)

Work Parameters		
Review your employment contract for this information. You may enter fractions of a day (e.g., .25, .33, .5, .75), if needed.		
Number of Days I'm Contracted to Work This Year	Number of Hours in My Workday (counting lunch)	Number of 4 Week Periods in My Contract (if I was full time)
187.00	8.00	9.00
Number of Days I'm Contracted to Work Each Week		Number of Weeks I'm Contracted to Work Each Year
5.00		37.00
Calculate Likely Time Away From Work		
Estimate how many days you expect to be away from work this year. You can input part-day absences as well (e.g., .25, .33, .50, .75). Look at trends in your absences over time. Enter 0 (zero) if a qualified substitute will be hired to replace you during your absences.		
Number of Sick Days I'll Likely Take This Year	Number of Personal Days I'll Likely Take This Year	Number of Professional Development Days I'll Likely Take This Year
3.00	2.00	5.00
Number of Calamity Days I'll Likely Have This Year	Number of Other Days Away from Work This Year (e.g., jury duty)	Please specify 'other days away'
0.00	0.00	
Total Days Available to Work Per Year		
177.00		
Total Minutes Available to Work Per Year		
84,960.00		
Number of Weeks I'm Actually Available to Work a Year		
35.40		

Standard Deductions

Include minutes per week for:

- Lunch
- Workload analysis
- School duties
- Staff meetings
- Supervision activities
- Transitions between students/settings
- Travel between buildings/jobsites
- Prep and delivery of Rtl activities
- Other standard deductions

Standard Deductions	
After conducting a time study, enter in the time you need for each activity. You may also use reasonable standard values to calculate the needed time. Insert times as minutes per week.	
I need this much time (minutes) per week for my lunch (per my employment contract).	
150	
I need this much time (minutes) per week for my workload analysis.	
15	
I need this much time (minutes) per week to complete school duties (e.g., cafeteria monitor, mentoring novices, PTA representative).	
200	
I need this much time (minutes) per week to attend and prepare for staff meetings.	
30	
I need this much time (minutes) per week for supervision activities.	
0	
I need this much time (minutes) per week to transition between students and/or settings (e.g., setup/tear down of equipment, cleanup of materials, transition in/out of the building).	
60	
I need this much time (minutes) per week to travel between buildings or jobsites.	
0	
I need this much time (minutes) per week for preparation and delivery of Tier 1 response-to-intervention (preventative services) and associated professional development activities.	
0	
I need this much time (minutes) per week for 'other' standard deductions (e.g., administrative tasks, strategic planning).	
Please specify the 'other' standard deduction:	
Subtotal: Minutes Needed for Standard Deductions Per Week	
455	
Number of Minutes Needed Per Contract for Standard Deductions	
16,835	

Planning

Include minutes per week for:
Designing work for students
Progress monitoring
Conferencing and team planning
Collaborative planning
Ongoing professional development

Planning Time
After conducting a time study, enter in the time you need for each activity. You may also use reasonable standard values to calculate the needed time. Insert times as minutes per week.
I need this much time (minutes) per week to design work for my students:
100
I need this much time (minutes) per week for progress documentation, reporting and evaluation of student progress:
200
I need this much time (minutes) per week for conferencing and team planning:
300
I need this much time (minutes) per week for collaborative planning for the development of lesson plans:
30
I need this much time (minutes) per week for ongoing professional development and shared learning:
30
Subtotal: Minutes Needed for Planning Time Per Week
660
Number of Minutes Needed Per Contract for Planning
24,420

Workload Duties

Include minutes per 4-week period:

- Assessments
- Secondary transition service planning
- Conferences/meetings
- Documentation for individual students
- Third party billing requirements
- Screenings
- Other workload duties

Workload Duties	
After conducting a time study, enter in the time you need for each activity. You may also use reasonable standard values to calculate the needed time. Insert times as minutes needed per 4 week period of time (i.e., 20 consecutive school days).	
I need this much time (minutes) per 4 week period to complete evaluations and assessments:	
480	
I need this much time (minutes) per 4 week period for secondary transition assessment, planning and services:	
0	
I need this much time (minutes) per 4 week period for conferences/meetings (NOT related to planning time):	
120	
I need this much time (minutes) per 4 week period for documentation for individual students (NOT related to planning time):	
200	
I need this much time (minutes) per 4 week period for third party billing requirements:	
0	
I need this much time (minutes) per 4 week period for screenings:	
120	
I need this much time (minutes) per 4 week period for 'other' workload duties (please specify):	
240	
Subtotal: Minutes Needed for Workload Duties Per 4 Week Period (For Full Time Only)	
1,160	
Minutes Needed for Workload Duties Per Week	290
Number of Minutes Needed Per Contract for Workload Duties	
10,730	

Services and Interventions

Include minutes per 4-week period:

Direct student services

- Evaluate/reevaluate students

- Provide direct intervention through a continuum of service delivery models

Indirect student services

- Develop IEPs/IFSPs

- Program communication devices

- Attend teacher/service provider meetings

- Observe students in the classroom

Direct and Indirect Services and Interventions	
Student, Group, or Instructional Period (provide students' initials)	Minutes per 4 week period (i.e., 20 consecutive school days)
Group 1	180
F. T.	240
N. G.	360
Group 2	240
Group 3	240
Group 4	240
Group 5	240
Group 6	240
Group 7	240
Group 8	240
Group 9	240
Group 10	240
Group 11	240
Group 12	240
Group 13	240
Group 14	240
Group 15	240
Group 16	240
Group 17	240
Group 18	240
J. S.	240

Services and Interventions

Include minutes per 4-week period:

Direct student services

Evaluate/reevaluate students

Provide direct intervention through a continuum of service delivery models

Indirect student services

Develop IEPs/IFSPs

Program communication devices

Attend teacher/service provider meetings

Observe students in the classroom

Direct and Indirect Services and Interventions	
Student, Group, or Instructional Period (provide students' initials)	Minutes per 4 week period (i.e., 20 consecutive school days)
Group 1	180
F. T.	240
N. G.	360
Group 2	240
Group 3	240
Group 4	240
Group 5	240
Group 6	240
Group 7	240
Group 8	240
Group 9	240
Group 10	240
Group 11	240
Group 12	240
Group 13	240
Group 14	240
Group 15	240
Group 16	240
Group 17	240
Group 18	240
J. S.	240
Subtotal: Minutes Needed for Direct and Indirect Services Per 4 Week Period	
5,100	
Minutes Needed Per Week	1,275
Number of Minutes Needed Per Contract for Services and Interventions	
47,175	

Weighted Caseload Calculations

- 1.6 weight to school-aged children who fall in the categories of Multiple Disabilities, Hearing Impairment, Orthopedic Handicap, Autism, Other Health Impairment.
- 1.6 weight to all preschoolers.
- Weight of 1 for all other categories
- For this example, classify Developmental Delays as preschool.

SLP	
Disability Category: School-aged	Number of Children with Disabilities
MD	
Deaf/Blind	
Deafness	
Hearing Impairment	
Visual Impairment	
Speech-Language	15
Orthopedic Handicap	
Emotional Disturbance	
Intellectual Disability	10
Specific Learning Disability	11
Autism	4
TBI	
Other Health Impairment	5
Any Disability Category: PreK-aged	7
Weighted Caseload	61.6

Actual caseload for this example was 52 students.



Weekly Workload Summary

Summary: My Weekly Workload			
The actual number of minutes per week devoted to standard deductions.	455.00		
The actual number of minutes per week devoted to planning time.	660.00		
The actual number of minutes per week devoted to workload duties.	290.00		
The actual number of minutes per week devoted to services and interventions	1,275.00		
The total number of hours per week I would need to work to complete my assigned workload.	44.67		
The total number of minutes per week I would need to work to complete my assigned workload.	2,680.00		
The total number of days per week needed to complete my assigned workload (with no absences).	5.58	/5 days	
The total number of days per week needed to complete my assigned workload (considering my expected absences).	5.58	4.73	days
Percentage of my workload devoted to standard deductions.	17%		
Percentage of my workload devoted to planning.	25%		
Percentage of my workload devoted to workload duties.	11%		
Percentage of my workload devoted to services and interventions.	48%		



Monthly Workload Summary

Summary: My Monthly Workload			
The actual number of minutes per 4 week period devoted to standard deductions.	1,820.00		
The actual number of minutes per 4 week period of time devoted to planning time.	2,640.00		
The actual number of minutes per 4 week period of time devoted to workload duties.	1,160.00		
The actual number of minutes per 4 week period of time devoted to services and interventions	5,100.00		
The total number of hours per 4 week period of time I would need to work to complete my assigned workload.	178.67		
The total number of minutes per 4 week period I would need to work to complete my assigned workload.	10,720.00		
The total number of days per 4 week period of time needed to complete my assigned workload (with no absences).	22.33	/20 days	
The total number of days per 4 week period of time needed to complete my assigned workload (considering my expected absences).	22.33	18.93	days
Percentage of my workload devoted to standard deductions.	17%		
Percentage of my workload devoted to planning.	25%		
Percentage of my workload devoted to workload duties.	11%		
Percentage of my workload devoted to services and interventions.	48%		



Yearly Workload Summary

Summary: My Yearly Workload			
The actual number of minutes per year devoted to standard deductions.	17,017.00		
The actual number of minutes per year devoted to planning time.	24,684.00		
The actual number of minutes per year devoted to workload duties.	10,846.00		
The actual number of minutes per year devoted to services and interventions	47,685.00		
The total number of hours per year I would need to work to complete my assigned workload.	1,670.53		
The total number of minutes per year I would need to work to complete my assigned workload.	100,232.00		
The total number of days in a year I would need to work to complete my assigned workload (with no absences).	208.82	187.00	days
The total number of days per year needed to complete my assigned workload (considering my expected absences).	208.82	177.00	days
Percentage of my workload devoted to standard deductions.	17%		
Percentage of my workload devoted to planning.	25%		
Percentage of my workload devoted to workload duties.	11%		
Percentage of my workload devoted to services and interventions.	48%		



Workload Approach

Pros and Cons

Funding

- There might be reluctance on the part of administrators to conduct a workload analysis that can potentially highlight the need for more funding and/or additional SLPs.
- Workload analyses might expose inadequate staffing issues when budgets are so restricted that districts are unlikely to be able to fund additional positions.

Resistance to change

- Administrators might not appreciate the full range of responsibilities of the SLP that would necessitate an alternative approach like workload.
- Administrators may prefer a traditional model of teacher/student ratios.
- There may be resistance to specific models of service delivery; for example, some general education staff and principals might voice concern about the 3:1 model in which the SLP has a week to "do paperwork and not see students."

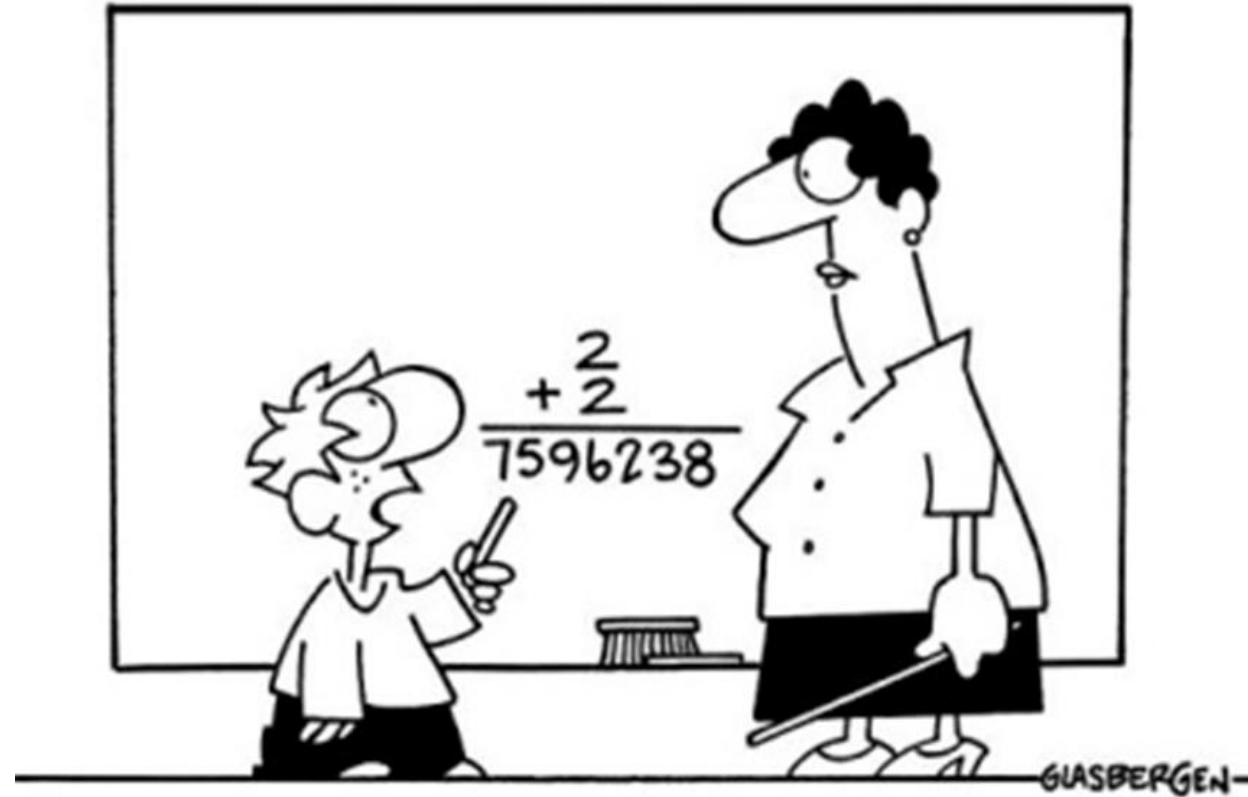
- School districts have reported that reasonable workloads increase retention and recruitment of SLPs.
- The ability to provide a Free Appropriate Public Education (FAPE) is strengthened within the workload framework, as it identifies and accommodates the wide range of both direct and indirect services necessary to support students with IEPs.
- A workload approach provides support for the SLP to deliver services using a wide range of dynamic service delivery options to support students and respond to their changing needs (Cirrin, et al., 2010).

- Workload scheduling supports collaboration and consultation efforts, which allows for extended support of speech-language and academic goals by all team members.
- Workload scheduling facilitates individualization of services, thus providing the proper amount of services driven by the student's ever changing individual needs.
- Fewer services are cancelled due to meetings, supervision/trainings, etc.

- Each child added to an SLP caseload may add up to 10 meetings and 52 forms (ASHA, 2002) which results in less time for direct intervention and collaboration with teachers and families.
- It is easier for districts to recruit and retain qualified SLPs and audiologists when caseloads and associated workload responsibilities are manageable.
- Increased IDEA funding to states and local districts could be used to offset the costs associated with improved caseload/workload as could Medicaid payments for services provided by ASHA-certified SLPs and audiologists.

- To help children with speech, language and hearing disorders achieve academic success, Speech-Language Pathologists and Audiologists providing services need manageable caseloads.
- High caseloads mean that children receive less service and progress more slowly.
- Reducing caseload and associated workload requirements enables SLPs to provide quality services.

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**"In an increasingly complex world, sometimes
old questions require new answers."**

- [Handbook for Speech Pathologists in MS](#)
- [MDE Procedures Manuals](#)
- [Teacher Questionnaire for Nonacademic Impact](#)
- [Educational Benefit review, page 28](#)
- [ASHA Workload Calculator](#)
- [ASHA Workload Analysis Implementation Guide](#)

- [Katz, et al, 2009; What Makes a Caseload \(Un\)Manageable?](#)
- [ASHA Practice Portal – Caseload/Workload](#)
- [MS Speech and Hearing Association](#)
- [SLP Test Comparison Chart – Virginia DOE](#)
- [Ohio Workload Calculator and Instructions](#)





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