

Power UP
Conference,
Lavi
Institute

**A Personal
and Practical
Approach to
Workload**

By Perry Flynn

Disclosures:

- The Lavi Institute is paying me for this presentation.
- The University of North Carolina at Greensboro pays my salary
- I have no non-financial disclosures

- **THANKS** to the Lavi Institute, Tatianna Elleseff and Adriana Lavi for the flattering invitation!

- **Objectives:**

Describe the activities of the four quadrants of the ASHA workload model

Apply your schedule to a “time study” workload model that NC uses

Apply the workload principal to your own school district to help create equitable workloads across the district

Initiated from ASHA in the 1990s to replace caseload numbers (40) to more realistically capture the job of the individual SLP.

Are you currently using a workload model in your school? Local Education Agency or state?

History of Workload

Practicing at the top of your license

- Doing everything within the scope of your workload in an excellent (not perfect) way.
- SLPs in schools have a huge ever-changing scope.
- Updating through continuing education....

Two ASHA Documents to consider

- Roles and Responsibilities of School-Based Speech-Language Pathologists
- Implementation Guide: A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in Schools

- <https://www.asha.org/policy/pi2010-00317/>

- <https://www.asha.org/slp/schools/implementation-guide/> 2021

ADD A FOOTER

Roles and Responsibilities.....

- Working Across All Levels
- Serving a Range of Disorders
- Ensuring Educational Relevance
- Providing Unique Contributions to Curriculum
- Highlighting Language and Literacy
- Providing Culturally Competent Services

Range of Responsibilities

- Prevention
- Assessment
- Intervention
- Program Design
- Data Collection and Analysis
- Compliance

Additional Areas

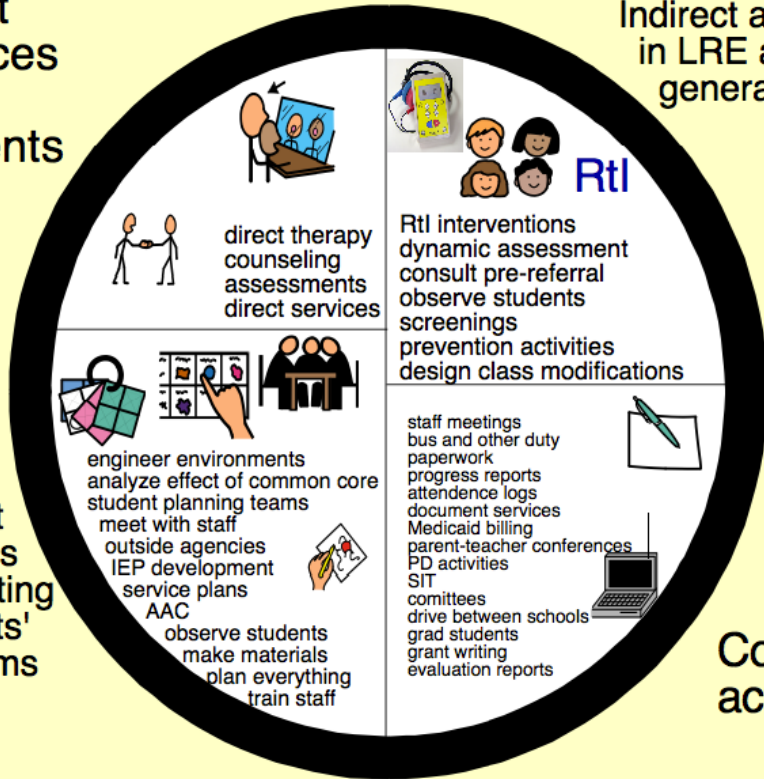
- Collaboration
 - School Professionals
 - Universities
 - Community partners
 - Families
 - Students

Additional Areas

- Leadership
 - Advocacy
 - Supervision and Mentorship
 - Professional Development
 - Parent Training

Direct services to students

Indirect activities in LRE and general ed



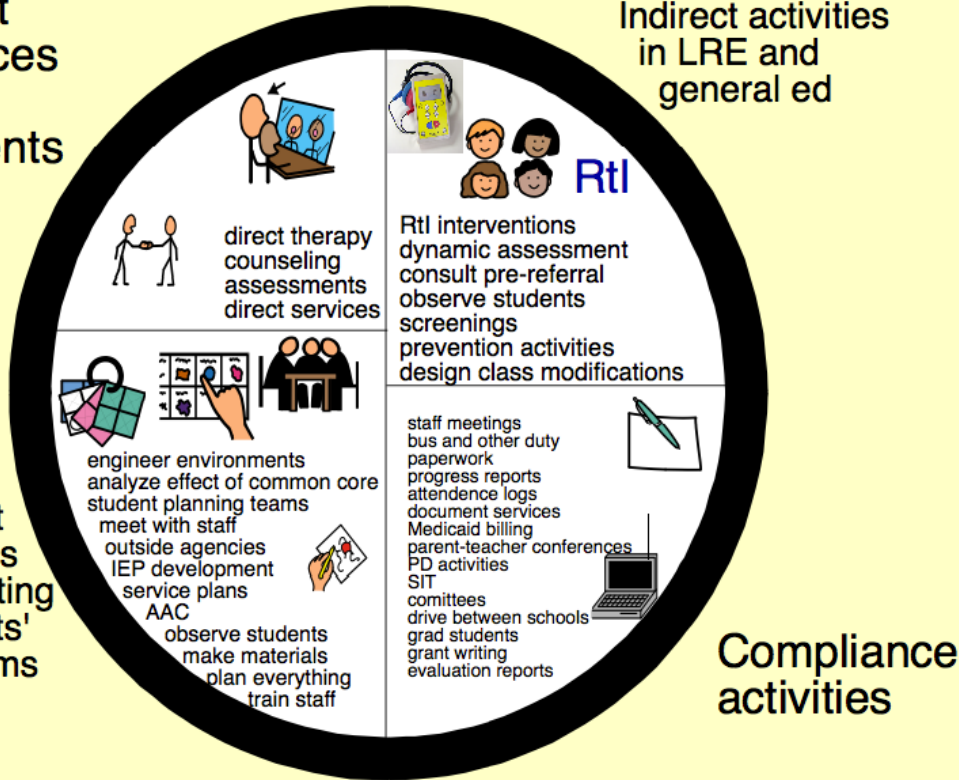
Indirect services supporting students' programs

Compliance activities

Implementation Guide.....

Direct services to students

Indirect activities in LRE and general ed



Direct services to students

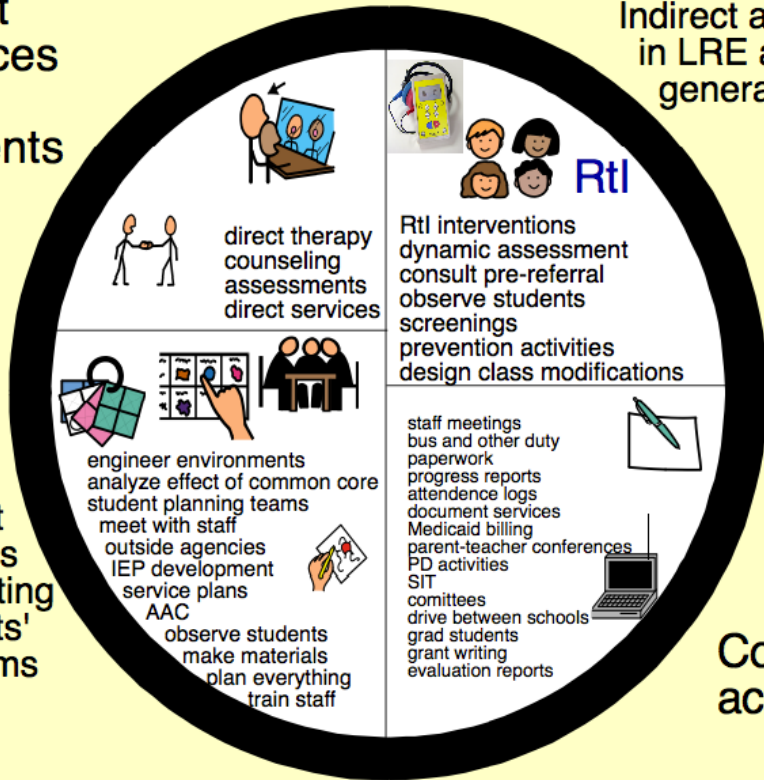
- Screening
- Assessment
- Intervention
- Implementing IEPs or IFSPs
- Counseling

Direct services to students

Indirect activities in LRE and general ed

Indirect services supporting students' programs

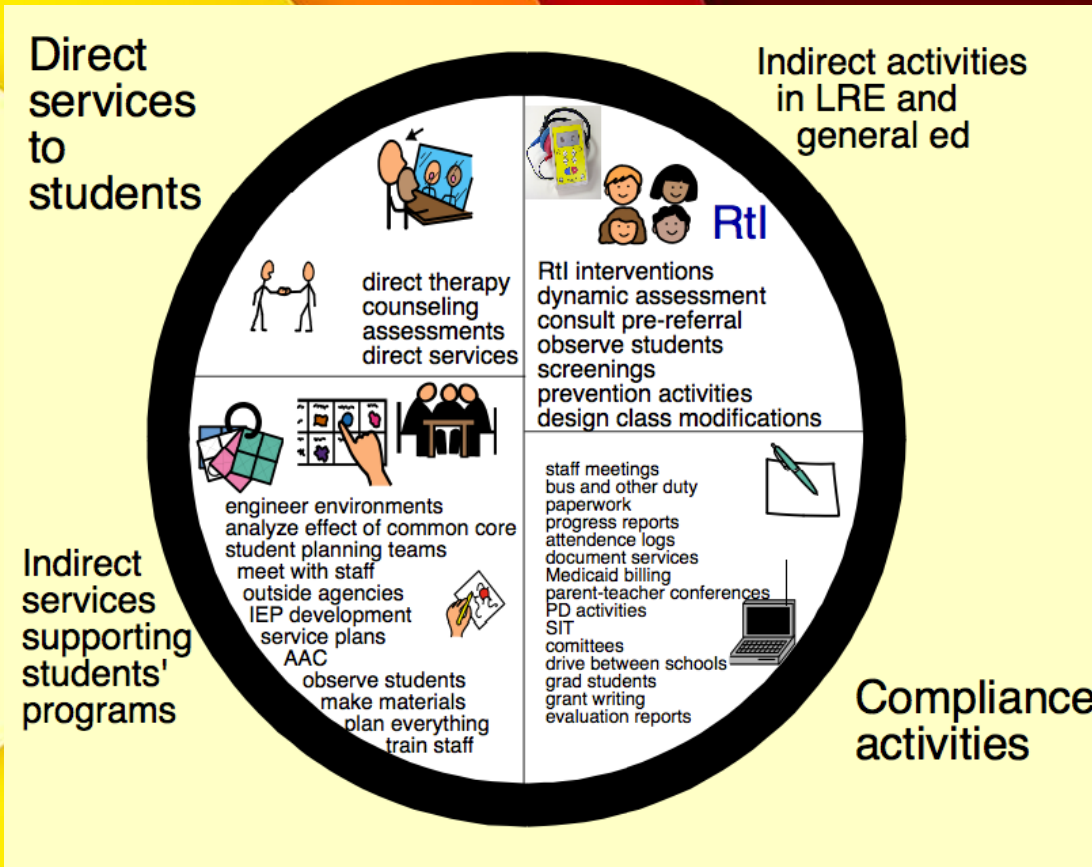
Compliance activities



Indirect Services that support students' educational programs

- Design, implement, maintain, program and staff training for augmented communication devices
- Engineer communication rich environments
- On behalf of services

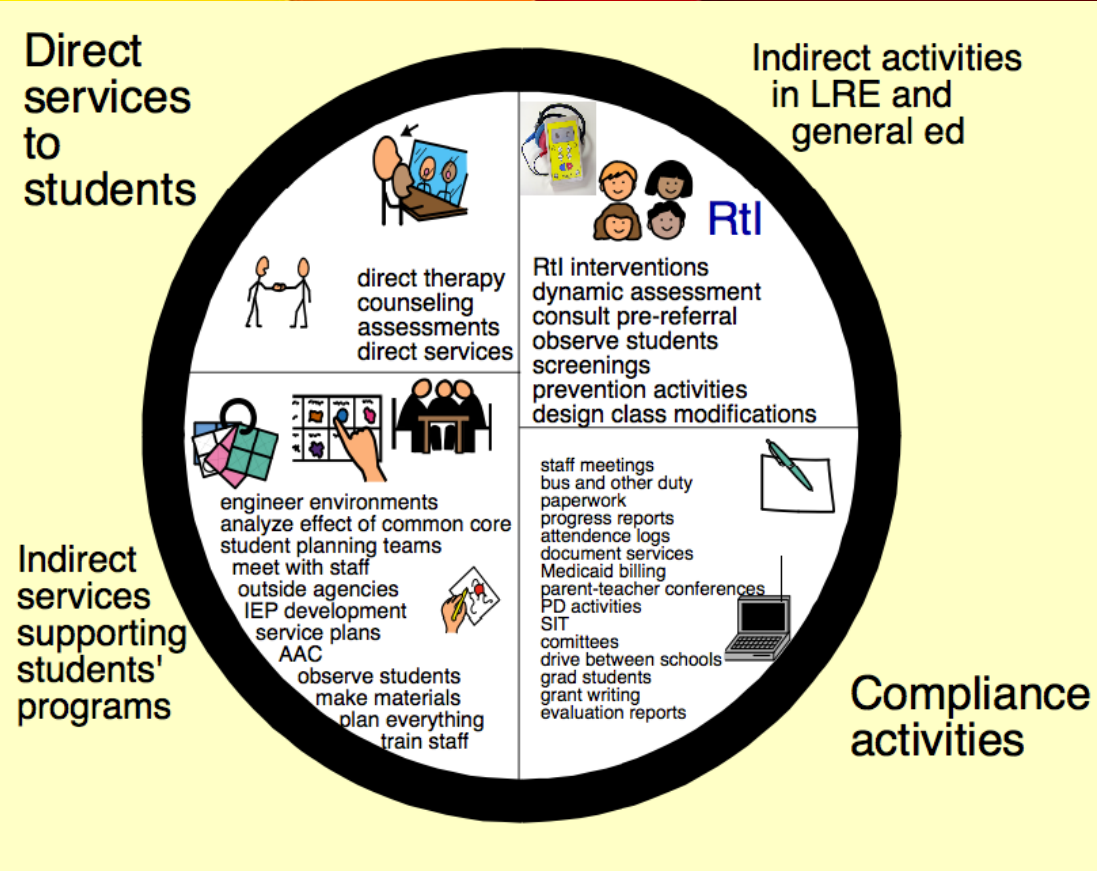
Indirect services that support students in the least restrictive environment and general education curriculum



- Meeting and planning with teachers and paraprofessionals
- Aligning IEP/IFSP goals with the educational standards
- Determining appropriate instruction strategies/skilled interventions

Activities that support compliance with federal, state, and local mandates.....

- Paperwork!!!!
- Travel time
- Communities of practice
- Acquiring CEUs
- Car, bus, cafeteria....
.duty



North Carolina's Tool

You can make your own copy at:

<https://docs.google.com/spreadsheets/d/1G3QfHfHhU2qM6mkazdkSUIEfNkvU7cFdW49RrRD8KpE/copy?ts=60218554#gid=118392330>

Video Tutorial:

<https://youtu.be/hbY6fYwnwn4>

Workload Calculator

Therapist Name

Schools Served

This workload calculator is modeled after the ASHA workload calculator. The purpose of the Workload Calculator is to allow related service providers the opportunity to identify the amount of time they spend on specific direct services, services on behalf of students, compliance and other functions that contribute to overall workload.

Instructions

*Complete the schedule tab. Hours spent in each category will automatically calculate. You can also directly add times to cells in each task for each day of the week. (only enter numbers in the blank, colored cells)
 min-to-hr conversion: 60 min = 1 | 45 min = 0.75 | 30 min = 0.5 | 15 min = 0.25 | 10 min = 0.16 | 5 min = 0.08

Week of:

mm/dd/yyyy - mm/dd/yyyy

Scheduled Weekly Hours

37.5 (half hour for lunch)

Ratio	#DIV/0!												
Projected Workload (Total IEP Hours)	Projected FTE (total IEP hours x Ratio/scheduled hours)	Actual Workload (total direct services per week)	Actual FTE (total IEP hours x Ratio)/Scheduled Hours)	Total # of students with IEPs Served	# of Direct Students with IEPs Served	# of Indirect Students with IEPs Served	# of Students Served via MTSS	# of Students Served via 504	# of Students Served via BIP	Total # of Students on 504/BIP	Total # of Students Served by Provider		
0	#DIV/0!	0	#DIV/0!	0	0	0	0	0	0	0	0		

Function

Number of Hours Performing Function

Function	Number of Hours Performing Function					Weekly Total	Weekly %
	Monday	Tuesday	Wednesday	Thursday	Friday		
Direct Services for Students with a Plan	0	0	0	0	0	0	#DIV/0!
In Person-Direct therapy, observations, screenings, or evaluations of students with an IEP, 504, or BIP							
Virtual-Direct therapy, observations, screenings, or evaluations of students with an IEP, 504, or BIP							
Services on Behalf of Students with a Plan	0	0	0	0	0	0	#DIV/0!
Activities include: Planning, staff/parent training, consultation with staff, programming/maintaining AAC devices, creating therapy materials, environmental adaptation, incorporate skill practice into class/routine, Data Review/Discussion, Obtain/monitor/maintain AT/DME,							

1	Involvement in MTSS	0	0	0	0	0	0	#DIV/0!
2	Direct Intervention with Students							
3	Activities to support MTSS: observe students in classrooms (for all purposes except evaluations), adapt gen ed curriculum and materials for your students, consultation with teachers							
4	Documentation and Requirements to Comply with Federal, State and District Mandates and Licensure	0	0	0	0	0	0	#DIV/0!
5	Activities include: complete service logs, scheduling, attend meetings (IEP, Staff, PLCs, IST, MTSS, etc.), Paperwork (writing IEPs, scoring/writing evaluation reports, progress reports, POC, school duties, work on district-wide initiatives, professional development, supervision, Case Management tasks, Letters of Medical Necessity, Sanitize/PPE							
6	Travel Between Assignments	0	0	0	0	0	0	#DIV/0!
7	Travel							
8	Other Activities	0	0	0	0	0	0	#DIV/0!
9	Activities include: Schedule/use interpreters for ELLs, emails, phone calls							
10	Other time investments you would like captured (describe duty and frequency) ex. Health Department Meeting 1x/Month							
11								
12								

NORTH CAROLINA

SCHOOL SPEECH-LANGUAGE PATHOLOGIST

EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction



NC SLP Evaluation Process

<https://hhs.uncg.edu/csd/people/flynn-perry/>

Ideas to ease workload demands

- Dismiss students who no longer meet eligibility criteria or the definition of a related service
- Advocate for relief from bus, cafeteria.... duty
- Burst /blast service delivery
- Classroom based service delivery
- Provide interventions through MTSS/ Rtl to prevent students from coming ot special education
- Talk to EC program Directors about reasonable workloads/ caseload numbers
- Create equitable workloads across the LEA