Caseload Management & Service Delivery Models in Schools

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Indiana Statistics

Largest school caseloads in the nation

72-80 students median

2011-2012 ASHA statistics

In contrast, Wisconsin's median caseload size is 37-40 students

Lowest

Caseload vs. Workload

"Traditionally, a school SLP's workload has been conceptualized as being almost exclusively synonymous with caseload; but the reality is that caseload is only one part of the picture. When a student is added to a caseload for direct services, significant amounts of time within the school day, week, or month must be allocated for additional important and necessary workload activities" (ASHA, n.d.)

Caseload

Based on the number of students served

Not an accurate representation of what an SLP does

Workload

Based on the number of students served AND the SLP responsibilities

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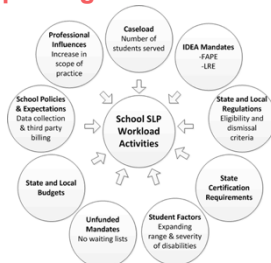## Average Weekly Breakdown

18 hours of pull-out service

7 hours of paperwork

4 hours of classroom-direct intervention

3 hours (or less) of evaluations

1 hour (or less) of RTI, screenings, technology, etc.

Factors Impacting Workload

Negative Effects of Large Caseloads

How does a large caseload negatively affect SLPs in the schools?

Limiting service delivery options

Limiting important professional activities necessary to meet the individual needs of the students

Limiting progress on IEP goals

Contributing to burnout and loss of school-based SLPs

Inhibiting compliance with federal mandates of providing free and appropriate services in the LRE

Service Delivery Models

3:1 Service Delivery Model

3 weeks of direct service, 1 week of indirect service

Direct Service	Indirect Service
Screenings	Meetings
Evaluations	Classroom Observations
Direct Services	Make-Up Sessions
Push-in	Paperwork
RTI	Material Development

3:1 Service Delivery Model (Annett, 2004)

Pilot Program: Portland Public Schools, 2001-2002

District wide initiative stemming from large caseloads and not enough time to do all that their jobs encompassed

Some SLPs had used this program in Wisconsin, where new SLP hire was from

Proposal submitted to administration

Included: Sample calendar, checklist for use during week of indirect service

Administration approved, and parents were notified of the district change

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3:1 Service Delivery Model (Annett, 2004)

Results

Reduction in work being completed at home

Increase in billings for third-party Medicaid reimbursement, generating money for the district

Fewer service cancellations

Increase in consultation with teachers and parents

Better morale among SLPs

SLPs could better integrate service goals into the curriculum

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Response to Intervention (RTI)

Students in RTI program do not require IEP

Less paperwork for SLP

Fewer meetings requiring teachers, parents, and administrators present

Fewer cancellations

Proactive program to keep caseload manageable

Set criteria to determine placement in RTI program vs. IEP

Can be done for speech, language, behavior, academics

Similar program basis with varying specifics

Response to Intervention (RTI)

Three Tiered Program

Tier 1- Core Classroom

All students within classroom are receiving instruction

Screening and teacher education

Tier 2- Small Group

Small group treatment for those considered "at- risk"

Tier 3- Individual

Intensive intervention for an extended time

Eligibility & Dismissal Criteria

Eligibility

According to ASHA, a SLP should ask 3 questions when trying to determine if speech therapy is right for a particular student:

1. Is there a disability?
2. If so, is there an adverse effect on educational performance resulting from the disability?
3. If so, are specially designed instruction and/or related services and supports needed to help the student make progress in the general education curriculum?

Dismissal

Begins right away

Determine goals

Determine how the communication problem is adversely affecting the student

Ultimate goal is to dismiss the student

Discussion Questions

Question Time!

1. What do you think you would like better? Caseload approach or Workload approach? Why?

2. Why do you think Indiana's caseloads are so high when compared to other states?

3. Do you think the way the school speech services are run in general are effective? Why or why not?

4. Do you want to work in a school?

   Name pros/cons

References

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