

# Advocating for Workload and Alternative Service Delivery Models to Achieve a Manageable Caseload

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# Disclosure

- Financial-I am an ASHA employee
- Nonfinancial-I support ASHA's public policy initiatives and serve as the ex-officio to ASHA's School Finance Committee

# Agenda

- Managing Caseloads- One Size Does Not Fit All
  - Caseload Caps (ASHA Chart- 60 in MI)
  - Caseload vs. Workload (ASHA Calculator)
  - Service Delivery Options
  - 3:1 Model
  - In class teaching
  - Using Extenders- SLPAs
  - Creative Staffing
  - Retention:
    - Eligibility and Exit Criteria (MS, TX)
    - Salary incentives/supplements
  - Professional Development
  - Mentoring

# Agenda

- Advocacy
  - Advocacy
    - Grassroots Advocacy
    - Personal Advocacy
  - Why it is important and what are the benefits?
- ASHA Advocates for School Issues
  - Federal
  - State
  - MSHA
- Developing an Advocacy Game Plan

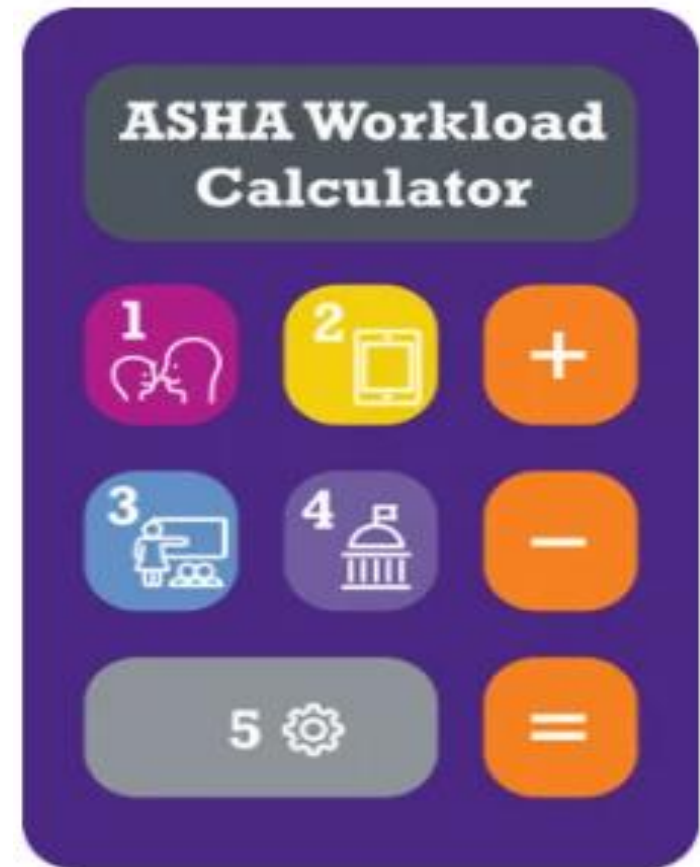
# Caseload Caps

- ASHA advocated for a cap of 40 years ago
- Many states have caps- maximum becomes the minimum
- ASHA tracks average caseload size in states:  
<https://www.asha.org/slp/schools/state-caseload-and-salary-data-map/>
  - Vermont and New Hampshire have the lowest at 31
  - Indiana (76) and Texas (65) have the highest
  - Michigan average caseload size is 53; with a cap of 60

# Caseload vs. Workload

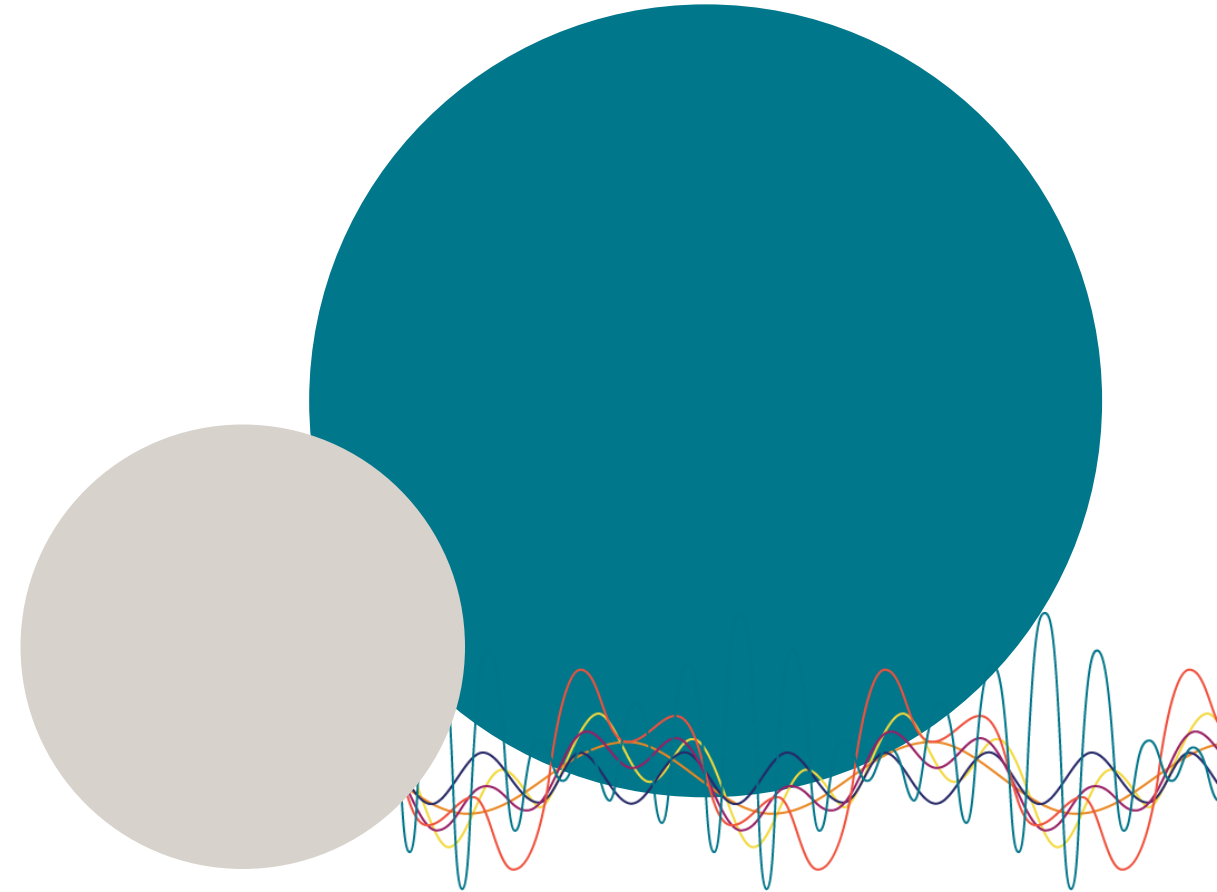
- Caseload: number of students with IEPs and 504 plans served by SLPs and other professionals
- Workload: all activities required to serve each student
- ASHA's workload Calculator

<https://www.asha.org/SLP/schools/Workload-Calculator/>



# How Does it work?

- Calculates/analyzes workload
- Helps to determine if workload is balanced
- Assists the SLP in collaborating with others to address workload issues
- Corresponds with information in ASHA's Caseload and Workload Practice Portal resource
- Syncs with data points from ASHA Implementation Guide
- Gives school-based SLPs an opportunity to quickly and easily translate data into graphic form
- Can be shared with administrators and colleagues



# Service Delivery Options

## 3:1 Model

- 3:1 model refers to 3 weeks of direct service and 1 week per month of indirect service (parent/staff conferences, IEP meetings, paperwork)
- Requires services to be determined in minutes per month
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## In Class services

- Working in the classroom collaboratively with teachers to address student goals
- A variety of in-class models exist such as supportive teaching, parallel teaching and team teaching



# Service Delivery Options

## Using Extenders

- SLPAs- can enhance services when used properly
- SLPAs cannot have own caseloads
- SLPAs must be regulated to ensure appropriate training and supervision requirements in place:  
<https://www.asha.org/practice-portal/professional-issues/speech-language-pathology-assistants/>

## Creative Staffing

- Allowing for part time positions
- Using retirees to fill in as needed (leave of absences)
- contractors

# Retention

## Eligibility and Exit Criteria

- Creating strict guidelines for entrance and dismissal can improve caseload size over time
- MI guidelines for eligibility service delivery and exit criteria:  
<https://www.michiganspeechhearing.org/docs/GuidelinesforPrinterNew.pdf>
- TX:  
<https://www.txsha.org/page/speech-impairment-eligibility-guidelines>

## Salary Supplements

- ASHA has documents to help members advocate for salary increases and supplements based on CCC and additional requirements
- <https://www.asha.org/advocacy/state/advocacy-schools/>
- Documents in revision in 2021

# Recruitment/Retention

- Professional Development
- Paid leave and conference registration
- Back to School University
  - Scheduling
  - IEP development
  - Understanding state and federal education laws
- Assigning Mentors
- Paid Dues- state and ASHA



# • Advocacy

# What is Advocacy?

- **Advocacy** is a political process by an individual or a large group which normally aims to influence public-policy
- An **advocate** is a **person** who works effectively to bring about positive change
- **Grassroots advocacy** is an organized way to achieve change that benefits a group (professionals, consumers)
- Grassroots advocacy involves:
  - Organizing groups of individuals with common interests
  - Providing information to decision makers to help them make informed decisions

# Why is Advocacy Important?

- It empowers and accomplishes goals
- It provides the opportunity to participate in government and local decision making
- It is part of the ASHA Code of Ethics
- It is your right...

You have the right to Advocate!

# What are the Benefits of Being an Advocate?

- Advocates are in a unique position to:
- Educate decision makers about issues of concern
- Share knowledge on an issue's impact in the local area
- Help decision makers understand how audiology and speech-language pathology services are important in helping children achieve successful educational outcomes.

# ASHA Advocates for School Members

- Create training guidelines for telepractice services for schools
- Review and revise resources for school-based members to advocate for increased wages, salary supplements and separate salary schedules
- Engage state policy makers to address workload issues for school-based members through the promotion of a workload model
- Work to reduce the paperwork burden in schools through streamlined documentation for IDEA and Medicaid
- Increase funding for IDEA Part B
- Promote work place safety through additional reimbursement for PPE, hazard pay



# Developing an Advocacy Game Plan

# Develop a Plan of Action

- Identify issues and set priorities
  - Survey the group
  - Set advocacy goals
- Develop timeframes for achieving the goals

# Develop a Plan of Action

- Identify the factors necessary for change
- Is your issue a priority for the leadership?
- Are there sufficient financial resources available to achieve the goal?
- Is there significant opposition to your plan?

# Develop a Plan of Action

- Identify Key Decision Makers
  - School administration/immediate supervisor
  - School union
  - School board
  - Determine their level of support or opposition

# Develop a Plan of Action

- Identify issue
- Identify possible solutions
- Pros and Cons of each solution
- Identify a spokesperson for the group
- Create a presentation (ppt)
- Create a fact sheet for all of the group to use in advocating for your solution
- Present your issue and proposed solution to immediate supervisor
  - Follow the chain of command

# Develop a Plan of Action

- Be prepared to compromise
  - Consider phased-in solutions
  - Agree to pilot new solutions with certain staff or locations
  - Collect data on the success of the pilot
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- Be Patient but Persistent- You should be ready to commit for the long haul!

# Review Action Plan

# Get Involved with MSHA

- Share your concerns
- Offer to Serve on advocacy committees
- Contact MSHA:  
Michigan Speech-Language- Hearing Association  
790 E. Lansing Road, Suite 400  
East Lansing, MI 48823  
517-332-5691  
[msha@att.net](mailto:msha@att.net)  
Greg Spray, President  
MI SEAL: Courtney Halbower: [courtneyahalbower@gmail.com](mailto:courtneyahalbower@gmail.com)



# Get involved with ASHA

- Contact your state liaison to learn how to get involved:
- Janet Deppe
  - [jdeppe@asha.org](mailto:jdeppe@asha.org)
  - 301-296-5668

# Utilize ASHA Resources

- Caseload-Workload: <https://www.asha.org/practice-portal/professional-issues/caseload-and-workload/>
- Roles and Responsibilities of SLPs in Schools: <https://www.asha.org/policy/pi2010-00317/>
- Service Delivery Resource Sheet: <https://www.asha.org/siteassets/uploadedfiles/service-delivery-resource-sheet.pdf>
- Advocating for School Funding: <https://www.asha.org/advocacy/schoolfundadv/>