

Caseload to Workload: Where are we and how do we get there?

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Today's Agenda

- Current Role of SLP
 - National and Regional Caseload Distribution
 - LaMiss Survey
- Service Delivery Models within RTI Framework
 - Articulation, Language, Spelling, Phonological Awareness, Comprehension, Morphological Awareness
 - Strategies for Successful Implementation

CURRENT ROLE OF SLP

Roles for SLPs

- Under the reauthorization of IDEA '04, Response to Intervention (RTI) strategies should be used in multiple settings to determine the need for special education.
- RTI implements a tiered approach to student instruction:
 - Tier 1: All students, the basic core curriculum
 - Tier 2: Small group instruction, focused and targeted towards student's needs
 - Tier 3: Intensive interventions targeting student's deficits
- For SLPs to play a critical role in implementation of RTI in schools, changes in SLPs' service delivery and in how they are perceived by both general education and special education must occur.

Quick Look Nationally:

- 82% SLPs use the caseload approach
- 18% SLPs use the workload approach
- 71% of their time is in pull-out therapy
- 21% of their time is in push-in during therapy (6% in RTI)
- 68% participated in RTI (32% did not)

ASHA Schools 2010

QUICK LOOK Louisiana & Mississippi (ASHA, 2008 & 2010)

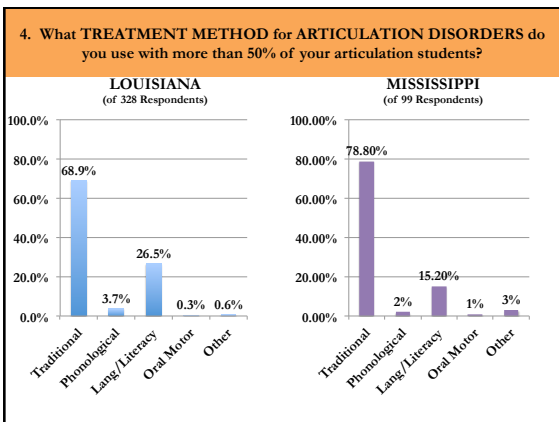
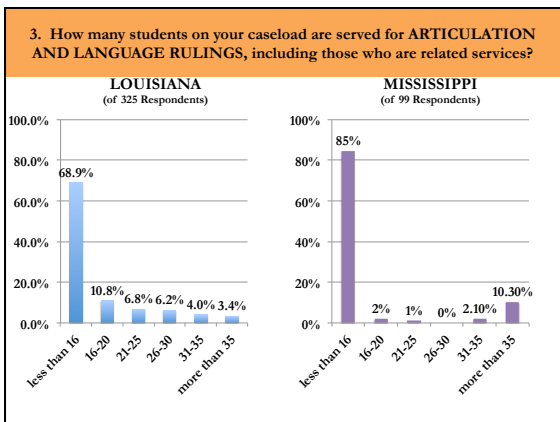
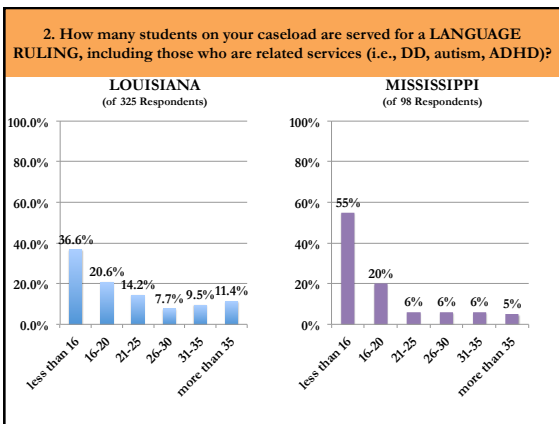
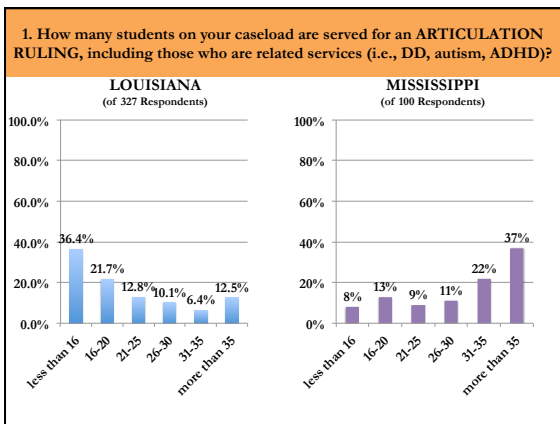
Caseload or Workload Approach by State				
LOUISIANA		MISSISSIPPI		
Caseload	Workload	Caseload	Workload	
79%	21%	90%	10%	
Median Caseload Size by State				
46 students		45 students		
Nationally, Mean Number of Students Treated for				
Articulation/Phonological Disorders: 21		Language Disorders: 24		

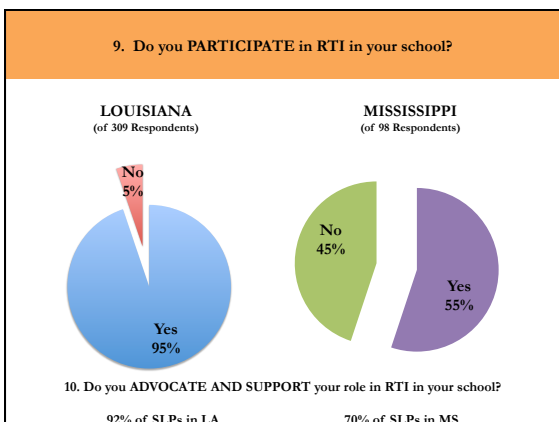
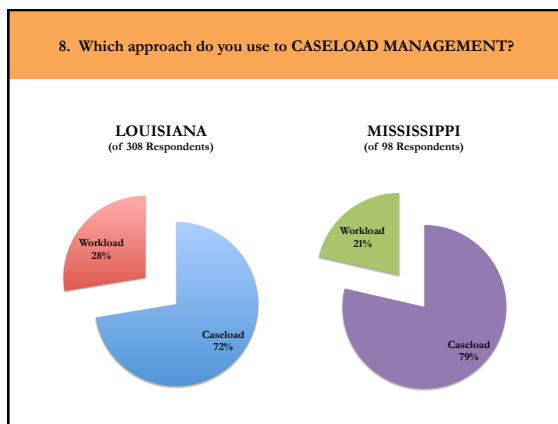
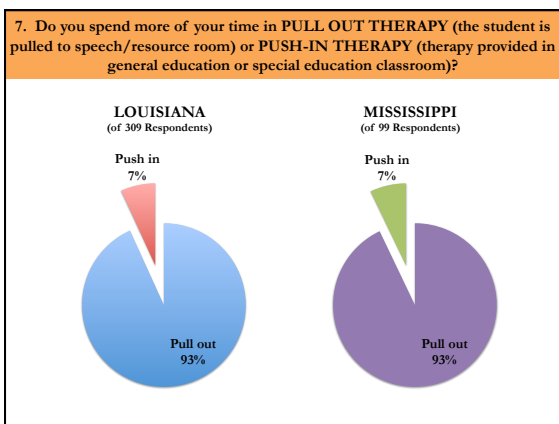
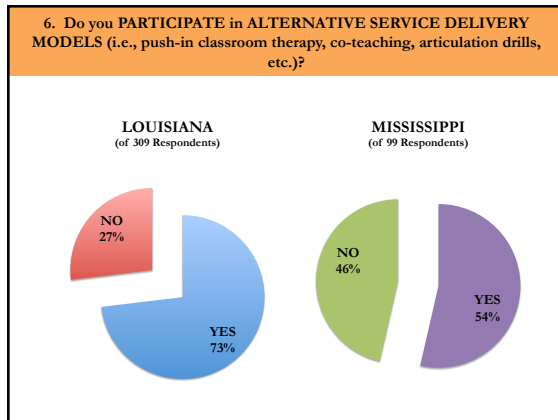
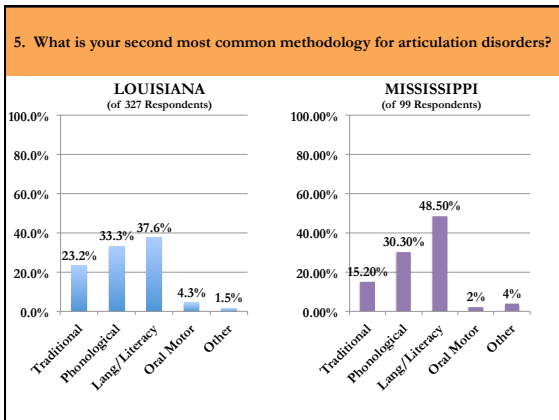
Caseload or Workload Approach by State				
LOUISIANA		MISSISSIPPI		
Caseload	Workload	Caseload	Workload	
76%	24%	90%	10%	
Median Caseload Size by State				
45 students		50 students		
Nationally, Mean Number of Students Treated for				
Articulation/Phonological Disorders: 24		Language Disorders: 15		

LAMISS SURVEY

LaMiss Survey 2010

- The Purpose of this study was to determine:
 - If the number of students treated for articulation and language disorders on SLPs caseloads in LA and MS corresponded with ASHA's reports.
 - If the types of service delivery models (pull-out, push-in, and RTI) and caseload/workload approaches used by SLPs in LA and MS corresponded with ASHA's reports.
 - Additionally, the authors sought to determine the primary treatment method for articulation disorders.
- A 10 question survey was disseminated electronically to Louisiana and Mississippi school-based SLPs.





Where are LA & MS compared to ASHA 2010 Survey?

	ASHA	LOUISIANA	MISSISSIPPI
Reported Mean Articulation Students	21	↓ 58%	↑ 70%
Reported Mean Language Students	24	↓ 57%	↓ 75%
Majority of Time Spent in Pull-Out Services		93%	93%
SLPs using Caseload Approach in LA	79%	↓ 72%	
SLPs using Caseload Approach in MS	90%		↓ 79%
↑/↓ Greater than/Less than ASHA report by labeled percentage			
SLPs using Caseload Approach	82%	↓ 72%	↓ 79%

What LaMiss Survey Tells Us:

- In MS, it appears that SLPs are serving **more articulation** than language students, which differs from the national statistics provided by ASHA.
 - These caseload characteristics can be attributed to MS state policies initiated in 2005 that required language students to receive language interventions through RTI, resulting in less students identified with language disorders. The policies were revoked in 2010.
- In LA, it appears that SLPs are serving less articulation students than the national mean, and less language students than the national mean.
- The higher participation of SLPs in RTI in LA could be a result of a state initiative, Speech and Language Services for All (SALSA), which promotes SLPs serving all students through RTI and not solely through Special Education.

What LaMiss Survey Tells Us:

- The lack of the workload approach in both states could be attributed to State funding issues.
 - SLPs are funded by caseload numbers, making it more difficult to utilize the workload approach.
- Funding issues could also be interfering with SLPs participation in RTI in MS. If they are to work in RTI, then their salaries should be pro-rated because their funds are solely special education.
- SLPs in both LA and MS are utilizing traditional methods for treatment and service delivery, still heavily relying on pull-out delivery and traditional articulation therapy over push-in delivery and language-based treatments (literacy and phonological processing therapies) to articulation problems.

SLPS AND RTI SUCCESS

Barriers to Implementation of RTI

- Because RTI is not traditionally viewed as an area of which SLPs can work, barriers may be encountered when trying to implement RTI.
 - Teacher, Principal, Administrative, and District Support
 - Teachers may not be receptive to SLPs serving students in the classroom instead of traditional pull-out services
 - Show the teacher what you would be doing, such as small group instruction on the phonological awareness principle of rhyming.
 - Principals may not support SLPs going into general education classrooms.
 - Special Education Directors and other administrators may not view SLPs roles in RTI as beneficial

Barriers to Implementation of RTI

- State Education Agency Support
 - Some states do not allow SLPs to participate in RTI because of their special education roles.
- Funding
 - Based on state and district funding, SLPs roles in RTI may be limited because they are funding solely through Special Education funds, which limits work with general education students.
 - SLPs' funding may be pro-rated for other roles beyond Special Education, but the economic downturn has left many local education agency funds limited.

Barriers to Implementation of RTI

- SLPs
 - Caseload versus Workload
 - Caseload Models do not allow the flexibility that the workload model does to implement services for students through RTI.
 - Service Delivery Models
 - Traditional Pull-out (30 minutes 2Xs/week) does not meet the needs of all students.
 - For students whose language/speech difficulties have no adverse educational impact, an alternative delivery model guided and/or delivered by the SLP in inclusive settings could be utilized.

Barriers to Implementation of RTI

- SLPs
 - Service Delivery Models (cont.)
 - SLPs can design and implement interventions for children with mild language/speech deficits, and train others in strategies for improving language/speech skills.
 - This paradigm shift means the amount of service delivery time should be made on an individual basis.
 - As particular skills are acquired, changes may be needed in the location, type, frequency, or duration of the therapy services.

SLPs Aid RTI Success

- Koutsoftas et al. (2009) found that low income preschool students benefited from Tier 2 phonemic awareness instruction provided by SLPs and teachers.
 - Selected students in Head Start programs that were low performing based on the Trophies Pre-K Beginning Sound Awareness CBM.
 - Taught students in small groups for 20-25 minute sessions 2Xs/week for 6 weeks.
 - Taught the phonemic awareness concept of initial sound identification.
 - 71% of students responded to the Tier 2 Intervention.

SLPs Aid RTI Success

- In El Rancho Unified School District in Pico Rivera, California, SLPs were part of the RTI team that developed programming for 45 hours of intense instruction in reading (National Center on Response to Intervention, 2007).
 - As a result, only 8 of the 123 students who participated in the program were referred for special education.

SLPs Aid RTI Success

- In Virginia, counties implemented a workload approach to SLP service delivery that included RTI (McCallister & Trumbo, 2009).
 - SLPs changed from set schedules to flexible scheduling.
 - SLPs spent 3 days a week in the classroom collaborating with teachers, coteaching, station teachings, parallel teaching, and/or supplemental teaching to address the curriculum.
 - SLPs taught a literacy class to students with and without IEPs.

SLPs Aid RTI Success

- In Virginia, counties implemented a workload approach to SLP service delivery that included RTI (McCallister & Trumbo, 2009)...cont
 - 55% of the SLPs' time was direct services, 30% indirect, and 15% was other tasks not focused on students.
 - At one middle school in 06-07, 11 students were referred for SPED, with 6 qualifying; in 08-09, 2 were referred and both were eligible.
 - At another middle school, self-contained placement has decreased by 8%, whereas at a sister middle school with no RTI, self-contained increased by 10%. Additionally Child Find referrals decreased by 50%.
<http://pals.sjmsa.edu/>

SLPs, Reading, and RTI

- SLPs' expertise in language and literacy allows them to be valuable service providers for students experiencing academic difficulties.
 - Phonological Awareness
 - Linguistic Principles of Language, Reading, and Writing
 - Story Elements and Structure
 - Vocabulary

SERVICE DELIVERY MODELS WITHIN RTI FRAMEWORK

A Continuum of Service Delivery Models

- **SPECIAL EDUCATION SERVICES**
 - Services to students with IEPs, in or out of the classroom.
- **CONSULTATION** with general education
 - Train teachers in phonological awareness principles.
 - Help teachers identify the phonological awareness hierarchy.
 - Help teachers identify language-based curriculum objectives (i.e., the student will understand and use synonyms).

A Continuum of Service Delivery Models

- **COLLABORATION** with general education
 - Direct and indirect services to general education students with speech/language deficits.
 - Whole classroom instruction to students
 - Co-teaching (teaching a lesson together)
 - Small group instruction – pull students with similar deficits (with and without IEPs) to a small group for instruction

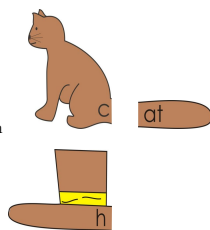
RTI for Spelling

- Not all reading programs teach spelling explicitly or systematically.
- Work the grade level curriculum committee on developing systematic spelling instruction (i.e., silent e pattern). *[Consultation]*
- If the curriculum cannot be changed, teach whole class or small group spelling instruction using multi-sensory and visual strategies. *[Collaboration]*
 - Phonological Awareness with Phonic Faces Train (Norris, 2001)



RTI for Phonological Awareness

- Train teachers to teach phonological awareness principles (i.e., the phonological awareness hierarchy). *[Consultation]*
- Based on school-wide assessment data (i.e., DIBELS Initial Sound Fluency and Phoneme Segmentation Fluency), select classrooms with deficient phonological awareness scores (majority of the class is *Some Risk* or *At Risk*). *[Collaboration]*
- Co-teach phonological awareness lessons in the classroom
 - Phonic Faces Train for Sound Segmentation
- Small group classroom instruction in phonological awareness skills.
 - Spuzzles (Norris, 2001)



RTI for Comprehension

- Work with the classroom teacher on the weekly story lesson. *[Consultation]*
- Co-teach comprehension strategies. *[Collaboration]*
 - Use multisensory strategies, such as graphic organizers, to teach story structure
 - Parse out the story into its parts (characters, setting, problem, attempt, solution, etc) using visual strategies (Norris, 2001)
 - Write personal stories with question and answers for student to practice



RTI for Morphological Awareness

- Train teachers on the principles of morphological awareness and the benefits of teaching students this concept. *[Consultation]*
- Whole-class instruction on morphological awareness. *[Collaboration]*
 - During the weekly spelling lesson, identify the morphemes in words and teach their relevance to the spelling. (i.e., -y, -ion, -ed, -s, etc.)
 - MorphoPhonic Faces for morphemes (Norris, 2001).



RTI for Articulation

- **Some** students may benefit from SLPs using RTI models to treat mild articulation deficits.
- The SLP can target the error sound through interventions in the classroom, monitor the student's progress, and consult with the teacher and/or parents.
 - A student is distorting /s/ by fronting.
 - Target exercises for correct /s/ production in the classroom.
 - Monitor progress by tracking the student's accuracy of production.
 - Give the parent, teacher, teacher assistant, and any other pertinent individual strategies for practicing and developing correct /s/ production in the student's environment.
- The student may improve articulation and not need a special education eligibility.

RTI for Language

- Students with cultural differences may benefit from language enhancement by an SLP.
- Use a screening method, such as a curriculum based assessment, to determine a student's area of strengths and weaknesses.
 - Use the curriculum benchmark goals to identify the students area(s) of weakness.
 - Given by a teacher or SLP
 - Given prior to intervention, and throughout the intervention as needed, to determine growth and progress.

RTI for Language

- Select a specific skill to target for a short time period (2-4 weeks).
 - The student will apply knowledge of phonological and phonemic awareness.
 - Use multi-sensory and visual strategies to teach phonological awareness and increase spelling ability.
- The SLP, teacher, or assistant works with the student individually or in a small group in an educational environment and documents the student's progress.

RTI for Language

- If little or no progress is made, adjustments in implementation should be made.
- If progress is made then, based on the data, the intervention may be continued and gradually reduced in frequency and intensity.
- If **little or no progress** is made, referral is warranted.
 - The student may make progress, but still warrant referral if progress is slow enough to impact educational, social, or vocational performance.

RTI for Language

- At various times throughout the 'at risk' child's education, continued support in general education, additional district resources and/or alternative service delivery methods may be required.
 - The "at risk" student's progress will need to be monitored regularly to ensure quality instruction and success in the general curriculum.
 - This student may always need a level of support, whether through RTI, 504, or other district services, but may not meet the qualifications for special education.

Strategies for Successful Implementation

- Make a **shift in thinking**.
Make a **shift in methods**.
 - Begin to utilize workload instead of caseload, so that you can ascertain the amount of work required per student.
 - While a student's IEP may be **30 minutes, 2Xs per week**, the amount of time to consult with the teacher, plan therapy, communicate with the parents, etc. is actually an additional **30 minutes per week**, so the workload for that student is **90 minutes** per week.
 - Individualize student IEPs to meet their needs.
 - Use non-traditional therapy methods, including push-in classroom therapy, consultation with teachers, collaboration with teachers, and co-teaching.
 - Build relationships at your school, with teachers, parents, and administrators.

Strategies for Successful Implementation

- Target **classes and teachers** to implement new strategies
 - Some teachers are more receptive than others, so approach the open teachers first.
 - Begin utilizing the approaches in the class (i.e., pull a student referred for speech to your speech group in the classroom and target the student's weakness).
 - If a teacher refers a kindergarten student for (w/r) substitutions, pull that student to your IEP speech group, and work on correct /r/ production in the classroom setting. The student may improve without the need for an IEP.
 - Listen to the teachers' response to your methods, and be willing to work collaboratively in order to make it work in the classroom.

Strategies for Successful Implementation

- Approach **administrators**
 - Do the research! Support your theory with research based findings and successful implementations.
 - Don't get discouraged if you don't initially get a positive response. Change takes time!!!
 - Be specific when you plead your case. If you are changing your schedule, give the proposed schedule to your administrator so he/she can see how it would work.

Future Research Needs

- More research needs to be conducted on how SLPs can be effectively utilized to aid in literacy instruction and decrease special education referrals and eligibility.
- Research on effective advocacy avenues for SLPs to use if they are not allowed to conduct services through the RTI model.
- Research on the amount of speech/language referrals that can be served through RTI without the special education ruling, and how it would effect caseload size, and what, if any, changes would occur to workload.

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