



# Meet The Team

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# 1. Roles and Responsibilities

For School-Based SLPs

**SLPs play a CRITICAL role in education**

### Primary Direct Service Areas for School-Based SLPs

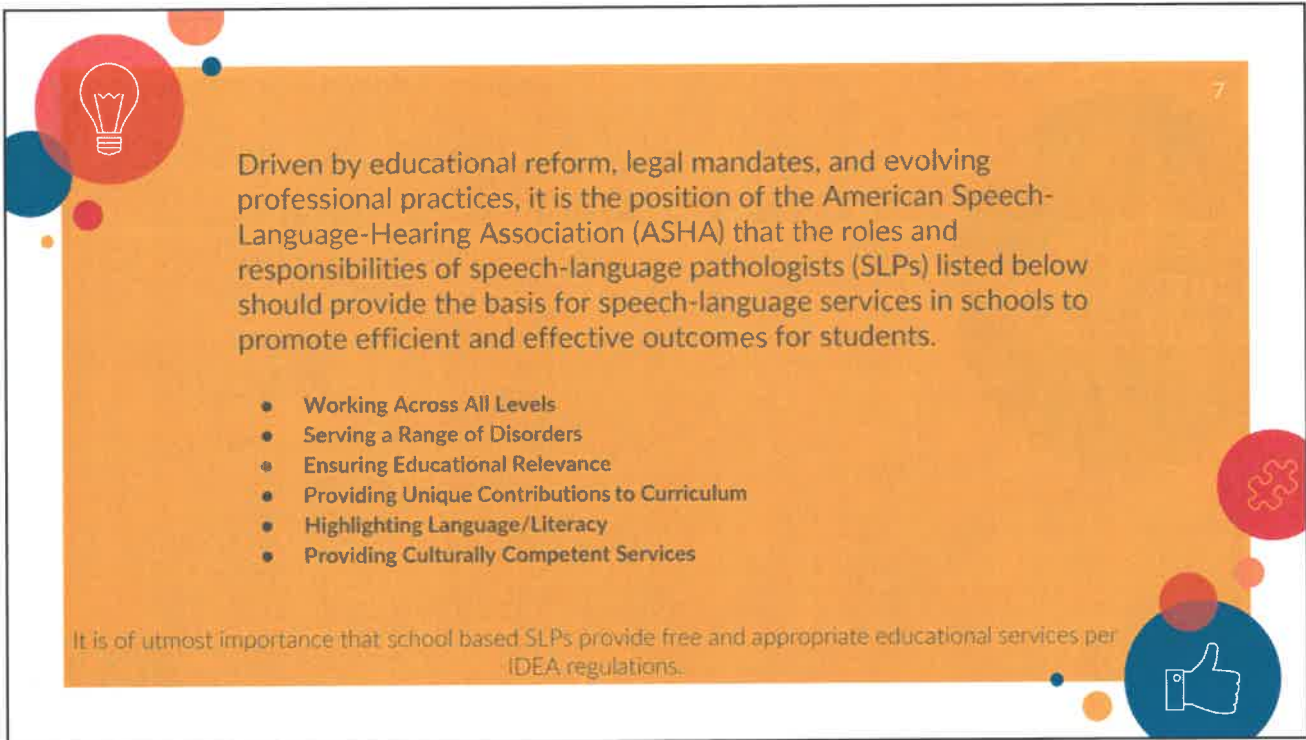
<p><b>Speech Production</b></p> <p>Teaching place, manner, and voicing features for the precise articulatory movements required for sound production and overall speech intelligibility.</p>	<p><b>Language</b></p> <p>Working on comprehension as well as the use of basic concepts, vocabulary, grammar, syntax, morphology, and semantics.</p>	<p><b>Speech Fluency</b></p> <p>Working on the coordination of breath support, oral motor movements, and various strategies to improve the forward flow of speech.</p>
<p><b>Cognition</b></p> <p>Working on strategies to improve attention, memory, processing, and other executive functions.</p>	<p><b>Voice/Oral Resonance</b></p> <p>Identification of vocal abuse/trauma and making the appropriate referrals. Collaborate with other professionals to improve awareness.</p>	<p><b>Social Skills/Pragmatics</b></p> <p>Working on appropriateness in conversation. Includes what is said, how it is said, and non-verbal communication. Linked to behavior and student safety.</p>

ASHA, 2010

**SLPs play a CRITICAL role in education**

### Primary Direct Service Areas for School-Based SLPs

<p><b>Hearing</b></p> <p>Working on communication while assisting with device care. Collaborating with educators to ensure the classroom environment is appropriate.</p>	<p><b>Augmented Communication</b></p> <p>Working on introducing, teaching, and helping to maintain the use of various devices. Collaborates with professionals to determine device effectiveness. Includes low and high tech means of communication.</p>	<p><b>Feeding and Swallowing</b></p> <p>Working on planning teaching, and helping to maintain safe oral motor and feeding skills. Collaborates with classroom teachers, cafeteria staff, and other professionals to implement IEP.</p>
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7

Driven by educational reform, legal mandates, and evolving professional practices, it is the position of the American Speech-Language-Hearing Association (ASHA) that the roles and responsibilities of speech-language pathologists (SLPs) listed below should provide the basis for speech-language services in schools to promote efficient and effective outcomes for students.

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

It is of utmost importance that school based SLPs provide free and appropriate educational services per IDEA regulations.



8

## Range of Responsibilities and Leadership for SLPs

- Prevention
- Assessment
- Intervention
- Data Collection
- Data Analysis
- Compliance
- Consultation
- Parent/Home Training
- Advocacy
- Supervision/ Mentorship
- Professional Development (for school district AND for state AND national licensure)
- Research for Best Practice Methods

These are the duties that, while necessary, often times take away from the direct services provided to students

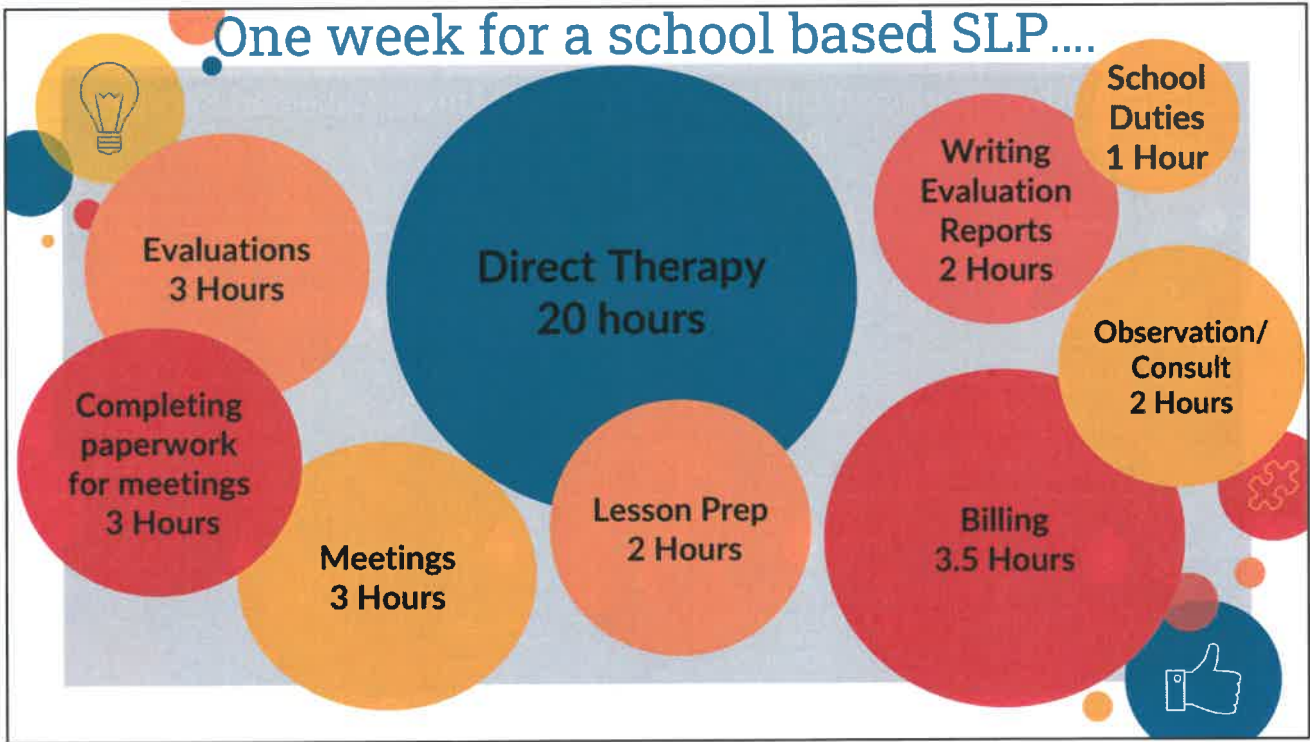
## Other Workload Duties in Addition to Direct Caseload Services Provided - School Based SLPs

<p>Medicaid Billing (MITS) Progress Monitoring/Reports Annual Reviews</p>	<p>Screenings/Evaluations Report Writing IEP meetings Non-IEP meetings <u>Due Process Paperwork/Designee Work</u></p>	<p>Professional Development (for BOTH the district and national/state licensure) Response to Intervention (RTI) meeting Professional Learning Communities (PLC) meetings</p>
<p>Behavior Intervention (Act 1084) Student Safety behavior as a means to communicate</p>	<p>Lesson/Session Planning <u>Curriculum planning with Gen Ed. Consultation</u> Classroom Observations Conferencing with staff and families</p>	<p>Communication device set-up/maintenance Problem Solving in the Classroom <u>Generating Visual Scaffolds/Social Stories</u></p>
		<p>Scheduling/Rescheduling Travel* <u>Building Level Duties</u></p>

Underlined items represent tasks specific to school-based SLP providers

## 2. Caseload vs Workload

Students with SLI are more than just a number.



- On an average week, school based SLPs have approximately 5-6 hours of work that cannot be completed in a work week with our current caseload max of 45 students.
- We only spend approximately 30% of our work week providing direct services, yet they are the primary way staffing needs are decided.

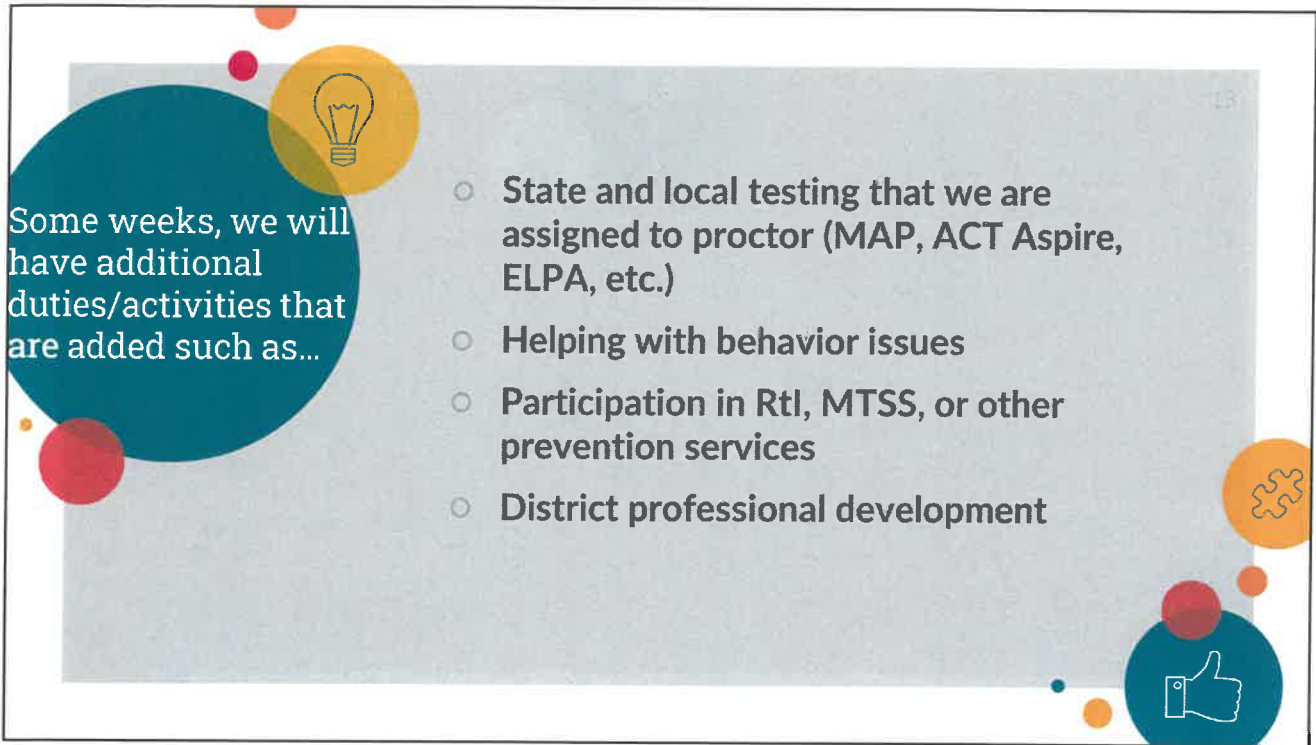
12

**Chart 2: Total Weekly Hours vs. Scheduled Weekly Hours**

Category	Hours
Total Weekly Hrs	35.0
Scheduled Weekly Hours	31.9

**Chart 1: Proportion of Hours by Function Category**

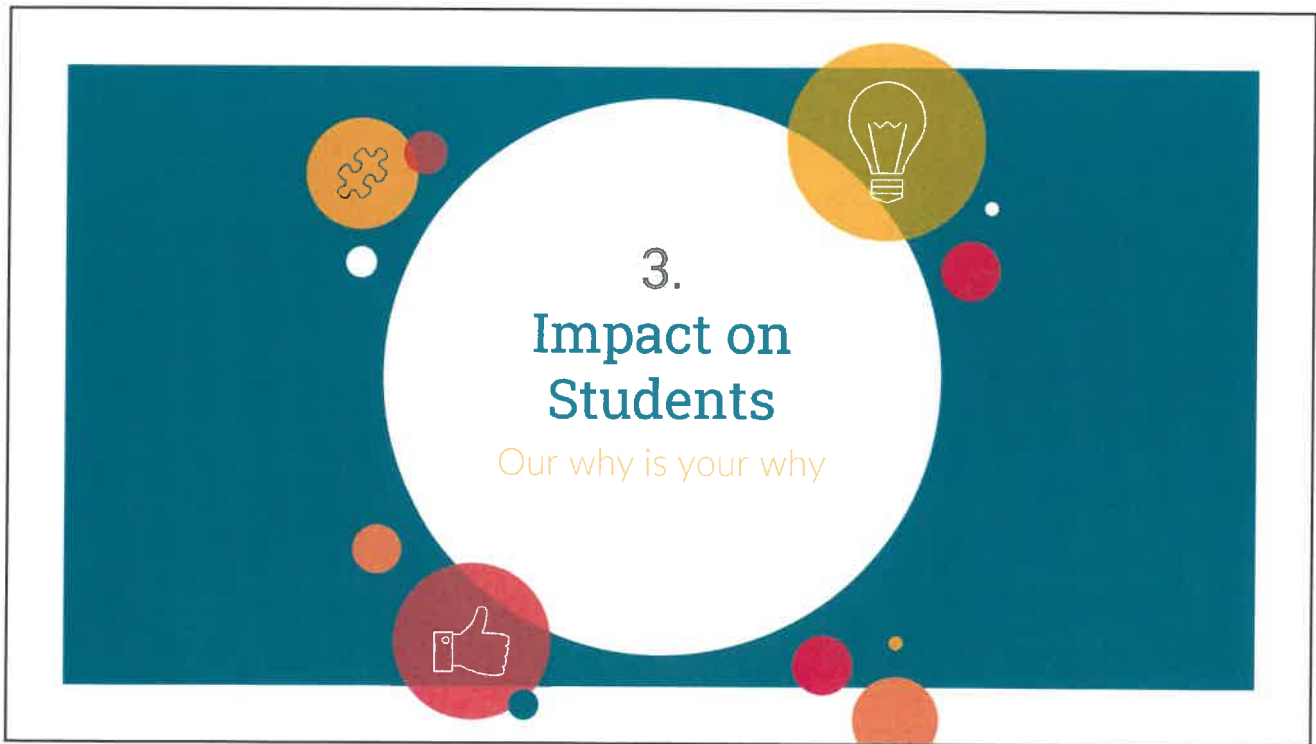
Function Category	Proportion
Direct Services	28%
Indirect Services in Gen Ed Setting	4%
Compliance to Support Federal, State and District Mandates and Case Management Duties	5%
Other Activities	12%
Indirect Services	11%



Some weeks, we will have additional duties/activities that are added such as...

- State and local testing that we are assigned to proctor (MAP, ACT Aspire, ELPA, etc.)
- Helping with behavior issues
- Participation in RtI, MTSS, or other prevention services
- District professional development

The slide features a light gray background with a teal circle on the left containing the introductory text. A list of four items is presented with orange circular bullet points. The slide is decorated with various icons: a lightbulb in a yellow circle, a thumbs-up in a teal circle, and a gear in an orange circle, along with several smaller red and orange circles.



3.  
**Impact on Students**  
Our why is your why

The slide has a dark teal background with a large white circle in the center. Inside the white circle, the text '3. Impact on Students' is written in a bold, teal font, with 'Our why is your why' in a smaller, orange font below it. The slide is decorated with icons: a lightbulb in a yellow circle, a thumbs-up in a red circle, and a gear in an orange circle, along with several smaller red and orange circles.

15

“When centering SLPs in the complex systems through a middle-out lens, the implication is that top-down stakeholder groups (e.g., researchers, policy makers, administrators, regulatory bodies) must consider that workplace conditions influence not only SLPs' reported practice patterns but also their beliefs around eligibility and their clinical decision-making.”

Selin et al, 2022

14

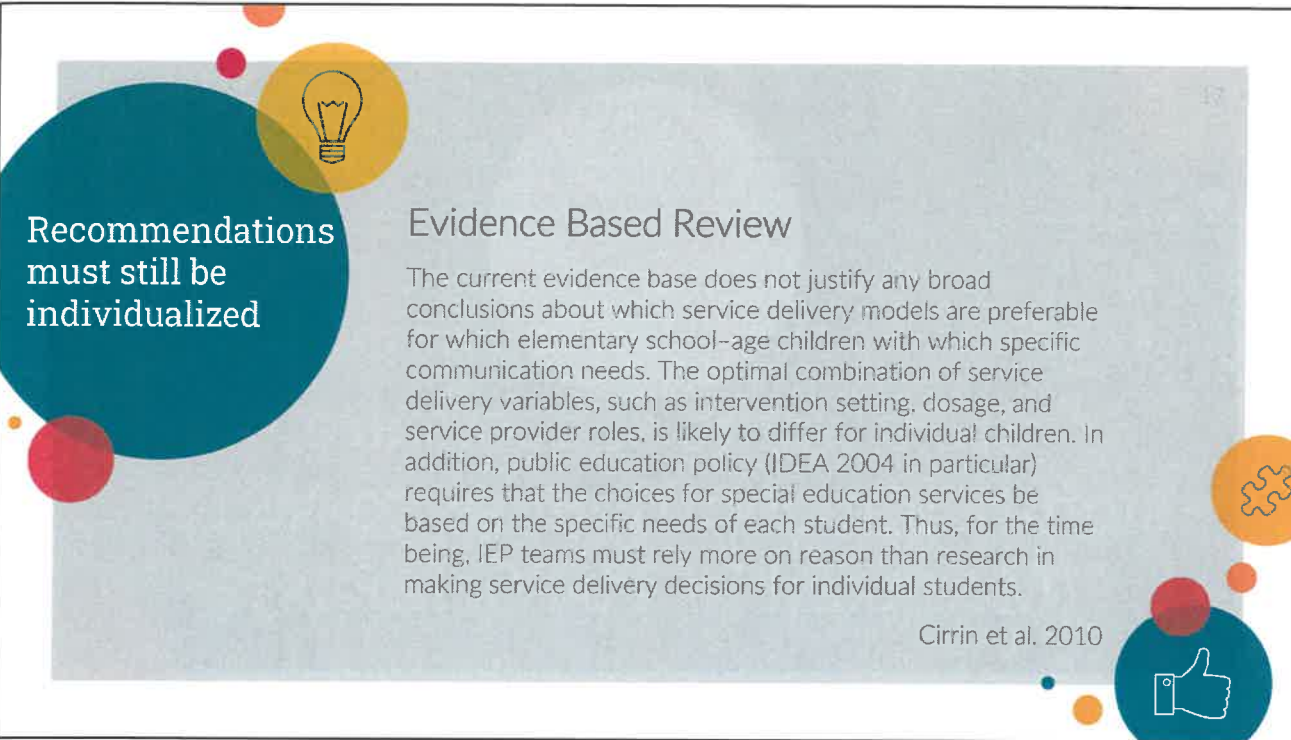
## Workplace Conditions to Consider

- Caseload/Workload conditions
  - Higher demands caused by a maxed out caseload and the other relevant workload aspects often results in a reduction in direct and/or individualized services
  - Increased number in group sessions reduces medicaid billing
- Increased complexity of students entering public education
  - More medically fragile
  - Increased second language learners
    - Spanish, Mandarin, Marshallese, etc
- Increased documentation
  - More inclusive evaluations and reports
  - Missed sessions
- Increased need for SLPs to be a part of behavior support teams
  - Implementation of Act 1084
  - Some research shows that there is a link between individuals with language delays and incarceration rates, drop out rates, etc
- Extra duties within individual buildings

What we sometimes see as  
a failure to **BEHAVE**  
properly.  
is actually a failure to  
**COMMUNICATE**  
properly.

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Recommendations  
must still be  
individualized

## Evidence Based Review

The current evidence base does not justify any broad conclusions about which service delivery models are preferable for which elementary school-age children with which specific communication needs. The optimal combination of service delivery variables, such as intervention setting, dosage, and service provider roles, is likely to differ for individual children. In addition, public education policy (IDEA 2004 in particular) requires that the choices for special education services be based on the specific needs of each student. Thus, for the time being, IEP teams must rely more on reason than research in making service delivery decisions for individual students.

Cirrin et al. 2010

4.

## Recruitment and Retention

19

## SLPs in the schools are significant contributors to MITS (Medicaid In The Schools)

DESE. 2021

20

### Medicaid in the Schools Revenue Provided by School-Based Speech-Language Pathologists Compared to Total Revenue of Direct Funds ARMAC Total and Total Reimbursement for each Fiscal Year 2017-2021

Revenue	2017 (277)	2018 (275)	2019 (278)	2020 (271)	2021 (272)
State Total Revenue from SLP Services	\$12,378,218.24	\$11,359,210.59	\$12,063,905.60	\$11,607,733.29	\$12,988,188.16
State Total Revenue from Direct Funds	\$30,961,732.31	\$28,827,486.30	\$30,370,752.47	\$27,516,979.86	\$28,418,088.03
Percentage of SLP Services Revenue in Direct Funds	40%	39%	40%	42%	46%
State Total Revenue from ARMAC	\$15,547,218.24	\$14,507,060.77	\$15,162,138.35	\$30,179,278.02	\$37,927,024.47
Total Reimbursement for Fiscal Years	\$46,509,286.91	\$49,334,547.07	\$45,532,890.82	\$57,696,257.88	\$56,345,112.50

**Arkansas Medicaid Administrative Claiming (ARMAC)**  
Arkansas School Based SLPs generated **\$12,988,188.16** in ARMAC revenue for the various districts around the state during the 2021 school year.

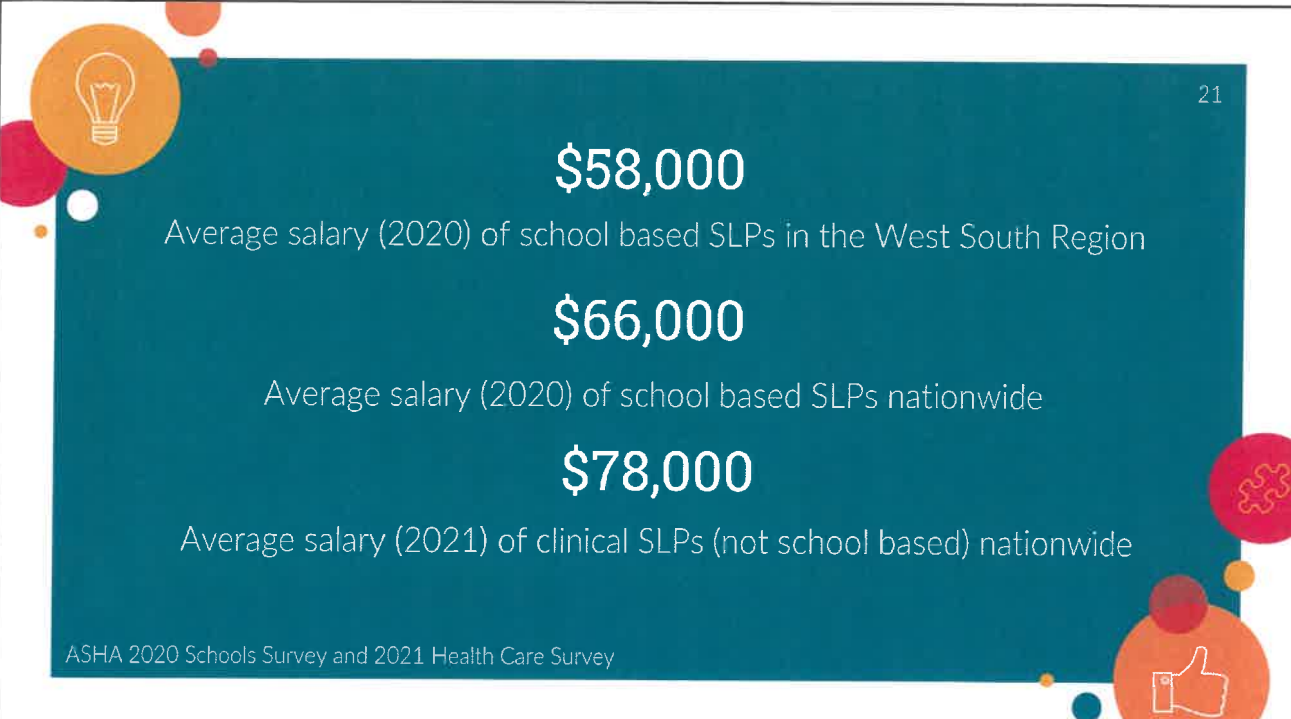
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**\$58,000**  
Average salary (2020) of school based SLPs in the West South Region

**\$66,000**  
Average salary (2020) of school based SLPs nationwide

**\$78,000**  
Average salary (2021) of clinical SLPs (not school based) nationwide

ASHA 2020 Schools Survey and 2021 Health Care Survey



## SLP to Population Ratios, 2020

23

Arkansas has one of the largest per capita SLP ratios in the nation but many LEAs are noticing increased difficulty in hiring and/or retaining highly qualified individuals.

There are 2,741 Nationally Licensed SLPs in the state of Arkansas. Roughly 568 of those are directly hired and dually certified to work in the school setting.

## School Based SLP Survey Results

### Findings:

- Of the 136 responses, 83.8% work in the public school setting
- 78.7% of the SLPs have considered leaving the school setting
- Clearly defining the role of the school based SLP as a medical provider was commented on by numerous SLPs

- Highest areas of reasons that AR school-based SLPs have considered leaving are attributed to: paperwork demands, pay schedules, high caseloads, teacher duty/responsibilities and general view of SLPs in the school setting.
- Improving these areas, along with the provision of a stipend, were also mentioned as reasons why a school based SLP would stay in the field

#### How many years have you worked in the school setting?

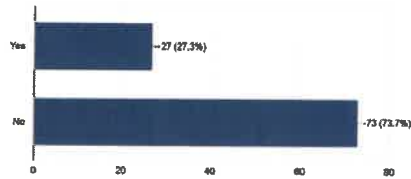
136 responses

Years Worked	Percentage
1-5	18.4%
5-10	17.6%
10-15	15.4%
15-20	11%
20-25	15.4%
25-30	9.6%
30+	12.5%

## Non-School Based SLP Survey Results



Do you have any interest in ever switching from your current setting to a school based setting?  
99 responses



100 participant sample includes SLPs from: Early Childhood, Pediatric Outpatient, Private Practice, Medical/Acute and more.

54% have previously worked in the public school setting.

Summer "break" was only appealing to 40.5% of the sample as a reason to be employed through a school.

### Findings:

- Highest areas of reasons that AR SLPs left or have no desire to work in a school setting are attributed to: high caseload, paperwork, pay schedules, general view of school-based SLPs and due process/teacher duties.
- Almost 78% of those surveyed indicated that having a flexible schedule was the #1 perk of their non-school based setting
- Other high ranking "perks" included: relationships with co-workers, less paperwork, paid time off, 401k and bonuses



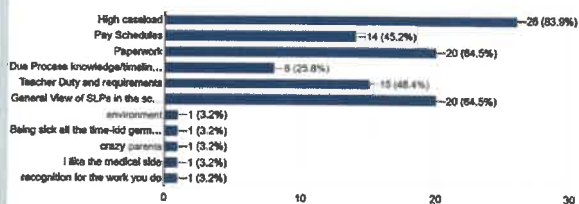
## SLP Graduate Student Survey Results



### Findings:

On a scale of 1-7, with 7 being the least desirable choice, 70% of graduate students ranked their desire to work in the public school with a score of 4 or below.

Which of the following reasons might cause you to be hesitant to work in the school-setting? (check all that apply)  
31 responses



Only 35% of graduate students surveyed indicated that they would apply for a school based position if available in their area.

30% of graduate students indicated that they would likely accept a school based position if an offer was made.

93% of graduate students indicated that Summer "break" was the main draw to working in the school setting.



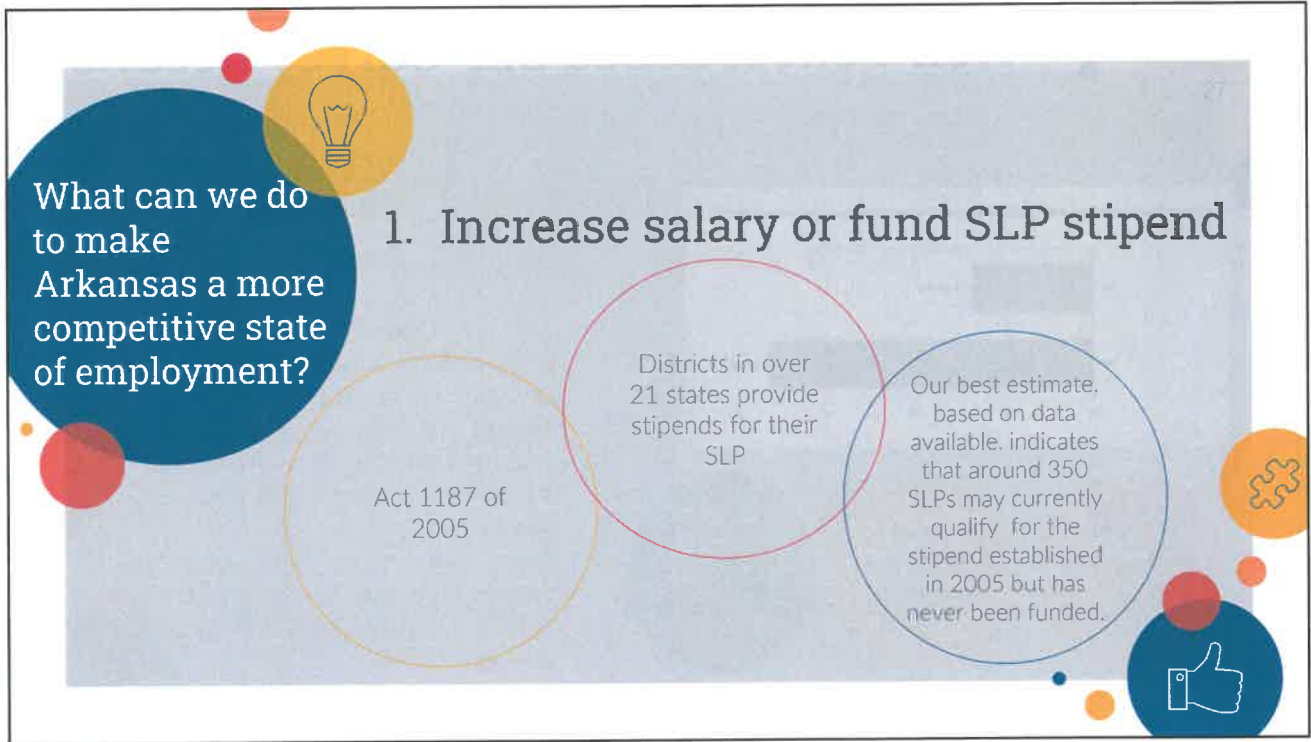
What can we do to make Arkansas a more competitive state of employment?

## 1. Increase salary or fund SLP stipend

Act 1187 of 2005



Districts in over 21 states provide stipends for their SLP

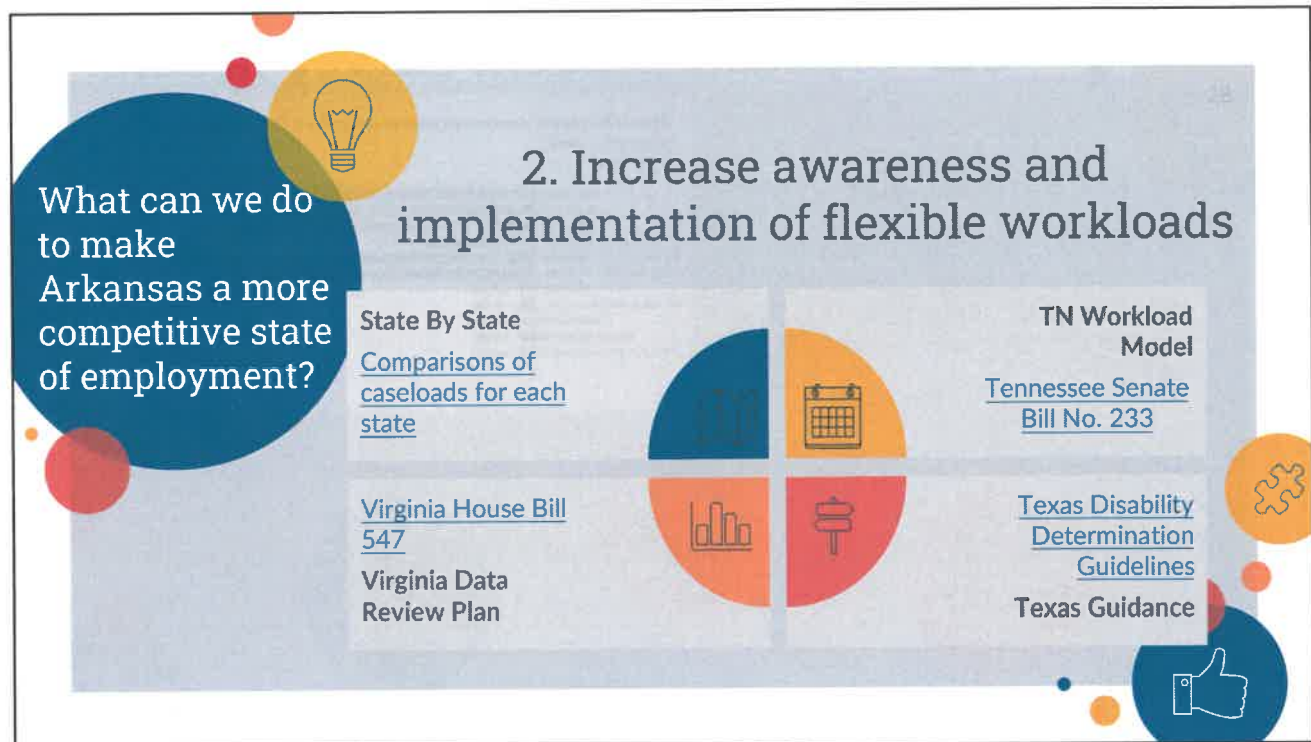
Our best estimate, based on data available, indicates that around 350 SLPs may currently qualify for the stipend established in 2005 but has never been funded.

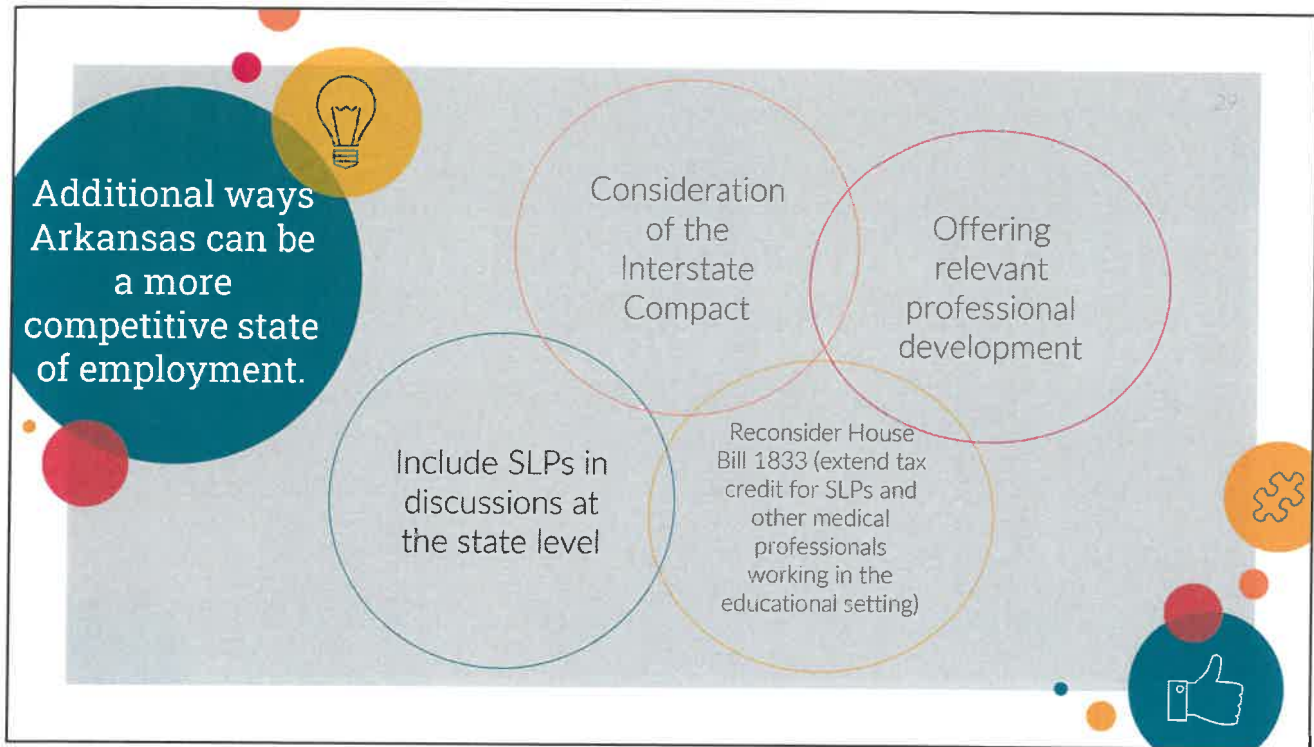


What can we do to make Arkansas a more competitive state of employment?

## 2. Increase awareness and implementation of flexible workloads

<p>State By State <a href="#">Comparisons of caseloads for each state</a></p>		<p>TN Workload Model <a href="#">Tennessee Senate Bill No. 233</a></p>
<p><a href="#">Virginia House Bill 547</a> Virginia Data Review Plan</p>		<p><a href="#">Texas Disability Determination Guidelines</a> Texas Guidance</p>





## Resources

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31

# Thank you for your time and consideration.

Any questions?

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