ISHA Idaho School SLP Survey 2021

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*Survey was administered in April 2021 during COVID-19

SLPs had an average of 16.28 years of experience. 34% of full-time SLPs had worked 21 or more years.

Salaries varied from $41-80K, with the largest number of full-time SLPs having salaries ranging from $61-70K.

The salary that the largest percentage of SLPs had in each region varied between $41 and 70K.

Full-time salary did increase (incrementally) with experience.
Full-time salary did not appear to be related to caseload size.

Salary questions and concerns: How do Idaho school SLPs' salaries compare to national averages?
- Median 9-10 month salary was $66K (ASHA, 2020)
  - Median range: $63K to $75K
- Median 11-12 month salary was $80K (ASHA, 2020)
- Median hourly wage was $54/hour (ASHA, 2020)
  - Median number of hours worked per week: 20.5 hours
  - Median hourly wage was $50/hour for those working over 20 hours/week

Caseload size varied by region. Regions 5 & 6 had the largest average caseload size.

Caseload questions and concerns: How do Idaho school SLPs' caseload sizes compare to national averages?
- ASHA recommended caseload size of 40 (ASHA, 1993)
- Median caseload of 47 (ASHA, 2020)
- Median range: 30-65
- Caseloads are unmanageable once they exceed 55 (Katz et al., 2010)

SLPs were asked to identify the workload model that they most frequently used.
- The Assessment Day strategy is when each week, four days are dedicated to therapy and indirect student support services (collaboration, classroom observation, training professionals, etc.) and one day is dedicated to assessment and paperwork
- The Incorporating Non-Therapy Periods Daily strategy is when in a seven-period day, two to three periods each day are non-therapy periods in order to include all other aspects of the workload
- The 3 in 1 Model is when the SLP provides three weeks of direct service followed by one week of indirect service
- The Schedule the Workload strategy is when the SLP’s daily schedule includes specified times for emails, meetings, report writing, assessment periods, billing, collaboration, etc.
- The Weighted Workload strategy assigns points to a caseload based on the overall size, severity, client type, etc.
SLPs followed a variety of workload models, with the Assessment Day model being the most common. Notably, 27% of SLPs did not follow a structured workload model.

Workload model use did not vary greatly by SLP years of experience. However, SLPs with more years of experience were more likely to not follow a workload model.

SLPs in different regions varied in their workload model use. Many Region 1 SLPs used the 3:1 model. Most Region 3 SLPs used the Assessment Day, Schedule the Workload, or no model.

Workload models were used by SLPs with all sizes of caseload. For SLPs with the largest caseloads, most were split between using the Assessment Day strategy or no model at all.

72% of SLPs were satisfied with their workload model. BUT, 47% of SLPs who did not follow a workload model were not satisfied.

Workload questions and concerns: How do Idaho school SLPs manage their workloads?

• Idaho school SLPs might need training on workload models
Workload questions and concerns: How do Idaho school SLPs' manage their workloads?

- Idaho school SLPs might need training on workload models
- ASHA recommended workload model rather than caseload model when hiring and assigning school-based SLPs
- 79% of SLPs use caseload approach vs. 17% following workload model (ASHA, 2020)
- Use Workload Calculator to plan clinical services

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

91% of full-time SLPs worked more than their mandated FTE, with 55% working an additional 1-5 hours each week.

Full-time SLPs in all regions worked more hours each week than their mandated FTE.

As SLPs increased in experience, there was a trend to work additional hours beyond their mandated FTE.

As caseload size increased, SLPs tended to work more hours each week beyond their mandated FTE.

Most SLPs worked additional hours each week, regardless of their workload model. SLPs who did not follow a workload model were quite likely to work at least 1-5 extra hours each week. The Assessment Day strategy also seemed to lead to additional hours of work each week.
Mandatory unpaid overtime questions and concerns: What can we do to reduce additional work time?

- Identify ideal workload model/strategy for each SLP
- Then figure out what else needs to change
- Service delivery modifications: when, where, how
  - Increase flexibility of clinical practice

SLPs overwhelmingly used either group pull-out or individual pull-out as their most frequent service delivery model.

The size of SLPs’ caseloads did not appear to significantly affect the format (group or individual) of intervention sessions.

Service delivery questions and concerns: What can we do to provide more appropriate services for students?

- SLPs overwhelmingly use pull-out intervention, rather than providing classroom-based services (ASHA, 2020; Brandel, 2020; Brandel & Loeb, 2011; Mullen & Schooling, 2010)
- Pull-out group intervention for 20-30 minutes 1-2x/week (Brandel, 2020; Brandel & Loeb, 2011; Brumbaugh & Smit, 2013; Mullen & Schooling, 2010; Sugden et al., 2018)
- Caseload/workload size can impact SLPs’ clinical practice
- May affect students’ access to FAPE

Service delivery questions and concerns: What can we do to provide more appropriate services for students?

- Rethink IEPs for flexibility
  - Minutes per year vs. week or month
  - Variety of scheduling options: 3:1, burst/blast, receding, block
  - Dosage vs. sessions
- Service delivery format
Service delivery format options: How can we provide the most appropriate intervention for each student? Is additional training necessary?

- Traditional, pull-out model
- 5-minute intervention
- Byers et al. (2021)
- Speech Improvement Class
- Resource Room Model
- Self-Contained Program Model
- Cooperative Team Learning Model
- Games/Lunch Club
- Consultation Model
- Telepractice
- Team Teaching Model
  - One Teach, One Assist
  - Station Teaching
  - One Teach, One Observe
- Parallel Teaching
- Differentiated Teaching
- Team Teaching
- Team Reading Model
- Dismissal?

33 SLPs (39%) reported supervising paraprofessionals. Most supervised just 1 paraprofessional, though some supervised up to 3.

Paraprofessional numbers varied by region. Region 6 had more SLPs with paraprofessionals as compared all other regions.

Paraprofessional numbers varied by experience. There was a trend for SLPs with more experience to have a paraprofessional.

Paraprofessionals were nearly all assigned to SLPs with caseloads of 51 or more.

Paraprofessional questions and concerns: How do we best support our paraprofessionals?

- Large number of paraprofessionals in the schools
- Shortage of SLPs?
- ASHA Assistants Program
  https://www.asha.org/assistants-certification-program/
- Supervisory training for SLPs?
How can ISHA support school-based SLPs?

- We can provide you with data to support YOUR advocacy
  - Salaries, Caseload, Workload
- SLPs need to complete workload calculators to identify where they spend their time during the school day
  - Advocate for policy change with State Board of Education and/or Idaho Legislature
- Workload information should drive hiring and dispersal of SLPs and paraprofessionals
  - Could justify salary increases
- Training on workload models/strategies
- Training on service delivery formats
- Establish clinician-researcher relationships with ISU faculty