

WORKLOAD/CASELOAD OVERVIEW

and responses to the most frequently asked questions



PROVIDED BY:

BARB CONRAD, MA., CCC-SLP

SUPERVISOR OF SPEECH-LANGUAGE THERAPY SERVICES

ESC OF LORAIN COUNTY

Barb and Ann's Workload Story

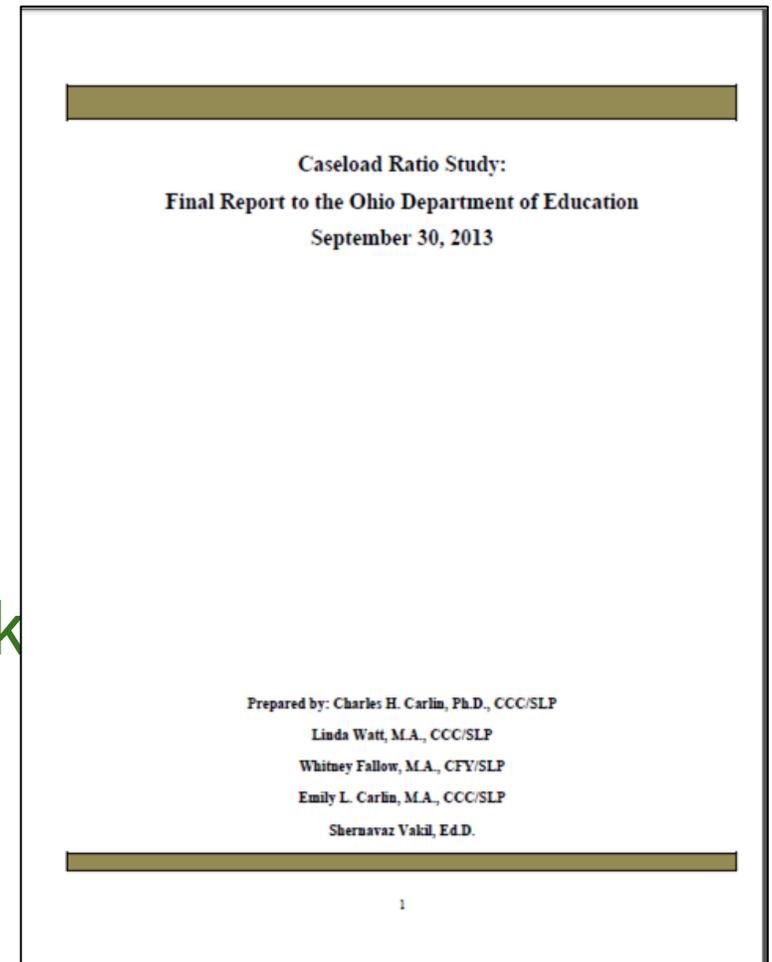
Caseload to Workload: Redefining Your Role in the Schools (ASHA Schools Conference, 2002)

**Change Happens:
They keep moving the cheese**



Caseload Ratio Study: Final Report to the Ohio Department of Education September 30, 2013

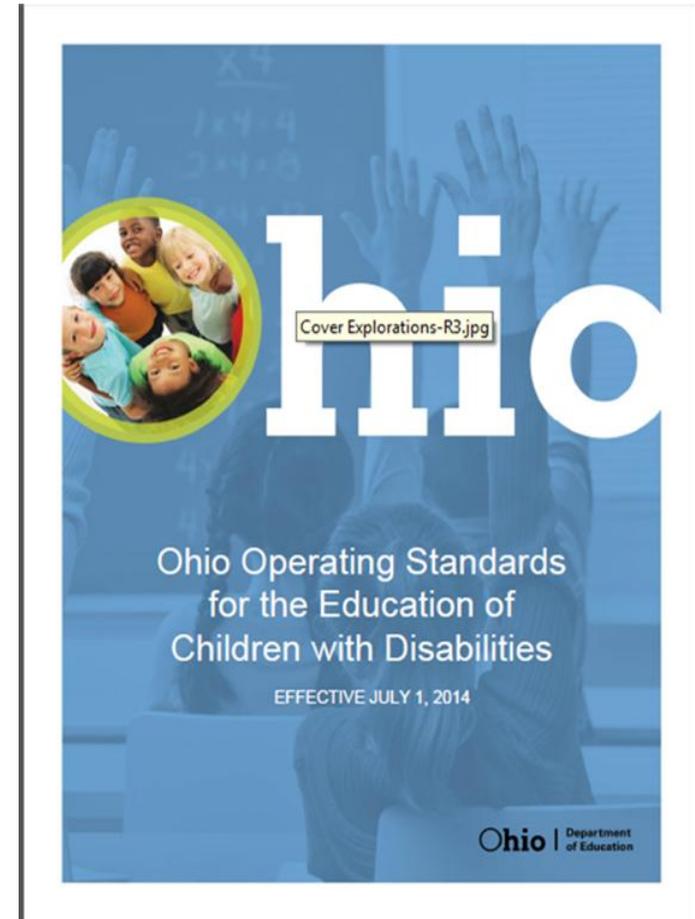
- Recommendation of the multi-year Caseload Ratio committee
- RFP's Funded by ODE in 2011
- Chuck Carlin et al. (Univ of Akron)
- Defined/quantified workload duties for all service providers
- Resulted in better student outcomes
- Basic assumption: **Time for services**
+ **Time for workload duties**
= **Total # hours of work week**





How do we know
consideration of
workload is NOT
optional in Ohio
schools?

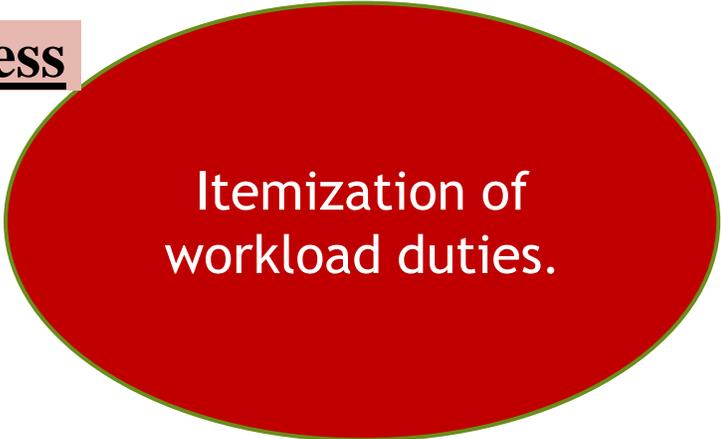
Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (3301-51-9-09) (July, 2014)



Operating Standards for Ohio Educational Agencies Serving CWD (July, 2014): 3301-51-09

(1) Workload for an individual service provider shall be determined by following process, which incorporates the following components:

(a) All areas of service provided to children with and without disabilities, including, but not limited to: **school duties, staff meetings, professional development, supervisions, travel/transitions, screening, assessment, evaluation, progress documentation and reporting, secondary transition service planning, conference/consultation pertaining to individual students, documentation for individual students, and third party billing requirements.**



Itemization of
workload duties.

Operating Standards for Ohio Educational Agencies Serving CWD (July, 2014): 3301-51-09

b) The severity of each eligible child's need, and the level and frequency of services necessary to provide a free and appropriate public education (FAPE).



Can we weight each child according to these needs and IEP services?

Operating Standards for Ohio Educational Agencies Serving CWD (July, 2014): 3301-51-09

(c) Time needed for planning in accordance with paragraph (A)(9) of rule 3301-35-05 of the Administrative Code, including statutory and/or contractual agreements applicable to the educational agency.

This law requires 200 minutes per week of planning time on the schedule of Ohio teachers.

Operating Standards for Ohio Educational Agencies Serving CWD (July, 2014): 3301-51-09

(f) A speech and language pathologist shall provide services to no more than:

(i) **Eighty school-age children** with disabilities, or

(ii) No more than **fifty school-age children with multiple disabilities, hearing impairments, autism, or orthopedic/other health impairments** or

(iii) No more than **fifty preschool children** with disabilities, or

(iv) **A combination** of preschool and school-age children with disabilities or children with multiple disabilities, hearing impairment, autism, or orthopedic/other health impairments *proportionate* to the ratios set forth in (I)(3)(f)(i), (ii), and (iii).

Each school district shall provide speech and language pathology services as required by division (F) of section 3317.15 of the Revised Code.

Operating Standards for Ohio Educational Agencies Serving CWD (July, 2014): 3301-51-09

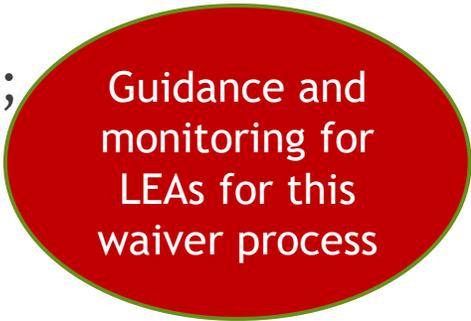
(K) Waiver

(1) If a school district, county board of developmental disabilities or other educational agency exceeds the workload requirements in paragraph (I) of this rule a waiver request must be filed with the Ohio department of education, office for exceptional children. A school district, county board of developmental disabilities or other educational agency may be granted a waiver for individual service provider limits or for age-range per instructional period as required by this rule.

(2) Requests must be submitted in writing to the Ohio department of education, office for exceptional children or office of early learning and school readiness. The written request shall include, but not be limited to, the following:

- (a) Identification of the specific rule for which a waiver is being requested;
- (b) Specific period of time for which the waiver is requested; and
- (c) Rationale for the request.

(3) Each school district, county board of developmental disabilities or other educational agency shall annually review the reason for its request as it plans for the delivery of services through the strategic planning process as required by paragraph (A) of rule 3301-35-03 of the Administrative Code.



Guidance and monitoring for LEAs for this waiver process

ODE Service Provider Ratio and Workload Calculator



Workload Calculator Calculations for Full-Time Service Providers

Work Parameters

- To find the **number of four-week periods in contract**: Divide the number of days that the service provider works in the year by 20. This is because a work week is five days. Five times four weeks is 20. Days contracted to work this year / 20
- To find the **number of weeks contracted to work each year**: Divide the number of contracted days for the service provider in a year by five, which is the number of days a full-time employee works in a week. Days contracted to work this year / 5
- To find the **total days available to work per year**: Subtract the number of days spent away from work from the number of days contracted to work this year. Days contracted to work this year – Sick days – Personal days – Professional development days – Calamity days – Other days away from work
- To find the **total minutes available to work per year**: Multiply the total days available to work per year by the number of hours in the work day. The result is the total number of hours available to work. Then multiply by 60 (the number of minutes in an hour). Total days available to work per contract X Hours in workday X 60
- To find the **total weeks available to work per year**: Divide the total days available to work per year by five, which is the number of days in a work week. Total days available to work per year / 5

Standard Deductions

- To find the **subtotal: minutes needed for standard deductions per week**: The sum of the number of minutes per week needed for the various standard deductions. Minutes for lunch + Minutes for workload analysis + Minutes for school duties + Minutes for staff meetings + Minutes for supervision activities + Minutes for transitions between students and/or settings + Minutes for travel between buildings and/or jobsites + Minutes for preparation and delivery of Tier 1 response-to-intervention and associated activities + Minutes for any other standard deductions
- To find the **minutes needed for standard deductions per contract**: Multiply the subtotal of minutes needed for standard deductions per week by the number of weeks in the provider's yearly contract, which was calculated on the Work Parameters page. Subtotal: minutes needed for standard deductions per week X Number of weeks contracted to work this year

Planning

- To find the **subtotal: minutes needed for planning time per week**: This is the sum of the number of minutes per week needed for the various planning activities. Minutes for designing work for students + Minutes for progress documentation, reporting, and evaluation of progress + Minutes for conferencing and team planning + Minutes for collaborative planning for the development of lesson plans + Minutes for ongoing professional development and shared learning
- To find the **minutes needed for planning per contract**: Multiply the number of minutes needed for planning time per week by the number of weeks in the service provider's yearly contract, which is on the Work Parameters page. Subtotal: minutes needed for planning per week X Number of weeks contracted to work this year

- Can be used for any service provider
- Time study required
- Standard deductions
- Direct and indirect services calculated

Summary: My Contract	
The number of days I am contracted to work per year.	0.00
The number of hours in my workday (counting lunch).	0.00
The number of 4 week periods in my contract (if fulltime).	0.00
The number of weeks in my contract (if fulltime).	0.00
The number of minutes I am contracted to work per 4 week period (if fulltime).	0.00
Summary: My Availability to Work	
After considering my likely absence, the number of days I am actually able to work per year.	0.00
After considering my likely absence, the average number of days I am available to work per 4 week period (i.e., 20 consecutive school days) if full.	SD1970!
After considering my likely absence, the number of weeks I am able to work per contract year.	0.00
After considering my likely absence, the average number of minutes I am available to work per 4.	SD1970!
Summary: My Weekly Workload	
The actual number of minutes per week devoted to standard deductions.	0.00
The actual number of minutes per week devoted to planning time.	0.00
The actual number of minutes per week devoted to workload duties.	0.00
The actual number of minutes per week devoted to service and interventions.	0.00
The total number of hours per week I would need to work to complete my assigned workload.	0.00
The total number of minutes per week I would need to work to complete my assigned workload (with no absence).	### 75 days
The total number of days per week needed to complete my assigned workload (considering my Percentage of my workload devoted to standard deductions).	SD1970!
Percentage of my workload devoted to planning.	SD1970!
Percentage of my workload devoted to workload duties.	SD1970!
Percentage of my workload devoted to service and interventions.	SD1970!
Summary: My Monthly Workload	
The actual number of minutes per 4 week period devoted to standard deductions.	0.00
The actual number of minutes per 4 week period of time devoted to planning time.	0.00
The actual number of minutes per 4 week period of time devoted to workload duties.	0.00
The actual number of minutes per 4 week period of time devoted to service and interventions.	0.00
The total number of hours per 4 week period of time I would need to work to complete my assigned workload.	0.00
The total number of days per 4 week period of time needed to complete my assigned workload (with no absence).	#### 720 days
The total number of days per 4 week period needed to complete my assigned workload (considering my Percentage of my workload devoted to standard deductions).	SD1970!
Percentage of my workload devoted to planning.	SD1970!
Percentage of my workload devoted to workload duties.	SD1970!
Percentage of my workload devoted to service and interventions.	SD1970!
Summary: My Yearly Workload	
The actual number of minutes per year devoted to standard deductions.	0.00
The actual number of minutes per year devoted to planning time.	0.00
The actual number of minutes per year devoted to workload duties.	0.00
The actual number of minutes per year devoted to service and interventions.	0.00
The total number of hours per year I would need to work to complete my assigned workload.	0.00
The total number of days in a year I would need to work to complete my assigned workload (with no absence).	### 0.00 days
The total number of days per year needed to complete my assigned workload (considering my Percentage of my workload devoted to standard deductions).	### 0.00 days
Percentage of my workload devoted to planning.	SD1970!
Percentage of my workload devoted to workload duties.	SD1970!
Percentage of my workload devoted to service and interventions.	SD1970!

Service Provider Ratio and Workload Clarification Memo: 2-3-2016

- Sue Zake, Director of OEC
- Provides **guidance** to school districts on use of a process for making decisions about the workload for providers of services to students with disabilities
- **Definitions** of “workload”, “caseload”, “serve”, etc.

Ohio | Department of Education

John R. Kasich, Governor
Dr. Lonny J. Rivera, Interim Superintendent of Public Instruction

ODE-OEC MEMO #2016-2

To: Ohio Educational Agencies Serving Children with Disabilities
From: Sue Zake, Ph.D., Director of the Office for Exceptional Children
Date: February 3, 2016
Subject: *Service Provider Ratio and Workload Clarification*

This memo provides guidance to school districts on use of a process for making decisions about the workload for providers of services to students with disabilities as required by Ohio Administrative Code (OAC) [3301-51-09\(I\)](#).

When determining service provider workload and caseload, here are definitions of terms.

- “Workload” means all services and duties assigned to service providers. This consists of direct and indirect (including but not limited to meetings, paperwork, professional development) service to children with and without disabilities.
- “Caseload” means the number of children who receive specially designed instruction or direct related service from a service provider.
- “Serve” means fulfill the service role of preschool and school-age service providers under OAC Rule [3301-51-09\(G\)\(3\)](#). Therefore, “serve” includes direct and indirect activities such as: direct services and interventions, diagnostics, paperwork, arranging parent involvement, meetings, correspondence, planning, lesson preparation, prevention activities, professional development and collaboration with general education teachers.
- “Case management” means case coordination of a specific student’s IEP process and includes the activities listed above.

To ensure that children with disabilities receive a free and appropriate public education (FAPE), a district must consider a “case management” ratio and a “per instructional period” ratio. ([OAC 3301-51-09\(I\)](#)). The district must first determine case management requirements for a particular service provider, and then make sure that the service provider has enough time to provide specially designed instruction or direct related service to all assigned children.

The district must consider the individual needs of each child and the level and frequency of services required. To assist in this determination, the Ohio Department of Education has created a [workload calculator](#). It applies weighted values based on typical needs for students in a disability category and age/grade range. Your district may consult the calculator to help determine the maximum number of students for each individual provider. However, your district must always consider the specific needs of your student population. If a provider cannot perform all workload duties and meet the direct service/specially designed instruction needs for your assigned children, then you must reduce the caseload or workload. This is regardless of the maximum numbers outlined in the Ohio Operating Standards for the Education of Children with Disabilities. ([OAC 3301-51-09\(I\)](#)).

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

Additional Confirmation: Email Communique

Oct. 25, 2019

1. Is a two-prong approach for determining a workload/caseload assignment optional or mandatory according to the 2014 Operating Standards?

Mandatory. See Ohio Administrative Code (OAC) or the Operating Standards (attached) at 3301-51-09(I)(1) *Workload for an individual service provider shall be determined by the following process, which incorporates the following components.* Then the regulation lists the workload factors, the most important of which is the severity of each eligible child's need and the level and frequency of services necessary to provide FAPE. p.154 I underlined and bolded the word "shall" because in legal language "shall" means the same as "must be done." I helped draft this provision and the Department wanted strong language here to make it clear a workload process must be used.

Bernadette Laughlin, M.A., Esq.

Due Process Coordinator
Office for Exceptional Children
Columbus, Ohio 43215-4183
614-752-7406

Overview Video by Chuck Carlin: 20:09

[Guidance Workload Overview Two prong approach Data driven methods](#)



Guidance on the Workload Rule: An Overview

Charles H. Carlin, Ph.D., CCC/SLP
The University of Akron

Ohio Department of Education

Service Provider Workload Rule Part 3 - Overview of the Workload Rule

Ohio Department of Education

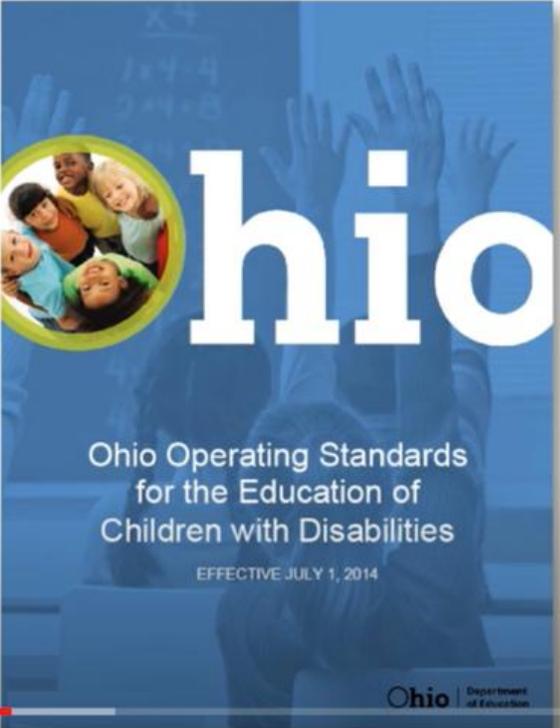
Subscribe 1,058

118 views

+ Add to Share More

0 0

Watch the Service Provider Workload Rule [video series](#)



Required to determine preschool and school-age service providers' workload using a workload-based approach

Ohio Department of Education

0:52 / 20:09

- [Overview](#)
- [Adapted Physical Education Specialists](#)
- [Educational Audiologists](#)
- [Intervention Specialists](#)
- [Occupational Therapists](#)
- [Physical Therapists](#)
- [Orientation & Mobility Instructors](#)
- [Speech-Language Pathologists](#)
- [School Psychologists](#)
- [Work Study & VOSE](#)



Why do we
determine
standard values
for each of our
workload
activities?

SLP: _____		School(s): _____		Date: _____	
STANDARD VALUES		(A time study is optimal to determine standard values for services provided. Once the study is completed insert each value in the yellow boxes below or use the		*Sample Standard values for SLPs	
			Minutes		
Standard min/initial ETR				Standard min/initial ETR	265
Standard min/reevaluation				Standard min/reevaluation	210
Standard min/IEP speech only				Standard min/IEP speech only	180
Standard min/IEP speech related				Standard min/IEP speech related	90
Standard min/progress report or interim report				Standard min/progress report or interim report	20
Standard min/week for Medicaid documentation				Standard min/week for Medicaid documentation	150
Standard min/screening				Standard min/screening	30
Standard min/week for 1 FTE			0	Standard min/week for 1 FTE	2250

Standard Values

Sample standard values based on a time study

WORKLOAD CALCULATOR		Number or Minutes	Minutes per Week
1. Direct service minutes for the week as required per IEP in groups per schedule (only IEP students)			0
2. Number of Initial ETRS per year			0
3. Number of re-evaluations per year			0
4. Number of IEPs Speech Primary per year			0
5. Number of IEPs Speech Related Service per year			0
6. Number of screenings per year			0
7. Number of minutes in Staff Meetings per year			0
8. Number of minutes in intervention/consultation meetings per year (Rtl meetings/sessions)			0
9. Minutes spent emailing, phoning, parents, parent conferences, SSI paperwork minutes per year			0
10. Number of progress reports or interims per year			0
11. Minutes per week making materials, programming devices, planning			0
12. Minutes per week for Medicaid documentation			0
13. Minutes per week for transition and travel between buildings			0
14. Minutes per year in Professional Development			0
15. Lunch periods per week			0
16. Minutes per week mentoring/supervising			0
17. Minutes per week in building duties			0
Total Minutes per week - This calculation reduces time spent to minutes per week			0
Estimated FTE Needed for This Workload - Then divides by the number of available minutes in order to determine the FTE required to serve this workload.			#DIV/0!

CASELOAD CALCULATOR: Insert the number of students per category. Weights apply to a mixed speech/language school-age caseload only; green boxes are weighted at 1.6.														
SLP NAME	01-MD	02-Deaf Blind	03-HH/ Deaf	04-Visua lly Impaired	05-SLI	06-OH	08-ED	09-CD	10-SLD	12-Autism	13-TBI	14-OHI	16-Pre-school	Weighted Caseload
														0

Standard Values are necessary to:

- **Quantify** workload
- Obtain consistent, **objective** data for workload determination
- **Data-driven** determination of workload activities
- Identify **what you do** and how long it takes (average) and what is necessary



How do we figure
standard values for
each of our workload
activities?

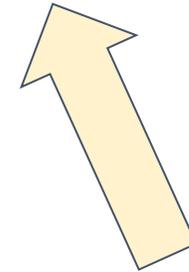
Time Study to determine Standard Values:

[Service Provider Workload Rule Part 3 - Overview Time Study](#)

Standard minutes for:

- Initial ETR
- Reevaluation
- IEP speech as primary
- IEP for related services
- Progress report or interim report
- Medicaid documentation per week
- Screening
- Reasonable work week (perhaps beyond contracted time)

SLP: _____		School(s): _____		Date: _____		
STANDARD VALUES	(A time study is optimal to determine standard values for services provided. Once the study is completed insert each value in the yellow boxes below or use the				Minutes	*Sample Standard values for SLPs
Standard min/initial ETR						Standard min/initial ETR 265
Standard min/reevaluation						Standard min/reevaluation 210
Standard min/IEP speech only						Standard min/IEP speech only 180
Standard min/IEP speech related						Standard min/IEP speech related 90
Standard min/progress report or interim report						Standard min/progress report or interim report 20
Standard min/week for Medicaid documentation						Standard min/week for Medicaid documentation 150
Standard min/screening						Standard min/screening 30
Standard min/week for 1 FTE					0	Standard min/week for 1 FTE 2250



Standard Values

SLP: _____ School(s): _____ Date: _____

(A time study is optimal to determine standard values for services provided. Once the study is completed insert each value in the yellow boxes below or use the

*Sample Standard values for SLPs

STANDARD VALUES	Minutes	
Standard min/initial ETR		265
Standard min/reevaluation		210
Standard min/IEP speech only		180
Standard min/IEP speech related		90
Standard min/progress report or interim report		20
Standard min/week for Medicaid documentation		150
Standard min/screening		30
Standard min/week for 1 FTE	0	2250

Standard Values

Sample standard values based on a time study

WORKLOAD CALCULATOR

Number or Minutes Minutes per Week

1. Direct service minutes for the week as required per IEP in groups per schedule (only IEP students)		0
2. Number of Initial ETRS per year		0
3. Number of re-evaluations per year		0
4. Number of IEPs Speech Primary per year		0
5. Number of IEPs Speech Related Service per year		0
6. Number of screenings per year		0
7. Number of minutes in Staff Meetings per year		0
8. Number of minutes in intervention/consultation meetings per year (Rtl meetings/sessions)		0
9. Minutes spent emailing, phoning, parents, parent conferences, SSI paperwork minutes per year		0
10. Number of progress reports or interims per year		0
11. Minutes per week making materials, programming devices, planning		0
12. Minutes per week for Medicaid documentation		0
13. Minutes per week for transition and travel between buildings		0
14. Minutes per year in Professional Development		0
15. Lunch periods per week		0
16. Minutes per week mentoring/supervising		0
17. Minutes per week in building duties		0
Total Minutes per week - This calculation reduces time spent to minutes per week		0
Estimated FTE Needed for This Workload - Then divides by the number of available minutes in order to determine the FTE required to serve this workload.		#DIV/0!

Itemized workload duties

CASELOAD CALCULATOR: Insert the number of students per category. Weights apply to a mixed speech/language school-age caseload only; green boxes are weighted at 1.6.

SLP NAME	01-MD	02-Deaf Blind	03-HH/ Deaf	04-Visua lly Impaired	05-SLI	06-OH	08-ED	09-CD	10-SLD	12-Autism	13-TBI	14-OHI	16-Pre-school	Weighted Caseload
														0

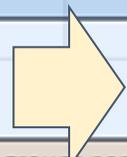
SLP: _____ School(s): _____ Date: _____

STANDARD VALUES (A time study is optimal to determine standard values for services provided. Once the study is completed insert each value in the yellow boxes below or use the

Minutes

*Sample Standard values for SLPs		
Standard min/initial ETR		265
Standard min/reevaluation		210
Standard min/IEP speech only		180
Standard min/IEP speech related		90
Standard min/progress report or interim report		20
Standard min/week for Medicaid documentation		150
Standard min/screening		30
Standard min/week for 1 FTE		2250

Standard min/initial ETR		
Standard min/reevaluation		
Standard min/IEP speech only		
Standard min/IEP speech related		
Standard min/progress report or interim report		
Standard min/week for Medicaid documentation		
Standard min/screening		
Standard min/week for 1 FTE		0



WORKLOAD CALCULATOR

Number or Minutes Minutes per Week

1. Direct service minutes for the week as required per IEP in groups per schedule (only IEP students)		0
2. Number of Initial ETRS per year		0
3. Number of re-evaluations per year		0
4. Number of IEPs Speech Primary per year		0
5. Number of IEPs Speech Related Service per year		0
6. Number of screenings per year		0
7. Number of minutes in Staff Meetings per year		0
8. Number of minutes in intervention/consultation meetings per year (Rtl meetings/sessions)		0
9. Minutes spent emailing, phoning, parents, parent conferences, SSI paperwork minutes per year		0
10. Number of progress reports or interims per year		0
11. Minutes per week making materials, programming devices, planning		0
12. Minutes per week for Medicaid documentation		0
13. Minutes per week for transition and travel between buildings		0
14. Minutes per year in Professional Development		0
15. Lunch periods per week		0
16. Minutes per week mentoring/supervising		0
17. Minutes per week in building duties		0

- Color coded
- Formulas added
- Results in FTE per caseload or per building

Total Minutes per week - This calculation reduces time spent to minutes per week

Estimated FTE Needed for This Workload - Then divides by the number of available minutes in order to determine the FTE required to serve this workload.



FTE #DIV/0!



How can we
streamline our
workload?

Streamlining our workload...

- Provide clerical assistance for scheduling meetings/entering Medicaid/sending out paperwork.
- No committee work required of SLPs.
- SLPs not required to attend building staff meetings if not pertinent.
- SLPs do not have building duties, i.e. recess, lunch duty, etc.
- Timed agendas sent out ahead of meetings and stick to it.
- Co-teaching with a gen ed or special ed teacher.
- Cluster screening events so minimal service time is missed.
- Form a diagnostic team to cut down on SLP evaluation time.
- Doodle to schedule meetings at a time that direct service does not need to be cancelled.
- SLPs do NOT have to attend entire/any of IEP meeting if they are related service.
- Problem-solve and consult only for RtI for speech-language concerns.
- Word process progress reports/cut/paste & print all at one time rather than use Progress Book, it's complex and slow.
- Format PR-01 to reuse at various meetings but remember to individualize per student/meeting.
- Others?



Why should we
streamline our
workload?

Why should we streamline our workload?

- Provide better FREE APPROPRIATE PUBLIC EDUCATION (FAPE)
- Be effective and achieve positive student outcomes
- Use evidence-based practices
- Individualize
- Provide services in LRE
- Work efficiently!
- Avoid burnout!





Why do we weight students of certain disability categories more than others in caseload analysis?

Proportional calculation or weight of a mixed caseload:

Operating Standards for Ohio Educational Agencies Serving CWD (July, 2014): 3301-51-09

f) A speech and language pathologist shall provide services to no more than:

- (i) **Eighty school-age children** with disabilities, or
- (ii) No more than **fifty school-age children with multiple disabilities, hearing impairments, autism, or orthopedic/other health impairments** or
- (iii) No more than **fifty preschool children** with disabilities, or
- (iv) **A combination** of preschool and school-age children with disabilities or children with multiple disabilities, hearing impairment, autism, or orthopedic/other health impairments *proportionate* to the ratios set forth in (I)(3)(f)(i), (ii), and (iii).



How should we weight students of certain disability categories more than others in caseload analysis?
(Prong 2)

Guidance on Workload Rule: Prong 2 SLP



Guidance on the Workload Rule: Prong 2 *Speech-Language Pathologist*

Charles H. Carlin, Ph.D., CCC/SLP
The University of Akron



Click here: [Guidance on the Workload Rule: Prong 2](#)

* beginning on page 154 of Operating Standards

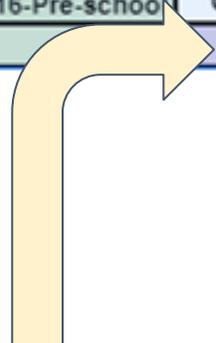
Prong Two: Caseload Size

Example: Weighting certain disabilities to determine total weighted caseload for the SLP's assignment



CASELOAD CALCULATOR: Insert the number of students per category. Weights apply to a mixed speech/language school-age caseload only; green boxes are weighted at 1.6.

SLP NAME	01-MD	02-Deaf Blind	03-HH/ Deaf	04-Visua lly Impaired	05-SLI	06-OH	08-ED	09-ID	10-SLD	12-Autism	13-TBI	14-OHI	16-Pre-school	Weighted Caseload
Barb	8				1			15	13	5		3		54.6



Totals: 45 students = 54.6 weighted caseload

Reducing Caseload

- Does the student meet all 3 federal requirements? Overidentifying?
- Realigning caseload and/or building assignments
- Improving workload
- Related services double check
- Dismissing when swd reach 80%+
- Lifers
- Sharing the language load with others
- (Teaming with other SLPs for screening, re-evals, etc.)
- Temporary support to catch up
- Adding staff-retiree

Work the workload process annually or more frequently if needed:

- Families can be transient
- Classrooms move
- Bubble classes exist
- Populations change
- Time consuming cases/workload, i.e., TBI case
- Prevention, Rtl, Kdgn Lessons, Preschool Centers
- Shift happens





For assistance with SLP workload/caseload analysis
contact:

Barb Conrad at conrad@esclc.org
or 440-324-3178 ext. 1254*

[Webpage](#)

**Note: next year my ext. will change*