

The Ventura County Special Education Local Plan Area (SELPA)  
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www.venturacountyselpa.com

## Speech and Language Workload Model



Based on original work by Linda DuBois, MA, CCC, SLP and  
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## Purpose

The purpose of this Speech and Language Workload Model Rubric is to develop a system that provides equity among Speech-Language Pathologists (SLP) by basing workloads on a set of criterion that is consistently applied to all school sites and programs. Traditionally, a school SLP's workload has been conceptualized as being almost exclusively synonymous with caseload. Instead, **caseload** in this model only one part of SLPs' total **workload**. The term **caseload** typically refers to the number of students with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) school SLPs serve through direct and/or indirect service delivery options. School SLPs may also serve as case managers for all or some students on their caseload, which adds significant responsibilities and time for writing and managing IEPs, as well as assuring compliance with special education regulations. **Workload** refers to all activities required and performed by school-based SLPs. including for face-to-face direct services to students, planning and implementing best practices for school speech-language services, ensuring compliance with state and federal mandates, providing RtI<sup>2</sup> services, consulting with teachers and parents of students without disabilities, ongoing assessment, progress reporting , multidisciplinary team conferences, parent and teacher contacts, and many other responsibilities.

### Overview of the Speech and Language Workload Model (SLWM)

*The SLWM uses a rubric which applies the same criteria to each SLP's students on their caseload to help determine their true workload, not just the number of students with an IEP. It is devised by a point system for each student based on:*

- Program type (speech only, inclusion, special education classes, preschool, etc.)
- Therapy time - number of minutes for services
- Individual vs. group delivery of service
- Extra considerations such as augmentative assistance, cochlear implant, etc.
- Collaboration with other practitioners

The points are then tallied for each student for total number for each SLP. The results are collected by the District Special Education Administrator, and reviewed to determine the approximate speech therapy allocation for each site.

These figures should be used as a starting point for discussion with staff about site assignments.

## Ventura County SELPA Speech and Language Workload Model Point Rubric

Points	Program Type	Therapy time – minutes/month	Other Support Providers
<b>4</b>	<ul style="list-style-type: none"> <li>• Severe disabilities in general education classroom with modified curriculum/substantial supports (inclusion)</li> <li>• Monthly team meeting</li> </ul>	211-270	<ul style="list-style-type: none"> <li>• Tech Support (i.e. Assistive Technology, Augmentative communication, Cochlear Implant)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Special education classroom</li> <li>• Preschool speech</li> <li>• Meetings every 6-8 weeks</li> </ul>	161-210	<ul style="list-style-type: none"> <li>• Government Agencies (i.e. CCS, regional center, mental health)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Two Way Immersion (or ELL)</li> <li>• 1:1 therapy</li> <li>• Monthly meetings</li> </ul>	121-160	<ul style="list-style-type: none"> <li>• Bilingual Support</li> <li>• Private Therapy</li> <li>• Other Related Services</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Speech and Language only</li> <li>• Students in special education &lt; half the day</li> <li>• Students with speech/language</li> <li>• RtI<sup>2</sup> – consult/individual/small group</li> </ul>	30-120	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> </ul>

Directions: For every student you serve; apply a point value from each of the three columns. Use the highest number value if the student meets more than one criterion (i.e. tech support and government agencies does not mean a score of 7 points. Give the child a score of 4).

Example A: An inclusion child receives 180 min/month and uses PECS would be 4+3+4=11.

Example B: Child with “speech/language only” services, 150 min/month would be 1+2+1=4.

Complete this rubric on each student you maintain on your roster. Add up the total.

**Developed by Christina Rollins M.A., CCC-SLP & Linda DuBois, M.A., CCC-SLP, Ventura Unified School District  
Permission to copy is granted under the condition that data be shared with VUSD for collection purposes.**

## Speech and Language Workload Model Point Collection Form

Name of School: \_\_\_\_\_ (if at more than one site, use one form per site)

SLP: \_\_\_\_\_

Student	Program	Therapy time	Support	1:1 Therapy (2pts)	Total
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					

Other duties:

- Supervising CFY:(5 pts)
- Supervising SLPA (3 pts)
- Bilingual Assessments (3pts)
- Leadership committee (2 pts)
- Preschool Assessments:
  - 1-20/year (2 pts)
  - 20+/year (5 pts)

**Total=**


Directions: Give point value under each column. You may not give a student more than 4 points in any one column.

Return the point collection form to the District Special Education Administrator. Once the data has been compiled, a value will be assigned based on the mean. This value will help determine the allocation of time per site.

Instructions for figuring “balanced” caseloads within district Speech-Language Pathologist staff.

1. Total your amount of current FTEs
2. Add the workload points per site to get a district total
3. Divide FTEs by district total workload points to get the “weighted factor”
4. For each school multiply the actual number of workload points by the “weighted factor”, which will give you the proportionate share or FTE for that school
5. Multiply FTE x number of weekly hours in a full time caseload to determine actual hours
6. The SELPA recommends that these numbers always be used as a starting point in discussions about caseload assignments. It is encouraged that staff participate together in discussing factors imparting their assignments in making the final decision about caseloads.

Speech and Language Workload Model Allocation Sheet

School	Workload Points	Proportionate FTE (weighted factor x workload points)*	Hours (proportionate FTE x number hours FTE)1

Total District Workload Points = \_\_\_\_\_

Actual # FTEs = \_\_\_\_\_

FTEs ÷ Workload points = \_\_\_\_\_ (weighted factor)\*

Number of hours in full time weekly assignment = \_\_\_\_\_ (usually 35-40)1

SAMPLE

School	Workload Points	FTE (weighted factor x workload points)	Hours (proportionate FTE x # of hours per FTE)
Beech	241	.93	35
Oak	256	.99	37
Linden	360	1.39	52.8
Cypress	200	.77	28
Maple	231	.89	33.5

Total District Workload points = 1288

Actual # FTEs = 5

FTEs ÷ Workload points = .003881987 (weighted factor)

Number of hours in full time weekly assignment = 37.5