



FRAMING A STRATEGY: A Dialogue on the Issues

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Professional Summit: Provider Roles



QUALITY SLP SERVICES OUR JOURNEY/OUR STORY

- ③ Setting: Irving Independent School District (TX)
- ③ Characters:
 - ③ Children First
 - ③ Licensed SLPs
 - ③ Licensed Assistants in SLP
- ③ Problem – Critical Shortage of SLPs
- ③ Response – Developed Strategy for Use of SLP-A
- ③ Ending (of Episode) – Improved Quality of Service



OUR STORY

- ◎ Irving Independent School District – Shifting Demographics
 - ◎ 34,000 Students – 69% Hispanic, 14% White, 13% African American
 - ◎ Economically Disadvantaged (78%)
 - ◎ Limited English Proficient/English Learners (39%)
 - ◎ At Risk of Dropping Out (66%)
- ◎ Challenge for Texas Public Schools
 - ◎ A Decade-Long Critical Shortage of SLPs



OUR STORY

THE PROBLEM

- ◎ Irving ISD 2003-2004
 - ◎ 7 of 25 positions unfilled
 - ◎ \$500,000 for contracted services in excess of payroll costs (i.e. transferred payroll amount for 7 unfilled positions to contracted services plus \$500,000)
 - ◎ Response: Developed an Action Plan
 - Adjusted salary schedule for SLPs
 - Developed salary schedule and proposal for SLP-A
 - Developed Recruitment & Retention Plan



Our Story

The Problem

- ◎ Problem: Shortage of SLPs
 - Difficulty hiring; Difficulty finding contract SLPs with knowledge & skills for school-based practice
- ◎ Another Problem: Rapidly increasing number of English Learners ~ **Critical** Shortage of Bilingual (Spanish) SLPs
- ◎ Biggest Problem: Restricted capacity to serve students well



OUR STORY

- ◎ Every Challenge an Opportunity – Texas License for Speech-Language Pathology
 - Two Levels of Licensure
 - Licensed Speech-Language Pathologist
 - Licensed Assistant in Speech-Language Pathology (Bachelor degree)
 - Our Opportunity: Finding a way to use flexibility in licensure law to address the problem
 - Irving...Where Children Come First



FAST FORWARD

Typical Day for an SLP-A
Irving Schools



SCHOOL-BASED PRACTICE (IN TEXAS)

SLP-A Roles & Responsibilities



Our Story

The Response

- ③ Designed a Way to Add Licensed SLP-As to Staffing
 - ⊙ Looked at licensure roles & responsibilities for SLPs and SLP-As
 - ⊙ Updated Licensed SLP Job Description to include supervision of SLP-A
 - ⊙ Developed SLP-A Job Description
 - ⊙ Started small
 - ⊙ Critical conversations
 - ⊙ HR
 - ⊙ Principals
 - ⊙ Special Ed Staff, especially supervising SLPs



Our Story

The Response

⊙ Built Infrastructure

- ⊙ Annual explanation/reminders to HR about the difference in hiring SLPs and SLP-As
- ⊙ Staffing Formula (added .25 SLP FTE for each SLP-A hired)
- ⊙ Approved by School Board with other staffing recommendations
 - ⊙ Staffing Formula
 - ⊙ Salary Schedules ~ SLP and SLP-A
- ⊙ Professional Development
 - ⊙ For SLP-As
 - ⊙ For Supervisors



Our Story The Response

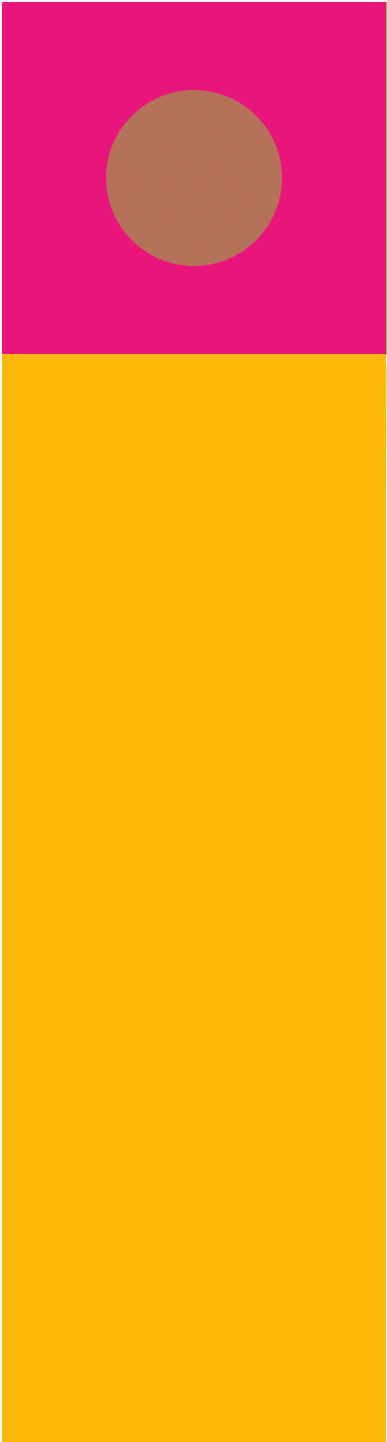
③ Staffing for SLP Services

- ③ Requires capacity for flexibility to meet students' needs and to respond to the marketplace
- ③ 2007-08: 23.75 SLP 3 SLP-A
- ③ 2008-09: 24 SLP 4 SLP-A
- ③ 2009-10: 24 SLP 4 SLP-A
- ③ 2010-11: 25 SLP 5 SLP-A
- ③ 2011-12: 25 SLP 6 SLP-A



OUR STORY THE RESPONSE

- ◎ Flexibility in Hiring and School Assignments
 - ◎ Good Fit
 - SLP/SLP-A and school assignment/s
 - Between SLP-A and Supervising SLP
 - ◎ Bilingual SLP-A at Early Childhood Centers
 - ◎ SLP-A in Masters Programs
 - Need all-level experiences during course of program



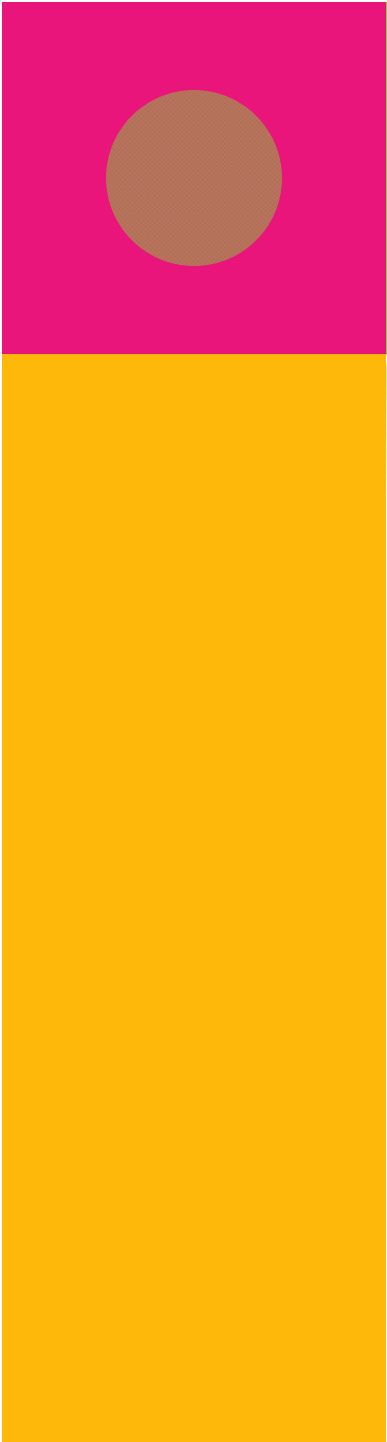
Our Story Ending (of the Episode)

How things have changed/improved

Quality of Service Issues

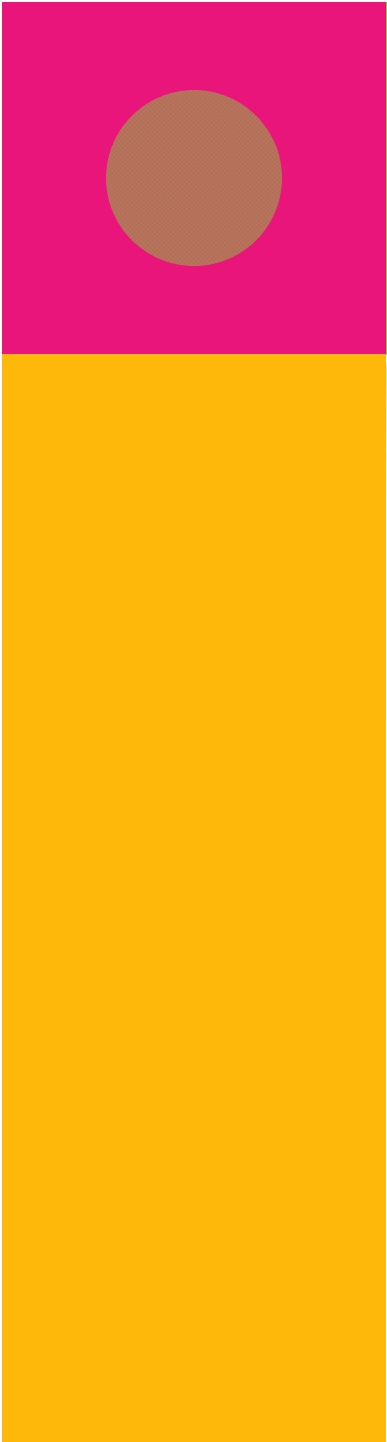
How SLP-As help children

Being Supervised



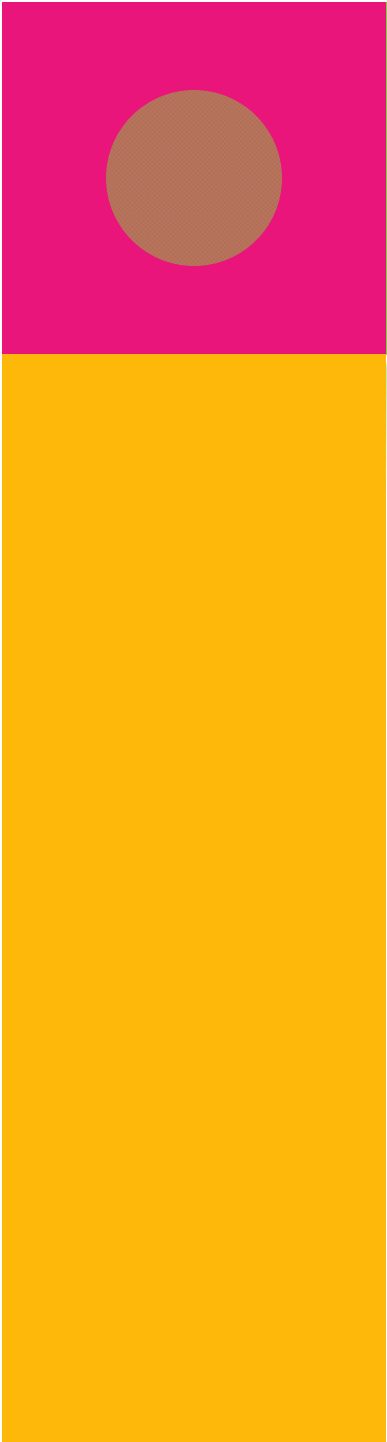
Reflections The Next Chapter

- ◎ We think the use of a continuum of service providers can work well for children
- ◎ We agree that this dialogue is pivotal
- ◎ We encourage a communications strategy about quality services and service providers
 - With Parents & Students
 - With District Staff: HR, Principals, Teachers, SpEd MDT members, Related Service Providers (OT/PT/School Nurses)
 - With Public
 - With SLPs



Reflections The Next Chapter

- ◎ Training for SLP-As
 - ◎ Big Complex Issue!
 - ◎ Continuum of Credentialing : Continuum of Training Programs
- ◎ ASHA grant to Texas: TSHA SLPA Modules Framework
 - ◎ Interesting Option: Online training modules & 50 hours of supervised field work
 - ◎ To prepare SLP-A for working in schools



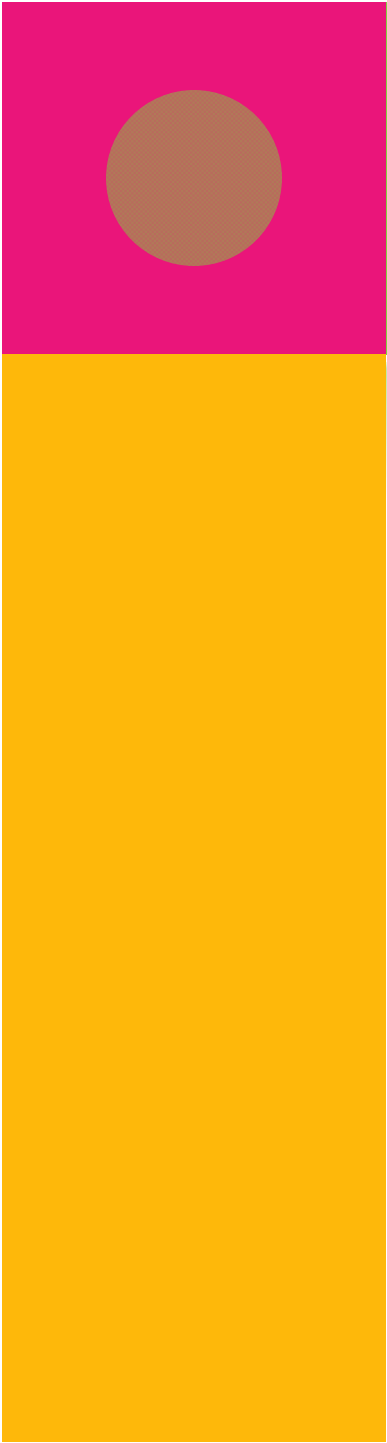
Reflections The Next Chapter

- ◎ Training for SLP Supervision in Schools
 - ◎ Different Types of Supervision
 - Licensed Assistants in SLP
 - CF/Licensed Intern
 - Paraprofessionals (Instructional Aides)
- ◎ Beware of Log Jam...Texas Issue
 - ◎ More Bachelor Level Graduates than Spaces Available in Graduate Programs
 - ◎ More Bachelor Level SLP-As needing jobs with continued shortage of SLP-CCC



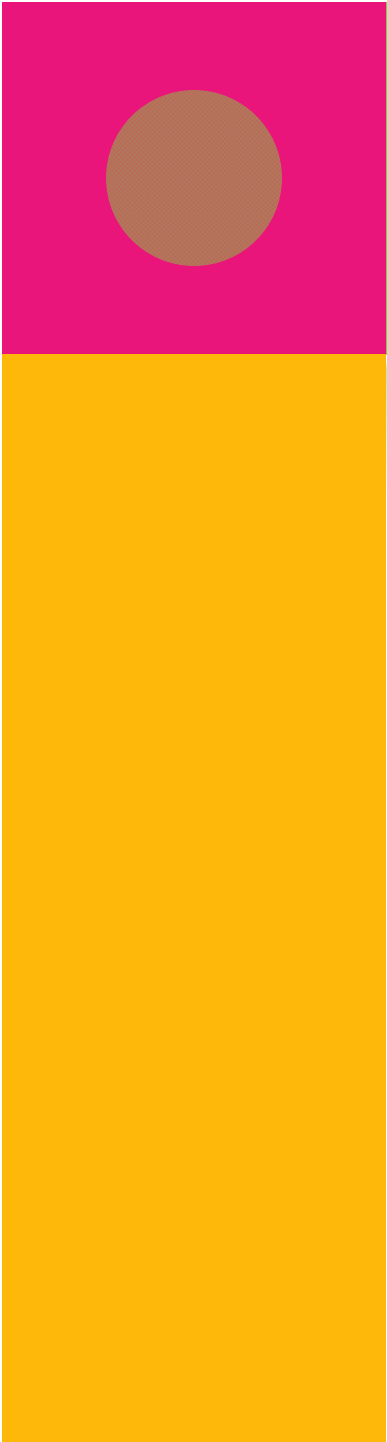
REFLECTIONS THE NEXT CHAPTER

- ◎ Challenge with Change
 - ◎ States with SLP-A provisions in existing licensure laws will face the challenge of incorporating differently credentialed SLP-As into work force
 - ◎ This is important work – what can we learn from other disciplines/industries?
 - ◎ Articulate changing roles & responsibilities of supervising SLPs



Reflections The Next Chapters

- ◎ Compensation Issues
 - ◎ Salary Schedules
 - ◎ Length of Contract
 - ◎ Job Classification Issues
 - Professional /Paraprofessional
 - Exempt/Non-Exempt



Reflections The Next Chapter

Suggestion for ASHA Support

- ③ Provide Crosswalk Documents for Utilization of SLP-As in Schools
 - ⦿ Added Flexibility for Using Workload Approach
 - ⦿ Increased Options for a Continuum of Service Delivery
 - ⦿ Increased Capacity for Individual Sessions
 - ⦿ Increased Capacity for language stimulation of young children in naturally occurring environments
 - ⦿ Literacy Connections

A decorative graphic on the left side of the slide consists of a vertical bar with a pink top section containing a brown circle, and a yellow bottom section. To the right of this bar is a horizontal green bar. Below the green bar is a horizontal gradient bar transitioning from light green to white. The text "Let's Get Started!" is centered in the white space below the gradient bar.

Let's Get Started!