

## Why 3:1 Is Not Just Extra Prep Time for SLPs

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### Speech-Language Pathologists

- Evaluations require 1 to 4 hours with students and we do not get a substitute for these- students miss therapy time and we cannot do evals after school hours so we have to miss our prep and therapy time
- Case Conferences require 45 minutes to an hour and a half per student and we do not get substitutes for these - students miss instruction and we cannot do them after school hours
- We are often required to hold case conferences during the classroom teachers' prep periods, so we cannot have a designated prep time of our own each day to hold case conferences - we do not get a sub for these and students miss therapy
- Compliance activities (some federally REQUIRED) include - Medicaid billing, evaluations, case conference prep (needs to be during school hours to get teacher and administrator input), writing reports, attending RtI/MTSS meetings, consulting with teachers (during their prep), hearing screenings, lesson planning, data collection, professional development and progress reports. These are not optional and must be completed. No substitutes are supplied for these, so students miss therapy
- **Scheduling back-to-back therapy services every day, every week ensures that services will be canceled to complete compliance duties - workload approach is purposeful, professional planning to ensure all duties of SLP are met**

### Classroom Teachers

- Progress Checks, State Testing, screeners- Classroom Teachers get substitutes or paraprofessionals to cover their class, students do not miss instruction and teachers still get their daily prep time to complete their compliance tasks
- Teachers work during prep to complete compliance tasks, but also have other times during the day when they are working, but not "face-to-face" with students including student recess and lunch (when not on duty)- SLPs are **often** considered "not working" when they are not "face-to-face" with students
- Classroom teachers do have to miss prep for case conferences, but only for those students with IEPs in their classrooms (approx 1-5 per school year) - SLPs must attend all CCs up to 100 per year.
- Professional Development - Classroom teachers get substitutes, so the students do not miss instruction when teachers go to trainings - SLPs do not get substitutes
- Teachers' student caseload is often set or changes minimally throughout the school year - SLPs caseload is dynamic and we often can fluctuate 10-20 kids per year creating the necessity for flexible scheduling options