



STATE BOARD OF EXAMINERS FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

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POSITION STATEMENT RELATING TO WORKLOAD AND CASELOAD SIZE IN THE PUBLIC SCHOOLS

PURPOSE:

The purpose of this document is to ensure the public of professional conduct by speech language pathologists by providing guidance relating to workload in determining an appropriate caseload size in the public schools.

REFERENCES:

The Act: Texas Occupations Code (TOC), Chapter 401
Board Rules: 22 Texas Administrative Code, Chapter 741
Subchapter D, §741.41 - §741.45 relating to Code of Ethics; Duties and Responsibilities of License Holders

Variables that affect quality of services and caseload include the following:

- the severity of the communication disorder
- the effect of the disorder on the individual's ability to function in educational, employment, and home/social settings
- the special needs of the student/client
- the number of locations in which services are provided
- the need for providing services to students receiving homebound services
- the need for providing services to students in private school
- the travel time between locations
- the effect of variable schedules to include year round and multi-track schools and
- the workload requirements of the caseload.

Speech language pathologists are required to perform duties other than direct services that are essential to the appropriate management of each student/client. These duties may include, but are not limited to the following:

- conducting speech-hearing-language screenings
- carrying out comprehensive diagnostic evaluations
- writing reports
- participating as a member of multi-disciplinary teams and conferences
- developing Individual Education Plan (IEP)'s goals and objectives and/or treatment plans
- developing service plans for qualifying students who attend private school per school district's in-service requirements
- participating in on-going teacher and parent conferences and family education support
- providing in-service training
- developing and teaching the use of low tech augmentative and assistive communication systems
- learning, programming and utilizing high tech augmentative and assistive communication systems
- receiving training, learning and utilizing computerized management systems
- completing ongoing paperwork requirements for students receiving School Health and Administrative Services (SHARS)

- participating in continuing professional education
- participating in annual review conferences and staffings
- coordinating assistive technology support services
- participating in the pre-referral and referral process (Note: In the public school setting, the speech-language pathologist participates in the pre-referral process as a consultant to general education.)
- planning instructional/therapeutic changes
- supervising support personnel, speech-language pathology interns, and speech-language pathology assistants (Note: An intern may pursue the American Speech-Language-Hearing Association Clinical Fellowship (ASHA CF) simultaneously.)

Since services must be provided by a licensed speech-language pathologist and certain types of services and students/clients are more time-intensive than others, it is necessary to consider realistically how the amount of time available in each day/week/month can be divided across all services to students/clients. The caseload must reflect a balance between how many hours are available in a day for services to the student/client and how many hours are needed to complete paperwork, staffing, and other required activities. It is also imperative to consider that the roles and responsibilities of speech-language pathologists have a major impact on caseload size, by reducing the amount of time available for direct and indirect services to students/clients. In order to provide this balance, it is recommended that the caseload/workload needs are weighted in order to determine a manageable caseload size. Depending upon the associated workload, when the above factors are less, a maximum caseload limit of 50 is recommended taking into account the variables that affect quality of services.