
Flexible Scheduling Model

— Melanie Lajoie, M.A. CCC-SLP —
SVRSU #12

Windsor Elementary School

My WHY: The start to 2015-2016.....

The first 2 months

- **17 IEP Meetings that included:**
 - 7 meetings I was the case manager in charge of
 - 7 Advance Written Notices
 - 7 Written Notices
 - 7 IEPs
 - 3 evaluations to conduct and write reports for
 - 5 transfer students
 - 9 sets of goals to write
 - Minimum 20 hours in the conference room attending meetings
- **Creating a schedule for 35+ students (3 lunch periods, 3 recess periods & specials)**
- **Planning/organizing therapy for 35+ students in Grades K-8**
- **Consulting with classroom teachers (20 teachers in my current school)**
- **Conducting therapy for 35+ students covering grades K-8**



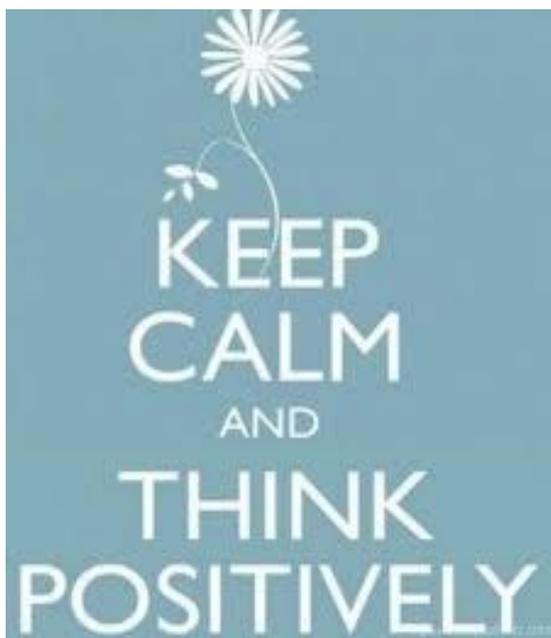
"I have some paperwork to catch up. If I'm not back in two days, organize a search and rescue team!"

Traditional Therapy Schedule

Time	Monday LJ/MM	Tuesday HC	Wednesday LJ/MM	Thursday HC	Friday LJ/MM
8-8:30					
8:30-9:00	KV	AA/MM	KV	AA/MM	PR
9:00-9:30	ES	ES/LJ	ES	ES/LJ	KV
9:30-10:00	Jcater	SC/BH	JC	SC/BH/BS	JW/BS
10:00-10:30	JW	BS	KV/JW	AM	RM
10:30-11:00	CC/JC	KV	JM/SH	KV	JM/SH
11:00-11:30	Lunch	duty	Lunch	duty	CC/JC
11:30-12:00	11:45 CB	lunch	11:45 CB ↓	lunch	lunch
12:00-12:30	12:15 BB/JB ↓	KM social ↓	12:15 - 12:45 SH ↓	12:15 BB/JB ↓	12:15 - 12:45 SH/ML ↓
12:30-1:00					-----
1:00-1:30	CD	CD	prep	CD	DC/DH
1:30-2:00	OJ	DC/DH	Early Release	CB	OJ
2:00-2:30	RM	ML	//////////	KV	SF social

My thought process over those first few weeks.....



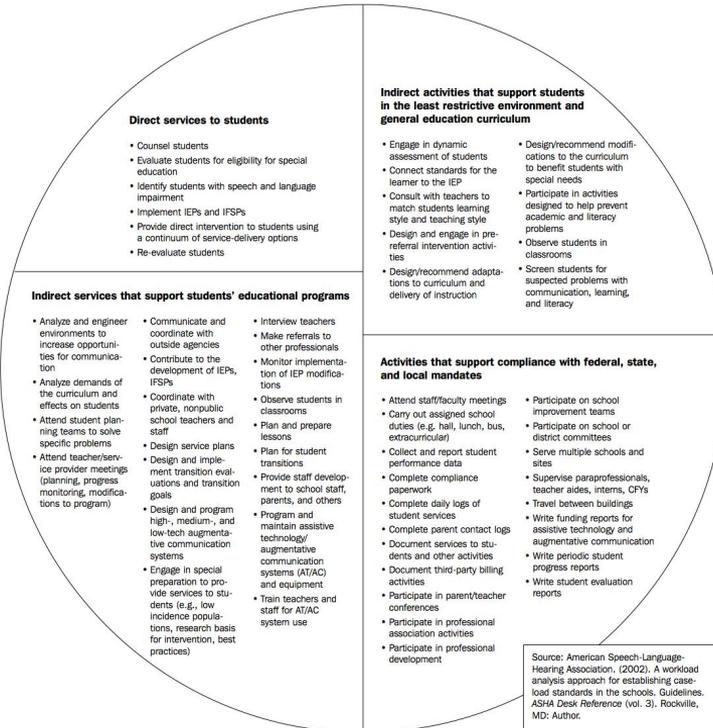


Workload vs. Caseload

- **Caseload** refers to the number of students with Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 Plans served by school-based SLPs and other professionals through direct and/or indirect service delivery options. In some school districts, caseloads may also include students who receive intervention and other services within general education designed to help prevent future difficulties with speech, language learning, and literacy. Caseloads can also be quantified in terms of the number of intervention sessions in a given time frame. *(American Speech-Language-Hearing Association (2002). A workload analysis approach for establishing speech-language caseload standards in the school [Position statement]. Available from www.asha.org/policy.)*
- **Workload** refers to all activities required and performed by school-based SLPs and other professionals. Workload includes the time for face-to-face direct services to students, as well as time spent performing other activities necessary to support students' education programs, implement best practices for school speech-language services, and ensure compliance with the [Individuals with Disabilities Education Improvement Act of 2004](#) (IDEA, 2004) and other mandates. *(American Speech-Language-Hearing Association (2002). A workload analysis approach for establishing speech-language caseload standards in the school [Position statement]. Available from www.asha.org/policy.)*
- [Examples and Worksheets for the Workload Analysis Approach](#) are available at asha.org

Appendix A

Workload Activity Clusters



What do I have for options?

- ❖ **Traditional Scheduling:** Students are scheduled for weekly sessions, their time/service amount stays consistent every week
 - Offers very little flexibility, often therapists don't have time for a prep or planning period and sometimes even go without lunch breaks to fit all children in
- ❖ **Block Scheduling:** Direct services are provided for a specified period of time followed by a similar time of indirect services (e.g., 9 weeks of direct intervention, followed by 9 weeks of indirect services)
 - Length of time between direct support weeks is too much time
- ❖ **Receding Schedule:** Initial service involves intense amounts of direct services, which is then reduced over time based on student progress
 - Lots of changes that seem like an IEP amendment nightmare! And still doesn't address the need for carryover and generalization of skills.

Then I found the 3:1 FLEXIBLE SCHEDULING MODEL.....



3:1 FLEXIBLE SCHEDULING MODEL

- ★ 3 weeks of direct services are followed by 1 week of indirect services.
- ★ Large focus on providing consultation and classroom support that will allow for carry-over of skills and generalization to all environments.
- ★ The 3:1 model will help improve classroom performance, improve use of skills in a variety of settings, reduce time spent outside the classroom and possible shorter duration of therapy needed for achievement of goals.

Type of Service	3:1	Traditional
Directly serve IEP every week		*
Directly serve student within classroom	*	
Utilize classroom work in therapy	*	
Cancel fewer sessions due to meetings/testing	*	
Make up missed sessions	*	
Adequate consultation time to talk with parents and teachers to adjust therapy	*	

Example of Consultation Week Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	_____	stop in to see KJ and CC in ZW classroom	parent phone call for IEP	_____	_____
8:30	8:15-8:45 KV direct	8:15-8:45 KV direct	8:15-8:45 KV/KG direct	8:15-8:45 KV direct	8:15-8:45 KV/KG direct
9:00	8:45 - 9:15 IV direct	8:45 - 9:15 IV direct	8:45 - 9:15 IV direct	8:45 - 9:15 IV classroom	8:45 - 9:15 IV direct
9:30	9:45 writing time for 3rd graders	9:30 - 9:50 CS direct	K classroom BM	9:30 - 9:50 CS direct	K Classroom AS
10:00	create schedule new 5th grade student/review file	10:00 mtg with middle school writing classroom/RR/ed tech	9:45-10:30 AD in class	prep WN, IEP for IEP MTG	make videos for L, SK, TH, R
10:30	CP	EET pre/post data review, develop upcoming weeks of materials based on data			
11:00		Lunch	Lunch	Lunch	Lunch
11:30	Lunch	progress monitoring files/material prep	progress monitoring files/material prep	progress monitoring files/material prep	exit session for consult student
12:00	12:15 - 12:30 KV direct	12:15 - 12:30 KV direct	12:15 - 12:30 KV direct	12:15 - 12:30 KV direct	12:15 - 12:30 KV direct
12:30	consult 4B & parent phone call for CS		classroom walk-throughs	12:30 IEP MTG	meet with K teachers regarding 2 initial referrals
1:00	1:15-1:45 TY direct	1:00 - 1:30 CP direct			
1:30		update consultation folders on Google	Early Release DISTRICT MEETING	1:30 IEP MTG	
2:00	WRITE up 5 AWNs for NOVEMBER MEETINGS and send out				2:00 - 2:30 TY direct
2:30	IEP goals for TY, AB,			complete WNs and send out	paperwork
		Sped Meeting			

Does this work for ALL kids?

NO!

- Consider the following:
 - child's disability, delay or disorder.
 - Consider the severity of the need.
 - Consider the educational impact
 - Consider the number/content of the goals
- SOME CHILDREN WILL NEED DIRECT SERVICE EVERY WEEK! (ex. Apraxia, AAC, severe phonological)
- Individual

Making Change Happen

1. Gain Approval from administration
2. Create a timeline for IEP changes to happen - IEPs must be amended to reflect monthly minutes vs. weekly minutes of direct service & consultation
 - a. ½ of caseload was changed at annual meetings if they happened September-December
 - b. ½ of caseload was amended with a phone call and written notice
 - c. GOAL was to have all IEPs changed by January 1st
3. Plan out indirect service weeks
4. Create indirect service schedule
 - a. Determine the students who will continue with direct support
 - b. Decide which classrooms will be observed/consulted with
 - c. Plan meetings with techs, sp. ed teachers, classroom teachers
 - d. List phone calls to make to parents and testing to be conducted

What have I accomplished?

- Conducted effective & efficient therapy sessions
- Developed online consultation folders for each student using Google
- Improved my evidence based practices (time to research best practice & developed new pre/post baseline info and data collection forms)
- Created individualized therapy videos to inform & educate teachers and parents about what we are doing within our sessions.
- Consulted with classroom teachers, Title 1 teachers and resource room teachers/staff to inform my therapy decisions & provide strategies for them
- Scheduled make-up sessions during the indirect week
- Increased amount of time spent on evaluations without having to cancel students & increased classroom visits
- **Regained my sanity** and continued to meet teaching standards for my professional goals: *(3.3 Assessment of Student Engagement, 4.1.Reflective Practice, 4.2 Continuous Professional Growth, 5.1 Professional Collaboration, 5.2 Engagement with Caregivers and Community)*

Sources of Information

Jenna Rayburn - thespeechroomnews.com

[ASHA Website for School-Based Service Delivery Models](#)

[ASHA Website Caseload and Workload](#)

[Evidence-Based Systematic Review: Effects of Different Service Delivery Models on Communication Outcomes for Elementary School–Age Children](#)

[25+ Strategies to make 3:1 Service Delivery Work for You from Lancia, Noble & Sweeney](#)

Feedback from techs and teachers

“Oh my gosh! I have seen such improvements in XX and XX this year! I love the videos, they were very helpful because I could watch you prompting and I could use the same strategies/words/signs that you used in order to get more consistent results with both students. I also really appreciated you making the time to observe a SPIRE lesson and teaching me how you present the sounds to XX. Working together and using the same prompts/cues/words etc. improved her sound production and quality 100%! I am so impressed by what you do and your willingness to share information to better the student's speech!”

“I think this model was very helpful. Having the consultation time with us was incredibly helpful with XXXXX, especially at the beginning of the year. Learning her cues for sounds was very helpful when counting in math and doing her sound cards. I think having your visits to our classroom and sharing your expertise made a tremendous difference for her. The videos were helpful in showing us what she was able to accomplish in your setting so we could have similar expectations.”