WHERE HAVE ALL THE “SPEECHIES” GONE?

Best Practices for Recruitment and Retention of SLPs
PRESENTERS

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LEARNING OUTCOMES

▪ Participants with understand the difficulties districts face recruiting and retaining Speech-Language Pathologists

▪ Participants will demonstrate insight into the perspective of the SLP when considering employment opportunities

▪ Participants will use best practices in their speech program to recruit and retain SLPs for their district
WHAT ARE YOUR CHALLENGES?

• Pair and share

• Discuss what you have experienced with recruiting and retaining SLPs
  • What do SLPs tell you about their motivation to work for your district?
  • What do you hear from SLPs about reasons for leaving? Reasons for staying?
CSD Education Survey 2019

- Median capacity for SLP graduate program admissions: 30 per cohort
- 24% of applicants offered admission
- Total SLP graduate program enrollment 17-18: 19,719 (15,150 in 10-11)
- Degrees granted 2018: 8,531
- PreK-12 is the primary first employment setting among recent graduates
ASHA Reports

Speech-Language Pathologists in Health Care (ASHA, 2017):
- Median annual salary $78,000 ($39/hour)

Speech-Language Pathologists in Schools (ASHA, 2018):
- Median annual salary for school employees $62,715 ($43/hour)
- Contracted SLPs earned median pay of $50/hour
- Highest median academic year salary was California - $85,834
- In 2004 94% of respondents were direct hires and in 2018 87% were direct hires
Two-Factor Theory of Job Satisfaction (Herzberg, 1996)

- Job satisfaction is the result of the interaction between what are referred to as motivators and hygiene factors:
  - Motivators are benefits intrinsic to the job itself
    - The job of a SLP is the job of a SLP regardless of the location
    - Certain duties and benefits associated with a certain profession
    - Serve as motivators for the individual to pursue a career in that field
Two-Factor Theory of Job Satisfaction (Herzberg, 1996)

- Job satisfaction is the result of the interaction between what are referred to as motivators and hygiene factors:
  - Hygiene factors are conditions surrounding a certain position within a profession
    - Pay, schedules, location and other benefits
    - Determining factors when deciding on an employer
Value Theory (Greenberg, 2010)

- Every individual sets own value on benefits
- The “one thing” in job satisfaction
- The less people have of the “one thing” the less satisfied they are in their job
- Salary is often NOT the greatest contributing factor in satisfaction or decision to work for an employer
RESEARCH ON RECRUITMENT/RETENTION

- Top three reasons for *staying* in a job:
  1. Interesting / exciting / challenging work
  2. Good relationship with co-workers
  3. Convenient work location
  4. (Salary / benefits #4)

2017 CCCs, Jobs, & Careers Mini-Survey (ASHA, 2018)
Top three reasons for leaving a job:

1. Dissatisfaction with boss / leadership
2. Lack of work-life balance
3. Lack of appreciation / recognition

2017 CCCs, Jobs, & Careers Mini-Survey (ASHA, 2018)
Recruitment and Retention of Rural Healthcare Professionals (Meeks, 2008)

- 10 motivation-hygiene factors on 5 point Likert scale
  - Feedback
  - Teamwork
  - Quality and Customer Focus
  - Missions and Purpose
  - Opportunities for Growth
  - Work-Life Balance
  - Fairness
  - Respect for Management
  - Compensation
  - Personal Expression

(How would you rank each of these? How would your SLPs rank each of these?)
Meeks (2008) Results:

1. Quality and Customer Focus
2. Respect for Management
3. Mission and Purpose
4. Compensation
5. Fairness
6. Opportunities for Growth
7. Personal Expression
8. Work-Life Balance
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APPLYING RESEARCH - ACTIVITY

- Determine your district’s strengths (other than compensation)
  - Subjective impressions
  - Survey staff
- Create a profile of your “best fit”
  - Tailor your recruitment message to that individual
    - Attend recruitment events most likely to include your ideal applicant
    - Advertising word choice / pictures (messaging)
    - Conversations with potential hires should stay on message (but be honest)
- Keep them by addressing their most important hygiene factors
BEST PRACTICES AND IMPACT ON STAFFING

ADE’s Speech-Language Services in Arizona’s Schools: Guidelines for Best Practice

- Mentoring
- Participate in local, regional, state, and national job fairs (ArSHA, ASHA, etc.)
- Arizona Education Employment Board
- Mailing lists of local SLPs
- Contact state and regional universities (send recruitment material)
- Serve as a site for student practicum / internships
Speech-language pathologists/technicians in schools are encouraged to be actively involved in seeking strategies to manage their caseloads (Power-deFur, 2001b). Strategies include:

- intervention activities at the school site
- collaboration with teachers and administrators
- strategic scheduling and groups
- participation in problem solving
- effective utilization of paraprofessionals
BEST PRACTICES AND IMPACT ON STAFFING

- Create part-time positions
- Provide clerical or clinical support
- Caseload caps
- Financial incentives (separate pay scale, salary addendums, stipend for national certification - CCC, professional development)
- Provide dedicated space
- Budget for assessment / therapy materials
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**Strategies include:**

- intervention activities at the school site
- collaboration with teachers and administrators
- strategic scheduling and groups
- participation in problem solving
CASELOAD ESTABLISHMENT

• effective utilization of paraprofessionals
• regular meetings to review caseload size and severity to make adjustments as needed
• review of student data to determine if children have met their goals and should be referred to the IEP team to determine if they are no longer eligible
CASELOAD VS. WORKLOAD

**Caseload**

- Number of students with IEPs, IFSPs, 504 plans or receiving MTSS

- Large caseloads are associated with difficulties recruiting qualified SLPs in the schools (Katz, Maag, Fallon, Blenkarn, & Smith, 2010; Woltmann & Camron, 2009) and may factor into higher SLP attrition rates in some school districts.
Workload

- All activities required and performed by SLP
  - Face to face services
  - Paperwork
  - Meetings
  - Consultation
WORKLOAD ANALYSIS

1. Document current roles and responsibilities
2. Analyze the current workload relative to needs of students
3. Determine if workload is balanced
4. Collaborate with SLPs, teachers, administrators, etc. to address workload

ASHA’s Workload Page:

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589934681&section=Key_Issues
Contract Language: contracts may be written to prescribe maximum caseloads and/or the use of workload when establishing a caseload. Contracts may also prescribe other activities in which an SLP may and may not engage.
Expansion of MTSS: Trial direct services can be delivered within the context of MTSS such as RTI. Progress monitoring determines the need for continuing MTSS or considering special education services.
Telepractice: Telepractice offers the potential to (a) extend clinical services to students who qualify for service but are unable to attend school or (b) provide services in more than one setting, thus reducing the need to travel.
WORKLOAD SOLUTIONS

- SLPAs: SLPs can work with SLPAs to deliver some of the services and provide clerical support.

- Speech Aids: Speech Aids may not provide therapy, but may assist the SLP with clerical duties, material preparation, etc.

- Weighted Caseloads: "Weights" are assigned to reflect the intensity of services (specified on the IEP) needed to meet the severity and complexity of the students' needs. The district determines a total weight that represents a reasonable caseload.
SLPAs

SLPA Requirements in Arizona:

- Associate degree or 60 credit hours of college coursework, with a minimum of 20 credits in speech, language, and hearing courses, or postbaccalaureate certificate from an accredited program

- SLPA license issued by the Arizona Department of Health Services is REQUIRED
SLPAs

Scope of Practice:

- Under the supervision of an SLP treats individuals with speech-language impairments

Supervision:

- Must be supervised by a speech-language pathologist who has had held a regular SLP license for at least 2 years (Minimum supervision = 20% direct, 10% indirect first 90 days of employment, 10% direct and 10% indirect thereafter) 1 SLP may supervise 2 full-time or 3 part-time SLPAs

Reimbursement:

- Schools may bill Medicaid for reimbursement of qualified services provided under the supervision of a licensed SLP to qualified students
THREE TO ONE MODEL

- Direct services for 3 weeks (direct therapy, co-teaching)
- Indirect services for 1 week (make-up sessions, IEP/MET writing and meetings, testing, observations, MTSS groups)
THREE TO ONE MODEL

• Benefits of 3:1

  • Improves the quality and efficiency of service without increasing costs.
  • Provides dedicated time for paperwork which decreases need to “change gears”
  • Consultation time in IEP has a dedicated time each month
  • Improves scheduling of meetings and decreases absenteeism
  • Increased third party billing
  • Increased morale
  • Ability to provide make-up sessions if needed
DISCUSSION: WHAT WORKS?

▪ Discuss successful strategies you have used to recruit and retain SLPs
  ▪ What have been some of your best successes?
  ▪ What obstacles did you encounter along the way?
  ▪ What role have your existing SLPs/SLPAs played in your recruitment/retention successes?
  ▪ What are you going to try now?

