

Guidance to Complete a Time Study & Workload/Caseload Calculation

Step By Step Instructions To Complete A Time Study

Before using the Slone-Conrad Workload Calculator, it is necessary to do a Time Study to determine the "Standard Values" for the following typical duties of SLPs. Some districts do a Time Study with several SLPs and average the values of each duty as reported by all of the SLPs. When completing a Time Study, SLPs should record how long it takes them to complete each of these duties (per student) across a 4-6 week period:

- Initial ETR per student
- Re-evaluation per student
- Speech Primary IEP per student
- Speech Related IEP per student
- Progress/Interim Reports per student
- Screening per student
- Medicaid documentation per week
- "Reasonable" minutes for IEP work per week

These values are all specifically defined on the table below and step by step instructions are on the following page.

Definitions of each:	
Initial ETR	PR-01, paperwork (includes copy/filing and scanning), planning, assessment, write-up, meeting, phone calls (per student)
Re-evaluation	PR-01, paperwork (includes copy/filing and scanning, planning, assessment, write-up, meeting, phone calls (per student))
IEP Speech Primary	PR-01, invite, phone call, review data, paperwork (includes copy/filing and scanning), teacher conference, write IEP, meeting (per student)
IEP Speech Related	Review data, write goals, teacher conference, meeting (per student)
Progress Report/Interim report	Minutes it takes to complete (per student) (compiling/averaging data and writing report). Record total minutes working on progress/interim reports and divide by number of students.
Screening	Paperwork, screening, follow-up, phone calls, letter, teacher conference (per student)
Medicaid documentation	Minutes it takes to do daily Medicaid documentation online (per day of service)
"Reasonable" minutes for SLP work	What do you think would be a "reasonable" amount of time to work each week? Figure this by considering your number of contracted minutes per day that you are required to work and adding any minutes which you would think it "reasonable" to add to your contracted work day. Multiply by 5 days.

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A sample form is included for recording time study data. It is suggested that a time study be completed for 4-6 weeks to get enough data to be averaged to arrive at **standard values** for the workload calculator.

- For each **initial ETR**, each SLP should record minutes for planning, assessment, write-up, meeting, phone calls, completing the PR-01, paperwork (includes copy/filing and scanning). Each SLP should record these minutes for each student who is undergoing an ETR for the first time during their 4-6 week agreed upon time study period.
- For each **re-evaluation**, each SLP should record minutes for planning, assessment, write-up, meeting, phone calls, completing the PR-01, paperwork (includes copy/filing and scanning). Each SLP should record these minutes for each student who is re-evaluated during their 4-6 week agreed upon time study period.
- For each **speech only IEP** during the 4-6 week period, each SLP should record the minutes required to invite, make phone calls, review data, hold a teacher conference, write the IEP, do all paperwork (includes copy/filing and scanning), attend the IEP meeting and complete the PR-01.
- For each **IEP on which speech is a related service** during the 4-6 week period, each SLP should record the minutes required to review data, hold a teacher conference, write the IEP, do all paperwork (includes copy/filing and scanning), & attend the IEP meeting for each student.
- For **progress report/interims**, the SLPs should record how much time is taken to calculate the progress data and write all reports and divide by the number of reports done during the 4-6 time study period to come up to the average amount of time it takes to complete one progress report/interim report.
- The time needed to do a **screening** for each student should also be studied including the paperwork and conferencing with parent and/or teacher as well as the actual screening assessment.
- For time studying **Medicaid documentation**, each SLP should record how many minutes per week spent on Medicaid data.
- The last value is entitled, **“reasonable” minutes for SLP work**. Each SLP should take their contracted minutes for each work day and make a judgment of how much, if any, time beyond that contracted time they think is “reasonable” to be expected to work, whether it be at home or after or before the contracted work day.

When doing a time study for the per student values, ETRs, re-evaluations, IEPs, screenings, a student may be evaluated or IEPd or screened across several days. Also more than one student may be time studied during the 4-6 week period. The totals to be averaged per student should be recorded in the last column. Several students may be studied in one time study by an SLP, but these students should be recorded separately with the initials for each in the row for the duty being studied, i.e. initial ETR, re-evaluation, IEP Speech Primary, IEP Speech Related, etc.

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If an activity is completed during the weekend, it can be recorded on Monday or Friday and totaled in the total column. The days of the week do not matter as long as the total for the duty appears in the last column with different initials per student. If an activity starts or finishes outside the time study range of weeks, these minutes can be added into the time studied weeks to complete the time studied duty. Once the Time Study has been completed, the "Totals to be averaged in minutes per student" are inserted into the yellow cells of the STANDARD VALUES section of the Slone Conrad Calculator.

STANDARD VALUES	(A time study is optimal to determine standard values for services provided: once the study is completed insert each value in the yellow boxes below.)						Minutes
Standard min/initial ETR							
Standard min/reevaluation							
Standard min/IEP speech only							
Standard min/IEP speech related							
Standard min/progress report or interim report							
Standard min/week for Medicaid documentation							
Standard min/screening							
Standard min/week for 1 FTE							

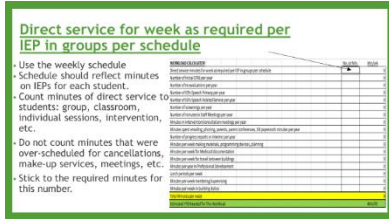
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Sample Time Study Form

SLP _____	Building/District _____					Weeks of _____
	Monday	Tuesday	Wednesday	Thursday	Friday	Totals to be averaged in mins.
Initial ETR						Per student(s):
Re-evaluation						Per student(s):
IEP Speech Primary						Per student(s):
IEP Speech Related						Per student(s):
Progress/ <u>Interim</u> Report						Average for 1 progress report=
Screening						Per student(s):
Medicaid Documentation						Per week:
"Reasonable" min. for SLP work						Per week:
DEFINITIONS:						
Initial ETR	PR-01, paperwork (includes copy/filing and scanning), planning, assessment, write-up, meeting, phone calls (per student)					
Re-evaluation	PR-01, paperwork (includes copy/filing and scanning), planning, assessment, write-up, meeting, phone calls (per student)					
IEP Speech Primary	PR-01, invite, phone call, review data, paperwork (includes copy/filing and scanning), teacher conference, write IEP, meeting (per student)					
IEP Speech Related	Review data, write goals, teacher conference, meeting (per student)					
Progress Report/Interim report	Minutes it takes to complete per student (compiling/averaging data and writing report)					
Screening	Paperwork, screening, follow-up, phone calls, letter, teacher conference (per student)					
Medicaid documentation	Minutes it takes to do daily Medicaid documentation online (per day of service)					
"Reasonable" minutes for SLP work	What do you think would be a "reasonable" amount of time to work each day?					

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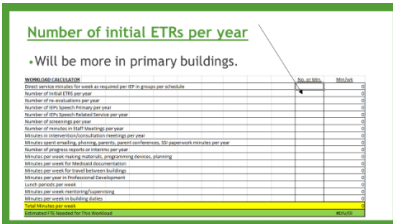
1. Direct service for a week as required per IEP in groups per schedule:



The first number you will enter on the calculator (spreadsheet) is the **'Direct service minutes for the week as required per IEP in groups per schedule'**. Using your schedule for the week, count up all of the minutes you spend in direct service to students. Count the minutes of direct service for a group, i.e. 30 minutes. Do not multiply this number by the number of students in the group. Likewise, if you push into a classroom in which you are serving 5 students at once, you should put the amount of time you are in this classroom serving these 5 students. Put this total number of minutes for the week into the FIRST COLUMN on the calculator. *This number should not reflect any over-scheduling but rather should be the actual minutes required for direct service according to IEPs. This gets a little tricky if you use 3:1 scheduling. In that case, look at your schedule for the month and add up all 4 weeks of direct service minutes. Then divide this number by 4 to get the **Direct service minutes for the week.***

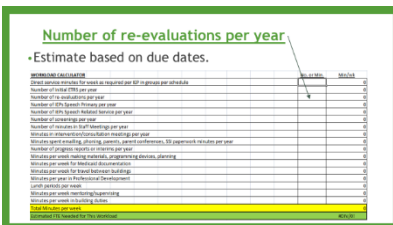
When you put this number into the cell to which the arrow is pointing, the formula will cause the Min/wk column to populate with the same number you entered.

2. Number of initial ETRs per year:



In the next row record the **Number of initial ETRs per year.**

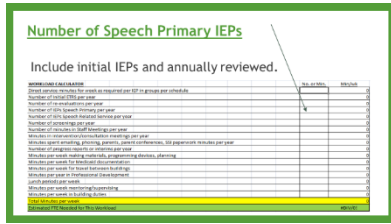
For this number count and predict how many initial ETRs you will be conducting this year. This data can be predicted based on intervention, screenings, etc. that you are currently involved in. **When you enter the number into this cell, the formula interacts with the **standard value for initial ETRs** that was recorded above and divides it by 36 weeks to get a Min/wk value for how much time is spent on initial ETRs.**



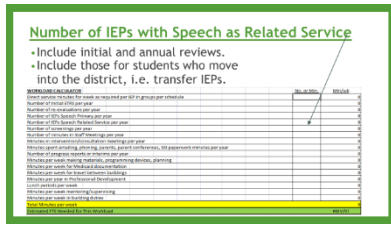
3. Number of re-evaluations per year:

Next put the **Number of re-evaluations per year.** This number can be predicted by the list you have of re-evaluations that are due during the course of the year. **When the number is entered into this cell, the formula interacts with the **standard value for re-evaluations** that was recorded above and divides it by 36 weeks to get a Min/wk value for how much time is spent on re-evaluations.**

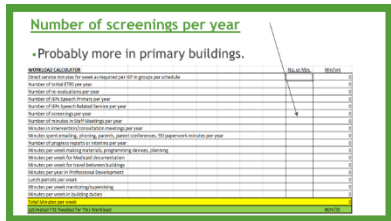
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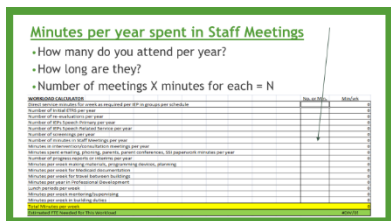
4. **Number of Speech Primary IEPs per year:** Use the number of initial ETRs and current roster to figure how many **speech primary IEPs** that will be completed this year. Put that number in the next cell in the column. **When the number is entered into this cell, the formula interacts with the standard value speech primary IEPs that was recorded above in the standard values box and divides it by 36 weeks to get a Min/wk value.** This is how much time that is spent on speech primary IEPs per week.



5. **Number of IEPs with Speech as a Related Service per year:** Again using the caseload roster, estimate how many **speech related service IEPs** that will be completed this year and enter the number in the next cell. **When the number is entered into this cell, the formula interacts with the standard value speech related service IEPs that was recorded in the standard values box above and divides it by 36 weeks to get a Min/wk value for how much time is spent on speech related service IEPs per week.**



6. **Number of screenings per year:** For the next cell, estimate how many screenings are required to be done this year. Enter this number in the next cell. **When the number is entered into this cell, the formula interacts with the screening standard value that was recorded in the standard values box above and divides it by 36 weeks to get a Min/wk value for how much time is spent on screenings per week.**



7. **Minutes per year spent in staff meetings:** Are staff meetings held in the building(s)? If so, how many and how long are these meetings? **Put the total number of minutes spent in staff meetings for the year in the next cell and this will be divided by 36 for the total minutes per week spent in staff meetings.**

Guidance to Complete a Time Study & Workload/Caseload Calculation

Minutes per year spent in intervention/consultation meetings

-How many minutes per week (average) do you spend in consultation or IAT meetings?
-Number of meetings X minutes for each = N

INTERVENTION/CONSULTATION	2018-2019	MINUTES
Expected minutes per week to spend as required per IEP per group per student		
Number of IEPs per year		
Number of minutes for each IEP per year		
Number of IEPs for each group per year		
Number of minutes for each group per year		
Number of IEPs for each student per year		
Number of minutes for each student per year		
Number of IEPs for each group per year (No paperwork included per year)		
Number of minutes for each group per year (No paperwork included per year)		
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Number of minutes for each student per year (No paperwork included per year)		
Number of IEPs for each group per year (No paperwork included per year)		
Number of minutes for each group per year (No paperwork included per year)		
Number of IEPs for each student per year (No paperwork included per year)		
Number of minutes for each student per year (No paperwork included per year)		

8. **Minutes per year spent in intervention and/or consultation meetings (including Rtl meetings/direct Rtl services to students):** How many minutes per year are spent in IAT meetings, consultation meetings with teachers discussing students with speech-language concerns or students on IEPs? **Put this total number of minutes into the calculator, it will be divided by 36 to get the number of minutes spent in intervention/consultation meetings per week.**

Minutes per year spent doing email, parent conferences, SSI paperwork, etc.

-Estimate the time per year spent in miscellaneous contact with outside agencies and parent conferences=N.

INTERVENTION/CONSULTATION	2018-2019	MINUTES
Expected minutes per week to spend as required per IEP per group per student		
Number of IEPs per year		
Number of minutes for each IEP per year		
Number of IEPs for each group per year		
Number of minutes for each group per year		
Number of IEPs for each student per year		
Number of minutes for each student per year		
Number of IEPs for each group per year (No paperwork included per year)		
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Number of minutes for each group per year (No paperwork included per year)		
Number of IEPs for each student per year (No paperwork included per year)		
Number of minutes for each student per year (No paperwork included per year)		

9. **Minutes per year spent doing email, parent conferences, etc.** Estimate the number of minutes per year spent in **parent conferences, correspondence with outside agencies/medical personnel, emailing parents, etc.** **This number will be divided by 36 to get the total minutes per week.** If attendance at parent-conference nights is expected, make sure to only count the minutes actually in parent conferences for this value. If during this parent conference evening time is spent in IEP meetings or doing paperwork, count that time in a specific category.

Number of progress reports/interims per year

-How many do you do a year of each for your caseload?

INTERVENTION/CONSULTATION	2018-2019	MINUTES
Expected minutes per week to spend as required per IEP per group per student		
Number of IEPs per year		
Number of minutes for each IEP per year		
Number of IEPs for each group per year		
Number of minutes for each group per year		
Number of IEPs for each student per year		
Number of minutes for each student per year		
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Number of minutes for each group per year (No paperwork included per year)		
Number of IEPs for each student per year (No paperwork included per year)		
Number of minutes for each student per year (No paperwork included per year)		

10. **Number of progress reports/interim reports per year:** Multiply the number of students on each caseload times the number of progress reports/interim reports completed for each student per year. Enter that figure into the cell. **If reports are written for “intervention” students too, include this in the total number. The calculator will multiply this by the standard minutes from the standard value box above and divide by 36 to get an amount in minutes per week.**

Minutes per week for making materials, programming devices, planning

-According to paragraph (A)(19) of rule 3301-20-05 of the Administrative Code, a full-time SLP should have **200 minutes per week** for this R.

INTERVENTION/CONSULTATION	2018-2019	MINUTES
Expected minutes per week to spend as required per IEP per group per student		
Number of IEPs per year		
Number of minutes for each IEP per year		
Number of IEPs for each group per year		
Number of minutes for each group per year		
Number of IEPs for each student per year		
Number of minutes for each student per year		
Number of IEPs for each group per year (No paperwork included per year)		
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Number of minutes for each group per year (No paperwork included per year)		
Number of IEPs for each student per year (No paperwork included per year)		
Number of minutes for each student per year (No paperwork included per year)		

11. **Minutes per week making materials, programming devices, planning, etc.:** As stated in the administrative code and noted in the Operating Standards, a full time SLP should have 200 minutes per week for planning. Be sure to enter at least a minimum of 200 minutes in this cell for **planning.** That’s 40 minutes per day. For part-time SLPs, pro-rate this 200 minutes/week according to the number of days worked per week.

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Minutes per week spent for Medicaid documentation

See standard values for a FTE SLP for how many minutes per week for a full-time caseload is the standard value. This standard value X FTE is the N for this value.

WORKLOAD CALCULATION

As stated in the administration code and noted in the Covering...

Number of minutes per week spent for Medicaid documentation

Number of minutes per week spent for Medicaid documentation	
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12. Minutes per week spent in Medicaid documentation: Enter the standard value for Medicaid documentation as determined by the time study into this cell. If part-time, divide this figure by the FTE (full-time equivalency).

Minutes per week spent in travel between buildings

How many minutes per week are spent in transitions/travel between buildings? This N should be an average.

WORKLOAD CALCULATION

Number of minutes per week spent in transitions/travel between buildings

Number of minutes per week spent in transitions/travel between buildings	
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13. Minutes per week spent in travel between buildings: If you travel between buildings, enter the number of minutes it takes per week to *travel* within the work day. Be sure to include the number of minutes it takes to *transition* to the new building (park, sign in, walk to room, set up materials, etc.) This should be a weekly number that includes **travel and transition time**.

Minutes per year for Professional Development

What is the average number of days spent away from your building for PD? Multiply this by 7 1/2 hours/day and this is the N for this value.

WORKLOAD CALCULATION

Number of minutes per year spent on Professional Development

Number of minutes per year spent on Professional Development	
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14. Minutes per week in Professional Development: How many days do you spend in professional development for the year? **Insert the total number of minutes into the cell.** It will be divided by 36 weeks by the calculator and this will be the minutes per week for **Professional Development**.

Minutes per week for lunch periods

How many lunch periods are spent at this school or by this SLP?
If a school has 6 days of SLP service, that would be 6 lunch periods.
SLPs are entitled to a lunch period during every work day.

WORKLOAD CALCULATION

Number of minutes per week spent on lunch periods

Number of minutes per week spent on lunch periods	
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15. Minutes per week for lunch periods: Most educators are entitled to 30 minutes per day for a **lunch break** unless the contract states otherwise. Figure this by multiplying how many days worked each week and enter this every number into the cell.

Guidance to Complete a Time Study & Workload/Caseload Calculation

19. **Estimated FTE NEEDED for the Workload:** The sum of the SLP’s workload duties (minutes per week) is then divided in the workload calculator by the “reasonable” work week figure that was established in the time study and reflected in the standard minutes box above. This quotient will be the estimated FTE (full time equivalency) needed to complete the workload outlined on this calculator.

20. SLPs serving school-age students consisting of both low and high incidence and/or preschool are considered to have a mixed caseload and can weight students who are in pre-school or have a low incidence disability such as Multiple Disability, Hard of Hearing/Deaf, Orthopedically Handicapped, Autism, Other Health Impaired or Pre-school. Enter caseload numbers in the boxes (see figure above) based on each student’s disability category. The yellow highlighted boxes will calculate the number entered times a weight of 1.6. The final box yields the weighted caseload number which is the final caseload count. *This number should not reflect students on interventions but instead only represents those students on an IEP.*

CASeload CALCULATOR: (This applies to a mixed speech/language school-age caseload only; yellow boxes are weighted at 1.6)														
SLP	01-MD	02-Deaf Blind	03- HH/Deaf	04- Visually Impaired	05-S/L	06-OH	08-ED	09-CD	10-SLD	12-Autism	13-TBI	14-OHI	16-Pre- school	Weighted Caseload
														0