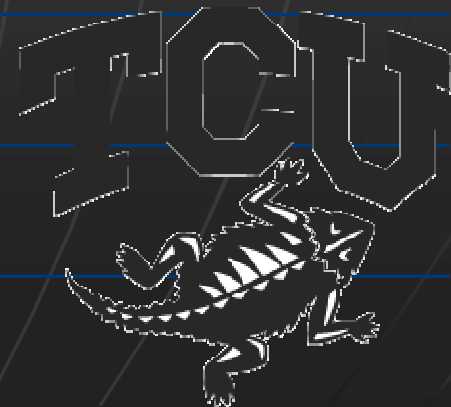


The Texas Approach to Addressing the SLP Shortage

ASHA SLP Forum
September 28 – 30, 2006

Lynn K. Flahive
Texas Christian University
Past President, Texas Speech-
Language-Hearing Association



Joint Committee of

TSHA

TCASE (Texas Council of
Administrators in Special
Education

Board Texas State Licensure

FOCUS:

Public Schools

BACKGROUND

- Legislative “fight” each year
- Lessen standards for SLP-As in schools
 - Give SLP-As full scope of practice
- TSHA Public Schools Task Force established in August 2003



University Student Survey

November 2003

- Survey for all Junior and Senior undergraduates as well as graduates
- All 17 programs in TX participated
- Areas explored
 - How students were financing education
 - Obstacles to obtaining a Masters
 - View of caseloads in different work settings

Special Ed. Director Survey

December 2003

- Distributed with help of a state legislator
- 57% return rate
- Areas explored
 - How SLP-As were assigned and used
 - Use of contracted SLPs
 - Recruiting strategies for SLPs
 - Salary incentives

Focus Group with University Supervisors/Clinic Directors

February 2004

- Looked at practicum requirements
- How public school issues were dealt with in curriculum
- Class schedules (day/night/weekend)
 - Full or part time
- Bilingual preparation
- Vacancies in instructional staff

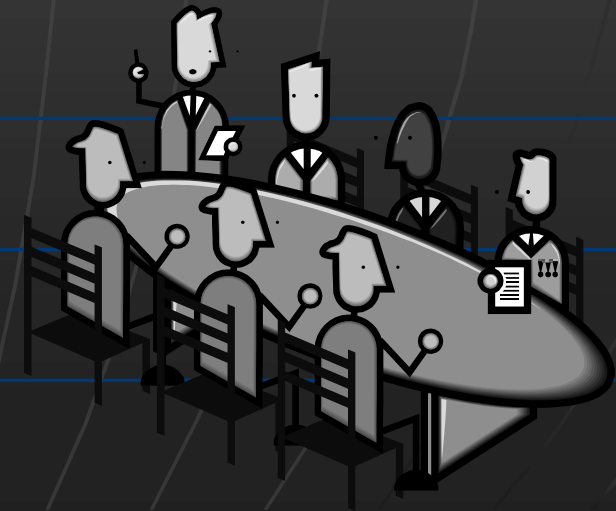
Focus Group of Special Ed. Directors February 2004

- ASHA assisted
- Opportunity for all 20 regions to express views/concerns/issues
- Want SLPs to be “well trained to work in the schools”
- Felt shortage is artificially created by licensure, MS/MA requirement, and CCC
- Admitted to shortage in other spec. ed areas

Joint Committee of TSHA and TCASE

- Established in April, 2004
- Meetings held April 2004, October 2004, and January 2005

PURPOSE: Develop short, mid and long term solutions



Meetings continued in October 2005 and December 2005

Refined the action plan,
developed timelines,
and assigned
responsibilities for tasks

SHORT TERM GOALS

- Development of statewide eligibility criteria
 - Templates developed for articulation, voice, fluency, language
 - Adding two more
 - Training of Trainers (TOT) model used
 - Expense to TSHA
 - ASHA recently awarded a grant to TSHA to help
 - More trainings are being done

- Workload vs Caseload issues
- Staffing guidelines for SLP supervisors and SLP-As
- Staffing resource document for urban, suburban and rural districts
- Hiring practice guidelines for school district HR departments
- Developing materials to market the profession to high school and community/junior college students

- Gain TEA involvement and participation of Regional Education Service Centers (ESC)
- Increase flexibility of the use of SLP-As
 - January 2004: TSHA/TCASE went to Licensure Board to allow SLP-As to attend ARDs
 - Result: SLP-As could attend speech only ARDs for children enrolled for articulation only
- TSHA went to Licensure Board again in January 2006 after another legislative attempt to make change
 - Head off legislative change in special session
 - Result: SLP-As may attend ARDs for children they see with specific restrictions

MIDTERM GOALS

- Develop a practicum model for Senior UG Speech Pathology students in schools
- TSHA with TCASE input will develop and provide more training for SLP-As
- Develop "Best Practices" guide for Special Ed Directors, Principals, Superintendents
- Presentations at TASA, TASB, TCASE to ensure others are aware of efforts and advances
- Training more bilingual SLPs

LONG TERM GOALS

- Establishment of “Grow Your Own” Programs for SLPs in school districts
- Develop a university collaborative for distance learning
 - Seeking funding from state legislature and TEA
- Improved working conditions
 - Physical space, release time, funding for CE
- Training ARD participants
- Training Parents

And it continues..

- Most recent meeting was September 11, 2006
- THANKS to ASHA, particularly
 - Janet Deppe
 - Kathy Whitmire

