

ACTION STEPS

Recruit, Support, & Retain SLPs



PROVIDE PROFESSIONAL DEVELOPMENT

Use time that is already ear-marked for teacher training to provide opportunities and funding for meaningful professional development for SLPs.



FACILITATE SOCIAL SUPPORT & COLLABORATION

Acknowledge that social support and collaboration is necessary for job satisfaction; this is especially true for SLPs who are practicing in rural areas.

EVALUATE APPROPRIATELY

Evaluate SLPs' performance using a measure (PACE) that is most relevant to their responsibilities and scope of practice.



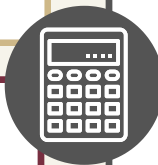
ACKNOWLEDGE EXPERTISE AND EFFORT

Be aware that SLPs make significant contributions to the outcomes of school-aged children across nine main areas of the scope of practice.



REMEMBER WORKLOAD IS NOT THE SAME AS CASELOAD

Consider a transition to a workload approach and use a workload calculator. One is freely available from ASHA.



PROVIDE WORKSPACE

Provide appropriate work space for SLPs to complete all aspects of their job duties while meeting federal requirements for student confidentiality and safety.



Have open and frequent conversations with your SLPs about how they are managing their workloads.

DISCUSS ELIGIBILITY AND EXIT CRITERIA

Include SLPs in a discussions about eligibility and exit criteria, including how your state or district interprets key phrases within the Individuals with Disabilities Education Act (IDEA).



ALLOW FLEXIBLE SERVICE DELIVERY OPTIONS

Support a variety of options for service delivery, including Multi-Tiered Systems of Support. Allow SLPs to make data-driven and individualized decisions regarding treatment intensity, frequency, and duration.



ADVOCATE FOR FUNDING SUPPORT

Provide funding to offset the cost of licensing and maintaining certification.

Offer stipends for those who supervise clinical fellows (CF).

