Caseload versus Workload

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Objectives

1. Participants will discuss the difference between workload and caseload
2. Participants will examine the benefits to a workload
3. Participants will leave with the tools to develop a workload model in their schools

What is Caseload

- The number of children seen/treated by OT as part of the IEP (individualized educational plan) or IFSP (individualized family service plan) (AOTA, 2006)
- No weight or value is given to student based on their disabilities
- Number of treatments available during a time frame

Caseload

Pros -
● Already using this model
● No change involved

Cons -
● Does not look at everything OT’s do outside of direct services
● No limit on the size
● Medical model

What is Workload

● “Encompasses all of the work activities that OT’s perform that benefit the students directly and indirectly” (Jackson, L., Polichino, J, & Potter, K., 2006)

● Including but limited to:
  ○ Activities with groups
  ○ Whole classroom activities
  ○ School wide populations

Workload

Pros -
● Looks and considers other roles of school-based OT’s
● Leads to stronger teams
● Increased job satisfaction
● Supported by: ASHA, AOTA, APTA

Cons -
● Transition and different way of thinking
● Inflexibility of schedules
● Lack of understanding of team members of role outside of intervention for students

Scheduling Strategies

- Cyclical scheduling
- Receding schedules
- Flexible scheduling


What is 3:1 Model

- Flexible scheduling method using the workload approach
- Originated in Portland Public Schools in 2001-2002
- Designed to ensure the success of implementation and sustainability of services across educational settings

Gardner, C & Lisbona, B (2009)

Why Switch to Workload

- Advocate for more OT positions
- Clearly define the role of OT in school
- Time to educate and advocate for distinct interventions
- Determine OT service needs and program needs
- Start discussions about roles and responsibilities of therapists

Approach/Plan

1. Collect Data -
   - a. snapshot
   - b. Everyone does for a given amount of time

2. Group Data -
   - a. Direct services
   - b. Services that support the student
     - i. Collaborating
     - ii. Planning
     - iii. Meetings
   - c. Activities that support natural environment or gen ed curriculum
     - i. In-services
   - d. Activities that support other federal, state, and local requirements
     - i. Documentation
     - ii. Data collection


Time study

Analyze Results

- Consider determining services on individual criteria instead of 30 - 60 minute time slots
  - Example

- Varying frequency of services
  - Everyone may not need weekly services

- Increasing opportunity for indirect services

- Increase group sessions and classroom session that teachers can generalize and implement

- Present information to supervisor

### Determining Appropriate Caseload

- **Ohio Department of Education says**
  - No more than 50 students
  - No more than 40 preschoolers

OT and PT sections of OTPRAT Board:

June 2011

- **Therapist need to consider:**
  - Severity of student’s needs
  - Level of frequency to meet goals
  - Time for planning
  - Time for evaluations and observations
  - Coordination of services
  - Time for staff development
  - Travel time
  - Time for follow-up

### Equation

North Carolina gives weights and considers:

- Number of sites
- Intensity of needs
- Supervision of assistants
- Participation in general education initiatives (RtI)
- Severity of students

North Carolina Department of Public Instruction (2015)

### Ideal Numbers from AOTA

**Guidelines for OT services in schools**

- Working 37.5 hours/week - low student needs and serving 1-2 schools
- multiplier 1.74
  - 72% intervention - 27 hours a week
    - 21.6 hours intervention
    - Of the 27 hours 5.4 are documentation
  - 13.3% assessments - 5 hours a week
  - 8% IEPs meetings and staffings - 3 hours a week
  - 6.7% lunch - 2.5 hours a week

North Carolina Department of Public Instruction (2015)
My time study

- My multiplier is 2.1
- Contract for 37.5 hours a week
  - IEP's total 1401 direct and indirect required
  - 1170 direct - 53% just doing direct
  - 130% Intervention 49 hours a week

Losing planning time and daily notes, and meetings
Without factor direct and indirect minutes 60% of work day

Action Plan

1. What is the current workload problem?
2. What can be done to address the workload issues and provide appropriate services to students?
3. Who can help resolve the OT workload issues?
4. What is a reasonable action plan to address the workload issues?

ASHA (2003)

References

References (continued)


