

## Welcome / About this Issue

Welcome to the holiday edition of the ProCare newsletter! In this issue, we feature an article on how to handle caseload issues in school therapy, which includes tips on how to manage large caseloads as they are presented.

Our Therapist of the Quarter, Julie McCay, will also be featured, along with our Recruiter of the Quarter, Stephanie McDaniel. Julie has written a special message for us and we are delighted. We are pleased to introduce them both to you as part of our ProCare family!

ProCare Therapy encourages your participation and feedback. We want to know what you're doing and what you think! We would love to hear about your individual goals and accomplishment as well as any involvement in local events or community work. We want this newsletter to be as much about you as it is about us.

Have a safe and wonderful holiday season!

**Stephanie McDaniel**

*Director of Educational Resources*



## How to Handle Caseload Issues in School Therapy

*Some tips for school-based therapists on how to manage large caseloads.*

Caseloads continue to grow for school-based therapists as more and more children are identified as being in need of services. While caseload only takes into account the number of students seen by each therapist, the amount of work involved will vary widely based on each student's needs. School districts may or may not take workload into consideration when students are added to a therapist's caseload.

It may be helpful for school-based therapists to keep track of their workload activities and present these findings to the school district. Creating a visual representation of therapy-related activities performed throughout the day gives administrators a better idea of what is involved in the treatment of each student in their caseloads. The American Speech-Language-Hearing Association (ASHA) has

recommended breaking down the workload for speech therapists into four types of activities: direct services to students, indirect activities that support students in the least restrictive environment, indirect services that support students' educational programs, and activities that support compliance with various mandates. This can help illustrate the need for additional members of the therapy team and determine the capacity of the existing program.

It can be helpful to involve ancillary teachers and support staff in therapy activities. Therapists can use in-services to help other staff members incorporate therapeutic activities into the students' general curriculum. Gym and music teachers can aid in occupational and physical therapy tasks, while classroom

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# How to Handle Caseload Issues in School Therapy

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aides can monitor students' progress and identify areas that need more work within the classroom.

Some school districts are unwilling or unable to rethink the way therapy caseloads are assigned, particularly when there are strict budget constraints. The therapy team must then work together to identify the best way to accommodate each student's individual education plan (IEP). Some students may be able to participate in group sessions, while others may need to work one-on-one with a therapist. When grouping students together, therapists need to make an effort to put students together who have similar needs.

There are therapy support services available, as well, which can help you with each therapist's caseload. If the budget allows, certain clerical tasks can be outsourced, or the school can have an outside agency review the most efficient way to distribute the caseload among all of the therapists in the department. Outside agencies can also perform the evaluations to determine a student's eligibility for services,

freeing up more time for the school-based therapy team to provide those services.

If there is no feasible way to follow every student's IEP and the school administration does not take action to correct this, it may be time to go outside the district. After talking to the special education department director and the school superintendent, therapists can take their concerns to the local teachers' union, the state education agency, or special education associations. If parents share their concerns with the therapists, the parents can also be involved in advocating for the needs of their children with these organizations.

There are many different ways to manage a large caseload for school-based therapy. Therapists need to consider how to handle their caseload issues, whether it's convincing the school district to move to a workload model, involving school support staff in therapy activities, utilizing external therapy support services, or advocating for better therapy staffing.

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## Recruiter of the Quarter – *Stephanie McDaniel*



Stephanie began her career with ProCare Therapy in early 2009. She joins us with a background in commercial real estate where she realized her strong desire to

help others find the best opportunities available to them. Transitioning into the world of healthcare has allowed

her to work with therapists in a variety of fields and increase her knowledgebase. Helping others use their abilities to make a difference in the lives of others is what makes her job so rewarding.

She takes pride in what she does and in the fact that she has made a difference in the lives of so many people. She looks forward to many more placements and years with the ProCare family!

## Featured Jobs

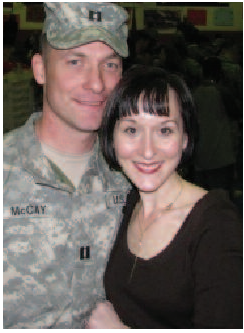
**School OT Job in Northeast California** – We have an immediate need for a school-based occupational therapist to work in one of our schools in Susanville, CA. In this position, you will have 24 kids in your caseload with an elementary and pre-school population. This position is full-time for the remainder of the school year (June 11). We are interviewing now!

**SLP Opening in Augusta, GA** – SLP job for the upcoming school year in Augusta, Georgia. This is a full-time position in a small, country town 15 miles outside of downtown Augusta. The elementary population will be the majority of your caseload. New grads welcome to apply!

**SLP Position in Asheville, NC** – Exceptional speech-language pathology opportunity in Asheville, North Carolina, for the second semester of the school year. This SLP job is full-time Monday through Friday with Friday as an office day. The therapist will be required to work with the elementary, middle, and some of the pre-school populations. Caseload averages around 50 kids and a supervisor is available for CFY.

**SLP job in Southern TN** – We have a full-time speech pathology job in one of our beautiful Tennessee schools! In this position, you will work with K-8 students in a very cozy and friendly school. Travel is limited and there is a SLPA on staff for therapy. Conveniently located 1.5 hours from Huntsville and Nashville, this opening is ideal for an SLP who wants all the advantages of city life, with the safety of a smaller town. Interview today for an immediate start!

# Therapist of the Quarter – Julie McCay



My name is Julie McCay and I have been a speech-language pathologist for six years. I obtained my bachelor's degree in communication science and

disorders from the University of Pittsburgh and my master's degree in Speech-Language Pathology from Edinboro University of Pennsylvania. My career began in North Carolina where I was in private practice.

While working in North Carolina, I met my husband Kelly who is a Major in the United States Army. After we married, our lives took a dramatic change when we were stationed in Mannheim, Germany. There I worked for the Department of Defense as a speech-language pathologist for the Extended

Year Program. I had to keep myself busy because soon after our arrival, my husband was deployed to Iraq for 16 months.

During my time in Germany, I was fortunate to become the president of the Overseas Association of Communication Sciences. The OACS is a state organization for ASHA and is made up of SLPs and audiologists who work for the US government primarily in Germany. The group has members throughout Europe who work for the US military and early intervention services, assisting in military dependent schools to serve the children of military families. There was a committee of approximately ten of us that would choose speakers who are formative in our field to fly over and present their information. This enabled us to receive continuing education credits and most importantly to increase our skills as speech-language pathologists.

Once my husband completed his deployment cycle we learned that he was accepted for the Joint Chief of Staff Program, which includes a graduate degree from Georgetown University. We packed up the two cats and dog and off we went across the Atlantic to Washington D.C. I was very nervous because I really did not know where, how, and when I could begin my career as a speech-language pathologist in the area. I did my research and spoke to a number of schools, private practices, hospitals, and contract companies. The only one that I felt listened to me and sought out interviews that matched or suited me was ProCare.

I now work at a center that is the best job of my career so far and I am truly happy being an employee for ProCare. Thank you for providing me this opportunity to share my thoughts with others.

Sincerely,  
Julie McCay MA/CCC-SLP

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## Ask ProCare

### What are the benefits of a school-based therapy job?

Clearly, the best part of working in schools is the opportunity to help children and change lives. But aside from the sheer joy that comes from doing such gratifying work, being a school therapist has some substantial perks, the most apparent one being the school schedule! As a school therapist, you'll enjoy the same perks as teachers such as:

- Flexible schedules
- School holidays and breaks
  - School hours
  - 9-month pay that's equivalent to 12-month salary

In addition, as a ProCare therapist you'll receive:

- Highly competitive compensation
- Comprehensive insurance including: medical, dental, vision, life, professional liability, and long- and short-term disability
- Matching 401(k)
- School loan repayment
- Paid ASHA dues
- Continuing education funds
- Diagnostic and therapy materials allowance
- Up-to-date testing battery of materials
- Referral bonuses
- Flexible spending account

- Relocation assistance
- CF supervision and additional CF benefits

### When is the best time to apply for a school-based job?

Now! We are currently seeking speech, occupational and physical therapists; special education teachers; sign language interpreters; psychologists; and nurses for the 2009-2010 school year. If you enjoy working with children and making a positive difference in their lives, then a school speech therapy job could be exactly what you're looking for when you graduate.



Do you have questions for ProCare?

Submit them to [newsletter@procaretherapy.com](mailto:newsletter@procaretherapy.com) and we'll answer them in the next newsletter.