

Submitter: Mary Mitchell
On Behalf Of:
Committee: House Committee On Education
Measure: HB2618

I have been a speech-language pathologist (SLP) in a school setting for 10 years and I am now a clinical assistant professor in the field. I strongly support this bill. Undeniably, large caseloads have significant impacts on the quality of service delivery to students ranging from early intervention through transition services. That alone should be reason enough to cap caseload sizes, but there are also other significant impacts of large caseloads on speech-language services in schools. Examples include, but are not limited to recruitment and retention of qualified SLPs, limited time for SLPs who volunteer to prepare the next generation of SLPs by supervising graduate student clinicians and clinical fellows, and limited opportunities for professional growth (ASHA, Caseload and Workload, n.d.). Further, the workload activities of SLPs extend beyond what the caseload reflects. Workload activities encompass a myriad of direct and indirect supports to students' educational programs, as well as activities that support compliance with federal, state, and local mandates. (ASHA, Caseload and Workload, n.d.). Something has to give in order for SLPs to work within their contractual hours and fulfill all of the caseload and workload duties required of them. The 'something that gives' is often left to district administrators and SLPs to figure out on their own with the resources they have. The conditions and consequences which have led to HB2618 demand attention and action from the House Committee on Education. Thank you.