



OT, PT, SLP Workload Calculator Guidance

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The **Workload Calculator for OT, PT, and SLP** has been updated from previous workload guidance (Guidance in Determining FTE & Workload for OT, PT, and SLP Staff) to more accurately capture the workload responsibilities of OT, PT, and SLP practitioners. Use of this calculator is only required when submitting a Caseload Waiver Request (exceeds 50 students), but is strongly recommended to ensure equitable and sustainable workload assignments. All materials related to the Workload Calculator, including a demonstration video and the calculator itself can be located on the NCDPI [Professional Development](#) webpage. Scroll down to **Workload Calculator for Occupational Therapy, Physical Therapy & Speech Language Pathology Practitioners** to locate the following items:

- [Workload Calculator for OT, PT, and SLP](#)
- [Updated Workload Tool for OT, PT, and SLP Practitioners](#) (Slide Deck-May 2022)
- [YouTube Overview - step by step video directions](#) (2023)

The Workload Calculator is designed to give an accurate, automated reflection of OT, PT, and SLP practitioner workload based on a schedule provided for one week. Other related service provider (RSP) types may also adapt the tool for their own use. It can be used by both the practitioner and administrators.

- The practitioner to:
 - track their time invested in all aspects of their workload
 - analyze data to make potential adjustments to workload and/or practices
 - advocate for adequate staffing and workload equity
- The administrator to:
 - view the actual activities for each workload
 - analyze data and initiate/guide discussions with practitioners
 - create equitable workloads across the PSU (public school unit - i.e., LEA/district/charter)
 - determine exact number/s of full-time equivalent (FTE) positions needed to adequately staff the PSU
 - provide compelling data to predict and advocate for adequate staffing to meet student needs

PSUs should discuss how often the Workload Calculator should be completed. As work varies week to week, many PSUs input schedules from a 'busy' week and a 'not so busy' week several times a school year (i.e., quarterly, once each semester). Some PSUs choose to input schedules on a monthly basis. Be encouraged to consider what data is required to manage personnel/programs and determine the necessary frequency of Workload Calculator completion.



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Completing the Tool

Tab 1: Data

For the tool to accurately calculate workload, it is imperative that accurate data is filled in by the practitioner. The first field to be completed is the **Scheduled Weekly Hours** which is the number or hours the practitioner works per week.

- For full time positions, a typical work week is 40 or 37.5 hours per week.
- For part-time positions, practitioners should input the number of hours they work per week.

Week of:

mm/dd/yyyy - mm/dd/yyyy

Scheduled Weekly Hours

(half hour for lunch)

Ratio	Projected FTE (total IEP hours x Ratio/scheduled hours)	Actual Direct Services (Intervention and Evaluation Time)	Actual FTE (total IEP hours x Ratio/Scheduled Hours)	Total # of students with IEPs Served	# of Direct Students with IEPs Served	# of Indirect Students with IEPs Served	# of Students Served via MTSS	# of Students Served via 504	# of Students Served via BIP	Total # of Students on 504/BIP	Total # of Students Served by Provider
#DIV/0!	#DIV/0!	0	#DIV/0!	0						0	0

The practitioner will need to *accurately* input the number of IEP hours they are designated to serve in the **Total IEP Hours**. For this calculation, the RSP should examine all IEPs on their workload and total the number of hours that RSP delivers to all assigned students.

For example, student #1 receives 1 hour a week, student #2 receives 2 hours per week, student #3 receives ½ hour per week that would total 3 ½ hours per week of IEP hours provided. This should be summed up for the entire workload, that equals the number of IEP hours per week. Supplemental aids and services are not included in the Total IEP Hours, rather they are accounted for in the weekly schedule/calculations. See the **Case Management Tools** section of this guidance document for additional information.

At the top of this tab, there are white boxes for the practitioners to input their name and several numbers (e.g., schools served, assistants supervised, students seen by the assistant, and students in various categories). The practitioners should **not** enter any information into the gray boxes as those boxes automatically self-calculate once a schedule has been completed.

Tab 2: Schedule

If submitting a Caseload Waiver, a schedule must accompany the submitted Workload Calculator. To streamline, districts/charters can choose to use and attach existing schedules versus requiring schedules to be completed within the calculator. The schedule on the left of this tab is *not necessarily required* (calculations **are not** being pulled from here) for the purposes of the calculations, but the boxes on the right *are required* to operate the calculator (calculations **are** being pulled from here).

The schedule should be documented by filling in the number of hours per day devoted to each activity. PSUs should clarify and ensure consistency within the PSU for what activities are included in categories. An Appendix is included in the Workload Calculator to describe potential activities for each category. Activities are color-coded and categorized according to:



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- Interventions for Students with a Plan- Check if these hours are accurate with the actual time spent with the student, on average.

	Monday	Tuesday	Wednesday	Thursday	Friday
Goal-directed Intervention for Students with an IEP					
Intervention for Students with a 504					
Intervention for Students with a BIP					
Evaluation Tasks					
Evaluation Time					
Report Writing Time					
Services on Behalf of Students with a Plan					
MTSS Intervention					
MTSS Support Activities					
Compliance (service logs, reports)					
Meetings					

- Evaluation/Reevaluation- Verify practitioners are recording both evaluation time and report writing.
- Services on Behalf of Students- Verify and ensure consistency with activities/tasks included here (e.g., time spent training instructional staff included here).
- MTSS Involvement
- Compliance with Federal, State, and Local Mandates
- Travel between Assignments
- Other

After weekly IEP hours and the practitioner schedule are completed, the tool automatically calculates the FTE for this workload.

According to the schedule provided, this calculator will accurately capture the workload activities of practitioners to help practitioners and administrators make thoughtful, data-based staffing and time allotment decisions. If IEP hours entered into the schedule are less than actual service hours provided OR if schedules are incomplete, the FTE generated will be lower than is accurate.



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Tab 3: Detail Level Report

This report is automatically generated by the calculator once a practitioner has completed their schedule.

Workload Calculator: Detail-Level Report

This report will automatically calculate, no input required

For the week of , my scheduled weekly hours were as indicated in my employment contract.

This week, I spent hours providing **direct services** in pull-out, in-class, and evaluations and reevaluations. This direct service provision accounted for of my total weekly workload.

of my hours were spent providing indirect services, such as Planning, staff/parent training, consultation with staff, programming/maintaining AAC devices, creating therapy materials, I also provided hours (constituting of my weekly workload) of indirect services in the general education setting, which includes observing students, adapting curriculum & materials for students on my caseload, and consulting with teachers pre-referral and about students on my caseload which accounted hours.

Compliance activities including complete service logs, scheduling, attend meetings (IEP, Staff, PLCs, IST, MTSS, etc.), Paperwork (writing IEPs, scoring/writing evaluation reports, progress reports, POC, school duties, work on district-wide initiatives, professional development, supervision of CF/SLP-A, Case Management tasks accounted for hours of my week, or of the total workload.

My travel between schools consisted of hours or of the total workload.

Finally, other activities, such as email & phone communication, and scheduling interpreters accounted for of my workload (total hours).

Tab 4: Appendix

Specific examples and more detailed descriptions of each category are provided here.

Case Management Tools

In preparation for completing the Workload Calculator, each practitioner will need to collect their assigned caseload roster and determine the number of IEP hours served per week (as above or see video for demonstration). There are a few ways this information can be collected and organized. One example:

- Use ECATS to pull a [Standard Report*](#) (from [ECATS Monday Message 4.10.23](#))
 - Scroll down to the **Special Education** tab
 - Click on **IEP Services Report with Minutes**
 - Select **Schools** that you serve
 - Select your **Related Service Type**
 - Select **Sort By** preference
 - Click on **Generate Report** (you will be notified when your report is ready and able to access it under **My Reports**)

Workload Data Discussion: (Suggestions for Reviewing Data)

The Workload Calculator should be used as a data display to facilitate conversations locally. Administrators/practitioners should be cautious about making assumptions pertaining to time allocation. There are no set markers or indicators for specific percentages of time that should be spent in various categories. Therefore, it is important to review the data collectively and seek clarity around

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the data as needed given the unique local context. Below are a few suggestions for reviewing the data and engaging in conversations:

- Review schedule for patterns, outliers and ask questions about allocated time
- Identify and discuss any ‘time drains’/ time spent supporting instructional staff or personnel that impacts efficiency
- Discuss travel time, school assignments, number of locations to cover (e.g., daycares, homebound students)
- Elicit suggestions to improve efficiency (i.e., communication of student absence, notice of evaluations, specific referral/team concerns)
- Streamline communication, strategies to decrease time spent on coordination or problem-solving (e.g., developing forms, establishing procedures)
- Discuss time requirements for documentation, transition activities, and collaboration (there must be regular time allotted for legal mandates and high leverage practices)
- Discuss strategies for proactive versus responsive effort (e.g., MTSS, establishing/monitoring procedures, capacity needs)

Mythbusters

There are many common myths surrounding workload and caseload for OT, PT, and SLP practitioners. The chart below includes myths and explanations for each myth, whether true or false.

Mythbuster (M):	Answer (A) & Explanation:
M1: 50 is the recommended number of students on a RSP caseload (head count).	A1: FALSE 50 is the caseload cap and triggers the need to submit a waiver. However, this is not a recommended number of students for a practitioner assignment to cover. It is best practice to use a workload model rather than a caseload model (headcount or number of direct service hours). A workload model accounts for all the responsibilities of a practitioner.
M2: The caseload cap of 50 only includes the number of students directly served by the supervising OT, SLP, or PT and does not include the assistant’s caseload.	A2: FALSE 50 includes the total number of students on the supervising practitioner’s caseload including the assistant’s caseload. The supervising practitioner is responsible for supervising the assistant in addition to directing the evaluation process, developing IEPs, attending meetings, and progress reporting for all students assigned to the assistant. For additional or discipline-specific details, please see: • Roles and Supervisory Requirements of the OT and OTA During Delivery of OT Services • NC BOPTE Rules- 21 NCAC 48C.0101 & 21 NCAC 48C.0202 • NCBOESLPA Rules



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Mythbuster (M):	Answer (A) & Explanation:
M3: Students receiving supplemental aids and services only (SAS) do not count toward the 50 caseload cap.	A3: FALSE All students that required the license and skilled expertise of the practitioners through an individualized education program (IEP) are counted toward the 50 caseload cap. The practitioners may spend significant time providing staff training, environmental modifications, and other supports through supplemental aids and services.
M4: The <i>only</i> priority for OT, PT, & SLP practitioners must be IEP hour coverage.	A4: FALSE practitioners may also be hired or contracted to serve on specialty teams, provide general education support through MTSS, provide Section 504 evaluations and services, conduct evaluations, and/or engage in administrative roles.
M5: IEP hours and/or number of students make a workload and should be the only factors considered.	A5: FALSE There are many other features of practitioner workloads. These may include, but are not limited to: • High-Leverage Practices such as assessment and and collaboration • Planning time allocated for collaboration, ensuring quality service provision and problem-solving for individualized, least restrictive environment • Legally mandated requirements such as documentation, IEP/ 504 Plan development • Important contributions to meetings, specialty teams, PSU capacity building (building/improving discipline specific programs), problem-solving situations/avoiding liability, MTSS, etcetera.
M6: A workload model rather than a caseload model is strongly endorsed by ASHA, AOTA, and APTA.	A6: TRUE ASHA, AOTA, and APTA strongly endorse the workload model due to the numerous benefits, including both positive outcomes for students, quality services and increased job satisfaction for practitioners (important for retention!). Please see Workload Approach: A Paradigm Shift for Positive Impact on Student Outcomes for additional information.
M7: The Workload Calculator is just one more thing to do.	A7: FALSE Every practitioner should have a weekly schedule to adequately plan for services, documentation, meetings, and other responsibilities. The Workload Calculator requires the practitioner to input their schedule, responsibilities and student numbers. The tool automatically calculates the multipliers and FTE. All decisions should be data-based.

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Frequently Asked Questions

Question (Q):	Answer (A):
Q1: Is the Workload Calculator a required tool for PSUs to use?	A1: The Workload Calculator is optional unless a practitioner must submit a Waiver (exceeding the 50 caseload cap). It is required as an attachment to the Waiver Form.
Q2: Can the tool be used by contract practitioners?	A2: It is encouraged that both practitioners employed and contracted by PSUs use the tool to assess workload.
Q3: This tool is not giving an accurate FTE when automatically calculated. What can be wrong?	A3: Services should be delivered as written in the IEP and IEPs should accurately reflect required related service frequency/duration. We strongly recommend checking the schedule entered to ensure it is comprehensive and includes all your work time. Often schedules are incomplete or missing time from the work day. Another common finding is that IEP hours are underestimated and (on average) more time is spent with a student than is indicated on the IEP.
Q4: I supervise an assistant(s), do I indicate the IEP hours as the total number of hours I serve plus my assistant(s) IEP hours?	A4: No, you only indicate the number of IEP hours you actually serve directly (could include co-treats with the assistant). However, the total number of students is included in the supervising practitioner's caseload number.
Q5: Do I include supplemental aids and services (SAS) into the projected IEP service hours?	A5: No, time spent on SAS is entered separately.
Q6: If our district has our own workload tool, can that be included with the waiver instead of the NCDPI Workload Calculator?	A6: No, the NCDPI Workload Calculator is used for all waiver submissions. It is not required for regular use, PSUs can employ whatever workload tool they choose.
Q7: How do I account for all the hours I work outside of the typical work day?	A7: We strongly recommend that you work with your administrator to ensure you can accomplish all work duties within paid hours. The "Other" category can be used to document additional time spent outside of the work day.
Q8: How long should the workload calculator take to complete?	A8: Approximately 30 minutes or less (as you become familiar). Initial completion may take more time. If you do not have an existing schedule to input, developing a schedule will take much more time.

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Question (Q):	Answer (A):
Q9: My weeks are not regular, they vary widely, how should I select a week?	A9: We recommend initially selecting a 'busy' week and a 'not so busy' week to capture an average. PSUs should determine how often a schedule needs to be submitted to verify workload (could be 1x/month, 1x/quarter, 1 or 2x/year or more frequently as needed).
Q10: What FTE should we aim to have?	A10: 1.0 FTE= 1 full-time position, that would be the goal for each position.
Q11: It seems the FTE calculated under-represents my time/how busy I am...	A11: Please check your IEP service delivery time and schedule for accuracy. Omitting responsibilities in your schedule or regularly providing more service time than is documented in the IEP can result in lower FTE than anticipated.
Q12: Do I record the time I spend writing my evaluation reports under documentation or evaluation/re-evaluation?	A12: We recommend including all evaluation activities (e.g., planning, evaluating, writing report) in evaluation/re-evaluation as those activities require clinical reasoning.

Workload Resources

- NC DPI
 - [Staffing for Related Service Providers](#)
 - [Guidance in Determining Staffing & FTE](#) [for reference only - previous version]
 - [Workload Calculator for OT, PT, SLP](#)
- Professional Associations
 - Joint Guidance: [Workload Approach: A Paradigm Shift for Positive Student Outcomes](#) (ASHA, AOTA, APTA)



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- Occupational therapy
 - [Caseload and Workload: Current Trends in School-Based Practice Across the US](#) ((2020) *AOTA members only
 - [Transforming Caseload to Workload in School-Based and Early Intervention Services](#) (2006)
 - [Caseload to Workload](#) (n.d.)
- Physical therapy
 - [Dosage Considerations: Recommending School-Based PT Intervention Under IDEA, A Resource Manual](#)
- Speech-language pathology
 - [ASHA Workload Calculator](#)
 - [ASHA Workload information](#)

Contacts

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