

PAPERWORK FOR SPECIAL EDUCATION SERVICES

ACTION

Ask your members of Congress to read the U.S. General Accountability Office's (GAO) report, "Special Education, State and Local-Imposed Requirements Complicate Federal Efforts to Reduce Administrative Burden," and request that Individuals with Disabilities Education Act (IDEA) reauthorization include provisions to address administrative burdens on providers.

WHAT YOU NEED TO KNOW?

The GAO released a study on February 8, 2016, titled, "Special Education, State and Local-Imposed Requirements Complicate Federal Efforts to Reduce Administrative Burden".* In 2013, ASHA worked with House Education and Workforce Chair John Kline (R-MN) and Early Childhood, Elementary and Secondary Education Subcommittee Chair Todd Rokita (R-IN) to request this study from GAO. After 25-months, the GAO failed to suggest a single concrete recommendation to improve the administrative burden in special education. Paperwork and administrative compliance continues to be a continuing top issue for ASHA's school-based audiologists and speech-language pathologists (SLPs).

WHAT YOU NEED TO SAY?

- The study suggests that between \$2.3 and \$3.4 billion in federal IDEA funds goes toward administrative tasks and not direct services to children on an annual basis.
- The burden of interpreting and complying with federal mandates often rests with clinicians; thereby, expanding their duties during and beyond the regular school day. As a result, delivering direct services to children with disabilities is constantly squeezed by completing time-consuming administrative paperwork.
- All levels of government (federal, state, and local) contribute to the paperwork burden
 - Federal: Every Student Succeeds Act, IDEA, Medicaid
 - States: Early Intervention, special education identification
 - Local School Districts: Sometimes require separate IDEA and Medicaid records on every child in IDEA, even if the child is not currently Medicaid eligible.
- Impact on ASHA's school-based members: Reduces their ability to provide the appropriate individualization, frequency, and intensity of services that children with disabilities are entitled to. Decreases professional morale and increases attrition out of school settings.

* Special Education State and Local Imposed Requirements Complicate Federal Efforts to Reduce Administrative Burden. United State Government Accountability Office. Retrieved from: <http://www.gao.gov/assets/680/674561.pdf>.

ASHA CONTACT:

Neil Snyder, Director of Federal Advocacy
202-624-7750 • nsnyder@asha.org
takeaction.asha.org