



# The Illinois Speech Language Hearing Association Guide for School-based Speech Language Pathologists and Assistants

Section One: Eligibility and Dismissal

Section Two: Workload Analysis

updated February 2026

Compiled by K. Kockler, 2026

## DEDICATION

To all school-based speech language pathologists and assistants.

It is hoped that the contents of this document will ease some of your work burden so that you can focus on your students!

## ACKNOWLEDGEMENTS

Thank you to the following colleagues who contributed time and thoughtful energy to the revision of the eligibility section of this document:

Lyn Edwards, MHS, CCC-SLP

Jeanane M. Ferre, PhD, CCC-A

Ellyn Gehrke, MS, CCC-SLP

Alyssa Henning, MA, CCC-SLP

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Sincere appreciation also goes to ISHA's Executive Board members, ISHA's Executive Director Paul Doggett and the Bostrom team, ISHA's School Affairs committee co-chairs Diane Barnes-Maguire and Linnea Guither, and to the countless SLPs throughout Illinois who have provided supportive feedback over the years. This document is the result of this wide-spread collaboration and expertise.

## INTRODUCTION

This document has been prepared for school-based speech/language pathologists, audiologists, speech language pathology assistants, and district special education administrators to provide guidance...

1. ...for **determining eligibility** for special education services, specifically for speech, language, and/or audiological services...
2. ...**based on 1) clinical judgment to identify adverse effects** (formal and informal assessments); **2) impact on academic and/or functional performance** (as defined by [IDEA](#)); and **3) present levels of performance, teachers' and parents' concerns**—all must be considered when determining what constitutes F.A.P.E. for each individual student.
3. ...for **determining an appropriate amount and type of DIRECT service delivery**—place, frequency, duration, and intensity of speech-language therapy or audiology services. The minutes per week or month are provided as a guide for consistency throughout the state, not as *pre-determined or required* service minutes. Types of service delivery may include, but are not limited to, traditional pull-out, push-in/classroom-based, 3:1 option, flexible scheduling (if appropriate), individual/group, co-treatment, and teletherapy, to name the most common service deliveries utilized at this time.
4. ...for **identifying and analyzing** the amount of **INDIRECT** work typically required to provide FAPE for each individual student; **the indirect workload is based upon the impact of the student's deficits on his/her specific needs** in order to create the most successful learning experiences for the student.

## HISTORY AND BENEFITS

The Illinois State Board of Education, specifically Jodi Fleck, originally published the Speech-Language Technical Assistance Manual in 1993; this manual contained a 2-page “Severity Matrix” table as well as guidance for finding students eligible for services and early information about Individualized Education Plans (IDEA, 1990). The SLP Tech Manual has not been in print or available since the early 2000s. In 2006, ISHA’s School Affairs Committee, under the leadership of Diane Barnes-Maguire and Karen Kockler, decided it was time to revise and update information for Illinois SLPs. The Illinois Speech Language Pathology Guide: Eligibility and Workload Analysis was first published in 2007-08, and updated in 2012, 2016, 2017, 2018, 2019, and 2023. Now, with a new title, “**The Illinois Speech Language Hearing Association Guide for School-based Speech Language Pathologists and Assistants**”, it has been updated once again. This 2026 update focused on updating the Eligibility section, aligning it more closely to the requirements of IDEA and ISBE with regard to adverse effects and educational impact. Dismissal guidance is also provided, and minor revisions were made to the Workload Analysis section.

It should be acknowledged that this document provides reference to relevant laws, and **guidelines** meant to assist providers in making eligibility, dismissal, and service delivery decisions. Descriptions of adverse effects and educational impacts that are potential for each communication disorder are included. The intent of this document is threefold:

1. First and foremost, the intent is **to promote and maintain compliance with IDEA, ISBE’s “Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention Framework: A Guidance Document”, Illinois School Code, and Illinois Administrative Code (ILAC), especially Section 226.735 “Workload for Special Educators”**. Our priority is to provide high quality, evidence-based services to students while upholding IDEA and related federal and state laws.
2. Secondly, the intent is **to support speech language pathologists in maintaining manageable workloads throughout the state**. This will lead to greater consistency statewide and district-to-district in identification of students and their needs, in service delivery and workload, and in promoting positive working conditions that will enable districts to recruit and/or retain high quality staff.
3. Finally, this document can be used **to assist districts in determining staffing needs**, as it is designed to calculate Full Time Equivalent (FTE) based on workload requirements. The ISHA School Affairs committee welcomes feedback and constructive recommendations to keep this process dynamic and current with research, terminology, and changes in state laws and expectations.

### The ISHA Guide is designed to follow:

- IDEA’s definition for eligibility (and dismissal);
- ISBE’s Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention Framework: A Guidance Document;
- IL Administrative Code Section 226.735 Workload for Special Educators.

### ISBE’s Special Education department provides the following guidance based on [IDEA](#) and the [Code of Federal Regulations](#)—

1. Educational teams should make eligibility decisions based on each of the following—
  - a. Parent and teacher observations and reports.
  - b. Present levels of academic, developmental, and functional performance (PLADFP).
  - c. Formal, standardized assessments, clinical judgment.

- d. Informal assessments, parent/teacher/student questionnaires, checklists, work samples, and observations (perhaps in various settings).
  - e. Identified/documented adverse effects with impact on educational performance. Educational performance includes academic and functional performance.
2. Dismissal would be based on present levels of performance, and whether or not there are continued adverse effects with impact on educational performance (academics and function, as determined by re-evaluation if warranted/required) and access to FAPE as determined by the team's initial eligibility determination;
  3. If a student is dismissed from S/L services, and/or any special education service, the student **can** be found eligible for services again if there are observed adverse effects, educational impacts; adverse effects, impacts can be the same as the previous eligibility, or they can be different.
  4. When writing IEPs, it is important to remember to enter minutes for both DIRECT and INDIRECT services. Some IEP online platforms allow minutes for indirect services to be entered separately from direct minutes; this prevents INDIRECT minutes from interfering with the calculations for percentage of time in/out of general education. One would enter in the DIRECT service minutes on the Placement page as usual; INDIRECT service minutes can be entered either on the Placement page, **AND/OR** in any of the following IEP sections: Educational Accommodations/Modifications (in Supplementary Aids, Accommodations, or Modifications), in the narrative section on the Goals and Objectives/Benchmarks page, and/or in Additional Notes. If minutes for both direct and indirect minutes are not documented on the IEP, no one can support the need for time in your workload.

Both of these guides, the ISHA Speech Language Pathology guide and ISBE's Special Education Eligibility and Entitlement Procedures and Criteria guide, are based on the requirements of IDEA. It is important to know what these documents contain because they give you the official language to use should you ever find yourself having to defend your clinical and/or professional judgment to you administrators, teachers, or even to parents.

## RELEVANT FEDERAL and STATE LAWS, RESOURCES, and DEFINITIONS

- [Code of Federal Regulations \(eCFRs\) Title 34 Education](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [IDEA: Individualized Education Plans](#)
- [US Department of Education 504 Plans](#)
- [Parent and Educator Guide to 504 Plans](#)
- MTSS/RtI is defined as a “framework” within which districts are to provide a continuum of support that is responsive to individual student needs. MTSS aims to prevent academic and behavioral difficulties, identify and address challenges early on, and improve overall student outcomes. IDEA does not mandate MTSS or RtI, but it explicitly authorizes the use of a student's response to scientific, research-based intervention for early intervention and for identifying specific learning disabilities. ESSA complements this by encouraging schools to use evidence-based, multi-tiered systems of support to address academic and behavioral needs early and systematically. Supporting documents—OSEP Letters: [Preschool](#) and [K-12/General Reference](#) However, Illinois School Code, Article 14 Section 8.02g (b) does mandate that “...A school district must utilize response to scientific, research-based intervention or multi-tiered systems of support as part of an evaluation procedure...”. Also see ASHA's resources under “Multi-Tiered System of Supports...” in Additional Resources below.

[ILLINOIS State Board of Education \(ISBE\)](#)

[Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention Framework: A Guidance Document](#)

[IEP Instructions for Forms](#); [IEP Forms](#) (scroll down to choose language)

[Notice and Consent Forms Instructions](#); [Notice and Consent Forms](#) (scroll down to choose language)

[ILLINOIS ADMINISTRATIVE CODE TITLE 23 Education and Cultural Resources](#)

ILLINOIS ADMINISTRATIVE CODE [Section 226.735 Workload for Special Educators](#)

[ILLINOIS SCHOOL CODE](#) (Article Listing)

[Public Act 101-0515](#) (includes directives for the provision of paperwork prior to meetings, therapy logs if requested, etc.)

[Article 14 Children with Disabilities](#)

[ILLINOIS SPEECH LANGUAGE PATHOLOGY and AUDIOLOGY PRACTICE ACT](#)

**ADDITIONAL RESOURCES**

American Speech Language Hearing Association ([ASHA](#))

[Caseload and Workload](#)

[Communication Milestones. Age Ranges](#)

[Practice Portal](#) (linked topics)

[Resources for School-based SLPs](#)

[Multi-Tiered System of Supports \(MTSS\) and Response to Intervention \(Rtl\)](#); [The SLP's Role in MTSS & Referral](#) (.pdf chart)

[Working for Change: A Guide for Audiologists and SLPs in Schools](#)

Crowe and McLeod, [Speech Sound Development Chart](#) (2020)

Dolby, Carolyn, [Dysphagia in the Schools: Making Mealtime Safe and Meaningful](#); The ASHA Leader, November 13, 2025

Ferre, Jeanane, PhD., [Central Auditory Processing Disorders](#)

Illinois State Board of Education ([ISBE](#))

[Special Education](#)

[IEP Forms Instructions](#) (in English)

[IEP Forms](#) (scroll down to desired language)

[Notices and Consent Forms Instructions](#) (in English)

[Notices and Consent Forms](#) (scroll down to desired language)

Northwest Suburban Special Education Organization ([NSSEO](#))

[SLP Criteria](#), [Speech Therapy Information](#)

Wisconsin Department of Public Instruction ([WPI](#)); [Speech or Language Impairment](#)

## SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Eligibility Type	Purpose	Core Eligibility Criteria	Educational Impact Requirement	Examples (Non-Exhaustive)
<b>Primary Eligibility</b>	Establishes the student's primary disability category under IDEA and forms the basis for special education services.	Student meets state and federal criteria for a disability category• Disability is documented through comprehensive evaluation data• Disability is not primarily the result of lack of instruction, cultural factors, or limited English proficiency	The disability <b>adversely affects educational performance</b> and requires <b>specially designed instruction</b>	Specific Learning Disability, Speech or Language Impairment, Autism, Intellectual Disability, Emotional Disability, Other Health Impairment
<b>Secondary Eligibility</b>	Identifies an additional disability that contributes to the student's educational needs but is not the primary basis for services.	Student meets eligibility criteria for a second disability category• Data demonstrate a distinct, co-occurring condition• Condition contributes to educational or functional needs	The secondary condition <b>compounds or interacts with the primary disability</b> , affecting progress or access to the curriculum.	Speech or Language Impairment secondary to Autism, OHI secondary to SLD, Emotional Disability secondary to Autism
<b>Related Service Eligibility</b>	Determines the need for supportive services required to benefit from special education.	Student is already eligible for special education under a primary category• Evaluation data support a need for a specific related service	The service is <b>necessary for the student to benefit from special education</b> , but does <b>not</b> require specially designed instruction in that area.	Speech-Language Services, Occupational Therapy, Physical Therapy, Counseling, Transportation

**SOURCE: Federal Statute and Regulations (IDEA) and the Code of Federal Regulations (CFRs)**

[Individuals with Disabilities Education Act \(IDEA\)](#), 20 [U.S.C. § 1400 et seq.](#), 34 [CFR 300](#)

1. 34 C.F.R. § 300.8 — Child with a disability (disability categories).
2. 34 C.F.R. § 300.301–300.311 — Evaluation, reevaluation, and eligibility determination requirements.
3. 34 C.F.R. § 300.306 — Determination of eligibility.
4. 34 C.F.R. § 300.34 — Related services (definition and scope).
5. 34 C.F.R. § 300.39 — Specially designed instruction.
6. 34 C.F.R. § 300.101 — Free Appropriate Public Education (FAPE).

# Section One:

# Eligibility and Dismissal

## Speech Language Categories

**Eligibility** is based on the *presence* of adverse effects with negative impact on academic and/or functional performance.

**Dismissal**, therefore, is based on the *absence* of adverse effects impacting academic and/or functional performance. There is no need for a separate policy.

If a student was dismissed but adverse effects are identified later on, he/she can still be found eligible for services, whether the adverse effects are the same or different. The process for determining eligibility would be the same.

# Categories and Links to Descriptors and Eligibility Guidance

NOTE: You are encouraged to click on the links, open the .pdfs and download to your computer. This will allow you to expand the text for easier reading.

## 1. Speech Sound Disorders

[Articulation and Phonological Disorders](#)

[Motor Speech Disorders](#)

## 2. Language

[Receptive/Expressive/Pragmatic Disorders](#)

[Central Auditory Processing Disorders](#)

## 3. Fluency/Stuttering

[Child Onset Fluency/Stuttering Disorders](#)

## 4. Voice

[Voice Disorders](#)

## 5. Feeding/Swallowing

[Feeding and Swallowing Disorders](#)

The following is a sample.

LANGUAGE: Receptive, Expressive and Pragmatic Language						
<b>GATHERING INFORMATION</b> (preparing for Domain Review, Eligibility Determination, etc.)	<input type="checkbox"/> File Review	<input type="checkbox"/> Teacher Report/Observations	<input type="checkbox"/> Work Samples (various subjects)	<input type="checkbox"/> Formal/Informal Assessments	<input type="checkbox"/> Other	
	<input type="checkbox"/> Prior Hx/Background	<input type="checkbox"/> Student Interview (if appropriate)	<input type="checkbox"/> Classroom Observations	<input type="checkbox"/> Language Sample	<input type="checkbox"/> <a href="#">ISBE Special Ed Elig &amp; Entitlement Procedures/Rtl Framework</a>	
	<input type="checkbox"/> Audiological Hx/Results	<input type="checkbox"/> Team Collaboration/Discussion	<input type="checkbox"/> Rating Scales	<input type="checkbox"/> Dynamic Assessment	<input type="checkbox"/> <a href="#">Developmental Milestones</a>	
	<input type="checkbox"/> Parent/Guardian Interview	<input type="checkbox"/> Speech/Language Screening and/or evaluation	<input type="checkbox"/> Behavior	<input type="checkbox"/> Differential Diagnosis	<input type="checkbox"/> <a href="#">IL Common Core Standards</a> (scroll down to links at bottom of page)	
<b>RECEPTIVE, EXPRESSIVE and/or PRAGMATIC LANGUAGE:</b> The student exhibits impaired comprehension and/or use of spoken, written, and/or other symbol systems. The disorder may involve (1) the form and structure of language (i.e. morphology, syntax/grammar), (2) the content of language (i.e. vocabulary), and/or (3) the function of language in communication (i.e. social interactions) in any combination. Per ASHA, "A spoken language disorder represents a persistent difficulty in the acquisition and use of listening and speaking skills across any of the five language domains: phonology, morphology, syntax, semantics, and pragmatics" as it compares to commensurate same-aged peers.						
<b>ADVERSE EFFECT(S) of RECEPTIVE, EXPRESSIVE and PRAGMATIC LANGUAGE</b>	<b>ACADEMIC PERFORMANCE may be characterized by...</b>			<b>FUNCTIONAL PERFORMANCE may be characterized by...</b>		
	<input type="checkbox"/> Decreased length of utterance	<input type="checkbox"/> Errors noted in semantics/meaning, receptive language (eg. vocabulary, comprehension)	<input type="checkbox"/> Difficulty with listening comprehension, such as understanding questions and following directions, inferring based on experiences and texts	<input type="checkbox"/> Difficulties in expressing ideas, feelings, and/or experiences clearly and effectively (ie: narrative story-telling and discourse)	<input type="checkbox"/> Difficulties with utilizing and expressing themselves using expected nonverbal and verbal communication	
	<input type="checkbox"/> Errors noted in morphology (ie: prefixes, suffixes/word endings, plural and possessive forms)	<input type="checkbox"/> Difficulties noted in oral/written organization of thoughts/ideas, difficulty with word finding	<input type="checkbox"/> Difficulties in understanding or inferring/predicting others' thoughts and feelings, and/or judging appropriateness of own emotions	<input type="checkbox"/> Difficulties in initiating and/or sustaining conversations, and/or making relevant contributions to small/whole group discussion	<input type="checkbox"/> Difficulties with comprehension of nonliteral language, sarcasm, humor, and idioms used by same-age peers	
	<input type="checkbox"/> Errors noted in syntax/grammar, (ie: past tense markers, word order/sentence structure)	<input type="checkbox"/> Slower rate of vocabulary development; difficulties in comprehending curricular terms and concepts	<input type="checkbox"/> Difficulty keeping up with fast-paced peer interactions; limited peer interactions reluctance or avoidance of social situations	<input type="checkbox"/> Difficulties in recognizing and/or modifying a message based on communication breakdowns	<input type="checkbox"/> Difficulties problem solving or advocating for assistance	
<b>PARENT/GUARDIAN, TEACHER, TEAM OBSERVATIONS</b> *Observations and feedback should be gathered in a way that determines if skills are commensurate to same-aged peers and limit progress and access to the general education environment.	<i>Based on teacher/team input and collected data:</i> The individual is progressing with course standards at an equivalent rate as same-aged peers. The student is able to use skills to express and understand language independently.	<i>Based on teacher/team input and collected data:</i> The individual may be progressing toward mastery of IL Learning Standards at a slower rate when compared to same-age peers. Language is characterized by mild difficulties as checked and/or noted above; needs are beyond the provision of general education tiered supports.	<i>Based on teacher/team input and collected data:</i> The individual is progressing toward mastery of IL Learning Standards at a moderately slower rate when compared to same-age peers. Language is characterized by moderate difficulties as checked and/or noted above; needs are beyond the provision of general education tiered supports. Curricular modifications <b>may be</b> necessary to support progress.	<i>Based on teacher/team input and collected data:</i> The individual is progressing toward mastery of IL Learning Standards at a significantly slower rate when compared to same-age peers. The clinician may choose to administer an alternative/functional teacher feedback form. Language is characterized by substantial difficulties, as checked and/or noted above; needs are beyond the provision of general education tiered supports. Curricular modifications <b>are</b> necessary to support progress.	<i>Based on teacher/team input and collected data:</i> The clinician will administer an alternative/functional teacher feedback form. The individual is progressing toward mastery of Essential Elements. Language is characterized by profound difficulties, as checked and/or noted above; needs are beyond special education services within general education. Alternative curriculum is necessary to support progress.	
<b>FORMAL, INFORMAL ASSESSMENTS</b> Direct SLP assessments, Curriculum-based Measurements (CBMs), State Assessments Informal assessments can all be considered.	Formal or standardized scores are less than 1.0 standard deviation (SD) from the mean. Informal assessments are within the average range.	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Formal or standardized scores are 1.0–1.5 standard deviations below the mean (16th–10th percentiles). Informal assessments are mildly discrepant.	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Formal or standardized scores are 1.5–2.5 standard deviations below the mean (9th–3rd percentiles). Informal assessments are moderately discrepant.	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Language skills may be measured through alternative functional assessment. Formal or standardized scores are 2.5 or more standard deviations below the mean (below the 3rd percentile). Informal assessments are substantially discrepant.	The student demonstrates a deficit in receptive, expressive, or pragmatic language. Language skills may be measured through alternative functional assessment. Standardized assessment may not be able to be administered. Informal assessments show profound discrepancies.	
<b>CLINICAL IMPRESSIONS:</b> Consider the supports provided in the educational environment. Use clinical judgment and known program supports to make appropriate decisions.	Student is independently able to perform desired skill without prompting or specialized intervention. Student has mastered compensatory strategies to navigate their functional and academic environment at a level that is commensurate to same-aged peers. If previously eligible, student has met desired goals.	Student requires or continues to require minimal specialized intervention to limit the impact of difficulties in comparison to same aged peers. If previously eligible, student is progressing toward goals, but a mild impact continues to be documented through the evaluation process.	Student requires or continues to require moderate specialized intervention to limit the impact of difficulties in comparison to same aged peers. If previously eligible, student is progressing toward goals, but a moderate impact continues to be documented through the evaluation process.	Student requires or continues to require substantial specialized intervention to limit the impact of difficulties in comparison to same aged peers. Augmentative communication systems <b>may be</b> warranted. If previously eligible, student is progressing toward goals, but a substantial impact continues	Student requires or continues to require substantial specialized intervention to limit the impact of difficulties in comparison to same aged peers. Augmentative communication systems <b>may be</b> warranted. If previously eligible, student is progressing toward goals, but a profound impact continues	
<b>OVERALL IMPACT:</b>	<b>NO IDENTIFIABLE/ADVERSE IMPACT</b> No Services The individual demonstrates age-appropriate speaking, listening skills, and pragmatic skills is able to navigate the educational environment independently. There is no adverse impact.	<b>MILD IMPACT</b> The individual's speaking and listening language skills (receptive, expressive, written, or reading) may have a minimal to mild impact on communicating effectively within the educational environment.	<b>MODERATE IMPACT</b> The individual's speaking and listening language skills (receptive, expressive, written, or reading) have a moderate impact that interferes with communicating effectively within the educational environment.	<b>SUBSTANTIAL IMPACT</b> The individual's speaking and listening language skills (receptive, expressive, written, or reading) may have a minimal to mild impact on communicating effectively within the educational environment.	<b>PROFOUND IMPACT</b> The individual's speaking and listening language skills (receptive, expressive, written, or reading) have a profound impact that interferes with communicating effectively within the educational environment.	
<b>SUGGESTED MPW/MPM:</b> *Minutes across all impact levels depend on the supports present in the educational environment.	<b>SUGGESTED MINUTES:</b> 0 minutes	<b>SUGGESTED MINUTES:</b> 15-30 mpw/60-120 mpm	<b>SUGGESTED MINUTES:</b> 31-60 mpw/124-240 mpm	<b>SUGGESTED MINUTES:</b> 61-90 mpw/244-360 mpm	<b>SUGGESTED MINUTES:</b> Consider supports already available in the educational environment; base minutes on student need.	

# Section Two: **Workload Analysis**

The [SLP Team Worksheet](#) & [Sample](#)

[Individual Student Profile](#) & [Sample](#)

[SLP Summary Profile](#) & [Sample](#)

The team may also find the statistics provided in ASHA's Schools Surveys to be helpful comparisons. Surveys are completed every even-numbered year. Here is the link to the [2024 ASHA Schools Survey](#) for your convenience. The next survey will be conducted in 2026.

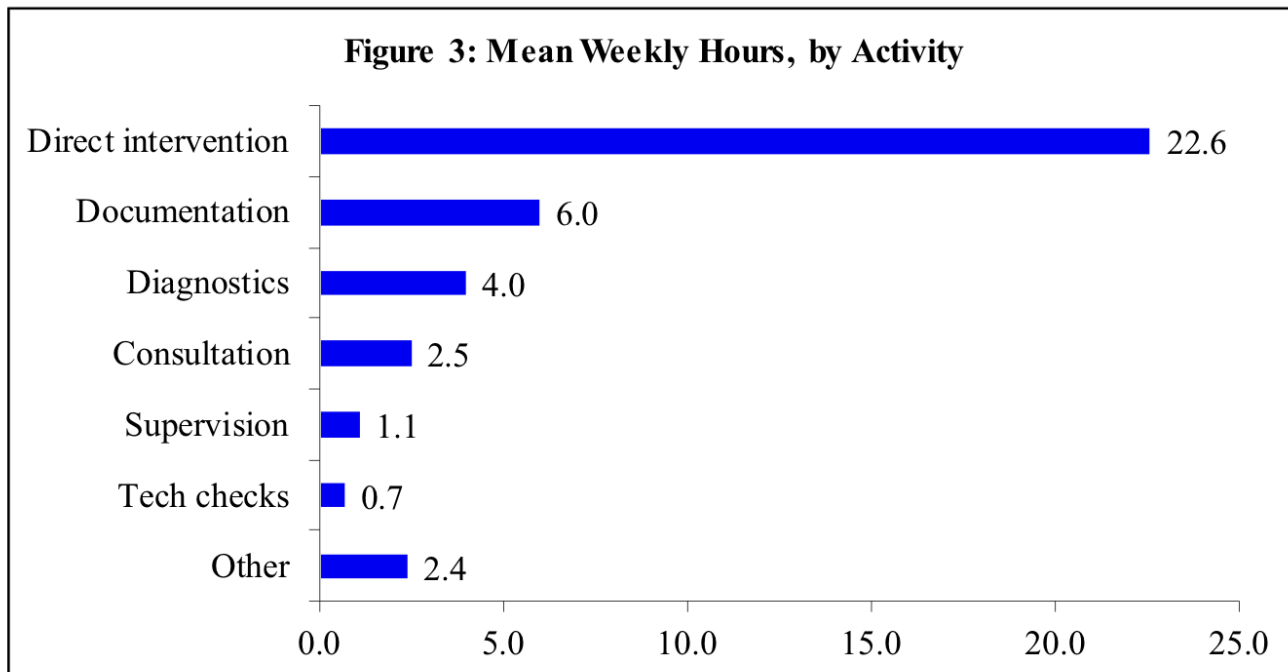
# BLANK TEMPLATE Worksheet for SLP Teams to Determine Typical/Average Minutes/Month for Activities

RESOURCES: ASHA's Schools Surveys, specifically [Caseload and Workload Characteristics](#) (i.e. page 6 Weekly Hours by Activity)  
Use your district's Collective Bargaining Agreement (CBA) for contractual work/plan/lunch times, etc.

For Student Info (page 1) and SLP Summary (page 2) of ISHA's WL Analysis: (times listed are suggested; use averages determined by your district's SLP team) NOTE: For activities/tasks that happen infrequently, divide the minutes by 9 months and use that result as mpm.	
TASK/ACTIVITY	Minutes/Month
Referrals (non-IEP'd students): Consultations: eg. a 15 minute consultation divided by 9 mos = 1.7 mpm Team Consensus = _____ minutes/consultation ÷ 9 mos = _____ mpm →	_____ mpm
Observations: eg. a 10 minute observation divided by 9 mos = 1.1 mpm Team Consensus = _____ minutes/observation ÷ 9 mos = _____ mpm →	_____ mpm
Screening: eg. a 20 minute screening divided by 9 mos = 2.2 mpm Team Consensus = _____ minutes/screening ÷ 9 mos = _____ mpm →	_____ mpm
Initial Evaluation OR 3-year Re-eval eg. 2-3 hrs = 120-180 min ÷ 9 mo. = 13.3-20 mpm Team Consensus = _____ minutes/evaluation ÷ 9 mos = _____ mpm →	_____ mpm
Communication, Networking, Meetings: <input type="checkbox"/> Parents; Networking with outside agencies = _____ min ÷ 9 months = _____ min/month → <input type="checkbox"/> P/T conferences = _____ min/student ÷ 9 months = _____ min/month → <input type="checkbox"/> Domain Review = _____ min ÷ 9 months = _____ min/month → <input type="checkbox"/> Annual Review, Transition Mtgs = _____ min ÷ 9 months = _____ min/month → <input type="checkbox"/> Eligibility (eval, re-eval) + IEP/Annual Review = _____ min ÷ 9 months = _____ min/month → TOTAL COMMUNICATIONS, MEETING MIN/MONTH = _____ mpm →	_____ mpm
Direct Intervention Services (see ISHA guide; use clinical judgment to determine direct intervention minutes for each student); This will not be based on team consensus. <input type="checkbox"/> Mild = 15-30 mpw = 60-120 mpm → <input type="checkbox"/> Moderate = 31-60 mpw = 124 → <input type="checkbox"/> Substantial = 61-90 mpw = 244-360 mpm → <input type="checkbox"/> Profound = minutes based on student need + supports available in the educational environment. →	_____ mpm
Scheduling students for direct services, evaluations, classroom observations, etc. (not for meetings with parents) _____ min ÷ 9 months = _____ min/month →	_____ mpm
Case Management Responsibilities: scheduling DR, Elig/IEP meetings, preparing paperwork, maintaining files, etc. [Determined only for each student the SLP case manages] _____ min/wk x 4 = _____ min/month →	_____ mpm/st.
Record-keeping: <input type="checkbox"/> Evaluation report writing = _____ min/per student report ÷ 9 months = _____ mpm/student → <input type="checkbox"/> Progress monitoring = _____ mpm (per student; some students will require more time) → <input type="checkbox"/> Progress reports/quarter updates = _____ min/st x 4/yr = _____ min/st/yr ÷ 9 = _____ mpm/st →	_____ mpm/st

Individualized/specialized therapy program, materials, or devices needed (i.e. social stories, picture/visual cues and/or schedules, PROMPT, AAC/AT + device maintenance and programming, etc.). = ____ min/wk x 4 = ____ mpm/st →	____mpm/st.
Academic supports: Team Meetings = ____ mpw/st x 4 = ____ mpm. → Curriculum Modifications = ____ mpw/st x 4 = ____ mpm. → Consults/Trainings (teachers, aides, parents) = ____ mpw/st x 4 = ____ mpm →	Team Mtgs = ____ Curric Mod = ____ Consult = ____
Behavioral factors—student may exhibit chronic and/or severe aggression requiring development and implementation of a Behavioral Intervention Plan (BIP); team collab. ____ min/week x 4 = ____ min/month →	____mpm/st.
<b>SLP Summary (page 2) of ISHA’s WL Form (calculate monthly minutes)</b>	
TOP of pg. 2: enter student initials, total WL mpm from student page, and enter direct minutes. TOTAL Indirect mpm will be auto calculated.	
<b>TASK/ACTIVITY</b>	<b>Minutes/Month</b>
1. Service Provider’s typical # of total direct student session minutes/day: enter in space provided. Total Direct Session minutes/week auto-summed. Use your own schedules and session times to enter totals.	----
2. # of total direct session mpw is auto-populated and auto-calculated on the SLP Summary form to give the total direct session minutes/month.	----
3. Each total from the 4 “Indirect” mpm columns from the top section will auto-populate and sum.	----
4. The first two items will auto-populate on the actual SLP Summary page. Then... Enter *Contractual <b>Plan</b> Time for <b>Elementary</b> = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual <b>Plan</b> Time for <b>MS</b> = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual <b>Lunch</b> Time for <b>Elementary</b> = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual <b>Lunch</b> Time for <b>MS/HS</b> = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Supervision of CFs, SLPAs; Mentoring = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Total MTSS/Rtl Consultation Time = ____ mpw x 4 = ____ mpm →	____mpm
Enter *District-required mtgs (PD, SIP, PLCs, Gen Info, etc.) = ____mpm →	____mpm
Enter *Medicaid Billing/FFS/Administrative Outreach = ____ mpw x 4 = ____ mpm →	____mpm
Enter. *Travel Time (between buildings or to off-site/home-bound services). = ____ mpw x 4 = ____ mpm. →	____mpm
<b>TOTAL TIME NEEDED BY SERVICE PROVIDER.</b> [auto-sums and auto-populates on SLP form]. →	____mpm
6. Enter District Contractual Minutes = ____ hrs/week x 60 min. = ____ mpw x 4 = ____ mpm →	____mpm
7. Calculate WORKLOAD Time [form auto-populates and auto-calculates from #5, 6]. →	----
8. Calculate Full Time Equivalent (FTE) [form auto-populates and auto-calculates from #5, 6]. →	----

The following excerpt from page 7 of ASHA's [2024 Schools Survey: Caseload and Workload Characteristics](#) may provide teams with additional guidance regarding activities and “average” times PER WEEK as reported by respondents. [Please be sure to note whether times are in minutes/week, hours/week, etc., as your calculations’ accuracies will be dependent on consistent use of time units.]



*Note.*  $n = 2,347$ . Total number of hours was limited to a maximum of 55 which captured 89% of respondents.

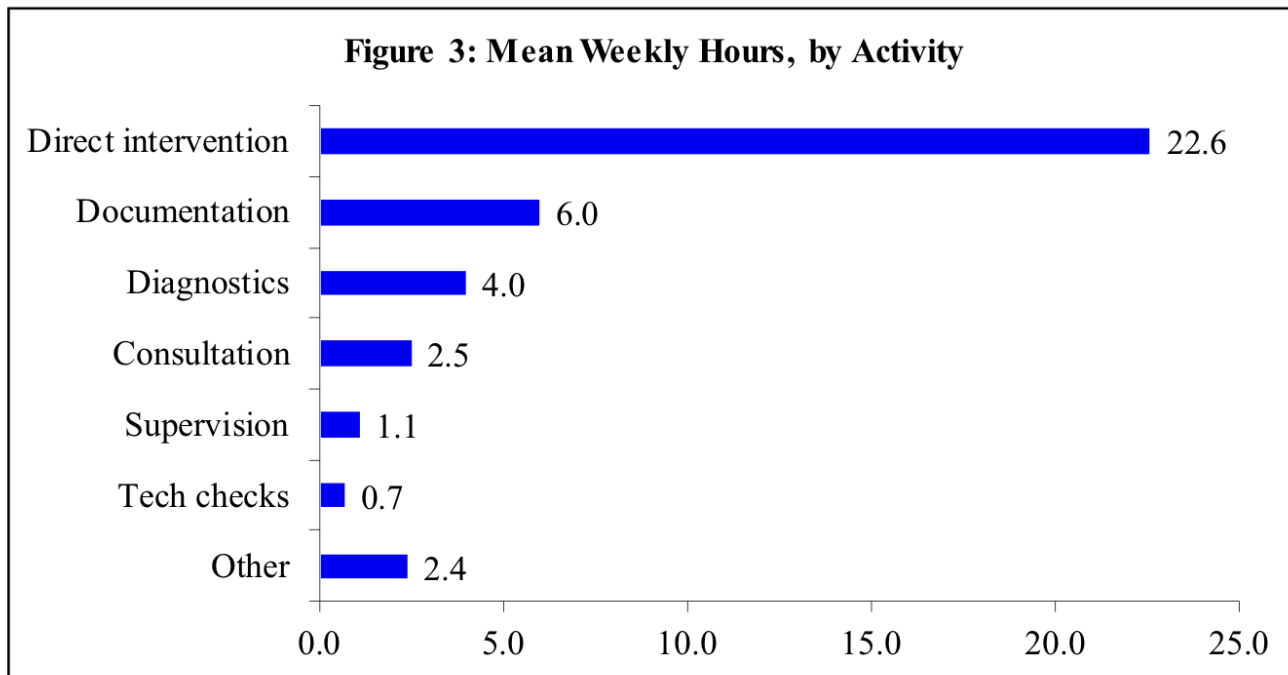
Respondents also reported that they spent a mean of

- 6.0 hours on documentation;
- 4.0 hours on diagnostic evaluations (e.g., observation, screening, scoring, analysis);
- 2.5 hours on collaborative consultation;
- 1.1 hours on supervision;
- 0.7 hour on technology checks; and
- 2.4 hours on other duties as assigned.



Individualized/specialized therapy program, materials, or devices needed (i.e. social stories, picture/visual cues and/or schedules, PROMPT, AAC/AT + device maintenance and programming, etc.). = <u>30</u> min/wk x 4 = <u>120</u> mpm →	<u>120</u> mpm
Academic supports: Team Meetings (incl. BIP teams) = <u>30</u> mpw x 4 = <u>120</u> mpm → Curriculum Modifications = <u>30</u> mpw x 4 = <u>120</u> mpm → Consults/Trainings (teachers, aides, parents) = <u>15</u> mpw x 4 = <u>60</u> mpm →	120 mpm 120 mpm <u>60 mpm</u> Total 300 mpm
Behavioral factors—student may exhibit chronic and/or severe aggression requiring development and implementation of a Behavioral Intervention Plan (BIP); team collaboration. = <u>30</u> min/week x 4 = <u>120</u> min/month →	<u>120</u> mpm
<b>SLP Summary (page 2) of ISHA's WL Form (calculate monthly minutes)</b> TOP of pg. 2: enter student initials, total WL mpm from student page, and enter direct minutes. Indirect mpm will be auto calculated.	
TASK/ACTIVITY	Minutes/Month
1. Service Provider's typical # of total direct student session minutes/day: enter in space provided. Total Direct Session minutes/week auto-summed. Use your own schedules and session times to enter totals.	---
2. # of total direct session mpw is auto-populated and auto-calculated on the SLP Summary form to give the total direct session minutes/month. Eg. 12 sessions/day @ 30 min each = 360 min/day x 4 days = 1440 mpw x 4 wks = 5760 mpm →	---
3. Each total from the 4 "Indirect" mpm columns from the top section will auto-populate and sum.	---
4. The first two items will auto-populate on the SLP Summary form. Then... Enter *Contractual <b>Plan</b> Time for <b>Elementary</b> = <u>300</u> mpw x 4 = <u>1200</u> mpm →	1200 mpm
Enter *Contractual <b>Plan</b> Time for <b>MS/HS</b> = _____ mpw x 4 = _____ mpm →	_____ mpm
Enter *Contractual <b>Lunch</b> Time for <b>Elementary</b> = <u>200</u> mpw x 4 = <u>800</u> mpm →	<u>800</u> mpm
Enter *Contractual <b>Lunch</b> Time for <b>MS/HS</b> = _____ mpw x 4 = _____ mpm →	_____ mpm
Enter *Supervision of CFs, SLPAs; Mentoring = <u>30</u> mpw x 4 = <u>120</u> mpm. →	<u>120</u> mpm
Enter *Total MTSS/Rtl Consultation Time = <u>30</u> mpw x 4 = <u>120</u> mpm →	<u>120</u> mpm
Enter *District-required mtgs (PD, SIP, PLCs, Data, Gen Info, etc.) = <u>180</u> mpm →	<u>180</u> mpm
Enter *Medicaid Billing/FFS/Administrative Outreach = <u>50</u> mpw x 4 = <u>200</u> mpm	<u>200</u> mpm
Enter. *Travel Time (between buildings or to off-site/home-bound services). <u>50</u> mpw x 4 = <u>200</u> mpm. →	<u>200</u> mpm
TOTAL TIME NEEDED BY SERVICE PROVIDER. [auto-sums and auto-populates on SLP form]. →	_____ mpm
6. *Enter District Contractual Minutes = <u>37.25</u> hrs/week x 60 min. = <u>2235</u> mpw x 4 = <u>8940</u> mpm →	8940 mpm
7. Calculate WORKLOAD Time [form auto-populates and auto-calculates from #5, 6]. →	_____ mpm
8. Calculate Full Time Equivalent (FTE) [form auto-populates and auto-calculates from #5, 6].	---

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- 0.7 hour on technology checks; and
- 2.4 hours on other duties as assigned.

## Section Two: WORKLOAD ANALYSIS--INDIVIDUAL STUDENT PROFILE

NOTE: Complete ONE form per student on caseload. This form is for SERVICE PROVIDER USE ONLY, and is not intended to become part of the student's permanent record.				
STUDENT NAME:	DOB:	GR/TCHR:	SCHOOL YEAR:	DATE:
SPECIAL EDUCATION and/or ADDITIONAL SERVICES (per IEP, 504, etc. check all that apply):	<input type="checkbox"/> Sp-Language Impaired <input type="checkbox"/> Specific Learn. Dis. <input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Other Health Impaired <input type="checkbox"/> Autism Spectrum Dis. <input type="checkbox"/> Social Work	<input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Vision Itinerant <input type="checkbox"/> Hearing Itinerant	<input type="checkbox"/> Physical Therapy <input type="checkbox"/> Orient. & Mobility <input type="checkbox"/> Other (specify):
SSP NAME:	TITLE:	<input type="checkbox"/> Case Manager	<input type="checkbox"/> Service Provider	<input type="checkbox"/> Both CM + SP
Factors that influence need, frequency, duration, and intensity of service(s). MARK/IDENTIFY ALL THAT APPLY TO THIS STUDENT. Add details in NOTES if warranted/helpful.				ACTUAL TIME NEEDED in minutes per month
Student is referred for consultation with teacher and/or observation.	NOTE:			
Student is referred for screening.	NOTE:			
This student requires an initial evaluation or a 3-yr re-evaluation this year (180 minutes within 60 days, one time during the year = 20 mpm).	NOTE:			
Communications/networking with parents, outside agencies. Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).	NOTE:			
DIRECT INTERVENTION SERVICES as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (total monthly minutes for direct services). If a varied service delivery is documented on the IEP, enter a total amount of time allotted for direct services (eg. group and individual services, push-in, etc.).	From Section 1: Mild = 120 mpm; Moderate = 240 mpm; Substantial = 360 mpm; Profound = mpm based on student need. This will be the amount subtracted from the total to calculate the INDIRECT minutes required. NOTE:			
Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.	NOTE:			
Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc. (only for those students the SLP case manages).	NOTE:			
Record-keeping: evaluation report writing, progress monitoring, progress updates/reports.	NOTE:			
Individualized/specialized therapy program, materials, &/or devices needed (eg. social language stories, picture/visual cues and/or schedules, low tech PROMPT, AAC/AT programming & maintenance). Translation of materials, documents into home language.	NOTE:			
Academic supports (e.g. curriculum modifications, team meetings, teacher/support staff consultations and/or trainings).	NOTE:			
Behavioral factors; student may exhibit chronic and/or severe aggression which has required the development of and/or implementation of a Behavioral Intervention Plan (BIP).	NOTE:			
<b>TOTAL DIRECT + INDIRECT WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =</b>				

## Section Two: WORKLOAD ANALYSIS--INDIVIDUAL STUDENT PROFILE

NOTE: Complete ONE form per student on caseload. This form is for SERVICE PROVIDER USE ONLY, and is not intended to become part of the student's permanent record.				
STUDENT NAME: <b>SAMPLE 3rd Grader</b>	DOB: <b>2/20/2018</b>	GR/TCHR: <b>3/ROUSH</b>	SCHOOL YEAR: <b>2025-26</b>	DATE: <b>2/20/2026</b>
SPECIAL EDUCATION and/or ADDITIONAL SERVICES (per IEP, 504, etc. check all that apply):	<input type="checkbox"/> <b>Sp-Language Impaired</b> <input type="checkbox"/> Specific Learn. Dis. <input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Other Health Impaired <input type="checkbox"/> Autism Spectrum Dis. <input checked="" type="checkbox"/> <b>Social Work</b>	<input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Vision Itinerant <input type="checkbox"/> Hearing Itinerant	<input type="checkbox"/> Physical Therapy <input type="checkbox"/> Orient. & Mobility <input type="checkbox"/> Other (specify):
SSP NAME: <b>KAREN KOCKLER</b>	TITLE: <b>SLP</b>	<input type="checkbox"/> Case Manager	<input type="checkbox"/> Service Provider	<input checked="" type="checkbox"/> <b>Both CM + SP</b>
Factors that influence need, frequency, duration, and intensity of service(s). MARK/IDENTIFY ALL THAT APPLY TO THIS STUDENT. Add details in NOTES if warranted/helpful.				ACTUAL TIME NEEDED in minutes per month
<b>Student is referred for consultation with teacher and/or observation.</b>		NOTE: <b>MTSS/Rtl, 2 6-weeks consult; minimal progress (1.7+1.1 mpm)</b>		<b>2.8</b>
<b>Student is referred for screening.</b>		NOTE: <b>Rtl data indicated screening and possible eval needed.</b>		<b>2.2</b>
This student requires an <b>initial evaluation</b> or a 3-yr re-evaluation this year (180 minutes within 60 days, one time during the year = 20 mpm).		NOTE: <b>initial evaluation completed.</b>		<b>20</b>
<b>Communications/networking with parents</b> , outside agencies. <b>Attendance and participation in meetings</b> (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).		NOTE: <b>Communications with parents, DR, Elig/IEP, P/T Conference.</b>		<b>25.5</b>
<b>DIRECT INTERVENTION SERVICES</b> as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (total monthly minutes for direct services). If a varied service delivery is documented on the IEP, enter a total amount of time allotted for direct services (eg. group and individual services, push-in, etc.).		From Section 1: Mild = 120 mpm; Moderate = 240 mpm; Substantial = 360 mpm; Profound = mpm based on student need. This will be the amount subtracted from the total to calculate the INDIRECT minutes required. NOTE: <b>Moderate SLI deficits in receptive &amp; expressive language.</b>		<b>240</b>
<b>Scheduling students for therapy services, evaluations, classroom observations</b> , etc., as needed.		NOTE:		<b>1.7</b>
<b>Case Management</b> responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc. (only for those students the SLP case manages).		NOTE:		<b>60</b>
<b>Record-keeping:</b> evaluation report writing, progress monitoring, progress updates/reports.		NOTE: <b>Evaluation report, progress monitoring, progress reports.</b>		<b>36.6</b>
Individualized/specialized therapy program/materials/devices needed (eg. social language stories, picture/visual cues and/or schedules, low tech PROMPT, AAC/AT programming & maintenance).		NOTE:		
<b>Academic supports</b> (e.g. curriculum modifications, <b>team meetings</b> , teacher/support staff consultations and/or trainings).		NOTE: <b>Weekly team meetings with teacher, aide, and social worker.</b>		<b>120</b>
Behavioral factors; student may exhibit chronic and/or severe aggression which has required the development of and/or implementation of a Behavioral Intervention Plan (BIP).		NOTE:		
<b>TOTAL DIRECT + INDIRECT WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =</b>				<b>508.8</b>



Section Two: WORKLOAD ANALYSIS--SLP SUMMARY PROFILE

NAME/TITLE OF SERVICE PROVIDER:												SCHOOL YEAR:			
STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM
MILD	254	120	134	MODERATE	508.8	240	268.8	SUBSTANTIAL	660	360	300				
	x15	x15	x15		x15	x15	x15		x10	x10	x10				
S1	3810	1800	1125	S2	7632	3600	4032	S3	6600	3600	3000	S4			

- Enter session min here: M 360 +T 300 +W 360 +Th 0 +F 300 = 1320 TOTAL SESSION mpw.
- 1320 TOTAL SESSION mpw x 4 wks = TOTAL AVAILABLE DIRECT SERVICES SESSIONS = 5280 mpm.
- Calculate TOTAL INDIRECT mpm (from above) = S1 1125 +S2 4032 +S3 3000 +S4 0 = 8157 TOTAL INDIRECT mpm
- Calculate TOTAL TIME NEEDED BY THIS SERVICE PROVIDER:
  - Add TOTAL AVAILABLE SESSION TIME + 5280 mpm
  - Add TOTAL INDIRECT mpm + 8157 mpm
  - Add contractual PLAN TIME mpm + 1200 mpm
  - Add contractual LUNCH TIME mpm + 800 mpm
  - Add SUPERVISION/MENTORING of CFs/SLPAs + \_\_\_\_mpm
  - Add TOTAL MTSS/RtI CONSULTATION TIME mpm + \_\_\_\_mpm
- Add Medicaid Billing/FFS/Admin Outreach + 200 mpm
  - Add TRAVEL TIME (between bldgs/to home visits) + \_\_\_\_mpm
  - Add District-required meetings (PD, SIP, PLCs, etc.) + 180 mpm
- TOTAL TIME NEEDED BY THIS SERVICE PROVIDER = 15817 mpm
  - Total Contractual Time - 8940 mpm
  - Amount Over/Under Contractual Time = 6877 mpm
- Calculate Full Time Equivalent (FTE)
  - Total Time Needed = 15817 mpm
  - Divided by Contractual Time ÷ 8940 mpm
  - = 1.7 FTE