Responsibilities and Activities of School-based SLPs and SLPAs

All tasks/activities are required of SLPs, but those highlighted in yellow can be fulfilled by SLPAs.

DIRECT ACTIVITIES	INDIRECT ACTIVITIES	COMPLIANCE ACTIVITIES	DISTRICT EXPECTATIONS
Face-to-face therapy, whether via pull-out or push-in, teletherapy, individual or group.	**Planning for direct services**– choosing activities for therapy sessions, materials preparations (copying, gathering), setting up space or centers, collaborating with teachers for the purpose of planning units of study, differentiating activities to address goals effectively per student.	**Procedural and Timeline** Issues: completing initial and/or re-evaluations within the legal time frames. IL School Code Article 14 Sec. 8.02	Attending meetings with teachers concerned about students; to provide consultations and/or strategies (i.e. MTSS/RtI). If appropriate and schedule allows, an SLPA may assist with identified strategies within the educational setting.
Completing re-evaluations (initial evaluations are not included in this column because they are for students who have not yet been found eligible for services).	Communications (calls, emails, notes, etc.) and consultation with teachers, parents, and/or outside providers. Includes attendance at P/T conferences.	Providing the required advance notice for scheduling and holding meetings; sending Prior Written Notice, documentation as required. IL School Code Article 14 Sec. 8.02 (especially 8.02(f) and beyond).	Observations, screenings for referred students.
Conducting student interviews/ check-ins to prepare for progress updates.	Classroom observations for IEP'd students for progress/carryover. Observations in the educational setting outside the classroom.	Attendance at Domain Review meetings, completion of Communication section in prep for the meeting.	Supervision of support personnel (i.e. Clinical Fellows, SLPAs); completion of required documentation.
Observations and modeling within the educational environment for the purpose of ensuring implementation of required accommodations and/or modifications (for IEP'd students).	Develop and provide Home Program activities/practice to target goals for more consistent carryover.	Completing initial evaluations and reports; eligibility paperwork, and IEP paperwork if applicable. Meeting required timelines.	Indirect supervision of SLPA to review work with students, and to complete documentation of supervision. Completed together.
Self-Directed IEP Coaching: Teaching students how to understand and use their accommodations, and to learn when and how to self-advocate.	Obtain class lists and teacher schedules in order to schedule students for therapy.	**Service Delivery** Issues: ensuring provision of specialized services, accommodations, modifications, and/or placements as outlined by the student's IEP/plan of care without delay. This includes provision and use of AAC, modified assignments, and testing accommodations.	Medicaid Billing; if working with an SLPA, SLP must approve entries.
Preparing students to actively share their strengths and goals during their annual IEP meetings.	Schedule students for evaluations.	Attendance at eligibility and IEP meetings.	Complete required annual online trainings (e.g. OSHA, Bloodborne Pathogens, etc.).

7/2026 K. Kockler; Based on this information, an SLPA can complete 25 of 45 tasks/activities, or 56% of an SLP's workload responsibilities.

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	IEP and/or Case Management responsibilities: schedule meetings, prepare IEP paperwork, maintain files, manage missed sessions and/or compensatory services if applicable and as determined by individual IEP teams.	Placement should be in the LRE for each student, determined at the IEP meeting. IDEA Sec.300.114(a).	SLPs and SLPAs to complete required PD/CE (IDFPR, PEL) for maintaining licensure.
	Create individualized therapy materials (e.g. social stories, picture cues/schedules, low tech AAC/AT. Develop and provide academic supports).	**Documentation and Goal** Issues: legal compliance applying to quality, data tracking, and communication for the student's IEP. Goals must be measurable; provision of progress updates as specified in the IEP.	SLP and/or SLPA prepare for performance evaluations.
	Collect data for progress updates.	Maintaining service logs and documentation.	SLPs attend district meetings (e.g. school board, PAC, staff/faculty, PLCs, etc.), committees, school improvement initiatives.
	Provide trainings for parents, classroom teachers, paras, and others for the use of AAC/AT or other strategies.	Inform classroom teachers of IEPs for students, and teachers should be made aware of their role(s) for the student.	Review current commercially-available, research-based interventions or materials for potential purchase.
	Maintain AAC devices, programming for student needs.	Complete CEUs for maintaining skills specific to speech and language interventions, and/or IEP procedural, paperwork changes.	Assist with "Other duties as assigned…". Eg. Arrival/dismissal supervision, lunchroom supervision.
	Participate in the development of Behavior Intervention Plans (if student also receives S/L services).	Review the IL School Code Article 14 Children with Disabilities	Crisis Team Participation
	Transition planning with IEP teams.	PA101-0515 changes to the School Code made after 2014, now in the School Code.	
	Travel/itinerant time requirements.		

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