

IMPORTANT TIPS FOR DOWNLOADING, SAVING, AND PRINTING THE 2026 ILLINOIS SPEECH HEARING ASSOCIATION GUIDE FOR SLPs and ASSISTANTS

You will need Adobe Acrobat Reader (which may already be on your computer). If you need to download it, go to adobe.com and search "Adobe Acrobat Reader" and download the application--it's free. There may be a version of Adobe Acrobat Reader for Google, so you may be able to save/use via your Google Drive.

The entire ISHA Guide document is downloadable. The Workload Analysis pages are also downloadable, tab-able and fillable for entering demographics, etc., and will auto-populate where calculations are indicated. Links to the Workload Analysis forms can be found on page 9 of the entire "Guide" but have also been saved as separate documents for ease of saving per student and per SLP.

Before using the forms, you should download and SAVE the entire Guide and forms to your own devices (you may need permission from your IT department to save to your school-owned devices). When you want to save it, **DO NOT save using ".pdf"**. It is already a .pdf file; saving it again as a .pdf removes or disables some of the functions formatted into the document, specifically all "auto" (i.e. tab, sum, populate) functions. When you download and save it (perhaps in a new file), give it a new file name (eg. "Kockler SLP Guide"). Also, save the separate Workload Analysis pages, first as a blank template for your use, then, once you enter info for each individual student you have on your caseload, save using the student's name (eg. First name, last initial). These pages should not be included in your students' files, as these should not be considered part of the students' records.

Section One is the Eligibility Guide, not too different from the original, but this version emphasizes IDEA's eligibility criteria of identifying an ADVERSE EFFECT that negatively impacts academic and/or functional performance. This version continues to use "typical" and actual/estimated amounts of time (instead of arbitrary values or units), including use of appropriate clinical judgment and needs of the student. The most current and typical best practices were utilized as guidelines for time.

Section Two is a 2-page Workload Analysis--student-specific page (you will complete one for each student on your caseload), and an SLP summary page showing all workload needs for the SLP (one per SLP). This summary will also auto-calculate Full Time Equivalent (FTE) values for each SLP! FTE is what most administrators use when determining staffing needs; this summary page will enable administrators to determine staffing needs based on more accurate FTE numbers. It is suggested that each student form should be completed just after each student's eligibility/IEP or annual review. The SLP page could be completed annually, by January/February, in preparation for determining staffing needs for the following year.

A [Blank Team Consensus Worksheet](#) has been created so that teams can determine average times to complete IEP (eg. all direct and indirect services) and non-IEP activities (eg. MTSS/Rtl consultative services, district duties and responsibilities, mentoring or supervising, etc.). It is suggested that new referral observations be counted in "Other District Duties/Responsibilities", but if the student may be identified as in need of an IEP, it might be beneficial to begin a student WL form. A sample Team Consensus Worksheet is available [here](#). This worksheet may need to be updated annually, especially if members of the team change.

Adding up your typical direct service minutes per month is how your session times are represented for workload analysis. Your session times are determined by student availability; you know this by how your typical schedule is created. As a team, determine what your maximum group size is (best practice usually dictates no more than 3-4 students, and usually depends on students' needs); this will not affect your workload, but it is information your administrators may want to know.

If you have any questions or comments, please feel free to reach out to the [ISHA office](#) and/or the School Affairs committee chair(s).

This work is the result of many years and hours of collaboration, research, and problem-solving. My wish is that it helps you minimize your workload burden, provide meaningful services, and find more time for yourself!

Karen Kockler, MA, CCC, SLP-L
kkockler1975@gmail.com