

The background features a dynamic, abstract composition of ink splashes and smoke-like patterns. On the left, there are dense, swirling clouds of vibrant purple and magenta. On the right, there are large, billowing plumes of bright pink and red, with some yellow and orange accents. The center is dominated by a white, rectangular area with a slightly irregular, torn-edge effect on its right side. This white area contains the main text. The overall aesthetic is vibrant, energetic, and artistic, suggesting a sense of movement and creative flow.

# **How to Succeed with Workload!**

## **Introductions**

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## **Disclosures**

**Financial: None**

**Non-financial: Members of ISHA and the School Affairs Committee**

# **Today's Agenda:**

- 1. Introductions and Disclosures**
- 2. Review Learner Outcomes**
- 3. Brief History of ISBE's Workload Analysis Requirements**
- 4. Development of ISHA's Eligibility Guide and Workload Analysis**
- 5. Advocating for Adaptation of Workload Analysis in the School Setting**

# Learner Outcomes!

**1**

**Attendees will be able to identify the Illinois State Board of Education requirements for Workload Analysis.**

**2**

**Attendees will be able to identify 3-5 factors critical to include in meaningful workload analysis.**

**3**

**Attendees will be able to identify at least three focus areas to advocate for achieving workload analysis in the school setting.**



Is this the kind of job security you'd like to have?





## ISBE's Workload for Special Educators

- The language can be found at <https://www.isbe.net/documents/226ark.pdf>
- It is Section 226.735 of Illinois Administrative Rules, the special education law in Illinois; it is the law and ***must*** be followed. No choice.
- The law is intended to be used for special educators and School Support Personnel, including SLPs.
- Its intent, relative to SLPs, is ***workload analysis first***, then ensure that no SLP has more than 60 on his/her caseload.

# ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226 226.735 SUBTITLE A SUBCHAPTER f

## Section 226.735 Work Load for Special Educators

In order to provide students with IEPs the free, appropriate education to which they are entitled, each entity subject to this Part shall implement and maintain limits on the workload of its special educators so that all services required under students' IEPs, as well as all needed ancillary and support services, can be provided at the requisite level of intensity.

1. Work load limits shall be developed in cooperation with the entity's affected employees and, where there is an exclusive representative, in accordance with the Illinois Educational Labor Relations Act (IELRA) [115 ILCS 5], to ensure timely implementation by the start of the school year.
2. Work load limits shall be based on an analysis of the activities for which the entity's special educators are responsible and shall encompass, but need not be limited to:
  - a. individualized instruction;
  - b. consultative services and other collaboration among staff members;
  - c. attendance at IEP meetings and other staff conferences; and
  - d. paperwork and reporting.

The number of children served by a speech and language pathologist shall be based on the speech-language needs of each child. The other provisions of this Section notwithstanding, at no time shall the caseload of a speech and language pathologist exceed 60 students.

(Source: Amended at 40 Ill. Reg. 2220, effective January 13, 2016)



# ISHA's Eligibility Guide and Workload Analysis!

## ILLINOIS

Speech-Language Pathology Guide  
Section One: Eligibility Guidelines  
Section Two: Workload Analysis

Illinois Speech-Language Hearing Association  
Division of Professional Services  
School Affairs Committee

Diane Barnes-Maguire, Eds, CCC/SLP-L, and Karen Kockler, MA, CCC/SLP-L  
Revision December 2019

## Section 1: Eligibility Guide

- guides decisions regarding severity or eligibility;
- guides decisions regarding *DIRECT* service minutes and service delivery models;
- gives us all common and consistent terminology for ease of transferring student information between SLPs and/or districts within the state.

## Section 2: Workload Analysis

- promotes compliance with Section 226.735 Workload for Special Educators;
- analyzes and identifies all *INDIRECT* service activities necessary to provide FAPE to each student;
- provides an analysis of the amount of work for which each SLP is responsible to students and to the district based on actual/estimated time..

Section One: ILLINOIS SPEECH-LANGUAGE PATHOLOGY ELIGIBILITY GUIDELINES

RATING OF DISORDER	TYPICAL DEVELOPMENTAL EXPECTATIONS	MINIMAL DIFFERENCE(S) 15 <u>mpw</u> (60 ppm)	MILD 30 <u>mpw</u> (120 ppm)	MODERATE 60 <u>mpw</u> (240 ppm)	SEVERE 90 <u>mpw</u> (360 ppm)	PROFOUND 120 <u>mpw</u> (480 ppm)
<b>Description of Severity</b>	No measurable effect on academic performance or social function.	Impairment minimally affects the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.	Impairment mildly affects the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.	Impairment interferes with the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.	Impairment limits the individual's ability to communicate effectively within academic settings and/or social situations. Environmental and/or individual concern is evident and documented.	Impairment prevents the individual from communicating effectively within any setting, including academic settings and/or social situations. Functional communication is absent or significantly limited.
<b>EXPRESSIVE LANGUAGE (Academic, Verbal/Social Communication)</b>	<p>The individual demonstrates age-appropriate communication skills in expressive language, for academic as well as social purposes, as measured by two or more index/composite scores and/or language samples.</p> <p>Less than 1.0 deviation below the mean standard score. Language quotient or SS of 86 or above; 16th percentile or above.</p> <p>Developmental expectations are based on Brown's Stages of Language Development, norms referenced at <a href="http://asha.org">asha.org</a>, and norms listed in standardized measures.</p> <p>Academic <sup>2</sup> and teacher report suggest that grade level expectations are being met by the individual independently.</p>	<p>The individual exhibits weaknesses in organization of thought, syntax and morphology on informal screenings or assessments, despite an overall passing criterion score. Curriculum-based measurements (CBMs) and teacher report suggest that the student struggles to meet grade level expectations solely through general education supports.</p> <p>A negative impact on academic performance (oral and/or written expression) is noted.</p> <p>Consultation with teaching staff may be warranted/desired. The individual may be considered for RTI (Tier 2) speech language support.</p>	<p>The individual presents with mild deficits in organization of thought, syntax and morphology as measured by two or more index/composite scores.</p> <p>Performance falls from 1-1.5 standard deviations below the mean standard score. Language quotient or standard score of 78-85; 7-15th percentile ranks.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed solely through general education supports.</p>	<p>The individual presents with moderate deficits in organization of thought, syntax and morphology as measured by two or more index or composite scores.</p> <p>Performance falls from 1.5-2.5 deviations below the mean standard score. Language quotient or standard score of 70-77; 2nd-6th percentile ranks.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed solely through general education supports.</p>	<p>The individual presents with severe deficits in organization of thought, syntax and morphology as measured by two or more diagnostic index/composite scores (if standardized tests can be administered).</p> <p>Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.</p> <p><b>Augmentative communication systems may be warranted.</b></p>	<p>The individual presents with profound deficits in organization of thought, syntax and morphology, which <u>prevent</u> effective communication within academic and/or social situations.</p> <p>Valid standardized measures may be difficult to obtain. Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.</p> <p><b>Augmentative communication systems may be warranted.</b></p>
<b>SOCIAL/ PRAGMATIC LANGUAGE ASD</b>	<p>The individual demonstrates age-appropriate communication skills as noted during social interactions, and by two or more index/composite scores on standardized measurements of nonverbal language learning, problem-solving and other critical thinking skills.</p> <p>Academic data and teacher report suggest that grade level expectations are being met by the individual independently.</p>	<p>The individual presents with inconsistent skills during social interactions, reluctance to answer questions or contribute to discussions, and/or inappropriate or off-topic responses.</p> <p>Scores for criterion-referenced screening tools have been "met", despite these demonstrated differences.</p> <p>Consultation with teaching staff and/or support personnel (i.e. social worker, counselor) may be warranted/desired. The individual may be considered for RTI (Tier 2) speech language support based on consultation and/or whether or not the student receives other services (eg. participation in a social skills group).</p>	<p>The individual presents with mild deficits in social communication skills, and/or development of nonverbal language skills.</p> <p>Performance falls from 1-1.5 standard deviations below the mean standard score. Language quotient or standard score of 78-85; 7-15th percentile ranks.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed solely through general education supports.</p>	<p>The individual presents with moderate deficits in social communication skills, and/or development of nonverbal language skills.</p> <p>Performance falls from 1.5-2.5 deviations below the mean standard score. Language quotient or standard score of 70-77; 2nd-6th percentile ranks.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed solely through general education supports.</p>	<p>The individual presents with severe deficits in social communication skills, and/or development of nonverbal language skills.</p> <p>Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.</p>	<p>The individual presents with profound deficits in social communication skills, and/or development of nonverbal language skills.</p> <p>Valid standardized measures may be difficult to obtain. Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below.</p> <p>Academic data<sup>3</sup> and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.</p>

## Section Two: ILLINOIS SPEECH-LANGUAGE PATHOLOGY WORKLOAD ANALYSIS and SUMMARY



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 SERVICES (per IEP, check all that apply):	<input type="checkbox"/> Sp-Language Impaired	<input type="checkbox"/> Other Health Impaired	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy
	<input type="checkbox"/> Specific Learn. Dis.	<input type="checkbox"/> Autism Spectrum Dis.	<input type="checkbox"/> Vision Itinerant	<input type="checkbox"/> Orient. & Mobility
	<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Social Work	<input type="checkbox"/> Hearing Itinerant	<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.**

Activities required to provide FAPE, per IEP, for this student.	AVERAGE/TYPICAL TIME NEEDED*	Optional; document any critical information that may assist future decisions.	ACTUAL TIME NEEDED In minutes per month
Student is referred for consultation with teacher and/or observation.	253 mpm	NOTE: _____	0
Student is referred for screening and/or MTSS/Rtl.	306 mpm	NOTE: _____	0
NO DIRECT services; Consult or Monitor Only.	75 mpm	NOTE: _____	0
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).	360 mpm	NOTE: _____	0
Communications/networking with parents, outside agencies.	96 mpm	NOTE: _____	0
Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).	558 mpm	NOTE: _____	0
DIRECT INTERVENTION SERVICES as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (weekly or monthly minutes). 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.).	Min. Diff. 60 mpm Mild Dis. 120 mpm Mod. Dis. 240 mpm Severe Dis. 360 mpm. Profnd Dis. 480 mpm	NOTE: _____	0
Outpatient/Home Program for minimal difference/mild articulation deficits only.	30 mpm	NOTE: _____	0
Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.	170 mpm	NOTE: _____	0
Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc.	366 mpm	NOTE: _____	0
Record-keeping, progress monitoring and reporting, Medicaid billing, Fee for Service/Administrative Outreach, etc.	396 mpm	NOTE: _____	0
Preparation and provision of specific oral-motor tools, and/or home practice materials.	141 mpm	NOTE: _____	0
Individualized or specialized therapy program/materials needed (eg. social language stories, picture/visual cues and/or schedules, low tech AAC, PROMPT, Therapeutic Listening, etc.).	237 mpm	NOTE: _____	0
Assistive Technology communication needs; training, use, maintenance of equipment for mid to high tech devices.	170 mpm	NOTE: _____	0
Academic supports (eg. RTI/MTSS), curriculum modifications, team meetings, teacher/support staff consultations and/or trainings.	197 mpm	NOTE: _____	0
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).	143 mpm	NOTE: _____	0
TRAVEL TIME (between buildings or to off-site/homebound services).	71 mpm	NOTE: _____	0

**TOTAL WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =**

0

\*Based on 2019 ISHA School Affairs Survey of Illinois Speech Language Pathologists employed by school districts.

## Section Two: ILLINOIS SPEECH-LANGUAGE PATHOLOGY WORKLOAD ANALYSIS and SUMMARY

This form is for Service Provider and/or Administrator Use Only											
NOTE: Only ONE COMPLETED WL2 FORM is required per Speech-Language Pathologist or Audiologist because each of these forms provides TOTAL numbers for workload and time for each SLP/AuD.											
CALCULATION OF TOTAL WORKLOAD and/or FTE based on WEEKLY/MONTHLY MINUTES											
NAME/TITLE OF SERVICE PROVIDER:			SCHOOL YEAR:					DATE COMPLETED:			
CURRENT CASELOAD	STUDENT INITIALS	TOTAL WL MPM	STUDENT INITIALS	TOTAL WL MPM	STUDENT INITIALS	TOTAL WL MPM	STUDENT INITIALS	TOTAL WL MPM	TYPE OF DISORDER	TOTAL #	
Illinois Administrative Rule 226.735 (Illinois Special Education Law) first requires an analysis of the work an SLP will be required to provide to each student in order to ensure FAPE, and secondly, ensures to the SLP that at no time shall his/her caseload be more than 60 students. Workload analysis first, then ensure no more than 60 students. Depending on workload analysis, an SLP may have significantly fewer than 60 students on his/her caseload, and should not be required to service more than workload allows.									OM/Apraxia		<b>TOTAL # OF STUDENTS ON CASELOAD =</b> <span style="background-color: #ccc; display: inline-block; width: 20px; height: 15px;"></span>
									Articulation		
									Phonological Disorder		
									Receptive Language		
									Expressive Language		<b>TOTAL WORKLOAD MIN/MONTH =</b> <span style="background-color: #ccc; display: inline-block; width: 20px; height: 15px;"></span>
									Fluency		
									Voice		
									CAPD		
									ASD		
									TBI		
									OHI (ADHD, physical, etc.)		
									Hearing Impairment		
									Vision Impairment		
									Intellectual Deficits		
								Emotional/Behavioral			
								Other:			

TOTAL WORKLOAD MIN/MONTH based on analysis (add all student WL minutes) = \_\_\_\_\_

ADD CONTRACTUAL PLAN TIME MIN/MONTH = \_\_\_\_\_

ADD CONTRACTUAL LUNCH TIME MIN/MONTH = \_\_\_\_\_

ADD SUPERVISION TIME (SLPA, CF, Mentoring) if any = \_\_\_\_\_

ADD OTHER DISTRICT/BLDG REQUIRED MEETINGS and/or DUTIES = \_\_\_\_\_

TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER (WL+PT+LT+SP+Mtg/Duties) = \_\_\_\_\_

TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER \_\_\_\_\_

LESS TOTAL MIN/MONTH CONTRACTUAL/WORK TIME FOR THIS SP - \_\_\_\_\_

AMOUNT OF OVERLOAD (if ALL TIME NEEDED is greater than CONTRACTUAL TIME) = \_\_\_\_\_  
 [This overload could/should be covered by another or add'l SLP.]

To calculate FTE =  $\frac{\text{Total Workload}}{\text{Total Contract Time}}$  = \_\_\_\_\_ = FTE

(formula above: total workload divided by total contract time = FTE)

# Sample Result of Workload Analysis

<b>TOTAL WORKLOAD MIN/MONTH based on analysis</b> (add all student WL minutes)	=	<b>11,252 mpm</b>
<b>TOTAL CONTRACTUAL PLAN TIME MIN/MONTH</b>	=	<b>1200 mpm</b>
<b>TOTAL CONTRACTUAL LUNCH TIME MIN/MONTH</b>	=	<b>800 mpm</b>
<b>TOTAL SUPERVISION TIME (SLPA, CF, Mentoring) if any</b>	=	<b>0 mpm</b>
<b>TOTAL OTHER DISTRICT/BLDG REQUIRED MEETINGS and/or DUTIES</b>	=	<b>150 mpm</b>
<b>TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER</b>	=	<b>13,402 mpm</b>
<b>TOTAL CONTRACTUAL TIME FOR THIS SERVICE PROVIDER</b>	=	<b><u>-9000 mpm</u></b>
<b>AMOUNT OF OVERLOAD (or time to apply toward add'l staff)</b>	=	<b>-4402 mpm</b>

**FTE = 13,402 divided by 9,000 = 1.489 or the equivalent of 1.5 SLPs**



## SIDE BAR:

**Caseload** ↔ **Schedules** ↔ **Workload!**

## Activities and Responsibilities of School-Based SLPs and SLPAs

Planning	IEP/Case Management Activities (including average time to complete each)		Other (any other requirements outside of IEP'd student responsibilities)	
(per contracted amount of 60 min/day)	Activity	Estimated Average Time Needed	Activity	Average Time Needed
<ul style="list-style-type: none"> <li>• Planning appropriate activities for therapy sessions; individualized/group lessons;</li> <li>• Gathering materials needed for sessions (vocabulary lists, books, games, strategies, tools);</li> <li>• Copying materials or worksheets;</li> <li>• preparing home practice activities;</li> <li>• Setting up software or centers as needed;</li> <li>• Making materials as needed;</li> <li>• Collaborating with teachers for the purpose of planning, not to discuss IEP issues, etc.; SLPA may assist at the discretion of the SLP)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of direct services;</li> <li>• Writing progress updates (quarterly or as needed);</li> <li>• Data collection and review of data collected during therapy sessions;</li> <li>• Contacting parents, private therapists;</li> <li>• Consulting with teachers/staff;</li> <li>• Participating in development of Behavior Intervention Plans as needed;</li> <li>• Scheduling students for services;</li> <li>• Scheduling meetings;</li> <li>• Annual review preparation (as case manager or as related service provider);</li> <li>• Attending IEP, Eligibility and Domain meetings;</li> <li>• Completing re-evaluations;</li> <li>• Writing re-evaluation reports;</li> <li>• Classroom observations;</li> <li>• Creating or programming student-specific communication tools (i.e. PECS pictures, high-tech devices);</li> <li>• Completing forms to support IEP'd students i.e. Release of Info.;</li> <li>• Transition planning;</li> <li>• Writing/printing Social Stories;</li> <li>• Attending Parent-Teacher conferences for IEP'd students;</li> <li>• Preparing picture cues for more effective communication at home;</li> <li>• Review current commercially available research-based interventions for use in therapy;</li> <li>• Billing Medicaid for eligible students;</li> <li>• Completing FFS activities as required;</li> <li>• Entering information into SEMS (or other online special education documentation program) for each meeting or change for each student (navigating SEMS).</li> </ul>	<p>per IEP requirements; 30 min/student/quarter;</p> <p>90 min/student/quarter;</p> <p>30 min/quarter; 90 min/quarter; 60 min/quarter;</p> <p>beginning of year scheduling can take up to one week; 60 min/student;</p> <p>27 hrs/quarter;</p> <p>2 hrs/student; 2 hrs/student; 15 min/observation; varies; 0-120 min/day;</p> <p>15 min/quarter;</p> <p>90 min/student; 60 min/story; 15 hrs/yr;</p> <p>varies; 0-60 min/ student with need;</p> <p>30-60 min/semester;</p> <p>3-5 min/student/day (about 15-30 min/day); time dependent on speed of computer and function of system;</p>	<ul style="list-style-type: none"> <li>• Observations of referred students;</li> <li>• Screenings of referred students;</li> <li>• Initial evaluations;</li> <li>• Writing initial evaluation reports;</li> <li>• Preparing for elig/IEP meetings; entering SEMS;</li> <li>• Attending meetings for potential students;</li> <li>• Informal Speech Groups/RTI;</li> <li>• Preparing practice/HW for informal speech groups;</li> <li>• Building meetings as required;</li> <li>• Performance Evaluations and paperwork.</li> <li>• PST and/or "Data Wall" meetings</li> <li>• Supervision of CFYs and/or SLPAs</li> <li>• Professional Development</li> <li>• Staff Inservices</li> <li>• Board Meetings</li> <li>• PAC Meetings</li> <li>• Attending Open House</li> <li>• Student Supervision (i.e. bus/car arrival and/or dismissal duties, lunch and/or recess supervision)</li> </ul>	<p>15 min/obs.</p> <p>20 min/student;</p> <p>2 hrs/student; 2 hrs/student;</p> <p>60 min/student;</p> <p>1-2 hrs/student; 10-30 min/wk for ea. group; 10 min/group</p> <p>monthly;</p> <p>1-2 hours/yr;</p> <p>varies; 30 min/ grade/quarter; varies;</p> <p>varies; varies; (optional) (optional) 1.5 hrs/yr.</p>

NOTE #1: SLPs, especially those who work with K-2 and 3-5 general education students, are case managers for the majority of the students on their caseloads. This is not the case for those SLPs who work in special education/self-contained programs (i.e. ECSE, SNAP, TransK, Adjusted Learning, SES, Life Skills, etc.).

NOTE #2: Items highlighted in yellow represent at least some of the activities that may be within the scope of the SLPA, at the discretion of the supervising SLP.

TIME	A/Monday	B/Tuesday	C/Wednesday	D/Thursday	E/Friday	KOCKLER SCHEDULE
7:50-8:30	Arrival, Consult Time, Correspondence	Arrival, Consult Time, Correspondence	Arrival, Consult Time, Correspondence	Arrival, Consult Time, Correspondence	Arrival, Consult Time, Correspondence	A Day = 1 plan + SLPA in p.m.
8:30-9:00	Brase NP; Haas DS; Starnes PR	Dachman- DB, RG, JS	Brase NP; Haas DS; Starnes PR	IEP Meeting Day	Dachman- DB, RG, JS	B Day = 2 plan
9:00-9:30	Scholl JG, EH	Kmieciak GS, NK; Starnes MH	<b>PLAN</b>	NO GROUPS	Kmieciak GS, NK	C Day = 1 plan + SLPA in p.m.
9:30-10:00	Montello NM, SS	Montello AB	Montello NM, SS	SCREENING and/or	Montello AB, SS	D Day = 0 plan
10:00-10:30	Montello AB, LK	<b>PLAN</b>	Montello JS, AW	TESTING	<b>PLAN</b>	E Day = 2 plans
10:30-11:00	<b>PLAN</b>	Kilar AR; Sherden MC, LM	Montello AB, LK	if/when no meetings	Sherden- MC, LM; Suarez NG	<b>TOTAL PLANS = 4 of 10</b>
11:00-11:30	Kmieciak GS, NG	Brown AB, DB	Kmieciak GS		<b>PLAN</b>	
11:30-12:00	<b>11:30-12:10 LUNCH</b>	Brown AB;	Brown AB, DB		Hopp CB, SN;	<b>Speech/Language IEP minutes cannot be changed when RTI/interventions begin.</b>
12:00-12:40	12:10-12:40 Conroy MR; Goldstein NA,RT,RZ	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	
12:40-1:10	Zastrow MD,DS,MZ	Conroy MR, ZA Goldstein NA, RT	Zastrow MD,DS,MZ		Zastrow MD,DS,MZ	
1:10-1:40	Svensden GM; Roggenbuck SL; Wilkinson GB	Wilkinson KL, GB; Haufe AA; Hopkins CP	Svensden GM; Roggenbuck SL		Dachman AF; Haufe AA; Hopkins CP	As of this date, the SLPA, will be at Mackeben on A & C afternoons.
1:40-2:10	Dachman AF,DM,CL	<b>PLAN</b>	Dachman AF,DM,OW		Scholl TM, DP	
2:10-2:40	Hopp CB, SN	Kilar CRS (push in)	Scholl TM, DP		Kilar CRS (push in)	
2:40-3:10	Brase TH,ML,PM,TP	Kilar CRS (pullout)	Brase TH,ML,PM; Haas DS		Brase NP,AK,PR	
3:10-3:40	<b>ACCELIFY</b>	<b>ACCELIFY</b>	<b>ACCELIFY</b>	<b>ACCELIFY</b>	<b>ACCELIFY</b>	

CASELOAD





# Advocacy

**The act or process of supporting a cause or proposal: the act or process of advocating something.**

*~“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”*



## **Principles of Successful advocacy**

- 1. Know your beliefs.**
- 2. Make advocacy a daily priority.**
- 3. Gather, Verify, and share information.**
- 4. Be organized and responsive to all communication.**
- 5. Create and use a working agenda.**
- 6. Understand that Advocacy is time sensitive.**
- 7. Take advantage of opportunities offered by others.**
- 8. Build long term relationships.**
- 9. Choose roles consistent with your knowledge, skills, and commitment.**



*"Melts in your mouth  
not in your hands"*

## Know your beliefs

- Know your caseload
- Know the needs of your team.
- Be able to prioritize the needs.

## Make Advocacy a daily priority

- Advocacy is not complaining.
- Keep your message simple, but frequent.
- Include parents, staff, administration and BOE.

## Gather, Verify, and share information

- Know your caseloads.
- Make sure your data is accurate.
- share share share.



## **Be organized and responsive to all communications.**

- Not everyone is going to be onboard.
- Be prepared for both the positive and negative comments.
- Respond appropriately to all forms of communications.

## **Create and use a working agenda.**

- Know the important points you want to cover
- Establish time frame you will spend on topic
- Allocate time to express solutions

## **Understand the time sensitive nature of advocacy.**

- When does your district typically do hiring?
- How long do you expect your goal to take?



## Take advantage of opportunities offered by others.

- Work with other service providers (SPED, OT, PT, counselors, SW)
- Work with your union.

## Build long term relationships.

- Trust
- Honesty
- Be able to put yourself in their position
- Use tools to build communication
- Be able to see options over time

## Choose roles carefully.

- MTSS
- RtI
- Coach
- Advocate
- Student Centered
- Direct Service Provider
- Team Player

# The Importance of Dismissal, Consult, & Team Support in Advocacy for Workload

As part of your advocacy efforts, remember to establish dismissal criteria for students.

- Can a student move from direct services to consult?
- Is it time to move from consult to providing team support ?
- Has the student met the goals to help them reach the standards expected of them in general education (gap analysis)?
- Is skilled therapy still needed?
- Is there a more effective way to address groups of students with similar needs (accommodations, collaboration with teaching staff, etc)?



**Any other questions?**



## **References and Resources**

Arts Education Advocacy Toolkit The Kennedy Center

<https://www.arteducators.org/advocacy/advocacy-toolkit>

ASHA's Roles and Responsibilities for School-Based SLPs, and Workload Guidelines and Position Statement, [www.asha.org](http://www.asha.org)

Illinois State Board of Education (ISBE) [www.isbe.net](http://www.isbe.net)

Illinois Speech Language Pathology and Audiology Practice Act,  
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1325>

Illinois Speech Language and Hearing Association, School Affairs,  
<https://www.ishail.org/eligibility-and-workload>

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