

# *Illinois Speech-Language-Hearing Association*

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Voice and TT/TDD

TO: Illinois Alliance of Administrators of Special Education  
FROM: The Illinois Speech-Language-Hearing Association, Division of Professional Services,  
School Affairs Committee

Illinois Administrative Rules Section 226.735 requires the development and implementation of a workload plan for special educators. The workload plan is to “...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”. Furthermore, the rules state that workload limits are to be based on an **analysis** of all the activities relative to the IEPs for which a special educator is responsible in order to provide FAPE to each individual student with whom he/she works. Activities should include, but are not limited to, direct “...individualized instruction; consultative services and other collaboration among staff members; attendance at IEP meetings and other staff conferences; and paperwork and reporting”. Workload plans are “...a best practice approach to ensuring that special education service needs in [your] district can be met through a collaborative, coordinated integration of staffing allocations, resource flexibility and articulation of service delivery.” (from “Workload Plans for Special Educators: Navigating the Process Effectively”, a ppt adapted from “Work Load Plans: How to Navigate the Process Effectively”, a presentation at the 2008 IAASE Spring Conference by Dr. Judy Hackett, Dr. Tim Thomas, Bennett Rodick & Mike Loizzi, and “Work Load Plans for Special Educators: The Sequel, an NSSEO Workshop by Dr. Judy Hackett & Cathy Kosteki).

The Illinois Speech-Language-Hearing Association, specifically its School Affairs committee, has created “The Illinois Speech Language Pathology Guide” which is comprised of two sections. The first section guides decisions relative to eligibility and direct services, while the second section provides workload analysis and a calculation for Full Time Equivalent. This document aligns with ISBE’s Illinois Administrative Rules Section 226.735 language. Additionally, the document incorporates the guidelines for the development of workload analysis published by the national organization for speech-language pathologists and audiologists, the American Speech-Language-Hearing Association (ASHA). As your districts and stakeholders work to develop and use workload analysis plans, we hope these documents will save valuable time, enable appropriate staffing, and encourage efficacious treatment of students.

Valuable resources and information about SLPs, SLPAs, and audiologists are accessible by clicking on this link <https://www.ishail.org/school-administrators>. These resources include:

- **General Information** includes the Illinois Speech Language Pathology and Audiology Practice Act, SLP Roles and Responsibilities, Comparison of ASHA CCCs to NBPTS, a letter describing the value of employing SLPs who hold ASHA CCCs, and a Quick Reference Guide (coming soon!).
- **Eligibility and Workload Analysis** includes laws pertaining to workload for special educators, the newly revised Illinois Speech Language Pathology Guide, important tips for how to use the new SLP Guide, a FAQs sheet which provides answers about workload and missed sessions, among other helpful documents.
- **Working with SLPAs** includes FAQs about SLPAs, Responsibilities and Activities of SLPs and SLPAs, Supervision Requirements (especially for Medicaid billing), a document for recording supervision of SLPAs, and School-based Telepractice Resources for SLPs and SLPAs.

We encourage the use of these documents to ensure greater consistency throughout the state and more equitable workloads, to reduce attrition and minimize shortages of school support personnel, specifically speech-language pathologists.



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