

Responsibilities and Activities of School-based SLPs and SLPAs

PLANNING ACTIVITIES for DIRECT SERVICES	IEP/Case Management INDIRECT SERVICES	OTHER SLP/SLPA RESPONSIBILITIES/DUTIES
<p>(amount of time based on a district's Collective Bargaining Agreement) Both the SLP and the SLPA require PLAN TIME</p>	<p>Activities</p>	<p>Activities (based on employment POSITION and/or DISTRICT's Union Collective Bargaining Agreement)</p>
<ul style="list-style-type: none"> ● Planning appropriate activities for each therapy session daily; individualized and/or group lessons; ● Gathering materials needed for sessions (vocabulary lists, books, games, strategies, tools, etc.) ● Copying materials or worksheets as needed; ● Setting up software/apps or centers as needed; ● Making materials per students' needs; ● Collaborating with teachers for the purpose of planning, not to discuss IEP issues, etc.; SLPA may assist at the discretion of the supervising SLP. <p>NOTE: Typical planning times may be 30-60 minutes daily, or 600-1200 minutes per month; amount of planning time is based on individual district contracts or Collective Bargaining Agreements (CBAs).</p>	<ul style="list-style-type: none"> ● Consult/Monitor IEP'd students with teachers/ staff; ● Complete re-evaluations; ● Writing re-evaluation reports; ● Contacting parents/guardians, private therapists, other outside agencies/staff; ● Attend and participate in meetings (eg. Domain Reviews, Eligibility, and/or IEP meetings; parent-teacher conferences); ● Provision of direct services (group or individual pull-out, or push-in classroom); ● Develop and provide Home Program Activities student-specific oral-motor tools, and/or home practice materials; ● Assist the SLP in scheduling students for services, evaluations, observations, etc. as needed; ● Complete classroom observations; ● Case Management Responsibilities (schedule meetings, prepare IEP paperwork, maintain files, etc.); ● Record-keeping, data collection/progress monitoring, progress reports, Medicaid billing, FFS/Administrative Outreach as required; ● Individualized/specialized therapy program/materials (eg. social stories, picture cues/schedules, low tech AAC/AT, PROMPT, Therapeutic Listening, etc.); ● AT: assist the SLP during staff training, maintenance of equipment for mid-high tech devices; ● Participate in development of Behavior Intervention Plans as needed; ● Travel/itinerant time requirements; ● Transition planning with IEP teams; ● Review current commercially-available, research-based interventions for potential use in therapy. 	<ul style="list-style-type: none"> ● Teacher consultations and/or observations for referred students; ● Participation on Gen Ed Data Collection teams related to MTSS/Rtl to provide consultations and/or strategies to teachers; ● screenings of referred students if warranted; provide Rtl/MTSS interventions as directed; ● Prepare suggested strategies for teachers and/or parents; ● Complete initial evaluations; ● Writing initial evaluation reports; ● Preparing for initial eligibility/IEP meetings, entering information into online IEP program; ● Attend Domain Review meetings for possible evaluation of potential students; ● Attend Eligibility and IEP meetings; ● District/building meetings as required; ● Performance evaluations prep and related paperwork; ● Indirect supervision between the SLP and SLPA to review work with students to complete Documentation of Supervision; ● PD activities and/or staff in-services; ● Board/PAC meetings; ● Attending Open House for building; ● Student supervision duties (eg. arrival or dismissal, lunchroom, recess). ● SLPs and SLPAs have Continuing Education requirements for renewal of IDFP and ISBE PEL licenses, and to uphold ethical standards. They have responsibilities to uphold federal, state, and local laws, codes, regulations, policies, etc.

NOTE #1: SLPs, especially those who work with K-5 general education students, are case managers for the majority of students on their caseloads. This may not necessarily be true for those SLPs who work in special education/self-contained programs (i.e. ECSE, autism programs, structured education settings, life skills, etc.).

NOTE #2: The highlighted activities above represent most of the activities that are in the scope of practice of SLPAs, and assigned at the discretion of the supervising SLP.

Created by by K. Kockler, MA, CCC, SLP-L, with input from Huntley District 158 SLPs in 2014; revised 2017; ISHA 2020 School SLPs Survey; June 2020; October 2024.