

Section Two: **Workload Analysis**

The [SLP Team Worksheet](#) & [Sample](#)

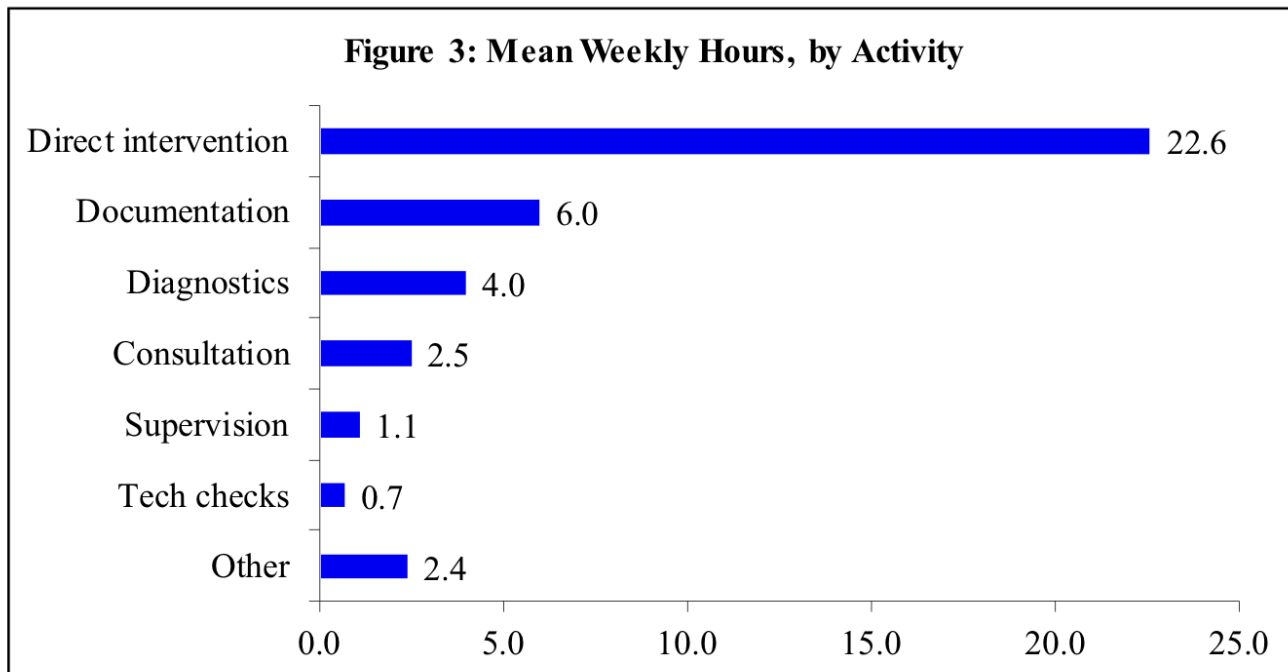
[Individual Student Profile](#) & [Sample](#)

[SLP Summary Profile](#) & [Sample](#)

The team may also find the statistics provided in ASHA's Schools Surveys to be helpful comparisons. Surveys are completed every even-numbered year. Here is the link to the [2024 ASHA Schools Survey](#) for your convenience. The next survey will be conducted in 2026.

Individualized/specialized therapy program, materials, or devices needed (i.e. social stories, picture/visual cues and/or schedules, PROMPT, AAC/AT + device maintenance and programming, etc.). = ____ min/wk x 4 = ____ mpm/st →	____mpm/st.
Academic supports: Team Meetings = ____ mpw/st x 4 = ____ mpm. → Curriculum Modifications = ____ mpw/st x 4 = ____ mpm. → Consults/Trainings (teachers, aides, parents) = ____ mpw/st x 4 = ____ mpm →	Team Mtgs = ____ Curric Mod = ____ Consult = ____
Behavioral factors—student may exhibit chronic and/or severe aggression requiring development and implementation of a Behavioral Intervention Plan (BIP); team collab. ____ min/week x 4 = ____ min/month →	____mpm/st.
SLP Summary (page 2) of ISHA’s WL Form (calculate monthly minutes)	
TOP of pg. 2: enter student initials, total WL mpm from student page, and enter direct minutes. TOTAL Indirect mpm will be auto calculated.	
TASK/ACTIVITY	Minutes/Month
1. Service Provider’s typical # of total direct student session minutes/day: enter in space provided. Total Direct Session minutes/week auto-summed. Use your own schedules and session times to enter totals.	----
2. # of total direct session mpw is auto-populated and auto-calculated on the SLP Summary form to give the total direct session minutes/month.	----
3. Each total from the 4 “Indirect” mpm columns from the top section will auto-populate and sum.	----
4. The first two items will auto-populate on the actual SLP Summary page. Then... Enter *Contractual Plan Time for Elementary = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual Plan Time for MS = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual Lunch Time for Elementary = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Contractual Lunch Time for MS/HS = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Supervision of CFs, SLPAs; Mentoring = ____ mpw x 4 = ____ mpm →	____mpm
Enter *Total MTSS/Rtl Consultation Time = ____ mpw x 4 = ____ mpm →	____mpm
Enter *District-required mtgs (PD, SIP, PLCs, Gen Info, etc.) = ____mpm →	____mpm
Enter *Medicaid Billing/FFS/Administrative Outreach = ____ mpw x 4 = ____ mpm →	____mpm
Enter. *Travel Time (between buildings or to off-site/home-bound services). = ____ mpw x 4 = ____ mpm. →	____mpm
TOTAL TIME NEEDED BY SERVICE PROVIDER. [auto-sums and auto-populates on SLP form]. →	____mpm
6. Enter District Contractual Minutes = ____ hrs/week x 60 min. = ____ mpw x 4 = ____ mpm →	____mpm
7. Calculate WORKLOAD Time [form auto-populates and auto-calculates from #5, 6]. →	----
8. Calculate Full Time Equivalent (FTE) [form auto-populates and auto-calculates from #5, 6]. →	----

The following excerpt from page 7 of ASHA's [2024 Schools Survey: Caseload and Workload Characteristics](#) may provide teams with additional guidance regarding activities and “average” times PER WEEK as reported by respondents. [Please be sure to note whether times are in minutes/week, hours/week, etc., as your calculations’ accuracies will be dependent on consistent use of time units.]



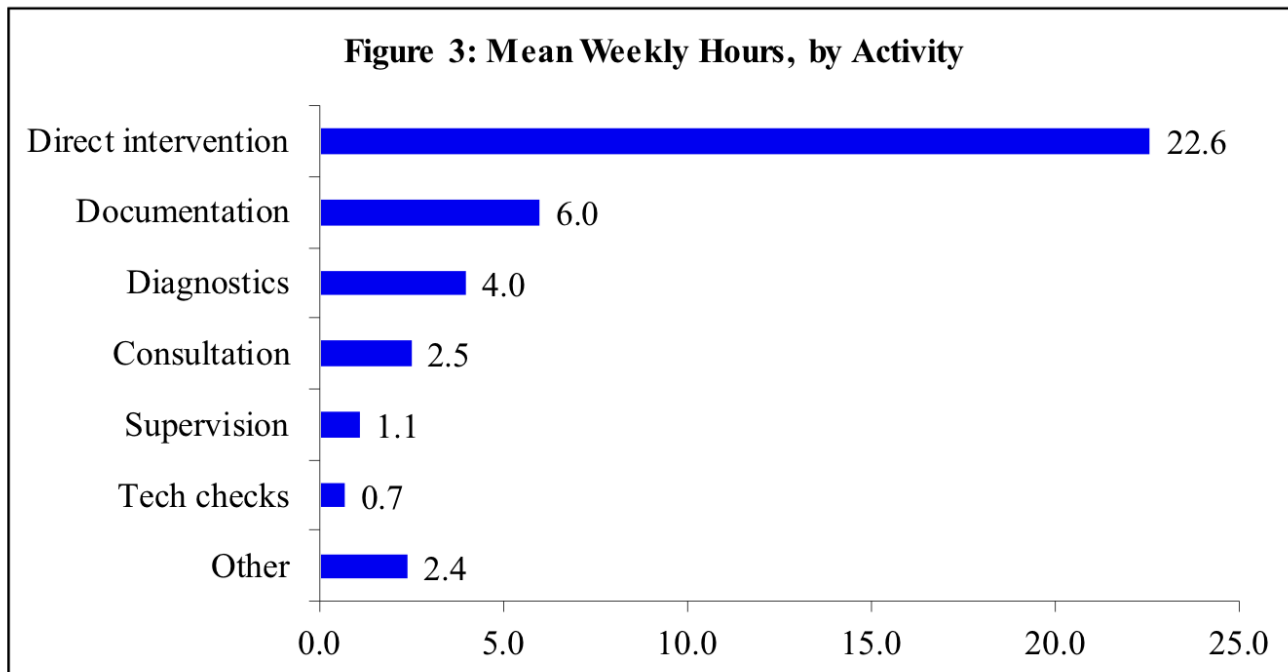
Note. $n = 2,347$. Total number of hours was limited to a maximum of 55 which captured 89% of respondents.

Respondents also reported that they spent a mean of

- 6.0 hours on documentation;
- 4.0 hours on diagnostic evaluations (e.g., observation, screening, scoring, analysis);
- 2.5 hours on collaborative consultation;
- 1.1 hours on supervision;
- 0.7 hour on technology checks; and
- 2.4 hours on other duties as assigned.

Individualized/specialized therapy program, materials, or devices needed (i.e. social stories, picture/visual cues and/or schedules, PROMPT, AAC/AT + device maintenance and programming, etc.). = <u>30</u> min/wk x 4 = <u>120</u> mpm →	<u>120</u> mpm
Academic supports: Team Meetings (incl. BIP teams) = <u>30</u> mpw x 4 = <u>120</u> mpm → Curriculum Modifications = <u>30</u> mpw x 4 = <u>120</u> mpm → Consults/Trainings (teachers, aides, parents) = <u>15</u> mpw x 4 = <u>60</u> mpm →	120 mpm 120 mpm <u>60</u> mpm Total 300 mpm
Behavioral factors—student may exhibit chronic and/or severe aggression requiring development and implementation of a Behavioral Intervention Plan (BIP); team collaboration. = <u>30</u> min/week x 4 = <u>120</u> min/month →	<u>120</u> mpm
SLP Summary (page 2) of ISHA's WL Form (calculate monthly minutes) TOP of pg. 2: enter student initials, total WL mpm from student page, and enter direct minutes. Indirect mpm will be auto calculated.	
TASK/ACTIVITY	Minutes/Month
1. Service Provider's typical # of total direct student session minutes/day: enter in space provided. Total Direct Session minutes/week auto-summed. Use your own schedules and session times to enter totals.	---
2. # of total direct session mpw is auto-populated and auto-calculated on the SLP Summary form to give the total direct session minutes/month. Eg. 12 sessions/day @ 30 min each = 360 min/day x 4 days = 1440 mpw x 4 wks = 5760 mpm →	---
3. Each total from the 4 "Indirect" mpm columns from the top section will auto-populate and sum.	---
4. The first two items will auto-populate on the SLP Summary form. Then... Enter *Contractual Plan Time for Elementary = <u>300</u> mpw x 4 = <u>1200</u> mpm →	1200 mpm
Enter *Contractual Plan Time for MS/HS = _____ mpw x 4 = _____ mpm →	_____ mpm
Enter *Contractual Lunch Time for Elementary = <u>200</u> mpw x 4 = <u>800</u> mpm →	<u>800</u> mpm
Enter *Contractual Lunch Time for MS/HS = _____ mpw x 4 = _____ mpm →	_____ mpm
Enter *Supervision of CFs, SLPAs; Mentoring = <u>30</u> mpw x 4 = <u>120</u> mpm. →	<u>120</u> mpm
Enter *Total MTSS/Rtl Consultation Time = <u>30</u> mpw x 4 = <u>120</u> mpm →	<u>120</u> mpm
Enter *District-required mtgs (PD, SIP, PLCs, Data, Gen Info, etc.) = <u>180</u> mpm →	<u>180</u> mpm
Enter *Medicaid Billing/FFS/Administrative Outreach = <u>50</u> mpw x 4 = <u>200</u> mpm	<u>200</u> mpm
Enter. *Travel Time (between buildings or to off-site/home-bound services). <u>50</u> mpw x 4 = <u>200</u> mpm. →	<u>200</u> mpm
TOTAL TIME NEEDED BY SERVICE PROVIDER. [auto-sums and auto-populates on SLP form]. →	_____ mpm
6. *Enter District Contractual Minutes = <u>37.25</u> hrs/week x 60 min. = <u>2235</u> mpw x 4 = <u>8940</u> mpm →	8940 mpm
7. Calculate WORKLOAD Time [form auto-populates and auto-calculates from #5, 6]. →	_____ mpm
8. Calculate Full Time Equivalent (FTE) [form auto-populates and auto-calculates from #5, 6].	---

The following excerpt from page 7 of ASHA's [2024 Schools Survey: Caseload and Workload Characteristics](#) may provide teams with additional guidance regarding activities and “average” times PER WEEK as reported by respondents. [Please be sure to note whether times are in minutes/week, hours/week, etc., as your calculations’ accuracies will be dependent on consistent use of time units.]



Note. $n = 2,347$. Total number of hours was limited to a maximum of 55 which captured 89% of respondents.

Respondents also reported that they spent a mean of

- 6.0 hours on documentation;
- 4.0 hours on diagnostic evaluations (e.g., observation, screening, scoring, analysis);
- 2.5 hours on collaborative consultation;
- 1.1 hours on supervision;
- 0.7 hour on technology checks; and
- 2.4 hours on other duties as assigned.

Section Two: WORKLOAD ANALYSIS--INDIVIDUAL STUDENT PROFILE

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 and/or ADDITIONAL SERVICES (per IEP, 504, etc. check all that apply):	<input type="checkbox"/> Sp-Language Impaired <input type="checkbox"/> Specific Learn. Dis. <input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Other Health Impaired <input type="checkbox"/> Autism Spectrum Dis. <input type="checkbox"/> Social Work	<input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Vision Itinerant <input type="checkbox"/> Hearing Itinerant	<input type="checkbox"/> Physical Therapy <input type="checkbox"/> Orient. & Mobility <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. Add details in NOTES if warranted/helpful.				ACTUAL TIME NEEDED in minutes per month
Student is referred for consultation with teacher and/or observation.	NOTE:			
Student is referred for screening.	NOTE:			
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).	NOTE:			
Communications/networking with parents, outside agencies. Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).	NOTE:			
DIRECT INTERVENTION SERVICES as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (total monthly minutes for direct services). 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.).	From Section 1: Mild = 120 mpm; Moderate = 240 mpm; Substantial = 360 mpm; Profound = mpm based on student need. This will be the amount subtracted from the total to calculate the INDIRECT minutes required. NOTE:			
Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.	NOTE:			
Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc. (only for those students the SLP case manages).	NOTE:			
Record-keeping: evaluation report writing, progress monitoring, progress updates/reports.	NOTE:			
Individualized/specialized therapy program, materials, &/or devices needed (eg. social language stories, picture/visual cues and/or schedules, low tech PROMPT, AAC/AT programming & maintenance). Translation of materials, documents into home language.	NOTE:			
Academic supports (e.g. curriculum modifications, team meetings, teacher/support staff consultations and/or trainings).	NOTE:			
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).	NOTE:			
TOTAL DIRECT + INDIRECT WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =				

Section Two: WORKLOAD ANALYSIS--INDIVIDUAL STUDENT PROFILE

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: SAMPLE 3rd Grader	DOB: 2/20/2018	GR/TCHR: 3/ROUSH	SCHOOL YEAR: 2025-26	DATE: 2/20/2026
SPECIAL EDUCATION and/or ADDITIONAL SERVICES (per IEP, 504, etc. check all that apply):	<input type="checkbox"/> Sp-Language Impaired <input type="checkbox"/> Specific Learn. Dis. <input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Other Health Impaired <input type="checkbox"/> Autism Spectrum Dis. <input checked="" type="checkbox"/> Social Work	<input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Vision Itinerant <input type="checkbox"/> Hearing Itinerant	<input type="checkbox"/> Physical Therapy <input type="checkbox"/> Orient. & Mobility <input type="checkbox"/> Other (specify):
SSP NAME: KAREN KOCKLER	TITLE: SLP	<input type="checkbox"/> Case Manager	<input type="checkbox"/> Service Provider	<input checked="" type="checkbox"/> Both CM + SP
Factors that influence need, frequency, duration, and intensity of service(s). MARK/IDENTIFY ALL THAT APPLY TO THIS STUDENT. Add details in NOTES if warranted/helpful.				ACTUAL TIME NEEDED in minutes per month
Student is referred for consultation with teacher and/or observation.		NOTE: MTSS/Rtl, 2 6-weeks consult; minimal progress (1.7+1.1 mpm)		2.8
Student is referred for screening.		NOTE: Rtl data indicated screening and possible eval needed.		2.2
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).		NOTE: initial evaluation completed.		20
Communications/networking with parents, outside agencies. Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).		NOTE: Communications with parents, DR, Elig/IEP, P/T Conference.		25.5
DIRECT INTERVENTION SERVICES as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (total monthly minutes for direct services). 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.).		From Section 1: Mild = 120 mpm; Moderate = 240 mpm; Substantial = 360 mpm; Profound = mpm based on student need. This will be the amount subtracted from the total to calculate the INDIRECT minutes required. NOTE: Moderate SLI deficits in receptive & expressive language.		240
Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.		NOTE:		1.7
Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc. (only for those students the SLP case manages).		NOTE:		60
Record-keeping: evaluation report writing, progress monitoring, progress updates/reports.		NOTE: Evaluation report, progress monitoring, progress reports.		36.6
Individualized/specialized therapy program/materials/devices needed (eg. social language stories, picture/visual cues and/or schedules, low tech PROMPT, AAC/AT programming & maintenance).		NOTE:		
Academic supports (e.g. curriculum modifications, team meetings, teacher/support staff consultations and/or trainings).		NOTE: Weekly team meetings with teacher, aide, and social worker.		120
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).		NOTE:		
TOTAL DIRECT + INDIRECT WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =				508.8

Section Two: WORKLOAD ANALYSIS--SLP SUMMARY PROFILE

NAME/TITLE OF SERVICE PROVIDER:												SCHOOL YEAR:			
STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM	STUDENT INITIALS	TOTAL WL MPM	DIRECT MPM	INDIRECT MPM
MILD	254	120	134	MODERATE	508.8	240	268.8	SUBSTANTIAL	660	360	300				
	x15	x15	x15		x15	x15	x15		x10	x10	x10				
S1	3810	1800	1125	S2	7632	3600	4032	S3	6600	3600	3000	S4			

- Enter session min here: M 360 +T 300 +W 360 +Th 0 +F 300 = 1320 TOTAL SESSION mpw.
- 1320 TOTAL SESSION mpw x 4 wks = TOTAL AVAILABLE DIRECT SERVICES SESSIONS = 5280 mpm.
- Calculate TOTAL INDIRECT mpm (from above) = S1 1125 +S2 4032 +S3 3000 +S4 0 = 8157 TOTAL INDIRECT mpm
- Calculate TOTAL TIME NEEDED BY THIS SERVICE PROVIDER:
 - Add TOTAL AVAILABLE SESSION TIME + 5280 mpm
 - Add TOTAL INDIRECT mpm + 8157 mpm
 - Add contractual PLAN TIME mpm + 1200 mpm
 - Add contractual LUNCH TIME mpm + 800 mpm
 - Add SUPERVISION/MENTORING of CFs/SLPAs + ____mpm
 - Add TOTAL MTSS/RtI CONSULTATION TIME mpm + ____mpm
- Add Medicaid Billing/FFS/Admin Outreach + 200 mpm
 - Add TRAVEL TIME (between bldgs/to home visits) + ____mpm
 - Add District-required meetings (PD, SIP, PLCs, etc.) + 180 mpm
- TOTAL TIME NEEDED BY THIS SERVICE PROVIDER = 15817 mpm
 - Total Contractual Time - 8940 mpm
 - Amount Over/Under Contractual Time = 6877 mpm
- Calculate Full Time Equivalent (FTE)
 - Total Time Needed = 15817 mpm
 - Divided by Contractual Time ÷ 8940 mpm
 - = 1.7 FTE