How to Succeed with Workload!

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

Introductions
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Disclosures
Financial: None
Non-financial: Members of ISHA and the School Affairs Committee
Attendees will be able to identify the Illinois State Board of Education requirements for Workload Analysis.

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

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.
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)
Sample Result of Workload Analysis

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

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.

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
- See all 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

Art 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

Illinois State Board of Education (ISBE) www.isbe.net


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