ISHA School Affairs Update 2020

Presented at the 60th Annual Convention
February 6th, 7th, and 8th, 2020

Karen Kockler and Diane Barnes-Maguire, Co-Chairs
and Members of the School Affairs Committee
Introductions and Disclosures

FINANCIAL...
Karen and Diane gain nothing financially by presenting today!

NON-FINANCIAL...
Karen and Diane are co-chairs of the School Affairs committee.
Today's Agenda

School Affairs Committee Updates
Current Hot Topics--
  New Laws
  SLPs Subbing for Classroom Teachers
  AT/AAC
  Best Practices
  Ethics
  Soft Skills Article
  Medicaid Issues
Q&A, Shout-Outs!!!
Laundromat Library Raffle...and the Winners are...
School Affairs Committee Update

Membership and Activities
1. Demographics: 2019-20 Membership

2. Volunteering for ISHA Committees:
   a. Why get involved? What’s in it for ISHA and the profession?
   b. Why should I get involved? What’s in it for ME and my colleagues?

3. School Affairs Webpage, Important Resources

4. Advocacy
Advocacy Comes in Many Forms

ASHA's “I Contribute” Campaign

The "I Contribute" Toolkit provides SLPs and Audiologists with Tools, Strategies, and Resources to plan and carry out effective advocacy and leadership opportunities to increase knowledge and awareness about the valuable contributions of school-based SLPs and Audiologists. Topics include professional learning reflection tools, resources for promoting and implementing the "I Contribute" Campaign and Challenge, and Trending Issues for School-Based SLPs and Audiologists.

To access the "I Contribute" Toolkit electronically:  app.box.com/s/hwypdkvgelit0z6h9ufbdzatsxxrd7i

Laundromat Library Initiative!

- See our display in the Exhibit Hall....BE SURE TO STOP BY! If you donated a new or used book, you received a raffle ticket and were entered into the drawing for one of several prizes created to help you launch your own LL!!!!
- Illinois now has 5-7 laundromat libraries...three of them launched by our own SLPs!!!
- Work with PTOs/PTAs? NHS Program Sponsors in High Schools? Retired SLPs?
- www.laundromatlibraryleague.org
Searching for Relevant Information!

ASHA’s Website -- SEAL; ASHA State-by-State; Practice Portal, CE.  www.asha.org

ASHA’s OSEP Letter of Guidance:  Determination of Minutes, Location for Services; Missed Sessions
https://www.asha.org/News/2016/OSEP-Reaffirms-Guidance-on-Missed-Services/

ASHA’s Guidance: School Walkouts or Strikes
https://www.asha.org/SLP/schools/ASHA-Guidance-on-Walkouts-or-Strikes/

ISHA’s Website  www.ishail.org  (public and member only sections)

Illinois Speech Language and Audiology Practice Act  225 ILCS 110


ISBE’s Website  www.isbe.net
- Licensure and ELIS
- Illinois Administrative Rules, Part 226 (Part 226.735); link under Special Education.
- AT/AAC (add link)
Searching for Relevant Information...continued

Medicaid Handbooks
- Subscribe to Email Notifications for HFS Updates: https://www.illinois.gov/hfs/MedicalProviders/notices/Pages/default.aspx

Illinois Compiled Statutes (ILCS)...Education:

Joint Committee on Administrative Rules (JCAR)...Professions & Occupations:
ftp://www.ilga.gov/jcar/admincode/068/06801465sections.html
Eligibility Guide and Workload Analysis--

Section 1
### Section Two: ILLINOIS SPEECH-LANGUAGE PATHOLOGY WORKLOAD ANALYSIS and SUMMARY

**NOTE:** Complete one form per student on a received. This form is for SERVICE PROVIDER USE ONLY, and is not intended to become part of the student's permanent record.

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>DOB:</th>
<th>GMT/CHIEF:</th>
<th>SCHOOL YEAR:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPECIAL EDUCATION SERVICES (per IEP, check all that apply):**
- Sp-Language Impaired
- Other Health Impaired
- Specific Learn. Dis.
- Autism Spectrum Dis.
- Developmental Delay
- Social Work
- Hearing Impaired
- Other (Specify)

<table>
<thead>
<tr>
<th>SSP NAME:</th>
<th>TITLE:</th>
<th>SERVICE PROVIDER:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case Manager</td>
<td>Both CM + SP</td>
</tr>
</tbody>
</table>

**Factors that influence need, frequency, duration, and intensity of service(s):**

<table>
<thead>
<tr>
<th>Activity required to provide FAPE per IEP, for this student.</th>
<th>Average/Preferred Time Needed*</th>
<th>Optional: document any critical information that may affect future decisions.</th>
<th>Actual Time Needed in minutes per month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is referred for consultation with teacher and/or observation.</td>
<td>252 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Student is referred for screening and/or MTSS/RtI.</td>
<td>306 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>NO DIRECT services; Consult or Monitor Only.</td>
<td>75 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>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).</td>
<td>360 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Communications/networking with parents, outside agencies.</td>
<td>95 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Attendance and participation in meetings (i.e., domain, eligibility and/or initial IEP, annual review, P/T conferences, transition meetings, etc.)</td>
<td>55 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>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). If a varied service delivery is documented on the IEP, enter a total amount of time allotted for direct services (e.g., group and individual services, push-in, etc.).</td>
<td>NOTE:</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Outpatient/Home Program for minimal difference/child articulation deficits only.</td>
<td>30 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.</td>
<td>170 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc.</td>
<td>366 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Recordkeeping, progress monitoring and reporting, Medicaid billing, Fee for Service/Administrative Outreach, etc.</td>
<td>396 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Preparation and provision of specific oral-motor tools, and/or home practice materials.</td>
<td>141 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Individualized or specialized therapy program/materials needed (e.g., social language stories, picture/visual cues and/or schedules, low tech AAC, PROMPT, Therapeutic Listening, etc.).</td>
<td>237 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Assistive Technology communication needs; training, use, maintenance of equipment for mid to high tech devices.</td>
<td>170 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>Academic supports (e.g., RTI/MTSS), curriculum modifications, team meetings, teacher/support staff consultations and/or trainings.</td>
<td>197 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>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).</td>
<td>143 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
<tr>
<td>TRAVEL TIME between buildings or to off-site/homebound services.</td>
<td>71 mpm</td>
<td>NOTE:</td>
<td>0</td>
</tr>
</tbody>
</table>

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

---

*Based on 2019-2020 School Children 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**

<table>
<thead>
<tr>
<th>NAME/TITLE OF SERVICE PROVIDER</th>
<th>CURRENT CASeload</th>
<th>STUDENT INITIALS</th>
<th>TOTAL WL MPM</th>
<th>STUDENT INITIALS</th>
<th>TOTAL WL MPM</th>
<th>STUDENT INITIALS</th>
<th>TOTAL WL MPM</th>
<th>STUDENT INITIALS</th>
<th>TOTAL WL MPM</th>
<th>TYPE OF DISORDER</th>
<th>TOTAL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Administrative Rule 226.715 (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 annually, ensures to the SLP that at no time shall his/her caseload be more than 60 students. If 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OM/Aphasia</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Articulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Phonological Disorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Receptive Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Expressive Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Voice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CAPD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ASD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OHI (e.g., physical, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hearing Impairment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vision Impairment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intellectual Deficits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Emotional/Behavioral</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other.</td>
<td></td>
</tr>
</tbody>
</table>

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

**TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER**

**ADD CONTRACTUAL PLAN TIME MIN/MONTH =**

**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 SLP)

To calculate FTE = Total Workload = __________ = FTE

Total Contract Time

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

---

Sample Result of Workload Analysis

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

FTE = 13,402 divided by 9,000 = 1.489 or the equivalent of 1.5 SLPs
The New Law PA 101-0515

- Full Text available here--

- Legal interpretation by the special education law firm of Kriha Boucek--
  [link](https://krihaboucek.com/hb-3586-qa/)

- Some resources for you
  - OSEP Letters (next slide)
  - FREE Service Log chart (in 2 slides) if you can use it! Targets all the requirements of PA 101-0515. This will also be posted on ISHA’s School Affair’s Webpage. However, most districts utilize online documentation.
OSEP Letters Relevant to Missed Sessions

OSEP Letter to Catherine Clarke, ASHA, Reaffirms 2007 Statements:
- Who determines minutes?
- Missed services.

OSEP Letter to David Kane, Esq., 2018
- Addresses the issue of missed services due to scheduled state assessments
- Participation in state assessments addressed in IEP and part of FAPE, therefore not a denial
- LEA not obligated to make up minutes due to parent choice to keep child home on testing days.
Sample Related Service Log designed to fulfill the requirements of PA 101-0515

<table>
<thead>
<tr>
<th>DATE OF SERVICE</th>
<th>THERAPIST'S INITIALS</th>
<th>LOCATION OF SERVICE</th>
<th># OF MINUTES</th>
<th>TYPE OF SERVICE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 Therapy Room, 2 Classroom, 3 Home, 4 Other</td>
<td></td>
<td>Direct or Consult</td>
<td>Goals/Benchmarks Targeted, Relevant Observations</td>
</tr>
</tbody>
</table>

IEP YEAR: ____________________  SPEECH-LANGUAGE PATHOLOGY  Student Name: ____________________

**RELATED SERVICE LOG**
New Sexual Harassment Training Requirement

- New law in effect as of January 1st, 2020
- Requires 1 hour of Sexual Harassment Training/CE per renewal cycle for the IDFPR license (every two years; next renewal October, 2021)
- Details and FAQs available through IDFPR and by clicking on the following link--
Student Seclusion and Restraint

- Addresses the restraint of students and use of time out rooms.
- Guidelines and FAQs: Emergency Regulations for the Use of Time Out and Restraint (ISBE’s 31-page document, released in December 2019) available online using this link--
SLPs Subbing in the Classroom

● Be a team player, if/when your workload and schedule allow for it;

● Yes, you are qualified (PEL); no Sub license required;

● First obligation, by law, is to provide IEP minutes;

● Sub pay for time given (usually negotiated as part of your union’s Collective Bargaining Agreement.)
Assistive Technology/AAC Considerations

- According to IDEA, AT device means any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

- AT Services directly assist a child with a disability in the selection, acquisition, and use of an AT device.

- Evaluation, functional evaluation in the child’s customary environment, purchasing/leasing of device; selecting/designing/fitting/customizing/adapting, Coordinating and us of other therapies with AT; Training or technical assistance of child, family, and other professionals or employers.

- Is AT needed to meet FAPE?
Assistive Technology/AAC Considerations

- Helping staff members and parents understand the difference between using a device for AAC (a student’s voice) and playing (Criscuola, August 2019).
- Treatment vs screen time as a reinforcer.
- Tiered level of supports (global first steps to collect data, increased needs receive additional support trials, more focused individual assessments for more involved needs).
- Data collection and review to help guide next steps in evaluation and treatment.
Best Practices

● Know and abide by your workplace rules, contracts, and directives.

● Work collaboratively and creatively to provide evidence based services in the Least Restrictive Environment (EB in LRE) (Murza, 2019).
  ○ Coaching, Alternative locations of services, generalization (Backward Design), Collaborative planning, Interprofessional Practice (IPP) (Coleman & McHale-Small, 2019).
  ○ Helping students own their goals and learn to adopt growth mindset
  ○ Celebrating successes with students across environments (advocating for the students while demonstrating what SLPs can help students achieve)
In order to renew your IDFPR license, you must have ongoing education in the area of Ethics. This went into effect with the 2019 renewals.

In order to renew your ASHA CCC you will now also have to have ongoing education in the area of Ethics.

https://www.asha.org/Code-of-Ethics/
A little break...for humor's sake!

I wish I was a schwa.

They're never stressed!
Soft Skills in the Workplace!
Preparing Middle and High School Students for Future Success

- ASHA Leader, December 2019 Issue
  https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.24122019.52
- Recognizing our role in helping young people develop important skills such as communication, a positive attitude and politeness, professionalism, teamwork, problem-solving and critical thinking.
- Often valued more than academic skills.
- These skills will be the skills that shape the success of our students as they move forward in the workplace.
How Soft Skills Impact Workload

- Time Management, Communication, Problem Solving, Adaptability, Initiative, Teamwork, and Civility are soft skills that are greatly needed by 21st century employees.
- SLPs can help articulate the need to link transition goals to these areas.
- Interprofessional Practice while supporting students to develop these skills can help address the needs while in middle and high school.
- Alternative delivery methods to teach the skills will require SLPs to consider working with other professionals.
Changing Scale of Workload

➔ Making Functional Differences in our students

➔ How to practice at the top of your license (SLPAs, Audiology Assistants, paraprofessionals, IPP) utilizing your specific expertise and skills

➔ Multi-Tiered Systems of Support (MTSS) to proactively meet the needs of students to meet the standards
  ◆ Evidence Based Funding Model in the state of Illinois
  ◆ Coaching
The Department of Human Services (DHS) issued provider notices in the 2016-2017 school year regarding the need for students who receive speech language pathology services to have a referral on file for the SLP services in order to bill Medicaid.

Best practice is that the referral be written by a physician, psychologist, licensed nurse practitioner, or a non-treating SLP (members of the healing arts). The referring practitioner must be enrolled in IMPACT.

The referral/script is to be retained with the documentation of services in the event of an audit.
Why might I need an NPI number?

NPI = National Provider Identifier

Only those who write referrals (or individually bill insurances, i.e. private therapy settings, clinics, etc) need an NPI number.

An NPI number is individualized to a specific practitioner, not to the location where they provide services.

The Local Education Agency/district/cooperative has their own Agency NPI number to bill under.
How do I get an NPI Number?

To complete the application online, go to the National Plan and Provider Enumeration System website at

https://nppes.cms.hhs.gov/#/

For assistance, call 800-465-3203

Here is a slide presentation that may provide some helpful tips!

What if I need to still enroll in IMPACT?

Questions related to enrolling in IMPACT can be directed to the IMPACT Help Desk:

- By email: IMPACT.HELP@Illinois.gov
- By phone: (877) 782-5565 Listen for IMPACT option.
Why is it Important that I check out policies and procedures regarding Medicaid?

Professional duties

Local Compliance -- ask your special education director or principal to review provider notices with you to ensure that you are keeping accurate records and records can be found in the event of an audit

State and Federal Compliance

Safeguarding funds for future use on behalf of students
What is looked at in a Medicaid Audit?

Medical records for applicants and participants in the Department’s Medical Programs (copies of claims alone will not meet this requirement):

- Complete copy of the Individualized Education Programs (IEP) in effect for date of service claimed;
- Daily case documentation or progress notes for date of service claimed;
- Medication Administration Records for all medication given;
- Transportation logs (U-210.213) for all transportation services claimed; and
- Other professional records required to be maintained by applicable federal or state law or regulations (a copy of the license of the provider, signed consent to bill medicaid, and the referral/script for the services).

The provider on the referral/script must be enrolled in IMPACT in order for claims to be processed, as of January 1, 2020.
...and before we all leave...

- Final Qs and As
- Shout Outs to Colleagues
- Request ppt  kkockler1975@gmail.com
  or look for it to be posted on ISHA’s School Affairs Webpage!
- Your chance to win...
Contact Us

Diane Barnes-Maguire (School Affairs Co-Chair)

dmmaguire@sbcglobal.net

Karen Kockler (School Affairs Co-Chair and ASHA SEAL for IL)

kkockler1975@gmail.com