How to Succeed with Workload!
Introductions
Linnea Anderson, M.S. CCC-SLP, L
Diane Barnes-Maguire, EdS, CCC-SLP, L
Karen Kockler, MA, CCC-SLP, L

Disclosures
Financial: None
Non-financial: Members of ISHA and the School Affairs Committee
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
Learner Outcomes!

1. Attendees will be able to identify the Illinois State Board of Education requirements for Workload Analysis.

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

3. 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](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)
ISHA's Eligibility Guide and Workload Analysis!
Section 1: Eligibility Guide

- guides decisions regarding severity or eligibility;
- guides decisions regarding DIRECT service minutes and service delivery models;
- gives us all common and consistent terminology for ease of transferring student information between SLPs and/or districts within the state.

Section 2: Workload Analysis

- promotes compliance with Section 226.735 Workload for Special Educators;
- analyzes and identifies all INDIRECT service activities necessary to provide FAPE to each student;
- provides an analysis of the amount of work for which each SLP is responsible to students and to the district based on actual/estimated time.
### Section One: ILLINOIS SPEECH-LANGUAGE PATHOLOGY ELIGIBILITY GUIDELINES

<table>
<thead>
<tr>
<th>RATING OF DISORDER</th>
<th>TYPICAL DEVELOPMENTAL EXPECTATIONS</th>
<th>MINIMAL DIFFERENCE(S)</th>
<th>TYPICAL DEVELOPMENTAL EXPECTATION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Severity</td>
<td>No measurable effect on academic performance or social function.</td>
<td>Impairment minimally affects the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.</td>
<td>Impairment mildly affects the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.</td>
</tr>
<tr>
<td>EXPRESSIONS OF LANGUAGE (Academic, Verbal/Social Communication)</td>
<td>The individual demonstrates age-appropriate communication skills in expressive language, for academic as well as social purposes, as measured by two or more index/composite scores and language samples. Less than 1.0 deviation below the mean standard score. Language quotient of 55 or 6s of 8 or above, 1500 percentile or above. Developmental expectations are based on Brown's Stages of Language Development, norms referenced at asha.org, and norms listed in standardized measures.</td>
<td>The individual exhibits weaknesses in organization of thought, syntax and morphology on informal screenings or assessments, despite an overall passing criterion score. Curriculum-based measures (CBMs) and teacher report suggest that the student struggles to meet grade level expectations solely through general education supports. A negative impact on academic performance (oral and/or written expression) is noted. Consultation with teaching staff may be warranted/desired. The individual may be considered for RTI (Tier 2) speech language support.</td>
<td>The individual presents with mild deficits in organization of thought, syntax and morphology as measured by two or more index/composite scores. Performance falls from 1.5-2.5 standard deviations below the mean standard score. Language quotient or standard score of 70-77; 2nd-6th percentile ranks. Academic data and teacher report suggest that grade level expectations cannot be managed solely through general education supports.</td>
</tr>
<tr>
<td>SOCIAL/PRAGMATIC LANGUAGE ASD</td>
<td>The individual demonstrates age-appropriate communication skills as noted during social interactions, and by two or more index/composite scores on standardized measures of nonverbal language learning, problem-solving and other critical thinking skills. Academic data and teacher report suggest that grade level expectations are being met by the individual independently.</td>
<td>The individual presents with inconsistent skills during social interactions, reluctance to answer questions or contribute to discussions, and/or inappropriate or off-topic responses. Scores for criterion-referenced screening tests have been &quot;met&quot;, despite these demonstrated differences. Consultation with teaching staff and/or support personnel (e.g. social worker, counselor) may be warranted/desired. The individual may be considered for RTI (Tier 2) speech language support based on consultation and/or whether or not the student receives other services (e.g. participation in a social skills group).</td>
<td>The individual presents with mild deficits in social communication skills, and/or development of nonverbal language skills. Performance falls from 1.5-2.5 standard deviations below the mean standard score. Language quotient or standard score of 70-77; 2nd-6th percentile ranks. Academic data and teacher report suggest that grade level expectations cannot be managed solely through general education supports.</td>
</tr>
</tbody>
</table>
### Section Two: ILLINOIS SPEECH-LANGUAGE PATHOLOGY WORKLOAD ANALYSIS and SUMMARY

**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.

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

#### SPECIAL EDUCATION SERVICES (per IEP, check all that apply):

- [ ] Sp-Languange Impaired
- [ ] Specific Learn. Dis.
- [ ] Developmental Delay
- [ ] Other Health Impaired
- [ ] Autism Spectrum Dis.
- [ ] Social Work
- [ ] Occupational Therapy
- [ ] Vision Itinerant
- [ ] Hearing Itinerant
- [ ] Physical Therapy
- [ ] Orient. & Mobility
- [ ] Other (specify):  

- [ ] Case Manager
- [ ] Service Provider  
- [ ] Both CM + SP

#### SSP NAME:  

#### TITLE:  

### Factors that influence need, frequency, duration, and intensity of service(s). MARK/IDENTIFY ALL THAT APPLY TO THIS STUDENT.

<table>
<thead>
<tr>
<th>Activities required to provide FAPE, per IEP, for this student.</th>
<th>AVERAGE/DAILY TIME NEEDED*</th>
<th>Optional: document any critical information that may assist 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>253 mpm</td>
<td>NOTE:</td>
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</tr>
<tr>
<td>Student is referred for screening and/or MTSS/Rti.</td>
<td>306 mpm</td>
<td>NOTE:</td>
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<tr>
<td>NO DIRECT services; Consult or Monitor Only.</td>
<td>75 mpm</td>
<td>NOTE:</td>
<td></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></td>
</tr>
<tr>
<td>Communications/networking with parents, outside agencies.</td>
<td>96 mpm</td>
<td>NOTE:</td>
<td></td>
</tr>
<tr>
<td>Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).</td>
<td>558 mpm</td>
<td>NOTE:</td>
<td></td>
</tr>
</tbody>
</table>
| 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 minutes). 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.). | Min Diff. 60 mpm  
Mkt Dls. 120 mpm  
Mod Dls. 240 mpm  
Severe Dls. 360 mpm,  
Prof Def Dls. 480 mpm | NOTE: |  
| Outpatient/Home Program for minimal difference/mild articulation deficits only. | 30 mpm | NOTE: |  
| Scheduling students for therapy services, evaluations, classroom observations, etc., as needed. | 170 mpm | NOTE: |  
| Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc. | 366 mpm | NOTE: |  
| Record-keeping, progress monitoring and reporting, Medicaid billing, Fee for Service/Administrative Outreach, etc. | 396 mpm | NOTE: |  
| Preparation and provision of specific oral-motor tools, and/or home practice materials. | 141 mpm | NOTE: |  
| Individualized or specialized therapy program/materials needed (e.g. social language stories, picture/vocal cues and/or schedules, low tech AAC, PROMPT, Therapeutic Listening, etc.). | 237 mpm | NOTE: |  
| Assistive Technology communication needs; training, use, maintenance of equipment for mid to high tech devices. | 170 mpm | NOTE: |  
| Academic supports (e.g. RTI/Mtss), curriculum modifications, team meetings, teacher/support staff consultations and/or trainings. | 197 mpm | NOTE: |  
| Behavioral/ADHD: student may exhibit chronic and/or severe aggression which has required the development of and/or implementation of a Behavioral Intervention Plan (BIP). | 143 mpm | NOTE: |  
| TRAVEL TIME (between buildings or to off-site/homebound services). | 71 mpm | NOTE: |  

### TOTAL WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =  

*Based on 2019 ISHA School Affair Survey of Illinois Speech-Language Pathologists employed by school districts.
### 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>SCHOOL YEAR</th>
<th>DATE COMPLETED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT CASELOAD</strong></td>
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<tr>
<td>Illinois Administrative Rule</td>
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<td>226.735 (Illinois Special</td>
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<td>Education Law) first requires</td>
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<td>an analysis of the work an SLP</td>
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<td>will be required to provide to</td>
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<td>each student in order to</td>
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<td>ensure FAPE, and secondly,</td>
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<td>assures to the SLP that at no</td>
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<td>time shall his/her caseload be</td>
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<tr>
<td>more than 60 students</td>
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</tbody>
</table>

- **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.**

<table>
<thead>
<tr>
<th><strong>STUDENT</strong></th>
<th><strong>TOTAL WL</strong></th>
<th><strong>STUDENT</strong></th>
<th><strong>TOTAL WL</strong></th>
<th><strong>STUDENT</strong></th>
<th><strong>TOTAL WL</strong></th>
<th><strong>STUDENT</strong></th>
<th><strong>TOTAL WL</strong></th>
<th><strong>TYPE OF DISORDER</strong></th>
<th><strong>TOTAL #</strong></th>
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<tbody>
<tr>
<td>INITIALS</td>
<td>MIN/PMP</td>
<td>INITIALS</td>
<td>MIN/PMP</td>
<td>INITIALS</td>
<td>MIN/PMP</td>
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<td>MIN/PMP</td>
<td>OM/Apraxia</td>
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<td>Phonological Disorder</td>
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<td>Receptive Language</td>
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<td>OHI (other, physical, care)</td>
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<td>Hearing Impairment</td>
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<td>Vision Impairment</td>
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<td>Intellectual Deficits</td>
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<td>Emotional/Behavioral</td>
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<td>Other:</td>
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</tr>
</tbody>
</table>

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

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

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

**ADD SUPERVISION TIME (SLPA, CF, Monitoring) if any =**

**ADD OTHER DISTRICT/BLDG REQUIRED MEETINGS and/or DUTIES =**

**TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER (WL+PT+LT+SP+Msgrs/Duties) =**

**TOTAL WORKLOAD MIN/MONTH =**

**TOTAL # OF STUDENTS ON CASELOAD =**

**TOTAL WORKLOAD MIN/MONTH =**

**TOTAL # OF STUDENTS ON CASELOAD =**

**LESS TOTAL MIN/MONTH CONTRACTUAL WORK TIME FOR THIS SP =**

**AMOUNT OF OVERLOAD (if ALL TIME NEEDED is greater than CONTRACTUAL TIME) =**

(If overload could/should be covered by another or add SLP.)

To calculate FTE = Total Workload ÷ Total Contract Time

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

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Sample Result of Workload Analysis

TOTAL WORKLOAD MIN/MONTH based on analysis (add all student WL minutes) = 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!
<table>
<thead>
<tr>
<th>Planning</th>
<th>IEP/Case Management Activities (including average time to complete each)</th>
<th>Other (any other requirements outside of IEP’d student responsibilities)</th>
</tr>
</thead>
</table>
| (per contracted amount of 60 min/day) | • Provision of direct services;  
• Writing progress updates (quarterly or as needed);  
• Data collection and review of data collected during therapy sessions;  
• Contacting parents, private therapists;  
• Consulting with teachers/staff;  
• Participating in development of Behavior Intervention Plans as needed;  
• Scheduling students for services;  
• Scheduling meetings;  
• Annual review preparation (as case manager or as related service provider);  
• Attending IEP, Eligibility and Domain meetings;  
• Completing re-evaluations;  
• Writing re-evaluation reports;  
• Classroom observations;  
• Creating or programming student-specific communication tools (i.e. PECS pictures, high-tech devices);  
• Completing forms to support IEP’d students i.e. Release of Info.;  
• Transition planning;  
• Writing/Printing Social Stories;  
• Attending Parent-Teacher conferences for IEP’d students;  
• Preparing picture cues for more effective communication at home;  
• Review current commercially available research-based interventions for use in therapy;  
• Billing Medicaid for eligible students;  
• Completing FFS activities as required;  
• Entering information into SEMS (or other online special education documentation program) for each meeting or change for each student (navigating SEMS). | • Observations of referred students;  
• Screenings of referred students;  
• Initial evaluations;  
• Writing initial evaluation reports;  
• Preparing for elig/IEP meetings, entering SEMS;  
• Attending meetings for potential students;  
• Informal Speech Groups/RTI;  
• Preparing practice/HW for informal speech groups;  
• Building meetings as required;  
• Performance Evaluations and paperwork;  
• PST and/or “Data Wall” meetings  
• Supervision of CFYs and/or SLPAs  
• Professional Development  
• Staff Inservices  
• Board Meetings  
• PAC Meetings  
• Attending Open House  
• Student Supervision (i.e. bus/car arrival and/or dismissal duties, lunch and/or recess supervision) |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated Average Time Needed</th>
<th>Activity</th>
<th>Average Time Needed</th>
</tr>
</thead>
</table>
| per IEP requirements:  
30 min/student/quarter;  
90 min/student/quarter;  
30 min/quarter;  
90 min/quarter;  
60 min/quarter;  
beginning of year scheduling can take up to one week;  
60 min/student;  
27 hrs/quarter;  
2 hrs/student;  
15 min/observation;  
varies: 0-120 min/day;  
15 min/quarter;  
90 min/student;  
60 min/story;  
15 hrs/yr;  
varies: 0-60 min/student with need;  
30-60 min/semester;  
3-5 min/student/day;  
(time dependent on speed of computer and function of system); | 15 min/obs.  
20 min/student;  
2 hrs/student;  
2 hrs/student;  
60 min/student;  
1-2 hrs/student;  
10-30 min/wk for ea. group;  
10 min/group monthly;  
1-2 hours/yr;  
varies: 30 min/grade/quarter;  
varies;  
varies;  
varies; (optional) (optional)  
1.5 hrs/yr |

NOTE #1: SLPs, especially those who work with K-2 and 3-5 general education students, are case managers for the majority of the students on their caseloads. This is not the case for those SLPs who work in special education/self-contained programs (i.e. ECSE, SNAP, Transk, Adjusted Learning, SES, Life Skills, etc.).

NOTE #2: Items highlighted in yellow represent at least some of the activities that may be within the scope of the SLPA, at the discretion of the supervising SLP.
<table>
<thead>
<tr>
<th>TIME</th>
<th>A/Monday</th>
<th>B/Tuesday</th>
<th>C/Wednesday</th>
<th>D/Thursday</th>
<th>E/Friday</th>
<th>KOCKLER SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50-8:30</td>
<td>Arrival, Consult Time, Correspondence</td>
<td>Arrival, Consult Time, Correspondence</td>
<td>Arrival, Consult Time, Correspondence</td>
<td>Arrival, Consult Time, Correspondence</td>
<td>Arrival, Consult Time, Correspondence</td>
<td>A Day = 1 plan + SLPA in p.m.</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Brase NP; Haas DS; Starnes PR</td>
<td>Dachman- DB, RG, JS</td>
<td>Brase NP; Haas DS; Starnes PR</td>
<td>IEP Meeting Day</td>
<td>Dachman- DB, RG, JS</td>
<td>B Day = 2 plan</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Scholl JG, EH</td>
<td>Kmieciak GS, NK; Starnes MH</td>
<td>PLAN</td>
<td>NO GROUPS</td>
<td>Kmieciak GS, NK</td>
<td>C Day = 1 plan + SLPA in p.m.</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Montello NM, SS</td>
<td>Montello AB</td>
<td>Montello NM, SS</td>
<td>SCREENING and/or</td>
<td>Montello AB, SS</td>
<td>D Day = 0 plan</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Montello AB, LK</td>
<td>PLAN</td>
<td>Montello JS, AW</td>
<td>TESTING</td>
<td>PLAN</td>
<td>E Day = 2 plans</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>PLAN</td>
<td>Kilar AR; Sherden MC, LM</td>
<td>Montello AB, LK</td>
<td>if/when no meetings</td>
<td>Sherden- MC, LM; Suarez NG</td>
<td>TOTAL PLANS = 4 of 10</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Kmieciak GS, NG</td>
<td>Brown AB, DB</td>
<td>Kmieciak GS</td>
<td>PLAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>11:30-12:10 LUNCH</td>
<td>Brown AB</td>
<td>Brown AB, DB</td>
<td></td>
<td>Hopp CB, SN;</td>
<td></td>
</tr>
<tr>
<td>12:00-12:40</td>
<td>12:10-12:40 Conroy MR; Goldstein NA, RT, RZ</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>Speech/Language IEP minutes cannot be changed when RTI/interventions begin.</td>
</tr>
<tr>
<td>12:40-1:10</td>
<td>Zastrow MD,DS,MZ</td>
<td>Conroy MR, ZA Goldstein NA, RT</td>
<td>Zastrow MD,DS,MZ</td>
<td>Zastrow MD,DS,MZ</td>
<td></td>
<td>As of this date, the SLPA, will be at Mackebe on A &amp; C afternoons.</td>
</tr>
<tr>
<td>1:10-1:40</td>
<td>Svendsen GM; Roggenbuck SL; Wilkinson GB</td>
<td>Wilkinson KL, GB; Haufe AA; Hopkins CP</td>
<td>Svendsen GM; Roggenbuck SL</td>
<td>Dachman AF; Haufe AA; Hopkins CP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40-2:10</td>
<td>Dachman AF,DM,CL</td>
<td>PLAN</td>
<td>Dachman AF,DM,OW</td>
<td>Scholl TM, DP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10-2:40</td>
<td>Hopp CB, SN</td>
<td>Kilar CRS (push in)</td>
<td>Scholl TM, DP</td>
<td>Kilar CRS (push in)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:40-3:10</td>
<td>Brase TH,ML,PM,TP</td>
<td>Kilar CRS (pullout)</td>
<td>Brase TH,ML,PM; Haas DS</td>
<td>Brase NP, AK, PR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10-3:40</td>
<td>ACCELIFY</td>
<td>ACCELIFY</td>
<td>ACCELIFY</td>
<td>ACCELIFY</td>
<td>ACCELIFY</td>
<td></td>
</tr>
</tbody>
</table>
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 share share.
Venus has a beautiful name and is the second planet from the Sun.

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
- Be able to see 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

Arts 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


Our Contact Information

Linnea Anderson (School Affairs Committee Member)
landerson@bureauvalley.net

Diane Barnes-Maguire (School Affairs Co-Chair)
dmmaguire@sbcglobal.net

Karen Kockler (School Affairs Co-Chair and ASHA SEAL for IL)
kkockler1975@gmail.com