

Appendix A

Workload Activity Clusters

Direct services to students

- Counsel students
- Evaluate students for eligibility for special education
- Identify students with speech and language impairment
- Implement IEPs and IFSPs
- Provide direct intervention to students using a continuum of service-delivery options
- Re-evaluate students

Indirect services that support students' educational programs

- Analyze and engineer environments to increase opportunities for communication
- Analyze demands of the curriculum and effects on students
- Attend student planning teams to solve specific problems
- Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)
- Communicate and coordinate with outside agencies
- Contribute to the development of IEPs, IFSPs
- Coordinate with private, nonpublic school teachers and staff
- Design service plans
- Design and implement transition evaluations and transition goals
- Design and program high-, medium-, and low-tech augmentative communication systems
- Engage in special preparation to provide services to students (e.g., low incidence populations, research basis for intervention, best practices)
- Interview teachers
- Make referrals to other professionals
- Monitor implementation of IEP modifications
- Observe students in classrooms
- Plan and prepare lessons
- Plan for student transitions
- Provide staff development to school staff, parents, and others
- Program and maintain assistive technology/augmentative communication systems (AT/AC) and equipment
- Train teachers and staff for AT/AC system use

Indirect activities that support students in the least restrictive environment and general education curriculum

- Engage in dynamic assessment of students
- Connect standards for the learner to the IEP
- Consult with teachers to match students learning style and teaching style
- Design and engage in pre-referral intervention activities
- Design/recommend adaptations to curriculum and delivery of instruction
- Design/recommend modifications to the curriculum to benefit students with special needs
- Participate in activities designed to help prevent academic and literacy problems
- Observe students in classrooms
- Screen students for suspected problems with communication, learning, and literacy

Activities that support compliance with federal, state, and local mandates

- Attend staff/faculty meetings
- Carry out assigned school duties (e.g. hall, lunch, bus, extracurricular)
- Collect and report student performance data
- Complete compliance paperwork
- Complete daily logs of student services
- Complete parent contact logs
- Document services to students and other activities
- Document third-party billing activities
- Participate in parent/teacher conferences
- Participate in professional association activities
- Participate in professional development
- Participate on school improvement teams
- Participate on school or district committees
- Serve multiple schools and sites
- Supervise paraprofessionals, teacher aides, interns, CFYs
- Travel between buildings
- Write funding reports for assistive technology and augmentative communication
- Write periodic student progress reports
- Write student evaluation reports

Source: American Speech-Language-Hearing Association. (2002). A workload analysis approach for establishing case-load standards in the schools. Guidelines. *ASHA Desk Reference* (vol. 3). Rockville, MD: Author.