



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Schools Survey Report:
SLP Workforce and Work Conditions Trends
2000–2016

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American Speech-Language-Hearing Association
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Introduction

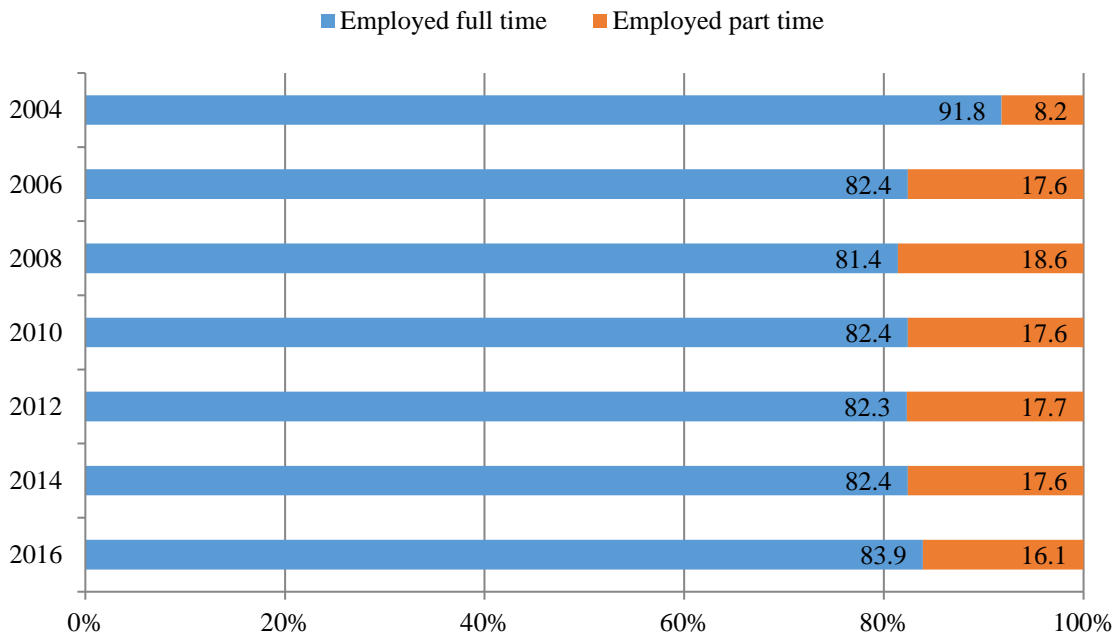
The American Speech-Language-Hearing Association (ASHA) conducted the 2016 Schools Survey to gather information about professional issues related to school-based services. Results from this survey are presented in a series of reports, including this report on speech-language pathologist (SLP) workforce and work conditions trends.

Findings from the 2000, 2004, 2006, 2008, 2010, 2012, and 2014 ASHA Schools Surveys are included in this report for comparative purposes. Questions differ among surveys, so data on all topics are not available for all survey years.

Employment Status

From 2004 to 2016, most (81%–92%) survey respondents who were employed as SLPs worked full time (see Figure 1).

Figure 1. Employment status of ASHA Schools Survey SLP respondents, by year

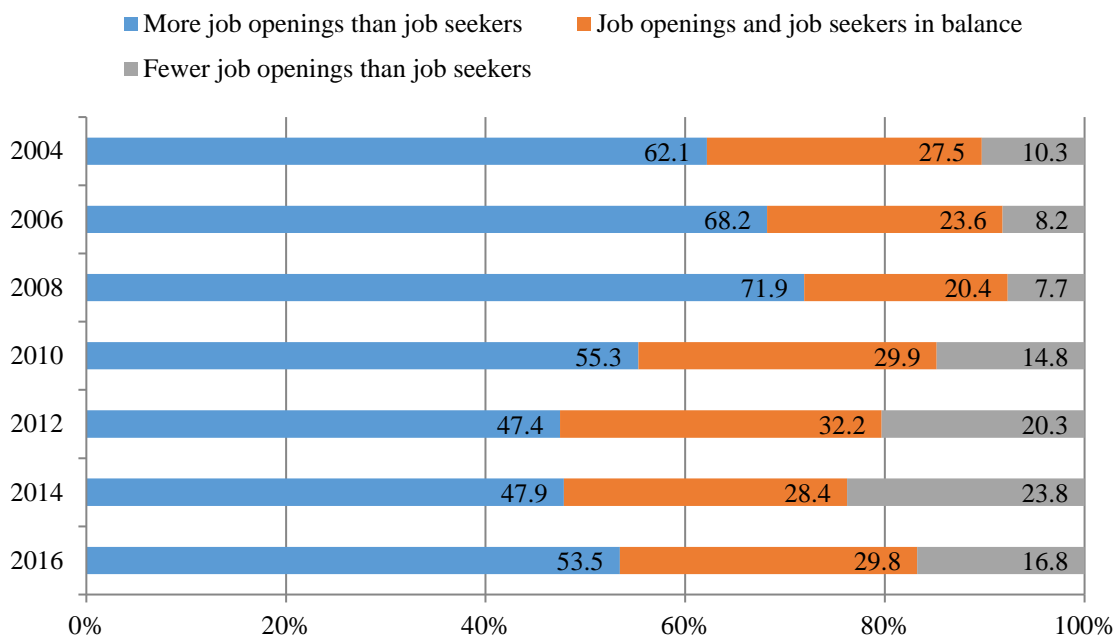


Note. These data are from the 2004, 2006, 2008, 2010, 2012, 2014, and 2016 ASHA Schools Surveys. $n = 2,602$ (2004); $n = 2,427$ (2006); $n = 2,420$ (2008); $n = 2,418$ (2010); $n = 2,420$ (2012); $n \geq 1,690$ (2014); $n = 1,806$ (2016).

Job Market

In recent years, a survey item has been included on major ASHA data collection initiatives to assess the job market for SLPs. The question and response categories were patterned after definitions used by the U.S. Bureau of Labor Statistics. In 2016, overall, about half (54%) of school-based clinicians reported that job openings exceeded job seekers in their type of school and geographic area, about the same as in 2010, 2012, and 2014 but down substantially from earlier years (see Figure 2).

Figure 2. Assessment of job market for SLP clinical service providers, by year



Note. These data are from the 2004, 2006, 2008, 2010, 2012, 2014, and 2016 ASHA Schools Surveys. $n = 2,658$ (2004); $n = 2,538$ (2006); $n = 2,525$ (2008); $n = 2,458$ (2010); $n = 2,508$ (2012); $n = 1,684$ (2014); $n = 1,847$ (2016).

Job Market, by Geographic Region

From 2004 to 2016, across all school settings, SLPs from the western region of the United States (mountain and pacific states) were mostly likely to report that job openings exceeded job seekers. Percentages for “more job openings than job seekers” ranged from 60% to 90% in these states. (These data are not presented in any table.)

Support Personnel

Of the SLPs who supervised assistants or aides in 2016, the median number being supervised was 1, the same number as in 2014. (These data are not presented in any table.)

Greatest Professional Challenges

From 2000 to 2016, at least 80% of SLPs reported that “large amount of paperwork” was their greatest professional challenge (see Appendix Table 1).

Performance Evaluations

In 2014 and 2016, nearly half (45%–46%) of SLPs reported that building administrators completed their performance evaluations (see Table 1 below). The remainder reported that their evaluations were mostly completed by special education directors and supervisors of speech-language programs.

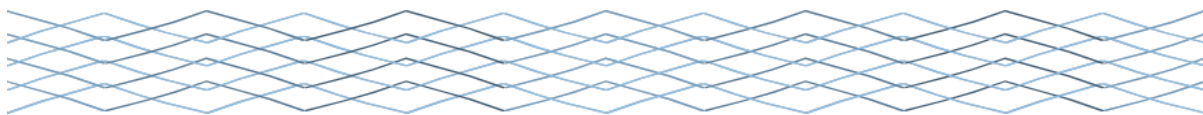
Table 1. Summary of who completes SLP performance evaluations, by year

Response	%	
	2014 (<i>n</i> = 1,690)	2016 (<i>n</i> = 1,806)
Building principal/administrator	46.2	45.2
Special education director	29.3	26.1
Supervisor of speech-language program	18.5	19.0
Supervisor of audiology program	0.3	0.2
None of the above	12.7	11.2

Note. These data are from the 2014 and 2016 ASHA Schools Surveys.

Performance Evaluations, by School Setting

In 2014 and 2016, SLPs in special day or residential schools, preschools, and elementary and secondary schools were most likely to report that building administrators completed their performance evaluations. SLPs in administrative offices and in a combination of school settings were most likely to report that their evaluations were completed by special education directors. (These data are not presented in any table.)



Member Satisfaction Ratings

From 2008 to 2016, most (57%–73%) SLPs indicated that the Association was doing a “good” or “excellent” job in serving its school-based members overall (see Table 2 below). From 2012 to 2016, most SLPs indicated that ASHA was doing a “good” or “excellent” job with advocacy (52%–55%), continuing education (75%–78%), and online resources (77%–82%). Nearly half (41%) of SLPs indicated that ASHA was doing a “good” or “excellent” job with professional consultation.

Table 2. Ratings for what kind of job ASHA is doing in serving its school-based members, overall, with advocacy, continuing education, online resources, and professional consultation

Rating	%				
	2008 (<i>n</i> = 2,445)	2010 (<i>n</i> = 2,417)	2012 (<i>n</i> ≥ 2,474)	2014 (<i>n</i> ≥ 1,699)	2016 (<i>n</i> ≥ 1,817)
	Overall				
Poor	6.2	5.1	2.3	2.7	2.9
Fair	37.3	35.4	21.2	15.2	19.0
Good	51.0	54.8	58.5	60.5	57.4
Excellent	5.5	4.7	10.3	12.0	12.0
Don't know, not applicable	—	—	7.8	9.6	8.7
	With Advocacy				
Poor	—	—	4.9	5.2	6.7
Fair	—	—	25.3	21.6	22.6
Good	—	—	43.8	43.8	42.8
Excellent	—	—	9.8	11.2	9.2
Don't know, not applicable	—	—	16.1	18.3	18.7
	With Continuing Education				
Poor	—	—	2.2	2.1	1.8
Fair	—	—	17.1	14.2	15.4
Good	—	—	52.7	51.1	50.6
Excellent	—	—	22.5	26.7	26.8
Don't know, not applicable	—	—	5.5	5.9	5.3
	With Online Resources				
Poor	—	—	0.7	1.1	1.1
Fair	—	—	14.9	11.0	15.0
Good	—	—	52.7	53.6	51.9
Excellent	—	—	24.0	28.1	27.0
Don't know, not applicable	—	—	7.7	6.3	5.0
	With Professional Consultation				
Poor	—	—	2.9	2.3	3.4
Fair	—	—	19.4	14.0	16.3
Good	—	—	34.1	34.0	34.0
Excellent	—	—	6.6	7.0	7.2
Don't know, not applicable	—	—	36.9	42.7	39.0

Note. These data are from the 2008, 2010, 2012, 2014, and 2016 ASHA Schools Surveys. Dash indicates that the item was not included in the survey.

Survey Methodology and Response Rates

The survey was mailed in February 2016 to a random sample of 4,000 ASHA-certified SLPs and 500 ASHA-certified audiologists employed in school settings in the United States. Second and third mailings followed, at approximately 3- or 4-week intervals, to individuals who had not responded to earlier mailings.

Of the total sample, eight had incorrect mailing addresses, 21 had retired, and 24 were ineligible for other reasons, which left 4,447 possible respondents. The actual number of respondents was 2,108—a 47.4% response rate.

Of the original 4,000 SLPs in the sample, eight had incorrect mailing addresses, 18 had retired, and 21 were ineligible for other reasons, which left 3,953 possible respondents. The actual number of respondents was 1,894—a 47.9% response rate. The results presented in this report are based on responses from those 1,894 individuals.

Past ASHA Schools Survey response rates were as follows:

- 2000: 43.0%
- 2004: 69.7%
- 2006: 64.9%
- 2008: 64.0%
- 2010: 64.8% (overall); 65.5% (among SLPs)
- 2012: 63.6% (overall); 64.7% (among SLPs)
- 2014: 46.0% (overall); 47.0% (among SLPs)

Suggested Citation

American Speech-Language-Hearing Association. (2016). *Schools survey report: Workforce and work conditions trends, 2000–2016*. Available from www.asha.org.

Additional Information

Companion reports are available on the ASHA website at www.asha.org/research/memberdata/schoolssurvey/.

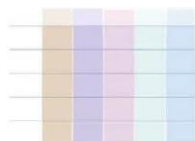
Questions?

For additional information regarding this report or school services generally, please contact Deborah Dixon, director of school services, at ddixon@asha.org or 800-498-2071, ext. 5690. To learn more about how the Association is working on behalf of school-based ASHA-certified members, visit www.asha.org/slp/schools/.

Acknowledgment

Without the generous cooperation of the members who participate in our surveys, ASHA could not fulfill its mission to provide vital information about the professions and discipline to the Association membership and public. Thank you!

Appendix



Appendix Table 1. *Greatest professional challenges of school-based SLPs, by year*

Challenge	%							
	2000 (n = 2,067)	2004 (n = 2,602)	2006 (n = 2,561)	2008 (n = 2,556)	2010 (n = 2,492)	2012 (n = 2,538)	2014 (n = 1,786)	2016 (n = 1,894)
Budget constraints	—	—	—	—	—	—	—	43.7
Ethical challenges	—	—	—	—	—	—	—	15.4
High workload/caseload size	59.7	61.0	57.6	55.6	60.2	60.8	54.7	69.6
Inadequate work space and facilities	35.2	33.6	28.5	27.5	25.2	24.8	20.7	30.3
Incorporating optimal service delivery models	—	—	—	—	—	—	35.6	41.6
Large amount of paperwork	87.6	82.1	79.6	79.7	81.2	81.2	80.3	82.8
Limited support from the administration	24.6	23.3	21.4	22.4	20.8	20.9	21.2	26.2
Limited understanding of my role by others	41.3	39.8	34.4	33.6	37.2	37.6	38.0	40.2
Limited parental involvement and support	40.5	32.1	24.6	24.1	27.1	28.2	28.0	27.7
Limited time for collaboration	—	—	—	—	—	—	51.2	50.4
Low salary	36.6	37.1	31.7	32.9	27.1	31.0	29.4	36.1
Medicaid billing	—	—	—	—	—	—	—	32.1
Out-of-pocket professional expenses	—	—	—	—	33.6	39.1	29.7	34.5
Personnel shortage	—	—	—	—	—	—	—	21.9
Travel/distance between schools	—	—	—	—	—	—	9.4	7.6

Note. These data are from the 2000, 2004, 2006, 2008, 2010, 2012, 2014, and 2016 ASHA Schools Surveys. Dash indicates that the item was not included in the survey.