



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION



Caseload Characteristics

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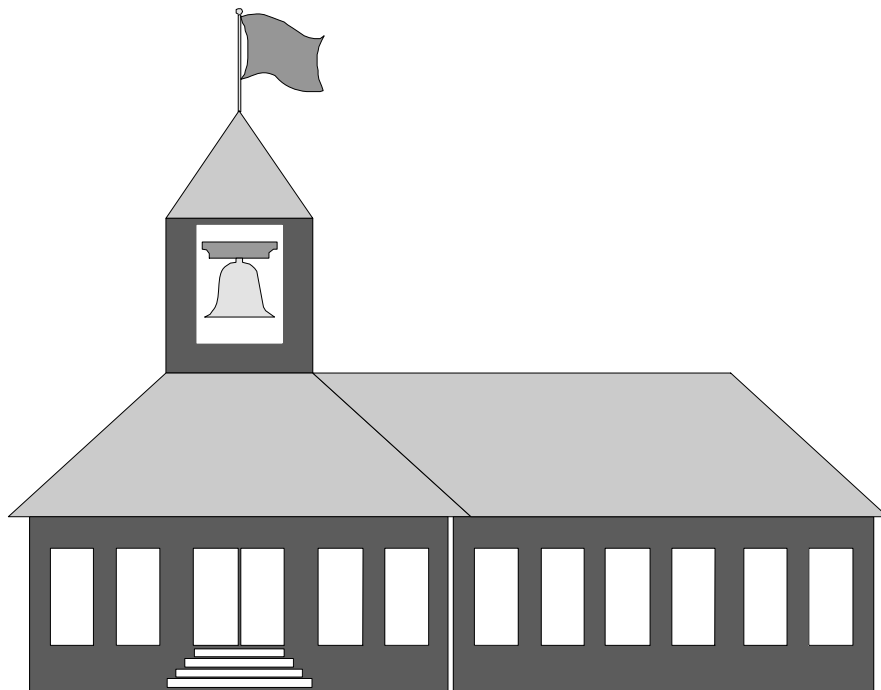
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Executive Summary

In the spring of 2004, the American Speech-Language-Hearing Association (ASHA) conducted a survey of speech-language pathologists designed to provide information about school-based service delivery and to update and expand information gathered during previous Omnibus and Schools Surveys. The results are presented in a series of reports.

This report is based on responses from speech-language pathologists in day/residential, preschool, elementary, secondary, and combined schools.

Overall Findings:

- ◆ Average caseload size: 50
- ◆ More individual sessions in day/residential and preschools, but more group sessions in elementary, secondary, and combined schools
- ◆ Day/residential schools had a higher percentage of English language learners than other facilities.
- ◆ The most common area of intervention was articulation/phonological disorders.
- ◆ More than half the students in the caseloads in day/residential schools were severely/profoundly impaired.
- ◆ The greatest impact of No Child Left Behind has been increased paperwork (secondary and combined schools) and increased time in pre-referral activities (elementary schools).

Caseloads

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- ◆ Geographic Region
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- ◆ Areas of Intervention
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Suggested Citation

Supplemental Sources

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Appendix: Data Tables

Caseloads

Caseload Size

The median monthly caseload size of school-based ASHA-certified speech-language pathologists was 50. It varied by type of facility from a low of 25 in day or residential schools to 40 in preschools to 50 in secondary and combined school settings to 52 in elementary schools (see Appendix, Table 1).

Population Density

Whether schools were in highly populated areas or not made virtually no difference in the average monthly caseload. Median caseload size was 50 in rural, suburban, and metropolitan areas, although there was some variability by type of facility. The highest caseloads in metropolitan areas were in combined school settings (55), and the highest in suburban areas were in elementary schools (53) (Appendix, Table 2).

Geographic Region

When the country was divided into four geographic regions, the northeast had a lower median size caseload (41) than did other regions (i.e., 49 in the midwest and 50 in the south and west) (Appendix, Table 3).



Individual and Group Sessions

The median number of individual and group sessions per month varied greatly by type of facility. Individual sessions ranged from a low of 20 in secondary schools to 80 in day/residential schools. The range for group sessions was from 29 in day/residential school settings to 100 in elementary schools (Appendix, Table 4).

Areas of Intervention

Table 1. Percent of School-Based, ASHA-Certified Speech-Language Pathologists Who Regularly Serve Students in Specific Areas of Intervention and Average (Mean) Number of Students Served

| Area of Intervention | % of SLPs Who Regularly Serve Students | Average (Mean) Number of Students Served |
|---|--|--|
| Articulation/phonological disorders | 93.4 | 22.8 |
| Attention deficit-hyperactivity disorder (ADHD) | 70.5 | 8.1 |
| Auditory processing disorders | 66.9 | 9.0 |
| Autism/pervasive developmental disorder (PDD) | 80.2 | 5.2 |
| Cognitive communication disorders | 51.5 | 11.0 |
| Communication effectiveness (e.g., accent modification) | 2.6 | 2.8 |
| Dysphagia (swallowing) | 12.3 | 2.7 |
| Fluency disorders | 70.2 | 2.7 |
| Hearing disorders | 48.6 | 2.7 |
| Learning disabilities | 74.5 | 16.3 |
| Mental retardation/developmental disability (MR/DD) | 73.6 | 9.2 |
| Myofunctional disorders | 12.6 | 3.5 |
| Nonverbal, augmentative/alternative communication | 48.9 | 4.6 |
| Pragmatics/social communication | 76.2 | 8.1 |
| Reading and writing (literacy) | 39.7 | 14.3 |
| Specific language impairment (SLI) | 57.0 | 16.8 |
| Traumatic brain injury (TBI) | 19.3 | 1.7 |
| Verbal apraxia (children) | 60.2 | 3.3 |
| Voice/resonance | 31.5 | 1.8 |

Most of the school-based speech-language pathologists evaluate or treat students in the area of articulation/phonological disorders (93%), autism/pervasive developmental disorder (80%), pragmatics/social communication (76%), learning disabilities (75%), or mental retardation/developmental disability (74%). Table 1 presents data on the percent of school-based, ASHA-certified speech-language pathologists who regularly serve students in 19

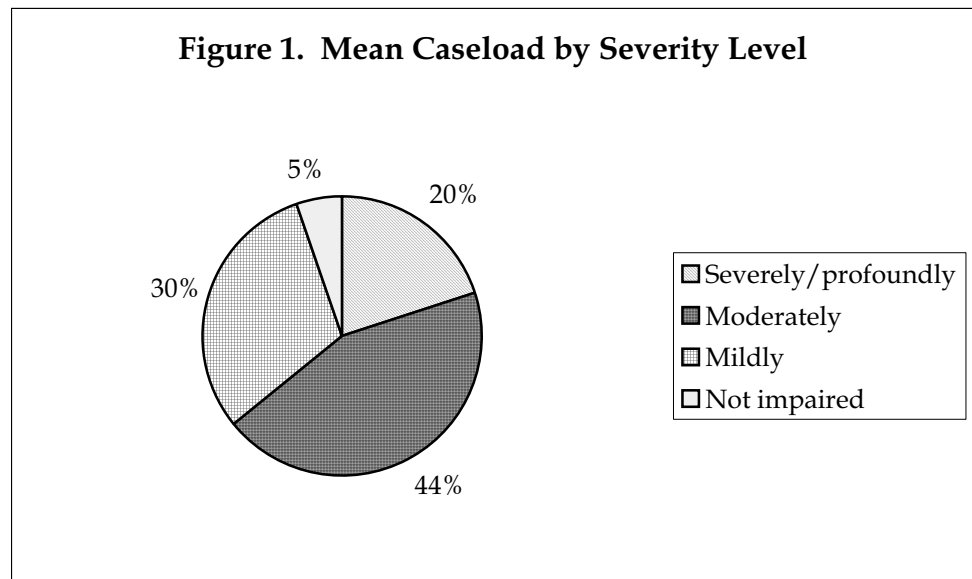
Areas of Intervention by Facility Type

specific areas of intervention and the average (mean) number of students served in each area.

Areas of intervention varied by type of facility. Articulation/phonological disorders were evaluated or treated by a greater proportion of clinicians than any other area of intervention in all types of facilities except for day/residential schools where autism/PDD disorders were seen by more clinicians (71%) than any other type of disorder. The percentage addressing literacy issues was higher in secondary school settings than in other settings (57%). The percentage of clinicians treating students with verbal apraxia was higher in preschools (79%) than in other facilities (Appendix, Table 5).

Degree of Impairment

As shown in Figure 1, fewer than half (44%) of the students in a typical monthly caseload were moderately impaired, 30% mildly impaired, 20% severely/profoundly impaired, and 5% not impaired. Between 42%-49% of the students were moderately impaired in every type of facility except for day/residential schools where 30% were in this category – and 63% were severely/profoundly impaired (Appendix, Table 6).



n = 2099

English Language Learners

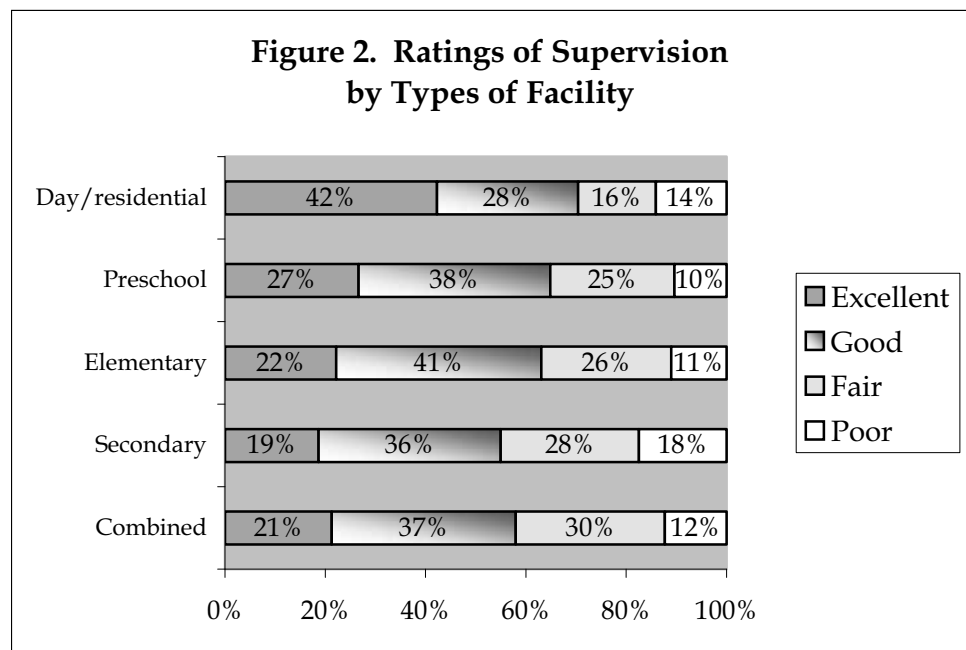
Having English language learners in a caseload varied by type of facility. The median ranged from 1% to 4%, but the means varied from 11% in combined schools to 18% in day/residential schools (Appendix, Table 7).

**Super-
vision**

In secondary schools (42%), preschools (45%), and combined school settings (46%), special education coordinators were most often the individuals who were identified as supervisors. However, in day/residential schools (38%) and elementary schools (48%), school principals were the most likely. Between 17% (elementary schools) and 37% (day/residential schools) of the respondents to the survey identified speech-language pathology supervisors as filling that role (Appendix, Table 8).

Ratings of Supervision

As shown in Figure 2, clinicians in day/residential schools rated their supervision as excellent at a higher rate (42%) than in any other type of facility (19%-27%). Secondary school personnel were more likely than individuals in other types of facilities to rate their supervision as poor (18%).



n = 2325

No Child Left Behind

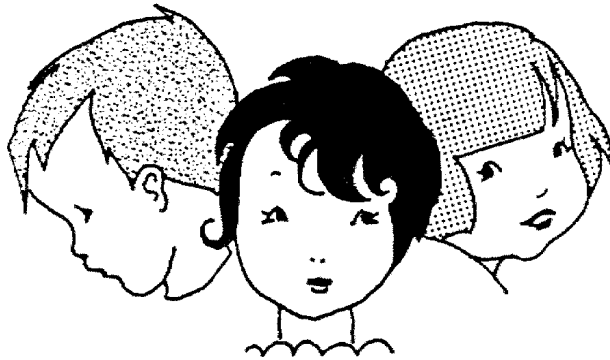
Table 9 in the appendix presents data on the perceived impact of “No Child Left Behind (NCLB).” From a list of eight possible effects, speech-language pathologists in both preschools (47%) and day/residential schools (43%) were more likely to select “There has been no impact” than any other answer. In elementary schools, increased time in pre-referral activities (42%) was the most frequently selected response. In secondary schools (45%) and combined school settings (35%), it was increased paperwork.

Table 2. Rank Order of Effects of No Child Left Behind

| Response | Total | Day | Pre. | Elem. | Second. | Comb. |
|---|-------|-----|------|-------|---------|-------|
| Increase: paperwork | 1 | 2 | 2 | 2 | 1 | 1 |
| Increase: time in pre-referral | 2 | 7 | 4 | 1 | 4 | 2 |
| Increase: literacy activities | 3 | 6 | 3 | 3 | 2 | 4 |
| No impact | 4 | 1 | 1 | 5 | 5 | 3 |
| Increase: testing accommodations | 5 | 7 | 8 | 4 | 3 | 5 |
| Increase: caseload | 6 | 5 | 4 | 6 | 7 | 6 |
| Increase: develop alternate assessments | 7 | 3 | 6 | 7 | 6 | 7 |
| Increase: develop alternate standards | 8 | 4 | 7 | 8 | 8 | 8 |

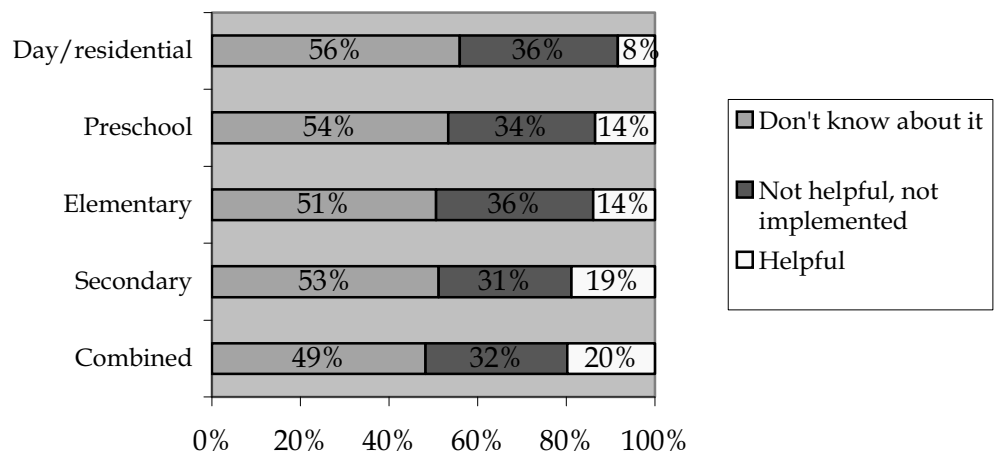
n = 2602

ASHA Position Statement



Clinicians were asked for feedback on the 2002 ASHA Position Statement, "A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools." As shown in Figure 3, approximately half (49%-56%) said that they did not know about the position statement, and between 31% and 36% knew about it but either did not find it useful or had not implemented it. Between 8% (day/residential schools) and 20% (combined schools) found it helpful (Appendix, Table 10).

Figure 3. Evaluation of Workload Analysis Approach Position Statement



n = 2438

Survey Notes & Methodology

Response Rate

The twenty-year old ASHA Omnibus Survey has been retired, replaced by surveys specific to work settings and/or professions in order to better meet affiliates' needs. This 2004 Schools Survey was the first of the replacements and melds topics from both the Omnibus Surveys and previous Schools Surveys.

The survey was mailed in February, 2004, to a random sample of 4000 ASHA certified speech-language pathologists who were employed in school settings and who lived 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 original 4000 speech-language pathologists in the sample, 15 were no longer employed in the field, 30 were retired, and 91 were ineligible for other reasons, leaving 3864 possible respondents. The actual number of respondents was 2692, resulting in a 69.7% response rate. The results presented in this report are based on responses from those 2692 individuals.

As is our practice, we do not report data for cells with fewer than 25 respondents.

Other Reports

Results from the 2004 Schools Survey are reported in a series of reports:

- Demographic characteristics and a glossary of terms
- Caseload characteristics
- Salaries
- Workforce
- Frequencies of responses to all 39 questions on the survey

Suggested Citation

American Speech-Language-Hearing Association. (2004). *2004 Schools survey report: Caseload characteristics*. Rockville, MD: Author.

Supplemental Sources

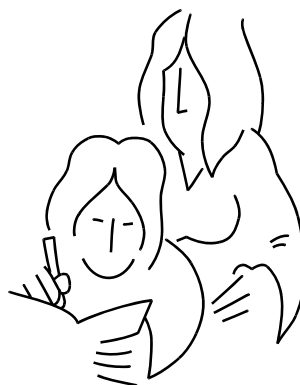
American Speech-Language-Hearing Association. (2003). *Implementation guide: A workload analysis approach for establishing speech-language caseload standards in the schools*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (May 2003). *IDEA and your caseload: A template for eligibility and dismissal criteria for students ages 3-21 (Revised)*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2002). *A workload analysis approach for establishing caseload standards in the schools: Technical report, position statement, and guidelines*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2000). *Roles and responsibilities of the speech-language pathologist with respect to reading and writing in children and adolescents: Technical report, position statement, guidelines, knowledge, and skills*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (1999). *Guidelines for the roles and responsibilities of the school based speech-language pathologist*. Rockville, MD: Author.



Additional Information

For additional information regarding the 2004 School Survey, please contact Kathleen Whitmire, Director of ASHA's School Services, at 301-897-5700, extension 4137 (kwhitmire@asha.org). To learn more about how the Association is working on behalf of school-based ASHA certified members, visit ASHA's Web site at <http://www.asha.org/members/slp/schools>

Appendix: Data Tables

Table 1: Caseload Size

| Q. 19 What is your average monthly caseload? That is, how many different students do you personally serve (i.e., evaluate or treat) in a typical month? Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Employed full time ❖ Clinical service provider | | | | | | | |
|--|---------------------|---------------------------------|------------------------|--------------------------|------------------------|-----------------------|-------------------|
| Average monthly caseload | Total (n = 2052) | Day/ Residential (n = 58) | Preschool (n = 220) | Elementary (n = 1160) | Secondary (n = 145) | Combined (n = 402) | Other (n = 41) |
| Mean | 50.6 | 28.1 | 39.7 | 53.4 | 49.3 | 53.6 | 34.6 |
| Median | 50.0 | 24.5 | 40.0 | 52.0 | 50.0 | 50.0 | 32.0 |
| Mode | 50.0 | 20.0 | 40.0 | 50.0 | 50.0 | 50.0 | 50.0 |

Table 2: Caseload Size by Population Density

| Q. 19 What is your average monthly caseload? That is, how many different students do you personally serve (i.e., evaluate or treat) in a typical month? Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Employed full time ❖ Clinical service provider | | | | | | | |
|--|-----------|---------------------|-----------|------------|-----------|-----------|----------|
| Average monthly caseload | Total | Day/ Residential | Preschool | Elementary | Secondary | Combined | Other |
| Metropolitan/urban area | | | | | | | |
| | (n = 531) | (n = 29) | (n = 64) | (n = 281) | (n = 47) | (n = 90) | (n = 12) |
| Mean | 50.0 | 29.5 | 38.5 | 53.3 | 48.5 | 57.8 | |
| Median | 50.0 | 25.0 | 40.0 | 51.5 | 50.0 | 55.0 | n < 25 |
| Mode | 50.0 | 12.0 | 40.0 | 50.0 | 40.0 | 50.0 | |
| Suburban | | | | | | | |
| | (n = 985) | (n = 24) | (n = 98) | (n = 606) | (n = 76) | (n = 147) | (n = 26) |
| Mean | 50.8 | | 38.8 | 53.8 | 50.0 | 54.0 | 36.2 |
| Median | 50.0 | n < 25 | 37.0 | 53.0 | 50.0 | 50.0 | 32.0 |
| Mode | 50.0 | | 20.0 | 60.0 | 50.0 | 50.0 | 50.0 |
| Rural | | | | | | | |
| | (n = 549) | (n = 6) | (n = 57) | (n = 280) | (n = 22) | (n = 171) | (n = 4) |
| Mean | 50.7 | | 42.4 | 52.8 | | 51.0 | |
| Median | 50.0 | n < 25 | 40.0 | 50.0 | n < 25 | 50.0 | n < 25 |
| Mode | 50.0 | | 30.0 | 50.0 | | 50.0 | |

Table 3: Caseload Size by Region of the Country

| Q. 19 What is your average monthly caseload? That is, how many different students do you personally serve (i.e., evaluate or treat) in a typical month? | | | | | | | |
|---|-----------|---------------------|-----------|------------|-----------|-----------|----------|
| Analyses limited to respondents who met the following criteria: | | | | | | | |
| ❖ CCC-SLP | | | | | | | |
| ❖ Employed full time | | | | | | | |
| ❖ Clinical service provider | | | | | | | |
| Average monthly caseload | Total | Day/ Residential | Preschool | Elementary | Secondary | Combined | Other |
| Northeast | | | | | | | |
| | (n = 534) | (n = 27) | (n = 69) | (n = 282) | (n = 47) | (n = 89) | (n = 15) |
| Mean | 42.0 | 19.0 | 25.0 | 47.5 | 45.0 | 40.0 | |
| Median | 43.4 | 19.6 | 28.9 | 48.3 | 42.6 | 49.3 | n < 25 |
| Mode | 50.0 | 20.0 | 20.0 | 50.0 | 45.0 | 40.0 | |
| Midwest | | | | | | | |
| | (n = 541) | (n = 9) | (n = 61) | (n = 277) | (n = 36) | (n = 138) | (n = 10) |
| Mean | 50.0 | | 48.0 | 50.0 | 49.0 | 50.0 | |
| Median | 50.8 | n < 25 | 45.7 | 50.9 | 50.2 | 55.7 | n < 25 |
| Mode | 50.0 | | 50.0 | 50.0 | 55.0 | 50.0 | |
| South | | | | | | | |
| | (n = 638) | (n = 21) | (n = 53) | (n = 404) | (n = 29) | (n = 110) | (n = 13) |
| Mean | 55.0 | | 40.0 | 55.0 | 55.0 | 53.0 | |
| Median | 54.1 | n < 25 | 40.8 | 57.5 | 53.8 | 53.1 | n < 25 |
| Mode | 50.0 | | 30.0 | 50.0 | 55.0 | 50.0 | |
| West | | | | | | | |
| | (n = 351) | (n = 1) | (n = 36) | (n = 200) | (n = 33) | (n = 74) | (n = 4) |
| Mean | 54.0 | | 47.0 | 55.0 | 52.0 | 55.0 | |
| Median | 54.7 | n < 25 | 48.6 | 55.8 | 53.9 | 55.5 | n < 25 |
| Mode | 50.0 | | 35.0 | 50.0 | 50.0 | 50.0 | |

Note: See 2004 Schools Survey report entitled *Survey Methodology, Respondent Demographics, and Glossary* for listing of states in each region.

Table 4: Individual and Group Sessions by Facility Type

Q. 20 How many individual sessions and group sessions (i.e., evaluation or treatment) do you average per month?
 (Exclude group sessions from the individual sessions count.)
 Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Clinical service provider
- ❖ Response to Q. 19 (caseload size) is at least 1.

| | Total | Day/ Residential | Preschool | Elementary | Secondary | Combined | Other |
|-------------------------------|------------|---------------------|-----------|------------|-----------|-----------|----------|
| Individual sessions per month | (n = 1862) | (n = 53) | (n = 198) | (n = 1071) | (n = 125) | (n = 354) | (n = 39) |
| Mean | 48.7 | 76.1 | 72.9 | 40.9 | 35.6 | 55.3 | 75.6 |
| Median | 30.0 | 80.0 | 50.0 | 25.0 | 20.0 | 39.0 | 60.0 |
| Mode | 20.0 | 12.0* | 80.0 | 20.0 | 20.0 | 20.0 | 30.0* |
| Group sessions per month | (n = 1814) | (n = 50) | (n = 175) | (n = 1059) | (n = 127) | (n = 353) | (n = 30) |
| Mean | 89.7 | 38.5 | 49.3 | 103.7 | 77.4 | 84.1 | 33.2 |
| Median | 80.0 | 28.5 | 32.0 | 100.0 | 80.0 | 75.0 | 17.5 |
| Mode | 120.0 | 8.0 | 4.0* | 120.0 | 80.0* | 120.0 | 0.0 |

* Multiple modes exist. The smallest value is shown.

Table 5: Areas of Intervention by Facility Type

Q. 22 Indicate how many individuals you serve in a typical month in each of the following areas of intervention.
(Individuals who have overlapping areas of intervention may be counted more than once.)
 Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Clinical service provider
- ❖ Response to Q. 19 (caseload size) is at least 1.

| Area of Intervention | Total | | | Day/Residential | | Preschool | |
|---|--|----------------------|--|--|----------------------|--|----------------------|
| | Percent who regularly serve clients with this disorder | Number served (mean) | Percent who regularly serve clients with this disorder | Percent who regularly serve clients with this disorder | Number served (mean) | Percent who regularly serve clients with this disorder | Number served (mean) |
| | (n = 2051) | (n varies) | (n = 58) | (n = 219) | (n varies) | (n = 219) | (n varies) |
| Articulation/phonological disorders | 93.4 | 22.8 | 63.8 | 97.7 | 11.2 | 97.7 | 17.9 |
| Attention deficit hyperactivity disorder | 70.5 | 8.1 | 55.2 | 59.8 | 11.5 | 59.8 | 5.6 |
| Auditory processing disorders | 66.9 | 9.0 | 48.3 | 60.3 | 10.0 | 60.3 | 7.3 |
| Autism/pervasive developmental disorder (PDD) | 80.2 | 5.2 | 70.7 | 83.1 | 10.1 | 83.1 | 6.0 |
| Cognitive communication disorders | 51.5 | 11.0 | 46.6 | 58.0 | 13.3 | 58.0 | 10.8 |
| Communication effectiveness (e.g., accent modification) | 2.6 | 2.8 | 5.2 | 1.4 | n < 25 | 1.4 | n < 25 |
| Dysphagia (swallowing) | 12.3 | 2.7 | 31.0 | 26.0 | n < 25 | 26.0 | 2.4 |
| Fluency disorders | 70.2 | 2.7 | 20.7 | 49.3 | n < 25 | 49.3 | 1.9 |

(Table continues on next page.)

Q. 22 (Cont'd.) Indicate how many individuals you serve in a typical month in each of the following areas of intervention. (Individuals who have overlapping areas of intervention may be counted more than once.)
 Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Clinical service provider
- ❖ Response to Q. 19 (caseload size) is at least 1.

| Area of Intervention | Total | | | Day/Residential | | Preschool | |
|---|--|---|--|--|---|--|---|
| | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) | Percent who regularly serve clients with this disorder | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) |
| | (n = 2051) | (n varies) | (n = 58) | (n = 219) | (n varies) | (n = 219) | (n varies) |
| Hearing disorders | 48.6 | 2.7 | 43.1 | 43.4 | 9.3 | 43.4 | 2.2 |
| Learning disabilities | 74.5 | 16.3 | 44.8 | 44.3 | 16.9 | 44.3 | 9.8 |
| Mental retardation/developmental disability (MR/DD) | 73.6 | 9.2 | 62.1 | 72.6 | 20.6 | 72.6 | 9.5 |
| Myofunctional disorders | 12.6 | 3.5 | 13.8 | 11.9 | n < 25 | 11.9 | 3.0 |
| Nonverbal, augmentative/alternative communication | 48.9 | 4.6 | 48.3 | 58.4 | 13.6 | 58.4 | 5.0 |
| Pragmatics/social communication | 76.2 | 8.1 | 58.6 | 69.4 | 14.7 | 69.4 | 8.8 |
| Reading and writing (literacy) | 39.7 | 14.3 | 43.1 | 11.4 | 13.2 | 11.4 | 10.7 |
| Specific language impairment (SLI) | 57.0 | 16.8 | 17.2 | 46.6 | n < 25 | 46.6 | 12.6 |
| Traumatic brain injury (TBI) | 19.3 | 1.7 | 19.0 | 18.3 | n < 25 | 18.3 | 1.9 |
| Verbal apraxia (children) | 60.2 | 3.3 | 51.7 | 79.0 | 3.7 | 79.0 | 4.9 |
| Voice/resonance | 31.5 | 1.8 | 19.0 | 25.1 | n < 25 | 25.1 | 1.7 |

(Table continues on next page.)

Q. 22 (Cont'd.) Indicate how many individuals you serve in a typical month in each of the following areas of intervention. (Individuals who have overlapping areas of intervention may be counted more than once.)

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Clinical service provider
- ❖ Response to Q. 19 (caseload size) is at least 1.

| Area of Intervention | Elementary | | Secondary | | Combined | |
|---|--|---|--|---|--|---|
| | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) |
| | (n = 1160) | (n varies) | (n = 145) | (n varies) | (n = 402) | (n varies) |
| Articulation/phonological disorders | 95.8 | 26.0 | 88.3 | 8.9 | 91.0 | 23.8 |
| Attention deficit hyperactivity disorder | 74.3 | 7.7 | 75.2 | 10.0 | 68.2 | 9.6 |
| Auditory processing disorders | 70.8 | 8.6 | 67.6 | 13.6 | 63.4 | 9.0 |
| Autism/pervasive developmental disorder (PDD) | 79.1 | 4.3 | 75.9 | 5.4 | 83.1 | 5.6 |
| Cognitive communication disorders | 49.7 | 9.9 | 55.2 | 10.3 | 51.5 | 13.4 |
| Communication effectiveness (e.g., accent modification) | 2.3 | 2.9 | 4.8 | n < 25 | 3.2 | n < 25 |
| Dysphagia (swallowing) | 9.0 | 2.2 | 8.3 | n < 25 | 11.7 | 2.4 |
| Fluency disorders | 76.7 | 2.7 | 71.7 | 2.7 | 73.4 | 3.1 |
| Hearing disorders | 47.1 | 2.5 | 56.6 | 2.5 | 54.0 | 3.0 |
| Learning disabilities | 82.3 | 15.3 | 79.3 | 23.4 | 75.1 | 18.8 |

(Table continues on next page.)

Q. 22 (Cont'd.) Indicate how many individuals you serve in a typical month in each of the following areas of intervention. *(Individuals who have overlapping areas of intervention may be counted more than once.)*
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time
 ❖ Clinical service provider
 ❖ Response to Q. 19 (caseload size) is at least 1.

| Area of Intervention | Elementary | | Secondary | | Combined | |
|---|--|---|--|---|--|---|
| | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) |
| | (n = 1160) | (n varies) | (n = 145) | (n varies) | (n = 402) | (n varies) |
| Mental retardation/developmental disability (MR/DD) | 71.2 | 7.2 | 79.3 | 12.1 | 80.1 | 10.7 |
| Myofunctional disorders | 13.3 | 3.5 | 6.9 | n < 25 | 12.2 | 3.1 |
| Nonverbal, augmentative/alternative communication | 42.5 | 3.4 | 55.2 | 4.4 | 58.5 | 5.0 |
| Pragmatics/social communication | 78.0 | 6.6 | 84.1 | 10.6 | 75.6 | 9.8 |
| Reading and writing (literacy) | 42.8 | 13.8 | 57.2 | 21.7 | 42.3 | 12.9 |
| Specific language impairment (SLI) | 63.2 | 17.4 | 57.9 | 17.4 | 52.7 | 17.8 |
| Traumatic brain injury (TBI) | 16.3 | 1.6 | 29.7 | 1.5 | 25.4 | 1.7 |
| Verbal apraxia (children) | 60.8 | 2.8 | 35.2 | 2.8 | 59.5 | 3.4 |
| Voice/resonance | 33.7 | 1.9 | 24.8 | 1.6 | 32.8 | 1.5 |

(Table continues on next page.)

Q. 22 (Cont'd.) Indicate how many individuals you serve in a typical month in each of the following areas of intervention.
(Individuals who have overlapping areas of intervention may be counted more than once.)
 Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Clinical service provider
- ❖ Response to Q. 19 (caseload size) is at least 1.

| Area of Intervention | Other | |
|---|--|---|
| | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) |
| | (n = 41) | (n varies) |
| Articulation/phonological disorders | 92.7 | 9.6 |
| Attention deficit hyperactivity disorder | 51.2 | n < 25 |
| Auditory processing disorders | 53.7 | n < 25 |
| Autism/pervasive developmental disorder (PDD) | 92.7 | 9.9 |
| Cognitive communication disorders | 61.0 | 15.6 |
| Communication effectiveness (e.g., accent modification) | 0.0 | n < 25 |
| Dysphagia (swallowing) | 24.4 | n < 25 |
| Fluency disorders | 31.7 | n < 25 |
| Hearing disorders | 46.3 | n < 25 |
| Learning disabilities | 34.1 | n < 25 |

(Table continues on next page.)

Q. 22 (Cont'd.) Indicate how many individuals you serve in a typical month in each of the following areas of intervention. (Individuals who have overlapping areas of intervention may be counted more than once.)
 Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Clinical service provider
- ❖ Response to Q. 19 (caseload size) is at least 1.

| Area of Intervention | Other | |
|---|--|---|
| | Percent who regularly serve clients with this disorder | Number served (mean) (Includes only those who <u>do</u> serve these clients) |
| | (n = 41) | (n varies) |
| Mental retardation/developmental disability (MR/DD) | 73.2 | 21.6 |
| Myofunctional disorders | 19.5 | n < 25 |
| Nonverbal, augmentative/alternative communication | 63.4 | 11.4 |
| Pragmatics/social communication | 58.5 | n < 25 |
| Reading and writing (literacy) | 17.1 | n < 25 |
| Specific language impairment (SLI) | 31.7 | n < 25 |
| Traumatic brain injury (TBI) | 14.6 | n < 25 |
| Verbal apraxia (children) | 51.2 | n < 25 |
| Voice/resonance | 29.3 | n < 25 |

Table 6: Degree of Impairment

Q. 21 Approximately what percentage of individuals in your typical monthly caseload are in each of the following categories? (Use your state's or school district's definition for degree of severity.) (Mean percents)

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Employed full time or part time
- ❖ Clinical service provider
- ❖ Response to Q. 19 (caseload size) is at least 1.

| Response | Total (n = 2099) | Day/ Residential (n = 58) | Preschool (n = 228) | Elementary (n = 1171) | Secondary (n = 148) | Combined (n = 412) | Other (n = 53) |
|------------------------------|---------------------|---------------------------------|------------------------|--------------------------|------------------------|-----------------------|-------------------|
| Severely/profoundly impaired | 20.0 | 63.0 | 29.6 | 14.5 | 20.6 | 22.7 | 29.1 |
| Moderately impaired | 44.3 | 29.9 | 45.6 | 44.9 | 48.9 | 41.9 | 44.6 |
| Mildly impaired | 30.3 | 6.5 | 22.4 | 34.0 | 28.0 | 29.3 | 26.1 |
| Not impaired | 5.4 | 0.6 | 2.4 | 6.6 | 2.5 | 6.1 | 0.3 |

Table 7: English Language Learners

Q. 23 What percentage of your caseload is comprised of English language learners (i.e., students for whom English is not their first language)? (Percents)
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time or part time
 ❖ Clinical service provider
 ❖ Response to Q. 19 (caseload size) is at least 1.

| Response | Total (n = 2151) | Day/ Residential (n = 59) | Preschool (n = 236) | Elementary (n = 1200) | Secondary (n = 152) | Combined (n = 420) | Other (n = 55) |
|----------|---------------------|---------------------------------|------------------------|--------------------------|------------------------|-----------------------|-------------------|
| Mean | 12.2 | 18.4 | 12.8 | 11.5 | 13.1 | 11.1 | 22.7 |
| Median | 2.0 | 2.0 | 1.0 | 2.0 | 3.5 | 1.0 | 5.0 |
| Mode | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Table 8: Supervision

Q. 24 Who is primarily responsible for supervising your work? (Percents)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

| Response | Total (n = 2442) | Day/ Residential (n = 74) | Preschool (n = 261) | Elementary (n = 1336) | Secondary (n = 170) | Combined (n = 486) | Other (n = 78) |
|--------------------------------------|---------------------|---------------------------------|------------------------|--------------------------|------------------------|-----------------------|-------------------|
| School principal | 38.0 | 37.8 | 21.5 | 48.4 | 29.4 | 24.3 | 24.4 |
| Special education coordinator | 35.4 | 6.8 | 44.8 | 30.9 | 41.8 | 45.9 | 23.1 |
| Speech-language pathology supervisor | 19.0 | 36.5 | 19.5 | 17.3 | 20.0 | 21.2 | 15.4 |
| Other | 7.7 | 18.9 | 14.2 | 3.4 | 8.8 | 8.6 | 37.2 |

Table 9: Impact of No Child Left Behind

Q. 26 What impact has “No Child Left Behind” (NCLB) had on your caseload/workload? (Circle all that apply.) (Percents)
 (Columns may total more than 100% because multiple responses were allowed.)
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time or part time

| Response | Total (n = 2602) | Day/ Residential (n = 84) | Preschool (n = 276) | Elementary (n = 1378) | Secondary (n = 175) | Combined (n = 525) | Other (n = 118) |
|---|---------------------|---------------------------------|------------------------|--------------------------|------------------------|-----------------------|--------------------|
| There has been no impact. | 28.7 | 42.9 | 46.7 | 23.9 | 24.0 | 29.1 | 36.4 |
| Increased caseload size | 19.1 | 14.3 | 17.4 | 21.3 | 16.0 | 19.8 | 7.6 |
| Increased involvement in developing alternate assessments | 16.7 | 21.4 | 13.4 | 16.5 | 20.0 | 18.9 | 7.6 |
| Increased involvement in developing alternate standards | 12.1 | 15.5 | 11.2 | 11.2 | 14.9 | 14.9 | 5.1 |
| Increased literacy activities | 32.1 | 13.1 | 21.0 | 38.6 | 38.9 | 28.4 | 7.6 |
| Increased paperwork | 37.2 | 23.8 | 31.9 | 41.4 | 45.1 | 35.2 | 9.3 |
| Increased role in implementing testing accommodations | 23.3 | 10.7 | 8.7 | 29.1 | 26.9 | 20.6 | 7.6 |
| Increased time in pre-referral activities | 33.2 | 10.7 | 17.4 | 42.2 | 24.6 | 31.2 | 7.6 |

Table 10: ASHA Position Statement

Q. 27 Have you used the 2002 ASHA Position Statement, "A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools?" (Circle all that apply.) (Percents)
 (Columns may total more than 100% because multiple responses were allowed.)
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time or part time

| Response | Total (n = 2602) | Day/ Residential (n = 84) | Preschool (n = 276) | Elementary (n = 1378) | Secondary (n = 175) | Combined (n = 525) | Other (n = 118) |
|---|---------------------|---------------------------------|------------------------|--------------------------|------------------------|-----------------------|--------------------|
| No. I don't know anything about it. | 50.8 | 56.0 | 54.3 | 51.2 | 52.6 | 48.8 | 38.1 |
| No. It doesn't seem useful. | 11.5 | 22.6 | 13.4 | 10.7 | 11.4 | 9.7 | 16.9 |
| Not yet, but I plan to. | 22.7 | 13.1 | 20.3 | 25.1 | 19.4 | 22.7 | 13.6 |
| Yes. It's been helpful for reducing my caseload. | 2.3 | 0.0 | 1.8 | 2.5 | 1.7 | 2.7 | 1.7 |
| Yes. It's been helpful for allowing time for indirect services and administrative activities. | 2.8 | 2.4 | 3.3 | 2.8 | 3.4 | 2.9 | 2.5 |
| Yes. It's been helpful for expanding service delivery options. | 3.2 | 2.4 | 1.8 | 3.0 | 4.0 | 4.0 | 4.2 |
| Yes. It's been helpful for increasing staff. | 1.1 | 1.2 | 1.4 | 0.9 | 1.7 | 1.1 | 1.7 |
| Yes. It's been helpful for other reasons. | 6.5 | 2.4 | 5.4 | 4.9 | 8.6 | 9.3 | 15.3 |