



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Schools Survey Report: SLP Workforce and Work Conditions Trends 2000–2010

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

September 15, 2010

Written by Gail Brook, Survey Research Division

Contents

Introduction	2
Survey Report Highlights	2
Employment Status	3
Principal Employment Situation	3
Job Market	4
Impact of Shortage of Clinical Service Providers	4
Greatest Professional Challenges	5
Data Collection and Survey Response Rates (2010)	6
Suggested Citation	6
Additional Survey Reports	6
Questions?	6
Acknowledgment	6

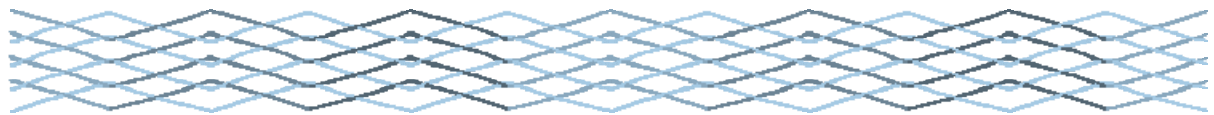
Introduction

The American Speech-Language-Hearing Association (ASHA) conducted the 2010 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, and 2008 ASHA Schools Surveys are also included in this report for comparative purposes.

Survey Report Highlights

- From 2004 to 2010, the majority (77%–89%) of survey respondents indicated that they worked full-time; 8%–18% indicated that they worked part-time. The remainder reported that they were on a leave of absence, not employed, or retired.
- From 2004 to 2010, the vast majority (89%–94%) of respondents indicated that they were salaried employees, 4%–9% indicated that they were contract employees, and 1%–2% reported that they were owners.
- From 2004 to 2010, more than half (55%–72%) of survey respondents reported that based on their own observations and experiences, job openings for clinical service providers in their type of school setting and geographic area were more numerous than job seekers. About one quarter (20%–30%) indicated that job openings were in balance with job seekers. A small percentage (8%–15%) indicated that job openings were fewer than job seekers.
- In 2010, the percentage of survey respondents who reported that job openings were more numerous than job seekers (55%) declined for the first time in 6 years (from 62% in 2004, 68% in 2006, and 72% in 2008).
- SLPs who reported a shortage of clinical service providers in their type of school setting and geographic area were asked to indicate the impact of this shortage. From 2004 to 2010, the majority (79%–83%) responded “Increased caseload or workload.”
- From 2000 to 2010, the majority (80%–88%) of SLPs reported that a “high amount of paperwork” was their greatest professional challenge. Other top challenges included “lack of time for planning, collaboration, and meeting with teachers” and “high caseload or workload size.”



Employment Status

From 2004 to 2010, the majority (77%–89%) of survey respondents worked full-time; 8%–18% worked part-time. The remainder were on a leave of absence, not employed, or retired. During these years, the percentage of full-time employees decreased somewhat from 89% in 2004 to 80% in 2010; the percentage of part-time employees increased somewhat from 8% in 2004 to 17% in 2010 (see Table 1).

Table 1. Which one of the following categories best describes your employment status?

Category	2004	2006	2008	2010
Employed full-time	89%	78%	77%	80%
Employed part-time	8%	17%	18%	17%
On leave of absence	2%	2%	1%	1%
Not employed but actively seeking employment	0%	0%	0%	0%
Not employed and not seeking employment	0%	3%	1%	1%
Retired	1%	0%	2%	1%

n = 2,676 (2004); *n* = 2,557 (2006); *n* = 2,553 (2008); *n* = 2,485 (2010)

Source. 2004, 2006, 2008, and 2010 ASHA Schools Surveys

Principal Employment Situation

From 2004 to 2010, the vast majority (89%–94%) of respondents were salaried employees, 4%–9% were contract employees, and 1%–2% were owners. During these years, the percentage of salaried employees decreased slightly from 94% in 2004 to 89% in 2010; the percentage of contract employees increased steadily from 4% in 2004 to 9% in 2010 (see Table 2).

Table 2. Which one of the following best describes your principal employment situation?

Principal Employment Situation	2004	2006	2008	2010
Salaried employee (full-time or part-time)	94%	91%	92%	89%
Contract employee (e.g., per diem or temporary)	4%	6%	7%	9%
Owner (e.g., office-based or contract-based private practice)	2%	2%	1%	2%
Other	0%	1%	—	—

Note. Dash indicates that item was not included in survey.

n = 2,584 (2004); *n* = 2,421 (2006); *n* = 2,410 (2008); *n* = 2,390 (2010)

Source. 2004, 2006, 2008, and 2010 ASHA Schools Surveys

Job Market

From 2004 to 2010, more than half (55%–72%) of survey respondents reported that based on their own observations and experiences, job openings for clinical service providers in their type of school setting and geographic area were more numerous than job seekers (see Table 3).

Table 3. Based on your own observations and experiences, rate the current job market for clinical service providers in your type of employment facility and in your geographic area.

Response	2004	2006	2008	2010
Job openings more numerous than job seekers	62%	68%	72%	55%
Job openings in balance with job seekers	28%	24%	20%	30%
Job openings fewer than job seekers	10%	8%	8%	15%

n = 2,658 (2004); *n* = 2,538 (2006); *n* = 2,525 (2008); *n* = 2,458 (2010)

Source. 2004, 2006, 2008, and 2010 ASHA Schools Surveys

Impact of Shortage of Clinical Service Providers

SLPs who said there was a shortage of clinical service providers in their type of school setting and geographic area were asked to indicate the impact of this shortage. From 2004 to 2010, the majority (79%–83%) responded “Increased caseload or workload” (see Table 4).

Table 4. What is the impact of the shortage of clinical service providers? (Select all that apply.)

Impact of Shortage	2004	2006	2008	2010
Decrease in job satisfaction	—	—	—	48%
Decreased opportunities for appropriate service delivery	—	—	—	52%
Decreased quality of service	53%	57%	55%	48%
Increased caseload or workload	83%	79%	79%	81%
Increased number of staff without ASHA certification ^a	32%	27%	28%	24%
Increased use of contracted services	—	—	—	49%
Increased use of support personnel ^b	22%	23%	25%	23%
Increased use of telepractice services	—	—	—	1%
Less opportunity for networking and collaborating	53%	39%	38%	37%
Use of emergency certified personnel	—	—	—	11%
There is no impact.	—	—	2%	2%

Note. Dash indicates that item was not included in survey.

^aFrom 2004–2008, this item was “Increased number of staff without ASHA certification/master’s level training.”

^bFrom 2004–2008, this item was “Increased use of assistants.”

n = 1,604 (2004); *n* = 1,644 (2006); *n* = 1,815 (2008); *n* = 1,360 (2010)

Source. 2004, 2006, 2008, and 2010 ASHA Schools Surveys

Greatest Professional Challenges

From 2000 to 2010, the majority of SLPs reported that “high amount of paperwork,” “lack of time for planning, collaboration, and meeting with teachers,” and “high caseload or workload size” were their greatest professional challenges. Less than one quarter (16%–20%) reported that “lack of materials and assessment tools” was one of their greatest challenges (see Table 5).

Table 5. What are your greatest challenges as a school-based professional? (Select all that apply.)

Professional Challenge	2000	2004	2006	2008	2010
High amount of paperwork	88%	82%	80%	80%	81%
High caseload or workload size	60%	61%	58%	56%	60%
Implementing response to intervention (RTI)	—	—	—	—	32%
Inadequate work space and facilities	35%	34%	29%	28%	25%
Lack of administrative support	25%	23%	21%	22%	21%
Lack of materials and assessment tools	18%	20%	16%	16%	18%
Lack of others’ understanding of my role	41%	40%	34%	34%	37%
Lack of parental involvement and support	41%	32%	25%	24%	27%
Lack of time for appropriate service delivery models	—	—	—	—	49%
Lack of time for planning, collaboration, and meeting with teachers	81%	73%	66%	64%	65%
Lack of training for English language learners (ELLs), hearing related technology, assistive and alternative communication (ACC) technology, low incidence disorders, or curriculum-based instruction ^a	—	—	—	27%	25%
Low salary	37%	37%	32%	33%	27%
Out-of-pocket professional expenses	—	—	—	—	34%

Note. Dash indicates that item was not included in survey.

^a In 2008, this item was “Lack of training for English language learners (ELLs), hearing related technology, assistive and alternative communication (ACC) technology, or low incidence disorders.”

n = 2,067 (2000); *n* = 2,602 (2004); *n* = 2,561 (2006); *n* = 2,556 (2008); *n* = 2,492 (2010)

Source. 2000, 2004, 2006, 2008, and 2010 ASHA Schools Surveys



Data Collection and Survey Response Rates (2010)

The survey was mailed in February 2010 to a random sample of 4,000 ASHA-certified SLPs and 500 ASHA-certified audiologists who were 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, 5 had bad mailing addresses, 21 were retired, and 115 were ineligible for other reasons, leaving 4,359 possible respondents. The actual number of respondents was 2,826, resulting in a 64.8% response rate.

Of the original 4,000 SLPs in the sample, 5 had bad mailing addresses, 17 were retired, and 96 were ineligible for other reasons, leaving 3,882 possible respondents. The actual number of respondents was 2,544, resulting in a 65.5% response rate. The results presented in this report are based on responses from those 2,544 individuals.

Suggested Citation

This report may be cited as follows:

American Speech-Language-Hearing Association. (2010). *Schools Survey report: SLP workforce and work conditions trends 2000–2010*. Available from www.asha.org.

Additional Survey Reports

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

- *Survey Summary Report (SLPs)*
- *Survey Summary Report (Educational Audiologists)*
- *Survey Methodology, Respondent Demographics, and Glossary (SLPs)*
- *SLP Caseload Characteristics Report*
- *SLP Caseload Characteristics Trends Report 1995–2010*
- *SLP Annual Salaries and Hourly Wages Report*
- *SLP Salary Trends Report 2004–2010*
- *SLP Workforce and Work Conditions Report*

Questions?

For additional information regarding this report or school services generally, please contact Deborah Adamczyk, Director, School Services, at dadamczyk@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!