



2010

Schools



SURVEY



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

SLP Workforce/ Work Conditions

For additional information, please contact
Jeanette Janota, Surveys & Information Team
American Speech-Language-Hearing Association
Rockville, MD 20852
800-498-2071, ext. 8738
jjanota@asha.org

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Executive Summary

In the spring of 2010, the American Speech-Language-Hearing Association (ASHA) conducted a survey of speech-language pathologists (SLPs) and educational audiologists in school settings. The survey was 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 workforce report is based on responses from SLPs in special day/residential, preschool, elementary, secondary, and combined school settings.

Overall Findings:

- ◆ 60% said that ASHA was doing a good or excellent job in serving its school-based members.
- ◆ 55% reported that job openings were more numerous than job seekers.
- ◆ 81% identified increased caseload/workload as an effect of the clinical service provider shortage.
- ◆ 2% said that there was no impact from the shortage.
- ◆ Overall, the high amount of paperwork was the number one challenge they faced, followed by lack of time for planning, collaboration, and meeting with teachers.
- ◆ 38% said that during the last 3 years, they had not faced any ethical issues from a list of 7 possibilities.
- ◆ 82% worked full-time.
- ◆ 9% were contract employees.

ASHA

When asked what kind of job the Association was doing in serving its school-based members, 5% of the SLPs said excellent, 55% good, 35% fair, and 5% poor. The type of school ($p = .342$), the region of the country ($p = .486$), and the population density ($p = .483$) where they worked made no difference in the SLP's responses. However, the number of *years of experience in the professions* ($p = .000$) and *years of experience in the schools* ($p = .002$) were related to their answers. SLPs most likely to select excellent were those with 19–21 (8%) or 25–27 (10%) years of experience in the professions (see Appendix Table 1) or those with 19–21 (7%) or 28 or more (7%) years of experience in the schools (not shown in any table).

Job Openings

Overall, 55% of the respondents stated that job openings were more numerous than job seekers. Facility, geographic area, population density, years of experience, and years in the professions each had an effect on responses.

Facility

Between 47% (special day/residential schools) and 64% (combined school settings) of SLPs said that job openings were more numerous than job seekers ($p = .017$; see Appendix Table 2).



Geographic Area

SLPs in the *Pacific states* (79%) were most likely to declare that job openings were more numerous than job seekers, and those in the *Middle Atlantic* (37%) were least likely ($p = .000$; for results, see Appendix Table 3; see breakdown of Geographic Areas in Appendix on page 11).

Population Density

SLPs in suburban areas were least likely (52%) to state that job openings were more numerous than job seekers, followed by SLPs in rural (57%) and metropolitan (59%) areas ($p = .031$; not shown in any table).

Years of Experience in the Professions

Length of experience in the professions affected the response that SLPs made in identifying job openings. The percentage of SLPs who said that job openings were more numerous than seekers tended to increase as years of experience increased, to a maximum of 65% of those with 28 or more years of experience ($p = .000$; not shown in any table).

Years of Experience in the Schools

The pattern was about the same for years of experience in the schools as for total years of experience, although the range was from 44% to 69% ($p = .000$; not shown in any table).

Shortage Impact

SLPs who reported that job openings were more numerous than job seekers were asked to select the impact of that shortage from a list of 11 possibilities (see Table 1).

Table 1. Impact of Shortage of Job Seekers	
Impact	Percentage
Increased caseload/workload	81%
Decreased opportunities for appropriate service delivery	52%
Increased use of contracted services	49%
Decreased quality of service	48%
Decrease in job satisfaction	48%
Less opportunity for networking and collaborating	37%
Increased number of staff without ASHA certification	24%
Increased use of support personnel	23%
Use of emergency certified personnel	11%
Increased use of telepractice services	1%
There is no impact.	2%

$n = 1,360$

Facility

The type of facility where SLPs were employed had an effect on only *one* choice of impact, *increased caseload/workload*, with 61% in special day/residential schools, 80% in secondary schools, 81% in preschools, 82% in elementary and combined schools, and 94% in administrative offices selecting this option ($p = .037$; not shown in any table).

Years of Experience in the Professions

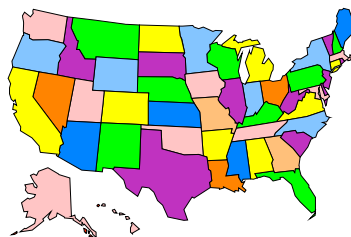
Length of experience in the professions affected the response that SLPs made in choosing *three* of the consequences: increased use of contracted services ($p = .000$), use of emergency certified personnel ($p = .043$), and increased number of staff without ASHA certification ($p = .049$; see Appendix Table 4).

Years of Experience in the Schools

Length of experience in the schools affected the choice of *four* of the consequences (all of which differed from the three choices affected by total years of experience): increased caseload/workload ($p = .032$), decreased quality of service ($p = .041$), decrease in job satisfaction ($p = .043$), and less opportunity for networking and collaborating ($p = .046$; see Appendix Table 5).

Population Density

Population density affected *five* of the choices made by SLPs regarding impact from the shortage: increased use of support personnel ($p = .000$), less opportunity for networking and collaborating ($p = .002$), increased use of contracted services ($p = .019$), decreased opportunities for appropriate service delivery ($p = .022$), and increased number of staff without ASHA certification ($p = .024$; see Appendix Table 6).



Geographic Area

Most (*seven*) of the choices of consequences were affected by region of the country. See Appendix Table 7 for details.

Challenges

Survey respondents were presented with a list of 13 potential challenges and asked to select all that applied to them as school-based SLPs (see Table 2).

Response	Total	Day	Pre-school	Elementary	Secondary	Administrative	Combined
Paperwork***	1	2	1	1	1	1	1
Time: planning, etc.***	2	1	3	2	2	2	3
Caseload size***	3	5	2	3	3	3	2
Time: appropriate service delivery models	4	3	4	4	4	4	4
Lack of understanding of my role***	5	4	7	6	5	5	6
Out-of-pocket expenses	6	8	5	7	6	11	8
Implementing Response to Intervention (RTI) ***	7	13	13	5	7	7	10
Parental involvement*	8	6	10	8	10	12	9
Low salary*	8	8	8	9	12	8	7
Inadequate work space and facilities***	10	7	6	12	8	5	5
Lack of training	11	12	9	10	8	10	12
Admin. support	12	10	11	11	13	8	13
Materials & assessment tools**	13	11	12	13	11	13	11

$n = 2,492$; * $p < .05$, ** $p < .01$, *** $p = .000$

Facility

The high amount of *paperwork* was the challenge selected most often by SLPs in each type of facility except special day/residential schools. The type of *facility* was related to responses for *nine* of the challenges: paperwork, planning time, caseload, lack of understanding, RTI, parental involvement and support, salary, work space/facilities, and materials and assessment tools (see Table 2 and Appendix Table 8).

Population Density

Population density was significantly related to *seven* challenges: RTI, work space/facilities, administrative support, materials and assessment tools, parental involvement and support, salary, and out-of-pocket expenses (see Appendix Table 9).

Years of Experience in the Professions

Years of experience in the professions affected responses to *six* challenges: paperwork, materials and assessment tools, lack of understanding, parental involvement and support, lack of training, and salary (see Appendix Table 10).

Years of Experience in the Schools

Years of experience in the schools affected responses to *seven* challenges: paperwork, RTI, work space/facilities, materials and assessment tools, lack of understanding, parental involvement and support, and salary (see Appendix Table 11).

Geographic Area

Area of the country was related to *10* challenges: paperwork, caseload, RTI, work space/facilities, administrative support, materials and assessment tools, parental involvement and support, time for appropriate service delivery model, time for planning, and salary (see Appendix Table 12).

Ethics

SLPs were asked to identify any of seven ethical issues they had faced during the last 3 years.

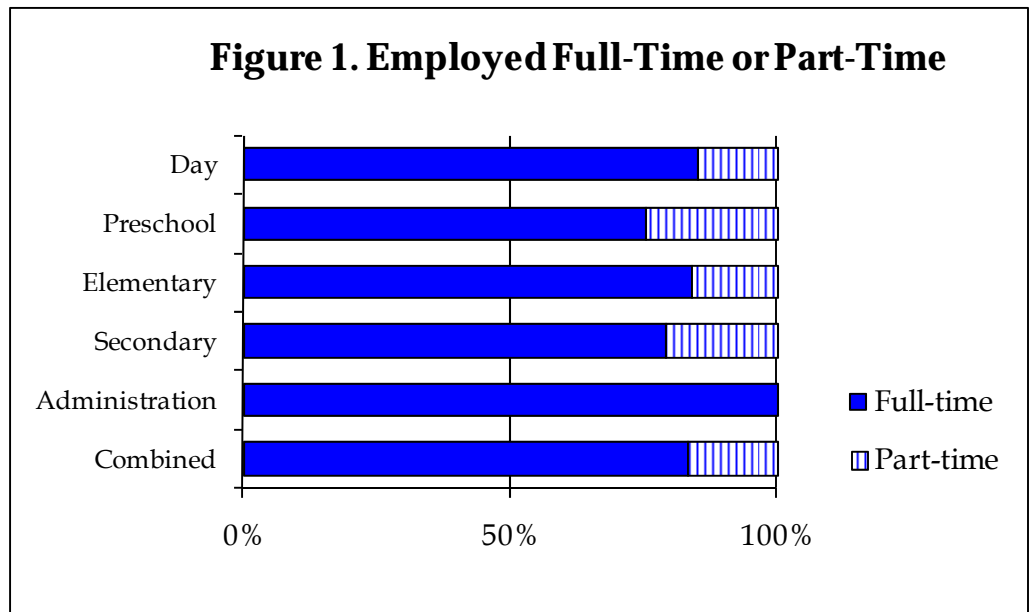
- ◆ 38% said that they had *not* faced any ethical issues (or amended the answer to say they had not faced any of the seven issues listed).
- ◆ 29% felt pressured to *enroll ineligible students*, from 11% in special day/residential schools to 32% in elementary schools ($p = .000$).
- ◆ 19% felt pressured to *provide English-only services* to a non-English speaker, from 9% in special day/residential schools to 29% in preschools ($p = .000$).
- ◆ 16% felt pressured to *dismiss students prematurely*, from 7% in special day/residential schools to 19% in secondary schools ($p = .000$).
- ◆ 16% felt pressured to provide *services outside their area of training*. Type of facility was not a predictor for this ethical issue.

Employment

Full-Time/ Part-Time

- ◆ 15% did not find adequate *time to supervise* support personnel, from 11% in secondary schools to 27% in administrative offices ($p = .000$).
- ◆ 9% felt pressured to provide *services outside the scope of practice* and 5% to sign off on *Medicaid forms* for students whom they had not adequately observed, neither of which was related to the type of facility where they worked.

Of the SLPs in the survey who were employed, 82% reported that they worked *full-time*. The range was from 76% in preschools to 100% in administrative offices ($p = .001$; see Figure 1).



$n = 2,392$

Private Practice and Contract Employees

Of the SLPs who were employed either full-time or part-time,

- ◆ 89% were salaried,
- ◆ 9% were contract employees (e.g., per diem, temporary),
- ◆ 2% were owners (e.g., office-based or contract-based private practice).

Survey Notes and Method- ology

Response Rate

The 20-year-old ASHA Omnibus Survey has been retired, replaced by surveys specific to work settings and/or professions to better meet affiliates' needs. This 2010 Schools Survey is one of the replacements and melds topics from both the Omnibus Surveys and previous Schools Surveys.

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 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 among SLPs. The results presented in this report are based on responses from the 2,544 SLPs.

Other Reports

Results from the 2010 Schools Survey are presented in a series of reports for SLPs:

- SLP Caseload Characteristics
- SLP Annual Salaries and Hourly Wages
- SLP Workforce/Work Conditions
- Survey Summary Report-SLPs
- Survey Methodology, Respondent Demographics, and Glossary, SLPs

and one for educational audiologists:

- Survey Summary Report-Educational Audiologists

Suggested Citation

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

Supplemental Sources

American Speech-Language-Hearing Association. (2002). *Appropriate school facilities for students with speech-language-hearing disorders* [Technical report]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2002). *A workload analysis approach for establishing speech-language caseload standards in the schools* [Guidelines, position statement, and technical report]. Available from www.asha.org/policy.

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

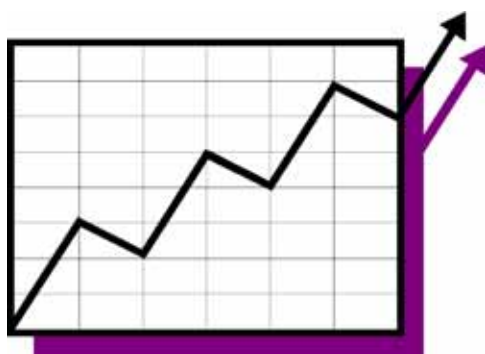
American Speech-Language-Hearing Association. (2010). *Roles and responsibilities of speech-language pathologists in schools* [Position statement and professional issues statement]. Available from www.asha.org/policy.



Additional Information

For additional information regarding the 2010 Schools Survey, please contact Deborah Adamczyk, Director of ASHA's School Services, at 800-498-2071, ext. 5690; e-mail: dadamczyk@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 www.asha.org/slp/schools.

Appendix



Geographic Areas

Northeast

- ◆ Middle Atlantic
 - New Jersey
 - New York
 - Pennsylvania
- ◆ New England
 - Connecticut
 - Maine
 - Massachusetts
 - New Hampshire
 - Rhode Island
 - Vermont

South

- ◆ East South Central
 - Alabama
 - Kentucky
 - Mississippi
 - Tennessee
- ◆ South Atlantic
 - Delaware
 - District of Columbia
 - Florida
 - Georgia
 - Maryland
 - North Carolina
 - South Carolina
 - Virginia
 - West Virginia
- ◆ West South Central
 - Arkansas
 - Louisiana
 - Oklahoma
 - Texas

Midwest

- ◆ East North Central
 - Illinois
 - Indiana
 - Michigan
 - Ohio
 - Wisconsin
- ◆ West North Central
 - Iowa
 - Kansas
 - Minnesota
 - Missouri
 - Nebraska
 - North Dakota
 - South Dakota

West

- ◆ Mountain
 - Arizona
 - Colorado
 - Idaho
 - Montana
 - Nevada
 - New Mexico
 - Utah
 - Wyoming
- ◆ Pacific
 - Alaska
 - California
 - Hawaii
 - Oregon
 - Washington

Table 1: How Well ASHA Serves Its Members by Years of Experience

Q 1. In your opinion, what kind of job is the Association doing in serving its school-based members? (Percentages)					
Analyses limited to respondents who met the following criterion:					
❖ CCC-SLP					
Years of Experience	Poor	Fair	Good	Excellent	<i>n</i>
1-3	4.9	28.3	60.3	6.5	184
4-6	4.4	37.8	55.6	2.2	275
7-9	3.2	38.9	54.0	4.0	252
10-12	7.3	36.9	52.2	3.7	301
13-15	3.7	34.6	58.4	3.3	214
16-18	3.6	30.2	63.5	2.6	192
19-21	5.5	33.6	53.4	7.5	146
22-24	2.4	29.3	63.4	4.9	123
25-27	2.4	43.8	44.4	9.5	169
28 or more	8.3	37.0	49.2	5.5	457
Total	119	825	1260	109	2,313
Statistical significance	$\chi^2(27) = 62.8, p = .000, \text{Cramer's } V = .095$				

Table 2: Job Market by Type of Facility

<p>Q 4. Based on your own observations and experiences, rate the current job market for SLP clinical service providers in your type of employment facility and in your geographic area. (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP</p>							
Response	Total	Day/ Residential	Preschool	Elementary	Secondary	Adminis- trative	Combined
	(n = 2,458)	(n = 79)	(n = 354)	(n = 1,445)	(n = 247)	(n = 26)	(n = 223)
Job openings more numerous than job seekers	55.3	46.8	54.8	55.1	50.2	61.5	63.7
Job openings in balance with job seekers	29.9	29.1	30.2	30.4	30.4	34.6	27.4
Job openings fewer than job seekers	14.8	24.1	15.0	14.5	19.4	3.8	9.0
Statistical significance	$\chi^2(10) = 21.6, p = .017, \text{Cramer's } V = .067$						

Table 3: Job Market by Geographic Area

Q 4. Based on your own observations and experiences, rate the current job market for SLP clinical service providers in your type of employment facility and in your geographic area. (Percentages)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Geographic Division	Job Market			n
	Job openings more numerous than job seekers	Job openings in balance with job seekers	Job openings fewer than job seekers	
New England	53.0	36.0	10.9	247
Middle Atlantic	36.7	32.4	30.9	259
East North Central	56.3	29.7	14.0	300
West North Central	58.1	32.1	9.7	308
South Atlantic	58.3	28.8	12.9	420
East South Central	47.2	31.3	21.5	163
West South Central	52.9	33.3	13.7	204
Mountain	60.3	30.3	9.4	307
Pacific	78.9	15.1	5.9	304
Statistical significance	$\chi^2(16) = 163.0, p = .000, \text{Cramer's } V = .180$			

Table 4: Impact of the Shortage by Years of Experience in the Professions

Q 5. What is the impact of this shortage? (Percentages)											
Analyses limited to respondents who met the following criterion:											
❖ CCC-SLP											
❖ Selected "Job openings more numerous than job seekers" in answering Q. 4.											
Response	Total	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	≥28
<i>n</i>	1,360	≥90	≥137	125	≥153	120	≥107	≥92	≥76	≥89	≥307
Increased caseload/workload	81.1	82.2	77.5	81.6	88.2	77.5	83.2	79.3	82.9	74.2	80.8
Decreased opportunities for appropriate service delivery	51.6	45.6	49.3	48.8	53.6	55.0	56.1	38.7	61.0	55.1	50.3
Increased use of contracted services***	49.3	40.0	38.4	51.2	37.3	55.0	56.1	47.3	51.3	56.7	56.5
Decreased quality of service	48.1	41.8	47.8	52.0	51.6	51.7	37.4	40.9	56.6	40.4	50.6
Decrease in job satisfaction	47.5	44.0	46.4	48.0	50.3	48.3	42.1	40.9	48.7	48.9	52.1
Less opportunity for networking and collaborating	36.8	25.6	31.2	37.6	39.0	41.7	36.4	28.0	44.7	37.8	40.6
Increased number of staff without ASHA certification*	24.0	12.2	25.5	28.0	26.1	21.7	22.4	13.0	26.3	27.8	26.3
Increased use of support personnel	23.4	16.7	22.5	27.2	18.3	19.2	25.9	23.7	26.3	20.0	28.0
Use of emergency certified personnel*	10.5	8.9	5.1	8.0	9.7	9.2	11.2	5.4	10.5	14.6	15.3
Increased use of telepractice services	1.1	1.1	0.7	0.0	0.7	1.7	0.9	1.1	1.3	1.1	1.6
There is no impact.	1.9	2.2	4.4	2.4	0.7	0.8	1.9	0.0	2.6	3.3	1.6

* $p < .05$, *** $p = .000$

Table 5: Impact of the Shortage by Years of Experience in the Schools

Q 5. What is the impact of this shortage? (Percentages)											
Analyses limited to respondents who met the following criterion:											
❖ CCC-SLP											
❖ Selected "Job openings more numerous than job seekers" in answering Q. 4.											
Response	Total	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	≥28
<i>n</i>	1,360	≥115	≥189	≥159	≥177	≥100	≥94	88	≥84	≥67	≥237
Increased caseload/workload*	81.1	76.7	81.0	82.4	87.1	78.0	81.9	67.0	79.8	80.9	83.2
Decreased opportunities for appropriate service delivery	51.6	46.6	44.2	54.1	57.1	51.5	57.9	45.5	57.1	52.9	53.4
Increased use of contracted services	49.3	42.2	44.2	52.2	42.1	54.0	52.1	55.7	48.8	46.3	56.3
Decreased quality of service*	48.1	38.8	47.9	48.4	53.1	45.5	41.5	46.6	60.7	37.3	51.7
Decrease in job satisfaction*	47.5	39.7	44.7	46.3	51.1	48.0	48.9	34.1	47.6	45.6	55.7
Less opportunity for networking and collaborating*	36.8	25.0	31.7	37.1	42.7	37.0	42.6	31.8	42.9	32.4	40.3
Increased number of staff without ASHA certification	24.0	20.0	22.8	25.2	21.9	23.8	23.2	18.2	28.2	31.3	28.2
Increased use of support personnel	23.4	20.7	20.0	26.4	19.7	16.0	24.2	29.5	26.2	20.9	28.6
Use of emergency certified personnel	10.5	7.8	4.8	11.9	12.4	8.0	10.6	10.2	17.9	14.7	12.2
Increased use of telepractice services	1.1	0.9	1.1	0.0	1.1	2.0	0.0	2.3	1.2	1.5	1.3
There is no impact.	1.9	3.4	3.2	1.9	2.8	0.0	0.0	0.0	4.8	2.9	0.8

* $p < .05$

Table 6: Impact of the Shortage by Population Density

Q 5. What is the impact of this shortage? (Percentages)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP
 ❖ Selected “Job openings more numerous than job seekers” in answering Q. 4.

Response	Total (n = 1,360)	Metropolitan/ Urban (n ≥ 374)	Suburban (n ≥ 597)	Rural (n = 345)
Increased caseload/workload	81.1	77.3	82.6	82.0
Decreased opportunities for appropriate service delivery*	51.6	46.5	51.2	56.8
Increased use of contracted services*	49.3	52.9	50.4	42.9
Decreased quality of service	48.1	47.3	45.6	53.6
Decrease in job satisfaction	47.5	45.3	45.7	52.5
Less opportunity for networking and collaborating**	36.8	32.5	34.7	44.3
Increased number of staff without ASHA certification*	24.0	21.1	22.8	29.3
Increased use of support personnel***	23.4	21.7	19.8	30.7
Use of emergency certified personnel	10.5	11.2	9.0	11.3
Increased use of telepractice services	1.1	0.5	0.7	2.3
There is no impact.	1.9	2.4	2.3	0.6

* $p < .05$, ** $p < .01$, *** $p = .000$

Table 7: Impact of the Shortage by Geographic Area

Q 5. What is the impact of this shortage? (Percentages)											
Analyses limited to respondents who met the following criterion:											
❖ CCC-SLP											
❖ Selected "Job openings more numerous than job seekers" in answering Q. 4.											
Response	Total	New Eng.	Mid. Atlant.	East North Centr.	West North Centr.	South Atlant.	East South Centr.	West South Centr.	Mtn.	Pacif.	
<i>n</i>	1,360	131	95	169	179	245	77	108	185	240	
Increased caseload/workload	81.1	80.9	71.6	82.8	88.3	83.3	81.8	81.5	85.4	82.1	
Decreased opportunities for appropriate service delivery***	51.6	49.6	37.9	55.0	61.5	54.3	48.1	46.3	64.3	59.6	
Increased use of contracted services***	49.3	51.9	47.4	41.4	30.7	61.6	50.6	47.2	53.5	57.1	
Decreased quality of service**	48.1	45.0	33.7	50.9	53.1	47.8	45.5	50.0	58.9	54.6	
Decrease in job satisfaction*	47.5	51.9	38.9	43.8	56.4	49.0	49.4	42.6	58.4	55.0	
Less opportunity for networking and collaborating	36.8	36.6	31.6	36.7	40.2	43.7	32.5	33.3	41.1	42.5	
Increased number of staff without ASHA certification***	24.0	20.6	31.6	20.7	32.4	18.8	31.2	15.7	37.3	29.2	
Increased use of support personnel***	23.4	36.6	5.3	14.8	46.4	13.5	14.3	13.0	43.8	46.3	
Use of emergency certified personnel***	10.5	3.8	22.1	12.4	6.1	0.4	18.2	1.9	11.4	20.4	
Increased use of telepractice services	1.1	0.0	0.0	0.0	7.8	0.8	0.0	0.9	2.2	5.0	
There is no impact.	1.9	1.5	1.1	2.4	2.2	1.2	2.6	0.9	0.5	2.1	

* $p < .05$, ** $p < .01$, *** $p = .000$

Table 8: Greatest Challenges by Type of Facility

Q 6. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages)							
Analyses limited to respondents who met the following criterion:							
❖ CCC-SLP							
Response	Total	Day/ Residential	Preschool	Elementary	Secondary	Adminis- trative	Combined
	(n = 2,492)	(n ≥ 80)	(n ≥ 357)	(n ≥ 1,460)	(n ≥ 248)	(n = 26)	(n ≥ 225)
High amount of paperwork***	81.2	59.3	78.7	84.4	77.0	65.4	80.1
High workload/caseload size***	60.2	38.8	57.7	61.3	56.9	50.0	67.3
Implementing Response to Intervention (RTI) ***	32.0	8.8	14.8	38.6	30.6	26.9	28.3
Inadequate work space and facilities***	25.2	31.3	34.4	20.5	23.3	30.8	37.8
Lack of administrative support	20.8	25.0	18.4	20.6	19.0	19.2	23.5
Lack of materials and assessment tools**	18.4	22.2	16.2	17.0	22.1	3.8	24.8
Lack of others' understanding of my role***	37.2	45.7	27.7	37.9	44.6	30.8	36.7
Lack of parental involvement and support*	27.1	32.5	24.1	28.3	22.5	7.7	28.9
Lack of time for appropriate service delivery models	48.8	46.9	48.2	49.1	50.4	34.6	48.2
Lack of time for planning, collaboration, and/or meeting with teachers***	65.0	71.3	55.0	67.2	65.7	53.8	62.4

(Table 8 continues on next page.)

Table 8 (Cont'd): Greatest Challenges by Type of Facility

Q 6. (Cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP							
Response	Total (n = 2,492)	Day/ Residential (n ≥ 80)	Preschool (n ≥ 357)	Elementary (n ≥ 1,460)	Secondary (n ≥ 248)	Adminis- trative (n = 26)	Combined (n ≥ 225)
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (ACC) technology, low incidence disorders, or curriculum-based instruction	24.8	17.3	24.9	26.0	23.3	15.4	24.4
Low salary*	27.1	30.9	26.3	28.2	20.1	19.2	32.3
Out-of-pocket professional expenses	33.6	30.9	36.7	33.7	32.3	11.5	32.0

*p < .05, **p < .01, ***p = .000

Table 9: Greatest Challenges by Population Density

Q 6. What are your greatest challenges as a school-based professional? (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP				
Response	Total (<i>n</i> = 2,492)	Metropolitan/ Urban (<i>n</i> ≥ 645)	Suburban (<i>n</i> ≥ 1,170)	Rural (<i>n</i> ≥ 605)
High amount of paperwork	81.2	79.8	82.6	80.3
High workload/caseload size	60.2	59.0	60.7	60.3
Implementing RTI*	32.0	28.0	32.9	34.5
Inadequate work space and facilities***	25.2	31.5	23.6	20.7
Lack of administrative support*	20.8	23.5	20.4	17.5
Lack of materials/assessment tools***	18.4	22.8	17.9	13.9
Lack of others' understanding of my role	37.2	37.7	36.1	38.3
Lack of parental involvement and support***	27.1	31.9	22.5	30.9
Lack of time for appropriate service delivery models	48.8	45.7	50.4	48.9
Lack of time for planning, collaboration, and/or meeting with teachers	65.0	61.1	66.5	65.5
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, low incidence disorders, or curriculum-based instruction	24.8	24.0	23.6	27.8
Low salary**	27.1	26.2	24.9	33.2
Out-of-pocket professional expenses*	33.6	36.8	33.8	29.4

p* < .05, *p* < .01, ****p* = .000

Table 10: Greatest Challenges by Years of Experience in the Professions

Q 6. What are your greatest challenges as a school-based professional? (Percentages)											
Analyses limited to respondents who met the following criterion:											
❖ CCC-SLP											
Response	Total	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	≥28
<i>n</i>	2,492	≥184	≥281	265	≥305	≥224	196	149	≥127	≥172	476
High amount of paperwork**	81.2	75.1	79.0	78.9	80.7	78.1	80.6	89.3	78.1	80.8	86.3
High workload/caseload size	60.2	63.2	60.3	58.5	61.3	61.6	58.7	57.0	56.3	57.0	60.5
Implementing RTI	32.0	33.0	36.7	31.7	33.1	32.1	33.2	34.9	26.6	26.0	31.5
Inadequate work space and facilities	25.2	26.5	31.2	24.2	25.6	19.2	19.9	22.8	26.6	24.4	27.9
Lack of administrative support	20.8	20.1	17.7	17.0	21.2	21.4	17.3	18.1	18.1	24.4	23.7
Lack of materials/assessment tools**	18.4	25.9	22.1	17.0	15.0	20.1	10.7	18.8	10.9	18.6	18.1
Lack of others' understanding my role***	37.2	47.0	45.4	44.2	43.0	36.4	27.6	28.9	33.6	30.1	30.9
Lack of parental involvement/support**	27.1	31.4	33.3	31.3	29.4	21.4	21.4	21.5	26.8	30.8	24.2
Lack of time for appropriate service delivery models	48.8	38.4	52.8	46.0	51.1	47.8	53.1	47.0	44.9	48.6	49.6
Lack of time for planning, collaboration, and/or meeting with teachers	65.0	62.7	60.6	62.3	69.2	66.1	58.2	70.5	71.1	70.9	65.3
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, low incidence disorders, or curriculum-based instruction*	24.8	31.5	26.6	27.5	26.2	26.8	16.8	27.5	22.7	19.2	21.6
Low salary***	27.1	33.0	39.0	32.5	29.5	24.4	17.9	22.1	22.0	25.0	22.3
Out-of-pocket professional expenses	33.6	36.2	39.7	32.1	31.8	29.5	26.0	34.2	32.8	35.5	35.3

* $p < .05$, ** $p < .01$, *** $p = .000$

Table 11: Greatest Challenges by Years of Experience in the Schools

Q 6. What are your greatest challenges as a school-based professional? (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP											
Response	Total	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	≥28
<i>n</i>	2,492	≥263	≥358	≥320	≥343	≥188	≥157	≥151	≥126	123	≥364
High amount of paperwork***	81.2	72.3	79.9	80.3	80.2	78.7	84.7	82.1	81.7	84.6	89.3
High workload/caseload size	60.2	60.2	61.5	60.7	61.2	58.7	61.8	57.0	50.8	57.7	62.1
Implementing RTI*	32.0	34.1	38.2	29.1	30.2	34.0	33.8	31.1	22.2	23.6	34.2
Inadequate work space and facilities*	25.2	28.4	29.5	23.7	21.2	21.8	21.7	17.8	27.8	30.9	28.2
Lack of administrative support	20.8	19.7	19.6	17.4	22.4	23.4	18.4	18.4	26.2	22.0	22.8
Lack of materials/assessment tools*	18.4	22.3	22.8	18.1	16.3	19.1	12.1	13.8	10.3	17.9	18.1
Lack of others' understanding my role***	37.2	41.7	47.4	40.5	39.0	31.4	36.3	29.6	34.1	27.6	27.7
Lack of parental involvement/support*	27.1	33.0	31.3	31.3	25.4	21.8	24.2	25.2	26.8	25.2	21.9
Lack of time for appropriate service delivery models	48.8	41.4	49.0	44.9	49.9	57.4	52.5	44.4	51.2	52.8	50.1
Lack of time for planning, collaboration, and/or meeting with teachers	65.0	60.2	64.3	60.4	66.2	68.6	70.9	66.2	67.5	66.7	65.2
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, low incidence disorders, or curriculum-based instruction	24.8	29.2	24.0	27.7	26.2	26.1	21.0	25.0	23.0	13.0	22.8
Low salary***	27.1	32.2	39.0	29.6	29.1	26.1	21.0	15.9	19.8	22.8	22.2
Out-of-pocket professional expenses	33.6	35.6	35.1	32.2	36.6	27.7	32.9	35.1	32.5	28.5	35.7

* $p < .05$, *** $p = .000$

Table 12: Greatest Challenges by Geographic Area

Q 6. What are your greatest challenges as a school-based professional? (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP										
Response	Total	New Eng.	Mid. Atlant.	East North Centr.	West North Centr.	South Atlant.	East South Centr.	West South Centr.	Mtn.	Pacif.
<i>n</i>	2,492	252	260	304	315	427	163	206	308	309
High amount of paperwork**	81.2	72.6	78.1	81.6	83.2	83.1	78.5	83.5	81.5	84.5
High workload/caseload size***	60.2	54.0	56.2	67.1	59.7	52.5	58.9	58.7	63.0	67.0
Implementing RTI***	32.0	29.0	17.3	43.4	29.8	36.1	31.3	31.6	34.4	26.5
Inadequate work space and facilities*	25.2	23.0	35.0	22.0	21.6	24.6	23.9	26.2	24.0	26.5
Lack of administrative support**	20.8	23.8	26.2	19.4	17.1	16.6	20.9	16.5	27.6	21.7
Lack of materials/assessment tools*	18.4	17.5	21.9	16.8	14.3	20.1	11.7	13.1	19.5	19.1
Lack of others' understanding my role	37.2	29.8	39.6	39.8	35.9	38.6	40.5	38.8	35.7	36.9
Lack of parental involvement/support**	27.1	24.6	36.9	25.3	21.9	28.3	36.2	27.2	27.9	23.9
Lack of time for appropriate service delivery models***	48.8	56.3	40.0	54.9	51.1	41.0	47.2	43.2	57.8	57.0
Lack of time for planning, collaboration, and/or meeting with teachers**	65.0	66.3	68.8	68.1	69.8	64.2	51.5	58.3	63.3	66.7
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, low incidence disorders, or curriculum-based instruction	24.8	24.2	23.1	26.3	26.3	21.8	27.0	23.3	26.3	31.4
Low salary***	27.1	15.9	20.0	19.4	28.6	33.0	42.3	44.7	40.3	23.6
Out-of-pocket professional expenses	33.6	30.2	36.9	30.3	29.8	35.1	35.0	30.6	37.0	36.9

* $p < .05$, ** $p < .01$, *** $p = .000$