



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION



SPECIAL REPORT: CASELOAD TRENDS

Gail Ghazzawi
Surveys & Information Team

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
800-498-2071, ext. 4242
gghazzawi@asha.org

Introduction

The American Speech-Language-Hearing Association (ASHA) conducted the 2006 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 caseload trends. In this trend report, findings are presented on the following topics:

- caseload size (by type of school, state, and community)
- individual and group sessions
- degree of impairment
- areas of intervention
- models of service
- work activities

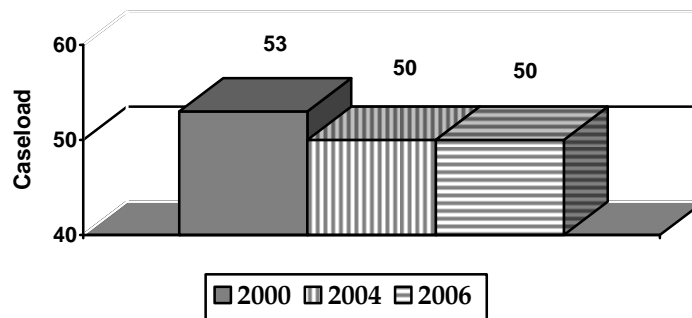
Findings from the 1995, 2000, and 2004 ASHA Schools Surveys and 2000 ASHA Omnibus Survey are also included in this report for comparative purposes.

The statistic that is presented as the “average” for **caseload size** in this report is the median (i.e., middle or 50th percentile). The statistic that is presented as the average for all other topics in this report is the mean.

Caseload Size

In 2006, as in 2004, the caseload size of ASHA-certified, school-based speech-language pathologists (SLPs) who worked full-time as clinical service providers was **50**. The caseload size was somewhat higher in 2000 (53; see Figure 1).

Figure 1: Average (Median) Monthly Caseload Size of ASHA-Certified, School-Based SLPs, 2000, 2004, and 2006



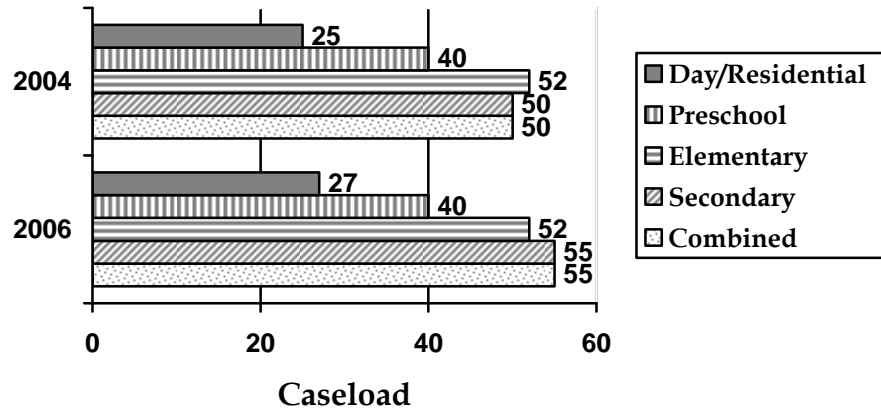
$n = 2,067$ (2000); $n = 2,052$ (2004); $n = 1,742$ (2006)

Source: 2000, 2004, and 2006 ASHA Schools Surveys

Caseload Size by Type of School

In 2006, as in 2004, caseload size was **lowest** in day or residential schools (27 and 25, respectively). In 2006, caseload size was **highest** in secondary and combined school settings; in 2004, it was highest in elementary schools (see Figure 2).

Figure 2: Average (Median) Monthly Caseload Size by Type of School for ASHA-Certified, School-Based SLPs, 2004 and 2006



n = 2,052 (2004); *n* = 1,742 (2006)

Source: 2004 and 2006 ASHA Schools Surveys

Caseload Size by State

Caseload size varies by geographic area of the country. In 2006, Indiana had the highest caseload size (78) and Vermont had the lowest (30). Indiana also had the highest caseload size in 2004 and 2000 (74 and 75, respectively).

From 2000 to 2006, Florida and Kentucky had consistently high caseload sizes. During the same time period, Arizona and Virginia had stable caseload sizes; Massachusetts, Connecticut, New Jersey, South Carolina, Georgia, and Missouri had declining caseload sizes (see Table 1).



Table 1: Average (Median) Caseload Size by State for ASHA-Certified, School-Based SLPs, 2000, 2004, and 2006

State	2000	2004	2006	State	2000	2004	2006
AK	55	-	-	MT	50	-	45
AL	50	-	50	NC	55	45	56
AR	48	40	41	ND	32	-	32
AZ	55	54	55	NE	50	-	54
CA	60	58	58	NH	40	-	-
CO	60	48	-	NJ	55	48	46
CT	47	42	40	NM	44	35	40
DC	-	-	-	NV	60	-	55
DE	-	-	50	NY	50	35	40
FL	64	72	65	OH	60	55	60
GA	55	50	46	OK	55	52	54
HI	50	-	35	OR	56	-	60
IA	45	50	49	PA	60	60	53
ID	60	-	57	RI	55	-	-
IL	60	50	55	SC	60	58	55
IN	75	74	78	SD	-	-	49
KS	47	47	-	TN	59	-	61
KY	62	63	60	TX	60	55	55
LA	48	50	-	UT	61	-	-
MA	50	45	40	VA	55	55	55
MD	60	50	52	VT	40	-	30
ME	45	-	-	WA	57	50	51
MI	55	57	57	WI	37	38	40
MN	40	42	45	WV	50	-	50
MO	50	45	42	WY	47	-	50
MS	58	55	55				

Note: Table contains average (median) caseload sizes for states where 25 or more SLPs responded to the survey.

n = 2,067 (2000); *n* = 2,067 (2004); *n* = 1,742 (2006)

Source: 2000, 2004, and 2006 Schools Surveys

Caseload Size by Type of Community

There was little difference in caseload size for schools located in **rural** settings compared to those located in **suburban** and **urban** settings. In 2006, caseload size was 52 in rural areas and, as in 2004, 50 in suburban and urban areas. In 2000, it was 51 in rural areas, 54 in suburban areas, and 52 in urban areas (see Table 2).

Table 2: Average (Median) Monthly Caseload Size of ASHA-Certified, School-Based SLPs by Type of Community, 2000, 2004, and 2006

	2000	2004	2006
Rural Areas	51	50	52
Suburban Areas	54	50	50
Urban Areas	52	50	50

n = 2,067 (2000); *n* = 2,583 (2004) *n* = 2,402 (2006)

Source: 2000, 2004, and 2006 ASHA Schools Surveys

Individual and Group Sessions

The number of **individual** sessions averaged per month by SLPs for evaluation or treatment **declined** in recent years. When survey respondents were asked to identify the number of individual sessions they averaged per month, the average (mean) response was 56 in 1995, 51 in 2000, 49 in 2004, and 46 in 2006.

The number of **group** sessions averaged per month by SLPs for evaluation or treatment rose from 1995 to 2000 but then **declined** from 2000 to 2006. When survey respondents were asked to identify the number of group sessions they averaged per month, the average (mean) response was 88 in 1995, 97 in 2000, 90 in 2004, and 85 in 2006.

From 2000 to 2006, the number of group sessions averaged per month by SLPs was **nearly double** that of individual sessions (see Figure 3).

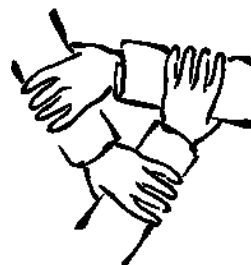
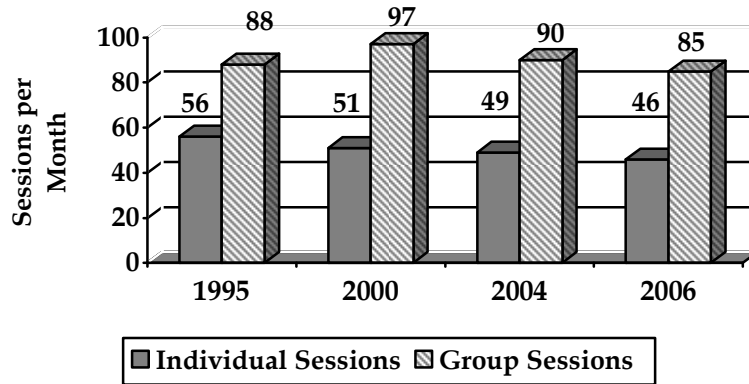


Figure 3: Average (Mean) Number of Individual and Group Sessions Held per Month by ASHA-Certified, School-Based SLPs, 1995, 2000, 2004, and 2006



Note: The 1995 ASHA Schools Survey requested information on the number of students served in various sessions “per week” as opposed to “per month.” For comparative purposes, the average number of students served per week was multiplied by 4 to obtain a monthly figure.

n = 837 (Individual Sessions; 1995); *n* = 821 (Group Sessions; 1995)
n = 1,910 (Individual Sessions; 2000); *n* = 1,928 (Group Sessions; 2000)
n = 1,862 (Individual Sessions; 2004); *n* = 1,814 (Group Sessions; 2004)
n = 1,623 (Individual Sessions; 2006); *n* = 1,606 (Group Sessions; 2006)

Source: 1995, 2000, 2004, and 2006 ASHA Schools Surveys

Degree of Impairment

In 2006, SLPs identified **almost half** of their typical caseload as **moderately impaired** (about the same as in past years). They also identified 21% of their caseload as severely impaired (about the same as in past years) and 30% as mildly impaired (the same as in 2004 but slightly **higher** than in 1995 and 2000; see Table 3).

Table 3: Average (Mean) Degree of Impairment of Caseloads of ASHA-Certified, School-Based SLPs, 1995, 2000, 2004, and 2006

	1995	2000	2004	2006
Severely Impaired	21%	18%	20%	21%
Moderately Impaired	49%	49%	44%	45%
Mildly Impaired	26%	28%	30%	30%
Not Impaired	4%	5%	5%	5%

n ≥ 883 (1995); *n* = 1,931 (2000); *n* = 2,099 (2004); *n* = 1,667 (2006)

Source: 1995, 2000, 2004, and 2006 ASHA Schools Surveys

Area of Intervention

In 2006, as in 2004 and 2000, the **areas of intervention** in which most school-based SLPs had students were **articulation/phonological disorders** and **autism/pervasive developmental disorder (PDD)**. As in 2004, a very low percentage of SLPs served students in the area of communication effectiveness.

The percentage of SLPs who served students with attention deficit hyperactivity disorder (ADHD) declined substantially from 2000 to 2006 (90% to 66%; see Table 4).

Table 4: Percentage of ASHA-Certified, School-Based SLPs who Serve Students in Areas of Intervention, 2000, 2004, and 2006

Area of Intervention	2000	2004	2006
ADHD	90%	71%	66%
Aphasia	11%	*	*
Articulation/phonological disorders	97%	94%	91%
Auditory processing disorders	*	67%	61%
Autism/PDD	83%	80%	84%
Cognitive communication disorders	68%	52%	*
Communication effectiveness	*	3%	2%
Dysphagia (swallowing)	21%	12%	10%
English language learners	*	*	35%
Fluency disorders	80%	71%	69%
Hearing disorders	66%	49%	48%
Learning disabilities	92%	75%	73%
Mental retardation/developmental disability	90%	74%	71%
Motor speech disorders (dysarthria, apraxia)**	78%	*	*
Myofunctional disorders	21%	13%	*
Nonverbal, augmentative/alternative communication	62%	49%	50%
Pragmatics/social communication	*	77%	77%
Reading and writing (literacy)	*	40%	37%
Specific language impairment	85%	57%	61%
Traumatic brain injury (TBI)	*	19%	18%
Verbal apraxia (children)***	*	60%	56%
Voice/resonance	*	32%	29%

*Item not included in survey.

**See "Verbal apraxia (children)" category for 2004 and 2006 data on "motor speech disorders."

***See "Motor speech disorders" category for 2000 data on "verbal apraxia (children)."

n = 809 (2000); n = 2,051 (2004); n = 1,769 (2006)

Source: 2000 ASHA Omnibus Survey and 2004 and 2006 ASHA Schools Surveys

In 2006, as in 2004 and 2000, the largest average number of students seen by area of intervention was for **articulation/phonological disorders** (23, 23, and 24, respectively). As in 2004, the smallest numbers were for TBI and voice/resonance (2 and 2; see Table 5).

Table 5: Average (Mean) Number of Students Served by ASHA-Certified, School-Based SLPs in Areas of Intervention, 2000, 2004, and 2006

Area of Intervention	2000	2004	2006
ADHD	7	8	8
Aphasia	3	*	*
Articulation/phonological disorders	24	23	23
Auditory processing disorders	*	9	9
Autism/PDD	4	5	6
Cognitive communication disorders	8	11	*
Communication effectiveness	*	3	6
Dysphagia (swallowing)	3	3	4
English language learners	*	*	8
Fluency disorders	3	3	3
Hearing disorders	3	3	3
Learning disabilities	15	16	16
Mental retardation/developmental disability	9	9	10
Motor speech disorders (dysarthria, apraxia)**	4	*	*
Myofunctional disorders	4	3	*
Nonverbal, augmentative / alternative communication	5	5	5
Pragmatics/social communication	*	8	8
Reading and writing (literacy)	*	14	15
Specific language impairment	15	16	18
TBI	*	2	2
Verbal apraxia (children)***	*	3	3
Voice / resonance	*	2	2

*Item not included in survey.

**See “Verbal apraxia (children)” category for 2004 and 2006 data on “motor speech disorders.”

***See “Motor speech disorders” category for 2000 data on “verbal apraxia (children).”

Note: The numbers included in this table are provided by survey respondents **who serve** students in the areas of intervention listed. *n* varies widely as respondents do not serve students in **all** areas.

Source: 2000 ASHA Omnibus Survey and 2004 and 2006 ASHA Schools Surveys

Models of Service

In 2006, as in 2000, clinical service providers spent most of their time each week (about 21 hours) in **traditional pull-out service** to students. In 2006, though, they spent more time each week in self-contained classroom service to students than in 2000 (3.5 vs. 1.1 hours; see Table 6).

Table 6: Average (Mean) Hours Spent by ASHA-Certified, School-Based SLPs per Week Using Models of Service, 2000 and 2006

Model of Service	2000	2006
Classroom-based or curriculum-based	3.5	3.8
Collaborative consultation	2.8	2.3
Prereferral or response to intervention activities	*	2.4
Resource room	0.7	0.9
Self-contained classroom	1.1	3.5
Traditional pull-out service	21.3	21.4
Other	1.0	*

*Item not included in survey.

$n = 1,782$ (2000); $n = \geq 1,045$ (2006)

Source: 2000 and 2006 ASHA Schools Surveys

Work Activities

In 2006, as in 2000 and 1995, clinical service providers spent more time each week in **direct intervention** than in any other type of work activity (24, 24, and 22.3 hours, respectively). In 2006, they spent more time each week on record keeping, paperwork, and report writing (4.9 hours) than in 2000 and 1995 (3.1 and 3.5 hours, respectively; see Table 7).



Table 7: Average (Mean) Hours Spent by ASHA-Certified, School-Based SLPs per Week in Work Activities, 1995, 2000, and 2006

Activity	1995	2000	2006
Additional professional responsibilities (supervising clinical fellows, assistants, student-practicum, etc.)*	2.3	0.5	**
Attending professional meetings/Continuing Education workshops or programs	1.0	**	**
Conducting in-service training	0.5	0.1	0.3
Diagnostic evaluations, scoring, analysis	3.8	2.7	3.7
Direct intervention	22.3	24.0	24.0
Hearing screening	0.5	0.2	0.2
Nonprofessional duties (monitoring buses, hallways, lunchroom, etc.)	1.5	0.6	1.1
Observations	1.0	0.6	0.9
Parent and staff meetings and telephone calls	2.0	2.1	2.6
Participating in implementing National Education goals	0.8	**	**
Planning and preparing for intervention	3.3	2.4	3.3
Record keeping, paperwork, report writing	3.5	3.1	4.9
Referral and follow-up activities	1.0	0.8	1.5
Speech-language screening	0.8	0.5	0.8
Staff and school committee meetings	1.3	0.9	**
Supervision***	**	**	1.4
Other	3.3	0.2	**

*See "Supervision" category for 2006 data on "additional professional responsibilities."

**Item not included in survey.

***See "Additional professional responsibilities" category for 1995 and 2000 data on "supervision."

Note: The 1995 ASHA Schools Survey requested information on work activities "per month" as opposed to "per week." For comparative purposes, the mean number of activities per month was divided by 4 to obtain a weekly figure.

$n = \geq 901$ (1995); $n = \geq 1,890$ (2000); $n = \geq 1,378$ (2006)

Source: 1995, 2000, and 2006 ASHA Schools Surveys

**Response
Rate**

The 2006 Schools Survey was mailed in February 2006 to a random sample of 4,140 ASHA-certified SLPs 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 original 4,140 SLPs in the sample, 70 were retired, 66 were not working in the field, and 57 were ineligible for other reasons, leaving 3,947 possible respondents. The actual number of respondents was 2,561, resulting in a 64.9% response rate. The results presented in this report are based on responses from those 2,561 individuals.

Demographics

On some characteristics, respondents to the 2006 Schools Survey were an exact representation of the population of ASHA-certified, school-based SLPs from which they were selected. The vast majority of both groups were female (97%), non-Hispanic (97%), and White (95% in the survey, 94% in the population).

The respondents differed from the population on other characteristics, such as the type of school in which they worked or their primary function. They were also slightly younger than the population (average age of 43 vs. 46 years) but had more experience (16 vs. 10 years).

**Electronic
Copy**

An electronic copy of this report (and other, more detailed survey reports) is available on the ASHA Web site at www.asha.org/members/slp/schools/resources/schools_resources_data.

**Additional
Information**

For additional information regarding this report or school services generally, please contact Kathleen Whitmire, Director, School Services, at kwhitmire@asha.org or 800-498-2071, ext. 4137. To learn more about how the Association is working on behalf of school-based, ASHA-certified members, visit its Web site at <http://www.asha.org/members/slp/schools>.