



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION



Workforce/ Work Conditions

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Executive Summary

In the spring of 2008, the American Speech-Language-Hearing Association (ASHA) conducted a survey of speech-language pathologists (SLPs) in school settings. The survey was designed to provide information about school-based service delivery and to update and expand information gathered during previous ASHA 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, middle/junior high/secondary, and combined school settings.

Overall Findings:

- ◆ 57% said that ASHA was doing a good or excellent job in serving its school-based members.
- ◆ 72% reported that job openings were more numerous than job seekers.
- ◆ 79% 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 face, followed by lack of time for planning, collaboration, and meeting with teachers.
- ◆ 77% worked full-time.
- ◆ The median number of weekly hours worked on a part-time basis was 21.
- ◆ 7% were contract employees.
- ◆ 78% did no private practice work in addition to their work in the schools.
- ◆ Approximately 16% had been pressured during the past 3 years to act in a way that would violate the ASHA Code of Ethics.

ASHA

When asked what kind of job the Association is doing in serving its school-based members, 6% of the SLPs said excellent, **51% good**, 37% fair, and 6% poor. The type of school ($p = .173$), the region of the country ($p = .611$), and the population density or locale ($p = .379$) where they worked made no difference in their responses. However, the number of *years of experience* was related to their answers ($p = .021$). The three groups most likely to select excellent were those with 10–12 years (7%), 22–24 years (8%), or 28 or more years (7%; see Appendix Table 1).

Job Openings

Overall, **72%** of the respondents stated that job openings were more numerous than job seekers. Locale ($p = .230$) had no effect on responses, but facility, geographic area, and years of experience did.

Facility

Between **60%** (special day/residential schools) and **76%** (middle/junior high/secondary schools) of SLPs said that job openings were more numerous than job seekers ($p = .001$; see Appendix Table 2).



Geographic Division

When the country was divided into nine geographic divisions, SLPs in the *Pacific* and *Mountain states* (**88%**) were most likely to declare that job openings were more numerous than job seekers, and those in the *Middle Atlantic* (**52%**) were least likely ($p = .000$; see Appendix Table 3).

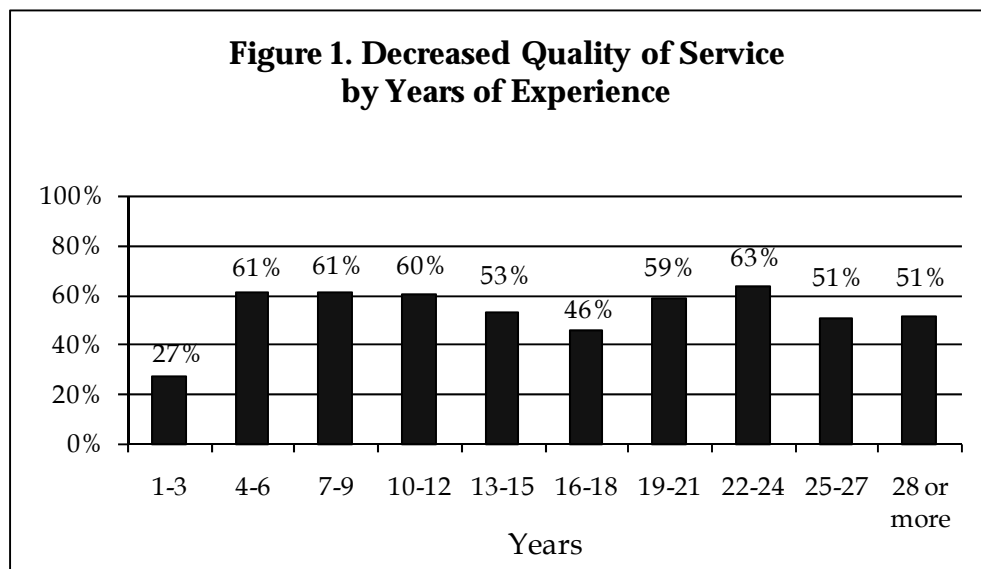
Years of Experience

The number of years of experience affected the response that SLPs made in identifying job openings. SLPs who said that job openings were more numerous than seekers ranged from 64% (4–6 years) to 79% (28 or more years). In general, SLPs with more years of experience were more likely than those with few years to select this response ($p = .001$; not shown in any table).

Shortage Impact

SLPs who said that job openings were more numerous than job seekers were presented with a list of eight possible effects and were asked to select all that they thought were a result of the clinical service provider shortage. Type of facility and locale each had an effect on one impact, years of experience on two, and geographic area on five, as shown in the list below:

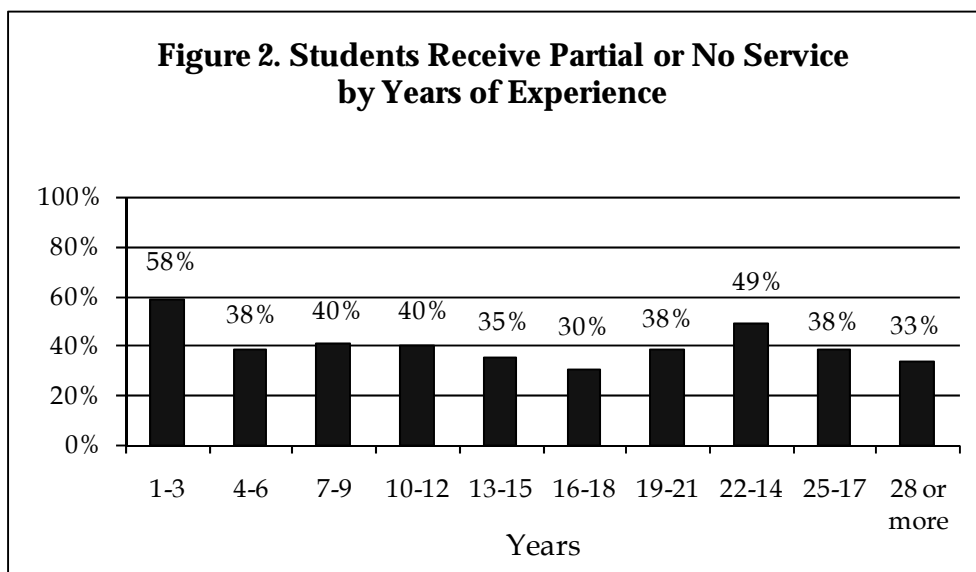
- **Increased caseload/workload** was chosen by **79%**. None of the predictor variables had an effect.
- **Decreased quality of service** was chosen by **55%**. Both *geographic area* and *years of experience* were related to their response.
 - Between **40%** (SLPs in the *West South Central* region) and **63%** (*Mountain* states) selected this response ($p = .007$; see Appendix Table 4).
 - SLPs with *1-3 years* of experience were much less likely than others to select this response ($p = .003$; see Figure 1).



$n = 1,813$

- **Decreased opportunities for individual services** was selected by **54%**, and only *geographic area* was related to responses. Responses ranged from **45%** in the *Middle Atlantic* region to **64%** in the *Mountain* states ($p = .016$; see Appendix Table 4).

- **Less opportunity for networking and collaborating** was chosen by **38%**, and no predictor variable had an effect.
- **Some students receive partial services or no services** was chosen by **37%**. All of the predictor variables had an effect.
 - Responses ranged from **34%** in *elementary* schools to **39%** in *preschools* and *combined school settings*, **47%** in *middle/junior high/secondary schools*, and **57%** in *day/residential schools* ($p = .001$).
 - This response was selected by **34%** of SLPs in *suburban* areas, **36%** in *rural* areas, and **44%** in *metropolitan/urban* areas ($p = .003$).
 - SLPs with *1-3 years* of experience were more likely than any other group to identify partial or no service as an impact of the shortage ($p = .037$; see Figure 2).



$n = 1,814$

- The fewest SLPs who selected this response were in the *West South Central* region (**28%**), and the largest number were in *New England* (**45%**, $p = .048$; see Appendix Table 4).
- **Increased number of staff without ASHA certification/master's level training** was chosen by **28%**. Only *geographic area* was related to responses. The range was from **22%** in the *East North Central* area to **50%** in the *East South Central* area ($p = .000$; see Appendix Table 4).

- **Increased use of assistants**, selected by **25%**, was related only to *geographic area*. The *Middle Atlantic* states had the fewest SLPs selecting this response (**1%**), and the *Pacific* states had the most (**52%**, $p = .000$; see Appendix Table 4).
- Only **2%** said that **there is no impact**, and this was not related to any of the four predictor variables.

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 1).

Table 1. Rank Order of Challenges

Response	Total	Day	Pre	Elem	M/J/S	Comb
Paperwork	1	1	1	1	1	1
Time: planning, etc.	2	2	2	2	2	2
Caseload size	3	4	3	3	3	3
Time: individ. sessions	4	8	4	4	4	4
Lack of understanding of my role	5	6	9	5	5	7
Low salary	6	3	6	6	8	5
Work space/facilities	7	7	5	11	6	6
Lack of training	8	8	8	7	7	9
Unfilled positions	9	11	7	9	9	8
Parental involvement	10	5	11	8	12	10
Admin. support	11	7	9	10	10	11
Materials/assessment	12	12	12	12	11	13
Underqual. personnel	13	13	13	13	13	12

$n = 2,556$

Facility

The first two or three challenges, as well as the last two, were fairly stable in maintaining their order across facility type. The high amount of *paperwork* was the one selected most often by SLPs in each type of facility, and *lack of time* for planning, collaboration, and meeting with teachers was in second place. The type of *facility* was related to responses for **seven** of the challenges: paperwork, caseload, work space, materials and assessment tools, lack of understanding, individual sessions, and time for planning (see data in Appendix Table 5).

Locale

Locale was also significantly related to **seven** challenges: work space, materials and assessment tools, parental involvement, time for planning, salary, unfilled positions, and underqualified personnel (see Appendix Table 6).

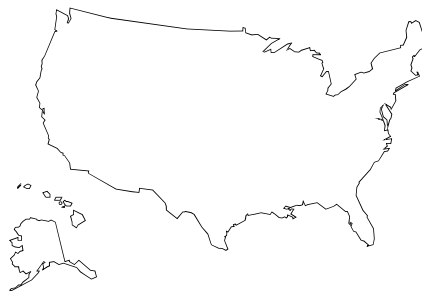


Years of Experience

Years of *experience* affected responses to **seven** challenges: paperwork, materials and assessment tools, lack of understanding, lack of training, salary, unfilled positions, and underqualified personnel (see Appendix Table 7).

Geographic Area

Area of the country was related to **nine** challenges: paperwork, caseload, work space, parental involvement, individual sessions, time for planning, salary, unfilled positions, and underqualified personnel (see Appendix Table 8).

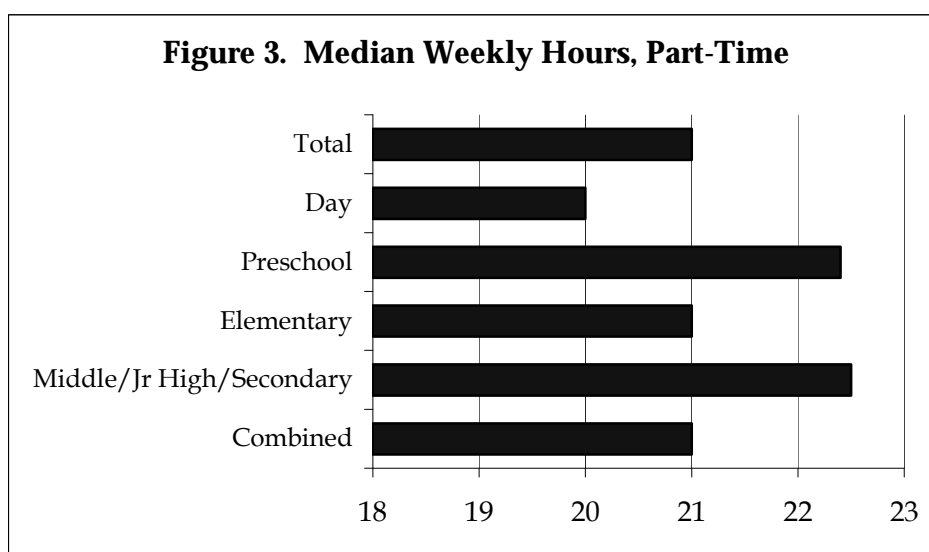


Employment

Full-Time/ Part-Time

Nearly 8 out of every 10 respondents (77%) reported that they worked *full-time*. Of that group ($n = 1,814$), the median number of weekly hours worked was **38**, ranging from 35 in day/residential schools to 37.5 in preschools, 38 in elementary schools, and 40 in both middle/junior high/secondary schools and combined school settings.

The median number of weekly hours worked by those on a *part-time* schedule was **21**. SLPs in day/residential schools worked the fewest hours, while those in middle/junior high/secondary schools worked the most (see Figure 3).



$n = 437$

Private Practice and Contract Employees

Overall, **1%** of the SLPs in the survey reported that they were *owners* of an office-based or contract-based private practice, and **7%** reported being *contract* employees.



Additional Private Practice Work

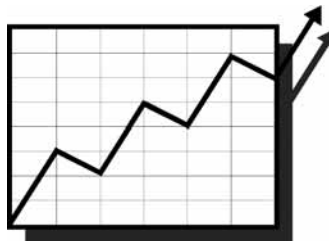
How much private practice work do you do that is *in addition to* your work in the schools? Of the SLPs who answered this question, 78% did no additional private practice work. The median number for those who did was **10** hours per month; the mean was **15** ($n = 495$). The median was 10 hours for SLPs whose primary facility was preschools, elementary schools, or combined school settings, but 15 hours for those in middle/junior high/secondary schools (not shown in any table).



Ethics

School-based SLPs reported that during the last 3 years they had felt pressured by an employer or supervisor to provide or deny a service, report scores, or perform some other action that would have been in violation of the ASHA Code of Ethics an average of **0** (median) or **0.6** (mean) times ($n = 2,280$). None of the predictor variables (that is, facility, region, locale, or experience) was significantly related to the response.

Only 372 (16%) SLPs reported at least one incident. Their median was 3, and their mean was 4.



Survey Notes and Methodology

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 2008 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 2008 to a random sample of 4,130 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 4,130 SLPs in the sample, 5 had bad mailing addresses, 17 were no longer employed in the field, 25 were retired, and 86 were ineligible for other reasons, leaving 3,997 possible respondents. The actual number of respondents was 2,556, resulting in a **64.0%** response rate. The results presented in this report are based on responses from those 2,556 individuals.

Other Reports

Results from the 2008 Schools Survey are presented in a series of reports:

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

Suggested Citation

American Speech-Language-Hearing Association. (2008). *2008 Schools Survey report: Workforce/work conditions*. Rockville, MD: Author.

Supplemental Sources

American Speech-Language-Hearing Association. (2000). *Working for change: A guide for speech-language pathologists and audiologists in schools*. Rockville, MD: Author.

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.



Additional Information

For additional information regarding the 2008 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/members/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	Poor	Fair	Good	Excellent	<i>n</i>
1-3	<i>n</i> < 25				15
4-6	5.5	31.3	57.8	5.5	256
7-9	5.3	35.2	56.4	3.1	321
10-12	5.2	43.2	44.9	6.6	287
13-15	3.4	39.1	53.8	3.8	238
16-18	5.0	34.3	54.7	6.0	201
19-21	6.6	41.5	47.0	4.9	183
22-24	11.7	33.9	46.8	7.6	171
25-27	9.2	38.5	46.6	5.7	262
28 or more	6.1	38.1	49.2	6.5	506
Total	6.2	37.3	50.9	5.5	2,440
Statistical significance	$X^2 = 44.0, df = 27, p = .021, \text{Cramer's } V = .078$				

Table 2: Job Market by Type of Facility

<p>Q 3. Based on your own observations and experiences, rate the current job market for SLPs 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 (<i>n</i> = 2,525)	Day/ Residential (<i>n</i> = 74)	Preschool (<i>n</i> = 342)	Elementary (<i>n</i> = 1,337)	Middle/ Jr. High/ Secondary (<i>n</i> = 184)	Combined (<i>n</i> = 382)
Job openings more numerous than job seekers	71.9	59.5	74.9	70.2	76.1	73.3
Job openings in balance with job seekers (Skip to Q. 5.)	20.4	33.8	22.2	20.9	19.0	17.8
Job openings fewer than job seekers (Skip to Q. 5.)	7.7	6.8	2.9	8.9	4.9	8.9
Statistical significance	$X^2 = 26.8, df = 8, p = .001, \text{Cramer's } V = .076$					

Table 3: Job Market by Geographic Area

<p>Q. 3 Based on your own observations and experiences, rate the current job market for your profession in your type of employment facility and in your geographic area. (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP</p>				
	Job Market			
Geographic Division	Job openings more numerous than job seekers	Job openings in balance with job seekers	Job openings fewer than job seekers	<i>n</i>
New England	70.1	22.9	6.9	231
Middle Atlantic	51.8	26.8	21.5	228
East North Central	73.7	21.3	5.1	315
West North Central	74.2	21.1	4.7	322
South Atlantic	79.1	18.1	2.8	392
East South Central	61.1	30.6	8.3	144
West South Central	61.7	30.1	8.3	193
Mountain	88.0	10.8	1.2	332
Pacific	87.9	9.2	2.8	282
Statistical significance	$X^2 = 215.7, df = 16, p = .000, \text{Cramer's } V = .210$			

Table 4: Impact of the Shortage by Geographic Area

Q. 4 What is the impact of the shortage of clinical service providers? Circle all that apply. (Percentages)					
Analyses limited to respondents who met the following criteria:					
❖ CCC-SLP					
❖ Selected "Job openings more numerous than job seekers" for Q. 3					
Geographic Division	Response selected				
	Decreased opportunities for individual services	Increased use of assistants	Increased number of staff without ASHA certification/master's level training	Decreased quality of service	Some students receive partial services or no services
New England	50.6	34.0	25.3	56.8	45.1
Middle Atlantic	44.9	0.8	25.4	50.0	40.7
East North Central	58.2	15.5	21.6	56.5	41.8
West North Central	53.6	29.3	23.0	56.5	33.1
South Atlantic	51.0	13.2	23.9	56.5	38.7
East South Central	56.8	23.9	50.0	48.9	31.8
West South Central	54.6	27.7	23.5	40.3	27.7
Mountain	63.7	50.0	47.6	62.7	39.4
Pacific	57.3	52.0	31.0	57.7	35.1
Statistical significance <i>n</i> = 1,808	$X^2 = 18.8, df = 8,$ $p = .016,$ Cramer's $V = .102$	$X^2 = 230.7, df = 8,$ $p = .000,$ Cramer's $V = .357$	$X^2 = 84.6, df = 8,$ $p = .000,$ Cramer's $V = .216$	$X^2 = 21.0, df = 8,$ $p = .007,$ Cramer's $V = .108$	$X^2 = 15.6, df = 8,$ $p = .048,$ Cramer's $V = .093$

Note. Only the five responses with statistically significant results are included in Table 4.

Table 5: Greatest Challenges by Type of Facility

Q 2. What are your greatest challenges as a school-based speech-language pathologist (SLP)? (Percentages)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Response	Total (n = 2,556)	Day/ Residential (n = 75)	Preschool (n = 343)	Elementary (n ≥ 1,350)	Middle/ Jr. High/ Secondary (n ≥ 185)	Combined (n ≥ 384)
High amount of paperwork**	79.7	53.3	77.0	83.2	82.3	77.7
High caseload size***	55.6	29.3	55.1	57.0	57.0	55.7
Inadequate work space and facilities***	27.5	24.0	37.3	21.9	30.1	34.4
Lack of administrative support	22.4	24.0	22.2	22.4	25.3	20.6
Lack of materials/assessment tools**	16.3	14.7	21.0	16.0	23.7	12.2
Lack of others' understanding of my role***	33.6	25.3	22.2	36.8	38.7	32.3
Lack of parental involvement and support	24.1	26.7	21.9	25.7	18.9	21.3
Lack of time for individual sessions***	43.6	20.0	41.7	46.9	40.3	42.4
Lack of time for planning, collaboration, and meeting with teachers***	64.3	49.3	57.7	67.9	69.9	59.7
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, or low incidence disorders	27.3	20.0	25.7	28.8	28.5	23.9
Low salary	32.9	38.7	34.4	33.1	26.3	35.6
Unfilled positions	25.3	16.0	25.9	24.4	25.9	27.8
Use of underqualified personnel	12.6	12.0	13.4	10.8	16.7	13.5

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

Table 6: Greatest Challenges by Locale

Q 2. What are your greatest challenges as a school-based speech-language pathologist (SLP)? (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP				
Response	Total (n ≥ 2431)	Metropolitan/ Urban (n ≥ 651)	Suburban (n ≥ 1,236)	Rural (n = 544)
High amount of paperwork	79.8	77.7	79.6	82.5
High caseload size	55.0	57.5	54.9	52.2
Inadequate work space and facilities***	27.3	35.1	25.2	22.6
Lack of administrative support	22.3	24.1	22.5	19.9
Lack of materials/assessment tools***	16.5	21.3	15.6	12.7
Lack of others' understanding of my role	33.7	31.3	33.8	36.2
Lack of parental involvement and support***	24.2	31.2	19.5	26.7
Lack of time for individual sessions	43.6	41.9	42.8	47.6
Lack of time for planning, collaboration, and meeting with teachers**	64.3	59.4	67.4	63.1
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, or low incidence disorders	27.3	25.2	27.5	29.2
Low salary**	33.3	32.0	31.5	39.0
Unfilled positions***	25.1	32.4	22.0	23.3
Use of underqualified personnel**	12.4	14.9	10.0	14.7

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

Table 7: Greatest Challenges by Years of Experience

Q 2. What are your greatest challenges as a school-based speech-language pathologist (SLP)? (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>	≥2,549	15	≥262	≥335	≥298	≥249	≥213	≥197	178	≥273	≥529
High amount of paperwork***	79.8	<i>n</i> < 25	70.3	76.7	77.2	75.5	78.4	83.2	84.3	83.2	85.8
High caseload size	55.7		53.1	55.7	57.9	57.4	53.5	62.9	51.1	55.5	54.2
Inadequate work space and facilities	27.4		29.4	25.7	26.8	24.9	23.9	29.4	36.0	25.6	27.5
Lack of administrative support	22.5		21.3	21.7	27.1	20.8	19.2	24.9	27.0	22.7	21.1
Lack of materials/assessment tools**	16.2		20.5	13.4	22.8	14.8	13.6	20.3	14.0	14.7	13.8
Lack of others' understanding of my role***	33.6		46.2	40.3	40.3	30.0	24.4	33.0	28.7	29.3	28.9
Lack of parental involvement and support	24.2		28.5	23.9	28.8	21.2	25.4	26.4	23.6	20.8	21.2
Lack of time for individual sessions	43.7		45.8	44.2	44.0	40.2	46.5	44.7	46.1	44.3	41.5
Lack of time for planning, collaboration, and meeting with teachers**	64.3		62.2	64.8	64.5	56.6	65.9	64.1	71.9	64.5	65.7
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, or low incidence disorders**	27.4		36.3	33.0	28.4	26.0	27.6	20.8	28.7	25.5	22.5
Low salary***	33.0		46.4	40.0	33.6	30.0	35.2	29.9	27.5	28.8	26.8
Unfilled positions*	25.2		22.1	20.3	23.2	25.6	21.6	24.4	29.2	27.5	29.8
Use of underqualified personnel*	12.7		11.0	8.9	14.8	11.6	8.5	14.7	18.0	13.1	14.5

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

Table 8: Greatest Challenges by Geographic Area

Q 2. What are your greatest challenges as a school-based speech-language pathologist (SLP)? (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>	2,462	234	231	319	323	398	146	194	335	282
High amount of paperwork***	80.7	71.4	71.4	84.0	82.4	83.4	82.2	84.5	83.9	79.4
High caseload size***	55.8	47.4	50.2	63.0	54.2	51.0	59.6	52.6	65.7	56.4
Inadequate work space and facilities***	27.5	38.5	30.3	24.5	19.2	27.4	29.5	26.8	28.1	28.0
Lack of administrative support	20.8	20.5	26.4	24.1	18.0	20.1	16.4	16.5	19.7	23.4
Lack of materials/assessment tools	16.0	20.1	17.3	16.0	15.2	16.1	10.3	13.4	15.2	18.1
Lack of others' understanding of my role	33.7	34.2	30.3	35.1	35.6	35.4	41.1	33.5	31.9	28.4
Lack of parental involvement and support**	24.2	17.9	22.1	26.3	18.3	29.6	19.9	26.3	27.2	25.2
Lack of time for individual sessions***	43.6	37.6	36.4	55.2	40.9	41.2	50.0	42.8	49.9	37.6
Lack of time for planning, collaboration, and meeting with teachers**	64.2	70.9	66.7	67.7	68.7	63.3	57.5	58.2	63.3	57.4
Lack of training for English Language Learners (ELLs), hearing related technology, assistive and alternative communication (AAC) technology, or low incidence disorders	26.9	25.6	26.4	32.6	24.5	25.1	31.5	24.7	23.3	30.5
Low salary***	34.6	21.8	28.6	24.1	43.7	39.4	43.8	43.3	38.2	30.1
Unfilled positions***	27.3	14.1	14.3	18.5	30.7	32.2	21.9	21.1	37.6	42.9
Use of underqualified personnel***	13.5	12.8	10.0	7.5	11.5	8.5	14.4	10.3	25.4	20.9

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