



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

Schools Survey Report:  
SLP Practice Trends  
2008–2018

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## Introduction

The American Speech-Language-Hearing Association (ASHA) conducted the *2018 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) practice trends.

Findings from the 2008, 2010, 2012, 2014, and 2016 *ASHA Schools Surveys* are included in this report for comparative purposes. Questions differ among surveys, so data on all topics are not available for all survey years.

## Survey Report Highlights

### IDEA

- In the 2016 and 2018 surveys, SLPs were asked to rate how important certain issues were in relation to the Individuals with Disabilities Education Act (IDEA). In both years, they rated early childhood, early intervention, funding, paperwork reduction, and treatment of autism spectrum disorder as *very important* more frequently than the other issues.

### Performance Evaluations

- In the 2016 and 2018 surveys, SLPs were asked what system or tool was used to evaluate their job performance. In 2018, about half of SLPs (51%) indicated a system that was also used for classroom teachers—this percentage is up from 43% in 2016.
- In 2018, nearly one third of SLPs (32%) indicated that a system customized for SLPs was used to evaluate their job performance—about the same as in 2016 (30%).
- In 2018, 1% of SLPs indicated that the ASHA Performance Assessment of Contributions and Effectiveness of SLPs (PACE) was used to evaluate their job performance—the same as in 2016.

### Member Satisfaction

- In 2018, most SLPs (67%) indicated that ASHA was doing a good or excellent job in serving its school-based members overall—about the same as in recent past years (69%–73%) from 2012 to 2016.
- In 2018, more than half of SLPs (53%) indicated that ASHA was doing a good or excellent job with advocacy—about the same as in recent past years (52%–55% from 2012 to 2016).
- In 2018, most SLPs (75%) indicated that ASHA was doing a good or excellent job with continuing education—about the same as in recent past years (75%–78% from 2012 to 2016).

## IDEA

In the 2016 and 2018 *ASHA Schools Surveys*, SLPs were asked to use a 5-point scale (from *not at all important* to *very important*) to rate how important certain issues were in relation to the Individuals with Disabilities Education Act (IDEA). The issues were as follows:

- American Sign Language
- Connection with the Early Hearing Detection and Intervention (EHDI) program
- Early childhood
- Early intervention
- Funding
- Individualized education program (IEP) team independence/strengthening
- Language of intervention for English language learners (ELLs)
- Paperwork reduction
- Treatment of autism spectrum disorder (ASD)

In both years, SLPs rated early childhood, early intervention, funding, paperwork reduction, and treatment of ASD as *very important* more frequently than the other issues listed (see Appendix Table 1).

## Performance Evaluations

In the 2016 and 2018 *ASHA Schools Surveys*, SLPs were asked what system or tool was used to evaluate their job performance. In 2018, about half of SLPs (51%) indicated a system that was also used for classroom teachers—this percentage was up from 43% in 2016 (see Table 1).

**Table 1.** *Systems or tools used to evaluate school-based SLPs' job performance, by year.*

Evaluation system or tool	%	
	2016 (n = 1,806)	2018 (n = 2,109)
A performance evaluation system that is also used for classroom teachers	43	51
A performance evaluation system that is customized for SLPs	30	32
The ASHA Performance Assessment of Contributions and Effectiveness of SLPs (PACE)	1	1
Other evaluation system or tool (specify)	—	15
None of the above	22	—

*Note.* These data are from the 2016 and 2018 *ASHA Schools Surveys*. Dash indicates that the item was not included in the survey.

## Member Satisfaction Ratings

In 2018, most SLPs (67%) indicated that ASHA was doing a good or excellent job in serving its school-based members overall—about the same as in recent past years (69%–73% from 2012 to 2016; see Table 2). From 2012 to 2018, most SLPs further indicated that ASHA was doing a good or excellent job with advocacy and with continuing education.

**Table 2.** Ratings for what kind of job ASHA is doing in serving its school-based members, overall, with advocacy, continuing education, evidence-based resources, and questions about school-based practice, by year.

Rating	%					
	2008 (n = 2,445)	2010 (n = 2,417)	2012 (n ≥ 2,474)	2014 (n ≥ 1,699)	2016 (n ≥ 1,817)	2018 (n ≥ 2,106)
<b>Overall</b>						
Poor	6	5	2	3	3	3
Fair	37	35	21	15	19	21
Good	51	55	59	61	57	55
Excellent	6	5	10	12	12	12
Don't know, NA	—	—	8	10	9	9
<b>With advocacy</b>						
Poor	—	—	5	5	7	8
Fair	—	—	25	22	23	23
Good	—	—	44	44	43	43
Excellent	—	—	10	11	9	10
Don't know, NA	—	—	16	18	19	15
<b>With continuing education</b>						
Poor	—	—	2	2	2	2
Fair	—	—	17	14	15	16
Good	—	—	53	51	51	51
Excellent	—	—	23	27	27	24
Don't know, NA	—	—	6	6	5	6
<b>With evidence-based resources</b>						
Poor	—	—	—	—	—	2
Fair	—	—	—	—	—	16
Good	—	—	—	—	—	51
Excellent	—	—	—	—	—	24
Don't know, NA	—	—	—	—	—	8
<b>With questions about school-based practice</b>						
Poor	—	—	—	—	—	3
Fair	—	—	—	—	—	20
Good	—	—	—	—	—	50
Excellent	—	—	—	—	—	14
Don't know, NA	—	—	—	—	—	13

*Note.* These data are from the 2008, 2010, 2012, 2014, 2016, and 2018 ASHA Schools Surveys. Dash indicates that the item was not included in the survey.

## Survey Methodology

The survey was mailed in February 2018 to a random sample of 4,500 ASHA-certified SLPs and 500 ASHA-certified audiologists employed in school settings in the United States. The sample was stratified by state. Small groups, such as SLPs and audiologists in Wyoming, were oversampled. A survey notification email was sent at the time of the mailing. Second and third mailings followed, at approximately 3- or 4-week intervals, to individuals who had not responded to earlier mailings.

## Response Rates

*Of the original 4,500 SLPs in the sample plus four other SLPs who returned surveys without any identifying number, six had incorrect mailing addresses, nine had retired, 29 were employed in other types of facilities, six were not employed in the profession, and four were ineligible for other reasons, which left 4,450 possible respondents. The actual number of respondents was 2,170—a 48.8% response rate.*

Past *ASHA Schools Survey* response rates were as follows:

- 2008: 64.0%
- 2010: 64.8% (overall); 65.5% (among SLPs)
- 2012: 63.6% (overall); 64.7% (among SLPs)
- 2014: 46.0% (overall); 47.0% (among SLPs)
- 2016: 47.4% (overall); 47.9% (among SLPs)

## Suggested Citation

American Speech-Language-Hearing Association. (2018). *Schools survey report: SLP practice trends, 2008–2018*. Available from [www.asha.org](http://www.asha.org).

## Additional Information

Companion reports are available on the ASHA website at [www.asha.org/research/memberdata/schoolssurvey/](http://www.asha.org/research/memberdata/schoolssurvey/).

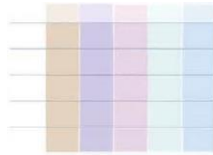
## Questions?

For additional information regarding this report or school services generally, please contact Jaumeiko Coleman, director of school services, at [jcoleman@asha.org](mailto:jcoleman@asha.org).

## 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!

# Appendix



**Appendix Table 1.** Ratings for how important school-based SLPs believe issues are in relation to IDEA, by year.

Issue	%				
	1 = Not at all important	2	3	4	5 = Very important
	<b>2018</b> (n ≥ 1,500)				
American Sign Language	8	18	31	19	24
Connection with the Early Hearing Detection and Intervention (EHDI) program	5	10	23	20	42
Early childhood	2	2	12	24	60
Early intervention	2	2	8	19	69
Funding	2	3	11	20	64
IEP team independence/strengthening	3	8	26	30	33
Language of intervention for ELLs	4	9	28	28	32
Paperwork reduction	5	5	17	19	54
Treatment of ASD	1	3	13	28	55
	<b>2016</b> (n ≥ 1,689)				
American Sign Language	—	—	—	—	—
Connection with the EHDI program	5	9	22	19	45
Early childhood	2	3	10	19	66
Early intervening services/MTSS/RtI	2	3	15	22	59
Funding	2	3	15	21	59
IEP team independence/strengthening	3	6	27	29	36
Language of intervention for ELLs	3	7	27	27	36
Paperwork reduction	2	3	12	20	62
Treatment of ASD	1	3	15	29	52

*Note.* These data are from the 2016 and 2018 ASHA Schools Surveys. Dash indicates that the item was not included in the survey. IEP = individualized education program; ELLs = English language learners; ASD = autism spectrum disorder; MTSS = Multitiered System of Supports; RtI = Response to Intervention.