2022 Schools SURVEY
ASHA American Speech-Language-Hearing Association

Survey Summary Report:
Numbers and Types of Responses, SLPs

Contents

Sampling and Response Rates

Probability (nonreplacement) sampling using a stratified systematic technique was used to select a sample of 8,000 ASHA-certified speech-language pathologists with schools as their primary employment facility for the *2022 Schools Survey.* The sample was stratified by state, and data have been weighted to reflect their proportion by state within the Association. Small groups, such as speech-language pathologists who work in Wyoming and Idaho, were oversampled so that sufficient numbers from these groups could be included in the sample.

An additional 500 ASHA-certified educational audiologists were also randomly selected to participate. Their results are in a separate report. This report is limited to responses from individuals with a Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) only.

An overall response rate of 37.8% was obtained for SLPs and audiologists combined (3,191 completed surveys from a net sample of 8,440 eligibles). The response rate for SLPs was **37.9%** (2,961 completed surveys from a net sample of 7,806 eligible respondents). These percentages are unweighted.

Data were weighted for all tables in the report. The "All Responses" column throughout the report reflects results for respondents from the six facility types as well as from the 26 respondents who were employed in students' homes, 18 respondents who were employed in "other" types of facilities, and respondents who did not answer the question about facility type. Therefore, the "All Responses" column may not be the sum of the *n*s in the other six columns. Data are not presented for table cells with fewer than 25 respondents, and administrative offices were excluded for questions where responses were limited to clinical service providers.

A description of statistical terms used in the report can be found in Appendix B at the end of the report.

ASHA Services and Programs

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

Response	All Responses (*n* ≥ 2,860)	Special Day/ Residential (*n* ≥ 73)	Preschool (*n* ≥ 323)	Elementary (*n* ≥ 1,693)	Secondary (*n* ≥ 424)	Admin. Office (*n* ≥ 26)	Combination (*n* ≥ 262)
			Facility type				
			Overall				
Poor	9.8	4.1	6.2	11.2	9.9	15.4	6.8
Fair	30.3	30.1	30.0	29.9	29.5	11.5	37.3
Good	41.3	46.6	43.0	41.8	40.1	65.4	36.1
Excellent	8.4	6.8	5.0	8.3	9.9	7.7	9.9
Don't Know, NA	10.1	12.3	15.8	8.9	10.6	0.0	9.9
	Statistical significance: $\chi^2(20) = 49.5$, **p = .000**, Cramer's *V* = .066 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
			Advocacy				
Poor	20.4	12.2	16.6	22.6	16.0	24.1	21.8
Fair	27.7	31.1	26.5	27.6	28.7	13.8	28.2
Good	29.8	31.1	29.8	29.6	31.5	41.4	27.1
Excellent	7.3	6.8	4.9	7.1	8.1	13.8	8.0
Don't Know, NA	14.9	18.9	22.2	13.1	15.7	6.9	14.9
	Statistical significance: $\chi^2(20) = 40.7$, **p = .004**, Cramer's *V* = .060 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

(Question 1 continues on next page.)

1. (cont'd) 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

Response	Facility type						
	All Responses (*n* ≥ 2,860)	Special Day/ Residential (*n* ≥ 73)	Preschool (*n* ≥ 323)	Elementary (*n* ≥ 1,693)	Secondary (*n* ≥ 424)	Admin. Office (*n* ≥ 26)	Combination (*n* ≥ 262)
Answering School-Based Practice Questions							
Poor	4.5	2.7	2.4	5.4	3.9	6.7	3.0
Fair	24.2	18.9	21.6	25.1	23.8	13.3	25.9
Good	47.2	47.3	49.5	46.8	46.1	60.0	46.2
Excellent	11.7	14.9	7.8	11.4	13.9	10.0	13.9
Don't Know, NA	12.4	16.2	18.6	11.3	12.3	10.0	10.9
	Statistical significance: $\chi^2(20) = 36.3$, **p = .014**, Cramer's *V* = .056 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Continuing Education							
Poor	5.4	4.1	4.2	5.6	7.3	16.1	2.2
Fair	20.4	16.2	19.2	21.9	19.5	3.2	19.1
Good	45.2	55.4	44.7	45.4	41.5	45.2	49.1
Excellent	22.4	18.9	21.3	21.1	27.1	35.5	22.1
Don't Know, NA	6.6	5.4	10.5	6.0	4.6	0.0	7.5
	Statistical significance: $\chi^2(20) = 49.6$, **p = .000,** Cramer's *V* = .066 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
							(Question 1 continues on next page.)

1. (cont'd) 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

Response	Facility type						
	All Responses ($n \geq 2,860$)	Special Day/ Residential ($n \geq 73$)	Preschool ($n \geq 323$)	Elementary ($n \geq 1,693$)	Secondary ($n \geq 424$)	Admin. Office ($n \geq 26$)	Combination ($n \geq 262$)
Resources							
Poor	5.5	4.1	3.0	6.0	6.2	13.3	4.9
Fair	24.6	24.7	22.8	25.9	26.1	10.0	20.6
Good	44.7	46.6	46.8	43.5	42.2	60.0	50.6
Excellent	17.3	15.1	15.0	17.3	18.6	13.3	16.5
Don't Know, NA	7.9	9.6	12.3	7.3	6.9	3.3	7.5
	Statistical significance: $\chi^2(20) = 32.5$, **$p = .038$**, Cramer's $V = .053$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

Employment and Earnings

2. Which <u>ONE</u> of the following categories best describes your employment status? (Percentages).
   Analyses limited to respondents who met the following criterion:
   - ❖ CCC-SLP

Status	Facility type						
	All Responses (*n* = 2,955)	**Special Day/ Residential** (*n* = 76)	**Preschool** (*n* = 335)	**Elementary** (*n* = 1,743)	**Secondary** (*n* = 442)	**Admin. Office** (*n* = 30)	**Combination** (*n* = 271)
Employed full time	86.6	86.8	84.2	87.2	86.7	96.7	87.5
Employed part time	13.4	13.2	15.8	12.8	13.3	3.3	12.5
Not currently employed (SKIP to Thank you at the end of the survey.)	Removed from analyses						
	Statistical significance: $\chi^2(5)$ = 4.9, *p* = .425 <u>Conclusion</u>: There is not enough evidence from the data to say that the responses vary by facility type.						

3. Which one of the following best describes your principal employment situation? (Percentages).
   Analyses limited to respondents who met the following criteria:
   - ❖ CCC-SLP
   - ❖ Employed full time or part time

Situation	Facility type						
	All Responses (*n* = 2,932)	**Special Day/ Residential** (*n* = 76)	**Preschool** (*n* = 334)	**Elementary** (*n* = 1,728)	**Secondary** (*n* = 439)	**Admin. Office** (*n* = 30)	**Combination** (*n* = 268)
Salaried employee	86.1	89.5	82.3	87.6	87.0	96.7	80.2
Contractor	12.1	7.9	14.4	11.3	11.6	0.0	14.9
Self-employed	1.9	2.6	3.3	1.0	1.4	3.3	4.9
	Too many cells (22%) have an expected count of less than 5. <u>Conclusion</u>: Too little data are available in some facility categories to test whether responses vary by facility type.						

4. In your primary job, are you paid on an annual basis or an hourly basis? *Select one response only.* (Percentages).
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Employed full time or part time

Basis	Facility type						
	All Responses (*n* = 2,955)	Special Day/ Residential (*n* = 76)	Preschool (*n* = 335)	Elementary (*n* = 1,742)	Secondary (*n* = 442)	Admin. Office (n = 30)	Combination (*n* = 271)
Annual salary	84.7	84.2	78.8	86.6	86.2	93.3	79.3
Hourly rate (SKIP to Q. 7.)	15.3	15.8	21.2	13.4	13.8	6.7	20.7
	Statistical significance: $\chi^2(5)$ = 22.6, **_p_ = .000,** Cramer's *V* = .088 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						

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5. What is your gross annual income for your primary job, before all deductions?
   Analyses limited to respondents who met the following criteria:
   - ❖ CCC-SLP
   - ❖ Employed full time
   - ❖ Paid an annual salary
   - ❖ Annual salary of at least $1

Response	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Worked 9–10 months (academic year)							
	n = 2,044	*n* = 32	*n* = 196	*n* = 1,291	*n* = 323	*n* = 13	*n* = 165
25th percentile	$58,000	$60,000	$56,796	$57,424	$61,000		$58,000
50th percentile (**Median**)	$69,000	$64,000	$67,000	$68,000	$75,899		$67,276
75th percentile	$84,000	$81,753	$80,000	$83,000	$89,994	(*n* < 25)	$80,000
Mean	$72,623	$67,155	$70,591	$72,151	$77,576		$69,920
Standard deviation	$19,943	$14,907	$19,532	$20,002	$20,949		$17,677
Mode	$80,000	$62,000	$60,000	$80,000	$80,000		$60,000
	Statistical significance: $F(5, 2015) = 5.7$, ***p* = .000** Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

5. (cont'd) What is your gross annual income for your primary job, before all deductions?

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Employed full time
- ❖ Paid an annual salary
- ❖ Annual salary of at least $1

Response	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Worked 11–12 months (calendar year)							
	n = 184	n = 25	n = 35	n = 54	n = 13	n = 13	n = 30
25th percentile	$66,167	$67,000	$63,000	$64,000			$71,000
50th percentile (**Median**)	$80,000	$76,000	$74,816	$86,000			$79,000
75th percentile	$100,000	$95,000	$95,000	$100,000	(n < 25)	(n < 25)	$100,000
Mean	$83,574	$81,371	$78,550	$81,457			$84,317
Standard deviation	$23,251	$19,712	$20,245	$22,474			$17,692
Mode	$100,000	$65,000	$68,000	$100,000			$100,000
	Statistical significance: $F(5, 163) = 3.5$, $p = .005$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

6. For what period of <u>work</u> is this? *If you work for 9–10 months but are paid over a 12-month period, select the first response. Select one response only; then SKIP to Q. 9.* (Percentages).
    Analyses limited to respondents who met the following criteria:
    ❖ CCC-SLP
    ❖ Paid an annual salary

Response	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Includes Work Other Period							
	n = 2,489	*n* = 64	*n* = 264	*n* = 1,498	*n* = 379	*n* = 28	*n* = 215
Work 9 or 10 months per year	91.9	60.9	84.8	96.1	96.0	50.0	85.1
Work 11 or 12 months per year	7.8	39.1	15.2	3.6	3.4	46.4	14.4
Work other period	0.4	0.0	0.0	0.3	0.5	3.6	0.5
	Too many cells (39%) have an expected count of less than 5. <u>Conclusion</u>: Too little data are available in some facility categories to test whether responses vary by facility type.						
Academic or Calendar Year Only							
	n = 2,480	*n* = 64	*n* = 264	*n* = 1,493	*n* = 377	*n* = 27	*n* = 214
Work 9 or 10 months per year	92.2	60.9	84.8	96.4	96.6	51.9	85.5
Work 11 or 12 months per year	7.8	39.1	15.2	3.6	3.4	48.1	14.5
	Statistical significance: $\chi^2(5)$ = 243.1, ***p* = .000,** Cramer's *V* = .316 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						

7. If you are paid on an <u>hourly basis</u>, what is the hourly rate you receive at your primary job? *Include your hourly rate before all deductions.*

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Paid an hourly wage
- ❖ Hourly salary of at least $1

Response	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Employed Full Time							
	n = 216	*n* = 7	*n* = 32	*n* = 112	*n* = 33	*n* = 2	*n* = 26
25th percentile	$41.00		$40.00	$40.50	$40.00		$45.00
50th percentile (**Median**)	$50.00		$48.00	$50.00	$45.10		$51.00
75th percentile	$60.00	(*n* < 25)	$63.00	$60.25	$51.00	(*n* < 25)	$66.00
Mean	$51.96		$51.04	$51.39	$46.75		$61.01
Standard deviation	$18.45		$18.37	$13.27	$11.46		$33.19
Mode	$65.00		$65.00	$60.00	$50.00		$50.00
		Statistical significance: $F(5, 204) = 1.8$, $p = .109$ <u>Conclusion</u>: There is not enough evidence from the data to say that the responses vary by facility type.					

7. (cont'd) If you are paid on an <u>hourly basis</u>, what is the hourly rate you receive at your primary job? *Include your hourly rate before all deductions.*

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Paid an hourly wage
- ❖ Hourly salary of at least $1

Response	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
			Facility type				
	Employed Part Time						
	n = 223	*n* = 5	*n* = 35	*n* = 116	*n* = 27	*n* = 0	*n* = 27
25th percentile	$45.92		$48.00	$45.00	$45.00		$51.00
50th percentile (**Median**)	$55.00		$50.00	$54.00	$55.00		$60.00
75th percentile	$66.92	(*n* < 25)	$60.00	$71.44	$65.00	(*n* < 25)	$75.00
Mean	$59.38		$56.11	$59.88	$57.46		$64.22
Standard deviation	$20.65		$22.15	$20.96	$15.83		$23.17
Mode	$50.00		$50.00	$50.00	$60.00		$75.00
		Statistical significance: $F(4, 204) = 0.8$, $p = .503$ <u>Conclusion</u>: There is not enough evidence from the data to say that the responses vary by facility type.					

8. How many hours do you work per week for the hourly rate you entered in Q. 7?
    Analyses limited to respondents who met the following criteria:
    - ❖ CCC-SLP
    - ❖ Hourly salary of at least $1

Hours	All Responses (n = 441)	Facility type					
		Special Day/ Residential (n = 12)	Preschool (n = 67)	Elementary (n = 229)	Secondary (n = 60)	Admin. Office (n = 2)	Combination (n = 53)
25th percentile	16.0		12.0	18.0	16.0		16.0
50th percentile (**Median**)	30.0		24.0	30.0	32.1		25.0
75th percentile	36.3	(n < 25)	35.0	37.1	37.1	(n < 25)	35.0
Mean	25.8		23.0	26.9	26.9		24.4
Standard deviation	11.6		13.0	11.0	11.9		11.7
Mode	40.0		40.0	40.0	40.0		20.0
		Statistical significance: $F(5, 416) = 2.3$, **$p = .048$** Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.					

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9. Do you receive a salary supplement, stipend, bonus, or other type of "salary upgrade" during the current school year for any of the following reasons? *Select one response for each row*. (Survey instrument responses were Yes and *No*; report presents percentage of those who selected *Yes*.) The list of options was in alphabetical order on survey instrument.
    Analyses limited to respondents who met the following criteria:
    ❖ CCC-SLP
    ❖ Employed full time or part time

Option	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
	n = 2,901	*n* = 73	*n* = 331	*n* = 1,717	*n* = 435	*n* = 28	*n* = 264
ASHA CCCs	25.3	15.1	24.8	27.1	22.5	32.1	22.3
	Statistical significance: $\chi^2(5)$ = 10.6, *p* = .060 Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
	n = 2,827	*n* = 75	*n* = 318	*n* = 1,672	*n* = 418	*n* = 30	*n* = 262
Supervision	10.1	4.0	11.3	9.7	7.7	23.3	14.1
	Statistical significance: $\chi^2(5)$ = 17.2, ***p* = .004**, Cramer's *V* = .079 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
	n = 2,853	*n* = 73	*n* = 324	*n* = 1,688	*n* = 423	*n* = 29	*n* = 263
Medicaid billing	7.7	1.4	4.6	8.4	9.9	13.8	5.3
	Statistical significance: $\chi^2(5)$ = 16.0, ***p* = .007,** Cramer's *V* = .076 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
	n = 2,800	*n* = 73	*n* = 322	*n* = 1,649	*n* = 416	*n* = 30	*n* = 257
Multilingual skills/experience	2.5	0.0	2.5	2.6	1.9	0.0	3.9
	Statistical significance: $\chi^2(5)$ = 5.3, *p* = .380 Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
							(Question 9 continues on next page.)

9. (cont'd) Do you receive a salary supplement, stipend, bonus, or other type of "salary upgrade" during the current school year for any of the following reasons? *Select one response for each row*. (Survey instrument responses were Yes and *No*; report presents percentage of those who selected *Yes*.) The list of options was in alphabetical order on survey instrument.

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Employed full time or part time

Option	Facility type						
	All Responses	**Special Day/ Residential**	**Preschool**	**Elementary**	**Secondary**	**Admin. Office**	**Combination**
	n = 2,792	*n* = 73	*n* = 315	*n* = 1,650	*n* = 417	*n* = 28	*n* = 259
Certified specialization areas (e.g., reading/literacy, autism)	1.9	5.5	1.3	1.9	1.2	0.0	2.7
		Too many cells (25%) have an expected count of less than 5. Conclusion: Too little data are available in some facility categories to test whether responses vary by facility type.					

10. Although you may work in several types of facilities, select the <u>ONE</u> type of building that best describes where most of your students will be when they return from COVID-19 to their assigned locations. *Those who provide services via <u>private practice</u>, <u>early intervention</u>, or <u>telepractice</u> should also select where their students would be. Only one response can be accepted.* (Percentages).

Analyses limited to respondents who met the following criteria:
  - ❖ CCC-SLP
  - ❖ Employed full time or part time

Facility	*n*	Percentages
Special day/residential school	76	2.6
Pre-elementary (preschool)	335	11.4
Elementary school	1,742	59.3
Secondary school (middle school, junior high, senior high)	442	15.0
Student's home	26	0.9
Administrative office	30	1.0
Combination from the above list	271	9.2
Other; specify:[1]	18	0.6
Total	2,939	100.0

[1]This includes open-ended responses from survey participants. See Appendix C for the content of these open-ended responses.

11. Although you may perform more than one job function, select the <u>ONE</u> position that best describes how you spent <u>most</u> of your time. *Only one response can be accepted.* (Percentages).
Analyses limited to respondents who met the following criteria:
   ❖ CCC-SLP
   ❖ Employed full time or part time

Function	Facility type						
	All Responses (n = 2,910)	Special Day/ Residential (n = 75)	Preschool (n = 332)	Elementary (n = 1,728)	Secondary (n = 433)	Admin. Office (n = 28)	Combination (n = 260)
Clinical service provider (includes all individuals providing any direct service)	89.8	86.7	81.6	94.4	94.2	0.0	75.0
Diagnostician	3.5	0.0	12.7	1.7	1.2	14.3	6.9
Special education teacher	2.2	2.7	2.4	2.1	3.2	0.0	0.8
Consultant	0.8	2.7	0.6	0.4	0.5	0.0	3.8
Administrator/ supervisor/director	2.8	8.0	1.8	1.0	0.7	75.0	9.2
Other; specify:[2]	0.9	0.0	0.9	0.3	0.2	10.7	4.2
		Too many cells (44%) have an expected count of less than 5. <u>Conclusion</u>: Too little data are available in some facility categories to test whether responses vary by facility type.					

[2]This includes open-ended responses from survey participants. See Appendix for the content of these open-ended responses.

Caseload/Workload

If you provide NO direct services to students, SKIP to Q. 23.

"Caseload" is based only on the number of students served, whereas "workload" is based on **ALL** required and performed activities**.**

12. Using the description above, which approach is used to determine the number of students you serve? *Select all that apply*. (Percentages).

Analyses limited to respondents who met the following criteria:
   ❖ CCC-SLP
   ❖ Clinical service provider
   ❖ Employed full time or part time

Approach	Facility type						
	All Responses	**Special Day/ Residential**	**Preschool**	**Elementary**	**Secondary**	**Admin. Office**	**Combination**
	n = 2,584	*n* = 64	*n* = 266	*n* = 1,616	*n* = 405		*n* = 194
Caseload approach	77.5	64.1	72.6	78.8	79.8		74.7
Workload approach	18.1	32.8	22.9	16.6	16.3	Excluded	19.6
Caseload approach and workload approach	4.4	3.1	4.1	4.6	4.0		5.2
I do not provide clinical services to students. (SKIP to Q. 23.)	0.1	0.0	0.4	0.0	0.0		0.5
		Too many cells (30%) have an expected count of less than 5. Conclusion: Too little data are available in some facility categories to test whether responses vary by facility type.					
		(Question 12 continues on next page.)					

12. (cont'd) Using the description above, which approach is used to determine the number of students you serve? *Select all that apply*. (Percentages).

        Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time or part time

	Caseload or Workload Approach Only						
	Facility type						
Approach	**All Responses**	**Special Day/ Residential**	**Preschool**	**Elementary**	**Secondary**	**Admin. Office**	**Combination**
	n = 2,582	*n* = 64	*n* = 265	*n* = 1,616	*n* = 405		*n* = 193
Caseload approach	77.5	64.1	72.8	78.8	79.8	Excluded	75.1
Workload approach	18.1	32.8	23.0	16.6	16.3		19.7
Caseload approach and Workload approach	4.4	3.1	4.2	4.6	4.0		5.2

Statistical significance: $\chi^2(8) = 18.0$, ***p* = .021,** Cramer's *V* = .059

Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.

13. What is your average <u>monthly</u> caseload size? *Count each student only once.*
    Analyses limited to respondents who met the following criteria:
    - ❖ CCC-SLP
    - ❖ Clinical service provider
    - ❖ Employed full time
    - ❖ Response greater than 0

Caseload Size	All Responses (n = 2,254)	Facility type					
		Special Day/ Residential (n = 57)	Preschool (n = 222)	Elementary (n = 1,426)	Secondary (n = 353)	Admin. Office	Combination (n = 168)
25th percentile	38.0	15.0	30.0	40.0	40.0		35.0
50th percentile (**Median**)	48.0	20.0	38.0	50.0	50.0		45.0
75th percentile	60.0	37.0	46.0	60.0	60.0	Excluded	60.0
Mean	48.5	27.9	38.3	50.6	51.6		46.3
Standard deviation	17.7	18.0	15.1	16.7	18.2		18.8
Mode	50.0	15.0	40.0	50.0	45.0		60.0
		Statistical significance: $F(4, 2220)$ = 50.0, ***p* = .000** <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.					

14. What do you consider to be a manageable monthly caseload size for <u>YOUR</u> caseload?
    Analyses limited to respondents who met the following criteria:
    - ❖ CCC-SLP
    - ❖ Clinical service provider
    - ❖ Employed full time
    - ❖ Response greater than 0

Caseload Size	Facility type						
	All Responses (*n* = 2,234)	Special Day/ Residential (*n* = 55)	Preschool (*n* = 220)	Elementary (*n* = 1,412)	Secondary (*n* = 353)	Admin. Office	Combination (*n* = 165)
25th percentile	35.0	15.0	25.0	35.0	35.0	Excluded	30.0
50th percentile (**Median**)	40.0	20.0	30.0	40.0	45.0		40.0
75th percentile	50.0	33.0	40.0	50.0	50.0		45.0
Mean	41.3	25.4	33.3	42.8	43.7		39.4
Standard deviation	12.8	15.1	11.2	11.9	12.2		14.6
Mode	40.0	15.0	40.0	40.0	40.0		40.0
		Statistical significance: $F(4, 2199) = 56.5$, ***p* = .000** Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.					

15 – CONTROL. Are you required to make up missed sessions? [Control group version] *Select all that apply.* (Percentages). Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time or part time
- ❖ Control group (select all that apply from a list of four)

Response	All Responses (*n* = 1,314)	Facility type					
		Special Day/ Residential (*n* ≥ 37)	Preschool (*n* ≥ 150)	Elementary (*n* ≥ 786)	Secondary (*n* = 206)	Admin. Office	Combination (*n* = 119)
I am not required to make up missed sessions.	36.4	44.7	35.8	37.6	35.0	Excluded	29.4
		Statistical significance: $\chi^2(4) = 4.4$, $p = .359$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.					
When the student misses a session due to assembly or classroom activity.	14.1	18.4	8.6	15.4	15.0	Excluded	11.8
		Statistical significance: $\chi^2(4) = 6.0$, $p = .201$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.					
Any time a student misses a session for any reason.	7.2	2.6	9.3	6.4	9.2	Excluded	7.6
		Statistical significance: $\chi^2(4) = 4.3$, $p = .368$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.					
Any time I miss a session for any reason.	60.4	54.1	62.7	59.8	59.2	Excluded	64.7
		Statistical significance: $\chi^2(4) = 2.1$, $p = .717$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.					

15 – EXPERIMENTAL. Are you required to make up missed sessions? [Experimental group version] *Select one.* (Percentages).
    Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time or part time
- ❖ Experimental group (select one from a list of three)

Response	All Responses (*n* = 1,270)	Facility type					
		Special Day/ Residential (*n* = 25)	Preschool (*n* = 119)	Elementary (*n* = 826)	Secondary (*n* = 202)	Admin. Office	Combination (*n* = 74)
Yes – but only for a few circumstances	45.3	52.0	45.4	44.6	54.0		29.7
Yes – always or almost always	33.9	32.0	31.1	32.7	30.2	Excluded	54.1
No – never or almost never	20.8	16.0	23.5	22.8	15.8		16.2
		Statistical significance: $\chi^2(8)$ = 23.2, *p* = **.003,** Cramer's *V* = .097 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.					

District

For Questions 16 and 24, "district" also includes co-ops, intermediate units, and other groupings of districts for administrative purposes.

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16. What is the <u>SINGLE greatest barrier</u> to achieving a manageable caseload size? *Select one response.* (Percentages). The list of barriers was in alphabetical order on survey instrument.

   Analyses limited to respondents who met the following criteria:
   - ❖ CCC-SLP
   - ❖ Clinical service provider
   - ❖ Employed full time or part time

Barrier	Facility type						
	All Responses (*n* = 2,397)	Special Day/ Residential (*n* = 62)	Preschool (*n* = 254)	Elementary (*n* = 1,496)	Secondary (*n* = 371)	Admin. Office	Combination (*n* = 179)
No barrier; my caseload is manageable.	32.6	50.0	33.5	30.9	32.3		34.1
Shortage of SLPs in my area	20.9	21.0	22.8	21.8	15.4		22.9
Lack of administration support	11.3	8.1	12.6	11.0	11.1		14.5
Difficulty with dismissal of students from services	10.7	4.8	3.9	10.2	18.6	Excluded	12.3
District policy	6.4	0.0	8.7	6.8	6.5		2.8
State policy	3.7	1.6	3.1	4.1	3.0		2.8
Shortage of assistants or aides in my area	2.6	8.1	2.8	2.6	2.4		1.7
Other; specify:[3]	11.8	6.5	12.6	12.5	10.8		8.9
		Statistical significance: $\chi^2(28) = 75.4$, ***p* = .000,** Cramer's *V* = .089 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.					

[3]This includes open-ended responses from survey participants. See Appendix C for the content of these open-ended responses.

17. How many students do you serve <u>in a typical month</u> in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 13 (caseload size) is at least 1

Area of Intervention	Facility Type					
	All Responses		Special Day/Residential		Preschool	
	Percentage who regularly serve clients with this disorder	Number served (mean)[*]	Percentage who regularly serve clients with this disorder	Number served (mean)[*]	Percentage who regularly serve clients with this disorder	Number served (mean)[*]
	n = 2,254	*n* varies	*n* = 57	*n* varies	*n* = 222	*n* varies
Acquired brain injury (ABI)	13.7	1.6	29.5	5.0[**]	7.8	1.3[**]
Auditory processing disorder (APD)	28.6	4.4	33.9	6.4[**]	17.8	3.2
Augmentative and alternative communication (AAC)	71.2	5.7	84.8	14.2	80.9	6.5
Autism spectrum disorder (ASD)	93.7	11.4	96.1	18.1	94.4	11.1
Childhood apraxia of speech (CAS)	59.9	2.8	50.4	3.0	77.8	4.1
Cognitive communication disorders	47.5	9.6	57.2	19.8	49.1	9.0
Dysphagia (swallowing/feeding)	8.1	2.6	39.0	4.2[**]	13.8	2.8
Fluency disorders	71.2	2.5	34.8	1.4[**]	47.9	2.0
Gender affirming voice	0.9	6.5[**]	2.6	1.0[**]	0.0	0.0[**]
Hearing loss	41.6	2.6	43.9	8.3	34.9	2.3

(Question 17 continues on next page.)

Note. SLP = speech-language pathologist.
[*]Includes only SLPs who do serve these students. [**]This data point came from a small sample (*n* < 25) and is less reliable.

17. (cont'd) How many students do you serve <u>in a typical month</u> in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 13 (caseload size) is at least 1

	Facility Type					
	All Responses		Special Day/Residential		Preschool	
Area of Intervention	**Percentage who regularly serve clients with this disorder**	**Number served (mean)***	**Percentage who regularly serve clients with this disorder**	**Number served (mean)***	**Percentage who regularly serve clients with this disorder**	**Number served (mean)***
	n = 2,254	*n* varies	*n* = 57	*n* varies	*n* = 222	*n* varies
Language disorders: pragmatics/social communication	88.8	13.2	96.8	19.4	84.6	11.5
Language disorders: semantics, morphology, syntax	93.4	21.6	86.4	21.0	93.2	18.0
Reading and writing (literacy)	27.5	12.9	38.5	13.7**	7.8	8.2**
Selective mutism	20.1	1.3	15.6	1.2**	22.3	1.6
Speech sound disorders	91.8	19.4	70.5	8.4	94.9	15.8
Voice or resonance disorders	13.8	1.6	12.1	1.9**	11.8	1.5

(Question 17 continues on next page.)

Note. SLP = speech-language pathologist.
*Includes only SLPs who do serve these students. **This data point came from a small sample (*n* < 25) and is less reliable.

17. (cont'd) How many students do you serve <u>in a typical month</u> in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

    Analyses limited to respondents who met the following criteria:
    - ❖ CCC-SLP
    - ❖ Clinical service provider
    - ❖ Employed full time
    - ❖ Response to Q. 13 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Elementary		Secondary		Combination	
	Percentage who regularly serve clients with this disorder	Number served (mean)[*]	Percentage who regularly serve clients with this disorder	Number served (mean)[*]	Percentage who regularly serve clients with this disorder	Number served (mean)[*]
	n = 1,426	*n* varies	*n* = 353	*n* varies	*n* = 168	*n* varies
Acquired brain injury (ABI)	11.8	1.4	21.7	1.6	13.8	1.6[**]
Auditory processing disorder (APD)	29.7	4.1	31.4	5.0	27.9	4.7
Augmentative and alternative communication (AAC)	69.4	4.9	71.7	5.5	71.0	7.5
Autism spectrum disorder (ASD)	94.3	10.1	90.6	15.7	94.6	12.8
Childhood apraxia of speech (CAS)	64.3	2.6	34.6	2.3	55.7	3.5
Cognitive communication disorders	46.5	8.1	48.8	12.7	48.8	10.6
Dysphagia (swallowing/feeding)	5.5	1.9	7.5	2.6	11.8	2.6[**]
Fluency disorders	76.6	2.5	75.4	3.0	65.4	2.8
Gender affirming voice	1.0	8.1[**]	1.3	4.7[**]	0.6	1.0[**]
Hearing loss	41.8	2.2	43.1	2.7	45.2	4.0

(Question 17 continues on next page.)

Note. SLP = speech-language pathologist.
[*]Includes only SLPs who do serve these students. [**]This data point came from a small sample (*n* < 25) and is less reliable.

17. (cont'd) How many students do you serve <u>in a typical month</u> in each of the following areas? *Students who have overlapping areas of intervention may be counted more than once.*

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 13 (caseload size) is at least 1

Area of Intervention	Facility Type					
	Elementary		Secondary		Combination	
	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	n = 1,426	*n* varies	*n* = 353	*n* varies	*n* = 168	*n* varies
Language disorders: pragmatics/social communication	89.3	11.8	91.6	17.3	83.6	16.3
Language disorders: semantics, morphology, syntax	94.8	21.7	92.1	23.4	88.3	21.7
Reading and writing (literacy)	26.7	12.1	38.0	15.1	36.4	15.0
Selective mutism	19.8	1.3	26.2	1.3	10.5	1.4**
Speech sound disorders	95.7	22.6	82.4	9.7	84.4	18.9
Voice or resonance disorders	14.7	1.5	13.2	1.4	10.9	3.5**

Note. SLP = speech-language pathologist.
*Includes only SLPs who do serve these students. **This data point came from a small sample (*n* < 25) and is less reliable.

18. What are your greatest challenges as a school-based professional? *Select all that apply*. (Percentages). The list of challenges was in alphabetical order on survey instrument. Analyses limited to respondents who met the following criteria:
    - ❖ CCC-SLP
    - ❖ Clinical service provider

Challenge	Facility type						
	All Responses (*n* = 2,618)	Special Day/ Residential (*n* ≥ 65)	Preschool (*n* ≥ 272)	Elementary (*n* ≥ 1,635)	Secondary (*n* = 409)	Admin. Office	Combination (*n* ≥ 194)
Large amount of paperwork	78.5	60.6	77.7	81.8	72.4	Excluded	75.4
	Statistical significance: $\chi^2(4)$ = 33.8, *p* = **.000,** Cramer's *V* = .115 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						
High workload/caseload size	58.3	41.5	52.7	61.0	54.5	Excluded	62.6
	Statistical significance: $\chi^2(4)$ = 19.6, *p* = **.001**, Cramer's *V* = .087 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						
Volume of meetings	51.2	27.3	38.5	55.3	52.6	Excluded	45.9
	Statistical significance: $\chi^2(4)$ = 46.0, *p* = **.000**, Cramer's *V* = .134 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						
Limited time for collaboration	49.6	40.0	40.7	52.5	48.2	Excluded	49.2
	Statistical significance: $\chi^2(4)$ = 16.7, *p* = **.002,** Cramer's *V* = .081 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						
Limited understanding of my role by others	37.7	30.8	26.8	38.7	45.2	Excluded	37.6
	Statistical significance: $\chi^2(4)$ = 25.2, *p* = **.000,** Cramer's *V* = .099 <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						
	(Question 18 continues on next page.)						

18. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply*. (Percentages). The list of challenges was in alphabetical order on survey instrument

   Analyses limited to respondents who met the following criteria:
   - ❖ CCC-SLP
   - ❖ Clinical service provider

Challenge	Facility type						
	All Responses (*n* = 2,618)	Special Day/ Residential (*n* ≥ 65)	Preschool (*n* ≥ 272)	Elementary (*n* ≥ 1,635)	Secondary (*n* = 409)	Admin. Office	Combination (*n* ≥ 194)
Incorporating optimal service delivery models	37.5	23.1	31.6	39.4	37.2	Excluded	38.7
	Statistical significance: $\chi^2(4)$ = 12.4, ***p* = .014**, Cramer's *V* = .070 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Out-of-pocket professional expenses	36.6	41.5	35.5	38.1	30.1	Excluded	40.7
	Statistical significance: $\chi^2(4)$ = 11.2, ***p* = .024,** Cramer's *V* = .066 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Low salary	35.1	43.1	38.1	34.6	32.3	Excluded	42.3
	Statistical significance: $\chi^2(4)$ = 8.8, p = .068 Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
Limited family/caregiver involvement and support	34.8	50.0	27.8	35.6	30.8	Excluded	43.6
	Statistical significance: $\chi^2(4)$ = 22.4, ***p* = .000,** Cramer's *V* = .093 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Personnel shortage	30.8	46.2	32.7	29.8	28.4	Excluded	38.5
	Statistical significance: $\chi^2(4)$ = 14.8, ***p* = .005,** Cramer's *V* = .076 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
	(Question 18 continues on next page.)						

18. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply*. (Percentages). The list of challenges was in alphabetical order on survey instrument.

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type						
	All Responses (n = 2,618)	**Special Day/ Residential** ($n \geq$ 65)	**Preschool** ($n \geq$ 272)	**Elementary** ($n \geq$ 1,635)	**Secondary** (n = 409)	**Admin. Office**	**Combination** ($n \geq$ 194)
Inadequate work space and facilities	29.7	36.9	35.2	26.9	34.2	Excluded	36.9
	Statistical significance: $\chi^2(4)$ = 20.3, *p* **= .000,** Cramer's *V* = .089 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Budget constraints	28.8	33.8	33.3	28.2	25.4	Excluded	35.4
	Statistical significance: $\chi^2(4)$ = 10.2, *p* **= .038,** Cramer's *V* = .063 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Lack of funding to attend professional development programs	24.9	29.2	34.2	23.8	21.5	Excluded	26.7
	Statistical significance: $\chi^2(4)$ = 17.1, *p* **= .002,** Cramer's *V* = .082 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Lack of training to work with specific disorders or special populations	24.0	18.5	28.3	24.6	21.5	Excluded	20.1
	Statistical significance: $\chi^2(4)$ = 7.2, *p* = .128 Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
	(Question 18 continues on next page.)						

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18. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply*. (Percentages). The list of challenges was in alphabetical order on survey instrument. Analyses limited to respondents who met the following criteria:
    ❖ CCC-SLP
    ❖ Clinical service provider

Challenge	Facility type						
	All Responses (*n* = 2,618)	Special Day/ Residential (*n* ≥ 65)	Preschool (*n* ≥ 272)	Elementary (*n* ≥ 1,635)	Secondary (*n* = 409)	Admin. Office	Combination (*n* ≥ 194)
Limited support from the administration	23.6	30.3	28.7	21.6	24.7	Excluded	32.3
	Statistical significance: $\chi^2(4)$ = 17.5, **p = .002,** Cramer's *V* = .082 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Providing clinical services for multilingual students and families	19.7	24.2	22.7	19.7	17.1	Excluded	19.0
	Statistical significance: $\chi^2(4)$ = 4.2, *p* = .377 Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
Ethical challenges	11.0	16.7	8.4	11.0	10.8	Excluded	12.8
	Statistical significance: $\chi^2(4)$ = 4.7, *p* = .319 Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
Legal challenges (e.g., due process)	9.4	10.6	7.7	9.0	11.5	Excluded	9.7
	Statistical significance: $\chi^2(4)$ = 3.5, *p* = .481 Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
Travel/distance between schools	8.1	10.8	12.1	6.9	5.9	Excluded	16.0
	Statistical significance: $\chi^2(4)$ = 28.7, **p = .000**, Cramer's *V* = .106 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

19. During the current school year, how many hours did you spend using telepractice (for diagnostics, intervention, supervision, etc.)?

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Reported at least 1 hour per week

Hours	All Responses	Facility type				Admin. Office	Combination
		Special Day/ Residential	Preschool	Elementary	Secondary		
Lowest weekly number of hours							
	n = 724	*n* = 22	*n* = 66	*n* = 430	*n* = 107		*n* = 70
25th percentile	1.0		1.0	1.0	1.0		1.0
50th percentile (**Median**)	1.0		2.0	1.0	1.0		1.0
75th percentile	3.0	(*n* < 25)	3.0	3.0	4.0	Excluded	3.0
Mean	4.0		2.9	3.9	4.0		4.2
Standard deviation	6.8		3.3	6.8	6.6		7.6
Mode	1.0		1.0	1.0	1.0		1.0
		Statistical significance: $F(4, 689) = 0.6$, $p = .659$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.					
						(Question 19 continues on next page.)	

19. (cont'd) During the current school year, how many hours did you spend using telepractice (for diagnostics, intervention, supervision, etc.)?

    Analyses limited to respondents who met the following criteria:

    ❖ CCC-SLP
    ❖ Clinical service provider
    ❖ Reported at least 1 hour per week

Hours	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Typical weekly number of hours							
	n = 891	*n* = 32	*n* = 88	*n* = 527	*n* = 136		*n* = 82
25th percentile	1.0	1.0	1.0	1.0	1.0		1.0
50th percentile (**Median**)	2.0	2.0	2.0	2.0	2.0		2.0
75th percentile	5.0	3.0	5.0	4.0	5.0	Excluded	5.0
Mean	5.0	2.8	3.3	4.5	6.1		6.9
Standard deviation	8.1	2.8	3.9	7.6	9.2		10.9
Mode	1.0	3.0	1.0	1.0	1.0		1.0

Statistical significance: $F(4, 860) = 4.0$, **$p = .003$**
Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.

19. (cont'd) During the current school year, how many hours did you spend using telepractice (for diagnostics, intervention, supervision, etc.)?

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Reported at least 1 hour per week

Hours	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
Highest weekly number of hours							
	$n = 1,129$	$n = 36$	$n = 133$	$n = 672$	$n = 164$		$n = 96$
25th percentile	2.0	2.0	2.0	2.0	1.0		2.0
50th percentile (**Median**)	4.0	4.0	5.0	4.0	4.0		5.0
75th percentile	10.0	7.0	10.0	10.0	10.0	Excluded	15.0
Mean	8.6	6.5	7.3	8.0	8.9		11.1
Standard deviation	10.7	8.7	8.4	10.3	11.0		12.9
Mode	1.0	4.0	2.0	1.0	1.0		1.0
		Statistical significance: $F(4, 1096) = 2.6$, **$p = .033$** Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.					

20. How comfortable are you in providing services via telepractice? (Percentages).
    Analyses limited to respondents who met the following criteria:
    ❖ CCC-SLP
    ❖ Clinical service provider

Response	Facility type						
	All Responses (*n* = 2,586)	Special Day/ Residential (*n* = 64)	Preschool (*n* = 272)	Elementary (*n* = 1,613)	Secondary (*n* = 406)	Admin. Office	Combination (*n* = 192)
1 – *Not at all comfortable*	3.8	7.8	5.5	4.0	3.2		1.0
2 – *Slightly comfortable*	14.0	12.5	21.0	13.5	11.8		15.6
3 – *Somewhat comfortable*	42.2	48.4	42.6	44.6	37.7	Excluded	31.8
4 – *Very comfortable*	30.6	25.0	23.5	29.8	37.2		33.3
5 – *Extremely comfortable*	9.4	6.3	7.4	8.1	10.1		18.2
	Statistical significance: $\chi^2(16) = 63.3$, **p = .000,** Cramer's *V* = .079 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

21. During the current school year, have you worked on MTSS/RTI (multi-tiered system of support/response to intervention) activities? (Percentages).
    Analyses limited to respondents who met the following criteria:
    ❖ CCC-SLP
    ❖ Clinical service provider

Response	Facility type						
	All Responses (*n* = 2,584)	Special Day/ Residential (*n* = 65)	Preschool (*n* = 271)	Elementary (*n* = 1,615)	Secondary (*n* = 405)	Admin. Office	Combination (*n* = 189)
Yes	55.2	18.5	39.5	64.6	37.5	Excluded	53.4
No	44.8	81.5	60.5	35.4	62.5		46.6
	Statistical significance: $\chi^2(4) = 171.5$, **p = .000,** Cramer's *V* = .260 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

22. During the current school year, how many hours do you spend on each of the following activities in a typical <u>WEEK</u>? *Enter "0" if none.* (Mean hours)

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Clinical service provider
- ❖ Employed full time
- ❖ Response to Q. 13 (caseload size) is at least 1
- ❖ Total number of hours for Q. 22 was limited to a maximum of 55 which captured 92% of respondents.

Activity	All Responses (*n* = 2,024)	Special Day/ Residential (*n* = 54)	Preschool (*n* = 201)	Elementary (*n* = 1,281)	Secondary (*n* = 316)	Admin. Office	Combination (*n* = 148)
Collaborative consultation	1.9	2.9	2.1	1.6	2.1		2.1
Diagnostic evaluations (e.g., observation, screening, scoring, analysis)	3.6	2.0	3.6	3.7	3.4		3.4
Direct intervention	22.2	20.4	21.9	22.5	21.8	Excluded	21.5
Documentation	5.8	4.9	5.8.	5.7	6.1		6.0
Supervision	0.8	0.4	0.8	0.9	0.7		1.2
Technological support (e.g., hearing aids/CIs, AAC)	1.0	2.8	1.1	0.8	1.1		1.2
Other duties as assigned	2.1	1.7	1.9	2.2	1.8		2.0
Total hours	37.3	35.2	37.2	37.4	36.9		37.4
		Tests of significance could not be run using the available software.					

Note. CI = cochlear implant. AAC = augmentative and alternative communication.

23. Have you used the ASHA Workload Calculator that is on ASHA's website? (Percentages).
   Analyses limited to respondents who met the following criteria:
   - ❖ CCC-SLP
   - ❖ Clinical service provider

Workload Calculator	All Responses	Facility type				Admin. Office	Combination
		Special Day/ Residential	Preschool	Elementary	Secondary		
	$n = 2,603$	$n = 65$	$n = 272$	$n = 1,628$	$n = 405$		$n = 192$
Yes	12.2	3.1	8.1	12.4	16.0	Excluded	10.9
No, but I know what it is.	38.1	24.6	33.1	40.1	35.1		40.6
Don't know what it is.	49.7	72.3	58.8	47.5	48.9		48.4
	Statistical significance: $\chi^2(8) = 34.3$, **p = .000,** Cramer's $V = .082$ <u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.						
	$n = 1,309$	$n = 18$	$n = 112$	$n = 855$	$n = 207$		$n = 99$
Yes	24.2	($n < 25$)	19.6	23.6	31.4	Excluded	21.2
No, but I know what it is.	75.8		80.4	76.4	68.6		78.8
Don't know what it is.	Removed from analyses						
	Statistical significance: $\chi^2(4) = 9.4$, $p = .051$ <u>Conclusion</u>: There is not enough evidence from the data to say that the responses vary by facility type.						

24. Is union representation available to you in your district? (Percentages).
    Analyses limited to respondents who met the following criterion:
    ❖ CCC-SLP

Response	Facility type						
	All Responses (*n* = 2,859)	Special Day/ Residential (*n* = 75)	Preschool (*n* = 322)	Elementary (*n* = 1,693)	Secondary (*n* = 432)	Admin. Office (*n* = 29)	Combination (*n* = 256)
Yes	64.0	42.7	63.0	65.0	72.5	48.3	56.3
No	36.0	57.3	37.0	35.0	27.5	51.7	43.8
		Statistical significance: $\chi^2(5) = 38.8$, ***p* = .000,** Cramer's *V* = .118 Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.					

Demographics

25. Identify the degrees you have earned. *Count only actual degrees—not equivalencies or certificates—and do not include degrees expected but not yet conferred. Select all that apply.* (Percentages).
Analyses limited to respondents who met the following criterion:
   ❖ CCC-SLP

Degree	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
	n = 2,961	*n* ≥ 76	*n* ≥ 336	*n* = 1,746	*n* = 442	*n* = 30	*n* ≥ 270
Master's	99.3	97.4	99.4	99.4	99.1	100.0	99.3
AuD	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SLPD or CScD	0.9	2.6	0.0	0.7	1.1	0.0	1.8
PhD	0.4	0.0	0.3	0.3	0.7	3.3	0.0
Other; doctorate:[4]	0.3	0.0	0.0	0.2	0.0	6.7	0.4
	Too many cells (42%—50%) have an expected count of less than 5. <u>Conclusion</u>: Too little data are available in some facility categories to test whether responses vary by facility type.						
Highest Degree							
	n = 2,953	*n* = 76	*n* = 335	*n* = 1,741	*n* = 441	*n* = 30	*n* = 270
Master's	98.6	97.4	99.7	98.9	98.2	90.0	97.8
Doctorate	1.4	2.6	0.3	1.1	1.8	10.0	2.2
	Too many cells (33%) have an expected count of less than 5. <u>Conclusion</u>: Too little data are available in some facility categories to test whether responses vary by facility type.						

Note. AuD = doctor of audiology. SLPD = doctor of speech-language pathology. CScD = doctor of communication science. PhD = doctor of philosophy.

[4] This includes open-ended responses from survey participants. See Appendix C for the content of these open-ended responses.

26. (a) How many years have you been employed in the audiology or speech-language pathology profession, and (b) how many of those years were in schools? *Round to the nearest full year. Enter "0" if you have never been employed in the professions.*
   Analyses limited to respondents who met the following criteria:
   ❖ CCC-SLP
   ❖ Response greater than 0

Years	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
(a) Total Years in the Professions							
	n = 2,917	*n* = 73	*n* = 331	*n* = 1,728	*n* = 435	*n* = 28	*n* = 265
25th percentile	7.0	6.0	8.0	7.0	7.0	18.0	7.0
50th percentile (**Median**)	15.0	12.0	15.0	15.0	15.0	22.0	16.0
75th percentile	24.0	23.0	24.0	24.0	24.0	30.0	23.0
Mean	16.6	14.5	16.9	16.5	16.6	22.3	16.5
Standard deviation	10.8	10.4	11.0	10.6	10.9	10.6	10.9
Mode	10.0	12.0	7.0	3.0	10.0	23.0	2.0

Statistical significance: $F(5, 2854) = 2.2$, **$p = .049$**
Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.

26. (cont'd) (a) How many years have you been employed in the audiology or speech-language pathology profession, and (b) how many of those years were in schools? *Round to the nearest full year. Enter "0" if you have never been employed in the professions.*

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Response greater than 0

Years	Facility type						
	All Responses	Special Day/ Residential	Preschool	Elementary	Secondary	Admin. Office	Combination
(b) Total Years in the Schools							
	n = 2,908	*n* = 73	*n* = 332	*n* = 1,721	*n* = 430	*n* = 30	*n* = 263
25th percentile	6.0	5.0	6.0	6.0	5.0	14.0	5.0
50th percentile (**Median**)	12.0	8.0	12.0	12.0	12.0	22.0	13.0
75th percentile	20.0	18.0	21.0	20.0	20.0	26.0	21.0
Mean	14.0	11.6	14.6	14.1	13.5	20.5	14.1
Standard deviation	9.7	9.2	10.0	9.6	9.5	10.1	10.1
Mode	2.0	3.0	7.0	2.0	5.0	22.0	2.0
	Statistical significance: $F(5, 2843) = 4.0$, **p = .001** Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

27. Which <u>one</u> of the following best describes where most of the students you serve are located? (Percentages).
      Analyses limited to respondents who met the following criteria:
        ❖   CCC-SLP
        ❖   Employed full time or part time

Area	Facility type						
	All Responses (*n* = 2,883)	Special Day/ Residential (*n* = 71)	Preschool (*n* = 328)	Elementary (*n* = 1,717)	Secondary (*n* = 430)	Admin. Office (*n* = 30	Combination (*n* = 257)
City/urban area	30.7	29.6	29.0	29.1	32.6	43.3	39.3
Suburban area	48.0	64.8	54.0	46.4	55.8	33.3	34.2
Rural area	21.3	5.6	17.1	24.5	11.6	23.3	26.5
Not employed (SKIP to Thank you.)	Removed from analyses						

Statistical significance: $\chi^2(10)$ = 75.8, ***p* = .000,** Cramer's *V* = .116
<u>Conclusion</u>: There is adequate evidence from the data to say that the responses vary by facility type.

28. In what state is your primary employment FACILITY located? *Use standard post office two-letter code (e.g., NM for New Mexico).*

Analyses limited to respondents who met the following criteria:
   - ❖ CCC-SLP
   - ❖ Employed full time or part time

State	*n*	State	*n*	State	*n*
Alabama (AL)	27	Kentucky (KY)	41	North Dakota (ND)	12
Alaska (AK)	6	Louisiana (LA)	47	Ohio (OH)	109
Arizona (AZ)	47	Maine (ME)	16	Oklahoma (OK)	42
Arkansas (AR)	53	Maryland (MD)	76	Oregon (OR)	39
California (CA)	262	Massachusetts (MA)	88	Pennsylvania (PA)	124
Colorado (CO)	49	Michigan (MI)	95	Rhode Island (RI)	13
Connecticut (CT)	46	Minnesota (MN)	65	South Carolina (SC)	38
Delaware (DE)	12	Mississippi (MS)	24	South Dakota (SD)	8
District of Columbia (DC)	10	Missouri (MO)	69	Tennessee (TN)	39
Florida (FL)	136	Montana (MT)	9	Texas (TX)	176
Georgia (GA)	70	Nebraska (NE)	28	Utah (UT)	23
Hawaii (HI)	7	Nevada (NV)	14	Vermont (VT)	12
Idaho (ID)	11	New Hampshire (NH)	19	Virginia (VA)	50
Illinois (IL)	162	New Jersey (NJ)	120	Washington (WA)	60
Indiana (IN)	50	New Mexico (NM)	23	West Virginia (WV)	21
Iowa (IA)	16	New York (NY)	309	Wisconsin (WI)	63
Kansas (KS)	33	North Carolina (NC)	78	Wyoming (WY)	10
				Total	2,955

(Question 28 continues on next page.)

28. (cont'd) In what state is your primary employment FACILITY located? *Use standard post office two-letter code (e.g., ID for Idaho).*

Analyses limited to respondents who met the following criteria:
- ❖ CCC-SLP
- ❖ Employed full time or part time

Region/Division	Facility type						
	All Responses (*n* = 2,955)	Special Day/ Residential (*n* ≥ 74)	Preschool (*n* ≥ 334)	Elementary (*n* ≥ 1,741)	Secondary (*n* ≥ 441)	Admin. Office (n = 29)	Combination (*n* ≥ 270)
Northeast	25.3	51.9	29.9	22.4	28.3	10.3	29.2
Middle Atlantic	18.7	41.9	24.2	16.2	19.9	10.3	22.6
New England	6.5	10.8	6.0	6.2	8.4	0.0	6.7
Midwest	24.0	15.6	29.6	23.6	22.7	20.7	24.4
East North Central	16.2	9.5	19.4	15.9	15.8	10.3	17.4
West North Central	7.8	6.8	10.1	7.8	7.0	10.3	7.0
South	31.8	15.6	21.9	35.2	29.9	51.7	26.9
East South Central	4.4	1.4	3.9	5.3	3.2	3.4	3.3
South Atlantic	16.6	9.5	10.4	18.3	14.0	34.5	16.7
West South Central	10.8	4.1	7.5	11.7	12.7	13.8	7.0
West	18.9	16 9	18 6	18.8	19.0	17.2	19.6
Mountain	6.3	5.4	6.9	6.4	4.5	3.4	7.0
Pacific	12.7	10.8	11.6	12.4	14.5	13.8	12.2
		Statistical significance: FOR 4 REGIONS: χ^2(15) = 72.8, *p* = **.000,** Cramer's *V* = .092 FOR 9 DIVISIONS: Too many cells (20%) have an expected count of less than 5.					

Appendix A

Regions of the Country

Regions of the Country

<u>Northeast</u>
- Middle Atlantic
  - New Jersey
  - New York
  - Pennsylvania
- New England
  - Connecticut
  - Maine
  - Massachusetts
  - New Hampshire
  - Rhode Island
  - Vermont

<u>South</u>
- 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

<u>Midwest</u>
- East North Central
  - Illinois
  - Indiana
  - Michigan
  - Ohio
  - Wisconsin
- West North Central
  - Iowa
  - Kansas
  - Minnesota
  - Missouri
  - Nebraska
  - North Dakota
  - South Dakota

<u>West</u>
- Mountain
  - Arizona
  - Colorado
  - Idaho
  - Montana
  - Nevada
  - New Mexico
  - Utah
  - Wyoming
- Pacific
  - Alaska
  - California
  - Hawaii
  - Oregon
  - Washington

Appendix B

Statistics

Statistics used in this summary report include the following notations and descriptions:

Notation	Description

Response rate	The percentage of individuals who were included in the sample, minus any who were ineligible
	
	$$RR = \frac{(C + P)}{S - (Ret + I)}$$
	
	Where RR = Response rate
	             C = Number of completed surveys
	             P = Number of partial surveys
	             S = Sample size
	             Ret = Ineligible because of retirement
	             I = Ineligible for other reasons (e.g., does not work in schools, no longer in the field, on leave of absence)
	
	$$RR = \frac{2{,}961}{8{,}000 - (20 + 174)} = 37.9\%$$

n	The number in the sample. In this report, the number of people who answered a particular question.
Mean	A measure of central tendency; an average. Add the total of all the values and divide by the number of items. Example: (1 + 1 + 7 + 34 + 88) / 5 = 26.2
Standard deviation	A statistic that shows the spread of scores in a distribution. Used with means. The larger the standard deviation, the more widely the scores are spread out around the mean.[1] About 68% of the measurement is between 1 standard deviation greater than and 1 standard deviation smaller than the mean; 95% are plus/minus 2 standard deviations. Example: (1 + 1 + 7 + 34 + 88) Standard deviation = 37.1 Therefore, 68% of the responses are between -10.9 and 63.3
Median	A measure of central tendency. Arrange the values in order, from lowest to highest. Select the value in the middle position. Example: 1, 1, 7, 34, 88 Median = 7
	(Appendix table continues on next page.)

Notation	Description
Mode	A measure of central tendency; an average. The value that occurs more frequently than any other value. Example: 1, 1, 7, 34, 88 Mode = 1
Statistical significance	Describes whether a value is larger or smaller than would be expected by chance alone. Note that a large sample size can lead to results that are "statistically significant" even though the results themselves may not have substantive or practical significance. This is particularly true for chi-square (χ^2) tests.[1]
Chi-square (χ^2)	A test used to assess the statistical significance of a finding where the variables being assessed are nominal (e.g., annual salary and hourly salary) or ordinal (e.g., excellent, good, fair, and poor). It measures whether there are statistically significant differences between the observed frequencies and the expected frequencies of two variables. The larger the observed frequency is in comparison with the expected frequency, the larger the χ^2 statistic and the more likely the difference is statistically significant. When the sample size is large, large χ^2 values (that is, ones that that are statistically significant) can be obtained even for weak associations.[1]
Cramer's *V*	A measure of the <u>strength</u> of the association, used with χ^2 statistics to identify the meaningfulness of a relationship. The χ^2 value may be large with a small probability ($p < .05$) of having occurred by chance. That is, it is "statistically significant at the .05 level." Cramer's *V* is a measure of how strong (practically important) the relationship is between the variables. The larger the Cramer's *V*, the stronger the association.
ANOVA (*F*)	*F* is the statistic computed when conducting an analysis of variance (ANOVA). *Analysis of variance* measures the differences between means on two or more variables. It is used when independent variables are categorical and a dependent variable is continuous.[1]
p	Probability. Found in expressions such as *p* = .003 meaning "The probability that this result could have been produced by chance is 1 in 3/1000ths. The smaller the number, the less likely that the result was due to chance. The *p* value is the actual probability associated with an obtained statistical result, such as χ^2 or *F*.[1]
df	Degrees of freedom. The number of values that are free to vary when computing a statistic. Used in interpreting both a χ^2 and an *F* ratio. It is calculated in a cross-tabulation as (R – 1) (C – 1) or (the number of rows minus 1) times (the number of columns minus 1). In a 3 × 4 table, *df* would be 6.

[1] Vogt, W. P. (1993). *Dictionary of statistics and methodology*. Newbury Park, CA: Sage.

Appendix C

Open-Ended Responses

Question 10, Other Facility
- Center-based school (*n* = 2)
- Child Find office
- Children's Program – HSTB PAC
- Cyber school
- Diagnostic center
- Early childhood center
- Early On 0 – 3 county wide
- Early On Birth – 3
- Online charter school
- Remote only
- Teletherapy
- Transition program
- Virtual
- Virtual school (*n* = 2)
- Virtual school & virtual therapy

Question 11, Other Function
- AAC specialist (*n* = 2)
- AT specialist (*n* = 3)
- Case manager
- Coach
- Compliance
- County/district-wide support
- CST member-case manager
- Evaluator
- EIP participant
- InterACT – AT support
- Language literacy coach
- Lead SLP w/caseload
- MTSS Coordinator
- Professional development facilitator
- Program support
- Pupil appraisal
- SLP mentor

Question 16, Other Barriers To Achieving a Manageable Caseload Size

Special Day/Residential School
- Amt. of assessments
- Continued addition of new students
- Parent demands

Pre-Elementary (Preschool)
- *Caseloads*
  - Caseload growth throughout year so unmanageable 3rd trimester
  - DESE Requirements do not take into account ECSE or students with high minutes due to severity
  - Growing caseload due to initial verifications
  - No ASHA guidelines for preschool caseloads, so districts try to use the 60 guideline that is insane at any level. We need lowered guidelines for all levels in the schools.
  - No caseload cap in my state
  - No ASHA guidelines for preschool caseloads, so districts try to use the 60 guideline that is insane at any level. We need lowered guidelines for all levels in the schools.
  - Students added that do not fit the setting

- *Finances*
  - Budget/finances
  - District not hiring
  - District refusing to hire
  - District won't hire help
  - Funding to hire more SLPs
  - Lack of funding to hire more
  - Not enough staff
  - All staff shortage
  - Shortage of bilingual SLPs in my area
  - Shortage of SLP positions available
  - Won't hire more SLPs

- *Paperwork*
  - Not enough time for paperwork
  - Paperwork
  - Paperwork, evals

- COVID has had a dramatic effect increasing the comm. concerns in the B-5 yo population
- Drive time – distance between schools and my house
- Have to continually self advocate

- High need in school district
- I service low income population where the #s are always high.
- Lack of understanding of what constitutes a disability
- Not taking workload (i.e., billing) into consideration
- Numerous assessments
- On-going referrals
- Open enrollment all year
- Over identifying
- Service coordinator
- So many students require therapy
- Special educators valued much greater than SLPs
- State & district policy
- Time – need help to give them what they need

Elementary School
- ***Caseloads***
  - # of kids who qualify
  - # of referrals at the school site
  - # of referrals/initial evaluations
  - 2 mod-severe classes on my site, plus a K-6 campus & preschool
  - Age group doesn't dismiss often
  - But no cap in Indiana. Just manageable b/c of good district
  - Case management – IEP & SLP services
  - Caseload – treatment & evals
  - Caseload caps
  - Caseload caps are not enforced
  - Caseload delegation
  - Caseload manageable; workload isn't manageable within working hours
  - Caseload model
  - District averages caseload #s. One SLP has 42 and one 85. Not equitable.
  - District decision caseload of 50
  - Fair distribution
  - High numbers of referrals
  - High profile cases/attorneys
  - High student need
  - Huge growth in area
  - If district says 5:1 ratio, have to see that ratio
  - Increase in students with needs
  - Increase of students who need services
  - Increased need
  - Increased number of evaluations paperwork required, building duties (carpool)
  - Increased students w/ eligible needs
  - Increasing school enrollment but no funding for staff increase to accommodate increased #s (caseload and workload)

- o It's not the # but the ability to manage caseload with workload that consists of time spent completing evals & attending mtgs.
- o Large amt. of referrals
- o Local ISD sets number
- o Move-ins from out of state
- o My caseload is manageable, but we are cut every year because they need to place SLPs in more impacted schools. We will soon have unmanageable caseloads.
- o My district admin look to ASHA for guidelines & there aren't any for caseload size.
- o Need workload approach at my school
- o Need workload considerations
- o Needing workload caps
- o No ASHA cap
- o No cap or not one that is upheld
- o No caseload cap. We lost 2 SLPs to next state over, WA, due to higher salary there and a caseload cap there.
- o No caseload limit
- o No limit/cap
- o Non ASHA certified SLPs over qualifying for services
- o Out of state caseloads
- o Over identification of disability
- o Over referrals
- o Perception that SLPs should just have a high caseload
- o Referrals
- o Severity of cases
- o Severity of disabilities
- o So many kids in need since COVID
- o So many students who need services
- o Soc. Econ. level of students
- o Speech coordinator's failure to apply workload
- o Speech students transferring from other states & districts
- o State cap is 65 (*n* = 2)
- o Student needs are increasing--need more SLPs in district
- o There is such a high level of need(s)
- o Too high workload
- o Too many students with true language impairments
- o Transient, low-income population with multi-disabilities who move in-state/out & require new elig/lots of paperwork
- o Unequal # of workload in district
- o VERY NEEDY SCHOOL AND AREA
- o School wanting to increase caseload w/out increasing hours—salary
- o Others not understand workload
- o We don't use a workload – yet

- *Finances*
  - o Administration: money
  - o Admin budget for hiring more SLPs
  - o Budget
  - o Budget constraints (*n* = 2)
  - o Budget constraints to hire more SLPs
  - o Budget cuts in schools not hiring more SLPs
  - o Budget does not allow for additional SLPs.
  - o Budget issues in district
  - o Budget shortage
  - o District budget
  - o District budget: they only have money to add administrators
  - o District cut positions
  - o District not hiring enough SLPs
  - o District won't hire more
  - o District's budget
  - o Funding (*n* = 3)
  - o Funding + SLP numbers game
  - o Funding for additional SLPs (*n* = 3)
  - o Funding for more SLPAs
  - o Funding for positions
  - o Funding/budget limitations
  - o Lack of budget to hire another SLP
  - o Lack of budget to hire staff
  - o Lack of commitment to financial resources due to poor ed funding in Colorado
  - o Lack of funding (*n* = 2)
  - o Lack of funding for more FTE
  - o Lack of funding to hire more help/SLPs/aides
  - o Lack of funding to hire more SLPs (*n* = 3)
  - o Money for additional positions
  - o Money to hire
  - o Money to hire more people
  - o Money to hire more SLPs – People don't want to work for our salary.
  - o Need more SLPs but the district won't increase positions
  - o No $ to hire more SLPs
  - o No funding to hire more SLPs to serve large caseloads
  - o Not enough budget for SLPs, too few team members
  - o Shortage of SLPs that my district will hire

- *Paperwork*
  - o Amount of paperwork (*n* = 2)
  - o Paperwork (*n* = 10)
  - o Paperwork (time)
  - o Time to complete paperwork during contracted hours vs. my personal time
  - o Too much paperwork (*n* = 3)
  - o Volume of paperwork

- # SLPs hired by district
- $ available in the district for additional help
- Admin's refusal to provide adequate SLP/SLPA support
- Admin not understanding that ASD non-verbal students take more time due to AAC; multi-lingual evals time consuming
- Additional paperwork, mtgs, etc.
- Adding more work responsibilities
- Additional paperwork, mtgs, etc.
- Admin not understanding that ASD non-verbal students take more time due to AAC; multi-lingual evals time consuming
- Admin's refusal to provide adequate SLP/SLPA support
- All of the paperwork & Medicaid
- Allotments ($) for SLPs
- Behavior of students
- Constant referrals, not enough hired SLPs
- Contract co. negotiation
- COVID has increased # of students needing help this year.
- Currently manageable but can change. Paperwork, assessments.
- Demands to balance paperwork, IEP meetings, + therapy
- District expectations
- Educational need for services
- Effective early intervention services
- Eligibility criteria & appropriate personnel
- Excel screeners that weren't diagnosed last year
- Extra responsibilities
- Following school's master sched. Little time slots available for ST/OT/SPED/ESL/ counseling
- Frequent testing requests
- High # referral & needs
- High IEP minutes
- I work for more than my 32 contracted hours to serve kids on my caseload.
- I'm the only SLP so my caseload fluctuates.
- It's not about caseload size for me. It's more the complexity of my caseload w/ multiple disabilities that require extra prep, creation of materials
- IEP & Logs paperwork
- Lack of knowledge of my job roles/responsibilities
- Lack of part time ability to take more students
- Lack of planning time
- Large #s of very high needs kids grouped in district level programs at my school. High behaviors.
- Low pay in district
- Many individual services
- My ability to work more
- No bilingual tests

- Not enough allocations for SLPs needed
- Not enough time
- Not having data to dismiss w/ COVID and working in low SES
- Number of early childhood referrals
- Other assigned duties
- Other duties and responsibility required by my principal
- Other responsibilities, i.e., testing, meetings, etc.
- Overall staffing vs. needs
- Paperwork & caseload
- Paperwork volume & severity of needs
- Required make-ups
- Scheduling
- Scheduling obstacles & constraints
- School related responsibilities – committees (undecipherable team) and duties (lunch, bus duty)
- Supervisor making SLP decisions. They are not SLP.
- Testing, report writing, paperwork, IEPs
- Time limits and students & parents don't practice.
- Time! Our job is so much more than therapy
- Too many duties
- Travel between schools
- Travel time
- Unrealistic expectations
- Workload vs. caseload, paperwork

Secondary School (Middle School, Junior High, Senior High)
- *Caseloads*
  - % of Sp Ed students in my district
  - incoming elementary students to the middle school
  - Increasing referrals & more in need of services
  - Lack of district support for caseload size
  - No state cap
  - No stated caseload or workload maximum
  - Over qualifying students
  - Referrals
  - Schedules & a lot of students need 1:1 sessions
  - So long as there is room in my schedule or a group, it is expected that students be added regardless of caseload.
  - Staffing by caseload, not workload

- *Finances*
  - Budget
  - District budget cannot afford more SLPs
  - District not hiring more

- o District will not hire more SLPs
- o Lack of funds to hire more SLPs; there are more out there!
- o Need more SLPs in my district – won't hire more.
- o Not enough SLP positions created
- o Refusal of HR to hire additional support
- o State budget

- **Paperwork**
  - o Paperwork (n = 2)
  - o Paperwork maintenance
  - o Paperwork overload

- Amount of need in my school (for SLPs)
- Annual review, IEP, Re-Eval & all other conference paperwork
- Due process paperwork required & limited options for time to work with students
- General understanding of required responsibilities
- Lack of understanding in SLP by other special ed staff and administration
- Mismanagement
- Multiple complex cases/IEP meetings
- New referrals & behavior incidents
- Not enough money for the work
- Online documentation (SESLS)
- Paperwork and Medicaid billing
- Parental resistance
- School requirements not related to speech tx
- School won't hire more SLPs – budget
- Shortage of SLP applicants
- Testing/reports

Student's Home
- Funding by district for additional positions
- Paperwork
- Unsure

Combination from the above list
- **Finances**
  - o Budget restrictions – can't hire more SLPs
  - o Districts do not want to hire enough staff – no shortages, SLPs are not seen as valuable.
  - o Funds to hire another SLP
  - o They will not hire more.
  - o Workplace reluctance to hire

- Budget and my caseload exploded with the pandemic
- District allocation
- No ability to count paperwork hrs.
- Only SLP in district and numbers fluctuate too much to hire another
- Paperwork & Medicaid billing
- Payment for services increased caseload to be profitable
- Post-pandemic has created a great surge. Teachers are trying to determine if I=RS referrals are due to pandemic loss (remote learning) or true learning/comm difficulties.
- RTI & inclusion & interaction of services, ECE
- So many kids with speech/language needs

Q. 25. Other doctorate
- EdD (*n* = 8)

8/23/22