



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Early Intervention Mini-Survey 2017

Summary Report: Number and Type of Responses

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Executive Summary

Employment Status

- Survey respondents were asked to select one category that best described their employment status as an early intervention (EI) provider. Overall, most respondents selected *employed directly by a public agency/state funded EI program* (23%), *independent contractor working for state or private EI programs* (22%), or *employed directly by a private organization* (19%; Q. 1).

Early Intervention Activities and Services

- Respondents were asked to select the top three activities to which they devote the most time in a typical week. Overall, the top three activities they selected were *direct service to infants, toddlers, or their families, including caregiver coaching; preparation for direct services; and administrative activities related to EI*.
- Respondents who were clinicians providing EI services were asked to indicate the average length of their direct treatment sessions. Overall, the median length of the sessions was 40 minutes (Qs. 2–3).

Early Intervention Preparation and Training

- Respondents used a 5-point scale to rate how prepared they feel to work with infants, toddlers, and caregivers in family-centered EI programs. Almost half of respondents (48%) rated themselves as 5—*very prepared*; 38% of respondents rated themselves as 4.
- Overall, most respondents (60%) indicated that they had not enrolled in a degree or certificate program with specific coursework or training for serving children ages birth to 3 and their families in EI systems.
- Respondents were asked how often they had participated in interprofessional in-services trainings for EI service providers. Overall, most respondents had participated in these types of trainings *several times* (40%) or *once or twice* (33%).
- Respondents were asked to choose up to three topics that they would like to see addressed in ASHA Professional Development programs related to EI. Overall, the top three topics they selected were *pediatric feeding and swallowing; working with children who are medically fragile or have complex needs/rare disorders; and autism spectrum disorder* (Qs. 4–7).

Early Intervention Programs

- Respondents were asked to select statements that applied to their EI program. Overall, most respondents (62%) selected *Families receive collaborative, coordinated interventions when more than one professional is serving a child or family* (Q. 8).

Demographics

- Overall, most respondents served their EI caseload in a child's home or at the home of a relative (44%) or in an outpatient facility (e.g., clinic or doctor's office; 26%).
- Overall, respondents' employment facilities were in the Northeast (24%), Midwest (23%), South (38%), and West (15%).
- Overall, most respondents (97%) were primarily clinicians.

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- Overall, most respondents had worked in EI from the beginning of their career (46%) or had transitioned to EI from schools (29%; Qs. 9–12).

Methodology

In the fall of 2017, four short surveys were mailed to samples of ASHA constituents:

- *Technology Mini-Survey* (sample size = 1,500)
- *Early Intervention Mini-Survey* (sample size = 1,000)
- *School Practice Mini-Survey* (sample size = 1,000)
- *CCCs, Jobs, & Careers Mini-Survey* (sample size = 2,000)

The samples were drawn in the order shown above, with no one being selected for more than one mini-survey.

The mini-surveys were fielded via postal mail. The first fielding was sent to sample members on September 13, 2017. Second (October 11) and third (November 7) mailings were smaller because respondents and refusals were removed from the list. Each mailing consisted of a personalized cover letter, a numbered survey, and a #10 postage-paid business return envelope inserted into a #11 window envelope with an ASHA return address. Metered postage was at the first-class rate.



This report provides data from the *ASHA 2017 Early Intervention Mini-Survey*. Stratified random sampling without replacement was used to select a sample of ASHA-certified constituents who lived in the United States, were employed full time or part time, and had early intervention as an area of expertise or had worked with children between birth and 5 years of age. Names of constituents who had been selected for the *Technology Mini-Survey* were removed from the population before the sample of 1,000 was drawn from the remaining population of 59,728 constituents. The sample was stratified by type of certification—that is, CCC-A or CCC-SLP (see Table 1).

Strata	Population Size	Sample Size	Completed Surveys
CCC-A	5,055	450	82
CCC-SLP	54,673	550	208
Total	59,728	1,000	290

The overall response rate was 32%, ranging from 21% among certified audiologists to 42% among certified speech-language pathologists (see Table 2).

Table 2. Response Rates			
Disposition	Total	CCC-A	CCC-SLP
Original (gross) sample size	1,000	450	550
No longer employed in the field	99	50	49
Undeliverable addresses	2	1	1
Retired	2	2	0
Ineligible for other reasons	0	0	0
Net sample size	897	397	500
Number of respondents	290	82	208
Response Rate	32.3%	20.7%	41.6%

To ensure the highest quality data reasonably possible, each of the 290 completed surveys was checked, and erroneous responses were corrected or deleted by the ASHA staff member with primary responsibility for the survey. The forms were then sent to an outside firm for two-pass (key and verify) data entry. This process was completed by January 16, 2018.



In this report, each table column—that is, “All settings,” “Home,” “Outpatient facility,” and “Other setting”—reflects results based on weighted data. The “All settings” column throughout the report combines results from the 35 individuals who did not provide information about their facility type as well as from respondents employed in the following types of facilities:

- Child’s home or home of a relative
- Outpatient facility (e.g., clinic or doctor’s office)
- Other (EI center or classroom, child care site, inpatient hospital, preschool, and other)

Weighting was used to adjust representation from each facility type to its actual proportion within the Association.

Tests of statistical significance are presented throughout the report as appropriate. Conclusions are not presented with each question in order to keep the data tables as uncluttered as possible. However, the following conclusions can be used, depending on the result of the significance testing (see Table 3 for examples). In the first row, where the probability is less than .05 and is bolded, it is possible to discuss differences in responses by facility; in the second and third rows, that is not the case.

Table 3. Significance Tests and Conclusions	
Sample Significance Test	Sample Conclusion
Statistical significance: $\chi^2(2) = 114.9$, $p = .000$, Cramer's $V = .336$	Conclusion: There is adequate evidence from the data to say that the responses vary by type of facility.
Statistical significance: $\chi^2(2) = 2.3$, $p = .320$	Conclusion: There is not enough evidence from the data to say that the responses vary by type of facility.
Too many cells (25%) have an expected count of fewer than 5.	Conclusion: Too little data are available in some certification categories to test whether responses vary by type of facility.

Further information is available from Jeanette Janota at jjanota@asha.org or (301) 296-8738.

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

Employment Status

1. Which <u>one</u> of the following categories best describes your employment status as an early intervention (EI) provider? (Percentages)				
Response	Setting			
	All settings (n = 284)	Home (n = 111)	Outpatient facility (n = 68)	Other setting (n = 78)
Employed directly by a public agency/ state funded EI program	22.8	18.9	4.4	51.3
Employed directly by a private organization	19.4	17.1	38.2	10.3
Independent contractor working for state or private EI programs	22.0	45.9	4.4	9.0
Self-employed in my own private practice providing EI services	9.0	7.2	19.1	5.1
Other, specify:	10.9	0.9	22.1	15.4
Not currently employed in EI	15.9	9.9	11.8	9.0
		Statistical significance: $\chi^2(10) = 119.0$, $p = .000$, Cramer's $V = .680$		



Early Intervention Activities and Services

2. Select the top three (3) EI activities to which you devote the most time in a typical week, including both paid and unpaid hours you work. (Percentages) Responses were in alphabetic order on survey instrument.

Response	Setting			
	All settings (n = 290)	Home (n ≥ 113)	Outpatient facility (n ≥ 67)	Other setting (n ≥ 79)
Direct service to infants, toddlers, or their families, including caregiver coaching	82.6	94.7	89.6	78.8
		Statistical significance: $\chi^2(2) = 11.9$, $p = .003$, Cramer's V = .214		
Preparation for direct services	45.3	37.2	64.7	48.8
		Statistical significance: $\chi^2(2) = 12.9$, $p = .002$, Cramer's V = .223		
Administrative activities related to EI	38.7	44.2	41.8	38.8
		Statistical significance: $\chi^2(2) = 0.6$, $p = .747$		
Travel to and from point of EI services	33.8	71.1	8.8	10.0
		Statistical significance: $\chi^2(2) = 105.7$, $p = .000$, Cramer's V = .635		
Consultation with other professionals	30.1	14.0	45.6	50.6
		Statistical significance: $\chi^2(2) = 34.3$, $p = .000$, Cramer's V = .363		
Meetings	14.8	10.5	2.9	31.6
		Statistical significance: $\chi^2(2) = 26.8$, $p = .000$, Cramer's V = .320		
Providing or receiving training and supervision regarding EI services	3.4	4.4	2.9	3.8
		Too many cells (50%) have an expected count of fewer than 5.		
Other EI activities, specify:	4.9	4.4	2.9	5.1
		Too many cells (50%) have an expected count of fewer than 5.		

3. If you provide EI services, what is the average length of your direct treatment sessions? (Minutes) Analyses limited to respondents who met the following criterion: ❖ Clinical service provider				
Response	# of Minutes			
	Setting			
	All settings (n = 244)	Home (n = 109)	Outpatient facility (n = 60)	Other setting (n = 67)
25th percentile	30.0	40.0	30.0	30.0
50th percentile (Median)	40.0	50.0	45.0	30.0
75th percentile	60.0	60.0	48.0	30.0
Mean	42.2	48.6	41.9	32.9
Standard deviation	14.1	12.0	12.0	13.5
Mode	30.0	60.0	30.0	30.0
		Statistical significance: $F(2, 232) = 32.9$ $p = .000$		

Early Intervention Preparation and Training

4. How prepared do you feel to work with infants, toddlers, and caregivers in family-centered EI programs? (Percentages)				
Response	Setting			
	All settings (n = 284)	Home (n = 114)	Outpatient facility (n = 68)	Other setting (n = 80)
1 = <i>Not at all prepared</i>	1.3	0.0	1.5	2.5
2	1.1	0.9	0.0	2.5
3	11.8	7.0	14.7	11.3
4	38.2	22.8	39.7	55.0
5 = <i>Very prepared</i>	47.6	69.3	44.1	28.8
		Too many cells (40%) have an expected count of fewer than 5.		

5. Have you enrolled in a degree or certificate program with specific coursework or training for serving children ages birth to 3 and their families in EI systems? (Percentages)				
Response	Setting			
	All settings (n = 288)	Home (n = 114)	Outpatient facility (n = 67)	Other setting (n = 79)
Yes, in the past	38.3	41.2	46.3	32.9
Yes, currently	1.8	4.4	0.0	0.0
No	60.0	54.4	53.7	67.1
		Too many cells (33%) have an expected count of fewer than 5.		

6. How often have you participated in interprofessional in-service trainings for EI service providers, that is, with professionals from other disciplines? (Percentages)

Response	Setting			
	All settings (n = 287)	Home (n = 114)	Outpatient facility (n = 67)	Other setting (n = 79)
Never	8.8	4.4	11.9	7.6
Once or twice	33.1	22.8	38.8	35.4
Several times	39.5	49.1	29.9	41.8
Regularly	18.7	23.7	19.4	15.2
Statistical significance: $\chi^2(6) = 13.1$, $p = .042$, Cramer's V = .158				

7. What three topics would you most like to see addressed in ASHA professional development programs related to EI? *Select up to 3 responses.* (Percentages) Responses were in alphabetic order on survey instrument.

Response	Setting			
	All settings (n = 290)	Home (n ≥ 113)	Outpatient facility (n ≥ 67)	Other setting (n ≥ 79)
Pediatric feeding and swallowing	44.6	53.5	33.8	37.5
Statistical significance: $\chi^2(2) = 8.4$, $p = .015$, Cramer's V = .179				
Working with children who are medically fragile or have complex needs/rare disorders	38.1	41.2	44.1	32.9
Statistical significance: $\chi^2(2) = 2.2$, $p = .335$				
Autism spectrum disorder	33.8	31.6	43.3	35.4
Statistical significance: $\chi^2(2) = 2.5$, $p = .283$				
Coaching families and other professionals	31.8	37.7	26.9	26.6
Statistical significance: $\chi^2(2) = 3.6$, $p = .166$				
Augmentative and alternative communication (AAC)	28.8	23.9	25.4	36.7
Statistical significance: $\chi^2(2) = 4.1$, $p = .127$				
Assessment methods	26.2	23.7	27.9	33.8
Statistical significance: $\chi^2(2) = 2.4$, $p = .306$				
Service delivery approaches (e.g., primary service provision, consultation)	20.7	21.1	16.2	27.5
Statistical significance: $\chi^2(2) = 2.8$, $p = .243$				
(Q. 7 continues on next page.)				

7 (cont'd.). What three topics would you most like to see addressed in ASHA professional development programs related to EI? *Select up to 3 responses.* (Percentages) Responses were in alphabetic order on survey instrument.

Response	Setting			
	All settings (n = 290)	Home (n ≥ 113)	Outpatient facility (n ≥ 67)	Other setting (n ≥ 79)
Bilingual service delivery/dual language learners	17.0	15.9	17.6	21.5
		Statistical significance: $\chi^2(2) = 1.0$, $p = .609$		
Early hearing detection and intervention; working with infants and toddlers with hearing loss	16.6	7.9	32.4	13.8
		Statistical significance: $\chi^2(2) = 19.4$, $p = .000$, Cramer's V = .272		
Cleft palate	10.6	12.3	7.4	7.6
		Statistical significance: $\chi^2(2) = 1.7$, $p = .426$		
Telepractice	7.7	7.9	8.8	6.3
		Statistical significance: $\chi^2(2) = 0.3$, $p = .845$		
Working in the neonatal intensive care unit (NICU)	7.7	7.9	3.0	8.8
		Statistical significance: $\chi^2(2) = 2.2$, $p = .333$		
Other, specify:	3.4	3.5	4.4	3.8
		Too many cells (50%) have an expected count of fewer than 5.		

TOP 3

Early Intervention Programs

8. Select all the statements from the list below that apply to your IDEA Part C or other EI program. (Percentages) Responses were in alphabetic order on survey instrument.				
Response	Setting			
	All settings (n = 290)	Home (n = 114)	Outpatient facility (n ≥ 67)	Other setting (n ≥ 79)
Families receive collaborative, coordinated interventions when more than one professional is serving a child or family.	61.6	75.4	66.2	51.9
		Statistical significance: $\chi^2(2) = 11.5$, $p = .003$, Cramer's V = .210		
Families receive services via a primary service provider approach.	49.2	65.8	55.2	30.0
		Statistical significance: $\chi^2(2) = 24.5$, $p = .000$, Cramer's V = .306		
Families receive the frequency and intensity of services that they need.	49.0	62.3	48.5	38.0
		Statistical significance: $\chi^2(2) = 11.3$, $p = .003$, Cramer's V = .208		
Families seek additional EI services on their own in addition to those provided through the Individual Family Services Plan (IFSP).	25.6	28.1	34.3	21.3
		Statistical significance: $\chi^2(2) = 3.1$, $p = .207$		
Families are difficult to actively engage in the intervention process and involve in treatment sessions.	23.5	26.3	16.4	30.0
		Statistical significance: $\chi^2(2) = 3.8$, $p = .149$		

Demographics

9. What is the <u>primary</u> setting in which you serve your EI caseload? <i>Select <u>one</u> response.</i> (Percentages)	
Response (Weighted)	All (n = 261)
Child's home or home of a relative	43.6
EI center or classroom	7.4
Child care site	2.4
Inpatient hospital	2.1
Outpatient facility (e.g., clinic or doctor's office)	25.9
Preschool	13.2
Other, specify:	5.3
Response (Weighted) Re-coded into three facilities	All (n = 261)
Child's home or home of a relative	43.6
Outpatient facility	25.9
Other (EI center, child care site, inpatient hospital, preschool, etc.)	30.5
Response (Unweighted)	All (n = 255)
Child's home or home of a relative	36.5
EI center or classroom	7.5
Child care site	2.0
Inpatient hospital	2.0
Outpatient facility (e.g., clinic or doctor's office)	34.9
Preschool	11.8
Other, specify:	5.5
Response (Unweighted) Re-coded into three facilities	All (n = 255)
Child's home or home of a relative	36.5
Outpatient facility	34.9
Other (EI center, child care site, inpatient hospital, preschool, etc.)	28.6

10. In what state is your primary employment FACILITY located? Use two-letter postal abbreviation (e.g., OH for Ohio). (Converted to regions) (Percentages)				
Response	Setting			
	All settings (n = 279)	Home (n = 111)	Outpatient facility (n = 68)	Other setting (n = 78)
Northeast	24.3	34.2	10.3	21.8
Midwest	23.0	21.6	30.9	17.9
South	37.9	31.5	44.1	46.2
West	14.8	12.6	14.7	14.1
		Statistical significance: $\chi^2(2) = 16.3$, $p = .012$, Cramer's V = .178		

Note. See Appendix, page 15, for a key of geographic regions/divisions and corresponding states.

11. Select the <u>one</u> position that best describes how you spend most of your time. If you select multiple responses, all responses will be excluded from analyses. (Percentages)				
Response	Setting			
	All settings (n = 280)	Home (n = 113)	Outpatient facility (n = 68)	Other setting (n = 77)
Primarily clinical service provider (e.g., SLP or audiologist)	96.8	100.0	95.6	94.8
Primarily administrative or supervisory position	2.0	0.0	4.4	3.9
Other, specify:	1.1	0.0	0.0	1.3
		Too many cells (67%) have an expected count of fewer than 5.		

12. Which of the following best describes your experience with EI? (Percentages)				
Response	Setting			
	All settings (n = 262)	Home (n = 111)	Outpatient facility (n = 64)	Other setting (n = 69)
I have worked in EI from the beginning of my career.	46.2	36.9	60.9	55.1
I transitioned to EI from schools.	29.2	38.7	17.2	23.2
I transitioned to EI from pediatric health care.	10.1	14.4	9.4	5.8
I transitioned to EI from adult health care.	8.1	7.2	7.8	11.6
I do not currently work in EI but would like to transition to working with children ages birth to 3 and their families.	6.4	2.7	4.7	4.3
		Too many cells (20%) have an expected count of fewer than 5.		

Appendix

Regions of the Country

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

Statistics used in the summary report include the following notation and description:

Notation	Description
Response rate	<p>The percentage of individuals who were included in the sample, minus any who were ineligible</p> $RR = \frac{(C + P)}{S - (Ret + I)}$ <p>Where</p> <ul style="list-style-type: none"> 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., no longer in the field, on leave of absence) $RR = \frac{290}{1,000 - (103)} = 32.3\%$
<i>n</i>	The number in the sample. In this report, the number of people who answered a particular question.
Mean	<p>A measure of central tendency; an average. Add all the values, and divide the total by the number of items.</p> <p>Example: $(1 + 1 + 7 + 34 + 88) / 5 = 26.2$ Mean = 26.2</p>
Standard deviation	<p>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</p> <p>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.</p> <p>Example: $(1 + 1 + 7 + 34 + 88)$ Standard deviation = 37.1</p> <p>Therefore, 68% of the responses are between -10.9 and 63.3 in the example.</p>
Median	<p>A measure of central tendency. Arrange the values in order, from lowest to highest. Select the value in the middle position.</p> <p>Example: 1, 1, 7, 34, 88 Median = 7</p>
Mode	<p>A measure of central tendency. The value that occurs more frequently than any other value.</p> <p>Example: 1, 1, 7, 34, 88 Mode = 1</p>
Statistical significance	<p>Describes whether a value is larger or smaller than would be expected by chance alone.</p> <p>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</p>
Chi square (χ^2)	<p>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 (i.e., ones that are statistically significant) can be obtained even for weak associations.¹</p>

Notation	Description
Cramer's <i>V</i> and <i>Phi</i>	<p>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 <i>V</i> and <i>phi</i> are measures of how strong (practically important) the relationship is between the variables. The larger the Cramer's <i>V</i> or <i>phi</i>, the stronger the association.</p> <p><i>Phi</i> is used for 2 × 2 tables; Cramer's <i>V</i> is reported for tables larger than 2 × 2. These statistics are presented in this report only when $p \leq .05$.</p>
<i>p</i>	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 <i>p</i> value is the actual probability associated with an obtained statistical result, such as χ^2 or <i>F</i> . ¹
<i>df</i>	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 <i>F</i> 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, <i>df</i> would be 6.

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

