



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

# School Practice Mini-Survey 2017

## Summary Report: Number and Type of Responses

**Suggested Citation:**

American Speech-Language-Hearing Association. (2018). *2017 School practice mini-survey summary report: Number and type of responses*. Retrieved from [www.asha.org](http://www.asha.org).

**Contents**

Executive Summary ..... 1

Methodology..... 2

Employment Status: Q. 1 ..... 4

Caseload: Qs. 2–5..... 4

Service Delivery Models: Qs. 6–10 ..... 6

Scheduling Models: Qs. 11–12 ..... 9

Demographics: Qs. 13–16..... 10

Appendix ..... 12

    Regions of the Country ..... 13

    Statistics Used in the Summary Report ..... 14

## Executive Summary

### Employment Status

- Overall, 83% of survey respondents (SLPs) who were employed worked full time (Q. 1).

### Caseload

- Overall, SLPs considered 40 students (median) to be a manageable caseload size.
- Overall, SLPs had a median caseload size of 43 students.
- Overall, most SLPs (54%) indicated that their caseload size was typically determined based on staffing allocations.
- SLPs were asked to indicate the single biggest barrier to working with an appropriate caseload size. Overall, 29% of SLPs selected *shortage of SLPs in my area*; 26% of SLPs selected *lack of administration support* (Qs. 2–5).

### Service Delivery Models

- Overall, most SLPs (67%) typically used a traditional pull-out service delivery model.
- SLPs were asked to indicate which service delivery models or approaches they'd prefer to use, or to use more often, that they weren't using. Overall, 39% of SLPs selected *intensive services followed by less intensive or frequent services*; 36% of SLPs selected *integrated/in-class*; 23% of SLPs selected *indirect or consultative*.
- Overall, most SLPs (58%) typically used two service delivery models with their students; 22% of SLPs used more than two models; 21% of SLPs used one model only.
- SLPs were asked to indicate the single biggest barrier to varying service delivery models with their students. Overall, most SLPs (69%) selected *schedules*.
- In addition to individualized education program (IEP) recommendations, overall, SLPs typically determined which service delivery model or approach to use with their students based on schedules (37%), evidence-based research (31%), or caseload size (22%) (Qs. 6–10).

### Scheduling Models

- Overall, most SLPs (86%) typically used a traditional weekly schedule.
- SLPs were asked to indicate which scheduling models they'd prefer to use, or to use more often, that they weren't using. Overall, 40% of SLPs selected *cyclical schedule* (e.g., 3:1 model); 35% of SLPs selected *blast or burst schedule* (Qs. 11–12).

### Demographics

- SLPs worked in elementary schools (44%), secondary schools (7%), both elementary and secondary schools (27%), and other types of schools (23%).
- Overall, SLPs' schools were in the Northeast (29%), Midwest and South (26% each), and West (20%).
- Overall, most SLPs (96%) were primarily clinicians; 2% of SLPs held primarily administrative or supervisory positions; 2% of SLPs held other types of positions.
- Overall, SLPs had been employed in the schools for a median of 15 years (Qs. 13–16).

## 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 full, first-class rate.

This report provides data from the *ASHA 2017 School Practice Mini-Survey*. Random sampling without replacement was used to select a sample of ASHA-certified speech-language pathologists who lived in the United States and were employed full time or part time in the schools. Names of constituents who had been selected for the *Technology Mini-Survey* or the *Early Intervention Mini-Survey* were removed from the population before the sample of 1,000 speech-language pathologists was drawn from the remaining population of 42,344 speech-language pathologists.

The total number of completed surveys returned was 490; the net response rate was 52% (see Table 1).

<b>Table 1. Response Rate</b>	
<b>Disposition</b>	<b>Total</b>
Original (gross) sample size	1,000
No longer employed in the field	36
Undeliverable addresses	2
Retired	9
Ineligible for other reasons	1
Net sample size	952
Number of respondents	490
Response Rate	<b>51.5%</b>

To ensure the highest quality data reasonably possible, each of the 490 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 the following report, table column headers with specific facility subtitles, such as “Elementary school,” reflect results based on unweighted data. The “All” column reflects results for respondents based on weighted data. The “All” column throughout the report reflects results for respondents from the three facility types as well as from the 72 respondents who reported working in an “other” facility type and 15 respondents who did not answer the question about their type of facility. 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 2 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.

<b>Table 2. Significance Tests and Conclusions</b>	
<b>Sample Significance Test</b>	<b>Sample Conclusion</b>
Statistical significance: $\chi^2(2) = 114.9$ , <b><math>p = .000</math></b> , 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](mailto: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 one of the following categories best describes your employment status? (Percentages)				
Response	Facility Type			
	All	Elementary school	Secondary school	Combination of both
	<i>n</i> = 488	<i>n</i> = 282	<i>n</i> = 42	<i>n</i> = 79
Employed full time	81.1	84.8	92.9	81.0
Employed part time	16.6	15.2	7.1	17.7
Not currently employed (SKIP to Q. 16.)	2.4	0.0	0.0	1.3
Too many cells (33%) have an expected count of fewer than 5.				
Recoded, deleting "Not currently employed" response				
	<i>n</i> = 477	<i>n</i> = 282	<i>n</i> = 42	<i>n</i> = 78
Employed full time	83.0	84.8	92.9	82.1
Employed part time	17.0	15.2	7.1	17.9
Statistical significance: $\chi^2(2) = 2.6$ , $p = .274$				

## Caseload

2. In your current school, what do you consider to be a manageable caseload size where <i>caseload</i> means the number of students served directly or indirectly? Analyses limited to respondents who met the following criterion: ❖ Employed full time or part time				
Response	Facility Type			
	All ( <i>n</i> = 454)	Elementary school ( <i>n</i> = 271)	Secondary school ( <i>n</i> = 42)	Combination of both ( <i>n</i> = 77)
25th percentile	30.0	32.0	38.8	35.0
50th percentile ( <b>Median</b> )	40.0	40.0	43.0	40.0
75th percentile	48.0	50.0	50.0	50.0
Mean	39.2	40.8	43.1	40.5
Standard deviation	12.2	11.3	11.0	12.3
Mode	40.0	40.0	40.0	40.0
Statistical significance: $F(2, 388) = 0.8$ , $p = .453$				

3. What is your current caseload size?  
Analyses limited to respondents who met the following criterion:  
❖ Employed full time or part time

Response	Facility Type			
	All (n = 443)	Elementary school (n = 275)	Secondary school (n = 42)	Combination of both (n = 72)
25th percentile	30.0	33.0	36.8	35.0
50th percentile ( <b>Median</b> )	43.0	47.0	55.0	46.5
75th percentile	57.5	60.0	65.0	59.8
Mean	44.3	46.7	53.8	46.7
Standard deviation	19.8	19.8	21.6	18.3
Mode	40.0	50.0	60.0	45.0
Statistical significance: $F(2, 386) = 2.4$ , $p = .094$				

4. How is your caseload size typically determined? *Select one response.* (Percentages)  
Analyses limited to respondents who met the following criterion:  
❖ Employed full time or part time

Response	Facility Type			
	All (n = 444)	Elementary school (n = 262)	Secondary school (n = 42)	Combination of both (n = 74)
Based on district policy.	20.2	21.8	16.7	24.3
Based on state policy.	13.9	14.5	16.7	18.9
Based on staffing allocations.	53.5	55.0	50.0	48.6
I determine my caseload size based on my total workload responsibilities.	12.3	8.8	16.7	8.1
Statistical significance: $\chi^2(6) = 4.6$ , $p = .601$				



5. What is the single biggest barrier to working with an appropriate caseload size? *Select one response.*  
(Percentages)  
Analyses limited to respondents who met the following criterion:  
❖ Employed full time or part time

Response	Facility Type			
	All (n = 432)	Elementary school (n = 255)	Secondary school (n = 36)	Combination of both (n = 71)
Shortage of SLPs in my area	28.6	29.4	11.1	33.8
Lack of administration support	26.0	29.4	16.7	28.2
District policy	12.7	14.1	19.4	9.9
State policy	9.3	7.1	13.9	7.0
Other, specify*:	23.4	20.0	38.9	21.1
		Statistical significance: $\chi^2(8) = 15.2$ , $p = .056$		

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

## Service Delivery Models

6. Which service delivery model or approach do you typically use? (Percentages)  
Analyses limited to respondents who met the following criterion:  
❖ Employed full time or part time

Response	Facility Type			
	All (n = 381)	Elementary school (n = 234)	Secondary school (n = 33)	Combination of both (n = 58)
Indirect or consultative	1.2	0.4	3.0	0.0
Integrated/in-class	11.8	3.0	24.2	10.3
Intensive services followed by less intensive or frequent services	3.3	5.1	3.0	1.7
Traditional pull-out	66.7	77.8	51.5	70.7
Other, specify*:	6.4	5.1	3.0	5.2
Combination**	10.6	8.5	15.2	12.1
		Too many cells (56%) have an expected count of fewer than 5.		

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

\*\*Note. This response did not appear on the survey instrument; it was added because many SLPs selected more than one response.



7. Which service delivery models or approaches would you prefer to use (or use more often) that you currently are not using? *Select all that apply.* (Percentages)  
 Analyses limited to respondents who met the following criterion:  
 ❖ Employed full time or part time

Response	Facility Type			
	All (n = 477)	Elementary school (n = 282)	Secondary school (n = 42)	Combination of both (n = 78)
Indirect or consultative	22.8	23.8	40.5	16.7
		Statistical significance: $\chi^2(2) = 8.5$ , $p = .014$ , Cramer's $V = .146$		
Integrated/in-class	36.1	40.1	38.1	33.3
		Statistical significance: $\chi^2(2) = 1.2$ , $p = .556$		
Intensive services followed by less intensive or frequent services	39.1	40.4	28.6	44.9
		Statistical significance: $\chi^2(2) = 3.1$ , $p = .215$		
Traditional pull-out	17.8	16.7	28.6	14.1
		Statistical significance: $\chi^2(2) = 4.3$ , $p = .114$		
Other, specify*:	8.9	9.2	4.8	9.0
		Statistical significance: $\chi^2(2) = 0.9$ , $p = .630$		

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

8. Do you typically use more than one service delivery model with your students? (Percentages)  
 Analyses limited to respondents who met the following criterion:  
 ❖ Employed full time or part time

Response	Facility Type			
	All (n = 474)	Elementary school (n = 281)	Secondary school (n = 42)	Combination of both (n = 78)
Yes, two models	58.0	50.9	59.5	61.5
Yes, more than two models	21.5	22.8	26.2	19.2
No, just one model	20.5	26.3	14.3	19.2
		Statistical significance: $\chi^2(4) = 5.3$ , $p = .262$		

2017 School practice mini-survey summary report: Number and type of responses

9. What is the single biggest barrier to varying service delivery models with your students? *Select one response.* (Percentages)  
 Analyses limited to respondents who met the following criterion:  
 ❖ Employed full time or part time

Response	Facility Type			
	All (n = 420)	Elementary school (n = 256)	Secondary school (n = 38)	Combination of both (n = 67)
District policy	2.9	3.9	5.3	1.5
Lack of administration support	3.1	3.9	5.3	3.0
Lack of evidence-based research	0.0	0.0	0.0	0.0
Lack of teacher support	4.9	5.9	5.3	4.5
Schedules	69.4	71.1	68.4	68.7
Shortage of available staff	8.5	8.2	5.3	9.0
State policy	0.9	0.4	0.0	1.5
Other, specify*:	10.3	6.6	10.5	11.9
		Too many cells (52%) have an expected count of fewer than 5.		

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

10. In addition to IEP recommendations, how do you typically determine which service delivery model or approach to use with your students? *Select one response.* (Percentages)  
 Analyses limited to respondents who met the following criterion:  
 ❖ Employed full time or part time

Response	Facility Type			
	All (n = 426)	Elementary school (n = 259)	Secondary school (n = 36)	Combination of both (n = 70)
Based on caseload size	21.5	25.9	25.0	18.6
Based on district policy	8.6	7.3	8.3	10.0
Based on evidence-based research	31.0	29.3	44.4	28.6
Based on schedules	37.1	37.1	19.4	41.4
Based on state policy	1.8	0.4	2.8	1.4
		Too many cells (27%) have an expected count of fewer than 5.		

## Scheduling Models

11. Which scheduling model do you typically use? (Percentages) Analyses limited to respondents who met the following criterion: ❖ Employed full time or part time				
Response	Facility Type			
	All (n = 458)	Elementary school (n = 274)	Secondary school (n = 39)	Combination of both (n = 74)
Blast or burst schedule (services in short, intense bursts)	1.5	1.1	0.0	1.4
Block schedule (longer, less frequent sessions)	3.2	1.8	5.1	2.7
Cyclical schedule (direct services for a period of time, followed by no or indirect services for a period of time, e.g., 3:1 model)	5.2	6.2	2.6	2.7
Traditional weekly schedule	85.8	86.5	92.3	89.2
Other, specify*:	2.5	2.6	0.0	1.4
Combination**	1.8	1.8	0.0	2.7
		Too many cells (67%) have an expected count of fewer than 5.		

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

\*\*Note. This response did not appear on the survey instrument; it was added because many SLPs selected more than one response.

12. Which scheduling models would you prefer to use, or use more often, that you currently are not using? Select all that apply. (Percentages) Analyses limited to respondents who met the following criterion: ❖ Employed full time or part time				
Response	Facility Type			
	All (n = 477)	Elementary school (n = 282)	Secondary school (n = 42)	Combination of both (n = 78)
Blast or burst schedule	35.0	34.4	21.4	42.3
		Statistical significance: $\chi^2(2) = 5.3$ , $p = .072$		
Block schedule	7.9	6.7	19.0	11.5
		Statistical significance: $\chi^2(2) = 7.6$ , $p = .023$ , Cramer's $V = .137$		
Cyclical schedule (e.g., 3:1 model)	40.3	44.7	54.8	39.7
		Statistical significance: $\chi^2(2) = 2.5$ , $p = .287$		
Traditional weekly schedule	18.2	18.8	19.0	14.1
		Statistical significance: $\chi^2(2) = 1.0$ , $p = .620$		
Other, specify*:	7.1	5.7	2.4	10.3
		Too many cells (33%) have an expected count of fewer than 5.		

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

## Demographics

13. Select the one type of facility that best describes where you work most of the time. *For individuals who work in private practice, select the type of building in which you deliver most of your services. Multiple responses will be excluded from analyses.* (Percentages)  
 Analyses limited to respondents who met the following criterion:  
 ❖ Employed full time or part time

Response	Facility Type	
	Unweighted (n = 473)	Weighted (n = 472)
Elementary school	59.6	43.9
Secondary school	8.9	7.0
Combination of both	16.5	26.5
Other, specify*:	15.0	22.6
<b>Recoded, deleting “Other, specify” response</b>		
Response	Facility Type	
	Unweighted (n = 402)	Weighted (n = 365)
Elementary school	70.1	56.8
Secondary school	10.4	9.0
Combination of both	19.4	34.2

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

14. In what state is your primary employment FACILITY located? *Use two-letter postal abbreviation (e.g., VT for Vermont).* (Percentages)  
 Analyses limited to respondents who met the following criterion:  
 ❖ Employed full time or part time

Response	Facility Type			
	All (n = 475)	Elementary school (n = 282)	Secondary school (n = 42)	Combination of both (n = 78)
Northeast	29.2	25.5	33.3	29.5
Midwest	25.6	23.8	19.0	20.5
South	25.6	31.9	28.6	29.5
West	19.6	18.8	19.0	20.5
		Statistical significance: $\chi^2(6) = 1.9$ , $p = .930$		

Note. See Appendix, page 13, for a key of geographic regions/divisions and corresponding states.

15. Select the one position that best describes how you spend most of your time. *Multiple responses will be excluded from analyses.* (Percentages)  
 Analyses limited to respondents who met the following criterion:  
 ❖ Employed full time or part time

Response	Facility Type			
	All (n = 473)	Elementary school (n = 280)	Secondary school (n = 42)	Combination of both (n = 78)
Primarily clinical service provider (e.g., SLP)	95.8	97.5	97.6	94.9
Primarily administrative or supervisory position	2.1	0.7	2.4	2.6
Other, specify*:	2.1	1.8	0.0	2.6
Too many cells (67%) have an expected count of fewer than 5.				

\*Note. Contact [schools@asha.org](mailto:schools@asha.org) for other responses.

16. How many years have you been employed as an SLP in the schools?

Response	Facility Type			
	All (n = 483)	Elementary school (n = 277)	Secondary school (n = 42)	Combination of both (n = 78)
25th percentile	8.0	9.0	10.0	8.0
50th percentile ( <b>Median</b> )	15.0	16.0	18.5	16.0
75th percentile	23.0	21.5	26.5	23.0
Mean	16.8	16.7	19.8	17.3
Standard deviation	10.0	9.4	11.0	10.2
Mode	6.0	20.0	7.0	15.0
Statistical significance: $F(2, 394) = 1.8$ , $p = .168$				



## 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> <p>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)</p> $RR = \frac{1,021}{2000 - (9)} = 51.3\%$
<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: <math>(1 + 1 + 7 + 34 + 88) / 5 = 26.2</math>      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.<sup>1</sup></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: <math>(1 + 1 + 7 + 34 + 88)</math>      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 (<math>\chi^2</math>) tests.<sup>1</sup></p>
(Table continues on next page.)	



Notation	Description
Chi square ( $\chi^2$ )	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 $\chi^2$ statistic and the more likely the difference is statistically significant. When the sample size is large, large $\chi^2$ values (i.e., ones that are statistically significant) can be obtained even for weak associations. <sup>1</sup>
Cramer's <i>V</i> and <i>Phi</i>	A measure of the strength of the association, used with $\chi^2$ statistics to identify the meaningfulness of a relationship. The $\chi^2$ 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.  <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 only presented in this report only when $p \leq .05$ .
<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 $\chi^2$ or <i>F</i> . <sup>1</sup>
<i>df</i>	Degrees of freedom. The number of values that are free to vary when computing a statistic. Used in interpreting both a $\chi^2$ 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.

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