



SLP Workforce and Work Conditions

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Executive Summary

In Spring 2018, the American Speech-Language-Hearing Association (ASHA) conducted a survey of speech-language pathologists (SLPs) and educational audiologists in school settings. The survey was designed to provide information about school-based service delivery and to update and expand information gathered during previous Schools Surveys.

The results are presented in a series of reports. This workforce report is based on responses from SLPs in special day/residential schools, preschools, elementary schools, secondary schools, administrative offices, and combined school settings.

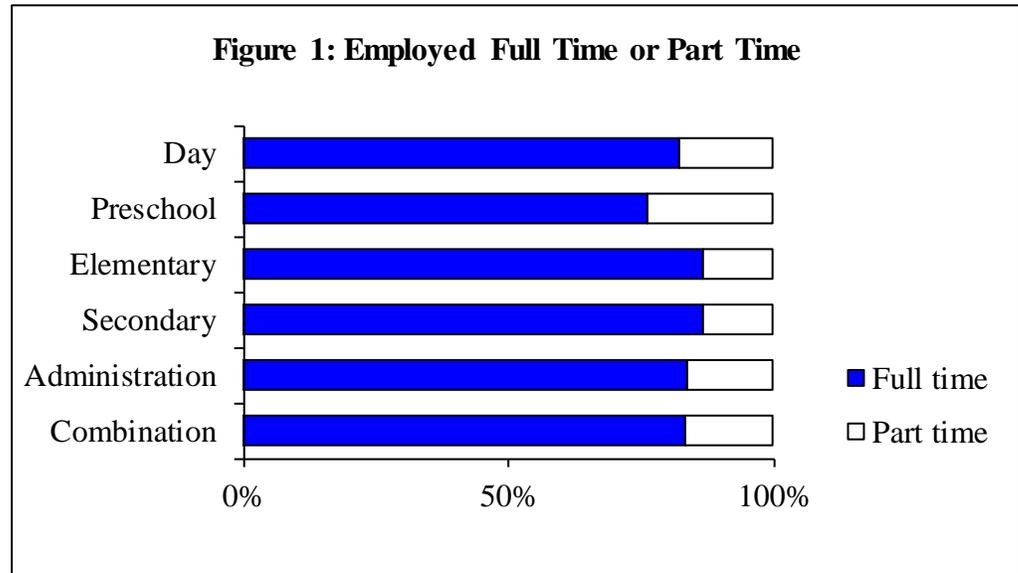
Overall Findings

- ◆ 84% worked full time.
- ◆ 87% were salaried.
- ◆ 54% reported that there were more job openings than job seekers in their type of facility.
- ◆ *Parents who were not receptive to coaching* was the most frequently selected issue affecting SLPs' work with children 5 and under.
- ◆ The median number of assistants or aides supervised by SLPs who participated in this activity was 1, and the mean was 1.4.
- ◆ SLPs who worked with assistants or aides said that this increased their workload (46%) but decreased their caseload (36%).
- ◆ In every type of facility, SLPs identified the large amount of paperwork as the number one challenge they faced, followed by high workload/caseload size.
- ◆ 41% identified *compromising quality of services* as a significant ethical challenge.

Employment

Of the SLPs in the survey who were employed, 84% reported that they worked full time. The range was from 76% of those who worked in preschools to 87% of those in elementary or secondary schools ($p = .001$; see Figure 1).

**Full Time/
Part Time**



Note. $n = 2,109$.

**Salaried and
Contract
Employees**

Of the SLPs who were employed either full time or part time,

- 87% were salaried, and
- 13% were contractors.

**Job
Openings**

Overall, 54% of the SLPs reported that there were *more* job openings than job seekers in their type of employment facility and their geographic area, 15% reported that there were *fewer* job openings than job seekers, and 30% said job openings and seekers were in balance. SLPs in special day/residential schools were least likely to report more job openings than job seekers (39%), whereas those in administrative offices were the most likely (66%; $p = .000$; see Appendix Table B1).

**Geographic
Area**

SLPs in the Mountain states (80%) were the most likely to declare that there were more job openings than job seekers; those in the Middle Atlantic states (27%) were the least likely to make that choice ($p = .000$; see Appendix Table B2).

**Population
Density**

Population density influenced which of the three responses was selected. SLPs in rural areas were the most likely group to report more job openings than job seekers ($p = .041$; see Appendix Table B3).

Issues:
Birth–5

Survey respondents were asked to select up to three issues from a list of seven items that might affect their work with children 5 and under. Half (51%) of the SLPs said that none of the seven issues were a challenge or the question was not applicable to them. The type of facility where SLPs were employed was linked significantly to each of the seven issues; and, in each case, SLPs in preschools were most likely to select the issue, and those in secondary schools were the least likely.

- *Parents who were not receptive to coaching* was selected the most frequently (22%), ranging from 6% of SLPs in secondary schools to 30% in preschools ($p = .000$).
- *Changing eligibility criteria that exclude children who need services* was the second most frequent response (20%), ranging from 7% in secondary schools to 36% in preschools ($p = .000$).
- *Lack of qualified providers to deliver services* was selected by 16% of the SLPs, from 3% in secondary schools to 24% in preschools ($p = .000$).
- *Inadequate reimbursement or funding for services* was selected by 11% of the SLPs, ranging from 5% in secondary schools to 24% in preschools ($p = .000$).
- *Lack of sufficient training or professional development for audiologists or SLPs* was selected by 10% of the SLPs, from 4% in secondary schools to 13% in preschools ($p = .012$).
- *Serving as primary provider in areas outside my scope* was selected by 8% of SLPs, from 3% in secondary schools to 13% in preschools ($p = .006$).
- *Other professionals taking primary role in communication or swallowing services* was selected by 8% of the SLPs, from 5% in secondary schools to 13% in preschools ($p = .008$).

Supervision

Of the SLPs who supervised assistants or aides, the median number of assistants or aides that they supervised was 1, and the mean was 1.4 ($n = 240$).

Most of the SLPs who supervised assistants or aides reported an impact on their workload or caseload (see Table 1).

Impact	Workload	Caseload
Increased	46%	27%
Decreased	30%	36%
No impact	20%	33%
Don't know, N/A	4%	4%

Note. $n = 238$.

Qualified to Supervise

When given a 5-point scale to identify how qualified they were to supervise assistants or aides, 51% of respondents selected the highest rating—5, *very qualified*. Additionally, 3% selected 1, *not at all qualified*; 3% selected 2; 15% selected 3, the midpoint; and 29% selected 4 ($n = 1,983$).

Challenges

Survey respondents were presented with a list of 17 potential challenges and were asked to select all that applied to them as school-based SLPs. In every type of facility *large amount of paperwork* ranked as the greatest challenge, followed by *high workload/caseload size* in second place. The type of facility was related to responses for 12 of the challenges (see Table 2 and Appendix Table C1).

Table 2: Rank Order of Challenges Facing School-Based SLPs, by Type of Facility

Response	All Facility Types (n = 2,170)	Day (n ≥ 83)	Pre-school (n ≥ 279)	Elementary (n ≥ 1,195)	Secondary (n ≥ 278)	Admin. Office (n ≥ 49)	Combination (n ≥ 163)
Large amount of paperwork***	1	1	1	1	1	1	1
High workload/caseload size***	2	2	2	2	2	2	2
Limited time for collaboration***	3	5	4	3	3	3	3
Budget constraints**	4	9	3	4	4	6	4
Incorporating optimal service delivery models*	5	7	5	5	5	4	8
Limited understanding of my role by others***	6	4	13	6	6	10	9
Low salary	7	6	8	7	7	7	7
Out-of-pocket professional expenses*	8	11	7	9	9	11	6
Medicaid billing*	9	10	9	8	10	9	12
Inadequate work space and facilities***	10	3	5	11	8	8	5
Limited parental involvement and support**	11	8	10	10	11	11	10
Personnel shortage***	12	14	11	13	15	5	11
Limited support from the administration*	13	12	11	12	13	14	13
Lack of training to work with specific disorders or special populations	14	13	14	14	11	14	14
Ethical challenges	15	15	15	15	16	14	16
Legal challenges (e.g., due process)	16	16	16	16	14	11	15
Travel/distance between schools	17	17	17	17	17	17	17

Note. SLP = speech-language pathologist. * $p < .05$. ** $p < .01$. *** $p = .000$.

Area of the country, population size, years of experience in the schools, and years of experience in the profession affected responses to most of the challenges (see Table 3 and Appendix Tables C2, C3, C4, and C5).

Response	Geographic Area	Population Size	Years: Schools	Years: Profession
Budget constraints	**			
Ethical challenges	***	*		
High workload/caseload size	***			*
Inadequate work space and facilities		***	**	**
Incorporating optimal service delivery models	**			*
Lack of training to work with specific disorders or special populations	**		***	***
Large amount of paperwork	**		**	*
Legal challenges	***	***		
Limited parental involvement and support		***	***	***
Limited support from the administration	***	***		
Limited time for collaboration				
Limited understanding of my role by others			**	***
Low salary	***	**	***	***
Medicaid billing	***		***	***
Out-of-pocket professional expenses*	*	*	*	**
Personnel shortage	***	*	***	
Travel/distance between schools		***		*

Note. SLP = speech-language pathologist. * $p < .05$. ** $p < .01$. *** $p = .000$.

Geographic Area

Area of the country was related to 12 challenges: budget constraints, ethical challenges, high workload/caseload size, incorporating optimal service delivery models, lack of training to work with specific disorders or special populations, large amount of paperwork, legal challenges, limited support from the administration, low salary, Medicaid billing, out-of-pocket professional expenses, and personnel shortage (see Table 3 and Appendix Table C2).



Population Size

Population size was significantly related to nine challenges: ethical challenges, inadequate work space and facilities, legal challenges, limited parental involvement and support, limited support from the administration, low salary, out-of-pocket professional expenses, personnel shortage, and travel/distance between schools (see Table 3 and Appendix Table C3).

Years of Experience in the Schools

Years of experience in the schools affected responses to nine challenges: inadequate work space and facilities, lack of training to work with specific disorders or special populations, large amount of paperwork, limited parental involvement and support, limited understanding of my role by others, low salary, Medicaid billing, out-of-pocket professional expenses, and personnel shortage (see Table 3 and Appendix Table C4).

Years of Experience in the Profession

Years of experience in the profession affected responses to 11 challenges: high workload/caseload size, inadequate work space and facilities, incorporating optimal service delivery models, lack of training to work with specific disorders or special populations, large amount of paperwork, limited parental involvement and support, limited understanding of my role by others, low salary, Medicaid billing, out-of-pocket professional expenses, and travel/distance between schools (see Table 3 and Appendix Table C5).

Ethics Challenges

SLPs were asked to identify which of six issues presented them with significant ethical challenges.

- 41% identified *compromising quality of services* as an issue. Responses varied by type of facility, from 22% in administrative offices to more than 30% in combination of school settings (34%), secondary schools (35%), and special day/residential schools (39%), and more than 40% in elementary schools (45%) and preschools (46%; $p = .000$).
- 21% selected *adhering to administrative and regulatory mandates*.
- 18% selected *completing Medicaid billing*.
- 13% identified *feeling pressured by an employer, administrator, or supervisor to provide or deny a service, report scores, etc. that would be in violation of the ASHA Code of Ethics* as a challenge.
- 2% chose *supervising support personnel, CFs, etc.*
- 2% selected *reading confidential or inappropriate information about a student posted by an audiologist or SLP on social media*.
- 40% selected *none of the above*. Type of influenced this response, ranging from a low of 37% of SLPs working in preschools to 53% of SLPs working in administrative offices ($p = .014$).

Area of the country, population size, years of experience in the schools, and years of experience in the profession affected responses to most of the challenges (see Table 4).

Table 4: Ethical Challenges Facing School-Based SLPs, by Four Predictors

Response	Geographic Area	Population Size	Years: Schools	Years: Profession
Adhering to administrative or regulatory mandates		*		
Completing Medicaid billing	**		**	**
Compromising quality of services	**	**	**	***
Feeling pressured by an employer, administrator, or supervisor to provide or deny a service, report scores, etc., that would be in violation of the ASHA Code of Ethics	*		***	***
Reading confidential or inappropriate information about a student posted by an audiologist or SLP on social media				
Supervising support personnel, CFs, etc.		*		
None of the above	*		**	***

Note. SLP = speech-language pathologist; CF = Clinical Fellow. * $p < .05$. ** $p < .01$. *** $p = .000$.

Survey Notes and Methodology

Since 2004, ASHA has fielded the Schools Survey in even-numbered years to gather information of interest to the professions. Members, volunteer leaders, and staff rely on data from the Schools Survey to better understand the priorities and needs of SLPs and educational audiologists.

Response Rate

The survey was fielded in February 2018 to a random sample of 4,500 ASHA-certified SLPs and 500 ASHA-certified audiologists who were employed in school settings in the United States. Half of each group was randomly assigned to a control group to receive standard cover letters, and half received shorter letters. Everyone also received an electronic “be-on-the-lookout-for” message at the time of the first mailing. Second (March) and third (April) postal mailings followed, at approximately 3- or 4-week intervals.

The sample was a random sample, stratified by state. Small groups, such as constituents in Wyoming, were oversampled. Weighting was used when presenting data to reflect the actual distribution of SLPs in each state based on ASHA’s membership database.

The original sample included 4,500 SLPs with an additional four surveys returned by SLPs who had removed their identifying number, resulting in a total gross sample of 4,504. Of the original 4,504 SLPs, nine were retired, six had incorrect addresses, 29 were employed in other types of facilities, six were not employed in the field, and four were ineligible for other reasons, leaving 4,450 possible respondents. The actual number of respondents was 2,170, resulting in a **48.8%** response rate. The results presented in this report are based on responses from those 2,170 individuals.

Reports

Results from the 2018 Schools Survey are presented in a series of reports for SLPs:

- ◆ *SLP Caseload and Workload Characteristics*
- ◆ *SLP Workforce and Work Conditions*
- ◆ *SLP Practice Issues*
- ◆ *SLP Annual Salaries and Hourly Wages*
- ◆ *Survey Summary Report: Numbers and Types of Responses, SLPs*
- ◆ *Survey Methodology, Respondent Demographics, and Glossary, SLPs*

Results from the educational audiologists are presented in a separate report: *Survey Summary Report: Numbers and Types of Responses, Educational Audiologists*.

Suggested Citation

American Speech-Language-Hearing Association. (2018). *2018 Schools Survey report: SLP workforce and work conditions*. Available from www.asha.org/research/memberdata/schoolssurvey/.

Supplemental Resources

- American Speech-Language-Hearing Association. (2002). *A workload analysis approach for establishing speech-language caseload standards in the school: position statement* [Position Statement]. Available from www.asha.org/policy/PS2002-00122/
- American Speech-Language-Hearing Association. (n.d.-a). Early Intervention. Available from www.asha.org/slp/clinical/EarlyIntervention/
- American Speech-Language-Hearing Association. (n.d.-b). Ethics and schools practice. Available from www.asha.org/slp/schools/prof-consult/EthicsSchoolsPractice/
- American Speech-Language-Hearing Association. (n.d.-c). Information for school-based SLPs. www.asha.org/slp/schools/
- American Speech-Language-Hearing Association. (n.d.-d). Interprofessional education/interprofessional practice (IPE/IPP). Available from www.asha.org/Practice/Interprofessional-Education-Practice/
- American Speech-Language-Hearing Association (n.d.-e). Recruiting and retaining qualified school-based SLPs. Available from www.asha.org/careers/recruitment/schools/
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- American Speech-Language-Hearing Association. (2010a). *Roles and responsibilities of speech-language pathologists in schools* [Position Statement]. Available from www.asha.org/policy/PS2010-00318/
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Additional Information

For additional information regarding the *2018 Schools Survey*, please contact Jaumeiko Coleman, director of ASHA's School Services, at 800-498-2071, ext. 8750 or JColeman@asha.org. To learn more about how the Association is working on behalf of school-based ASHA Certified Members, visit the ASHA Schools web pages at www.asha.org/slp/schools/.

Thank You

ASHA would like to thank the SLPs who completed the *2018 Schools Survey*. Reports like this one are possible only because people like *you* participate.

Appendix A
State Listings

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

Appendix B

Job Market for SLPs

Table B1: Job Market for SLPs, by Type of Facility

3. **CCC-SLP ONLY.** Based on your own observations and experiences, rate the current job market for speech-language pathology clinical service providers in your type of employment facility and in your geographic area. (Percentages)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Response	Facility Type						
	All Facility Types (n = 2,110)	Special Day/ Residential (n = 84)	Preschool (n = 270)	Elementary (n = 1,161)	Secondary (n = 277)	Admin. Office (n = 47)	Combination (n = 159)
More job openings than job seekers	54.3	39.3	54.8	55.3	44.4	66.0	62.3
Job openings and job seekers in balance	30.3	36.9	30.4	31.4	31.4	21.3	24.5
Fewer job openings than job seekers	15.4	23.8	14.8	13.4	24.2	12.8	13.2
	Statistical significance: $\chi^2(10) = 38.0, p = .000$, Cramer's $V = .097$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology.

Table B2: Job Market for SLPs, by Geographic Area

<p>3. <u>CCC-SLP ONLY</u>. Based on your own observations and experiences, rate the current job market for <u>speech-language pathology</u> clinical service providers in your type of employment facility and in your geographic area. (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP</p>			
	Job Market		
Geographic Division	More job openings than job seekers	Job openings and job seekers in balance	Fewer job openings than job seekers
New England (n = 150)	54.7	30.0	15.3
Middle Atlantic (n = 397)	26.7	33.5	39.8
East North Central (n = 348)	54.3	36.8	8.9
West North Central (n = 171)	54.4	32.7	12.9
South Atlantic (n = 352)	70.5	23.0	6.5
East South Central (n = 93)	45.2	39.8	15.1
West South Central (n = 217)	41.9	41.0	17.1
Mountain (n = 137)	80.3	15.3	4.4
Pacific (n = 244)	75.8	19.3	4.9
Statistical significance	$\chi^2(16) = 371.1, p = .000$, Cramer's $V = .297$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.		

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology.

Table B3: Job Market for SLPs, by Population Density

<p>3. <u>CCC-SLP ONLY</u>. Based on your own observations and experiences, rate the current job market for <u>speech-language pathology</u> clinical service providers in your type of employment facility and in your geographic area. (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP</p>			
	Job Market		
Geographic Division	More job openings than job seekers	Job openings and job seekers in balance	Fewer job openings than job seekers
City/urban area (n = 653)	51.1	31.7	17.2
Suburban area (n = 936)	53.0	31.4	15.6
Rural area (n = 440)	60.2	27.0	12.7
Statistical significance	$\chi^2(4) = 9.9, p = .041$, Cramer's $V = .049$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.		

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology.

Appendix C
Greatest Challenges

Table C1: Greatest Challenges, by Facility Type

<p>4. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Responses were in alphabetical order on survey instrument. Analyses limited to respondents who met the following criterion: ❖ CCC-SLP</p>							
Challenge	Facility Type						
	All Facility Types (n = 2,170)	Special Day/ Residential (n ≥ 83)	Preschool (n ≥ 279)	Elementary (n ≥ 1,195)	Secondary (n ≥ 278)	Admin. Office (n ≥ 49)	Combination (n ≥ 163)
Large amount of paperwork	79.2	67.9	78.9	81.9	71.0	79.6	78.0
	Statistical significance: $\chi^2(5) = 23.5, p = .000$, Cramer's $V = .107$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
High workload/caseload size	71.2	56.0	73.2	73.6	62.4	75.5	71.8
	Statistical significance: $\chi^2(5) = 24.5, p = .000$, Cramer's $V = .109$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Limited time for collaboration	53.5	36.1	43.6	55.9	51.3	62.0	62.0
	Statistical significance: $\chi^2(5) = 30.5, p = .000$, Cramer's $V = .122$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Budget constraints	46.9	26.5	50.9	45.7	46.2	46.0	53.0
	Statistical significance: $\chi^2(5) = 18.7, p = .002$, Cramer's $V = .095$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Incorporating optimal service delivery models	43.6	34.5	42.9	45.5	45.5	60.0	36.6
	Statistical significance: $\chi^2(5) = 13.3, p = .021$, Cramer's $V = .080$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
(Table C1 continues on next page.)							

Table C1 (Cont'd): Greatest Challenges, by Facility Type

<p>4. (cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Responses were in alphabetical order on survey instrument. Analyses limited to respondents who met the following criterion: ❖ CCC-SLP</p>							
Challenge	Facility Type						
	All Facility Types (n = 2,170)	Special Day/ Residential (n ≥ 83)	Preschool (n ≥ 279)	Elementary (n ≥ 1,195)	Secondary (n ≥ 278)	Admin. Office (n ≥ 49)	Combination (n ≥ 163)
Limited understanding of my role by others	37.8	36.9	25.4	40.8	39.4	30.6	36.2
	Statistical significance: $\chi^2(5) = 24.7, p = .000$, Cramer's $V = .110$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Low salary	36.1	35.7	36.1	36.7	33.0	44.9	39.0
	Statistical significance: $\chi^2(5) = 3.5, p = .623$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
Out-of-pocket professional expenses	34.7	25.3	37.1	35.3	29.0	22.4	41.1
	Statistical significance: $\chi^2(5) = 14.3, p = .014$, Cramer's $V = .084$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Medicaid billing	34.0	26.2	32.1	36.5	27.6	38.8	30.7
	Statistical significance: $\chi^2(5) = 12.3, p = .031$, Cramer's $V = .078$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Inadequate work space and facilities	33.3	41.7	42.9	28.6	29.5	42.9	47.2
	Statistical significance: $\chi^2(5) = 44.3, p = .000$, Cramer's $V = .147$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
(Table C1 continues on next page.)							

Table C1 (Cont'd): Greatest Challenges, by Facility Type

4. (cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Responses were in alphabetical order on survey instrument. Analyses limited to respondents who met the following criterion: ❖ CCC-SLP							
Challenge	Facility Type						
	All Facility Types (n = 2,170)	Special Day/ Residential (n ≥ 83)	Preschool (n ≥ 279)	Elementary (n ≥ 1,195)	Secondary (n ≥ 278)	Admin. Office (n ≥ 49)	Combination (n ≥ 163)
Limited parental involvement and support	30.6	30.1	26.8	32.7	22.6	22.4	35.6
	Statistical significance: $\chi^2(5) = 16.4, p = .006$, Cramer's $V = .089$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Personnel shortage	23.1	16.9	26.4	21.7	14.3	49.0	33.5
	Statistical significance: $\chi^2(5) = 45.9, p = .000$, Cramer's $V = .150$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.						
Limited support from the administration	22.9	24.1	26.4	22.0	18.6	12.2	29.3
	Statistical significance: $\chi^2(5) = 12.4, p = .030$, Cramer's $V = .078$ 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	20.5	22.9	20.7	20.7	22.6	12.2	19.6
	Statistical significance: $\chi^2(5) = 3.1, p = .687$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						

(Table C1 continues on next page.)

Table C1 (Cont'd): Greatest Challenges, by Facility Type

<p>4. (cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Responses were in alphabetical order on survey instrument. Analyses limited to respondents who met the following criterion: ❖ CCC-SLP</p>							
Challenge	Facility Type						
	All Facility Types (n = 2,170)	Special Day/ Residential (n ≥ 83)	Preschool (n ≥ 279)	Elementary (n ≥ 1,195)	Secondary (n ≥ 278)	Admin. Office (n ≥ 49)	Combination (n ≥ 163)
Ethical challenges	14.1	14.3	16.1	13.5	12.2	12.2	14.7
	Statistical significance: $\chi^2(5) = 2.1, p = .832$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
Legal challenges (e.g., due process)	13.1	11.9	10.4	12.8	15.1	22.4	15.2
	Statistical significance: $\chi^2(5) = 7.4, p = .194$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						
Travel/distance between schools	7.2	4.8	10.0	6.9	5.4	8.2	7.9
	Statistical significance: $\chi^2(5) = 5.8, p = .330$ Conclusion: There is not enough evidence from the data to say that the responses vary by facility type.						

Table C2: Greatest Challenges, by Geographic Area

4. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP										
Response	All Facility Types (n = 2,170)	New England (n = 150)	Middle Atlantic (n ≥ 383)	East North Central (n ≥ 342)	West North Central (n ≥ 155)	South Atlantic (n ≥ 343)	East South Central (n ≥ 90)	West South Central (n ≥ 211)	Moun- tain (n = 133)	Pacific (n ≥ 241)
Budget constraints**	46.9	54.0	39.3	41.7	42.6	47.1	46.7	55.9	51.1	49.4
Ethical challenges***	14.1	14.7	11.5	12.3	11.0	11.7	4.4	18.5	15.0	21.9
High workload/caseload size***	71.2	68.7	59.5	75.1	71.0	70.6	81.1	73.6	75.9	78.4
Inadequate work space and facilities	33.3	35.3	39.9	31.9	27.7	30.9	28.9	31.3	27.8	34.0
Incorporating optimal service delivery models**	43.6	52.7	37.5	43.1	48.4	43.1	38.9	41.5	48.9	52.7
Lack of training to work with specific disorders or special populations**	20.5	24.0	24.8	21.3	19.2	12.0	20.9	19.3	19.5	27.0
Large amount of paperwork**	79.2	70.0	74.9	84.5	74.2	83.4	84.6	79.1	76.7	79.7
Legal challenges***	13.1	10.0	7.0	9.6	9.7	14.3	8.9	15.1	10.5	30.6
Limited parental involvement and support	30.6	24.0	33.2	30.3	27.1	26.2	40.0	36.3	29.3	30.7
Limited support from the administration***	22.9	26.0	29.2	20.8	16.8	20.1	12.1	15.6	24.1	28.6
Limited time for collaboration	53.5	58.7	57.0	54.4	53.5	54.2	46.2	45.5	50.4	53.1
Limited understanding of my role by others	37.8	36.7	34.7	38.5	37.4	39.1	38.5	39.3	36.8	39.3
Low salary***	36.1	18.7	29.2	33.3	31.6	47.8	52.2	50.9	45.9	26.9

(Table C2 continues on next page.)

Table C2 (Cont'd): Greatest Challenges, by Geographic Area

4. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages)
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP

Response	All Facility Types (n = 2,170)	New England (n = 150)	Middle Atlantic (n ≥ 383)	East North Central (n ≥ 342)	West North Central (n ≥ 155)	South Atlantic (n ≥ 343)	East South Central (n ≥ 90)	West South Central (n ≥ 211)	Mountain (n = 133)	Pacific (n ≥ 241)
Medicaid billing ^{***}	34.0	26.7	28.6	38.6	32.9	47.1	27.5	33.2	33.1	25.3
Out-of-pocket professional expenses [*]	34.7	41.3	34.2	31.0	25.8	36.0	39.6	39.3	26.3	36.8
Personnel shortage ^{***}	23.1	23.3	10.4	18.7	22.6	27.0	21.1	22.7	29.3	38.3
Travel/distance between schools	7.2	6.7	7.8	8.2	6.5	4.7	11.1	9.5	6.0	5.8

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. ^{*}p <.05. ^{**}p <.01. ^{***}p = .000.

Table C3: Greatest Challenges, by Population Size

4. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP				
Response	All Facility Types (n = 2,170)	City/Urban (n ≥ 644)	Suburban (n ≥ 940)	Rural (n = 437)
Budget constraints	46.9	48.5	43.9	45.8
Ethical challenges*	14.1	16.5	13.4	10.1
High workload/caseload size	71.2	73.2	71.5	68.4
Inadequate work space and facilities***	33.3	41.1	29.1	29.3
Incorporating optimal service delivery models	43.6	44.3	46.7	40.0
Lack of training to work with specific disorders or special populations	20.5	18.9	20.6	23.3
Large amount of paperwork	79.2	80.7	80.0	75.5
Legal challenges***	13.1	16.1	15.2	3.9
Limited parental involvement and support***	30.6	34.2	22.3	41.4
Limited support from the administration***	22.9	28.4	19.6	20.1
Limited time for collaboration	53.5	52.6	54.4	51.7
Limited understanding of my role by others	37.8	40.8	35.8	37.3
Low salary**	36.1	32.2	36.8	41.6
Medicaid billing	34.0	33.7	32.8	36.4
Out-of-pocket professional expenses*	34.7	38.4	32.6	32.0
Personnel shortage*	23.1	25.6	19.9	24.0
Travel/distance between schools***	7.2	7.6	4.1	12.6

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. * $p < .05$. ** $p < .01$. *** $p = .000$.

Table C4: Greatest Challenges, by Years of Experience in the Schools

4. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP								
Response	All Facility Types (n = 2,170)	Years of Experience						
		1–5 (n ≥ 406)	6–10 (n ≥ 456)	11–15 (n ≥ 342)	16–20 (n ≥ 333)	21–25 (n ≥ 158)	26–30 (n ≥ 133)	> 30 (n ≥ 155)
Budget constraints	46.9	47.4	45.3	44.9	43.2	52.8	42.9	50.6
Ethical challenges	14.1	17.5	14.0	13.7	12.3	9.5	10.4	12.3
High workload/caseload size	71.2	71.7	72.6	68.5	68.5	68.4	75.4	74.8
Inadequate work space and facilities**	33.3	38.3	33.3	24.6	29.7	35.2	32.8	39.4
Incorporating optimal service delivery models	43.6	45.0	46.1	41.1	40.2	42.1	47.0	53.2
Lack of training to work with specific disorders or special populations***	20.5	28.5	22.4	18.4	18.3	15.1	12.7	14.7
Large amount of paperwork**	79.2	72.2	78.1	77.3	82.3	83.6	84.3	83.3
Legal challenges	13.1	13.3	13.6	13.1	15.0	11.4	8.2	12.9
Limited parental involvement and support***	30.6	39.4	33.6	26.5	24.3	22.6	25.4	37.2
Limited support from the administration	22.9	21.4	19.7	20.7	23.1	25.2	28.4	26.5
Limited time for collaboration	53.5	52.3	53.4	48.4	53.6	54.4	56.7	60.0
Limited understanding of my role by others**	37.8	46.1	40.0	38.2	32.1	32.1	32.8	32.9
Low salary***	36.1	48.2	39.5	35.0	32.1	28.5	27.6	27.7
Medicaid billing***	34.0	24.3	32.0	32.4	34.2	41.5	46.3	44.2
Out-of-pocket professional expenses*	34.7	42.0	34.0	32.9	29.1	33.3	33.8	35.9
Personnel shortage***	23.1	20.7	17.8	19.8	21.9	24.5	34.6	29.7
Travel/distance between schools	7.2	7.9	7.7	7.0	4.5	6.9	6.0	9.7

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. * $p < .05$. ** $p < .01$. *** $p = .000$.

Table C5: Greatest Challenges, by Years of Experience in the Profession

4. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages) Analyses limited to respondents who met the following criterion: ❖ CCC-SLP								
Response	All Facility Types (n = 2,170)	Years of Experience						
		1–5 (n ≥ 284)	6–10 (n ≥ 384)	11–15 (n ≥ 305)	16–20 (n ≥ 345)	21–25 (n ≥ 207)	26–30 (n ≥ 196)	> 30 (n ≥ 267)
Budget constraints	46.9	46.7	47.4	48.7	42.0	51.2	42.3	46.1
Ethical challenges	14.1	16.8	16.1	16.7	13.0	11.5	8.7	12.7
High workload/caseload size*	71.2	70.9	77.6	66.3	69.4	71.6	65.0	72.8
Inadequate work space and facilities**	33.3	42.1	33.6	29.7	29.6	30.3	30.1	36.9
Incorporating optimal service delivery models*	43.6	47.4	48.7	41.5	38.8	38.2	45.4	49.3
Lack of training to work with specific disorders or special populations***	20.5	31.9	25.5	20.3	19.4	19.8	12.8	10.8
Large amount of paperwork*	79.2	73.0	78.6	78.0	82.4	83.2	75.5	80.5
Legal challenges	13.1	14.0	13.8	12.4	13.6	14.4	8.2	13.9
Limited parental involvement and support***	30.6	43.3	35.4	26.1	26.0	19.2	29.6	28.4
Limited support from the administration	22.9	24.2	21.1	18.3	22.0	25.0	27.0	23.9
Limited time for collaboration	53.5	54.7	52.9	51.6	47.2	56.3	60.7	54.9
Limited understanding of my role by others***	37.8	48.9	43.5	42.6	30.7	32.2	29.6	28.7
Low salary***	36.1	48.1	42.2	36.3	32.5	35.3	28.6	29.1
Medicaid billing***	34.0	24.2	30.4	34.0	34.8	36.7	41.3	40.3
Out-of-pocket professional expenses**	34.7	41.8	37.2	34.6	28.7	33.2	27.6	36.9
Personnel shortage	23.1	20.4	21.1	20.9	20.5	22.6	25.0	27.3
Travel/distance between schools*	7.2	7.0	9.9	9.2	4.6	4.3	4.1	7.8

Note. CCC-SLP = Certificate of Clinical Competence in Speech-Language Pathology. * $p < .05$. ** $p < .01$. *** $p = .000$.