

SLP Workforce and Work Conditions

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Executive Summary

In Spring 2020, 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 and work conditions report is based on responses from SLPs in special day/residential schools, preschools, elementary schools, secondary schools, and combined school settings.

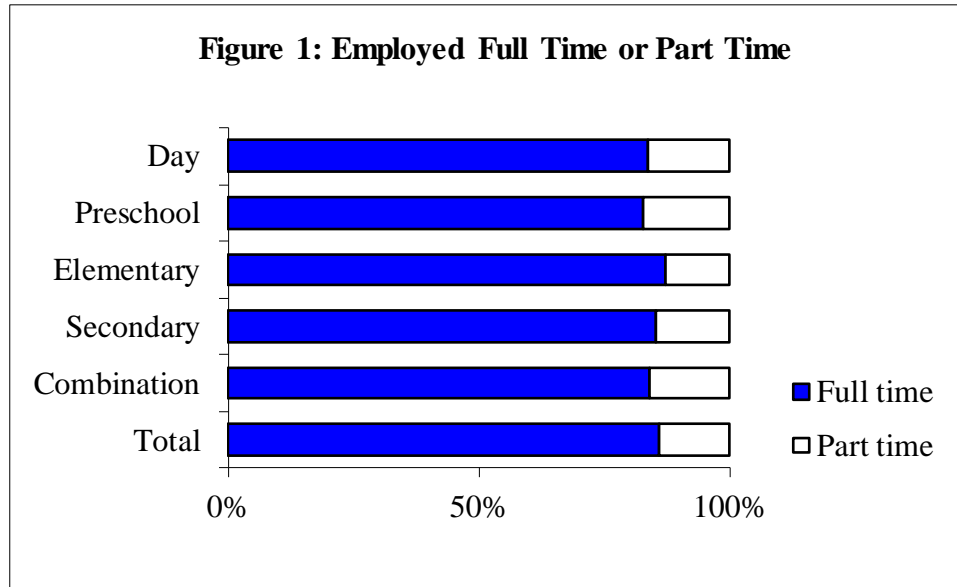
Overall Findings

- ◆ 86% worked full time.
- ◆ 88% were salaried.
- ◆ 61% said ASHA was doing an *excellent* or *good* job in serving its school-based members overall.
- ◆ *Following a school schedule* was the highest ranked of eight opportunities, overall, but this varied by type of facility.
- ◆ *Large amount of paperwork* was the highest ranked of 19 challenges in every type of facility.
- ◆ Area of the country, population size, years of experience in the schools, and years of experience in the profession affected responses to 17 of the challenges.
- ◆ 63% identified *lack of time to ensure the delivery of quality services to my students* as an ethical challenge during the last 3 years.
- ◆ Among the SLPs who had referred to, or relied on, the ASHA Code of Ethics in the past 12 months, the median number of times was 2 and the mean was 3.

Employment

Of the SLPs in the survey who were employed, 86% reported that they worked full time. The type of facility where they were employed had no effect on whether they worked full- or part time ($p = .413$; see Figure 1).

Full Time/
Part Time



Note. $n = 1,720$.



Salaries and
Contract
Employees

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

- 88% were salaried,
- 11% were contractors, and
- 1% were self employed.

**ASHA's
Performance**

When asked what kind of job the Association was doing, overall, in serving its school-based members, 11% of the SLPs said *excellent*, 50% said *good*, 24% said *fair*, 6% said *poor*, and 9% had no opinion (see Table 1).

Table 1: How Well ASHA Serves School-Based Members

Response	Excellent	Good	Fair	Poor	Don't Know, NA
Overall needs	11%	50%	24%	6%	9%
Advocacy	10%	38%	27%	11%	14%
Answering school-based practice questions	17%	51%	18%	3%	11%
Continuing education	27%	49%	16%	3%	6%
Resources	22%	50%	19%	2%	6%

Note. $n \geq 1,736$.

Type of school, area of the country, population size, years of experience in the schools, and years of experience in the profession had an effect on the responses of SLPs to how well ASHA was serving school-based members, with geographic area and experience having an effect on responses to every item on the list (see Table 2).

Table 2: How Well ASHA Serves School-Based Members, by Five Predictors

Response	School Type	Geographic Area	Population Size	Years: Schools	Years: Profession
Overall needs		**		**	*
Advocacy	*	***		***	***
Answering school-based practice questions		*		**	**
Continuing education		*	**	*	*
Resources		*	*	***	*

Note. * $p < .05$. ** $p < .01$. *** $p = .000$.

Opportunities

Clinical service providers were asked to select which of eight potential opportunities applied to them as school-based SLPs. The highest ranked opportunity varied by the type of facility where they were employed and included *following a school schedule, developing a range of speech-language skills, working with children and families, collaborating with teachers and specialized instructional support personnel (SISP), and impacting students with complex communication needs* (see Table 3 and Appendix Table B1).

Table 3: Rank Order of Opportunities as a School-Based SLP, by Facility Type

Opportunity	Total (n = 1,497)	Day (n ≥ 50)	Pre-school (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n ≥ 208)	Combination (n ≥ 110)
Follow a school schedule**	1	3	4	2	1	5
Develop a range of speech-language skills***	2	5	2	1	4	4
Work with children and families***	3	4	1	3	5	1
Collaborate with teachers and specialized instructional support personnel (SISP)	4	1	5	4	2	2
Impact students with complex communication needs**	5	1	3	5	3	3
Address academic skills (e.g., literacy)***	6	8	8	6	6	6
Use flexible service delivery options**	7	6	6	7	8	7
Receive adequate salary and benefits***	8	7	7	8	7	8

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

Predictor Variables

The type of school where SLPs were employed was related to seven of the opportunities (see Appendix Table B1), and geographic area was related to four of them (see Appendix Table B2).

Population density was related to two areas of opportunity: *impact students with complex communication needs* ($p = .020$) and *receive adequate salary and benefits* ($p = .010$; not shown in any table).

Years of experience in the schools was related to four opportunities, and years of experience in the profession was related to five of them (not shown in any table).

Challenges

Clinical service providers selected the challenges that they faced from a list of 19 challenges. *Large amount of paperwork* ranked as the greatest challenge in every type of facility. The type of facility was related to responses for seven of the challenges (see Table 4 and Appendix Table C1).

Table 4: Rank Order of Challenges as a School-Based SLP, by Facility Type

Response	Total (n = 1,497)	Day (n ≥ 50)	Pre-school (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n ≥ 208)	Combination (n ≥ 110)
Large amount of paperwork	1	1	1	1	1	1
High workload/caseload size**	2	5	2	2	3	2
Volume of meetings***	3	9	9	3	2	5
Limited time for collaboration	4	2	5	4	5	3
Limited family/caregiver involvement and support	5	3	6	5	7	4
Limited understanding of my role by others**	6	10	11	6	4	8
Incorporating optimal service delivery models	7	5	4	7	6	10
Medicaid billing***	8	13	14	8	8	13
Out-of-pocket professional expenses	9	10	7	9	9	6
Budget constraints	10	7	7	10	9	10
Lack of funding to attend professional development programs	11	7	10	12	9	13
Low salary	12	10	12	10	13	9
Inadequate work space and facilities***	13	4	3	13	12	6
Personnel shortage	14	14	15	14	16	12
Limited support from the administration	15	16	13	16	13	15
Lack of training to work with specific disorders or special populations	16	17	16	15	15	17
Legal challenges (e.g., due process)	17	17	18	17	17	19
Ethical challenges*	18	14	19	18	18	18
Travel/distance between schools*	19	17	17	19	19	16

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 17 of the challenges (see Table 5 and Appendix Tables C2, C3, C4, and C5).

Table 5: Challenges Facing School-Based SLPs, by Four Predictors

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 funding to attend professional development programs	*			
Lack of training to work with specific disorders or special populations			**	***
Large amount of paperwork				
Legal challenges	***	***	**	***
Limited family/caregiver 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		***	*	*
Volume of meetings	***			*

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

Geographic Area

Area of the country was related to 12 challenges: *ethical challenges, high workload/caseload size, inadequate work space and facilities, lack of funding to attend professional development programs, legal challenges, limited family/caregiver involvement and support, limited support from the administration, limited time for collaboration, low salary, Medicaid billing, personnel shortage, and volume of meetings* (see Table 5 and Appendix Table C2).



Population Size

Population size was significantly related to eight challenges: *budget constraints, legal challenges, limited family/caregiver involvement and support, limited understanding of my role by others, low salary, Medicaid billing, personnel shortage, and travel/distance between schools* (see Table 5 and Appendix Table C3).

Years of Experience in the Schools

Years of experience in the schools affected responses to 10 challenges: *ethical challenges, lack of training to work with specific disorders or special populations, legal challenges, limited family/caregiver involvement and support, limited support from the administration, limited understanding of my role by others, low salary, Medicaid billing, out-of-pocket professional expenses, and travel/distance between schools* (see Table 5 and Appendix Table C4).

Years of Experience in the Profession

Years of experience in the profession affected responses to 12 challenges: *inadequate work space and facilities, lack of training to work with specific disorders or special populations, legal challenges, limited family/caregiver involvement and support, limited support from the administration, limited understanding of my role by others, low salary, Medicaid billing, out-of-pocket professional expenses, personnel shortage, travel/distance between schools, and volume of meetings* (see Table 5 and Appendix Table C5).

Ethics Challenges

All of the SLPs were asked to identify which of five issues had presented them with significant ethical challenges during the last 3 years.

- 63% identified *lack of time to ensure the delivery of quality services to my students* as an issue.
- 29% selected *complying with administrative and regulatory mandates*.
- 13% selected *dealing with impaired practitioners in our profession*.
- 9% identified *lack of confidentiality and privacy of student files and records* as a challenge.
- 3% chose *employer pressure to alter documentation for billing and/or reimbursement*. Responses varied by type of facility, from 1% in secondary schools, to 2% in elementary schools, to 3% in preschools, to 7% in special day/residential schools and in combination of school settings ($p = .002$).

Area of the country, population size, years of experience in the schools, and years of experience in the profession affected responses to three ethical challenges (see Table 6).

Table 6: Ethical Challenges Facing School-Based SLPs, by Four Predictors

Response	Geographic Area	Population Size	Years: Schools	Years: Profession
Complying with administrative and regulatory mandates	**	***		
Dealing with impaired practitioners in our profession	**	*	**	**
Employer pressure to alter documentation for billing and/or reimbursement				
Lack of confidentiality and privacy of student files and records				
Lack of time to ensure the delivery of quality services to my students	*		***	***

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

Code of Ethics

Respondents were asked how many times they had referred to, or relied on, the ASHA Code of Ethics in the past 12 months. When responses of 0 were included in the analyses, the median number of times was 0 and the average (mean) was 1 ($n = 1,692$). When responses of 0 were excluded, the median number of times was 2 and the average (mean) was 3 ($n = 757$). Neither the type of facility where they were employed nor their job function had an effect on their responses ($p > .05$).

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 on February 10, 2020, 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. Everyone received an electronic “be-on-the-lookout-for” message 2 days later, and a second postal mailing followed on March 11. A planned third mailing was not sent because of the COVID-19 pandemic.

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 survey returned by an SLP who had removed his identifying number, resulting in a total gross sample of 4,501. Of the original 4,501 SLPs, 17 were retired, 21 were employed in other types of facilities, 16 were not employed in the field, 8 had incorrect addresses, and 2 were ineligible for other reasons, leaving 4,437 possible respondents. The actual number of respondents was 1,779, resulting in a **40.1%** response rate. The results presented in this report are based on responses from those 1,779 individuals.

Reports

Results from the *2020 Schools Survey* are presented in a series of reports for SLPs:

- ◆ *SLP Caseload and Workload Characteristics*
- ◆ *SLP Workforce and Work Conditions*
- ◆ *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. (2020). *2020 Schools Survey report: SLP workforce and work conditions*. www.asha.org/Research/memberdata/Schools-Survey/

Supplemental Resources

American Speech-Language-Hearing Association. (2002). *A workload analysis approach for establishing speech-language caseload standards in the school* [Position Statement]. www.asha.org/policy/PS2002-00122/

American Speech-Language-Hearing Association. (n.d.-a). Early Intervention. www.asha.org/practice-portal/professional-issues/early-intervention/

American Speech-Language-Hearing Association. (n.d.-b). Ethics and schools practice. 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). www.asha.org/Practice/Interprofessional-Education-Practice/

American Speech-Language-Hearing Association. (n.d.-e). Recruiting and retaining qualified school-based SLPs. www.asha.org/careers/recruitment/schools/

American Speech-Language-Hearing Association. (n.d.-f). Speech-language pathology assistants [Professional Issues Statement]. www.asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/

American Speech-Language-Hearing Association. (2010a). *Roles and responsibilities of speech-language pathologists in schools* [Position Statement]. www.asha.org/policy/PS2010-00318/

American Speech-Language-Hearing Association. (2010b). *Roles and responsibilities of speech-language pathologists in schools* [Professional Issues Statement]. www.asha.org/policy/PI2010-00317/

American Speech-Language-Hearing Association. (2010c). *Working for change: A guide for speech-language pathologists and audiologists in schools*. www.asha.org/uploadedFiles/Working-Change-Schools-SLPs-Audiologists-Guide.pdf

Additional Information

If you would like to speak with a member of the ASHA School Services Team about the survey, please send a message to schools@asha.org or call ASHA's Action Center (800-498-2071) and ask to be connected to a School Services staff member. To learn more about how the Association is working on behalf of school-based ASHA Certified Members, visit the ASHA Schools webpages at www.asha.org/slp/schools/.

Thank You

ASHA would like to thank the SLPs who completed the *2020 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

Greatest Opportunities

Table B1: Greatest Opportunities, by Facility Type

Q 3. <u>CCC-SLP ONLY</u> . What are your greatest opportunities as a school-based SLP? <i>Select all that apply</i> . (Percentages). Responses were in alphabetical order on survey instrument. Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Clinical service provider						
Opportunity	Facility type					
	Total (n = 1,497)	Special Day/ Residential (n ≥ 50)	Preschool (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n = 208)	Combination (n = 110)
Follow a school schedule	71.3	74.5	64.9	74.2	74.0	60.0
		Statistical significance: $\chi^2(4) = 15.0, p = .005$, Cramer's $V = .101$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Develop a range of speech-language skills	70.8	66.7	67.3	75.0	61.5	61.8
		Statistical significance: $\chi^2(4) = 22.2, p = .000$, Cramer's $V = .123$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Work with children and families	69.6	70.0	74.0	70.4	57.2	78.2
		Statistical significance: $\chi^2(4) = 20.7, p = .000$, Cramer's $V = .119$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Collaborate with teachers and specialized instructional support personnel (SISP)	68.2	86.3	64.5	68.6	69.7	68.8
		Statistical significance: $\chi^2(4) = 9.0, p = .060$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
(Table B1 continues on next page.)						

Table B1 (Cont'd): Greatest Opportunities, by Facility Type

Q 3. (cont'd) <u>CCC-SLP ONLY</u> . What are your greatest opportunities as a school-based SLP? <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						
❖ Clinical service provider						
Opportunity	Facility type					
	Total (n = 1,497)	Special Day/ Residential (n ≥ 50)	Preschool (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n = 208)	Combination (n = 110)
Impact students with complex communication needs	61.8	86.3	66.1	59.5	63.9	63.6
		Statistical significance: $\chi^2(4) = 16.9, p = .002$, Cramer's $V = .107$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Address academic skills (e.g., literacy)	44.5	31.4	26.6	46.9	52.9	48.2
		Statistical significance: $\chi^2(4) = 33.9, p = .000$, Cramer's $V = .152$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Use flexible service delivery options	38.3	47.1	29.2	36.7	47.1	40.5
		Statistical significance: $\chi^2(4) = 15.7, p = .003$, Cramer's $V = .103$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Receive adequate salary and benefits	35.4	39.2	28.0	34.2	48.1	30.9
		Statistical significance: $\chi^2(4) = 20.6, p = .000$, Cramer's $V = .118$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				

Table B2: Greatest Opportunities, by Geographic Area

Q 3. CCC-SLP ONLY. What are your greatest opportunities as a school-based SLP? *Select all that apply*. (Percentages). Responses were in alphabetical order on survey instrument.
 Analyses limited to respondents who met the following criterion:
 ❖ CCC-SLP
 ❖ Clinical service provider

Opportunity	Total (n = 1,497)	New England (n = 101)	Middle Atlantic (n = 304)	East North Central (n = 247)	West North Central (n ≥ 112)	South Atlantic (n ≥ 251)	East South Central (n ≥ 62)	West South Central (n ≥ 148)	Moun- tain (n ≥ 101)	Pacific (n ≥ 168)
Follow a school schedule	71.3	67.3	74.0	75.3	69.6	63.3	68.3	77.2	72.5	71.4
Develop a range of speech-language skills	70.8	67.3	68.4	77.3	73.2	66.1	71.4	67.1	71.3	75.6
Work with children and families**	69.6	60.4	67.8	74.5	79.6	63.7	67.7	75.7	63.7	72.0
Collaborate with teachers and specialized instructional support personnel (SISP)	68.2	76.2	72.4	66.0	61.9	64.5	58.1	68.5	65.7	73.2
Impact students with complex communication needs	61.8	60.4	65.5	66.4	63.4	57.0	68.3	56.4	54.5	61.9
Address academic skills (e.g., literacy)***	44.5	42.6	57.6	43.3	38.4	43.0	41.9	38.3	46.1	35.1
Use flexible service delivery options***	38.3	36.6	30.9	47.4	38.1	29.1	38.1	46.3	31.7	49.7
Receive adequate salary and benefits***	35.4	31.7	53.6	36.8	28.3	19.4	27.4	25.0	27.7	48.2

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

Appendix C

Greatest Challenges

Table C1: Greatest Challenges, by Facility Type

Q 20. 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 criteria:						
❖ CCC-SLP						
❖ Clinical service provider						
Challenge	Facility type					
	Total (n = 1,497)	Special Day/ Residential (n ≥ 50)	Preschool (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n ≥ 208)	Combination (n ≥ 110)
Large amount of paperwork	81.7	72.5	78.1	83.8	84.1	77.3
		Statistical significance: $\chi^2(4) = 9.2, p = .057$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
High workload/caseload size	56.5	35.3	52.4	60.4	50.7	56.8
		Statistical significance: $\chi^2(4) = 18.9, p = .001$ Cramer's V = .113 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Volume of meetings	53.5	29.4	40.2	58.7	56.7	45.0
		Statistical significance: $\chi^2(4) = 37.8, p = .000$, Cramer's V = .160 <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Limited time for collaboration	49.7	45.1	42.9	52.5	45.7	48.6
		Statistical significance: $\chi^2(4) = 7.9, p = .094$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Limited family/caregiver involvement and support	42.7	41.2	41.1	43.8	38.8	47.7
		Statistical significance: $\chi^2(4) = 3.1, p = .541$ <u>Conclusion:</u> 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

Q 20. (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 criteria:						
❖ CCC-SLP						
❖ Clinical service provider						
Challenge	Facility type					
	Total (n = 1,497)	Special Day/ Residential (n ≥ 50)	Preschool (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n ≥ 208)	Combination (n ≥ 110)
Limited understanding of my role by others	41.4	27.5	30.2	43.6	48.1	36.4
		Statistical significance: $\chi^2(4) = 19.7, p = .001$, Cramer's $V = .116$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Incorporating optimal service delivery models	40.7	35.3	43.8	42.0	39.9	34.2
		Statistical significance: $\chi^2(4) = 3.8, p = .432$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Medicaid billing	37.0	24.0	24.4	41.9	37.0	27.0
		Statistical significance: $\chi^2(4) = 29.1, p = .000$, Cramer's $V = .141$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Out-of-pocket professional expenses	36.2	27.5	32.7	38.7	32.2	37.3
		Statistical significance: $\chi^2(4) = 6.5, p = .168$ <u>Conclusion:</u> 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

Q 20. (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 criteria:						
❖ CCC-SLP						
❖ Clinical service provider						
Challenge	Facility type					
	Total (n = 1,497)	Special Day/ Residential (n ≥ 50)	Preschool (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n ≥ 208)	Combination (n ≥ 110)
Budget constraints	32.1	33.3	32.7	31.9	32.2	34.2
		Statistical significance: $\chi^2(4) = 0.3, p = .991$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Lack of funding to attend professional development programs	31.2	33.3	30.4	31.6	32.2	27.0
		Statistical significance: $\chi^2(4) = 1.2, p = .874$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Low salary	30.1	27.5	26.8	31.9	23.1	35.5
		Statistical significance: $\chi^2(4) = 8.8, p = .065$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Inadequate work space and facilities	29.9	39.2	44.6	25.7	30.6	37.3
		Statistical significance: $\chi^2(4) = 30.3, p = .000$, Cramer's $V = .144$ <u>Conclusion:</u> 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

Q 20. (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 criteria:						
❖ CCC-SLP						
❖ Clinical service provider						
Challenge	Facility type					
	Total (n = 1,497)	Special Day/ Residential (n ≥ 50)	Preschool (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n ≥ 208)	Combination (n ≥ 110)
Personnel shortage	24.1	21.6	23.2	25.4	19.1	28.2
		Statistical significance: $\chi^2(4) = 4.8, p = .306$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Limited support from the administration	23.7	31.4	24.9	23.0	23.1	26.4
		Statistical significance: $\chi^2(4) = 2.5, p = .646$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Lack of training to work with specific disorders or special populations	22.0	13.7	17.9	23.5	21.6	18.9
		Statistical significance: $\chi^2(4) = 5.6, p = .230$ <u>Conclusion:</u> 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

Q 20. (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 criteria:						
❖ CCC-SLP						
❖ Clinical service provider						
Challenge	Facility type					
	Total (n = 1,497)	Special Day/ Residential (n ≥ 50)	Preschool (n ≥ 168)	Elementary (n ≥ 930)	Secondary (n ≥ 208)	Combination (n ≥ 110)
Legal challenges (e.g., due process)	12.2	13.7	7.7	12.0	17.8	11.8
		Statistical significance: $\chi^2(4) = 9.2, p = .055$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.				
Ethical challenges	12.0	21.6	6.0	11.9	14.4	12.6
		Statistical significance: $\chi^2(4) = 11.4, p = .022$, Cramer's $V = .088$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				
Travel/distance between schools	11.0	13.7	14.3	10.3	6.2	19.8
		Statistical significance: $\chi^2(4) = 16.3, p = .003$, Cramer's $V = .105$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.				

Table C2: Greatest Challenges, by Geographic Area

Q 20. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages) Responses were in alphabetical order on survey instrument.
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Clinical service provider

Response	Total (n = 1,497)	New England (n ≥ 101)	Middle Atlantic (n = 304)	East North Central (n ≥ 247)	West North Central (n ≥ 112)	South Atlantic (n ≥ 251)	East South Central (n ≥ 62)	West South Central (n ≥ 148)	Moun- tain (n ≥ 101)	Pacific (n ≥ 168)
Large amount of paperwork	81.7	78.2	77.3	83.4	80.5	84.9	93.7	83.9	83.3	78.0
High workload/caseload size***	56.5	47.5	46.4	57.9	50.4	56.6	66.7	66.2	64.4	65.5
Volume of meetings***	53.5	63.4	31.3	59.3	45.5	63.3	68.3	58.8	53.5	60.1
Limited time for collaboration**	49.7	57.8	58.6	47.0	52.2	43.8	49.2	48.0	42.2	45.8
Limited family/caregiver involvement and support*	42.7	36.6	43.4	47.8	46.4	38.6	55.6	46.6	37.3	36.3
Limited understanding of my role by others	41.4	40.6	43.1	36.4	41.6	43.8	49.2	43.6	36.3	40.5
Incorporating optimal service delivery models	40.7	52.0	39.5	41.3	37.2	34.9	38.1	41.6	46.1	43.5
Medicaid billing***	37.0	39.6	32.9	41.7	31.9	47.8	27.4	38.5	36.3	26.2
Out-of-pocket professional expenses	36.2	36.6	39.5	35.2	24.1	33.5	41.9	40.5	39.6	35.1
Budget constraints	32.1	43.6	31.3	30.4	28.3	32.7	22.6	38.5	28.7	29.8
Lack of funding to attend professional development programs*	31.2	41.6	29.3	27.4	32.1	33.1	23.8	39.6	25.7	29.6
Low salary***	30.1	25.5	25.7	25.5	26.5	41.4	40.3	41.6	32.4	17.9
Inadequate work space and facilities**	29.9	35.6	36.8	31.2	30.1	20.3	31.7	26.2	23.5	33.3

(Table C2 continues on next page.)

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

Q 20. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages) Responses were in alphabetical order on survey instrument.
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Clinical service provider

Response	Total (n = 1,497)	New England (n ≥ 101)	Middle Atlantic (n = 304)	East North Central (n ≥ 247)	West North Central (n ≥ 112)	South Atlantic (n ≥ 251)	East South Central (n ≥ 62)	West South Central (n ≥ 148)	Moun- tain (n ≥ 101)	Pacific (n ≥ 168)
Personnel shortage***	24.1	27.5	11.2	26.2	22.1	26.6	25.4	37.6	25.5	27.4
Limited support from the administration**	23.7	24.8	32.2	23.9	19.5	19.1	19.4	20.8	15.8	26.2
Lack of training to work with specific disorders or special populations	22.0	28.4	23.7	19.4	21.4	24.3	20.6	14.8	23.5	22.5
Legal challenges (e.g., due process)***	12.2	11.9	9.2	6.9	6.3	13.1	9.7	14.9	13.7	25.0
Ethical challenges*	12.0	17.8	16.1	11.3	7.1	13.1	12.9	8.8	5.9	9.5
Travel/distance between schools	11.0	10.9	13.5	11.3	12.5	7.6	11.3	12.1	4.9	12.5

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

Table C3: Greatest Challenges, by Population Size

Q 20. 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 criteria:				
	❖ CCC-SLP			
	❖ Clinical service provider			
Response	Total (n = 1,497)	City/Urban (n ≥ 495)	Suburban (n ≥ 687)	Rural (n ≥ 299)
Large amount of paperwork	81.7	82.3	82.1	79.9
High workload/caseload size	56.5	57.1	56.0	56.7
Volume of meetings	53.5	50.0	56.3	54.2
Limited time for collaboration	49.7	47.8	52.1	48.0
Limited family/caregiver involvement and support***	42.7	48.0	34.5	52.5
Limited understanding of my role by others*	41.4	46.4	38.7	39.8
Incorporating optimal service delivery models	40.7	39.7	42.9	37.3
Medicaid billing*	37.0	32.1	39.3	40.8
Out-of-pocket professional expenses	36.2	37.3	36.1	34.1
Budget constraints*	32.1	33.9	28.8	36.5
Lack of funding to attend professional development programs	31.2	30.8	32.8	28.4
Low salary*	30.1	26.3	29.7	35.5
Inadequate work space and facilities	29.9	32.3	28.5	29.4
Personnel shortage*	24.1	23.6	22.3	30.0
Limited support from the administration	23.7	27.4	22.1	21.3
(Table C3 continues on next page.)				

Table C3 (Cont'd): Greatest Challenges, by Population Size

Q 20. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages) Responses were in alphabetical order on survey instrument.
 Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Response	Total (n = 1,497)	City/Urban (n ≥ 495)	Suburban (n ≥ 687)	Rural (n ≥ 299)
Lack of training to work with specific disorders or special populations	22.0	23.2	21.7	21.3
Legal challenges (e.g., due process) ^{***}	12.2	11.9	15.1	6.0
Ethical challenges	12.0	12.7	12.5	10.0
Travel/distance between schools ^{***}	11.0	11.7	7.9	16.4

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

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

Q 20. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages) Responses were in alphabetical order on survey instrument.

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Response	Total (n = 1,497)	Years of Experience						
		1–5 (n ≥ 307)	6–10 (n ≥ 344)	11–15 (n ≥ 241)	16–20 (n = 239)	21–25 (n ≥ 147)	26–30 (n ≥ 96)	> 30 (n = 104)
Large amount of paperwork	81.7	79.5	82.3	78.4	85.4	81.8	85.4	83.7
High workload/caseload size	56.5	60.3	60.6	56.0	52.3	57.4	49.5	50.0
Volume of meetings	53.5	56.0	54.7	56.4	54.4	54.7	42.7	45.2
Limited time for collaboration	49.7	45.5	48.1	49.6	53.1	50.3	54.2	53.8
Limited family/caregiver involvement and support**	42.7	49.5	48.5	40.2	37.7	35.4	38.5	39.0
Limited understanding of my role by others***	41.4	59.0	44.9	39.4	34.7	32.0	22.9	30.8
Incorporating optimal service delivery models	40.7	45.3	39.8	40.5	42.3	40.8	30.2	40.0
Medicaid billing**	37.0	33.1	33.0	35.7	37.7	49.0	47.9	40.4
Out-of-pocket professional expenses*	36.2	42.0	38.6	32.8	37.2	35.4	22.7	29.5
Budget constraints	32.1	29.5	35.8	33.6	35.6	29.3	31.3	23.1
Lack of funding to attend professional development programs	31.2	25.3	31.4	36.0	31.8	35.8	29.9	30.8
Low salary***	30.1	47.4	36.5	24.1	20.5	27.7	15.6	12.5
Inadequate work space and facilities	29.9	36.2	31.7	25.7	25.1	28.6	30.2	31.7
Personnel shortage	24.1	28.6	25.3	22.8	22.6	25.2	21.6	17.3

(Table C4 continues on next page.)

Table C4 (Cont'd): Greatest Challenges, by Years of Experience in the Schools

Q 20. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages) Responses were in alphabetical order on survey instrument.
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Clinical service provider

Response	Total (n = 1,497)	Years of Experience						
		1–5 (n ≥ 307)	6–10 (n ≥ 344)	11–15 (n ≥ 241)	16–20 (n = 239)	21–25 (n ≥ 147)	26–30 (n ≥ 96)	> 30 (n = 104)
Limited support from the administration*	23.7	30.9	24.3	21.2	20.9	24.3	16.5	22.1
Lack of training to work with specific disorders or special populations**	22.0	26.1	25.9	22.8	18.8	17.7	14.6	12.5
Legal challenges (e.g., due process)**	12.2	15.3	15.9	7.1	11.3	11.5	12.4	5.8
Ethical challenges*	12.0	15.3	13.3	12.8	8.4	15.0	5.2	6.7
Travel/distance between schools*	11.0	14.9	12.2	11.2	9.6	5.4	7.3	6.7

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

Q 20. What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages) Responses were in alphabetical order on survey instrument.
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Clinical service provider

Response	Total (n = 1,497)	Years of Experience						
		1–5 (n ≥ 219)	6–10 (n ≥ 293)	11–15 (n ≥ 217)	16–20 (n ≥ 236)	21–25 (n ≥ 186)	26–30 (n = 131)	> 30 (n ≥ 179)
Large amount of paperwork	81.7	77.6	83.0	81.7	86.4	82.4	80.9	78.9
High workload/caseload size	56.5	60.5	62.8	56.0	57.6	54.0	49.6	52.5
Volume of meetings*	53.5	59.1	52.7	51.8	55.7	59.7	48.1	45.3
Limited time for collaboration	49.7	45.7	51.7	45.9	49.8	49.2	51.9	50.8
Limited family/caregiver involvement and support**	42.7	50.9	51.2	39.0	39.4	33.3	42.0	38.5
Limited understanding of my role by others***	41.4	60.7	48.1	42.4	38.6	36.0	23.7	27.8
Incorporating optimal service delivery models	40.7	47.0	41.6	39.0	42.4	43.5	31.3	38.0
Medicaid billing*	37.0	35.2	34.0	29.4	36.4	42.5	48.1	38.5
Out-of-pocket professional expenses**	36.2	44.1	41.8	29.4	36.9	31.6	33.6	30.6
Budget constraints	32.1	30.9	38.8	28.0	33.1	31.0	31.3	28.3
Lack of funding to attend professional development programs	31.2	25.9	35.0	30.7	28.8	33.2	32.8	32.4
Low salary***	30.1	51.6	40.8	24.8	23.7	27.3	17.6	15.6
Inadequate work space and facilities*	29.9	36.4	32.3	24.3	22.9	32.1	33.6	31.7
Personnel shortage*	24.1	31.8	25.6	23.9	24.6	21.0	22.9	15.6

(Table C5 continues on next page.)

Table C5 (Cont'd): Greatest Challenges, by Years of Experience in the Profession

Q 20. (cont'd) What are your greatest challenges as a school-based professional? *Select all that apply.* (Percentages) Responses were in alphabetical order on survey instrument.
 Analyses limited to respondents who met the following criteria:
 ❖ CCC-SLP
 ❖ Clinical service provider

Response	Total (n = 1,497)	Years of Experience						
		1-5 (n ≥ 219)	6-10 (n ≥ 293)	11-15 (n ≥ 217)	16-20 (n ≥ 236)	21-25 (n ≥ 186)	26-30 (n = 131)	> 30 (n ≥ 179)
Limited support from the administration**	23.7	32.7	28.7	18.8	20.8	21.4	19.1	21.2
Lack of training to work with specific disorders or special populations***	22.0	29.5	29.4	24.3	17.4	16.6	16.8	12.8
Legal challenges (e.g., due process)***	12.2	15.9	19.8	8.3	12.2	9.1	9.9	6.7
Ethical challenges	12.0	15.5	14.3	11.5	10.2	12.4	8.4	10.1
Travel/distance between schools*	11.0	16.8	11.9	12.8	8.5	8.0	9.9	7.8

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