

SLP Workforce and Work Conditions

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Executive Summary

In Spring 2022, 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, administrative offices, and a combination of types of facilities.

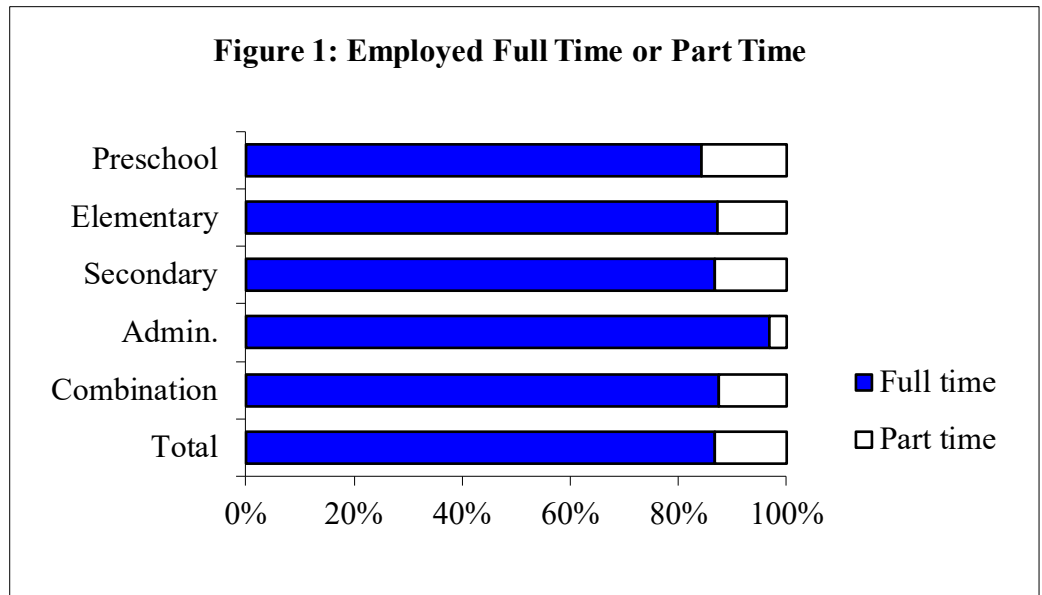
Overall Findings

- ◆ 87% worked full time.
- ◆ 86% were salaried.
- ◆ 49% said ASHA was doing an *excellent* or a *good* job in serving its school-based members overall.
- ◆ 67% said ASHA was doing an *excellent* or a *good* job serving its school-based members with continuing education.
- ◆ *Large amount of paperwork* was the highest ranked of 19 challenges in every type of facility.
- ◆ *High workload/caseload size* was the second highest ranked of 19 challenges in every type of facility except for day/residential schools.
- ◆ Area of the country, population density, years of experience in the schools, and years of experience in the profession affected responses to 18 of the 19 challenges (all but *budget constraints*).
- ◆ 42% of clinical service providers were *somewhat comfortable* with providing services via telepractice.
- ◆ 64% had union representation available to them in their districts.

Employment

Of the SLPs in the survey who were employed, 87% 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 ($p = .425$; see Figure 1).

Full Time/
Part Time



Note. $n = 2,955$.



Salaried and
Contract
Employees

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

- 86% were salaried,
- 12% were contractors, and
- 2% were self employed.

**ASHA's
Performance**

When asked what kind of job the Association was doing, overall, in serving its school-based members, 8% of the SLPs said *excellent*, 41% said *good*, 30% said *fair*, 10% said *poor*, and 10% 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	8%	41%	30%	10%	10%
Advocacy	7%	30%	28%	20%	15%
Answering school-based practice questions	12%	47%	24%	5%	12%
Continuing education	22%	45%	20%	5%	7%
Resources	17%	45%	25%	6%	8%

Note. $n \geq 2,860$.

Type of school, 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. Geographic area and population density had no effect (see Table 2).

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

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

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

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 14 of the challenges (see Table 3 and Appendix Table B1).

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

Response	Total (n = 2,618)	Day (n ≥ 65)	Pre-school (n ≥ 272)	Elementary (n ≥ 1,635)	Secondary (n = 409)	Combination (n ≥ 194)
Large amount of paperwork***	1	1	1	1	1	1
High workload/caseload size**	2	5	2	2	2	2
Volume of meetings***	3	13	4	3	3	4
Limited time for collaboration**	4	7	3	4	4	3
Limited understanding of my role by others***	5	10	15	6	5	10
Incorporating optimal service delivery models*	6	15	11	5	6	8
Out-of-pocket professional expenses*	7	5	6	7	10	7
Low salary	8	4	5	9	8	6
Limited family/caregiver involvement and support***	9	2	14	8	9	5
Personnel shortage**	10	3	10	10	11	9
Inadequate work space and facilities***	11	8	7	12	7	11
Budget constraints*	12	9	9	11	12	12
Lack of funding to attend professional development programs**	13	12	8	14	14	14
Lack of training to work with specific disorders or special populations	14	16	13	13	14	15
Limited support from the administration**	15	11	12	15	13	13
Providing clinical services for multilingual students and families	16	14	16	16	16	16
Ethical challenges	17	17	18	17	18	18
Legal challenges (e.g., due process)	18	19	19	18	17	19
Travel/distance between schools***	19	18	17	19	19	17

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

Area of the country, population density, years of experience in the schools, and years of experience in the profession affected responses to all but one of the challenges (see Table 4 and Appendix Tables B2, B3, B4, and B5).

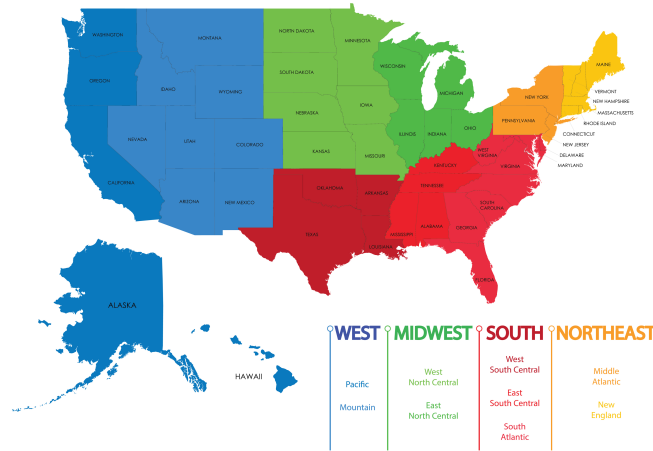
Table 4: Challenges Facing School-Based SLPs, by Four Predictors

Response	Geographic Area	Population Density	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	***		***	***
Out-of-pocket professional expenses			***	***
Personnel shortage	***			**
Providing clinical services for multilingual students and families		***		*
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: *high workload/caseload size, inadequate work space and facilities, 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 support from the administration, limited time for collaboration, low salary, personnel shortage, travel/distance between schools, and volume of meetings* (see Table 4 and Appendix Table B2).



Population Density

Population density was significantly related to nine challenges: *inadequate work space, lack of funding to attend professional development programs, legal challenges, limited family/caregiver involvement and support, limited support from the administration, limited understanding of my role by others, providing clinical services for multilingual students and families, travel/distance between schools, and volume of meetings* (see Table 4 and Appendix Table B3).

Years of Experience in the Schools

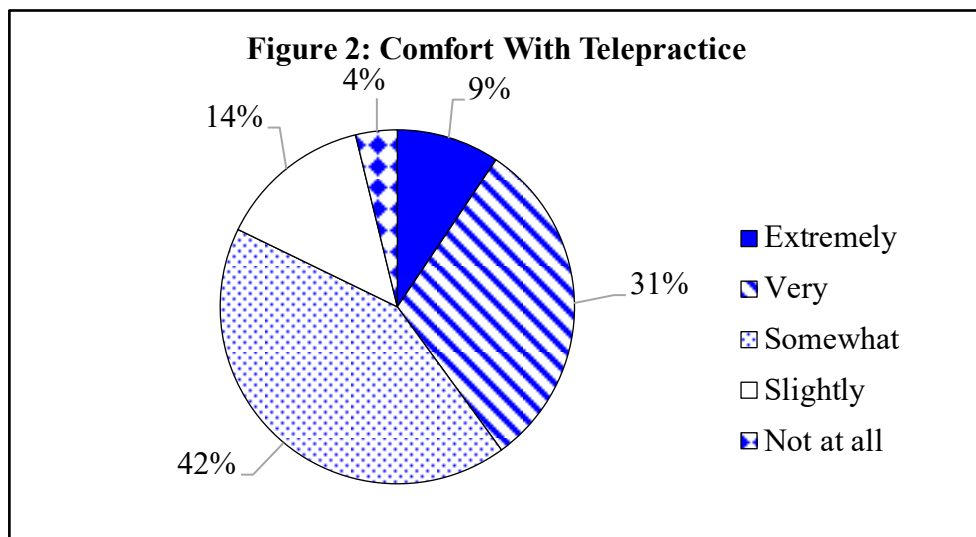
Years of experience in the schools affected responses to 11 challenges: *high workload/caseload size, inadequate work space and facilities, lack of training to work with specific disorders or special populations, large amount of paperwork, legal challenges, limited family/caregiver involvement and support, limited support from the administration, limited understanding of my role by others, low salary, out-of-pocket professional expenses, and travel/distance between schools* (see Table 4 and Appendix Table B4).

Years of Experience in the Profession

Years of experience in the profession affected responses to 13 challenges: *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, legal challenges, limited family/caregiver involvement and support, limited support from the administration, limited understanding of my role by others, low salary, out-of-pocket professional expenses, personnel shortage, and providing clinical services for multilingual students and families* (see Table 4 and Appendix Table B5).

Comfort With Telepractice

We asked clinical service providers how comfortable they were with providing services via telepractice. The most common response was *somewhat comfortable* (see Figure 2 and Appendix Table C).

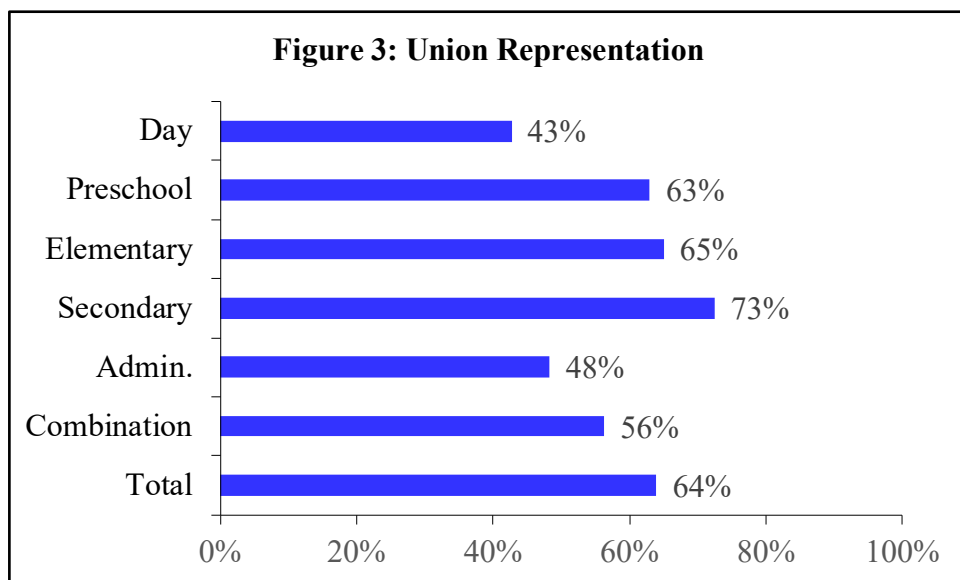


Note. $n = 2,586$.

SLPs in secondary schools were more likely than those in other facilities to respond *extremely comfortable* (10%) and *very comfortable* (37%), whereas SLPs in preschools were the most likely group to respond *slightly comfortable* (21%; $p = .000$).

Union Representation

When we asked all of the SLPs whether union representation was available to them in their districts, 64% said it was available. Facility did have an effect on their responses ($p = .000$; see Figure 3 and Appendix Table D). Anecdotally, many respondents added notes indicating that their union focused on teachers and disregarded SLPs.



Note. $n = 2,859$.

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.

The survey was fielded on February 15, 2022, to a random sample of 8,000 ASHA-certified SLPs and to all 649 ASHA-certified audiologists who were employed in school settings in the United States. Everyone received an electronic “be-on-the-lookout-for” message on February 15. Second and third postal mailings followed on March 28 and April 21 to individuals who had not responded.

The sample of SLPs 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.

Response Rate

Of the original 8,000 SLPs, 20 were retired, 21 were employed in other types of facilities, 114 were not employed in the field, and 39 had incorrect addresses, leaving 7,806 possible respondents. The actual number of respondents was 2,961, resulting in a **37.9%** response rate. The results presented in this report are based on responses from those 2,961 individuals.

Reports

Results from the *2022 Schools Survey* are presented in a series of reports for SLPs:

- *Survey Summary Report: Numbers and Types of Responses, SLPs*
- *SLP Annual Salaries and Hourly Wages*
- ◆ *SLP Caseload and Workload Characteristics*
- ◆ *SLP Workforce and Work Conditions*
- ◆ *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. (2022). *2022 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/
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- American Speech-Language-Hearing Association. (n.d.-d). *Interprofessional education/interprofessional practice (IPE/IPP)*. www.asha.org/Practice/Interprofessional-Education-Practice/
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- 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

Thank You

If you would like to speak with a member of the ASHA School Services in Speech-Language Pathology 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/.

ASHA would like to thank the SLPs who completed the *2022 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 Challenges

Appendix Table B1: Greatest Challenges, by Facility Type

Q 18. What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages). The list of challenges was in alphabetical order on survey instrument. Analyses limited to respondents who met the following criteria:							
	<ul style="list-style-type: none"> ❖ CCC-SLP ❖ Clinical service provider 						
Challenge	Facility type						
	All Responses (n = 2,618)	Special Day/ Residential (n ≥ 65)	Preschool (n ≥ 272)	Elementary (n ≥ 1,635)	Secondary (n = 409)	Admin. Office	Combination (n ≥ 194)
Large amount of paperwork	78.5	60.6	77.7	81.8	72.4	Excluded	75.4
	Statistical significance: $\chi^2(4) = 33.8, p = .000$, Cramer's $V = .115$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.						
High workload/caseload size	58.3	41.5	52.7	61.0	54.5	Excluded	62.6
	Statistical significance: $\chi^2(4) = 19.6, p = .001$, Cramer's $V = .087$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.						
Volume of meetings	51.2	27.3	38.5	55.3	52.6	Excluded	45.9
	Statistical significance: $\chi^2(4) = 46.0, p = .000$, Cramer's $V = .134$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.						
Limited time for collaboration	49.6	40.0	40.7	52.5	48.2	Excluded	49.2
	Statistical significance: $\chi^2(4) = 16.7, p = .002$, Cramer's $V = .081$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.						
Limited understanding of my role by others	37.7	30.8	26.8	38.7	45.2	Excluded	37.6
	Statistical significance: $\chi^2(4) = 25.2, p = .000$, Cramer's $V = .099$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.						
(Appendix Table B1 continues on next page.)							

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

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

Analyses limited to respondents who met the following criteria:

- ❖ CCC-SLP
- ❖ Clinical service provider

Challenge	Facility type						
	All Responses (n = 2,618)	Special Day/ Residential (n ≥ 65)	Preschool (n ≥ 272)	Elementary (n ≥ 1,635)	Secondary (n = 409)	Admin. Office	Combination (n ≥ 194)
Incorporating optimal service delivery models	37.5	23.1	31.6	39.4	37.2	Excluded	38.7
		Statistical significance: $\chi^2(4) = 12.4, p = .014$, Cramer's $V = .070$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.					
Out-of-pocket professional expenses	36.6	41.5	35.5	38.1	30.1	Excluded	40.7
		Statistical significance: $\chi^2(4) = 11.2, p = .024$, Cramer's $V = .066$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.					
Low salary	35.1	43.1	38.1	34.6	32.3	Excluded	42.3
		Statistical significance: $\chi^2(4) = 8.8, p = .068$ <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	34.8	50.0	27.8	35.6	30.8	Excluded	43.6
		Statistical significance: $\chi^2(4) = 22.4, p = .000$, Cramer's $V = .093$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.					
Personnel shortage	30.8	46.2	32.7	29.8	28.4	Excluded	38.5
		Statistical significance: $\chi^2(4) = 14.8, p = .005$, Cramer's $V = .076$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.					
(Appendix Table B1 continues on next page.)							

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

Q 18. (cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages). The list of challenges was in alphabetical order on survey instrument. Analyses limited to respondents who met the following criteria: ❖ CCC-SLP ❖ Clinical service provider							
Challenge	Facility type						
	All Responses (n = 2,618)	Special Day/ Residential (n ≥ 65)	Preschool (n ≥ 272)	Elementary (n ≥ 1,635)	Secondary (n = 409)	Admin. Office	Combination (n ≥ 194)
Inadequate work space and facilities	29.7	36.9	35.2	26.9	34.2	Excluded	36.9
		Statistical significance: $\chi^2(4) = 20.3, p = .000$, Cramer's $V = .089$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.					
Budget constraints	28.8	33.8	33.3	28.2	25.4	Excluded	35.4
		Statistical significance: $\chi^2(4) = 10.2, p = .038$, Cramer's $V = .063$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.					
Lack of funding to attend professional development programs	24.9	29.2	34.2	23.8	21.5	Excluded	26.7
		Statistical significance: $\chi^2(4) = 17.1, p = .002$, Cramer's $V = .082$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.					
Lack of training to work with specific disorders or special populations	24.0	18.5	28.3	24.6	21.5	Excluded	20.1
		Statistical significance: $\chi^2(4) = 7.2, p = .128$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.					
(Appendix Table B1 continues on next page.)							

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

Q 18. (cont'd) What are your greatest challenges as a school-based professional? <i>Select all that apply.</i> (Percentages). The list of challenges was in alphabetical order on survey instrument. Analyses limited to respondents who met the following criteria:							
<ul style="list-style-type: none"> ❖ CCC-SLP ❖ Clinical service provider 							
Challenge	Facility type						
	All Responses (n = 2,618)	Special Day/ Residential (n ≥ 65)	Preschool (n ≥ 272)	Elementary (n ≥ 1,635)	Secondary (n = 409)	Admin. Office	Combination (n ≥ 194)
Limited support from the administration	23.6	30.3	28.7	21.6	24.7	Excluded	32.3
	Statistical significance: $\chi^2(4) = 17.5, p = .002$, Cramer's $V = .082$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.						
Providing clinical services for multilingual students and families	19.7	24.2	22.7	19.7	17.1	Excluded	19.0
	Statistical significance: $\chi^2(4) = 4.2, p = .377$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.						
Ethical challenges	11.0	16.7	8.4	11.0	10.8	Excluded	12.8
	Statistical significance: $\chi^2(4) = 4.7, p = .319$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.						
Legal challenges (e.g., due process)	9.4	10.6	7.7	9.0	11.5	Excluded	9.7
	Statistical significance: $\chi^2(4) = 3.5, p = .481$ <u>Conclusion:</u> There is not enough evidence from the data to say that the responses vary by facility type.						
Travel/distance between schools	8.1	10.8	12.1	6.9	5.9	Excluded	16.0
	Statistical significance: $\chi^2(4) = 28.7, p = .000$, Cramer's $V = .106$ <u>Conclusion:</u> There is adequate evidence from the data to say that the responses vary by facility type.						

Appendix Table B2: Greatest Challenges, by Geographic Area

Q 18. 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 = 2,618)	New England (n ≥ 168)	Middle Atlantic (n = 500)	East North Central (n ≥ 446)	West North Central (n ≥ 201)	South Atlantic (n ≥ 414)	East South Central (n ≥ 119)	West South Central (n ≥ 276)	Moun- tain (n ≥ 167)	Pacific (n = 324)
Large amount of paperwork**	78.5	76.9	72.2	78.7	78.1	81.9	88.3	79.1	78.0	80.9
High workload/caseload size***	58.3	52.4	45.4	57.4	61.7	58.7	72.5	61.2	59.5	71.3
Volume of meetings***	51.2	59.8	29.4	53.0	51.5	60.2	69.7	45.7	55.1	62.3
Limited time for collaboration***	49.6	60.1	57.0	50.2	58.7	42.4	45.0	44.6	42.9	44.8
Limited understanding of my role by others	37.7	35.7	35.4	34.8	41.8	35.7	44.2	45.1	39.9	36.1
Incorporating optimal service delivery models	37.5	41.1	34.8	39.9	41.3	35.0	32.5	33.6	44.6	38.6
Out-of-pocket professional expenses	36.6	38.1	40.4	33.9	40.1	38.3	30.0	36.2	37.1	31.8
Low salary***	35.1	21.4	32.0	32.7	35.6	48.2	45.8	41.5	36.5	22.8
Limited family/caregiver involvement and support	34.8	27.2	37.6	36.0	34.3	36.1	44.2	34.7	29.9	30.9
Personnel shortage***	30.8	25.4	20.2	22.6	34.2	33.5	26.7	36.8	41.9	46.3
Inadequate work space and facilities**	29.7	36.1	33.0	29.1	25.9	22.5	26.7	30.7	26.8	35.8
Budget constraints	28.8	36.1	28.4	26.9	27.9	26.0	22.7	29.7	32.9	31.2
Lack of funding to attend professional development programs***	24.9	28.6	32.6	23.0	25.4	24.3	19.2	19.1	26.9	20.1

(Appendix Table B2 continues on next page.)

Appendix Table B2 (Cont'd): Greatest Challenges, by Geographic Area

Q 18. (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 = 2,618)	New England (n ≥ 168)	Middle Atlantic (n = 500)	East North Central (n ≥ 446)	West North Central (n ≥ 201)	South Atlantic (n ≥ 414)	East South Central (n ≥ 119)	West South Central (n ≥ 276)	Moun- tain (n ≥ 167)	Pacific (n = 324)
Lack of training to work with specific disorders or special populations*	24.0	24.4	28.6	19.9	30.2	20.7	18.3	24.3	24.0	24.4
Limited support from the administration***	23.6	20.1	29.8	23.8	23.9	15.5	20.8	23.2	19.6	29.3
Providing clinical services for multilingual students and families	19.7	24.4	18.0	17.7	18.9	17.9	24.2	18.4	20.4	25.0
Ethical challenges	11.0	13.1	12.6	9.6	10.0	10.4	11.7	11.2	12.0	9.9
Legal challenges (e.g., due process)***	9.4	9.5	6.2	8.3	5.0	6.5	9.2	10.8	7.7	22.2
Travel/distance between schools**	8.1	3.6	7.6	8.3	11.4	4.8	13.3	10.8	9.0	7.7

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

Appendix Table B3: Greatest Challenges, by Population Density

Q 18. 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 = 2,618)	City/Urban (n ≥ 753)	Suburban (n ≥ 1,249)	Rural (n ≥ 562)
Large amount of paperwork	78.5	78.1	79.7	77.0
High workload/caseload size	58.3	60.1	57.6	59.0
Volume of meetings**	51.2	46.6	54.3	51.3
Limited time for collaboration	49.6	49.1	50.0	50.5
Limited understanding of my role by others*	37.7	40.8	34.9	39.4
Incorporating optimal service delivery models	37.5	37.7	37.6	38.7
Out-of-pocket professional expenses	36.6	39.1	34.4	37.4
Low salary	35.1	36.9	32.7	37.4
Limited family/caregiver involvement and support***	34.8	40.3	26.4	45.6
Personnel shortage	30.8	33.0	29.4	30.9
Inadequate work space and facilities***	29.7	36.2	25.9	29.5
Budget constraints	28.8	27.1	29.6	29.2
Lack of funding to attend professional development programs**	24.9	27.9	25.4	19.8
Lack of training to work with specific disorders or special populations	24.0	26.3	22.7	23.3
Limited support from the administration*	23.6	25.8	24.1	19.8

(Appendix Table B3 continues on next page.)

Appendix Table B3 (Cont'd): Greatest Challenges, by Population Density

Q 18. (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 = 2,618)	City/Urban (n ≥ 753)	Suburban (n ≥ 1,249)	Rural (n ≥ 562)
Providing clinical services for multilingual students and families***	19.7	24.0	19.4	15.1
Ethical challenges	11.0	11.7	11.8	8.7
Legal challenges (e.g., due process)***	9.4	10.9	10.7	4.6
Travel/distance between schools***	8.1	6.2	5.5	16.0

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

Appendix Table B4: Greatest Challenges, by Years of Experience in the Schools

Q 18. 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 = 2,618)	Years of Experience						
		1–5 (n ≥ 614)	6–10 (n ≥ 552)	11–15 (n ≥ 429)	16–20 (n ≥ 370)	21–25 (n ≥ 316)	26–30 (n ≥ 153)	> 30 (n ≥ 137)
Large amount of paperwork*	78.5	77.2	74.8	79.0	80.8	82.6	84.3	76.6
High workload/caseload size***	58.3	63.5	60.1	60.1	53.1	59.0	50.6	46.0
Volume of meetings	51.2	51.0	54.2	50.9	49.7	49.8	57.8	41.6
Limited time for collaboration	49.6	46.3	47.7	53.1	48.9	50.2	58.2	51.8
Limited understanding of my role by others***	37.7	47.4	40.9	36.8	32.4	31.9	23.4	24.1
Incorporating optimal service delivery models	37.5	41.2	37.3	39.5	35.1	35.0	33.1	34.3
Out-of-pocket professional expenses***	36.6	48.0	36.9	34.7	31.6	32.5	28.6	25.5
Low salary***	35.1	52.3	42.3	29.8	23.0	23.0	21.4	19.7
Limited family/caregiver involvement and support*	34.8	40.2	35.3	34.0	32.2	30.3	28.1	37.0
Personnel shortage	30.8	34.5	29.3	31.2	28.1	29.7	24.8	38.7
Inadequate work space and facilities***	29.7	38.4	32.2	28.4	23.5	19.6	24.0	30.7
Budget constraints	28.8	30.0	31.1	29.1	25.3	30.6	23.4	22.6
Lack of funding to attend professional development programs	24.9	28.5	22.8	27.7	22.1	23.0	21.6	24.1

(Appendix Table B4 continues on next page.)

Appendix Table B4 (Cont'd): Greatest Challenges, by Years of Experience in the Schools

Q 18. (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 = 2,618)	Years of Experience						
		1-5 (n ≥ 614)	6-10 (n ≥ 552)	11-15 (n ≥ 429)	16-20 (n ≥ 370)	21-25 (n ≥ 316)	26-30 (n ≥ 153)	> 30 (n ≥ 137)
Lack of training to work with specific disorders or special populations ^{***}	24.0	33.2	26.4	23.7	17.8	18.9	15.0	13.1
Limited support from the administration*	23.6	26.1	26.4	20.0	18.6	25.6	21.6	21.2
Providing clinical services for multilingual students and families	19.7	22.0	22.5	20.3	16.2	15.8	19.6	16.8
Ethical challenges	11.0	12.2	12.0	11.7	9.7	10.4	8.5	5.1
Legal challenges (e.g., due process)*	9.4	9.1	12.5	8.4	8.6	10.1	5.9	3.6
Travel/distance between schools**	8.1	11.4	6.3	9.3	6.8	5.0	8.5	5.8

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

Appendix Table B5: Greatest Challenges, by Years of Experience in the Profession

Q 18. 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 = 2,618)	Years of Experience						
		1–5 (n ≥ 464)	6–10 (n ≥ 486)	11–15 (n ≥ 396)	16–20 (n ≥ 382)	21–25 (n ≥ 359)	26–30 (n ≥ 221)	> 30 (n = 272)
Large amount of paperwork	78.5	77.6	77.2	77.8	79.1	82.2	74.7	79.4
High workload/caseload size***	58.3	65.7	63.9	59.4	53.3	58.5	49.1	50.0
Volume of meetings	51.2	51.5	56.4	49.7	52.7	50.8	47.5	46.0
Limited time for collaboration	49.6	48.5	48.0	48.7	52.1	47.4	52.7	53.3
Limited understanding of my role by others***	37.7	50.3	43.1	35.9	35.2	33.9	24.8	28.3
Incorporating optimal service delivery models**	37.5	44.0	41.6	33.8	38.1	35.8	28.5	34.2
Out-of-pocket professional expenses***	36.6	48.2	39.6	35.9	31.6	35.6	26.2	29.0
Low salary***	35.1	56.1	43.9	33.3	24.3	26.2	28.4	17.6
Limited family/caregiver involvement and support**	34.8	40.3	38.2	32.8	34.5	31.9	24.0	37.1
Personnel shortage**	30.8	37.9	31.2	28.5	26.2	29.2	26.7	36.0
Inadequate work space and facilities***	29.7	38.8	33.9	29.0	27.4	23.4	20.8	26.8
Budget constraints	28.8	30.8	32.4	31.1	25.3	28.6	23.5	25.0
Lack of funding to attend professional development programs	24.9	28.4	23.3	26.8	22.5	22.8	22.2	27.2
Lack of training to work with specific disorders or special populations***	24.0	34.8	28.7	27.0	19.3	18.3	14.0	14.0

(Appendix Table B5 continues on next page.)

Appendix Table B5 (Cont'd): Greatest Challenges, by Years of Experience in the Profession

Q 18. (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 = 2,618)	Years of Experience						
		1–5 (n ≥ 464)	6–10 (n ≥ 486)	11–15 (n ≥ 396)	16–20 (n ≥ 382)	21–25 (n ≥ 359)	26–30 (n ≥ 221)	> 30 (n = 272)
Limited support from the administration*	23.6	29.1	25.5	19.7	20.9	24.2	19.9	23.2
Providing clinical services for multilingual students and families*	19.7	22.8	23.6	20.7	17.0	18.3	14.9	16.9
Ethical challenges*	11.0	14.2	11.5	9.6	13.6	8.9	9.0	7.0
Legal challenges (e.g., due process)***	9.4	9.1	14.2	8.6	9.9	10.9	5.4	3.7
Travel/distance between schools	8.1	11.0	8.0	7.8	7.6	5.8	8.1	5.9

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

Appendix C

Comfort With Telepractice Services

Appendix Table C: Comfort With Telepractice Services

20. How comfortable are you in providing services via telepractice? (Percentages). Analyses limited to respondents who met the following criteria:							
❖ CCC-SLP							
❖ Clinical service provider							
Response	Facility type						
	All Responses (n = 2,586)	Special Day/ Residential (n = 64)	Preschool (n = 272)	Elementary (n = 1,613)	Secondary (n = 406)	Admin. Office	Combination (n = 192)
1 – <i>Not at all comfortable</i>	3.8	7.8	5.5	4.0	3.2	Excluded	1.0
2 – <i>Slightly comfortable</i>	14.0	12.5	21.0	13.5	11.8		15.6
3 – <i>Somewhat comfortable</i>	42.2	48.4	42.6	44.6	37.7		31.8
4 – <i>Very comfortable</i>	30.6	25.0	23.5	29.8	37.2		33.3
5 – <i>Extremely comfortable</i>	9.4	6.3	7.4	8.1	10.1		18.2
		Statistical significance: $\chi^2(16) = 63.3, p = .000$, Cramer's $V = .079$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.					

Appendix D

Availability of Union Representation

Appendix Table D: Availability of Union Representation

24. Is union representation available to you in your district? (Percentages). Analyses limited to respondents who met the following criterion: ❖ CCC-SLP							
Response	Facility type						
	All Responses (n = 2,859)	Special Day/ Residential (n = 75)	Preschool (n = 322)	Elementary (n = 1,693)	Secondary (n = 432)	Admin. Office (n = 29)	Combination (n = 256)
Yes	64.0	42.7	63.0	65.0	72.5	48.3	56.3
No	36.0	57.3	37.0	35.0	27.5	51.7	43.8
		Statistical significance: $\chi^2(5) = 38.8, p = .000$, Cramer's $V = .118$ Conclusion: There is adequate evidence from the data to say that the responses vary by facility type.					