



## 2023 ASHA Speech-Language Pathology Assistants Survey Results

### Survey Methodology and Response Rate

On November 29, 2023, a survey invitation was emailed to 785 ASHA-certified speech-language pathology assistants (SLPAs). The invitation included a survey link. Reminder messages were emailed to nonrespondents on December 6 and 13. The survey closed on December 26.

Of the 785 SLPAs, 4 had an undeliverable email addresses, which left 781 possible respondents. The actual number of respondents was 276—a 35.3% response rate. All respondents had the opportunity to enter a random drawing to win a \$100 Amazon eGift Card after taking the survey.

### Notes

Percentages are rounded and may not add to exactly 100%. Comments were edited for spelling, grammar, and punctuation. Gail Brook, Surveys and Analysis, prepared this report.

### Survey Report Highlights

#### Demographics

- Most (71%) survey respondents had earned a bachelor's degree as their highest educational degree.
- Most (89%) respondents were licensed or registered by their state; 43% were a member of their state speech-language-hearing association.

#### Employment and Earnings

- Most (76%) respondents were employed full time as an SLPA.
- Respondents worked in 37 different states, including Arizona, California, Texas, and Virginia.
- Respondents had worked as an SLPA for a median of 4 years.
- Most (67%) respondents worked in a public, private, or charter elementary or secondary school.
- Most respondents were paid primarily an annual salary (45%) or per hour (50%) in their main job.
- Respondents who were employed full time reported a median annual salary of \$50,448.

- Respondents who were employed full time reported a median hourly rate of \$30.77.
- Respondents who were employed full time and were paid on an hourly basis worked a median of 37 hours per week.
- Respondents who were paid per hour or per-visit were asked what happened if there was a no-show or a cancellation. Most (67%) selected *I receive full payment*.
- Most (85%) respondents indicated that their employer provides them with leave (sick, vacation, etc.); 58% indicated that their employer provides them with professional development opportunities / educational stipends.

#### Job Activities

- Most (80%) respondents indicated that they document patient/client/student performance and report this information to the supervising SLP on a daily basis. About 69% indicated that they assist daily with clerical duties, such as preparing materials and scheduling activities, as directed by the SLP.

#### Clinical Services

- Of the time that respondents spent providing clinical services, most was spent with these age groups: 3–5 years, 6–11 years, and 12–17 years.
- More than 90% of respondents provide services in the areas of autism spectrum disorder; language and literacy; and speech sound disorders. More than 60% provide services in the areas of apraxia of speech; augmentative and alternative communication; and fluency.

#### Challenges

- More than half (52%) of respondents indicated that unsatisfactory pay/benefits was one of their greatest challenges as an SLPA.

#### Changes

- When asked if they anticipated making any changes in the next 5 years, most (59%) respondents selected *pursue/complete a graduate degree in speech-language pathology*.

#### ASHA Resources

- When asked to identify some of the most important things that ASHA could do to assist them in their role as an SLPA, respondents made numerous suggestions, including offering professional development opportunities to help them keep current; facilitating their acceptance into graduate school, obtaining a master's degree, and becoming an SLP; advocating for SLPA licensing in all states; assisting with job searches; and promoting awareness and use of SLPAs in more states and in health care settings.
- Most (66%) respondents had used ASHA publications (e.g., *The ASHA Leader*, ASHA journals, and *Perspectives*).
- Most (63%) respondents who had used ASHA publications found them beneficial.

## Demographics

### 1. What is your highest educational degree earned?

Answer Choices	%	#
Associate degree	15.6	43
Bachelor's degree	71.0	196
Master's degree	12.0	33
Other (Please specify.)	1.5	4

*n* = 276.

#### Other

- Currently pursuing a bachelor's degree
- Master's in progress
- Post-baccalaureate SLPA certificate
- SLPA license

### 2. Which of the following statements currently pertain to you? (Select all that apply.)

Answer Choices	%	#
I am a graduate student.	14.1	35
I am a member of my state speech-language-hearing association.	43.2	107
I am licensed or registered by my state.	88.7	220
I provide services in a language(s) other than spoken English.	15.3	38
I serve as an interpreter/translator for a speech-language pathologist (SLP).	5.7	14

*n* = 248.

## Employment and Earnings

### 3. Which of the following best describes your current employment status as a speech-language pathology assistant (SLPA)?

Answer Choices	%	#
Employed full time as an SLPA	76.0	209
Employed part time as an SLPA	10.9	30
Not currently employed as an SLPA	13.1	36

*n* = 275. Note. Respondents who selected *not currently employed as an SLPA* were automatically skipped to question 19.

**4. In what U.S. state do you currently work?**

Answer choice	%	#	Answer choice	%	#
Alabama	1.3	3	Montana	0.8	2
Alaska	1.7	4	Nebraska	0.8	2
Arizona	7.6	18	Nevada	0.0	0
Arkansas	0.4	1	New Hampshire	4.2	10
California	15.6	37	New Jersey	0.0	0
Colorado	5.5	13	New Mexico	0.0	0
Connecticut	3.8	9	New York	0.0	0
Delaware	0.0	0	North Carolina	3.8	9
District of Columbia	0.0	0	North Dakota	0.0	0
Florida	2.9	7	Ohio	0.0	0
Georgia	2.9	7	Oklahoma	3.8	9
Hawaii	0.0	0	Oregon	0.8	2
Idaho	2.1	5	Pennsylvania	0.4	1
Illinois	1.3	3	Rhode Island	0.4	1
Indiana	2.9	7	South Carolina	1.7	4
Iowa	0.0	0	South Dakota	1.7	4
Kansas	0.0	0	Tennessee	1.3	3
Kentucky	0.0	0	Texas	7.1	17
Louisiana	0.0	0	Utah	2.5	6
Maine	0.8	2	Vermont	1.3	3
Maryland	1.3	3	Virginia	5.9	14
Massachusetts	2.1	5	Washington	2.1	5
Michigan	0.0	0	West Virginia	0.4	1
Minnesota	3.8	9	Wisconsin	0.4	1
Mississippi	0.8	2	Wyoming	2.1	5
Missouri	1.7	4			

*n* = 238.

**If you work in a territory of the U.S. or in another country, please note it in the field below.**

- Cayman Islands

**5. How many years have you worked as an SLPA? Round to the nearest full year. Enter “0” if you have never worked as an SLPA.**

Statistic	# of Years
Median (middle)	4
Mean (average)	7
Standard deviation	6
Mode	1
Range	0–40

*n* = 238.

**6. Which of the following best describes your primary employment facility? (Select one.)**

Answer choice	%	#
Early intervention, day care, or preschool setting	9.2	22
Public, private, or charter elementary or secondary school	66.8	159
College/university clinic	0.0	0
Hospital (in- or outpatient)	0.4	1
Residential health care setting (e.g., skilled nursing facility)	0.4	1
Nonresidential health care setting (e.g., home health care agency, adult day care setting, clinic)	2.9	7
Private practice setting	14.7	35
Other (Please specify.)	5.5	13

*n* = 238.

Other

- Approved private school
- Both private and elementary
- Contracted with schools (working with elementary and preschoolers)
- I'm employed full time in a school district and also work part time in a private clinic.
- Non-public school for emotionally disturbed
- PK-21
- Pre-k through age 21
- Private practice, however, I work only in daycares and homes
- School, home health, and clinic
- Teletherapy
- Teletherapy via private practice/charter schools
- Work for a private practice that is contracted by a school district to see children with TNCare

**7. How are you paid in your main job?**

Answer Choices	%	#
Primarily an annual salary	44.8	107
Primarily per hour	50.2	120
Primarily per home visit	5.0	12

*n* = 239. *Note.* Respondents who selected *primarily per hour* were automatically skipped to question 9.

Respondents who selected *primarily per home visit* were automatically skipped to question 11.

**8. If you are paid an annual salary, including bonuses, what is your gross annual income before deductions for your main job? Do not include a dollar sign or comma.**

	Employed full time	Employed part time
Statistic	\$	\$
Median (middle)	50,448	Not reported
Mean (average)	51,824	
Standard deviation	12,762	
Mode	50,000	
Range	20,000–90,000	

*n* = 101 (employed full time); *n* = 2 (employed part time). *Note.* To preserve confidentiality and provide more certain results, we do not report annual salaries for groups of fewer than 25 survey respondents. All respondents were automatically skipped to question 13.

**9. If you are paid on an hourly basis, what is the hourly rate you receive at your main job? Do not include a dollar sign. Decimal places are allowed.**

	Employed full time	Employed part time
Statistic	\$	\$
Median (middle)	30.77	Not reported
Mean (average)	32.01	
Standard deviation	7.53	
Mode	30.00	
Range	17.00–55.00	

*n* = 95 (employed full time); *n* = 24 (employed part time). *Note.* To preserve confidentiality and provide more certain results, we do not report hourly rates for groups of fewer than 25 survey respondents.

**10. On average, how many hours do you work per week for the hourly rate you entered in the previous question?**

	Employed full time	Employed part time
Statistic	# of hours	
Median (middle)	37	21
Mean (average)	36	22
Standard deviation	4	9
Mode	40	18
Range	25–44	5–40

*n* = 93 (employed full time); *n* = 24 (employed part time). *Note.* All respondents were automatically skipped to question 12.

**11. If you are paid per home visit, indicate your average per-visit rate. Do not include a dollar sign. Decimal places are allowed.**

	Employed full time	Employed part time
<b>Statistic</b>	<b>\$</b>	
Median (middle)	Not reported	
Mean (average)		
Standard deviation		
Mode		
Range		

*n* = 7 (employed full time); *n* = 4 (employed part time). *Note.* To preserve confidentiality and provide more certain results, we do not report per-visit rates for groups of fewer than 25 survey respondents.

**12. If you are paid per visit or per hour, what happens if there is a no-show or a cancellation?**

Answer Choices	%	#
I receive no payment.	28.3	32
I receive partial payment.	4.4	5
I receive full payment.	67.3	76

*n* = 113.

**13. Which of the following are provided by your current employer? (Select all that apply.)**

Answer Choices	%	#
ASHA certification subsidies/reimbursement	24.3	54
Leave (sick, vacation, etc.)	84.7	188
Liability insurance	26.1	58
License subsidies/reimbursement	18.0	40
Professional development opportunities / educational stipend	58.1	129
Stipend or an increase in pay for being ASHA-certified	11.7	26
Established protocols for the roles and responsibilities of assistants	46.4	103
Established protocols for supervision	45.1	100
Other (Please specify.)	4.5	10

*n* = 222.

Other

- Degree stipends
- Health care coverage plan
- I am employed by a self-employed SLP.
- I work for Soliant and they are worthless. I know more about the protocols and requirements than they do.
- Money for materials

- Paid vacation time only
- Retirement
- Retirement benefits
- State training reimbursement
- They pay for TSHA.

## Job Activities

### 14. How often do you perform each of the following activities?

	Daily	Weekly	Monthly	Less than monthly	Never
<b>Activity</b>	<b>%</b>				
Assist the SLP with speech, language, and hearing screenings	7.7	12.0	21.9	29.2	29.2
Assist the SLP during assessments of patients/clients/students	4.3	7.7	20.2	26.6	41.2
Provide guidance and treatment via telepractice	10.3	9.9	3.4	12.9	63.5
Document patient/client/student performance and report this information to the supervising SLP	79.8	15.0	4.7	0.4	0.0
Program and provide instruction on the use of augmentative and alternative communication (AAC) devices	17.6	25.3	9.0	18.0	30.0
Demonstrate or share information with patients, families, and staff regarding feeding strategies developed and directed by the SLP	10.8	4.8	3.5	5.6	75.3

*n* ≥ 231.



**15. How often do you perform each of the following activities? (continued)**

	Daily	Weekly	Monthly	Less than monthly	Never
<b>Activity</b>	<b>%</b>				
Serve as an interpreter for patients/clients/students and families who do not speak English	3.0	3.9	3.5	4.4	85.2
Provide services under SLP supervision in another language for individuals who do not speak English and for English-language learners	6.5	7.0	1.3	3.0	82.2
Assist with clerical duties, such as preparing materials and scheduling activities, as directed by the SLP	68.7	22.6	3.9	2.2	2.6
Perform checks and maintenance of equipment	19.6	16.1	12.2	19.1	33.0
Assist with departmental operations (scheduling, recordkeeping, safety/maintenance of supplies and equipment)	46.8	20.8	12.1	9.1	11.3
Assist with prevention and advocacy efforts (community awareness programs, in-service training, etc.)	4.8	5.2	16.9	33.8	39.4

*n* ≥ 230.

## Clinical Services

**16. Of the time that you spend providing clinical services, approximately what percentage is spent with each of the following age groups? Enter 0 if none. Total must equal 100%. Skip the question if you do not provide clinical services.**

	0–6 months	7 months – 2 years	3–5 years	6–11 years	12–17 years	18–64 years	65–74 years	75+ years
<b>Statistic</b>	<b>%</b>							
Median (middle)	0.0	0.0	25.0	50.0	10.0	0.0	0.0	0.0
Mean (average)	0.6	7.7	32.1	48.6	17.9	3.3	0.2	0.1
Standard deviation	3.3	17.7	26.3	28.7	23.5	9.4	1.5	0.6
Mode	0.0	0.0	20.0	50.0	0.0	0.0	0.0	0.0
Range	0–25	0–100	0–100	0–100	0–100	0–60	0–15	0–5

*n* = 219.

**17. In what areas do you provide services? (Select all that apply.)**

Answer Choices	%	#
Accent modification / communication effectiveness	3.1	7
Aphasia	5.7	13
Apraxia of speech	61.4	140
Auditory (re)habilitation	5.7	13
Augmentative and alternative communication (AAC)	68.9	157
Autism spectrum disorder (ASD)	93.9	214
Central auditory processing disorder (CAPD)	18.4	42
Cleft lip/palate	14.0	32
Cognitive-communication	43.4	99
Dysarthria	4.0	9
Fluency	73.7	168
Gender affirmation services	1.3	3
Language and literacy	91.7	209
Orofacial myofunctional disorder	3.1	7
Speech sound disorders	95.6	218
Voice/resonance	16.2	37
Other (Please specify.)	6.1	14

*n* = 228.

### Other

- ASL/ English grammar and language
- Auditory neuropathy spectrum disorder
- Developmental language development

- Dyslexia ( $n = 2$ )
- Expressive language development
- Feeding inventory
- Pragmatics ( $n = 2$ )
- Social communication groupa
- Social communication/pragmatics
- Social skills ( $n = 2$ )
- Social/pragmatic

## Challenges

### 18. What are your greatest challenges as an SLPA? (Select all that apply.)

Answer Choices	%	#
Balancing work and home responsibilities	27.2	60
Being asked to perform tasks outside my scope of practice	16.7	37
Finding time to do my administrative work	36.2	80
Finding time to do my clinical work	9.5	21
Finding time to meet with my supervising SLP	19.9	44
Keeping current with advances in clinical information	38.9	86
Lack of adequate supervision	7.7	17
Limited employer understanding of my role	36.2	80
Unsatisfactory pay/benefits	52.0	115
Unstable work hours	8.1	18
Volume of paperwork	21.3	47
Volume of overall workload	35.3	78
Other (Please specify.)	11.3	25

$n = 221$ .

#### Other

- Amount of stress that comes with the position at a nonpublic school for kids with mental health needs
- Behavior modification techniques to promote the patient's on-task attention
- Being considered a classified employee when we have a specific degree. We should be certified staff.
- Being limited to only education. I would like experience in a clinical setting.
- Besides the pay, I'm currently happy with my company and workload. At my previous company, I was completely overwhelmed with scheduling/paperwork, constantly understaffed/needing supervising SLPs. So I think it depends on the company.
- Caseload size
- Cost/time required to prepare therapy materials, working outside of school hours to prepare therapy materials, targeting multiple student goals in a group therapy setting
- Finding techniques that help students individually. Some behaviors are challenging as well.
- High caseload number, struggles to hire additional SLPs and SLPAs

- I am no longer licensed because my county does not recognize SLPA through the education governing department, GaDOE. I felt defeated with being licensed and certified last year. However, they are now working on it and I am considering reinstating my license. The lack of respect for SLPAs.
- In the past I have been asked to do things that were beyond the scope of my practice and made to do the job of an SLP. This year I went part time and also am an interventionist at a new school.
- Lack of job opportunities for SLPAs!!!
- Lack of recognition and compensation for being ASHA-certified
- Limited understanding of my role by other employees, lack of consistency between schools, working at too many schools, plus caseloads are too high
- Managing behavior difficulties that impact learning
- My school district is still figuring out how to use SLPAs and I do not feel supported. Some have mentioned how SLPs feel threatened and do not see the overall benefit of how SLPAs can help manage caseloads. Educating SLPs on how to best use SLPAs is highly needed across the school district administration!
- Not being paid when clients don't show for appointments
- Not having a uniform certification process/schooling nationally
- Not having all the material I need
- Not having available materials and having to provide all materials for each session
- Not many resources for SLPAs for CE and having to pay for CE
- SLPAs are so unknown and are not supported by Medicare. We have hardly any options for where we can work. I feel there isn't any advocacy from ASHA.
- Supervisor paperwork workload keeps her from really doing therapy and she doesn't give me guidance about what I should be doing – I just am winging it to the best of my ability and have to come up with activities and supplies on my own.
- The state of Georgia has mixed feelings about SLPAs. For example, last school year, they were discouraging the use of SLPAs and were considering not allowing SLPAs to provide direct services in schools. This year, they are considering allowing SLPAs to have and manage their own caseloads. The inconsistency is stressful and emotionally taxing.
- Unpaid cancellations, not paid for report writing outside clerical administrative duties

## Changes

### 19. Do you anticipate making any of the following changes in the next 5 years? (Select all that apply.)

Answer Choices	%	#
Pursue/complete an <u>undergraduate</u> degree in speech-language pathology or CSD	8.5	17
Pursue/complete a <u>graduate</u> degree in speech-language pathology	59.3	118
Apply for ASHA certification as an SLP (i.e., <i>not</i> as an assistant)	38.2	76
Seek employment in a health care-based setting	28.1	56
Seek employment in a private practice setting	25.6	51
Seek employment in a school-based setting (preschool, elementary school, etc.)	35.7	71
Stay at home full time as a parent or caregiver	10.6	21
Pursue a career outside the speech-language pathology profession	21.6	43

*n* = 199.

## ASHA Resources

### 20. What are some of the most important things that ASHA could do to assist you in your role as an SLPA? Leave the field blank if nothing comes to mind.

- A way to see and get guidance with evidence-based practice
- Administer informative training to school districts regarding the scope of practice for SLPAs. Also, that they would really appreciate their SLPAs. Sometimes SLPAs are considered less than students who are graduate students, and it should not be the case. We have worked hard to become SLPAs, and we need to be recognized as the wonderful professionals that we all are.
- Advocacy. We are seen by our administration as just reading teachers, and no one understands our role in the school.
- Advocate for SLPAs to become AT specialists and participate in IEPs.
- Advocate for better contracts and a better understanding of the SLPA role in schools.
- Advocate for fair treatment, pay, education of administration, and respect in the educational public school setting.
- Advocate for greater opportunities within health care/hospital/rehab settings.
- Advocate for increased pay!!!
- Advocate for SLPAs more now that you have the certification for us. Make more room for us to do more as an assistant. Maybe we can administer the evaluations but not interpret them. We should be allowed to attend IEP meetings once a supervisor has sat in meetings with us within a certain hours or caseload range. If a supervisor and SLPA sat in two caseloads worth of IEPs the SLPA should be allowed to sit in meetings without an SLP. Definitely we should not attend any evaluation meetings.

- Advocate for SLPAs more, it seems the focus is always on SLPs and not on SLPAs nearly enough. There is a lot of accountability for SLPAs and what they shouldn't be doing. However, there is way less for SLPs and accountability where they are concerned.
- Advocate for SLPAs to work in in-patient and outpatient health care-related settings by encouraging insurance companies to reimburse for services provided by an SLPA.
- Advocate for state licensing for SLPAs that utilizes ASHA certification as the process through which a candidate qualifies. Vermont does not have a licensure process for SLPAs. Build a cross-state license transfer program. Advocate for SLPAs to be hired on teacher contracts (salary and benefits) if they have a bachelor's degree and C-SLPA. Discounted Learning Pass price for assistants.
- Advocate for us to be able to work in other settings. OTAs and PTAs are able to work anywhere and SLPAs are not. The majority of settings don't even know what an SLPA is or what they do. Sometimes we're even asked to be an RBT instead of an SLPA. I'm tired of being seen as less or not needed just because I didn't want to go to school for my master's. I want to be able to explore other work settings besides a school where speech therapists are treated poorly.
- Advocate that SLPAs should be paid equally to teachers. We hold a bachelor's degree and have a caseload we are responsible for serving under the supervision of an SLP. Also, I think all states should have licensure for SLPAs. As of right now, VA does not have a license for SLPAs. I am currently only certified through ASHA.
- Advocate to create more job opportunities for SLPAs, especially for those of us with a bachelor's in communicative disorders and who have taken the ASHA certification courses and exam for SLPAs. We have worked hard and deserve more job opportunities and better pay! We are important and should be valued just like COTAs and LPTAs. If ASHA doesn't recognize SLPAs as just as valuable why would anyone else?
- Advocate to spread the jobs to other states. There are limited job markets outside of Texas, Arizona, and California. Would love to be certified like occupational assistants so we could work in more settings like a hospital. Make it easier for SLPAs to transition to SLP. Graduate programs catering to people who already have experience in the field are very limited. I spent many years trying to find a program that was appropriate. Texas Woman's University and Northern Arizona University have excellent programs for SLPAs transitioning to SLPs and I would like to see more of those programs supported. It's very difficult for SLPAs to quit their jobs and go to graduate school full time. So many SLPs go straight through from their bachelor's to their master's and then have no clinical experience.
- Advocating for more pay, lower caseloads
- Alleviate the need or decrease supervision after a certain number of years as a practicing certified assistant. Increase in pay for certified assistants with ASHA.
- Allow expertise certifications to be available to SLPAs.
- Allow licensure for SLPAs in every state, organize an advocacy team or union for representation of all SLPAs, assist in promotion of an annual income which is fair for our education and experience, strive to be recognized and honored as "certified" school staff, receive stipend for ASHA certification.
- Allow SLPAs to join NSSLHA without needing to drop their certification.
- An opportunity to receive funding to attend ASHA in Seattle next year. I have never been due to not being able to afford it. Higher pay. SLPAs, in any state, should not be making under \$35 an

hour, especially if they have a bachelor's in speech, experience working with children, and ASHA/state licensure. We should also get benefits, PTO, etc. Give us the opportunity to be able to use our SLPA experience as our school practicum for SLP graduate programs so that our time in graduate school is shorter/more cost-effective.

- ASHA could advocate for SLPAs to get paid more. Give C-SLPAs free CEU courses as part of their ASHA certification payment.
- ASHA could be more inclusive with SLPAs at the Convention. Have a session or two dedicated to SLPAs to advocate for ourselves out in the field. For the past four years, I have experienced employers with the mindset of "all you do is therapy," which is untrue. SLPAs do not write evaluations, but we are billing Medicaid, scheduling, and writing reports on students because the SLP does not know them, cleaning therapy rooms, doing therapy prep, and clerical work. Having an association that takes pride in having SLPAs could positively impact the retention of SLPAs and the confidence to advocate for ourselves.
- ASHA could help states, specifically Georgia, understand how SLPAs can benefit the state. SLPAs are very limited in Georgia. We cannot work in medical settings, only in school and clinical settings. The supervision requirements are very difficult to meet. We are not allowed to do screenings. The state of Georgia is really missing the boat on how much SLPAs can help ease the shortage. ASHA could also work with graduate programs to make completing coursework more accessible since SLPAs get a ton of experience while working. There could be a streamlined process for SLPAs to enter graduate school and get their master's.
- ASHA could lower their dues. I don't get reimbursed, and I earn less than SLPs do. It would be great for ASHA to provide conferences and CEU opportunities specifically targeted towards SLPAs and the variety of clinical work they're expected to have knowledge of.
- ASHA could offer C-SLPAs more professional development and certifications in one of the domains (i.e., C-SLPA/BC-ASL, C-SLPA/BC-F, etc.)
- ASHA could really help the field with more advocacy. The schools are hurting for SLPAs and they're leaving the schools due to issues such as caseload sizes and inferior pay. Other related services governing bodies lobby and advocate for their members, and it would be quite uplifting to see ASHA do the same.
- ASHA should do studies to determine a cap for caseloads and lobby for us because I don't think a caseload for an SLPA of 84 students on a four-day week is okay.
- Assisting with advocating for SLPA pay, benefits, and stable hours
- At this time I feel most institutions are unaware or unwilling to differentiate or offer better pay/perks for SLPAs who are ASHA-certified.
- Backing up SLPAs and their careers
- Big question. ASHA needs to advocate more to have ALL states recognize the profession and require licensure, just like SLPs. Sadly, this SLPA profession is disconnected and not nationally recognized which impacts opportunities and pay.
- Consistency in my role and duties. Too many SLPAs do not follow state guidelines so pressure to go out of my state's scope of practice. Underpaid for responsibility. Why is OT more valued than I am? I am interacting with three times as many students, have four times as many minutes but they are paid 30% more?
- Continue offering SLPA certification and applicable coursework.
- Continue to provide informational emails.

- Continue with professional development opportunities to stay current with new and effective strategies and teaching practices.
- Continuing education opportunities for SLPAs
- Create a better way to get into graduate school or a transitional program.
- Create a national standard for where we can work. In Colorado I can only work in the schools but in other states I could work in a hospital or other agencies.
- Create a standard or requirement of certification. Once it becomes a requirement, provide us with CEUs like the SLPs so that we all can be on the same page with EBP and current/updated research. Make the certification desirable. When I tell others that I am ASHA-certified, they ask what benefits or how does that make you different from the other SLPAs in the county who do not have the certification. Apparently there is no difference. I personally am only seen as different because I have the certification, work full-time, and am in the beginning of my second year in graduate school for speech-language pathology.
- Create an easy-to-read handout of what an SLPA can and cannot do for SLPs and staff at a school to understand.
- Create more opportunities to be heard and be an advocate.
- Educate about the importance of SLPAs in the early intervention setting and how to support EI providers (SLPAs) working in this setting. Advocate for a better salary for SLPAs.
- Educate employers about speech-language pathology assistants. All information is given to my employer by me, and it is sometimes difficult to convey the importance of the rules and limitations to my job as well as how much information I possess in order to have assistant certification.
- Educate school districts on the importance of our role and advocate for better pay.
- Educate SLPs and SPED staff and administration about who SLPAs are and how they can help. As an SLP "assistant" most people assume we get coffee and do paperwork but we're much more than that. I also think having some form of universal SLPA certification program nationally should be instated. Every state is different and it makes it extremely difficult to become an SLPA in some states and some states do not even recognize SLPAs.
- Educate SLPs on what the purpose of an SLPA is. I have worked 10 years and have had maybe 35% of my SLPs treat me with respect. You would think we are just babysitters. We should be able to sit in IEPs and attend principal teacher meetings. Some SLPs never share the community information or school information they learn from administrators. Being an SLPA in CA is demeaning in certain schools.
- Educating school administrators on how to best utilize an SLPA is highly needed. Some districts think that they can have their own caseload, so training is needed to help them understand that SLPAs are used to manage high caseloads and not their own. I currently work as our school district AT consultant more than an SLPA due to this issue.
- Encourage states to update their scope of practice for SLPAs. CT has not updated theirs since 1999!!
- Ensure that employers fully understand the abilities and responsibilities of an SLPA before they hire them and make sure SLPAs have the appropriate supervision.
- Establish an SLPA SIG.
- Expand my scope of practice to include communication with parents and caregivers.



- Expand the scope of practice for SLPAs in school settings/use "educational speech and language specialists". Given appropriate education and training, SLPAs or "specialists" could effectively take on greater responsibilities. Similar to the relationship between a special education teacher and a school psychologist. A trained specialist could write IEPs, progress monitor, and provide therapy services independently. The SLP would evaluate students and interpret data for eligibility purposes. They could provide intervention suggestions; however the "specialist" would write the IEP and provide intervention as an independent provider. Teachers are required to have a bachelor's degree and a year of student teaching. SLPAs or "educational speech and language specialists" with a bachelor's degree and an internship year could provide the above mentioned services. If a program such as this was introduced current SLPAs with an associate degree and several years of school experience should be given the opportunity to prove their competency and be grandfathered in as "educational speech and language specialists". There are not enough SLPs in education and SLP caseloads are far too high, which negatively impacts students as they are underserved. SLPs with high caseloads do not spend adequate time collaborating with other providers and coaching teachers. They do not spend enough time providing intervention and often see students in groups that are ineffective for various reasons. Utilizing professionals who do not need master's degrees would lower the cost for school districts and increase the number of professionals available to work in school settings. I currently work as an assistive technology facilitator for my district. I spend a good deal of time collaborating with SLPs on AAC practices and implementation strategies. One of the biggest barriers is time. They do not have the time to train teachers and instructional assistants. They don't have time to facilitate AAC implementation strategies and coach teachers. They don't have time to coordinate with home therapists and families. They don't have the time to build their own capacity and stay current in their field because they have large caseloads and personal lives. Imagine what a "specialist" could do with a caseload of 30 students. There would be time for collaborative teaching in self-contained classrooms. Time for parent coaching and collaboration with other IEP team members. Time for professional development and taking a two-hour long webinar to learn about X for that one student who has a challenge they are unfamiliar with. Time to see students one-on-one when needed. Imagine the difference those things would make in the lives of students.
- Explain the long-term goals of their certification! How you will help SLPAs get licensing of all SLPAs in all states recognized, how then you will help get Medicare reimbursement on board, how then you will help get SLPAs on the interstate compact, how you will help give us the tools to advocate for better pay, workload, our roles to administration, etc. I would be happy to help with this!
- Fight for better pay and realistic caseloads in all settings.
- Fight to make SLPA a state-recognized program. In Connecticut, SLPAs are not recognized as a profession that you can get a state license for. This means that the BOE does not recognize SLPAs as certified teaching professionals, leading to very low rates of pay in the school system.
- Find a better pathway to SLP master's programs and make them more accessible.
- Free CEUs. Free ASHA certification test fee and associate membership for the first year. Deeper discount on conferences and workshops. We are assistants, making a fraction of what an SLP makes, yet fees do not appropriately reflect the pay disparity.
- Get more places to hire us! We are a HUGE asset!!

- Getting all states on board with utilizing SLPAs. I want to move closer to family but can't due to the state they live in not recognizing SLPAs. I would be unemployed unless I went back to school to be an SLP.
- Give more accessible/ price training and classes.
- Have each state that licenses SLPAs have matching standards to the ASHA scope of practice or higher requirements.
- Have financial benefits to being ASHA-certified.
- Have standards of pay per setting/role to reference to employers when asking for better pay. Have clear resources for studying before the C-SLPA exam.
- Having more CE for SLPAs specifically. Not just the module. Perhaps at a discounted price for membership since we are paid much less than SLPs.
- Help find jobs within the SLPA's state once the certification is received. I also found it very difficult to understand my state's (Iowa) qualifications for SLPAs and it was very ambiguous. At this point, it is my understanding that I am not able to do much with a competitive career as an SLPA residing in Iowa.
- Help SLPs understand our value. Appropriate raises for experienced SLPAs. Reimbursement for license and certification.
- Help states recognize SLPAs. For example, since VT doesn't have a state certification, the pay is similar to paraprofessionals. Working in NH, a SLPA can make twice as much an hour.
- Help the CSHA Convergence Conference to recognize that the C-SPLA and SLPA positions are not "paraprofessionals". This is infuriating to me as a C-SLPA professional that has worked very hard to educate the administrators of the school district that I work for, that my position is NOT one of a paraprofessional. I will not be attending this year's conference due to this mis-label. It's obvious the position is not respected in this profession.
- Help to increase pay. We participate in all aspects of speech and language therapy, but our pay makes us seem less than even though we often cover entire caseloads with an SLP supervisor. Our pay should reflect the great amount of work we do, especially for those of us who have master's degrees as well.
- Help to regulate the standards and requirements for licensure in other states. There are states that require a bachelor's degree only for the same position and other states that require passing a state exam or ASHA certification and a large fee. This makes it very difficult and limiting to continue to work as a SLPA if a person wants to move from their state. More states should consider and value years of experience in the field and not make it so difficult to meet their requirements. Assistance with relocation would be appreciated as well and assistance finding new employment, for example a search database for available jobs such as EdJoin on the ASHA website would be amazing.
- Help with pay!
- Help with the amount of paperwork that is involved with being an SLPA
- Help with transferring my license to a new state
- Helping employers to realize the importance of the SLPA role. SLPs seem to be recognized for their work but most employers don't understand how much work (therapy, planning, billing, etc.) SLPAs do.
- How to negotiate better pay and benefits

- I am a certified SLPA and do not feel like anything changed since earning that distinction. I would like to see a stipend in pay and recognition from my peers. I also think that there needs to be a cap in caseload, as mine is unsustainable at 130+.
- I get paid well in my district but it's the only one in my area that pays nearly this well. It would be nice to be able to change districts if needed and get paid the same. It would be nice if caseloads and workloads were lower. It seems like SLPs who have SLPAs work a lot harder because they have their own caseloads plus our caseloads that they have to re-evaluate and write reports for which is more work for them. Aren't we supposed to be making their jobs easier? District coordinators need to be more mindful of not doubling up SLPs' caseloads when they assign an SLPA. It seems like we should be supplementing a caseload that grew a bit or an SLP who took on another role, but not given double or triple the caseload. I love what I do but I'm burnt out after only 3.5 years.
- I live in Reno, Nevada and I have worked in the school district since 2006 and it's almost impossible to find a SLP-A position which has forced me into another career choice.
- I think the volunteer experiences provided and resources from ASHA help already as an SLPA. I utilized their resources and information very frequently, so I would say they do a great job.
- I would like for there to be pay for no-shows in home health and pay for documentation time/billing.
- I would like more resources, courses, continued education so that I can stay up-to-date on the newest therapeutic techniques.
- I would love an opportunity to work in the health care or private practice setting. I live in Mississippi and currently these practices do not recognize my license.
- I would love to have more sessions at ASHA geared towards assistants.
- I would love to receive more support/education in the area of behavior modification (most specifically, for children diagnosed with receptive language disorder – how to promote their understanding of routine, appropriate behavior, and following directions). Thank you!
- If it is possible, instruct companies about the importance of having a C-SLPA. I have been working with companies that didn't appreciate enough my competence in the field and it is frustrating for me.
- I'm not sure if ASHA can help with this, but getting licensing for SLPAs in MN would be a great asset.
- Increase in pay, advocating for all states to hire ASHA-certified SLPAs
- Inter-state certification advocacy
- It would be easier if the state supervision guidelines aligned with ASHA guidelines. I know some companies don't hire SLPAs because the state guidelines are so strict.
- Job openings
- Job postings
- Keep working to include SLPAs to be able to bill Medicare.
- Less fees for dues and tests! I am a graduate student with no money!
- Let SLPAs be covered by Medical Assistance in Minnesota so that we can work in more settings besides schools.
- List what standardized assessments SLPAs CAN administer (with or without interpretation).

- Lobby for wages outside the instructional aide/paraprofessional structure. The job requires education and licenses and should be compensated as such. School districts continue to see SLPAs as aides.
- Make an overarching license. CT does not license SLPAs and I think that's the biggest issue to why our districts don't truly understand our importance. I am under the paraeducator contract which as someone who was one, do not feel that is appropriate. I should be under my own contract or the teacher contract. I am also trying to get my district to change my job description to be more streamlined with the ASHA description. When I was higher end they were going to put a para with no communication or language background in the position. I want my state to be more regulated. Currently my C-SLPA has no effect on my pay and I don't think that is fair with the time, experience, and continued education that I put in.
- Make being ASHA-certified an automatic acceptance for state licenses.
- Make sure that SLPAs are being acknowledged and paid according to their job and have a standard policy of being paid for cancellations when paid hourly (even with telehealth) and for all report writing (if applicable at the job site) as it's our time and energy wasted when we get no-shows, cancellations, and writing for free. Allow more time for SOAPnote documentation. And make SLPA a livable salary and wage and easier to get into SLP graduate school when already meeting qualifications as a practicing SLPA.
- Make the recertification less expensive since SLPAs don't get great pay/benefits.
- Maybe an SLPA summit or trainings for us
- More opportunities to learn and have input for ASHA publications, research, conventions. Respect from SLPs—just because we didn't attend graduate school doesn't imply we could not get in. Many of us have moved globally due to spousal job or military or just having children OR affordability. Now, many of us have our own children in college! Also, more promotion of SLPAs in the publication! Also, nationwide, more advertisements of our profession and movements to increase state compact agreements for licensure. Most of all we are valued—too many "snotty" and rude SLPs disregard us. It's time for real change!!
- Need better support. I do SLP job but have no support and administration doesn't respect or care about services provided.
- Negotiate for higher pay. Provide free trainings and education to expand our knowledge base.
- Offer an online platform to manage CEUs. Provide CEU courses specific to SLPAs working with SLPs.
- Offer CE courses that better relate to SLPAs.
- Outline caseload.
- Pay scale for companies to know what to pay SLPAs
- Please allow an SLP to have up to three SLPAs on their license. SLPA community meets, SLPA appreciation days, SLPA orgs.
- Professional development/classes on new strategies for articulation therapy
- Professional development; job opportunities
- Programs to help SLPAs apply to graduate programs and ways to get CEU to better prepare for the SLP role
- Promote the availability of the position to both undergraduate students as a viable alternative to not pursuing a graduate degree, and to employers as a most cost-effective support structure for overwhelmed SLPs.

- Provide a schedule of CEUs that are required for SLPAs. It would save me time searching for courses if ASHA would put together a checklist of CEU courses that would be appropriate for SLPAs.
- Provide clear information about the Assist mentoring program since it seems to be new. I hadn't heard about it until I just happened to search mentoring. The explanation of how the program works is very minimal.
- Provide continuing education classes.
- Provide financial support when applying for CCC like NSSLHA.
- Provide free CEUs and/or evidence-based seminars to facilitate up-to-date information and methods to assist school-age students in the education setting.
- Provide free training on best practices on intervention . . . as a CF-SLP I see so many SLPAs in my school district who need more training. The SLPA test given by ASHA focuses mostly on the boundaries of the role of an SLPA, but then when SLPAs go out into the working world, they don't have the knowledge base or the supervision to be as successful with intervention as they need to be. ASHA puts the responsibility on SLPs but in school districts all SLPs are spread so thin that supervision is the first thing that is given less attention. The whole system needs improvement and one very effective way to do that is as an organization, put money towards training SLPAs so that less supervision becomes much less of the best practices issue. This is not popular opinion, especially as an organization as large as ASHA appreciates the flow of cash, but for the situation to truly improve the organization needs to step up and fix the problem.
- Provide information for any online assistant jobs.
- Provide job offers.
- Provide more benefits for SLPAs in states that aren't receiving the things that they need to thrive in their settings such as free low prep materials, stipends for being ASHA-certified and maintaining CEUs.
- Provide more bridge programs for SLPAs to get our master's. I would love to have a program for school-based SLPAs to somehow get their CCCs as an SLP in just education, especially those of us who have been in the schools for more than five years and whose undergraduate pre-requisite credits have expired. Something like a "grandfathered in" process.
- Provide more flexibility for SLPAs to treat other clients such as insurance-based cases. Open up more SLPA opportunities to those who with hold a C. SLPs are given raises, can take courses for certifications, the list goes on once they are granted CCC. The SLPA status has remained the same C or no C. C-SLPAs pay dues just like SLPs every year and yet we have not grown in the field, given more work due to clinical competence but still no raise or growth.
- Provide professional development course geared to SLPAs that would help increase skills in handling behaviors and other specialized equipment such as an AAC device.
- Provide recent research on interesting topics that would help with day-to-day therapy. Monthly articles sent to inboxes on new or updated research.
- Provide resources to finding employment in states where SLPAs are not as commonly found.
- Push for compensation for being ASHA-certified. While not "necessary," certification shows desire to provide the best service possible.
- Recently my position went from salary to hourly because the school district I work for does not understand what a C-SLPA is and how closely it relates to the SLP title. They did this without consulting anyone. They put us in the para-educator category instead of the teacher category

because you can get an associate and have the SLPA title. We are fighting to get back on salary, however, it is a fight. I feel like if we had more people to advocate for us as SLPAs and what we do for the speech community, there would be a lot more understanding.

- Right now I think it's time for the states to act and accept the certification and move on. I think the supervision requirements are perhaps a bit antiquated based on experience levels and our COTA and PTA peers.
- Schools are asking speech professionals to practice (and test) in crowded, noisy areas. Please try to impact that issue. I left the field for this reason.
- Send monthly emails dedicated to advertising continuing education opportunities both online and in person.
- Set pay standards and encourage more school districts to hire SLPAs since getting into graduate school is next to impossible.
- Split SLP graduate programs into a school-based only program to help increase the number of SLPs working in the schools. Or create a leveling program for school SLPAs to become school-only SLPs. Increase the number of SLP online graduate programs or students admitted into a program as the acceptance rates are around 15%.
- Staying current on new programs and best practices
- Support us by providing low-cost training to earn CEUs, recognized as professionals and supported by encouraging SLPs to adequately supervise, recognize, and utilize our skills and expertise. SPLAs need a bigger voice in the speech community.
- To be able to work with hospitals/senior care as opposed to pediatric
- To encourage and support the usage of SLPAs. I feel looked down upon on a regular basis, like I am not competent to provide therapy because I do not have a master's. I don't believe ASHA supports SLPAs in the same way that COTAs and PTAs are supported. I'm also very annoyed by the limitations put on Assistants when it comes to Orofacial Myology Certifications. Specifically, the way some verbiage is written in our scope for "diagnosing." If a dental hygienist (who typically completes less schooling than an SLPA) can become an Orofacial Myologist and "diagnose," then an SLPA should be able to as well. ASHA keeps us limited in our abilities to progress in our careers.
- To make states require C-SLPA be adopted and come with a raise.
- To support advocating with state legislators/departments about the role of SLPAs to bring understanding that school-based SLPAs are not paraprofessionals and deserve to be paid accordingly. SLPs and SLPAs do not belong on teacher pay scales or classified pay scales. We are truly health providers who happen to work in a school setting. Continue to outline the scope of practice and define true supervision guidelines that NEED to be black and white and adopted by states vs. states making up their own rules/regulations that differ from ASHA's. People look at ASHA as the "be all solution" and supervision requirements at the state level do not always reflect accurate or ethical requirements, causing confusion for those who are not supervising SLPs, new supervising SLPs, or administrators who are unfamiliar with the scope of practice for SLPAs.
- Videos on specific treatment techniques for therapy such as articulation, pragmatics, or any therapies that we can use as a model
- When I became ASHA-certified my employer didn't understand the importance and how important ASHA and trainings are.

- When it comes to continuing education, more courses aimed for us. In practice, more support and education for our district leaders regarding who we are and what we do. Often, we are treated as if we are paraprofessionals and are underpaid.
- Work with the universities to make graduate programs more attainable. Many SLPAs are more than capable of the tasks an SLP performs but are unable to be admitted into graduate schools due to low acceptance rates.
- Workload caps. Monetary recognition of our highly specialized skillset.

**21. Which of the following ASHA resources or benefits have you used? (Select all that apply.)**

Answer Choices	%	#
ASHA Career Portal	29.7	66
ASHA Community	42.3	94
<i>Assistants Insights</i> e-newsletter	45.5	101
Assistants Mentoring Program, Assist	7.2	16
ASHA Professional Development courses	32.9	73
ASHA publications (e.g., <i>The ASHA Leader</i> , ASHA journals, and <i>Perspectives</i> )	66.2	147
Professional consultation (engaging with our practices and advocacy teams)	2.3	5
Money-saving discounts (e.g., discounts on ASHA professional development courses, insurance options through AMBA [formerly Mercer], car rentals, Office Depot/OfficeMax products, and prescriptions through RxCut Plus)	12.2	27

n = 222.

**22. Of the ASHA resources or benefits you have used, which have you found beneficial?**

	Found beneficial	Did not find beneficial	N/A; did not use
<b>Answer Choices</b>	<b>%</b>		
ASHA Career Portal	28.5	7.7	63.8
ASHA Community	44.0	6.6	49.4
<i>Assistants Insights</i> e-newsletter	46.3	8.3	45.4
Assistants Mentoring Program, Assist	7.4	1.7	90.9
ASHA Professional Development courses	44.1	2.5	53.4
ASHA publications	62.8	6.7	30.5
Professional consultation	4.8	1.8	93.4
Money-saving discounts	12.5	2.2	85.4

n = 252.