



## 2025 Speech-Language Pathology Assistant Survey Results

### Survey Methodology and Response Rate

On July 21, 2025, a web-based survey was fielded to 4,055 ASHA-certified and non-ASHA-certified Audiology Assistants and Speech-Language Pathology Assistants (SLPAs). Follow-up email reminders were sent to non-respondents on July 28 and August 4. The survey closed on August 11. Of the 4,055 individuals, 128 emails bounced, and 75 individuals opted out of Survey Monkey-based surveys for a population size of 3,852. A total of 356 individuals responded to the survey for an overall response rate of 9.2%. Of the respondents, 28 reported being Audiology Assistants, 294 reported being SLPAs, and 34 reported that they were neither an Audiology Assistant nor a SLPA. This report was prepared by ASHA’s Surveys and Analysis Team. Open-ended responses are unedited, so there may be spelling and/or grammatical errors.

### Survey Results

Are you an Audiology Assistant or a Speech-Language Pathology Assistant (SLPA) (Q1)

Response	All Respondents ( <i>n</i> = 356)
Audiology Assistant	28 (7.9%)
Speech-Language Pathology Assistant (SLPA)	294 (82.6%)
Neither	34 (9.6%)

### Speech-Language Pathology Assistant Survey Questions

What is your highest educational degree earned? (Q46)

Response	All Respondents ( <i>n</i> = 291)
Associate degree/SLPA	38 (13.1%)
Associate degree in another field	3 (1.0%)
Bachelor’s degree/Communication Science and Disorders	170 (58.4%)
Bachelor’s degree in another field	43 (14.8%)
Master’s degree/Communication Science and Disorders	5 (1.7%)

Master's degree in another field	20 (6.9%)
Other, please specify:	12 (4.1%)

Other Responses:

- Bachelor's degree in another field and Associate Degree/SLPA
- Bachelor's degree in Speech Language Pathology & Audiology
- Bachelors degree speech language pathology and audiology
- Bachelors in another field and associate in SLPA
- Bachelors in speech and hearing science
- Currently in my Master's degree program.
- Diploma certificate In Rehabilitation assistant.
- Early childhood
- I don't have a degree but have been working as a speech tech./ slpa for the last 13 years.
- In school for SLPA
- In the master's program
- SLPA certificate program after BA

Which of the following statements currently apply to you? (Select all that apply.) (Q47)

Response	All Respondents ( <i>n</i> = 289)
I am a graduate student.	53 (18.3%)
I am a member of my state speech-language-hearing association.	84 (29.1%)
I am licensed or registered by my state.	231 (79.9%)
I provide services in a language(s) other than spoken English (spoken or signed).	42 (14.5%)
I serve as an interpreter/translator for a speech-language pathologist (SLP).	12 (4.2%)
None of the above	27 (9.3%)

Do you feel your education and training adequately prepared you for your role? (Q48)

Response	All Respondents ( <i>n</i> = 291)
Yes, completely	144 (49.5%)
Yes, somewhat	141 (48.5%)
No	6 (2.1%)

How could your education and training better prepare you for your role? (Q49)

Responses:

- 80%
- A broader focus on language acquisition in children could have better prepared me for my role in early education. I feel like I learned on the job more than in my coursework, whereas the speech side of my job I felt well prepared for.
- A lot of my higher education focused on theory or information that I do not use during my typical duties. More focus on actual treatment strategies would have been helpful.
- actually teach that being SLPA is an option instead of making it seem like SLP is the only option
- After undergrad and going straight to working into the school setting, I wish I would've had an elective class that prepared me for the role such as IEPs, more treatment approaches, talking to parents/other teachers, different ways to take data, etc.
- All CSD programs need to consider the importance of gestalt language processing and sensory as it influences regulation for speech.
- Although I entered the job field equipped with training in various treatment techniques, when encountering the patient basis, I quickly realized I was lacking skills to effectively manage difficult behaviors. My education did not encompass broad enough training to equip me in effective behavior management for the pediatric population on my caseload.
- As an assistant I don't feel like I got enough clinical experience or evidence based intervention instruction. I've been working as an assistant for 2 years, and the bulk of what I know came from experience that I got AFTER I became fully licensed. I don't want there to be more barriers to accessing the career, but I felt that, at times, I was, and still am, but in a position where I feel way out of my depth due to lack of instruction.
- As an SLPA, education and training could better prepare me for my role by incorporating more hands-on clinical experience and practical application of skills early in the program. While foundational coursework is important, increased opportunities for real-world observation, role-playing therapy sessions, and practicing data
- As in all areas of working with diverse students/clients, there are things that you have to learn along the way. My education gave me a great base, but there were a lot of trial/error experiences and learning about specific clients/situations that education programs don't always have time to delve into.
- Autism education
- Be given training on what a session should look like.

- Better cues and prompts, info on AAC, therapy ideas, CAS motor planning and myofunctional therapy
- Better educational pathways into higher degree attainment.
- Better prepare you in college for group settings
- By allowing my to learn to provide direct with students. The education heavily focuses on testing and determining the classification of disability without providing a solid base for therapy
- By having courses related to therapy techniques.
- By providing clinical hours as an undergraduate student
- Caseload management. Behavior/classroom management. AAC support for patients. Adult communicative disorder therapy.
- Clarification on assessments/screenings. What SLPA's can/cannot do.
- Clinical, hands-on hours
- Deeper dive into brain development learning styles and literacy
- Direct hands on training for SLPA with my bachelors degree level courses. At the time it was graduate and go to grad school or find a new career. Little to no knowledge of the SLPA career path and/or way to become licensed after graduation.
- doing a practicum with more than one SLP
- Educate a bit more about how to work with different disabilities.
- expose to different service delivery models
- Exposure to more diverse therapy settings
- Hands on experience helps prepare me better than a textbook.
- Hands on experience would be a huge benefit for SLPA's.
- Having more free access to continuing education opportunities and more specific training on complex speech sound disorders
- Having more hands on experience during undergrad for people who do not plan to go to graduate school or taking a gap year.
- Having more opportunities to be in clinic during school and more help on how to become a licensed assistant.
- How to properly respond/handle individuals with sensory sensitivities during therapy sessions.
- I did not receive enough clinical experience to treat a wide range of speech and language disorders.
- I feel like bachelors programs are designed to push students directly into graduate school and that isn't right for everyone. I feel like there should be a middle ground.
- I feel like I'm lacking in clinical areas. As well as working with elderly patients.
- I feel that more AAC training would be helpful.
- I feel that more emphasis should have been put on neurodivergent individuals as the number of cases has significantly increased over time.
- I feel that my program at the time I went through did not give me adequate training in the different types of skilled interventions and the names of those interventions.

- I graduated in 1991 with a MS in Audiology. I worked for 6 weeks the following year while the audiologist I did a graduate externship with went on maternity leave. Since then I stayed home to raise my family until August of 2022 when I was hired as a Speech Paraprofessional in the public schools based on my qualifications of a Bachelor's degree in Communication Disorders. I live in Idaho, and the previous month to my hiring, Idaho began to recognize SLPAs. I got my Idaho license and completed the requirements to become an SLPA, and then obtained my ASHA certificate. My background in communication disorders definitely helped me get back into the field, but because it had been so long, I definitely had forgotten much in the beginning. I have since been reminded of many things and learned so much more about speech therapy. Since my focus was hearing, it has been a bit of a learning curve, but it has been wonderful. I love my students and have been mentored well. If I had planned to be an SLPA or and SLP, I would have felt more prepared to be working in speech and language right now. I felt like my education in audiology was very good, but hearing aid technology was a little challenging. At that time, things were just starting to go digital.
- I learned a lot during school, but as a school based SLPA I learned the most during my clinical hours and from my supervising SLP.
- I think having more observation opportunities would have been beneficial prior to having my therapy be observed.
- I think it would help with more hands on with certain subjects.
- I was completely unaware I could be an SLP-A when I graduated from my four year university, so I was had to figure things out on my own.
- I was in school before this certification was officially recognized. No one talked about being an assistant as an option even. No one encouraged it. Now there are specific programs so I'm sure people are much more prepared now.
- I wish I had more time practicing. I only had one semester. Also I had lots of "blind spots" in very important classes like articulation and phonology
- I wish I had more training on working with SLPs and real-life therapy situations
- I wish I would have had more hands-on experience or shadowing opportunities prior to graduation.
- I wish my courses focused more on children than adult speech issues, such as strokes, dementia, etc. since most slpas work with children. I also would have liked to be better prepared for therapy. When I started my job, I felt as if I didn't know as much as I could.
- I wish my degree had more hands on training and more hours of clinical for the entire year I was in my SLPA program to better understand my job as well as multiple clinical sites would've been beneficial
- I wish there were ASHA practice tests (more than just the questions on ASHA page) available for professors to see so that we are more equipped for the ASHA Assistant test.
- I work in a school with children with special needs. I program lots of iPads and other AACs. I also work on teaching staff or family members how to properly

communicate with the iPad. I did not learn much of this in school, however, working hands on has taught me mostly everything.

- I would have liked more practical skills.
- I would have liked my education to include more information about working with older kids, specifically 12+. Learning more non-therapy related issues. School based issues: scheduling your caseload, collaborating with teachers and other therapists, training on how to deal with parents/guardians. General issues: speaking to parents, contracting with insurances (specifically Medicaid), being a w2 employee versus being an independent contractor.
- I would like more training for adults and more materials in different languages
- I would like more training on AAC.
- I would love to see how to run specific sessions and how to take data as apart of the course curriculum for SLP-A.
- IEP training
- If the undergraduate program was structured like nursing programs are with a practicum included, it would help BA SLPAs come out with the experience that Associates-level SLPAs have, which would be helpful.
- If we had more practical therapy tips.
- In school, you learn about the different diagnoses, but an SLPA's job is to treat patients. Therefore, SLPA courses should include some education on how to treat those patients. This would allow SLPAs to be more prepared when stepping into their role, rather than receiving most, if not all, of their education on how to treat different cases in their job setting.
- In undergrad for Com. Disorders, we never really discussed how speech sounds were truly made (other than knowing place manner voiced/voiceless).
- Include more practical application materials such as viewing generic IEPs, early childhood outcomes, transitional meetings, service provider vs case manager etc. While all these may not fall in our scope, it helps to know what they are to better support the supervising SLP day to day. SLPAs are hugely still in school and more training on scheduling, collaboration/consulting, and how to create & treat groups.
- Including classes on positive behavior management, GLP, more AAC
- involve treatment more in undergrad
- It would have helped to complete the Master's program.
- It would help to learn more about real therapy techniques to use in clinical settings.
- It's not a lack of education it's that hands on experiences is more helpful than classroom experiences.
- Learning how to run a successful session; session structures/schedules, behavior strategies, writing session notes
- Managing behaviors, documentation, play based therapy
- More applications to real-life cases
- More applied practice.
- More behavior training for special needs children
- More classes in articulation.

- More classes on behavior management.
- more clinical experience
- More clinical experience in each setting.
- More clinical experiences (not just one therapy setting): public schools, private/charter schools, medical, hospice, etc.
- More clinical hours
- More clinical training
- More courses in data collection and lesson planning
- More experience in school settings
- More explanation, demonstration, & practice developing “lesson plan” (therapy materials); this includes adaptation of the contents for small groups with different therapeutic targets. Behavioral management also needs to be addressed.
- More exposure to individual goals and practice creating therapy sessions for those goals
- more family exposure. everything I was taught was mainly in a school setting but my role is clinic and in home setting dealing mainly with families
- More hands-on experience and training in practicums
- More hands on experience
- More hands on experience would be beneficial
- More hands on opportunities would have been great. Possibly a job shadow opportunity as well
- More hands on practice was needed prior to seeing clients
- More instruction on how to plan therapy sessions since you are basically on your own. SLPs don’t plan sessions for you
- More Language training, more work with IEP paperwork
- More of a variety in therapy settings and group sizes.
- More practical applications, like Visual Phonics training or designing my own data sheets following visual examples. A mock day-on-the-job type instruction/guidance.
- More practical information related to different areas of service and the limitations that may make some areas prohibitive without better support. ie. medical v schools
- More real life clinical experiences/trainings
- More shadowing SLPs during undergraduate year to better understand the field
- More therapy centered learning in undergrad vs textbook learning
- More therapy/setting dynamics trainings and advocacy for self and clients.
- More treatment/observation hours possibly
- More up to date information from undergrad, professors who know what’s actually happening in the field, support from ASHA. ASHA not making arbitrary rules that make the field full of boundaries
- My associate's degree in Science and Communication disorders was enough to inform me on how to find a variety of speech therapy strategies and touched on a

few different approaches, however, I wish I had received more of a curricular foundation that I could refer back to,

- My classes were not to date and did not give much practical wisdom for actual therapy.
- My education and training as an SLPA have prepared me by providing a strong foundation in evidence-based therapy techniques, data collection, and professional communication. Hands-on clinical experience and knowledge of ethical guidelines have equipped me to effectively support students while working collaboratively with supervising SLPs. Continued learning in culturally responsive practices and technology use will further enhance my role.
- My education could have had more focus on service delivery, evidence based practices and strategies. Majority of the classes I took centered around anatomy, sound disorders, phonetics, which is beneficial knowledge in the field. However, in my daily work I almost do only service delivery so that focus would have been beneficial.
- My education had a part in the role I have today and an SLPA in schools. The training as well plays a role in being a better asset.
- My education was over 30 years ago.
- My SLPA program was an out-of-state online program. When it came time for practicum, there was no help in finding a placement, I had to find it myself. As such, one place that accepted me was not beneficial at all. I feel like better communication and maybe a central database for practices willing to give mentoring would be better overall.
- Program I attended, in AK, was inadequate in terms of specific skills practice for articulation skills.
- Provide skills and opportunities for me to use my bachelors degree and not reference when I get a masters I'll learn.... A masters program did not work for me but I still love and enjoy the field and wish I had learned ways to be in my field with only a bachelors
- Provided a more hands on experience. Also. Discussed options such as becoming an SLPA if you weren't prepared/planning on going straight to grad school
- Provided more internships with SLPs on the process of what crating goals. So that we can have a better understanding on what SLP-A will be treating
- Providing more insight on difficult behaviors that arise during therapy sessions.
- Since my master's program is online, I don't get much hands-on experience other than in clinical rotations.
- SLPA licensing course could focus more on therapy techniques and understanding scope of practice.
- Specific information about laws and legislation (IDEA) and what that looks like in education. I don't recall reviewing that as an undergraduate and learned only while working as an SLPA on the job.
- Teach more about treatment approaches
- Teaching you more about how to target goals.

- The classes I took in undergrad didn't have adequate hands-on training. I felt like I was missing how an actual therapy session was ran.
- The education and training could've better prepared me for my role by providing more realistic ways of providing play based therapy
- The hands on experience prepared me the most. Plus being a speech aide prior helped a lot.
- The program I graduated from did not provide clinical within my undergraduate career making it difficult to gain my SLPA licensing
- The SLP field is so broad, I feel like no schooling is ever enough. It is really all about real world experience and continuing ed
- There are such a vast range of goals we work on, while training may mention some of these, I find I'm continually researching information to best serve clients/ students.
- There isn't enough emphasis on assistant roles in undergrad.
- Training for clinical services should include the paperwork that we are required to complete, and more in-depth information about screening.
- training specific to child development to support clinical reasoning skills
- Undergrad CSD programs could have better therapy opportunities to provide more experience.
- Undergrad degrees should be more focused on delivering treatment to all the varieties of patients available.
- Undergrad should have given more insight/training into lesson planning. Especially since SLPAs can only work in the education setting, there was not a lot of information that was given or taught on how to navigate that setting.
- Utilizing practical scenarios, or potentially shadowing working SLPs to gain a better understanding of expectations
- With technology and everything changing, Its good to stay up to date with everything and make yout more confident
- Working in Early Intervention, a big part of my job is parent coaching. I wish my Associate's program would've covered more about this topic, since I just got thrown in there with very little background or knowledge on this.

Are you an ASHA Certified Assistant? (Q50)

Response	All Respondents (n = 282)
Yes	223 (79.1%)
No	59 (20.9%)

Which one of the following best describes your current employment status as a speech-language pathology assistant (SLPA)? (Q51)

Response	All Respondents (n = 282)
Full-time (35+ hours/week)	199 (70.6%)
Part-time	37 (13.1%)
Contract	21 (7.4%)
PRN/On-call	0 (0.0%)
Not currently employed	25 (8.9%)

Is your role primarily...? (Q52)

Response	All Respondents (n = 254)
In-person	242 (95.3%)
Remote	3 (1.2%)
Hybrid	9 (3.5%)

In what U.S. state or territory do you currently work? (Q53)

Response	All Respondents (n = 254)
Alabama	2 (0.8%)
Alaska	3 (1.2%)
Arizona	23 (9.1%)
Arkansas	3 (1.2%)
Bermuda	0 (0.0%)
California	33 (13.0%)
Colorado	5 (2.0%)
Connecticut	11 (4.3%)
Delaware	0 (0.0%)
District of Columbia	0 (0.0%)
Florida	13 (5.1%)
Georgia	3 (1.2%)
Hawaii	0 (0.0%)
Idaho	5 (2.0%)
Illinois	5 (2.0%)
Indiana	4 (1.6%)
Iowa	0 (0.0%)
Kansas	0 (0.0%)
Kentucky	0 (0.0%)

Louisiana	1 (0.4%)
Maine	6 (2.4%)
Maryland	2 (0.8%)
Massachusetts	11 (4.3%)
Michigan	0 (0.0%)
Minnesota	5 (2.0%)
Mississippi	5 (2.0%)
Missouri	7 (2.8%)
Montana	3 (1.2%)
Nebraska	0 (0.0%)
Nevada	1 (0.4%)
New Hampshire	10 (3.9%)
New Jersey	0 (0.0%)
New Mexico	0 (0.0%)
New York	0 (0.0%)
North Carolina	7 (2.8%)
North Dakota	1 (0.4%)
Ohio	0 (0.0%)
Oklahoma	9 (3.5%)
Oregon	4 (1.6%)
Pennsylvania	4 (1.6%)
Puerto Rico	1 (0.4%)
Rhode Island	1 (0.4%)
South Carolina	6 (2.4%)
South Dakota	1 (0.4%)
Tennessee	5 (2.0%)
Texas	18 (7.1%)
The Bahamas	0 (0.0%)
Utah	7 (2.8%)
Vermont	1 (0.4%)
Virginia	10 (3.9%)
Washington	7 (2.8%)
West Virginia	2 (0.8%)
Wisconsin	2 (0.8%)
Wyoming	3 (1.2%)
Other, please specify:	4 (1.6%)

Other Responses:

- Alberta
- Lima
- Qatar
- USVI

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. (Q54)

All Respondents ( <i>n</i> = 254) Mean (Standard Deviation) [Range]
7.65 (7.19) [0-40]

Is licensure/certification/registration required for SLPAs in your state? (Q55)

Response	All Respondents ( <i>n</i> = 254)
Yes	223 (87.8%)
No	31 (12.2%)

Does your state require professional development to maintain licensure/registration? (Q56)

Response	All Respondents ( <i>n</i> = 252)
Yes	199 (79.0%)
No	53 (21.0%)

Are there any challenges you face related to maintaining licensure or regulation? (Q57)

Response	All Respondents ( <i>n</i> = 254)
Yes	45 (17.7%)
No	209 (82.3%)

What were the challenges you faced related to maintaining licensure or regulation? (Q58)

Responses:

- Balancing work and CEUs
- Conflicting information and unclear processes
- Cost (*n* = 3)
- Cost is high and not covered by employers.
- Cost of maintaining my state licensure and ASHA certification can be challenging and was a major factor in choosing to become ASHA certified.
- Cost, continuing ed opportunities
- Costs of the courses to complete the requirement.
- Credits in college

- Discrepancies between Georgia State Board, ASHA, GaPSC. Requirements, such as GACE and bachelor level degree, are not established in Georgia. State registration is not required in school settings, but is required in healthcare settings.
- Fees for ceus
- Financially
- Finding CEUs that apply to SLPA
- Finding CEUs that don't cost a lot of money
- Finding free ceu courses, finding courses related to clients / population servicing, budgeting for ceu courses for state licensing
- Finding free continuing education classes if school/employer won't pay for classes.
- Finding reasonable priced or free CEUs
- Finding the continuing education credits that pertain to my field and having to pay for them out of our pocket not through work.
- Funding for both the SLPA licensure for ASHA and for the state of WA. Also the time it takes for licensure to be provided by the state is a big hold up in me being about to practice as an SLPA
- Going through my work to get the time off to do in person CEU's, mostly just from being new and not really knowing how to go about it, because since I work full time, then it became a juggle to figure out when to plan it into my free time. Also, there is not a lot of clarity about online CEU's vs. in person required for maintaining as an SLPA.
- Having access to enough CEUs that are cost effective.
- Having and finding the time to complete CEUs is a challenge for me. I'm an SLPA working two jobs, with a family and husband with cancer to care for. Finding the time and space has been a challenge to complete continuing ed courses.
- I had all the credits required for a license in my state, but since i did not have a bachelors degree in SLP, I had to appear before the board and request for reconsideration to their initial denial. I presented them with my transcripts to show that I had taken all of the required hours, in which they then granted me my license.
- I received mu SLP trained overseas, in Europe. To get certified in Alberta, was a long process and it took me a a few years. Meanwhile, I have been working as an SLPA.
- I would like to be able to get my SLPA certification for the years of on the job training, professional development, & ASHA convention classes, but unfortunately I would have to have a bachelor's degree to get this certification. I have no problem doing online classes or in person, but to get a bachelors degree for the certification will cost too much \$ since working as a SLPS/speech tech/ paraprofessional doesn't pay hardly anything.
- It was hard to understand the steps and paperwork needed to get my licensure. I also had trouble finding clear info about the rules in my state
- Lack of access to CEU sources that are financially aware of wage gaps and disparities.
- Licensure is expensive.

- Limited funding provided by employers. Lack of in person conferences in nearby areas specifically AK. Not enough information or courses directed just for SLPAs.
- Money
- Most of the continuing educational credits have to be presence mode and the majority of them are far away from where I am from. Also you can only do 10 credits via online. The rest have to be via present.
- Not having guidance from SLP'a on slpa knowlegdge
- Originally, I became an SLPA following my undergrad. I worked as an SLPA full-time and earned my ASHA cert. I am now halfway through grad school, still working as a C-SLPA part-time, and I struggled to pay my ASHA dues this past year.
- Professional developments available/applicable to SLPA's. A large number of professional development courses are only offered to CCC-SLP's or they cover assessment approaches and not therapy based practices.
- SLPA license in the state of MN is very new. The department of health missed sending my request for a background check on to the Department of Human Services, so my time lapse and I had to submit a new study and pay more money. Both departments were a pain to get a hold of to get guidance during this process.
- SLPA specific classes focus on rules/laws which we do need to know. I had work offer to pay for classes only specific to SLPA- where the information I need for treatment is SLP classes (which they won't cover because I am not a SLP).
- Supervisor needs to take a training course that is limited in how it is provided
- The cost
- The cost every year is significant
- The process of obtaining my SLPA license can be difficult and long.
- The state of Connecticut does not require any sort of licensure or registration, this has barred me from additional certifications as I do not have any state licensing.
- Time and money to get new courses.

What is your current job title? (Q59)

Response	All Respondents (n = 251)
Communication Assistant	0 (0.0%)
Speech Assistant	3 (1.2%)
Speech Pathologist Assistant	89 (35.5%)
Speech Therapy Assistant	22 (8.8%)
Speech-Language Assistant	36 (14.3%)
Speech-Language Technician	6 (2.4%)
Other, please specify:	95 (37.8%)

Other Responses:

- C-SLP Assistant and Coordinator of Daycare Services
- C-SLPA [also written as] Certified Speech Language Pathology Assistant (n = 7)

- Development Director
- Developmental Services in ITC
- Family Trainer
- IA(Instrctional Assistant/Speech Language Pathology
- SLPA (*n* = 6)
- SLPA speech language pathology assistant
- Speech-Language Pathology Assistant (*n* = 55)
- Speech-Language Pathologist Assistant ( professional title); Rehab Manager ( job title)
- Speech and Language Assistant
- Speech and Language Pathologist Assistant
- Speech and Language Pathology Assistant
- Speech and Language Pathology Assistant (SLPA)
- Speech and language therapist
- Speech Associate
- Speech Language Pathologist Assistant (*n* = 13)
- Speech language therapy assistant

Do you believe your job title accurately reflects your duties? (Q60)

Response	All Respondents ( <i>n</i> = 250)
Yes	201 (80.4%)
No, please explain:	49 (19.6%)

Reponses:

- “Assistant” indicates that I am a helper. Most school districts group us with para’s or other who are not licensed, have degrees or have to maintain continuing education.
- As an assistant, I do the majority of treatment and take most of the data; but the SLPs are the ones reporting data/updates to the families and making reccomendations about students they barely know.
- As an SLPA, I have a bachelors degree in communication disorders and a masters degree in special education. I strongly feel the word "assistant" is not reflective of my skills/education/duties. It honestly implies, I am an "assistant" which translates to a secretarial and/or paraprofessional role. We do so much more and it would be great if we could be called "speech therapists' and drop the "assistant".
- Assistant doesn’t match. We perform the therapy
- Assistant feels like a misnomer when I’m providing 100% of the therapy.
- I can provide direct therapy and people don’t always realize that
- I do all the therapy not just assist
- I do more than my title

- I do speech therapy, I don't do evals or write goals. Assistant isn't as accurate because largely unsupervised vs supervised hours. A better term for our field would be "Speech Therapist" and then Masters Level clinicians should be "Speech Language Pathologist".
- I do think speech technician is a more desired title for what we do.
- I do work as an SLPA but can not use the title until the state processes the paperwork
- I don't assist anyone. All work is done by me with the exception of evaluations and diagnosis.
- I feel like I am a SLPA even though I don't have the certification with my years of on the job experience along with professional development.
- I feel like I do more than "assistant" entities. I do not like having assistant. It makes me feel less than my colleagues.
- I feel slpa's should be grandfathered into slps just like the OT's
- I am a professional from another country, and I am bilingual, I have 29 years of experience, so it is somewhat unfair that I CANNOT do evaluations.
- I perform more than an assistant would due to my experience.
- I provide the same level of therapy as an SLP (not testing, direct therapy)
- I really believe we need a stronger title. The word assistant confuses everyone even the SLP about what our job actually is
- I think it should be Speech Language Pathology Assistant
- I think our title should be called something other than assistant because a lot of parents are skeptical of my abilities
- I think SLPAs should be called Speech Therapy Technicians like RBTs. Assistant to laypeople makes it seem like we can't do anything under indirect supervision.
- I think that a change in title from "assistant" to therapist, to better reflect our ability to provide therapy to our students, patients and clients.
- I train new employees at my company and also handle maternity leaves or other therapy coverage as an SLPA as needed.
- I work in a school setting; "pathology" isn't the primary aspect for the setting
- I work in the public school system. I am only allowed to work with students who need articulation therapy. I am not using my knowledge in the best capacity for my students. Language therapy should also be a part of my duties
- I work in the school system and I feel that many people see the title assistant and don't fully understand the scope of what I do. Some see me as being the same as a teacher assistant.
- I wouldn't mind if the pathology portion was eliminated and nation-wide the term "speech language assistant" was the only term used.
- It can be difficult for people to understand our role because they see "assistant". They assume we do not have a bachelor's degree or know we are certified.
- It is confusing for my coworkers and my superiors refer to me as a SLPA anyway, which I find as more clear and accurate.

- It is often interpreted as a therapist assistant decreasing my perceived competency
- it should be speech therapist
- My community's perception (and some with the speech world) of the title indicates we are knowledgeable.
- My title does, however I am always on the paraprofessional contact which causes a multitude of problems such as respect and understanding of my role
- Paper work mentions Assistant but work as SLP, CCC
- SLT is bachelor level, and I have post-bacc
- Teachers thing SLPA means I am the SLP's secretary.
- The “assistant “ title implies that I may not have the background knowledge that I have when I perform Speech Therapy without my Supervising SLP most of the time . I believe “Speech Therapist “ is more accurate & Speech Language Pathologist for SLPs is a better fit.
- The “assistant” part of my role is less actual assisting and more performing. I provide direct therapy to my supervising SLPs’ clients most of the time, and assist with data collection and reporting, but otherwise I am largely independent.
- The current title implies that I have no autonomy or certifiable skills
- The hiring manager at the district office often notes that unqualified people will apply for the job because it notes “assistant” equivalent to that of an office assistant.
- The school district list SLPA’s under Support Staff, which technically being categorized under Support Staff means anybody could do my job. Which is false. I believe SLPA’s should be offered a contract to ensure professional growth.
- The term “assistant” tends to negate exactly what I do. Yes, I assist the Speech Pathologist, but I provide therapy, write progress reports, perform informal evaluations to determine progress, etc. I think SLP Therapist would be a better title.
- The word “assistant” implies I only “assist” the SLP . For many people, they are unaware of how involved my scope of practice truly is. I am responsible for progress reports, data monitoring, screening, direct therapy and am solely responsible for planning activities and sessions. Additionally, I bill Medicaid.
- The word “Assistant” makes it appear that I’m only there to support the SLP. It doesn’t reflect that I am qualified and trained to implement speech therapy services.
- We are educated co leaders that provide therapy and help manage caseload but are often lumped with Para educators/admin Assistants with less training/education.
- While I do technically assist my SLP, I do all the therapy for the clients. Assistant make it seems like I would assist her with therapy, but I am doing the therapy 99% of the time (with supervision as required), as well as session planning and data taking.
- Yes and no. Sometimes I feel that the term assistant can make people think that we are unqualified.
- Yes, we provide assistance to SLPs; however, with large caseloads and supervising SLPs at other campuses, SLPAs see students and campus staff more frequently than SLPs -- SLPAs are the face of Speech Therapy for that campus so we become

the Speech Therapy representation. Speech & Language Therapy Specialist could be a suggested name that encompasses the great range of abilities SLPAs do.

Which of the following best describes your primary employment facility? (Q61)

Response	All Respondents (n = 251)
Early intervention, day care, or preschool setting	28 (11.2%)
Public, private, or charter elementary or secondary school	156 (62.2%)
College/university clinic	0 (0.0%)
Hospital (in- or outpatient)	7 (2.8%)
Residential health care setting (e.g., skilled nursing facility or other residential health care facility)	1 (0.4%)
Nonresidential health care setting (e.g., home health care agency, adult day care setting, clinic)	4 (1.6%)
Private practice setting	36 (14.3%)
Telepractice	4 (1.6%)
Other, please specify:	15 (6.0%)

Other Responses:

- Adult transition program
- Approved Private School
- Early intervention as well
- Facility School
- Home Health Agency
- I work in an ABA clinic that provides in-house OT and SLP. I work with children aged 2-12
- L
- Outpatient Rehabilitation
- PreK-12 public school
- Private practice and early intervention I have two jobs
- private special education school
- Public school middle/high school
- Public school/ preschool- 5th
- School site and clinic in the summer.
- Special needs school and clinical setting

Do you perform any managerial duties (e.g., Scheduling manager)? (Q62)

Response	All Respondents ( <i>n</i> = 250)
No	171 (68.4%)
Yes, please describe:	79 (31.6%)

Responses:

- caseload management, scheduling, progress reports
- Create and manage own schedule
- Creating a schedule for clients
- Everything a SLP does with the SLP overlooking my completed duties
- Help with speech therapy schedule
- Home Health Agency Director
- Home health, so I make my own schedule.
- I'm not quite sure what this question entails. I schedule students, do Progress Reports, etc.
- I am in charge of making up cancelations
- I am responsible for creating and maintaining my own schedule
- I am responsible for weekly scheduling and making changes to the weekly schedule.
- I am the re-evaluation scheduler and Shadowing Manager
- I create schedules, write progress notes, and do billing.
- I create the speech schedule with assistance from the SLP
- I create/manage my own schedule and serve as chairperson of the students I serve.
- I do my own scheduling
- I help SLP schedule groups
- I make my own schedule (*n* = 2)
- I make schedules for therapy rooms and I also order all supplies needed.
- I manage my own schedule and send each caregiver a reminder text about upcoming sessions.
- I manage my own schedule, answer the office phone as needed, and open/close the office as needed.
- I primarily create both schedules for myself and my supervisor, I complete all MA billing services.
- I schedule all daycare visits for speech and occupational therapy for clinic
- I schedule all of the caseload for my campus.
- I schedule and reschedule my students speech sessions.
- I schedule my own clients.
- I take on most of the SLP responsibilities that are under my scope of practice. I do scheduling, go to IEP meetings, talk to parents, help draft goals, etc.

- I take patient complaints/questions and assist with patient satisfaction and recovery, I assign patients to vendors closest to home, I assist in answering vendor's questions about referrals entered by SLP or pediatricians, I assist with scheduling, ordering materials for our department, keeping department organized and stocked, assist in interpreting for SLPs, and other providers as I am a qualified biligual staff (test provided by company to determine qualification).
- I work with my SLP supervisor to set my schedule.
- In charge of creating my own schedule for my assigned students, scheduling IEP meetings
- In the past yes. Current setting no
- Keeping schedules, creating online shared data sheets
- Make phone calls, print papers and deliver them to clients.
- Managing other staff, leaves, coverage provided different areas, fluoro are done, FEES are done
- Occasionally help set up meetings.
- Ordering supplies, filing paperwork, helping schedule/coordinate my coordinator to the appropriate teachers for IEP meetings
- Paperwork
- Rehab Manager
- Schedule
- Schedule and coordinate and/or execute trainings
- Schedule off site testing, schedule students for services
- Schedule patients and increase frequencies of treatment manage cancelations and rescheduling etc. all administrative duties
- schedule sessions & evaluations
- Schedule student sessions; assist with clerical work for Team meetings.
- Schedule students by their EIP
- Schedule, some parent communication
- Scheduling ( $n = 5$ )
- Scheduling & parent contact with Pre-K students who don't attend campus classrooms. Travel to multiple campuses. Correspond with district staff that have Speech students on his/her roster.
- Scheduling and billing Medicaid
- Scheduling and Lesson Plans
- scheduling and managing therapy of assigned students and clerical upkeep of files.
- Scheduling caseload services, filing student records, cocollaberate with other perfesdionals via email and in person meetings
- Scheduling clients for self and supervising SLP, answering phone calls, making files, etc.
- Scheduling meeting, Recommendations for AAC, insurance and clinical settings
- Scheduling meetings for the SLP, scheduling caseload

- Scheduling meetings, updating IEPs, communicating with parents, submitting state paperwork, managing files
- Scheduling my sessions.
- Scheduling students for services
- Scheduling times to see students based on class scheduling & policy
- Scheduling, admin work
- Scheduling, billing, and insurance.
- Scheduling, calling parents, emails, copies, collecting and scanning documents
- Scheduling, community outreach, internal aid
- scheduling, creating and updating files
- Scheduling, data sheet creation, attendance checklist, worksheet creation, homework packet creation, organizational recordkeeping
- Scheduling, inputting data
- Scheduling, maintaining distribution of caseload among multiple SLPs, data entry, filing
- scheduling, preparing materials
- Scheduling; lesson planning.
- service tracker, communication with staff
- Sometimes help with scheduling
- We come up with the schedule for each students session.
- We fill our own cancellation & no shows as well as documentation of C/C transactions (Cancellations/no shows) for payroll personnel.
- Yes I schedule all of my clients for my early intervention in home health and help reschedule with my clinic role

How are you paid in your main job? (Q63)

Response	All Respondents ( <i>n</i> = 251)
Primarily annual salary	98 (39.0%)
Primarily per hour	136 (54.2%)
Primarily per home visit	17 (6.8%)

Including bonuses, what is your gross annual income before deductions for your main job? (Q64)

All Respondents ( <i>n</i> = 88) Median, Mean (Standard Deviation) [Range]
\$54,500.00, \$55,113.99 (\$16,593.56) [\$6,600.00-\$120,000.00]

What is the hourly rate you receive at your main job? (Q65)

All Respondents ( <i>n</i> = 128) Median, Mean (Standard Deviation) [Range]
\$32.50, \$35.10 (\$10.70) [\$20.00-\$95.00]

On average, how many hours do you work per week for the hourly rate you entered in the question above? (Q66)

All Respondents ( <i>n</i> = 130) Median, Mean (Standard Deviation) [Range]
35.00, 32.92 (8.27) [6.00-45.00]

What is your average per-visit rate? (Q67)

All Respondents ( <i>n</i> = 16) Median, Mean (Standard Deviation) [Range]
\$35.50, \$39.44 (\$9.18) [\$30.00-\$65.00]

On average, how many home visits do you make per week? (Q68)

All Respondents ( <i>n</i> = 16) Median, Mean (Standard Deviation) [Range]
20.00, 23.12 (15.38) [0.00-50.00]

What happens if there is a no-show or a cancellation? (Q69)

Response	All Respondents ( <i>n</i> = 146)
I receive no payment.	39 (26.7%)
I receive partial payment.	13 (8.9%)
I receive full payment.	94 (64.4%)

Which of the following are provided by your current employer? (Select all that apply.) (Q70)

Response	All Respondents ( <i>n</i> = 239)
ASHA certification subsidies/reimbursement for certification renewal	42 (17.6%)
Salary increase for ASHA certification	22 (9.2%)
Salary increase for providing Bilingual services	21 (8.8%)
Tuition reimbursement	25 (10.5%)
Leave (sick, vacation, etc.)	173 (72.4%)
Liability insurance	36 (15.1%)
License subsidies/reimbursement	38 (15.9%)
Professional development opportunities/educational stipend	112 (46.9%)
Documentation of protocols for the roles and responsibilities of assistants	74 (31.0%)
Documentation of supervision protocols	68 (28.5%)
Other, please specify:	10 (4.2%)
None of the above	32 (13.4%)

Other Responses:

- Additional training for State Department of Education required computer programs
- annual stipend for ASHA certification
- Health insurance, dental, and vision
- Professional learning community
- Retirement, union representation
- Some continuing education support
- time for remote self directed training
- union addresses only SLP CEU's
- Waiting to see if I will be eligible for a pay increase after I'm certified.
- We have professional development classes, but they rarely relate to our jobs unless we attend the ASHA convention, which we did last year in Seattle.

How many SLPAs are employed at your workplace? (Q71)

All Respondents ( <i>n</i> = 235) Median, Mean (Standard Deviation) [Range]
2.00, 5.38 (8.28) [0.00-60.00]

Is your organization planning to hire more SLPAs within the next year? (Q72)

Response	All Respondents (n = 241)
Yes	56 (23.2%)
No	66 (27.4%)
Unsure	119 (49.4%)

How would you describe your opportunities for advancement? (Q73)

Response	All Respondents (n = 242)
Clear pathways exist	47 (19.4%)
Limited opportunities	104 (43.0%)
None	64 (26.4%)
Unsure	27 (11.2%)

How often do you participate in continuing education? (Q74)

Response	All Respondents (n = 242)
Regularly	141 (58.3%)
Occasionally	80 (33.1%)
Rarely	16 (6.6%)
Never	5 (2.1%)

**Note.** For Q75, there was a temporary error in the programming for this question which forced respondents to select only one response per column. This was quickly remedied, but responses to the original version of the question are removed from this report.

How often do you perform each of the following activities? (Q75)

Response	Never	Less than monthly	Monthly	Weekly	Daily
Assist the SLP with speech, language, and hearing screenings ( <i>n</i> = 164)	38 (23.2%)	53 (32.3%)	45 (27.4%)	15 (9.1%)	13 (7.9%)
Assist the SLP during assessments of patients/clients/students ( <i>n</i> = 153)	48 (31.4%)	60 (39.2%)	25 (16.3%)	12 (7.8%)	8 (5.2%)
Provide guidance and treatment via telepractice ( <i>n</i> = 147)	87 (59.2%)	26 (17.7%)	5 (3.4%)	20 (13.6%)	9 (6.1%)
Document patient/client/student performance and report this information to the supervising SLP ( <i>n</i> = 164)	0 (0.0%)	3 (1.8%)	13 (7.9%)	36 (22.0%)	112 (68.3%)
Program and provide instruction on the use of augmentative and alternative communication (AAC) devices ( <i>n</i> = 156)	34 (21.8%)	31 (19.9%)	19 (12.2%)	44 (28.2%)	28 (17.9%)
Demonstrating and assisting students, patients, and clients with feeding and swallowing skills developed and directed by the SLP when consuming food textures and liquid consistencies ( <i>n</i> = 140)	118 (84.3%)	6 (4.3%)	6 (4.3%)	3 (2.1%)	7 (5.0%)
Serve as an interpreter for patients/clients/students and families who do not speak English ( <i>n</i> = 149)	117 (78.5%)	13 (8.7%)	7 (4.7%)	5 (3.4%)	7 (4.7%)
Provide services under SLP supervision in another language for individuals who do not	124 (77.0%)	7 (4.3%)	6 (3.7%)	8 (5.0%)	16 (9.9%)

Speak English and for English-language learners ( <i>n</i> = 161)					
Assist with clerical duties, such as preparing materials and scheduling activities, as directed by the SLP ( <i>n</i> = 166)	10 (6.0%)	6 (3.6%)	8 (4.8%)	29 (17.5%)	113 (68.1%)
Perform checks and maintenance of equipment ( <i>n</i> = 162)	50 (30.9%)	29 (17.9%)	30 (18.5%)	29 (17.9%)	24 (14.8%)
Assist with departmental operations (scheduling, recordkeeping, safety/maintenance of supplies and equipment) ( <i>n</i> = 173)	24 (13.9%)	19 (11.0%)	25 (14.5%)	37 (21.4%)	68 (39.3%)
Assist with prevention and advocacy efforts (community awareness programs, in-service training, etc.) ( <i>n</i> = 189)	59 (31.2%)	69 (36.5%)	30 (15.9%)	13 (6.9%)	18 (9.5%)

Please list any additional activities you perform that are not included above.

Responses:

- Assist in preparing progress reports each trimester and end of year status reports.
- Assist PT and OT department patients in finding vendors if initial vendor is unable to accommodate them.
- Attend IEP meetings with remote SLP.
- Behavioral support, parent updates
- communicate with families, colleagues, and staff regarding student needs, scheduling, meetings, etc with permission from supervising SLP
- Consult with supervising SLPs on potential IEP goals, collaborate with IEP team members on accommodations and student needs.
- Daily direct therapy with the students.
- Data management, AI generated materials
- Experience and certification in NLA/GLP; Sensory certificate
- I meet with owner of company and pediatric supervisor and keep them updated on all things within the daycares
- I provide classroom/teacher interventions.
- Performing Fluoro, FEES Test, taking care of voice prosthesis
- Provide direct and indirect speech services, attend staff meetings and trainings, attend IEP and behavioral planning meetings
- Run social media
- Schedule meetings, evaluations, and therapy sessions. Order therapy materials. Keep inventory. File all paperwork.

- social emotional awareness and regulation, cultural competency,
- during full-time I saw 10-12 kids a day for 30min sessions and completed SOAP notes
- Therapy sessions
- Union president for my chapter that represents all 800 paraprofessionals in my district

Do you provide clinical services as part of your role as an SLPA? (Q76)

Response	All Respondents (n = 234)
Yes	159 (67.9%)
No	75 (32.1%)

Of the time that you spend providing clinical services, approximately what percentage is spent with each of the following age groups? Total must equal 100%. (Q77)

Response	All Respondents (n = 154) Mean (Standard Deviation) [Range]
0–6 months	0.70% (3.59%) [0.00%-30.00%]
7 months–2 years	8.67% (19.38%) [0.00%-100.00%]
3–5 years	31.99% (27.82%) [0.00%-100.00%]
6–11 years	42.01% (28.90%) [0.00%-100.00%]
12–17 years	12.20% (18.74%) [0.00%-100.00%]
18–64 years	4.01% (15.05%) [0.00%-100.00%]
65–74 years	0.32% (2.33%) [0.00%-25.00%]
75+ years	0.10% (0.90%) [0.00%-10.00%]

What role supervises your position as an SLPA? (Q78)

Response	All Respondents (n = 230)
SLP	226 (98.3%)
Physician	1 (0.4%)
Both an SLP and a Physician supervise me	1 (0.4%)
None of the above	2 (0.9%)

How often are you supervised (e.g., meetings, observations)? (Q79)

Response	All Respondents (n = 230)
Daily	41 (17.8%)
Weekly	99 (43.0%)
Monthly	33 (14.3%)
As needed	42 (18.3%)
Other, please specify:	15 (6.5%)

Other Responses:

- 2-3x per week
- 20 percent of the month
- 4 hours a month
- 4 times a school year
- A few times per week
- As needed for direct supervision requirements
- At least weekly, sometimes more often.
- Do not need daily supervision, but we share a room.
- Meetings weekly observations as necessary
- Once the state SLPA is approved I will be supervised every 2 weeks
- share a room with SLP, she is always there as needed
- She supervises me and we meet weekly to go over students. If she has space she will come to observe
- We have some sort of contact, direct or indirect almost daily. My SLP is remote, but we use Zoom and email and text and phone calls.
- weekly standing meeting as well as in session as applicable
- When I have a full time SLP it's on a weekly to bi weekly rotation. With a 2 day SLP this past year it was none.

Do you feel the supervision you receive is adequate? (Q80)

Response	All Respondents (n = 229)
Yes	218 (95.2%)
No, please explain:	11 (4.8%)

Responses to please explain:

- Been an SLPA for close to 10 years and Supervisor is always easy to get a hold of and we speak weekly

- I am often in buildings by myself and though I can always contact the supervising SLP the caseload is large and time to consult with an SLP is limited. Sometimes they are not immediately available.
- I feel like my supervision could be less.
- I feel like the supervision requirements are excessive at this point. COTA's and PTA are much more relaxed in supervision and we have higher level degrees.
- I think it's too much. The SLP has a hard time letting go and understand that she can't control everything and trust the process
- I think its too much supervision & only 4 assistants per SLP. OT supervises unlimited cotas who dont have a bachelors
- Need more
- Not this past school year. The SLP did not understand her obligation and assumed because I have been with the district for so long that she didn't need to supervise even after it was brought to her attention.
- Occasionally I feel overworked and do not feel as if I have enough support.
- Sometimes I wish my supervisor had more time to see kids in person with me. But overall she is very supportive.
- varies with each SLP

In what areas do you provide services? (Select all that apply.) (Q81)

Response	All Respondents (n = 228)
Accent modification/communication effectiveness	12 (5.3%)
Aphasia	24 (10.5%)
Apraxia of speech	144 (63.2%)
Auditory (re)habilitation	18 (7.9%)
Augmentative and alternative communication (AAC)	181 (79.4%)
Autism spectrum disorder (ASD)	205 (89.9%)
Central auditory processing disorders (CAPD)	52 (22.8%)
Cleft lip/palate	32 (14.0%)
Cognitive-communication	114 (50.0%)
Dysarthria	16 (7.0%)
Fluency	159 (69.7%)
Gender affirmation services	0 (0.0%)
Language and literacy	197 (86.4%)
Orofacial myofunctional disorder	14 (6.1%)
Speech sound disorders	215 (94.3%)
Voice/resonance	49 (21.5%)
Other, please specify:	3 (1.3%)

Other Responses:

- Dysphasia, fluoro, fees, laryngectomy care, prosthesis change, critical care post extubation speaking valve assessment
- motor
- Overall development with a focus on language/ communication

What are your greatest challenges as an SLPA? (Select all that apply.) (Q82)

Response	All Respondents (n = 225)
Balancing work and home responsibilities	51 (22.7%)
Being asked to perform tasks outside my scope of practice	40 (17.8%)
Finding time to do my administrative work	67 (29.8%)
Finding time to do my clinical work	13 (5.8%)
Finding time to meet with my supervising SLP	32 (14.2%)
Feeling isolated or professionally unsupported	57 (25.3%)
Keeping current with advances in clinical information	51 (22.7%)
Lack of adequate supervision	7 (3.1%)
Limited employer understanding of my role	76 (33.8%)
Unsatisfactory salary/benefits	118 (52.4%)
Unstable work hours	17 (7.6%)
Volume of paperwork	61 (27.1%)
Volume of overall workload	87 (38.7%)
Other, please specify:	22 (9.8%)
I have not experienced any challenges as an SLPA	23 (10.2%)

Other Responses:

- Being asked to fill in other areas of the workplace.
- Being considered a part of the SP-ED team
- Difficulties with school administration
- Finding time to communicate with teachers
- I don't think employers or SLP's get that we are educated and do almost everything they do besides swallowing and assessments. I prefer to be an SLPA With a MA in Autism because my passion is "just" working with kiddos and not being bogged down with paperwork. I had one SLP tell me it was my job to handle entire caseload because she needs to do paperwork. Mind you, I'm aware of the paperwork because I had the entire caseload and their wasn't much since I did a majority of it in the school
- I have more experience than my supervisors and training, such as Sensory and NLA
- I would like to advocate that ASHA please drop the assistant term and use therapist. Then allow therapists with a master's in speech to use pathologist. Again, the term "assistant" has a negative connotation and lumps in a group that appears to not have training or a degree when we really are very qualified.

- In my state, we are limited to what we can do in the schools. We provide articulation therapy only.
- It has been a learning curve getting back into the communication disorders field after 31 years away raising my family, as well as switching from audiology to being an SLPA. It has been hard to find enough time to fully study and learn all I need to and want to, so that I am best able to help my students with their individual needs. Each student is so unique. I discuss these individual needs often with my SLP. That individual attention takes a lot of time. Preparing engaging materials and activities for therapy also takes much time. Then there's all the daily data summaries. I often feel the need to write more explanations than just give a data number for the day to better help me remember what they need, what we have tried and what helps most. Progress reports are time consuming as well. The more I learn and work, however, the better I have gotten at everything. I am sure that will continue to improve with time and experience. I love taking the Professional development courses on ASHA's website as well as on SpeechTherapyPD.com. It is fun to learn, and especially when it applies to specific students I have.
- Limited access for scheduling sessions (non-core/extracurricular only)
- limited work opportunities!!! Also being supervised too much so that less clients are able to be seen
- Materials not in other languages
- My role being understood by the school district.
- My title often can be perceived as an slp assistant minimizing my expertise
- Navigating sensory needs for children with ASD on my caseload.
- No being respected because I'm not an SLP and my state not following ASAH regulations for what I can do
- Not respected as a SLPA constant hovering and control by SLPs. Way too much supervising
- other SLPs not willing to supervise. My district and state requires asks a lot from them to supervise SLPAs, with little incentive (reduce caseload by 10)and they are already overwhelmed. I have been supervised by contracted teletherapists via secure platforms for the past 2-3 years.
- Paid per billable hour in the summer the hours are limited
- staying on top of session notes
- The bridge from SLPA to SLP is very difficult and costly
- unsatisfactory amount of hours

Do you anticipate making any of the following changes in the next 5 years? (Select all that apply.) (Q83)

Response	All Respondents (n = 252)
Complete/pursue an <u>undergraduate</u> degree in speech-language pathology or Communication Sciences and Disorders	10 (4.0%)
Complete/pursue a <u>graduate</u> degree in speech-language pathology	98 (38.9%)
Apply for ASHA Assistant Certification (C-SLPA)	28 (11.1%)
Apply for ASHA certification as an SLP (i.e., <i>not</i> as an assistant, CCC-SLP)	46 (18.3%)
Moving to a health care-based setting	29 (11.5%)
Moving to a private practice setting	31 (12.3%)
Moving to a school-based setting (preschool, elementary school, etc.)	25 (9.9%)
Stay at home full time as a parent or caregiver	15 (6.0%)
Pursue a career outside the speech-language pathology profession	34 (13.5%)
None of the above	86 (34.1%)

Why are you leaving the speech-language pathology profession? (Q84)

Responses:

- Anticipate retiring in 5 years
- Burnout
- exploration, change
- I'm reluctantly considering leaving the speech-language pathology profession due to the significant challenges I've faced in my career. Despite my passion for the field, finding a job in my state has been extremely difficult. Furthermore, my current position offers no benefits and inconsistent hours, making it unsustainable in the long term. While pursuing a master's degree could potentially improve my prospects, my current life circumstances make it difficult to consider taking on the significant time and financial commitments required for graduate studies.
- I am considering leaving the speech language pathology profession due to the unpaid work during clinical practicum hours that are required in graduate school. Students have financial obligations and requiring that they work full time hours for little to no pay is just not feasible for most people.
- I am moving, and there are no job opportunities or openings in my area. Most employers seem unaware or have little information about SLPAs.
- I am really disappointed by the guidance that ASHA has provided throughout the changes that have taken place with Medicare B and CF licences, among other things. I do not feel that ASHA does enough to actually benefit its members, and I do not feel supported. I like what I do, but I am only interested in working in a medical setting once I finish my masters program, and if ASHA continues to fail to advocate for us and for our patients, I can definitely see myself pivoting to pursue another healthcare career, even if it means taking out more debt. I don't want this to

happen, but I refuse to stay in a field whose national board doesn't work to benefit me and my clients.

- I don't make enough money and I don't have enough opportunities as an SLPA. ASHA needs to advocate for us to make it possible to work in other settings
- I found something else I enjoy more
- I have been transitioning to the Assistive Technology department at the school and have decreased my time spent in the speech department to mainly feeding and programming AAC.
- I have worked in the same district for the last 13 years and should be a salary based employee, but am still hourly. I do not get paid over the summer.
- I just don't think it's a job that's going to last forever. Also it consumes a lot of energy and patience so do not see myself working as a SLPA with more advanced aged.
- I love my profession. I also love working in the school setting as I had worked in the clinic and Home setting for two years prior to working in a school. There is a difference in the quality of care and service delivery between the two settings. I wish that the schools had a lower caseload because it can be very overwhelming.
- I may have to find a job that pays better
- I would consider leaving because the pay is very low in my state and even with having my Bachelor's degree and Associate of Applied Science in Speech Language Pathology assistant, I would still be required to take a leveling program and master's program to advance in this field which would take so much time and money.
- I would leave my current position in public schools and move to Early intervention or private setting if things in my district don't improve (ex: pay, benefits, understanding of role, profession development opportunities). I often get lumped into being a beginner slpa when I have been doing this for over 18 years and now am a certified slpa. My district doesn't recognize C-SLPA any differently than an slpa that just finished a program. I would say I would leave due to lack of understanding and recognition of what a C-SLPA is/does
- I'm stepping away from the SLP path mainly because the cost of grad school is just too high, even for online programs. I also can't afford to leave my job to complete the in-person practicum hours, since I need to keep up with living expenses. When I think about taking on student loans, it just doesn't make sense financially, I'd be using most of my future salary just to pay off the debt. On top of that, I've heard from a lot of people in the field who are unhappy with the profession, and several have even recommended not going into it. So right now, I'm looking into more affordable online master's programs in other fields in case I decide to keep studying.
- lack of payment
- Lack of state recognition for SLPA. Poor salary for SLPA in my state (CT). Unrealistic demands for the job position
- Lack of support and respect for our profession and low salary.

- Lack of support from professional associations. Low pay in comparison to other jobs what require the same credentials.
- Limited variety in role and burn out with therapy. As an SLPA I am often inundated with therapy back to back leading to burn out.
- Need a higher pay.
- No advancement is possible. Supervision has become an issue. I have been rejected from graduate schools when I apply.
- No support for transitioning into higher degree programs.
- Not 100% sure that I'll be leaving but I feel the burn out from this profession & lack the passion to sustain
- Not leaving the profession. Would like to expand experience in other fields.
- The field has started to focus on more regulations than the people. It needs to keep people at the center and allow therapist to use judgement on what is best for each individual. Especially within the education system
- To make more money and/or travel
- Unsure of path..grad school is not easily accessible for slpas already in the field, huge debt with no support from Ed or health or ASHA. EDFind is helpful but there should be more.
- Where I live (South Florida), there are few SLPA roles in the school systems, making the vast majority of job opportunities not available. In addition to that, the non-school system roles are not at a good salary, leading me to need to work in a different field in order to make a good living.
- Working in the school or home health setting are not an ideal workplace for me.

What suggestions do you have for helping SLPs and your employer recognize your contributions as an SLPA (e.g., how to increase visibility, how to increase leadership opportunities, how to increase professional development given, improving how SLPAs are represented in the workplace and/or at conferences)? (Q85)

Responses:

- A lot of employers do not understand the rules of an SLA and what we can and cannot do
- Administrators need to recognize the SLP field in general. They look at our caseloads through a numbers mindset. Our evaluation procedures are set at the county level for their ease of use, not necessarily what may be best for the students. Our district is rural and money/funding is limited for advanced options for students. We are limited as therapists in regards to what we have readily available for students on our caseload ex. AAC, designated group therapies, etc. Our therapists are hesitant to step up in a leadership role as our voices don't seem to be heard and our proposed changes are seldom adopted or incorporated.
- Advocacy for visibility
- Advocate for your supervision!!! Remind the SLP it is required. This is not your caseload. It is theirs!!!

- All SLPs should be familiar with the role of SLPA along with how to supervise them. All of my supervising SLPs did not supervise an SLPA before and had to learn about regulations. The most frustrating part of becoming an SLPA was the initial Provisional Supervision requirement; my undergraduate program did not place students with SLPs, we were responsible to find them ourselves. It would have been a better experience if ASHA supported this role and or Universities placed students with SLPs who were prepared to supervise. It would of been more meaningful and overall effective outcome.
- All states should require some sort of certification to practice as an SLPA. The state I work in only required a high school diploma, much like a paraprofessional. With that, SLPAs are paid less and taken less seriously in these states since no education in the field is required.
- Allow for SLPA leadership roles to support and educate and advocate for the profession.
- Allow me an opportunity to present my position, skills, and limitations to fellow colleagues. Conduct monthly observations, request a summary of student data, or review my notes/student data.
- allowing SLPAs or making it a requirement for them to attend occasional meeting, professional development, and observe testing. These example would give assistants more opportunities to learn and ask questions.
- Allowing time off for annual Speech conventions without having to take PTO. I think SLPAs should be called Speech therapists. I think people don't realize that we provide therapy as the main part of our job and that an assistant is mainly assisting with administrative work. SLPAs are usually doing a lot more than what the "assistant" title may mean.
- As a school-based SLPA, there is little interaction with school or district leaders. They do not understand that although we work with a SLP, we are in charge of not only giving therapy but planning for it and coming up with materials for that session. I also don't think they understand that each session has to be planned for each individual based on their IEP. Teachers don't even have to do that. Teachers don't know what we do either. Not sure how to address this other than the special ed. department explaining it; however I'm not sure they know what we do either. I think the SLPs are the only ones who understand how much responsibility we actually have.
- As a Speech-Language Pathology Assistant (SLPA) with 19 years of experience and a Certificate of Clinical Competence for SLPAs (C-SLPA), I do not feel that my qualifications and dedication are adequately recognized or respected. When pursuing my C-SLPA certification, I believed it would open the door to greater professional opportunities. Unfortunately, this has not been reflected in the attitudes of current or prospective employers. I consistently exceed the required 20 hours to maintain my licensure, and I am continually engaged in professional development through CEUs and other learning opportunities to expand my knowledge and skills. Given my extensive experience, formal certification, and

commitment to excellence, I respectfully request a reduction in the level of supervision I receive. I have consistently gone above and beyond in fulfilling my responsibilities and take great pride in the quality of my work.

- As of now, I feel good about the supports and opportunities I have been afforded. Some people wait for things to fall on their laps, you have to seek out experiences and chances to advance. Maybe guidance on how to recognize those changes and opportunities would help many SLPAs in their journey.
- ASHA needs to help schools provide more opportunities for people to become SLP's - especially SLPA's. I have been in the field for 7 years and that experience is not seen as enough to get into grad school (my undergraduate grads in my program were great, the ones for prereq's were a little lower). If there was a way for C-SLPA's to get fast tracked into an SLP program it would take care of the SLP shortage this country has and would make sure that the people who applied were older, more mature, and had experience with students/clients which would most likely make sure they stayed in the field longer. Please help SLPA's become SLPs.
- Asking/Acknowledging my therapy experiences with a wide variety of clients, Counting these hours as direct client contact (bc it was)
- At conferences- have lectures and activities that are geared for slpa's. Have a lecture for those choosing slpa only - that the are vital as well and not "just" a speech pathology assistant.
- Better understanding of my role as an SLPA and not ask me to work outside my scope. Provide more relevant professional development opportunities.
- Changing the official title which would represent the role better
- Clarifying the name as it's not regulated depending on the state. We do speech therapy so makes sense to called us "speech therapists". PA's have made a move nationally to go from Physician Assistant to Physician Associate.
- Clear outlines for upwards mobility Less clients on my caseload
- Collaborating with SLPAs to keep them in the loop for updated service delivery plans and utilize SLPAs to assist in treatment delivery.
- Differentiating supervision requirements for SLPAs with a 4 year degree vs a 2 year degree - along with years of experience working as an SLPA
- Don't create so many barriers for SLPAs when they want to begin grad school and join the same groups their classmates are in. The SLPA certification taught me nothing and created more barriers than benefits. It feels like a money grab and I would never recommend it.
- Don't treat us as just an aide or a joke. Paras are incredibly important but we are not paras. Include us more with the SLP group and give us more trainings, support and advocacy.
- educate!!! people have no idea what my job is and assume I am an SLPA or assume that I am working toward being an SLP.
- Employers need to be educated on the important role SLPAs provide. There should be a monetary increase for ASHA certification and help with CEUs.

- Employers need to recognize our worth and see how much we contribute and can contribute to their organization/company/schools
- Equal treatment to teachers and licensed providers (not adjunct/paraprofessional level access - e.g., building access keys, dedicated therapy settings, etc.)
- Explaining what I do and not just the title. Also including SLPAs in meetings and professional development days.
- finding a niche in the business. We are too broad and working under lazy SLP's that don't want to grow siphons our opportunities
- Frequent check ins allowing for open communication, offering collaborative sessions when needed, business group chats and activities to feel closer to the other employees
- funding for professional development (i.e. scholarships or partial tuition reimbursement, opportunities for related certifications, etc.)
- Give opportunities to get courses.
- Give SLPA a community like SLP have more continuing CEU's
- Give the SLPAs more recognition and credit! Provide constructive criticism and be willing to answer questions and offer advice! As I am currently in Graduate school about to start my first practicum, I am curious if there has been any talk about SLPAs getting the practicum requirements waived. Working as an SLPA I feel like I have gained lots of experience. With practicum this semester I am unable to work as an SLPA.
- Giving them a true and clear layout of what we do and how we can help them
- Have all states have the same requirements
- Have an official SLPA day like teachers day
- Have better guidelines for what SLP-A's do and lobby for all insurances to see assistants as competent people
- Having the opportunity to attend conferences would be amazing!
- Higher salaries and wider scope of practice as an SLPA
- I'm blessed that my current employer understands the value of C-SLPAs. It's getting our legislature to realize it as well and compensate us appropriately and allow us to practice in more areas. A lot of us are very educated in all areas and our skill sets aren't being utilized.
- I am hopeful that my state will recognize my license in the healthcare setting
- I am not sure the answer, but sometimes it seems like the administration does not fully understand or appreciate all that SLPAs do. While my school district does pay SLPAs more than paraprofessionals, the pay is not very competitive compared to some other districts, and especially not compared to SLPAs in the medical and private practice settings.
- I am paid per billable hour so if there are gaps in my schedule I am unpaid during those times and if clients cancel I am unpaid even though I am available. I feel that we should be able to carve a fee for the time I am here even if they do not show up such as half of my hourly pay or a percentage. I also feel it would be better if our schedules were written in a way that there are not two hour empty gaps where we

are unpaid but move the clients up so that we complete our clients for The day and go home!

- I am unsure at this moment what suggestions would be besides offering the same money that SLP's get for professional development.
- I am unsure.
- I believe that SLP's supervising SLPA's need to make sure they are included in opportunities for professional development and need to be treated as a team member even when it may be training or information that may not be relevant to their scope of practices. I think it is important for directors to understand the need of SLP's to have time to adequately provide appropriate supervision.
- I believe that SLPA's in some states do not receive adequate pay or recognition for the amount of work we are expected to do. In Pennsylvania I make a significant amount less than SLPA's in other states.
- I cannot think of anything, but if there is anything to share with parents about our roles and trainings (some parents do not think assistants will provide good enough services like the SLP) I would love to know!
- I think it is important to realize that we are not certified speech pathologists. Although we may know a lot, it is sometimes doing double the work to help another SLP prep materials while having a caseload of your own.
- I think my problems stem from being the only direct hire SLPA in the district. Last year was my first year as a direct hire and some people expected that I would do more than I did as a contractor not realizing I was limited by my scope of practice. The ultimate solution would be to hire more SLPAs.
- I think SLPA's are sometimes overlooked and underestimated because we aren't seen as "the SLP". I also wished others understood that we do just as much as the SLP even though they have the paperwork and IEP's. It's just as hard to do therapy all day as it is to do paperwork.
- I think that the educational system underestimates my capabilities and importance in my role and the compensation/job duties reflects their lack of understanding.
- I think the state should adjust titles Slp- speech therapy specialist Slpa- speech therapist I also feel by expanding the scope of an slpa would help decrease the burn out by allowing more opportunities. Slps I have worked with are decreasing therapy 90% of the time and it falls on the plate of an slpa leading to considerable reason to leave the field.
- I wish my supervisor would explain my role to the EIs before I get referrals, as they are often confused about why I have limitations. Other than that, I know it depends on the supervisor, but mine is good.
- I work in a wonder school that honors you and treats you exactly the same .
- I would appreciate more equity. A general acknowledgement of our strengths and the ways we contribute to the team. We successfully implement therapy techniques daily and meet the high demands of our caseload.

- I would appreciate more professional development opportunities and conferences to visit with other SLPAs to share ideas and perspectives. I'd like to know about future advancements and growth.
- I would appreciate more professional development opportunities to be more up to date with current evidence-based practice.
- I would like to encourage ASHA to have resources for employers looking to add SLPAs to their team. Also encouraging states to recognize SLPAs and encourage them to have a voting SLPA board position. I would also like to see a partnership with unions that represent SLPAs across the nation. Unions are wonderful resources for advocacy and education on labor rights.
- I would like to have more frequent opportunities to consult about the students on the caseload and collaborate on strategies to help them meet IEP goals. In my role there are not any leadership opportunities that I am aware of. I wish this was more of a possibility as an SLPA.
- I would like to see more recognition for SLPA's, with the current shortage of SLP's, SLPA's have had to step in and take on a more challenging role, increasing workloads. I would like to see more CEU's and inclusion on Feeding and Swallowing. Perhaps a bridge program to obtain a master's degree in communication Disorders for SLPA's that have a number of years practicing .
- I would love to see CEUs specifically for SLPAs. Having more visible representation in professional organizations. Most people out side the field don't understand what SLP/SLPAs do, but we are undervalued in our own profession.
- I would suggest increasing the amount of shadowing hours to be required as an SLPA. It is important for a SLPA to shadow an SLP to really gain insight and information on how to approach certain sessions.
- I'm really supported in the school district I work for.
- If you are in a school, it is important for the staff to understand the roles of an SLP and SLPA.
- Improving how SLPAs are represented in the workolace
- In recent years my employer has shifted to view my role differently, early on there was more time allowed for documentation and the administrative tasks that I need to perform (data collection, material preparation, etc.) and now my superiors receive pressure to remove any extra time that is not directly with students. This makes it very hard to complete all of my work during my working hours, and so I always work unpaid past my working day. This adds a lot of stress and pressure not to bring my work home. I feel like the school district I work for needs a better understanding of the entire role of a SLPA and not just what they assume it to be.
- Including assistants to be a part of leadership, actually listen to input from assistants. Admin should make an effort to fully understand the assistants scope of practice. While ASHA has started certifying assistants it comes of more of a money grab than anything else. It's not required by most states and does nothing to improve their professional standing. In addition a lot of administrators in the school

systems look at assistants as para's and treat them as such. Even though to be an assistant you have to have a bachelors degree and be licensed by the state.

- Including SLPA in the conversation where they can Join activities and speaking up.
- Inclusion in other clinical duties like IEP meetings, delegating assessments, and increased pay.
- Inclusion of assistants and more recognition of the work we do
- Increase professional development
- Increase professional development opportunities and informing employers on the role of the SLPA and how helpful they are
- increase representation in school unions
- Increase salary
- Increase salary due to caseload management and administrative duties
- Increased medical insurance reimbursement for increased access to higher salaries and wages for slpa
- It's important to remember that we are a team, although our scope of practice does differ. SLPAs are able to provide valuable insight and ideas and SLPs can share their deeper knowledge to increase our understanding of the areas we target.
- It would be helpful for SLPAs to be on separate pay scales, public schools loop us in with paraprofessionals, but we perform specialized work and require licensure.
- It would be helpful if I had time each day that was not scheduled with students so that I could prep materials, plan for groups, and meet with my supervisor.
- It would be helpful if there were clear guidelines on how many students an assistant should see. The numbers can get well over 100 a year and seems to be getting worse. Our salary is minimum for the amount of work we do.
- It would be helpful in ASHA advocated for SLPA's as much as SLP's. It would be beneficial if Arizona could be encouraged to provide licenses to Bachelors degreed C-SLPAs as an SLT or SLP-L (limited to schools and no feeding and swallowing) again as we were before 2012. COTAs have to have an AA degree and can write goals, progress notes etc... As well, I would like ASHA to advocate for a bachelors in Speech and Hearing sciences for C-SLPA's so that pay would be considered more equitably across states and districts. I am considered certified in my district but am limited to going other districts since pay wildly differs from state to state and district to district. This differs as well in whether you are salaried or hourly and can be a \$20,000 a year difference. It is more consistent for SLPs. Since the education is only an AA or 60 hours requirement, SLPA's tend to be treated like a paraprofessional and in most districts a lot of lip service is paid about much we love para's but we still don't treat them as well as we should.
- It would be nice if there was a work exchange for assistance with tuition. College courses are expensive and time consuming and it would be a great help if employers would db e willing to help on the financial side of things.
- It would be nice to see a pathway that would give credit for on the job experience without having a bachelors degree.

- It would be nice with what all we contribute and with the level of education we have to be title something other than an assistant with a four year degree. With the college debt we get in and to only be offered this opportunity is undermined. I feel like the field we're in should be offered with two separate tracks in receiving a master's degree, one educational and two medical and maybe third track of both. I believe what we do in the school setting can be taught at a master's level to farther our education and give more opportunities to candidates such as myself with a reasonable program price, which could benefit the slp's with their workload by given more responsibility to a fellow Slp. I believe if graduate programs were more feasible with working parents, it would increase the Slp community to help with the workload in some aspects.
- Just to listen and value our work that is just as important
- Let them know how much workload the SLPA has, give new information and ideas, acknowledge the effort.
- Make it better known in undergraduate programs, that becoming an SLPA is an option. You do not have to go straight to grad school.
- Make sure the caseloads they have are doable
- Making actual sessions for assistants at ASHA conference. I think districts also overwork assistants in the schools with therapy. SLP's do not have time to help with therapy since they are writing all evals and attending ARDS.
- Making it more doable to work as an SLPA and pursue a graduate degree!
- Many school districts still don't know about SLPAs. They don't even have job descriptions
- Meet with staff on what speech therapy is and what our expectations are for carry over in a classroom setting
- More awareness of how important we are
- More awareness of the value we offer the speech and language world, and especially the value in communities. Also help admin in schools understand that SLPA's have required hours to meet during the year as well as SLP's.
- More communication
- More recognition, SLPAs work as an SLP, it's like we as an SLPAs should over a period of specific number of years be recognized by ASHA as an SLP, may be clearing an exam and giving an opportunity to sit for an exam based on number of experience and finally recognized as an SLP.
- more specific training and collaboration with other SLPs and SLPAs
- My employer does a pretty good job. I like the SLP I work with. I wish there was a way for SLPA's with a certain number of years experience to become SLP certified without having to go the traditional route. MS is too expensive, and I would have to stop working to complete it. My BS is over 10 yrs old now and I've been told by schools that I can't apply for MS because it's too old. I understand there are classes and information for specific training I haven't had to work with, but I wish there could be credit given for years worked doing what some classes are teaching. Perhaps 5 yrs as an SLPA plus a few courses, and pass the SLP test?

- My employer does a wonderful job recognizing me as an SLPA
- My school does a good job at this.
- My supervising SLP is amazing but the director of the school tries to pull me to sub since I am also a licensed teacher. It is very frustrating. In the past couple of years I have been part-time slpa and part-time intervention teacher. This year I am going to be full time speech.
- My Supervisor recognizes my experience as a Speech Therapist. Unfortunately, the laws do not allow access to certain areas, for example Myofunctional Therapy (in which I have studies that I cannot update since the "assistants" do not obtain validation) ASHA could validate the experience of international professionals like me, and open courses that allow for the homologation and/or updating of the studies completed... or at least, that people like me, can obtain the Master's degree only by studying specific subjects, which take less time and at the same time, are more accessible in price.
- N/A ( $n = 10$ )
- None ( $n = 2$ )
- Offer pay increase for certified SLPAs. Provide badges with titles. Provide employee listings with titles and certification credentials.
- Overall, SLPA's deserve better compensation and a pathway for increasing scope of practice for individuals who have worked in the field for many years, like myself.
- Participate in as many school activities as possible, make sure to be seen, and represent as professionally as possible.
- Pay more for services, acknowledge that we are professionals also. I have to do continued CEU's why can't we be apart of ASHA! I'm a BA SLPA with a MA in autism and severe intellectual disabilities. Acknowledge Im a professional
- payments in a timely manner
- PD targeted specifically for issues concerning slpas such as: documentation strategies, collaboration, specific treatment approaches such as multiple oppositions etc..., instruction on advocacy (specifically, helping those of us that live in unlicensed states advocate for licensing and regulation) MOST IMPORTANTLY- educate SLPs that the SLPA/SLP relationship is a COLLABORATION not a subordinate structure. Help administration and teachers in the schools understand that WE ARE NOT PARAPROFESSIONALS, we are highly skilled clinicians.
- Personally I have had wonderful experiences as an SLPA, and it helped me get accepted into grad school and pursue a career as an SLP. I would love to see more awareness about SLPAs and their role!
- Possibly making a standard duties list and making sure that any place that wants to hire slpa's fully understand slpas scope of practice.
- Professional development should be provided on a monthly basis, compare salaries to see how are getting under paid.
- Professional development, specifically for assistants, was lacking at my job. My contracting company informed me of my scope and a general review, but I had little

training. Due to my school district, I had minimal support so PD would have been beneficial.

- Professional titles for SLPA's due to our Educational A.S/B.S, Clinical, State requirements and additional ASHA Credential) More opportunities for SLPAs with Bachelor's degree (AAC/AT Specialist/Professionals)
- Provide them with training of all the rules and regulations when supervising a SLPA and conferences showcasing how SLPAs are helpful in the environment.
- Provide training in areas such as feeding, CAS, gestalt, fluency
- providing more EU's directed toward SLPA's
- Providing more In-services and interpersonal education
- Providing more opportunities for SLPAs to increase professional development to stay current and learn new information. I would also suggest to adjust the level of supervision needed for SLPAs who have more experience and who demonstrate independence in their role.
- Providing opportunities for SLPA's to be heard and understood. Providing SLPA's with the tools necessary to manage clients and caseloads effectively and efficiently. Providing more CEU opportunities (1 offered per year)
- Recognizing that this is a position that has special training and that not just anyone can do it. Its a specialized service and should be viewed and paid in that way
- Resources for helping schools understand our value and the value of a dedicated, quiet space.
- School systems could really be using us more effectively with all of the shortages and I still do not see enough postings, only for SLPs. I live in Delaware that is still yet to finish adding the SLP a licensing category and yet the shortages continue and lack of services are happening in the school systems. I've seen it first hand.
- SLP's being respectful, professional, supportive and ethical. SLP's not abusing their role with the SLPA and ignoring gossip and rumors.
- SLP and employer should be aware of requirements for SLPA licensure and SLPA scope of practice to reduce assigning majority of caseload responsibilities to SLPA
- SLPA's work with large caseloads, yet in schools we are payed hourly and the wage increases only minimally yearly and are excluded from bonuses. We have Bachelor's degrees and have to complete ceu's, like many teachers do. Teachers receive those bonuses and salary options, yet we are not considered for that.
- SLPAs are often undervalued in the workplace, and many employers don't fully recognize our contributions. Pay rates are too low, and there's no consistency in how SLPAs are utilized across settings. This lack of standardization allows some companies to take advantage of assistants by assigning inconsistent duties and offering little to no growth opportunities. In early intervention and other programs, there's often confusion about the SLPA role, leading to underutilization or restrictions that don't reflect our training. The required supervision can also limit how much we're allowed to do, which impacts our ability to gain experience and show our value. Another major issue is the lack of clear career pathways for SLPAs. Beyond remaining in the assistant role or pursuing a costly master's

program, there aren't many options for professional growth. We need alternative tracks, such as lead or coach SLPA roles, mentoring opportunities, or specialty certifications, to help us build a long-term career within the field. I have the ASHA certification but that means nothing to my employers. To improve the profession, we need better visibility, higher pay, clearer advancement options, more respect in the workplace, and better access to professional development and representation at conferences. We're often seen only as "assistants" instead of being recognized as knowledgeable professionals in specific areas.

- SLPAs are professionals that have worked hard to earn their credentials, and we don't always get the recognition that we deserve, especially from administration. I found it helpful to keep a running list of the duties that I performed to prove that we are useful and helpful.
- SLPAs chances to speak at staff meetings or trainings, include us more in team decisions, and offer workshops just for SLPAs.
- Suggestions would be for ASHA to use the term "speech therapist" for assistants not "assistant" as we are much more than just an "assistant" This simple terminology fix would allow us to have more respect in the workplace! Also, to address the lack of SLPs it would be behoove ASHA to provide an easier and clearer path for SLPAs to obtain a master's degree! Why not loosen some of the requirements for a master's degree? Such as the requirement to take additional coursework such as statistics and an additional sciences? Also why do some programs require a person to retake undergrad courses when that individual has been a practicing SLPA and keeps up with continuing education courses (which is required by the state for license renewal)? It is disrespectful and insulting. There has to be a way to allow SLPAs to complete a master's degree without the previously stated requirements but not in any way lower ASHA's standards. We are valuable assets and many like myself love my job but still to this day there is disrespect and an overall looked down upon by SLPs. This unacceptable. It is my hope with possibly getting rid of the term assistant and replacing with therapist, clearer paths to a master's degree without all extra requirements that the field of speech will positively continue to grow and serve our clients with the best possible care. This can only happen if ASHA listens and follows through
- Supporting SLPAs through improved compensation and benefits is essential for retention and professional growth. SLPAs play a critical role in delivering direct therapy services, and fair, competitive pay that reflects their training and contributions would help recognize their value in the field. Access to health insurance, paid time off, continuing education opportunities, and clear pathways for career advancement—such as tuition support for becoming an SLP—would also enhance job satisfaction and long-term commitment to the profession. Investing in SLPAs not only supports their development but also strengthens service quality for the populations we serve.
- Talk about SLPA's in a way of what they can do vs what they can't (google search provides limitations, not capabilities). I suggest those who are hiring SLPAs be

knowledgeable on what the law states a SLPA duties and responsibilities actually are.

- The title is demeaning that we are "assisting" when we are truly treating and providing therapeutic care. We are speech therapists, end of sentence.
- There needs to be more support and recognition on what we can do in the field and making sure we are getting paid accordingly, many school districts pay us para pay. We have more education and more training than a para there should be no reason we get paid so little when we have a skilled therapy that we are providing.
- To be treated as a professional and not be belittled for being an assistant.
- To begin with - having at least monthly meetings with our Team Lead and Supervisor in which we discuss the everyday challenges, limited space (rooms) to work in schools, caseload numbers and our little daily successes as well.
- To help my employer understand and recognize my contributions and a slpa I think there needs to be more state wide training in educating them exactly what the legalities are in my role. I do tell them any limitations I have but my word doesn't seem to matter as much as it would if there were state wide training they were mandated to go to (both district & school level). This is the biggest issue I have and where problems occur in my job. There's not enough information given to the district level therefore they try to put more on me than I'm allowed legally
- To recognize my contributions as an SLPA, I suggest, Clear Communication Regularly discuss the role, responsibilities, and accomplishments to ensure mutual understanding. Defined Goals and objectives to set specific, measurable goals, allowing SLPAs to demonstrate their value and progress. Professional Development Opportunities, Provide access to training, workshops, or conferences to enhance skills and knowledge, ultimately benefiting the team and organization.
- To understand that SLPAs are competent, trained professionals that can allow for more clients to be seen!!! I think there is an idea that SLPAs are a burden and require so much supervision that hiring them is not worth it. I just want to help clients who desperately need care!
- Treating SLPAs as colleagues and not someone beneath you, explaining the scope of SLPAs to all SLPs, SLPs having to take continuing Ed in supervision if they want to take on an SLPA
- Understand SLPA are educated and trained in specific areas and must meet all requirements to practice as an SLPA. The position in a school district should not be categorized under support services.
- unsure ( $n = 2$ )
- Value our work and time. We are a valuable asset in helping with patient/students and managing caseloads. It seems as SLP-A is over looked and not being given equal opportunities in the workforce given the fact we go through extensive coursework and licensure.
- Visibility and representation could be improved by allowing more opportunities for SLPAs to participate in IEP meetings, interdisciplinary team decisions, give presentations of research to staff members, etc. Professional development could

be improved by providing SLPAs with employer funded opportunities to attend PD classes and/or conferences such as ASHA and state-wide speech conferences.

- We often get compared to the role of a paraprofessional. Paraprofessionals work very hard in the school settings and do not get the recognition. They deserve. I feel that SLP's are lumped into the same viewpoint at times even from SLP's. I personally have not encountered the experiences, but I do feel that sometimes newer SLP's do not respect SLP's for their contribution. Typically, it's because the SLP position is contingent on the SLPA position although our duties are and can be separate and our job description should reflect that. SLP and SLPA really need to work as a team and although this has been my experience, I have encountered other SLP's, who have not had the same experience. In addition, administration seems to also view us as just assistance and would benefit from understanding the roles that we actually do and service as we provide.
- While my company sees us as valuable and understands our role, I wonder sometimes what the parents/community thinks. While I have my role in my welcome letter, maybe 2-3 times in my 6 years have I heard parents want a SLP and not a SLPA. SLPAs do the same amount of the heavy work when it comes to providing the actual therapy, the hands on work with the people. That should be understood and valued.

What are some of the most important things that ASHA could do to assist you in your role as an SLPA? (Q86)

Responses:

- -Lower the yearly fees, or deal for who is completing their graduate program - Continuing education mandatory because then that will encourage us to take courses and learn more.
- Advocacy for assistants when it comes to therapy workload. I have had high numbers including 120 students one year. Both SLP's were virtual so a lot of responsibilities fell on myself.
- Advocacy for greater salaries
- Advocate for a way that SLPA's can become SLP's with their work experience.
- Advocate for better contracts and pay.
- Advocate for better pay in certain setting. The pay is all over. It's confusing and sometimes defeating.
- Advocate for better salaries and bilingual materials
- Advocate for caseload/workload caps for SLPs/SLPAs and increased pay. Maybe support like a union that teachers have with reps in case of issues that arise. Lower the cost of "membership". I love being certified, but I get no benefit from it. Literally nothing beneficial besides having the joy of C-SLPA after my name.
- Advocate for SLPAs salaries and protect our positions by making it harder for "SLP paras" to not take our jobs.

- ADVOCATE FOR US TO WORK IN OTHER SETTINGS. MAKE IT POSSIBLE FOR US TO BILL MEDICARE
- advocate more for SLPA word need
- Advocating
- ASHA can play a stronger role in advocating for fair treatment, better benefits, and equitable pay for SLPAs. Many SLPAs feel undervalued or taken for granted despite being essential to the therapy team. ASHA could help by setting clearer standards for compensation, encouraging employers to provide benefits such as health insurance, paid time off, and professional development opportunities. Additionally, ASHA can promote awareness of the SLPA role, highlight our contributions to service delivery, and push for legislation or policy changes that protect and uplift SLPAs across all settings. Strengthening support for SLPAs ultimately enhances care for clients and helps build a more sustainable workforce.
- ASHA could validate the experience of international professionals like me, and open courses that allow for the homologation and/or updating of the studies completed... or at least, that people like me, can obtain the Master's degree only by studying specific subjects, which take less time and at the same time, are more accessible in price.
- ASHA does a great job reaching out and sending helpful articles.
- ASHA has been a big help in my role as an SLPA! I would love more professional development geared toward assistants though.
- ASHA has been very good at supporting us in our career as SLPA's, etc.
- Assist with job finishing and promoting the field to health care and school districts and licensing boards.
- At this moment I have experienced little to no benefit of being certified through ASHA and I would like more support in that area when job searching and having job security.
- Better titles, Capping our numbers of students that we see in one day.
- Caseload caps!
- CEUs geared towards SLPAs. Having an ASHA Advocacy/ Interest group for SLPAs.
- Change the term 'assistant' to "therapist", provide a clearer and less cumbersome way to obtain a master's degree-it ridiculous for current practicing SLPAs with many years of experience to be required to retake undergrad classes, take a statistics and science class! Communicate to SLPs and supervisors that we are valued and we should not be treated with disrespect or looked down upon!
- Change the title
- Communication
- Continue offering appropriate trainings for SLPAs
- Continue to advocate for legislation to allow SLPAs to practice and be recognized in all states.
- Continue to advocate for SLPs and Audiologists
- Continue to advocate for us, add SLPAs to all committees, create an SLPA committee.

- Continue to fight for the states who does not hire SLPA's
- Continue to provide financial assistance opportunities for ASHA convention, I am hoping to go this year based on the opportunities made available to assistants
- Continue to recognize and encourage us.
- continue with SLPA certification
- Cost is a huge barrier for many people. Paying to be an SLPA and maintain licensure without funding from an employer may not be possible for everyone. I did not become an ASHA licensed SLPA due to the cost. It did not appear to be worth the time or cost.
- Courses and important information.
- Create a pathway for SLPAs to get additional training to get further training to assess in school districts due to shortages.
- Create and support more programs that help SLPA's become SLP's. The demand for SLP's is increasing every year, but there are very few accredited programs helping SLPA's become SLP's.
- Create info graphs of long and short term goals, develop an advocacy strategies guide for slpas, help pass medicare for slpas, push a pathway for slpas to slps for grad schools and assistance from dept of ed/helth, include us in an interstat compact, communicate steps in how you plan to reach these goals
- Create, maintain resources for SLPA's.
- Define roles and responsibilities accurately
- easily accessible resources on related certifications that will help in the field or applying for graduate school.
- Education
- Education to all school districts in my state as well as education to more employment opportunities! In my state I'm limited to work in only a school district because other locations will not hire me eventhough I hold the certification to work other places.
- Emphasize roles and duties of an SLPA and advocate for higher pay or advocate for gas and/or cancellation reimbursement
- Expand duties and change title
- financial aid!!! and the licensing fees are ridiculous, im sorry.
- Find resources to help me achieve my certification
- Free standard annual CEUs, most states required one on Infection control and another should be on updated rules/regulations on supervision requirements.
- Get a solid pay scale set
- Give me more direct help with what I do exactly in therapy and how to plan for sessions.
- Give more assistance with the certification test. I already passed it but I felt overwhelmingly anxious beforehand because there was no practice test or direct outline of what is on the test.
- Have courses that are geared for slpa's.

- Have more free courses that apply to assistants working with children
- Have the ability to become speech technicians before considering grad school.
- Having continuing education classes available and acknowledging the amount of work most SLPA's do, so that they can get fair salaries.
- Help assist getting into graduate school.
- Help emailing CEU opportunities and an online tracker of course
- Help gain state recognition and SLPA licensure similar to SLP licensure in each state. Help support compensation
- Help make it possible for SLPAs to work in private practices in the state of Idaho.
- Help me advocate the state government of Vermont to enact licensing and regulations within the state. As of right now it is the wild, wild West and students/clients deserve to receive treatment from a QUALIFIED clinician. In VT anyone can be an SLPA.
- Help my state recognizes my license in the healthcare system.
- Help support in CEUs, help schools, clinics, hospitals, etc, in supporting with the strict supervision regulations. Clinics are not hiring SLPAs because of strict regulations.
- Help us obtain more work opportunities. We are educated and trained to assist and provide services within our scope of practice holding a valid license. It would be nice to see us acknowledged and have more of a need of our positions as an SLPA.
- Help with more job opportunities that do not require we go through a contract agency. We are getting mediocre benefits and pay when we do the exact same thing as an SLP.
- Helping others to understand what we do. Help with providing appropriate materials for therapy.
- Highlight SLP/SLPA teams to help SLPs recognize that it's a collaborative rather than competitive role.
- I'd like to see specific SLPA products available for sale on website and at conferences; I'd like ASHA to send specific SLPA information on recertification and not the SLP information. It is confusing.
- I don't receive any bonuses. We SLPA's don't even receive the supplement or even a bit of it like the SLP's do. We work just as hard as SLP's, we deserve something.
- I obtained my Certification for SLPA in order to make it easier to move to another state. I wish there were more uniformity in the requirements for SLPA's across all states this has made it very difficult to move freely in this country. For example, I live in California and considered moving to Texas but could not because they do not accept a SLPA with an Associate's degree and require a Bachelor's degree in any field, that makes no sense to me. So more than anything I wish there could be more uniformity throughout the country for SLPA requirements.
- I think ASHA is doing a good job for their members. Finding ways for other professionals to join is sometimes a challenge.
- I think it is expensive to keep up a fee every year. I also think it would be helpful if more states had certification.

- I understand fees are a must for licensing but the fees are absolutely ridiculous to practice in this field. We don't make enough money to have to pay hundreds a year just to keep our license/C's.
- I would hope the certification would
- I would love to discover more in-depth training on sensory regulation in the pediatric world. Most of my training in this area of my profession has come from asking/receiving advice from an OT colleague.
- If it wasn't for the ASHA learning pass for CEU's, I would be a broke clinician. Keeping CEU's open and available with the learning pass has made taking CEU's more enjoyable and affordable
- Increase our ability to practice such as with Tricare and Medicare.
- Increase pay
- Increase representation and education of SLPAs, including us in the conversation
- Journal clubs to be up to date on evidence-based practice
- Keep understanding what is in the scope of SLPA
- Less barriers, make the certification either helpful and educational or do away with it. My certification has only caused issues for me during grad school.
- Let us have the same advantages as an SLP have access to same resources. Only thing we are not doing is assessments, swallowing etc. Why can't we do the PROMPT training?
- Lobby for caseload caps for SLP's.
- Lobby. Lobby for our rights in the government. More and more legislation is being passed making the job of the SLP more difficult. We are losing valuable people in our field because the high caseloads, moderate pay, and minimal support. Furthermore, open more SLPA training opportunities. It is a nice gateway into attending graduate programs and furthering your career.
- Look at different States law on what SLPA can do and make them all the same
- Look into revision of required supervision of long time SLPAs (10 years experience +). I have had more working and clerical experience than 2 of my supervisors over the years. Look into expanding use of SLPAs in other settings. Right now we are limited to where we can work (schools, private practice). I would love to expand my knowledge base to work in higher demand areas such as early intervention, hospitals, etc. PTAs and OTAs have greater opportunities in their field. I'd love to see the same happen for SLPAs.
- Lower fees
- Lower supervision hours, ways to get CEUs at affordable prices, ways to increase pay rate
- Lower the price for the ASHA C-SLPA application.
- Make ASHA dues reflect the actual amount of funds needed and put dues towards improving opportunities for SLPAs to professionally develop in areas that are relevant to their setting/caseload. Setting caseload caps so that SLPAs can provide quality services to their entire caseload in a school based setting.
- Make hourly pay commensurate with experience

- Make more standard certification that's acknowledged like slp ccc. I would like to do teletherapy in numerous locations
- Make my ASHA dues worthwhile: offer regular SLPA-specific training or information sharing opportunities, discount courses, and/or make space available for SLPAs to regularly trade information, like a chat, forum, or mentorship.
- Make school administrators aware of how valuable we are in the school setting
- Make SLPA's more of a known thing.
- Make the process to become an SLPA clearer. Maybe a video. Explain the relationship between ASHA certification and state certification. That took me a long time. Connect SLPAs with free in-person CEUs. Videos do not help people new to the field as much as hearing someone knowledgeable in the field, who you can ask questions at the end of a presentation.
- make the rules more clear for SLAs, there are still a lot of gray areas. Help find a program that allows you to pick your placements in your own area so you can continue to be an SLA but further your education to become SLP.
- Make the supervision requirements more clear and manageable!!!
- Make us feel just as important . I do not poem the term assistant. I feel so more than someone who an actual masters degree.
- Making policies that will eventually lead SLPA to SLP by giving opportunity to sit for exam and if cleared exam recognized as SLP
- Maybe where SLPAs are employed, give those companies information and support for SLPA. Also please make SLPA jobs available in every state. It's limiting in this profession as far as being able to move if a state has no SLPA jobs because SLPAs are not a thing in that state.
- Medicare updates! Make it more accessible for patients to be seen and by proxy I will be able to work and help more
- More guided steps by state for licensing
- More info in the role and tips
- More recognition and awareness to school districts about SLPAs to hopefully increase job opportunities for us.
- more recognition for our role
- More SLPA stories or testimonials
- More study materials for education
- N/A ( $n = 6$ )
- N/A, because I practice in Canada.
- N/A, I have just started as an SLPA so don't feel I have enough experience yet with this position and with ASHA to say.
- Not require a recertification fee. It is a bonus to be ASHA certified as an SLPA, but it is not a necessity in my state.
- not sure
- nothing as of right now

- Offer more SLPA-specific trainings, therapy materials, and clear info on rules in each state. It would also help to have a space where SLPAs can connect and share tips
- Offer tuition benefits for pursuing masters degree
- Ongoing education, therapy ideas for a variety of skills. I have worked in 3 different environments among 3 different SLPs and they all varied greatly as did their expectations of me. The role of SLPA is interpreted with vast differences- often when SLP is not available the employer wants to pay the lesser SLPA with same responsibility.
- Potentially implementing more training of screenings.
- Professional development and supervision levels
- Promote appropriate pay and provide support of understanding of the role of the SLPA.
- Provide continuing ed.
- Provide free research / evidence based information on early intervention / preschool/ elementary school / provide free cues
- Provide information explaining our role to other school staff.
- Provide information that SLPAs can take back to our states to push for different licensure options. Offer a bridge program for those of us in the field that would like to get our Master's.
- Provide low/no cost continuing education opportunities
- Provide more career opportunities for a SLPA.
- Provide more CEU opportunities
- provide more job related courses
- Provide more support, recognition and inclusion to SLPA's
- Provide more treatment options
- Provide opportunities for free CEUs, networking via tele meetings or during breakouts at conferences within our states.
- Provide opportunities to employers to educate them on the role of the SLPA
- Provide treatment options and materials
- Providing more resources and CEUs with treating methods that assistants are able to perform.
- Push for state licensure. I think that hurts us in CT the most. And push for proper pay.
- Push the school administrators to acknowledge our expertise/training and compensate accordingly.
- reaching higher degree
- Reduce the number of required direct hours for certification, increased pay, transfer of assistantship or clinical work hours if enrolled in graduate school, and recognition of SLPAs in the general field.
- Reducing supervision based on experience and qualifications ( C-SLPA)
- See previous answer

- See previous answer. I appreciate you listening.
- Set a more clear supervision requirement and empower SLPs that we are capable of doing our job and don't need 24.7 supervision. Remind them that the assistant doesn't mean we are there personal assistant and that we are trained to do our job. We need a better title. SLPA doesn't cut it.
- Share more of the SLPA story! Most people have no idea what the acronym means let alone anything my job entails. More info out in the world to share that although we may not do the heavy lifting, we share a lot of the load for SLP's.
- Since I do not have clinical experience outside of my setting, certification exam questions requiring more medical, early intervention, hospice, and other questions are especially difficult. All settings should be covered More comprehensively in the exam study guide on the ASHA website.
- SLPAs should have full access to the ASHA website.
- Standardizing education accross the nation so that more SLPAs can start working in hospitals and eventually be approved to see Medicare patients.
- Support SLPAs in the school setting and back how much we do and how we are a skilled therapist providing skilled therapy equivalent to an SLP
- Support the growth of SLPA jobs in the state of MN.
- Take away the "assistant" in our title - makes us seem less capable We perform the therapy as outlined by SLP. We shouldn't have assistant las our title
- Take our concerns seriously and advocate for things that benefit us and our supervisors. Things like caseload caps, advocacy for legislation that benefits and protects us and our patients, providing appropriate vetting for CEUs (why is ASHA still approving CEUs for disproven/unsupported interventions?), working with states to help them understand our role (even with a provisional license), and becoming better at communicating changes before the last minute are a few things that come to mind right now. If I'm being honest, I have encountered VERY few colleagues (SLP,SLPA,professor) who feel that ASHA does anything besides collect dues and provide subpar communication.
- teach literacy
- That's a really good question. I don't really have an answer for that at the moment, but I would like to think about it.
- Trainings that help with ideas for supporting differnt speech sound errors and tricks that can be used to help kids with that sound
- Trainings, resources
- Uniform scope of practice and licensure requirements
- Unsure
- You tell them the rules. They don't have time to listen. There are just too many kids on every caseload.

Which of the following ASHA resources or benefits have you used and/or found beneficial?

\*These benefits are only available to ASHA certified SLPAs. (Q87)

Response	I was not aware of this resource	I was aware, but have not used	I have used, but it was not beneficial	I have used, and it was beneficial	I do not have access to this resource
Assist Mentoring Program* (n = 236)	123 (52.1%)	80 (33.9%)	5 (2.1%)	9 (3.8%)	19 (8.1%)
Insights* (n = 225)	132 (58.7%)	58 (25.8%)	4 (1.8%)	16 (7.1%)	15 (6.7%)
ASHA Community* (n = 231)	37 (16.0%)	114 (49.4%)	26 (11.3%)	43 (18.6%)	11 (4.8%)
<a href="#">ASHA Career Portal</a> (n = 231)	74 (32.0%)	98 (42.4%)	31 (13.4%)	18 (7.8%)	10 (4.3%)
ASHA Professional Development courses (n = 233)	23 (9.9%)	84 (36.1%)	10 (4.3%)	102 (43.8%)	14 (6.0%)
ASHA publications (e.g., <i>The ASHA Leader</i> , ASHA journals, and Perspectives)* (n = 233)	18 (7.7%)	46 (19.7%)	23 (9.9%)	134 (57.5%)	12 (5.2%)
Professional consultation (engaging with our practices and advocacy teams) (n = 233)	129 (55.4%)	69 (29.6%)	7 (3.0%)	11 (4.7%)	17 (7.3%)
Money-saving discounts (e.g., discounts on ASHA CE courses, insurance options, car rentals, office products, and prescriptions through RxCut Plus)* (n = 235)	151 (64.3%)	53 (22.6%)	3 (1.3%)	16 (6.8%)	12 (5.1%)

What type of resources would you like to see from ASHA to improve your ability to do your job? (Q88)

Responses:

- A
- A community board that includes material for clients and their families and materials for services.
- A good resource would be clear communication on SLPA roles and responsibilities, new supervisors question what the SLPA can or cannot do. Is there a specific telephone line we could call to get clarification?
- A quick-reference infographic type summation of the differences between a CCC-SLPA and a C-SLPA available for print to be posted in visible areas for colleagues

(staff lounge, outside SLP and SLPA's office doors, included in informational packets, etc.).

- AAC technical comparisons and access to training trials with AAC companies.
- Additional training/CE's on sensory regulation/integration techniques.
- Affordable professional development opportunities
- Articulation and language resources
- ASHA approved graduate courses for SLPAs not needed to be enrolled in a college.
- ASHA can play a stronger role in advocating for fair treatment, better benefits, and equitable pay for SLPAs. Many SLPAs feel undervalued or taken for granted despite being essential to the therapy team. ASHA could help by setting clearer standards for compensation, encouraging employers to provide benefits such as health insurance, paid time off, and professional development opportunities. Additionally, ASHA can promote awareness of the SLPA role, highlight our contributions to service delivery, and push for legislation or policy changes that protect and uplift SLPAs across all settings. Strengthening support for SLPAs ultimately enhances care for clients and helps build a more sustainable workforce.
- ASHA certification without bachelors degree
- ASHA needs to advocate more for better supervision for SLPs
- Better CEU's directed for SLPAs
- Better CEUs, fighting for the SLPA to be recognized as COTA OR PTA. We deserve to be treated as equals.
- Bilingual material
- CE courses
- CEU opportunities, information to pursue SLP while remaining working as an SLA
- CEUs for assistants in different work settings
- CEUs specifically for SLPA's
- CEUs, Bilingual documents
- Change the term "assistant" to "therapist" Continued advertisement of our value to the workforce and to SLPS Communicate that we can be used in schools, hospitals, clinics Stop SLPS from disrespecting us
- Clarify language within our scope of practice to strongly convey that our scope are not 'just guidelines' they are necessary! I recently left a position due to this issue.
- Clinical simulations of different types of client behaviors and how to adapt. Provide ideas for session plans and materials
- Content resources for weak practice areas, salary support
- Continue to provide more current continuing education as the practice changes
- Continuing education is always a plus since that is a requirement and we are always looking for interesting courses that reflect our particular job
- Discounts on our dues.
- discounts on speech-related apps/programs, OT/Speech collaboration - more sensory supports as a base for students with those needs.

- Easier access or communication on free or limited cost to professional development. All departments in states to recognize slpa the same (example: EI in Colorado requires C-SLPA but schools do not)
- Education
- Education across the state on what slpa can do and where we can work. Help us get hired in more locations than only school systems
- financial aid (again)
- Free CEU's. Related research articles free to use for personal and professional research.
- Free CEUs.
- Free Continuing Education
- Free courses
- Free professional development opportunities, caseload caps
- Fun activities toys, and games used in the field.
- give us the same resources as SLP's
- I'd love to see C-SLPA's spotlighted in the Leader magazine beyond telling us, again, what our scope is.
- I'm not sure.
- I am just getting started in my profession so it is hard to answer this!
- I am unsure
- I can't think of anything at this moment.
- I dont have any suggestions
- I dont have anything right now
- I feel satisfied with all the resources I've received from ASHA for the most part. I did feel like I wasn't completely prepared for the Certification exam because there were a handful of questions that I had zero awareness of what was being asked about.
- I would like ASHA to better educate SLPs on what SLPAs are able to do.
- I would love to see a materials library.
- I'd like more therapy materials, templates, and short trainings or videos for different disorders. Also, tips for time management and working with SLPs
- In-person CEUs and networking event advertisement.
- including more activities we can incorporate in our lessons
- Increased pay, Associations, clinical findings
- Info graph/ presentation on slpa roles, differences of para/admin assistance, what our day looks like/required by law services ect. For example general public/ admin audience, how we can help encourage c-slpa , how we can get medicare on board to recognize us, infograpgh on how we can advocate for things in our work place
- Interactive Teletherapy platform
- job postings, volunteer opportunities, access to FREE CEUs with valid license
- Just having more clout when job searching.
- Just more resources tailored for SLPAs.
- Leadership newspapers on SLPA responsibilities

- Legislation to cap caseloads for SLP's and for SLPA's.
- Less cost for ASHA conference and more course at the conference.
- Licensure in healthcare
- low/no cost continuing education opportunities
- Lower fees, lower student numbers (caps).
- Materials to use
- Medicaid updates that make services more accessible
- Monthly zoom meetings to discuss workplace situations
- More ability to support the SLP independently
- More ceu's specific for slpas
- more continuing education courses aimed for SLPAs
- More continuing education opportunities, and a clearer description for school administration about our abilities and scope of practice.
- More credibility for assessments and ideas for cues and therapy and myofunctional as well as autism and CAS and AAC
- More free CEU courses
- More free information for families
- More help on the job training less theory
- More jobs.
- More options for us at conferences.
- More SLPA specific modules, data collection and lesson planning
- More support for Supervising SLPs, easy access to CEUs, blogs, Podcasts etc
- More transparency with changes and more accountability generally. My colleagues and I want to feel HEARD more than anything else.
- N/A ( $n = 15$ )
- Neurodivergent information
- None
- none that I can think of.
- Not sure ( $n = 4$ )
- One sheet rules and regulations from each state and asha guidelines for supervision as most employers are not aware of them.
- Online classes focused on SLPA giving therapy (all within perimeters of their scope).
- Recognizing and valuing/validating the experience of professionals from other countries, providing access to courses, diplomas, and certifications that allow for professional advancement tailored to each individual's needs and preferences, and making it easier to access a master's or doctorate degree, as appropriate.
- Resource to help test students 12-22. I feel. That there are a lot of resources for small kids and adults but the teens are left out.
- Scholarships and access to graduate programs that can be completed concurrent with full-time employment as a SLPA.
- Sensory and language
- Support with gaining accessibility to more graduate opportunities.

- There are a lot of resources but I don't use many because I'd have to pay extra.
- There are a lot of resources out there that I haven't even looked at so I can't accurately say what needs to be added.
- Toolkits or templates for advocating with supervisors or employers about appropriate supervision levels, caseload distribution, or recognition of C-SLPA certification would be immensely helpful. A curated set of evidence-based therapy resources, data collection templates, and progress monitoring tools designed specifically for SLPAs would streamline daily work and improve client outcomes.
- Topics concerning current and updated therapy techniques, skills, and supplies.
- Training related to both medical and school environments.
- Trainings specific to slpas
- Treating materials
- Treatment options and activities
- Tricks that SLP has used for a specific sound (r) that helped
- Unsure ( $n = 3$ )

How would you like to see ASHA advocate on your behalf (e.g., public awareness, licensure, career advancement, salary)? (Q89)

Responses:

- Advocate for ASHA certified and/or state licensed SLPA's to submit time for state/federal billing. If I'm conducting articulation and language instruction using the same techniques and materials as an SLP, I ought to charge for my education, skills, certification, and license.
- Advocate for increase salary, especially if ASHA certified. Advocate for the same benefits as SLPs such as the same retirement plan.
- ADVOCATE FOR SLPA'S. We dont get paid enough and we dont have enough opportunities
- advocate more for our salary
- Advocating for SLPAs to be in every state.
- All of the above ( $n = 3$ )
- All of the above mentioned as an example.
- All of the above with infographics, presentations we can use, slpa page on asha website, grad school pathways that include our experience
- All of the above! Especially when it comes to educating potential and current employers on our scope and value!
- As I mentioned before, advocacy with the state legislature on our behalf would be great! We need a license for us that would get us an increased salary.
- ASHA certification acceptance when applying for state licensure in a new state
- ASHA is the organization that has successfully professionalized and recognized our profession in the USA, regulating and recognizing our field of study across the country, state by state. However, at the same time, ASHA has "disadvantaged" and allowed the professional ignorance of experienced, well-trained professionals who,

for one reason or another, have had to come to this country "legally," and who lack the financial means, time, or age to start our careers from scratch and pursue a master's or doctorate.

- Awareness in the schools.
- Better pay
- Better pay is needed. So needed.
- Better pay when licensed through ASHA
- Better salary in rural areas.
- By increasing public awareness, and by providing better, clearer information for supervising SLPs that doesn't scare them away! Sometimes I feel that SLPs feel that there is a great risk to their license if they supervise an SLPA!!!
- By supporting SLPAs who want to become SLPs. Salary increase for SLPAs.
- Career advancement ( $n = 3$ )
- Career advancement (more pathways from SLPA to SLP), advocate for a better salary, and advocate for the use of SLPA's in states that do not currently recognize this profession (e.g. New Mexico, etc.)
- Career advancement and salary ( $n = 3$ )
- Career advancement and salary improvements for seasoned clinicians.
- Career advancement and salary increase
- Career advancement for tenured C-SLPA, salaries etc. Let employers know that a C-SLPA 10plus years should not be making money in the thirties! 30 something an hour. I know I work hard
- Career advancement opportunities, years of experience in the field acknowledged and recognized over GPA or GRE scores when applying to graduate school
- career advancement, public awareness, and salary
- career advancement, salary
- Career advancement, salary, fair workload split
- Career advancement, salary, public awareness
- Career advancements, more opportunities for my career to work in different settings without being an SLP, etc
- Career opportunities, higher salary
- Careers advancement
- Caseload caps, increased salary for school based SLPAs, opportunities to advance within the SLPA role (rather than stagnancy for the entire duration of a SLPA role)
- Change the name from SLPA to something that doesn't sound like we do secretarial duties. Encourage pay increases. Often we are doing the same work as an SLP at a much lower rate.
- Change the term "assistant" to "therapist" Promote our roles in schools, clinics, hospitals Promote our value to the community
- Conference opportunities, salary, recognition as a SLPA and not as a Para.
- encourage employers to pay for dues or recert fees, public awareness

- Explain and show the state that I live in that this position isn't a role that a para in a school could do. Training is needed, and I should be considered a certified position and paid accordingly
- Explaining the role of an SLPA to the public or employers, helping guide multi-state licensure, and providing more in person conventions and CEUs
- Get EIs to know the difference between an SLP and SLPA
- Guidance for licensure in their state, opportunities for growth in salary and professionalism, guidance for working adults who want to pursue graduate school.
- Help administration understand that just because I am a licensed teacher, I am not available to sub.
- Help raise awareness of what SLPAs do, push for better pay, and make it easier to get licensed in more states. Also, support career growth opportunities
- Help with career advancement, state licensure carryover between states, graduate school support.
- Helping to create graduate programs that support current SLPAs
- higher salaries for college students of encouraging employers to have tuition assistance programs.
- Higher salaries, caseload caps
- Higher salaries, lower dues, better titles (we are called aides a lot, helpers etc.)
- Higher salary
- Higher salary of licensed
- I am unsure
- I feel like salary is a taboo topic. We go into an enormous amount of debt just to make enough to pay it off. I understand that ASHA has no way in decreasing tuition costs but ASHA can and should be an advocate for higher wages. Especially for new graduates. The fact that CF's make less than a "fully certified (CCC-SLP)" is crazy.
- I would like ASHA to advocate on my behalf by promoting greater recognition, respect, and equity for the SLPA role across all work settings. This includes pushing for standardized pay scales, access to benefits, and protections against being overworked or placed in roles beyond our scope of practice. ASHA could also work to influence state and federal policies that support fair employment practices and ensure that SLPAs are included in important conversations about workforce development and service delivery. By raising awareness among employers, legislators, and the public, ASHA can help ensure that SLPAs are seen as valued, essential professionals within the field of speech-language pathology.
- I would like ASHA to ask that CT implement a licensure program.
- I would like more to be done for SLPA's who wish to become SLP's but while also working full time. I have experienced other SLPA's who were obtaining their graduate work and our employer would not work with them to acquire the external hours so they had to end up quitting. It's not realistic to expect adults to quit their jobs to complete their education requirements.
- I would like people to know SLPA is an important roll and in many instances crucial help to an SLP. In a school setting, it allows all children to be serviced and rarely

missed due to SLP having IEP meeting or eval etc. Sometimes I feel people dont understand the value of an SLPA. Our job roll and degree allows us to do many things an SLP does aside from evaluations, diagnosis, etc. At times I feel we are nurses to doctors in a sense but we dont get viewed like that. I think the term assistant in the title makes it seem like we are just an assistant doing copies or tedious work for the SLP. I have a full schedule of servicing kids at school all day long.

- I would like SLPA to become a thing in Wisconsin. They are not hiring for any of them here in Milwaukee. I am currently a teacher.
- I would like to see an increase in salary rates, career advancement opportunities, and recognizing the experience of long-term SLPAs by offering benefits not available to newly certified SLPAs
- I would love to see ASHA advocate more for SLPAs. It is a growing field and I believe SLPAs play a huge role in assisting SLPs.
- I'd like to see ASHA advocate for higher pay for SLPAs.
- I'd love to see what career advancement in this field looks like! Is there an alternative route to Masters degree by clinical work and online classes?
- In my school district, even though I have certification through ASHA, the same as the SLPs, I am considered a "classified" employee.
- Include SLPAs in SLP legislation.
- increase awareness of position in schools for teachers and other paraprofessionals and in other settings, such as in and out patient rehab facilities
- Increase pay, give more credit to the credentials
- Increased acknowledgment and acceptance
- independent vendorization for slp-a
- It has improved with salary since I have started but improving salary
- It would be nice to have ASHA advocate on behalf of licensure, career advancement and salary
- It would be really interesting as a SLP A who's been doing it for a while to perhaps have her own caseload overseen by an SLP, but have more contribution into the goals and objectives for certain clients. That may sound far reaching, but we are the ones who spend the time with the kids and do understand a lot of their goals, and perhaps it would be beneficial for us to do more assessing or screenings maybe of course, without interpretation
- Let the SLPs know that we are there to support them and assist, and not there to take their jobs. We deserve to be insurance billable and could work in the medical field, school setting, and private settings.
- Licensure
- Licensure and pay increases to show we are competent and worth it. A lot of places just see us as aids.
- Licensure and salary
- Licensure and salary!!!!!!!!!!
- Licensure in Delaware and actual career opportunities

- Licensure in healthcare
- Licensure, career advancement and salary. Funding for graduate school programs.
- Licensure, career advancement, salary
- Licensure; career advancement Medicare reimbursement Medicare recognize SLP Assistants
- Lower the cost of licensure
- Make it worthwhile getting my C-SLPA certification. It's not recognized at all by employers and is costing me extra money to get and maintain it with no stipend or salary increase.
- Make the licensure process easier
- Making sure SLPAs are recognized in every state
- More awareness to administrators as to what we do and the importance of communication
- More pay for on the job experience even if a person doesn't have a bachelors degree.
- More SLPA
- My biggest concern is that there is not enough public awareness of this profession.
- N/A ( $n = 3$ )
- not sure
- Provide bigger salaries for SLPs across all settings and not just hospitals.
- Public awareness ( $n = 5$ )
- Public awareness and career advancement are huge. Career advancement as an SLPA is almost non existent unless you quit your job and attend school full time to become an SLP. There minimal to no graduate programs that are mainly online.
- Public awareness and increase of salary
- Public awareness and licensure
- Public awareness and salary
- Public awareness and salary and career advancement
- Public awareness and salary. Very few people know what an SLPA is, and the pay is not up to living standards.
- Public awareness of role, career advancement, salary
- Public awareness of who we are and what we do. We are beyond assistants.
- Public awareness that SLPAs are not a glorified secretary
- public awareness, career advancement, salary
- Public Awareness, Licensure assistance and career advancement opportunities
- Public awareness, licensure, and career advancement are great starts for ASHA to advocate on behalf of SLPAs
- public awareness, licensure, career advancement, salary
- public awareness, salary levels for SLPAs with a BS degree compared to a AA degree.
- Public awareness, salary, advocating, SLPA to SLP pipeline/support

- Public awareness. Please share with our colleagues and those in the community how resourceful and beneficial we are. I would like to have more advancement opportunities in my state, but currently I believe it may mean moving to another state which isn't optimal.
- Push for evidence-based, flexible supervision models that account for experience, certification level, and demonstrated competence. Reducing unnecessary or overly rigid supervision requirements can empower seasoned SLPAs to work more independently while still maintaining accountability and collaboration. Increase efforts to educate the public, school districts, healthcare organizations, and other stakeholders about the qualifications, capabilities, and value of certified SLPAs. This would help combat misconceptions and promote our role as vital members of the speech-language pathology team. Work toward more consistent licensure standards across states to ensure that qualified SLPAs are recognized and utilized appropriately, while also protecting the integrity of the profession. Advocacy for national portability would also reduce barriers to employment when moving between states.
- requirements for SLPA's
- salary ( $n = 14$ )
- Salary- understanding of job parameters
- Salary , advancement, benefits
- Salary advocacy would be great.
- Salary and advocating for SLPAs to be able to bill insurance like OTAs or PTAs can.
- Salary and assistance with getting our masters. Our role is the only one that doesn't get paid during our masters programs when obtaining our hours
- Salary and benefits ( $n = 2$ )
- Salary and benefits for those pursuing masters
- Salary and career advancement ( $n = 2$ )
- Salary and consistency in license requirements throughout different states
- salary and payments that are on time. Lack of awareness of the Certificate of Competence.
- Salary and professional development
- Salary and public awareness of our rules and regulations
- Salary and title "speech therapist" if have a Bachelor's Degree.
- Salary commensurate with actual responsibilities. Perhaps a title change. Assistant seems to denote someone who "helps" someone else. Associate or something similar might be a more appropriate title
- Salary increase ( $n = 3$ )
- Salary increase and career advancement. A lot of SLPAs would be great SLPs but won't have the opportunity because of the schooling requirements being so specific, hard/long to obtain.
- Salary increases for SLPA's who hold a Masters Degree
- Salary is a big one for me. I don't feel that I am accurately compensated for 33 years in the field. I don't think there is enough data out there for the hospital to compare

hourly wages/years of service in a healthcare setting. I only found out a few weeks ago that they are requiring me to get my certification, but with no confirmation of a pay rate increase.

- Salary needs to improve.
- Salary would be ideal. I do not feel as if I am getting paid enough.
- Salary, career advancement and insurance recognizing SLPAs.
- Salary, career advancement, public awareness
- Salary, caseload caps, better CEU vetting, responding to concerns, public awareness
- salary, caseload caps, time for SLPs to do paperwork (calculating workload/caseload when schools are hiring for positions)
- salary, expanding legislation to further the use of SLPAs in other placements of our field, grad school programs for current SLPAs (programs aren't interested in my 17 years work experience and 100s of hours of continuing ed. They want to base my dedication and acceptance on what I did in college 20 years ago).
- Salary, supplements for SLPA's
- Salary. Several years ago, in my state, SLPAs were paid at the same rate as a paraprofessional. A para only needs to pass a test or have a certain number of credits, no license, no CEU requirements, no direct supervision mandates and had a comparable salary as an SLPA that had all of those requirements.
- Salary/ reimbursement and career advancement and opportunities. Providing therapists with updated materials
- See #32 You get my yearly dues for my "C", I would like you to advocate and represent me as well as you do SLPs.
- The salary of SLPA's should be higher and based on SLPA experience.
- Unknown
- We are not "teachers, aides or personal assistants!" Salary does not always reflect our level of competence. Supervision requirements drive me bananas!!
- Working toward a more cohesive licensing process among different states.

How well do you feel represented by ASHA? [Scale 1-5] (Q90)

All Respondents ( <i>n</i> = 216)
Mean (Standard Deviation) [Range]
2.96 (1.05) [1.00-5.00]