



ASHA
American
Speech-Language-Hearing
Association

Schools Survey Report:
SLP Workforce and Work Conditions Trends
2004–2022

Gail P. Brook, Surveys and Analysis
American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289
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Introduction

The American Speech-Language-Hearing Association (ASHA) conducted the *2022 Schools Survey* to gather information about professional issues affecting school-based speech-language pathologists (SLPs) and audiologists. Results from this survey are presented in a series of reports, including this report on SLP workforce and work conditions trends.

Findings from the 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, and 2020 *ASHA Schools Surveys* are included in this report for comparative purposes. Questions differ among surveys, so data on all topics are not available for all survey years.

Survey Report Highlights

Employment Status

In 2022:

- Most (87%) *ASHA Schools Survey* respondents who were employed as SLPs worked full time—about the same as in past years (81%–92% from 2004 to 2020).
- Most (86%) *ASHA Schools Survey* respondents who were employed full or part time as SLPs were salaried employees—about the same as in past years (87%–89% from 2012 to 2020).

Greatest Professional Challenges

In 2022:

- Most (79%) SLPs reported that *large amount of paperwork* was their greatest or one of their greatest professional challenges—the same or about the same as in past years (79%–83% from 2006 to 2020).
- More than half (58%) of SLPs reported that *high workload/caseload size* was their greatest or one of their greatest professional challenges—about the same as in 2020 (57%).
- About half (51%) of SLPs reported that *volume of meetings* was their greatest or one of their greatest professional challenges—down slightly from 54% in 2020.

Member Satisfaction Ratings

In 2022:

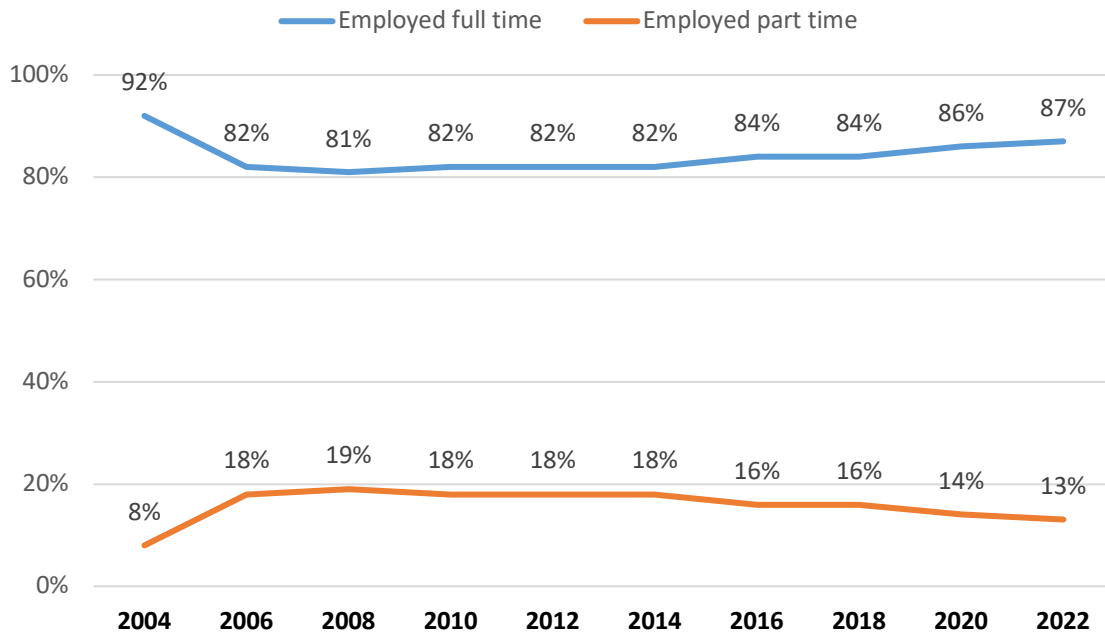
- Most (67%) survey respondents indicated that ASHA was doing a good or excellent job with continuing education—down from past years (75%–78% from 2012 to 2020).
- Most (62%) survey respondents indicated that ASHA was doing a good or excellent job with resources—down from 72%–82% from 2012 to 2020.

Employment Status

Full Time or Part Time

In 2022, most (87%) ASHA Schools Survey respondents who were employed as SLPs worked full time—about the same as in past years (81%–92% from 2004 to 2020; see Figure 1).

Figure 1. Percentage of ASHA Schools Survey SLP respondents who are employed full or part time, by year.



Note. These data are from the 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. *Employed part time* was not defined in the surveys. $n = 2,602$ (2004); $n = 2,427$ (2006); $n = 2,420$ (2008); $n = 2,418$ (2010); $n = 2,420$ (2012); $n \geq 1,690$ (2014); $n = 1,806$ (2016); $n = 2,109$ (2018); $n = 1,720$ (2020); $n = 2,955$ (2022).

Salaried Employee, Contractor, or Self-Employed

In 2022, most (86%) ASHA Schools Survey respondents who were employed full or part time as SLPs were salaried employees—about the same as in past years (87%–89% from 2012 to 2020). The remainder were contractors or were self-employed (see Table 1).

Table 1. Percentage of ASHA Schools Survey SLP respondents who are salaried employees, contractors, or self-employed, by year.

Designation	%					
	2012 (n = 2,403)	2014 (n = 1,666)	2016 (n = 1,798)	2018 (n = 2,099)	2020 (n = 1,701)	2022 (n = 2,932)
Salaried employee	89	87	87	87	88	86
Contractor	11	13	13	13	11	12
Self employed	—	—	—	—	1	2

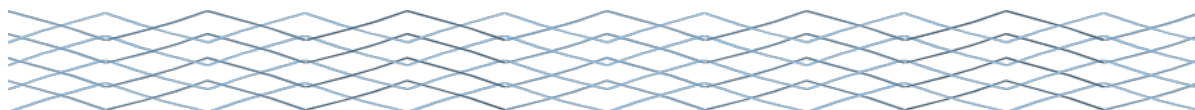
Note. These data are from the 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Dash indicates that the item was not included in the survey.

Greatest Professional Challenges

In 2022:

- Most (79%) SLPs reported that *large amount of paperwork* was their greatest or one of their greatest professional challenges—the same or about the same as in past years (79%–83% from 2006 to 2020).
- More than half (58%) of SLPs reported that *high workload/caseload size* was their greatest or one of their greatest professional challenges—compared with 55%–71% from 2006 to 2020.
- About half (51%) of SLPs reported that *volume of meetings* was their greatest or one of their greatest professional challenges—down slightly from 54% in 2020.
- Half (50%) of SLPs reported that *limited time for collaboration* was their greatest or one of their greatest professional challenges—the same or about the same as in past years (50%–54% from 2014 to 2020).

See Appendix Table 1.



Member Satisfaction Ratings

In 2022, about half (49%) of SLPs indicated that ASHA was doing a good or excellent job in serving its school-based members overall—down from past years (61%–73% from 2012 to 2020). Ratings varied by specific area of service and year (see Table 2).

Table 2. Ratings for what kind of job ASHA is doing in serving its school-based members, by area and year.

Rating	%					
	2012 (n ≥ 2,474)	2014 (n ≥ 1,699)	2016 (n ≥ 1,817)	2018 (n ≥ 2,106)	2020 (n ≥ 1,736)	2022 (n ≥ 2,860)
Overall needs^a						
Poor	2	3	3	3	6	10
Fair	21	15	19	21	24	30
Good	59	61	57	55	50	41
Excellent	10	12	12	12	11	8
Don't know, NA	8	10	9	9	9	10
Advocacy						
Poor	5	5	7	8	11	20
Fair	25	22	23	23	27	28
Good	44	44	43	43	38	30
Excellent	10	11	9	10	10	7
Don't know, NA	16	18	19	15	14	15
Answering school-based practice questions						
Poor	—	—	—	3	3	5
Fair	—	—	—	20	18	24
Good	—	—	—	50	51	47
Excellent	—	—	—	14	17	12
Don't know, NA	—	—	—	13	11	12
Continuing education						
Poor	2	2	2	2	3	5
Fair	17	14	15	16	16	20
Good	53	51	51	51	49	45
Excellent	23	27	27	24	27	22
Don't know, NA	6	6	5	6	6	7
Resources^b						
Poor	1	1	1	2	2	6
Fair	15	11	15	16	19	25
Good	53	54	52	51	50	45
Excellent	24	28	27	24	22	17
Don't know, NA	8	6	5	8	6	8

Note. These data are from the 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Dash indicates that the item was not included in the survey. Because of rounding, percentages may not total exactly 100%. ^aFrom 2012 to 2018, this item was *overall*. ^bFrom 2012 to 2018, this item was *with evidence-based resources*.

Survey Methodology

A paper survey was mailed on February 15, 2022, to a random sample of 8,000 ASHA-certified SLPs and to all 649 ASHA-certified audiologists who were employed in school settings in the United States. The sample was stratified by state. Small groups, such as SLPs and audiologists in Wyoming, were oversampled. A pre-notification email about the survey was sent on February 15 to the audiologists and SLPs in the sample. Paper replacement surveys were mailed on March 28 and April 21 to nonrespondents.

Because small groups were oversampled, ASHA used weighting when presenting survey data.

Response Rates

Of the original 8,000 SLPs in the sample, 39 had incorrect mailing addresses, 20 had retired, 21 were employed in non-school settings, and 114 were not employed in the profession, which left 7,806 possible respondents. The actual number of respondents was 2,961—a 37.9% response rate. Past ASHA Schools Survey response rates are as follows:

- 2004: 69.7%
- 2006: 64.9%
- 2008: 64.0%
- 2010: 64.8% (overall); 65.5% (among SLPs)
- 2012: 63.6% (overall); 64.7% (among SLPs)
- 2014: 46.0% (overall); 47.0% (among SLPs)
- 2016: 47.4% (overall); 47.9% (among SLPs)
- 2018: 48.0% (overall); 48.8% (among SLPs)
- 2020: 40.3% (overall); 40.1% (among SLPs)

Suggested Citation

American Speech-Language-Hearing Association. (2022). *Schools survey report: Workforce and work conditions trends, 2004–2022*. www.asha.org

Additional Information

Companion reports are available on the ASHA website at www.asha.org/Research/memberdata/Schools-Survey/.

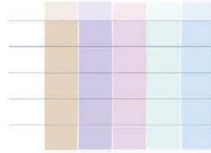
Questions?

For additional information regarding this report, please contact School Services at schools@asha.org.

Acknowledgment

Without the generous cooperation of the members who participate in our surveys, ASHA could not fulfill its mission to provide vital information about the professions and discipline to the Association membership and public. Thank you!

Appendix



Appendix Table 1. *Greatest professional challenges of school-based SLPs who are clinical service providers, by year.*

Professional challenge	%								
	2006 (n = 2,561)	2008 (n = 2,556)	2010 (n = 2,492)	2012 (n = 2,538)	2014 (n = 1,786)	2016 (n = 1,894)	2018 (n = 2,170)	2020 (n = 1,497)	2022 (n = 2,618)
Budget constraints	—	—	—	—	—	44	47	32	29
Ethical challenges	—	—	—	—	—	15	14	12	11
High workload/caseload size	58	56	60	61	55	70	71	57	58
Inadequate workspace and facilities	29	28	25	25	21	30	33	30	30
Incorporating optimal service delivery models	—	—	—	—	36	42	44	41	38
Lack of funding to attend professional development programs	—	—	—	—	—	—	—	31	25
Lack of training to work with specific disorders or special populations	—	—	—	—	—	—	21	22	24
Large amount of paperwork	80	80	81	81	80	83	79	82	79
Legal challenges (e.g., due process)	—	—	—	—	—	—	13	12	9
Limited family/caregiver involvement and support ^a	25	24	27	28	28	28	31	43	35
Limited support from the administration	21	22	21	21	21	26	23	24	24
Limited time for collaboration	—	—	—	—	51	50	54	50	50
Limited understanding of my role by others	34	34	37	38	38	40	38	41	38
Low salary	32	33	27	31	29	36	36	30	35
Medicaid billing	—	—	—	—	—	32	34	37	—
Out-of-pocket professional expenses	—	—	34	39	30	35	35	36	37

(Table continues)

Appendix Table 1. Continued

Professional challenge	%								
	2006 (n = 2,561)	2008 (n = 2,556)	2010 (n = 2,492)	2012 (n = 2,538)	2014 (n = 1,786)	2016 (n = 1,894)	2018 (n = 2,170)	2020 (n = 1,497)	2022 (n = 2,618)
Personnel shortage	—	—	—	—	—	22	23	24	31
Providing clinical services for multilingual students and families	—	—	—	—	—	—	—	—	20
Travel/distance between schools	—	—	—	—	9	8	7	11	8
Volume of meetings	—	—	—	—	—	—	—	54	51

Note. These data are from the 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020, and 2022 ASHA Schools Surveys. Dash indicates that the item was not included in the survey. ^aFrom 2006 to 2018, this item was *limited parental involvement and support*.