



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Schools Survey Report:
SLP Caseload and Workload Characteristics Trends
2004–2024

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Introduction

The American Speech-Language-Hearing Association (ASHA) conducted the *2024 Schools Survey* to gather information about professional issues related to school-based services. Results from this survey are presented in a series of reports, including this report on speech-language pathologist (SLP) caseload and workload characteristics trends.

Findings from the 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020, and 2022 *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

- In 2024, SLPs had a median monthly caseload size of 50—the same as from 2004–2010 but up slightly from 47–48 in more recent years.
- In 2022 and 2024, SLPs reported that a manageable caseload size for their caseloads would be 40.
- From 2000 to 2024, actual caseload size was lower in special day or residential schools (20–30) and in preschools (37–41) than in other types of schools.
- From 2004 to 2024, SLPs in Indiana consistently had the largest caseload sizes (72–80); SLPs in New York consistently had among the smallest caseload sizes (30–40).
- From 2016 to 2024, SLPs in the Northeast had smaller caseload sizes (35–40) than did SLPs in other regions of the country.
- From 2014 to 2024, about 90% of SLPs treated students with autism spectrum disorder, language disorders, and speech sound disorders.
- From 2014 to 2024, SLPs' caseloads included a higher number of students with language disorders, speech sound disorders, and reading and writing (literacy) difficulties than with other disorders.
- From 2014 to 2024, overall, SLPs spent much of their time each week in direct intervention services to students.
- In 2022 and 2024, about 80% of SLPs were required to make up missed sessions with students.

Caseload Size

In 2024, SLPs who were clinical service providers and who worked full time had a median monthly caseload size of 50—the same as from 2004–2010 but up slightly from 47–48 in more recent years (see Appendix Table 1). In other words, each SLP treated about 50 different students in a typical month. This caseload size (i.e., their *actual* caseload size) will be described in more detail later on the page.

In 2022 and 2024, SLPs also provided information about what they would consider to be a *manageable* caseload size for their caseload. That number was 40 in both years.

Caseload Size, by School Setting

Caseload size differed by school setting. From 2004 to 2024, caseload size was lower in both special day or residential schools and in preschools than in other school settings (20–30 for special day or residential schools and 37–41 for preschools; see Appendix Table 1).

Caseload Size, by State

Caseload size varied by state. From 2004 to 2024, SLPs in Indiana consistently had the largest caseload sizes (72–80), whereas SLPs in New York consistently reported having among the smallest caseload sizes (30–40; see Appendix Table 2).

Caseload Size, by Geographic Region

Caseload sizes varied by geographic region. Between 2016 and 2024, SLPs in the Northeast had smaller caseload sizes than did SLPs in other regions of the country, whereas SLPs in the East South Central region typically had the highest caseload sizes (see Table 1 and page 8 for a key of geographic regions/divisions and corresponding states).

Table 1. Median monthly caseload size of school-based SLPs, by geographic region and year.

Geographic region	#				
	2016 (n = 1,328)	2018 (n = 1,539)	2020 (n = 1,279)	2022 (n = 2,254)	2024 (n ≥ 2,815)
Northeast	38	36	35	37	40
New England	40	40	40	36	40
Mid-Atlantic	37	35	34	37	40
Midwest	48	49	46	49	50
East North Central	50	50	48	50	50
West North Central	41	43	45	46	48
South	50	50	52	51	55
South Atlantic	50	50	50	50	54
East South Central	55	57	60	55	58
West South Central	50	50	55	53	58
West	52	54	54	53	55
Mountain	52	55	59	52	55
Pacific	48	52	53	53	54

Note. These data are from the 2016–2024 biennial *ASHA Schools Surveys*. Analysis was limited to clinicians who were employed full time.

Areas of Intervention

SLPs served students in numerous areas of intervention. From 2014 to 2024, about 90% of SLPs served students with autism spectrum disorder, language disorders, and speech sound disorders. The percentage of SLPs who served students in the area of augmentative and alternative communication increased from 50% in 2006 to 75% in 2024 (see Appendix Table 3).

From 2014 to 2024, SLPs' caseloads included a higher number of students with language disorders, speech sound disorders and reading and writing (literacy) than with other disorders (see Appendix Table 4).

Weekly Activities

From 2014 to 2024, SLPs spent most of their time each week (22–27 hours) in direct intervention to students (see Table 2).

Table 2. Number of hours per week that school-based SLPs spend on activities, by year.

Weekly activity	#					
	2014 (n ≥ 989)	2016 (n ≥ 1,033)	2018 (n = 1,423)	2020 (n = 1,279)	2022 (n = 2,024)	2024 (n = 2,347)
Collaborative consultation	—	—	2	2	2	3
Diagnostic evaluations (e.g., observation, screening, scoring, analysis)	3	3	4	4	4	4
Direct intervention	—	—	—	—	22	23
Direct intervention: Classroom-based/integrated services	4	5	7	5	—	—
Direct intervention: Pullout	18	19	20	19	—	—
Documentation ^a	7	7	—	—	6	6
Medicaid billing	—	2	—	—	—	—
MTSS/RtI activities	1	1	2	1	—	—
Services to Section 504 students	< 1	< 1	2	< 1	—	—
Supervision	1	1	4	1	1	1
Technology checks ^b	1	1	2	1	1	1
Telepractice	—	—	—	< 1	—	—
Other duties as assigned ^c	4	2	—	3	2	2

Note. These data are from the 2014–2024 biennial *ASHA Schools Surveys*. Analysis was limited to clinicians who were employed full time and had a caseload size of at least one student. From 2014 to 2018, clinicians worked a maximum of 52 hours per week; from 2020 to 2024, they worked a maximum of 55 hours per week. Dash indicates that the item was not included in the survey. MTSS = Multitiered System of Supports; RtI = Response to Intervention. ^aIn 2014 and 2016, this item was *documentation/paperwork*. ^bFrom 2014 to 2022, this item was *technological support (e.g., hearing aids/cochlear implants, AAC)*. ^cFrom 2014 to 2018, this item was *other indirect activities*.

Missed Sessions With Students

The wording of response options changed in 2022 from previous years, but there does seem to be a decrease over time in the percentage of SLPs who are not required to make up missed sessions (see Table 3).

Table 3. Percentage of school-based SLPs who are required to make up missed sessions, by circumstance and year.

Circumstance	%					
	2016 (n = 1,597)	2018 (n = 1,864)	2020 (n = 1,496)	2022 ^a (n = 1,314)	2022 ^a (n = 1,270)	2024 (n = 3,219)
I am not required to make up missed sessions. ^b	40	40	32	36	—	—
When the student misses a session due to an assembly or a classroom activity ^b	12	13	17	14	—	—
Any time a student misses a session for any reason ^b	8	9	9	7	—	—
Any time I miss a session for any reason ^b	54	54	63	60	—	—
Yes – but only for a few circumstances ^c	—	—	—	—	45	42
Yes – always or almost always ^c	—	—	—	—	34	37
No – never or almost never ^c	—	—	—	—	21	20
Not applicable ^c	—	—	—	—	—	1

Note. These data are from the 2016–2024 biennial *ASHA Schools Surveys*. Analysis was limited to clinicians who were employed full or part time. ^a2022 was a transition year. We gave half of the participants the same response options that had been used since 2016; we gave the other half a new set of options. ^bMultiple responses were allowed. ^cOnly a single response was allowed.

Survey Methodology

The survey was fielded on January 25, 2024, to a random sample of 15,000 ASHA-certified SLPs and to all 809 ASHA-certified audiologists employed in school settings in the United States. Half of each group received a postal survey; half, an electronic survey. The sample was stratified by state. Small groups, such as SLPs and audiologists in Wyoming, were oversampled. Everyone received a survey notification email on February 15. Second and third fieldings followed, at approximately 3- or 4-week intervals, to individuals who had not responded to earlier mailings.

Response Rates

Of the combined 15,000 SLPs in the sample, 1 was deceased, 28 were retired, 18 were employed in other types of facilities, 97 were not employed in the field, 121 had incorrect addresses, 82 opted out of Survey Monkey, and 25 were removed for other reasons, leaving 14,628 possible respondents. The actual number of respondents was 3,749, resulting in a 25.6% response rate.

Past *ASHA Schools Survey* response rates among SLPs were as follows:

- 2004: 69.7%
- 2006: 64.9%
- 2008: 64.0%
- 2010: 65.5%
- 2012: 64.7%
- 2014: 47.0%
- 2016: 47.9%
- 2018: 48.8%
- 2020: 40.1%
- 2022: 37.9%
- 2024: 25.6%

Suggested Citation

American Speech-Language-Hearing Association. (2024). *Schools survey report: Caseload and workload characteristics trends, 2000–2024*. Available from 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 or school services generally, please send a message to schools@asha.org or call ASHA's Action Center (800-498-2071) and ask to be connected to a School Services staff member.

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



Key of geographic regions/divisions and corresponding states.

Geographic region/division	Corresponding states
Northeast	
New England	CT, ME, MA, NH, RI, VT
Mid-Atlantic	NJ, NY, PA
Midwest	
East North Central	IL, IN, MI, OH, WI
West North Central	IA, KS, MN, MO, NE, ND, SD
South	
South Atlantic	DE, DC, FL, GA, MD, NC, SC, VA, WV
East South Central	AL, KY, MS, TN
West South Central	AR, LA, OK, TX
West	
Mountain	AZ, CO, ID, MT, NV, NM, UT, WY
Pacific	AK, CA, HI, OR, WA

Appendix Table 1. Median monthly actual caseload size of SLPs, by school setting and year.

School setting	#										
	2004 (n = 2,052)	2006 (n = 1,772)	2008 (n = 1,721)	2010 (n = 1,749)	2012 (n = 1,760)	2014 (n = 1,224)	2016 (n = 1,328)	2018 (n = 1,539)	2020 (n = 1,279)	2022 (n = 2,226)	2024 (n = 2,815)
Overall ^a	50	50	50	50	47	48	48	48	47	48	50
Special day or residential school	25	27	28	28	25	24	30	27	27	20	25
Preschool	40	40	40	40	37	41	38	40	40	38	40
Elementary school	52	52	50	50	50	50	50	50	50	50	51
Secondary school (middle school, junior high, or senior high)	50	55	49	50	48	50	50	48	48	50	50
Telepractice office	—	—	—	—	—	—	—	—	—	—	52
Combination of the above school settings	50	55	50	50	50	52	45	48	48	45	50

Note. These data are from the 2004–2024 biennial *ASHA Schools Surveys*. Analysis was limited to clinicians who were employed full time. ^a*Overall* includes respondents who did not indicate a school setting. Dash indicates that the item was not included in the survey.

Appendix Table 2. Median monthly actual caseload size of school-based SLPs, by state and year.

State	#										
	2004 (n = 2,067)	2006 (n = 1,742)	2008 (n = 1,707)	2010 (n = 1,785)	2012 (n = 1,760)	2014 (n = 1,224)	2016 (n = 1,328)	2018 (n = 1,231)	2020 (n = 927)	2022 (n = 2,005)	2024 (n = 2,578)
Alabama	n/r	50	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	55
Alaska	n/r	n/r	n/r	49	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Arizona	54	55	57	60	57	n/r	n/r	60	65	57	55
Arkansas	40	41	40	40	42	n/r	n/r	40	n/r	40	40
California	58	58	55	55	55	55	55	55	55	55	55
Colorado	48	n/r	48	n/r	55	n/r	n/r	n/r	n/r	45	50
Connecticut	42	40	37	40	32	n/r	35	n/r	n/r	33	39
Delaware	n/r	50	55	54	n/r	n/r	n/r	n/r	n/r	n/r	n/r
District of Columbia	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Florida	72	65	46	65	59	60	64	60	60	60	60
Georgia	50	46	43	46	45	52	42	43	48	45	53
Hawaii	n/r	35	40	40	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Idaho	n/r	57	61	58	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Illinois	50	55	50	50	48	49	50	49	45	42	45
Indiana	74	78	75	80	72	n/r	n/r	76	n/r	72	78
Iowa	50	49	55	50	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Kansas	47	n/r	46	45	n/r	n/r	n/r	n/r	n/r	45	49
Kentucky	63	60	65	59	52	n/r	60	60	n/r	53	60
Louisiana	50	n/r	45	46	45	n/r	n/r	n/r	n/r	55	60
Maine	n/r	n/r	n/r	30	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Maryland	50	52	45	43	45	47	45	44	41	43	49
Massachusetts	45	40	40	43	42	41	40	41	43	38	40
Michigan	57	57	55	60	55	58	50	54	53	53	55
Minnesota	42	45	45	42	43	n/r	36	38	46	47	50
Mississippi	55	55	50	45	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Missouri	45	42	48	45	39	40	40	42	36	44	42

(Table continues)

Appendix Table 2. Continued

State	#										
	2004 (n = 2,067)	2006 (n = 1,742)	2008 (n = 1,707)	2010 (n = 1,785)	2012 (n = 1,760)	2014 (n = 1,224)	2016 (n = 1,328)	2018 (n = 1,231)	2020 (n = 927)	2022 (n = 2,005)	2024 (n = 2,578)
Montana	n/r	45	43	45	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Nebraska	n/r	54	53	55	n/r	n/r	n/r	n/r	n/r	n/r	55
Nevada	n/r	55	n/r	60	n/r	n/r	n/r	n/r	n/r	n/r	n/r
New Hampshire	n/r	n/r	n/r	31	n/r	n/r	n/r	n/r	n/r	n/r	n/r
New Jersey	48	46	42	40	40	40	40	40	35	40	45
New Mexico	35	40	35	45	n/r	n/r	n/r	n/r	n/r	n/r	n/r
New York	35	40	40	32	32	35	31	30	30	30	32
North Carolina	45	56	50	47	43	46	48	48	46	49	50
North Dakota	n/r	32	33	35	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Ohio	55	60	60	61	60	57	55	55	53	58	55
Oklahoma	52	54	55	50	50	n/r	n/r	50	n/r	50	54
Oregon	n/r	60	n/r	50	n/r	n/r	n/r	n/r	n/r	50	55
Pennsylvania	60	53	53	60	50	50	50	54	56	49	55
Rhode Island	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
South Carolina	58	55	n/r	48	50	n/r	n/r	n/r	n/r	50	50
South Dakota	n/r	49	40	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Tennessee	n/r	61	57	60	n/r	n/r	n/r	n/r	n/r	60	63
Texas	55	55	50	50	50	50	51	55	65	60	65
Utah	n/r	n/r	65	60	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Vermont	n/r	30	n/r	31	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Virginia	55	55	55	56	53	55	55	49	50	50	58
Washington	50	51	52	53	n/r	n/r	n/r	48	n/r	46	49
West Virginia	n/r	50	50	49	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Wisconsin	38	40	40	38	40	n/r	40	40	42	40	42
Wyoming	n/r	50	45	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r

Note. These data are from the 2004–2024 biennial *ASHA Schools Surveys*. Analysis was limited to clinicians who were employed full time. *n/r* = not reported (to preserve confidentiality and provide more certain results, we have not reported data for groups of fewer than 25).

Appendix Table 3. Percentage of school-based SLPs treating students, by area of intervention and year.

Area of intervention	%									
	2006 (n = 1,769)	2008 (n = 1,718)	2010 (n = 1,747)	2012 (n = 1,760)	2014 (n = 1,224)	2016 (n = 1,328)	2018 (n = 1,539)	2020 (n = 1,279)	2022 (n = 2,254)	2024 (n = 2,815)
Acquired brain injury ^a	18	14	17	17	0	17	15	13	14	14
Augmentative and alternative communication ^b	50	45	53	49	55	55	60	63	71	75
Autism spectrum disorder ^c	84	84	88	90	90	91	90	92	94	94
Central auditory processing disorder ^d	61	54	47	58	46	37	32	31	29	23
Childhood apraxia of speech	56	58	59	57	63	63	60	58	60	60
Cognitive communication disorders	—	—	—	—	61	60	48	52	48	50
Dysphagia (swallowing/feeding disorders)	10	9	9	11	14	11	11	10	8	8
Fluency disorders	69	67	67	67	68	69	67	68	71	68
Gender affirming voice ^e	—	—	—	—	—	—	—	—	1	<1
Language disorders: Pragmatics/social communication	77	75	81	83	89	90	85	87	89	87
Language disorders: Semantics, morphology, syntax	—	—	—	—	92	91	91	90	93	90
Reading and writing (literacy) difficulties	37	32	32	30	36	33	31	36	28	28
Selective mutism	—	—	16	17	18	18	19	23	20	23
Speech sound disorders ^f	91	94	92	93	93	89	90	89	92	89
Voice or resonance disorders	29	24	23	22	22	18	19	15	14	12

Note. These data are from the 2006–2024 biennial *ASHA Schools Surveys*. Analysis was limited to clinicians who were employed full time. ^aFrom 2006 to 2016, this item was *traumatic brain injury*. ^bFrom 2006 to 2020, this item was *nonverbal, augmentative and alternative communication*. ^cIn 2006 and 2008, this item was *Autism/pervasive developmental disorder*; in 2010 and 2012, it was *Autism spectrum disorders, including pervasive developmental disorder and Asperger’s*. ^dFrom 2006 to 2022, this item was *auditory processing disorder*. ^eIn 2022, this item was *gender affirming voice care*. ^fFrom 2006 to 2014, this item was *articulation/phonological disorders*. Dash indicates that the item was not included in the survey.

Appendix Table 4. Average number of students on school-based SLPs' caseloads, by area of intervention and year.

Area of intervention	#									
	2006 (n varies)	2008 (n varies)	2010 (n varies)	2012 (n varies)	2014 (n varies)	2016 (n varies)	2018 (n varies)	2020 (n varies)	2022 (n varies)	2024 (n varies)
Acquired brain injury ^a	2	1	2	1	1	2	2	2	2	2
Augmentative and alternative communication ^b	5	4	5	4	5	5	5	7	6	7
Autism spectrum disorder ^c	6	7	8	8	9	10	10	11	11	14
Central auditory processing disorder	—	—	—	—	—	—	—	—	—	4
Childhood apraxia of speech	3	3	3	3	3	3	3	3	3	3
Cognitive communication disorders	—	—	—	—	10	10	9	10	10	11
Dysphagia (swallowing/feeding disorders)	4	3	3	3	3	2	3	4	3	3
Fluency disorders	3	2	2	3	3	3	3	3	3	3
Gender affirming voice ^d	—	—	—	—	—	—	—	—	7 ^e	3 ^e
Language disorders: Pragmatics/social communication	8	8	8	10	11	12	11	13	13	15
Language disorders: Semantics, morphology, syntax	—	—	—	—	22	22	21	22	22	23
Reading and writing (literacy)	15	15	14	14	15	15	14	13	13	15
Selective mutism	—	—	1	1	1	1	1	1	1	1
Speech sound disorders ^f	23	22	21	19	21	18	18	19	19	20
Voice or resonance disorders	2	2	2	2	2	1	2	2	2	2

Note. These data are from the 2006–2024 biennial *ASHA Schools Surveys*. Analysis was limited to clinicians who were employed full time. The numbers included in this table were provided by SLPs who do serve students in the areas listed. The *n* values vary widely because SLPs did not serve students in all areas. Dash indicates that the item was not included in the survey. ^aFrom 2006 to 2016, this item was *Traumatic brain injury*. ^bFrom 2006 to 2020 this item was *nonverbal, augmentative and alternative communication*. ^cIn 2006 and 2008, this item was *Autism/pervasive developmental disorder*; in 2010 and 2012, it was *Autism spectrum disorders, including pervasive developmental disorder and Asperger's*. ^dIn 2022, this item was *gender affirming voice care*. ^eThese data points are from groups of fewer than 25 survey respondents and are therefore less reliable. ^fFrom 2004 to 2014, this item was *articulation/phonological disorders*.

8/28/24