

The Woman's College of
The University of North Carolina
LIBRARY



COLLEGE COLLECTION

CQ
no. 631

Gift of
NANCY CAMPBELL FRANKLIN

FRANKLIN, NANCY CAMPBELL. An Investigation of the Recruitment and Retention of Qualified Speech Therapists in the North Carolina Public Schools. (1969) Directed by: Dr. Lawrence M. Vanella and Dr. Thomas L. Tedford. pp. 83

The objectives of this study were: (1) to determine how currently employed, qualified speech therapists were recruited into North Carolina (N.C.) public schools, and (2) to determine the reasons why qualified speech correctionists leave N. C. public school therapy programs. The term "qualified" was operationally defined as: meeting state certification requirements for public school speech and hearing therapists. Two questionnaires were used to accomplish the objectives.

Questionnaire I was mailed to 235 N.C. public school therapists employed during the school year, 1967-68. Questionnaire II was sent to 100 individuals who had left the N.C. public school speech therapy program since the 1964-65 school year. Questionnaire returns were 68.5% and 56.2%, respectively.

Recruitment patterns of qualified N.C. public school speech and hearing therapists, as revealed by data obtained from Questionnaire I, can be summarized as follows:

(1) The majority of respondents (57.6%) reported making decisions to become public school therapists while employed as regular classroom teachers. Those who decided during their first three years of college (20.8%) comprised the second largest group.

(2) A total of 67.2% indicated they had been influenced in career decisions by a particular individual. The highest percentage (40.5%) had been influenced by school administrators.

(3) A total of 67.2% indicated they were personally acquainted with an individual having a speech disorder prior to entering the field of speech therapy. Over half (55.9%) stated this had influenced their career choice.

Retention data among qualified N.C. public school speech and hearing therapists, as revealed by the analysis of questionnaires, can be summarized as follows:

(1) The majority of Questionnaire II respondents (52.7%) left for professional reasons. The highest percentage of whom (26.3%) specified leaving because of dissatisfaction with their employment.

(2) A total of 35.2% of the Questionnaire I respondents indicated they would prefer some employment other than their present one.

(3) A total of 33.6% of the Questionnaire I respondents indicated a wish to return to graduate school. The primary concern with this group is continued employment in the public school program after having reached higher levels of training.

Respondents were also asked to rank problems which affect recruitment and retention. The substantial agreement between the two groups indicates that the following areas merit immediate State-wide attention: (1) number of schools served, caseloads, and waiting lists of individual therapists; (2) interpretation of therapy programs to other school personnel; (3) equipment, materials and supplies; (4) condition of therapy rooms; and (5) salary. Suggestions pertaining to the alleviation of the above problems were reported in the study.

AN INVESTIGATION OF THE RECRUITMENT AND
RETENTION OF QUALIFIED SPEECH THERAPISTS IN THE
NORTH CAROLINA PUBLIC SCHOOLS

by

Nancy Campbell Franklin

A Thesis Submitted to
The Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Greensboro
June, 1969

Approved by
Lawrence H. Campbell
Thomas L. Deardorff
Thesis Advisors

Speech Pathology - Audiology

APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Thesis Advisers

John J. Danella
James L. Tedford

Oral Examination
Committee Members

John J. Danella
James L. Tedford
Herman M. Miller
Lawrence J. Sorohan

Date of Examination

March 24 1969

ACKNOWLEDGMENTS

The writer acknowledges with gratitude the assistance and guidance given by Dr. Lawrence M. Vanella and Dr. Thomas L. Tedford in the preparation of this thesis.

Sincere appreciation is given to Addison N. Smith, Associate State Supervisor of Speech and Hearing, for courtesies extended in making available necessary data for this study.

TABLE OF CONTENTS

Chapter

I.	CURRENT STATUS AND NEEDS OF PUBLIC SCHOOL SPEECH THERAPY IN NORTH CAROLINA	1
	Certification Standards for Public School Speech and Hearing Therapists	
	Years of Experience of Public School Speech and Hearing Therapists	
	Ages of Public School Speech and Hearing Therapists	
	Recruitment of Public School Speech and Hearing Therapists	
	Retention of Public School Speech and Hearing Therapists	
II.	PROJECT PROCEDURE	23
	Organization of Questionnaires	
	Sampling Procedure	
III.	RESULTS OF QUESTIONNAIRE SURVEY OF 1967-68 NORTH CAROLINA PUBLIC SCHOOL SPEECH AND HEARING THERAPISTS	27
	Certification	
	Extent of Training	
	Professional Experience	
	Problems in North Carolina Public School Speech Therapy Programs	
	Decision to Become a Public School Speech and Hearing Therapist	
	Future Plans of North Carolina Public School Speech and Hearing Therapists	
IV.	RESULTS OF QUESTIONNAIRE SURVEY OF QUALIFIED SPEECH AND HEARING THERAPISTS WHO HAVE LEFT THE NORTH CAROLINA PUBLIC SCHOOLS	44
	Certification	
	Extent of Training	
	Professional Experience	
	Reasons Why Therapists Left North Carolina Public School Therapy Program	
	Problems in North Carolina Public School Speech Therapy Program	

Employment After Leaving North Carolina Public
School Therapy Program

V. SUMMARY AND RECOMMENDATIONS	53
Description of Respondents	
Recruitment of North Carolina Public School	
Speech Therapists	
Retention of Qualified Speech Therapists in	
North Carolina Public Schools	
BIBLIOGRAPHY	66
APPENDIXES	
I. Cover Letter and Questionnaires	70
II. Tabulation of Question 9, Questionnaire I . . .	78
III. Tables	81
Summary by Years of Number of Children	
and Speech Therapists in the Speech and	
Hearing Therapy Program	
A Comparison of State Services to Speech	
Handicapped Children	

Employment After Leaving North Carolina Public
School Therapy Program

V. SUMMARY AND RECOMMENDATIONS	53
Description of Respondents	
Recruitment of North Carolina Public School	
Speech Therapists	
Retention of Qualified Speech Therapists in	
North Carolina Public Schools	
BIBLIOGRAPHY	66
APPENDIXES	
I. Cover Letter and Questionnaires	70
II. Tabulation of Question 9, Questionnaire I . . .	78
III. Tables	81
Summary by Years of Number of Children	
and Speech Therapists in the Speech and	
Hearing Therapy Program	
A Comparison of State Services to Speech	
Handicapped Children	

LIST OF TABLES

Table		Page
1.	Speech and Hearing Therapists: Teaching Certificate	8
2.	Speech and Hearing Therapists: Training in Speech Pathology and Audiology	9
3.	Speech and Hearing Therapists: Experience in Public School Speech and Hearing Therapy .	10
4.	Speech and Hearing Therapists: Age	11
5.	Status of State Certification for North Carolina Public School Speech and Hearing Therapists, 1967-68: Qualified Respondents .	28
6.	Extent of Education of North Carolina Public School Speech and Hearing Therapists, 1967-68: Qualified Respondents	29
7.	Extent of Education of North Carolina Public School Speech and Hearing Therapists, 1967-68: Non-Qualified Respondents	29
8.	Extent of Professional Experience of North Carolina Public School Speech and Hearing Therapists, 1967-68: Qualified Respondents .	31
9.	Extent of Professional Experience of North Carolina Public School Speech and Hearing Therapists, 1967-68: Non-Qualified Respondents	31
10.	Problems in North Carolina Public School Speech Therapy Programs as Ranked by North Carolina Public School Speech and Hearing Therapists, 1967-68: Qualified Respondents .	33
11.	Problems in North Carolina Public School Therapy Programs as Ranked by North Carolina Public School Speech and Hearing Therapists, 1967-68: Non-Qualified Respondents	34

Table		Page
12.	When They Decided to Become Public School Speech and Hearing Therapists: Responses of 1967-68, Qualified North Carolina Public School Speech and Hearing Therapists	35
13.	When They Decided to Become Public School Speech and Hearing Therapists: Responses of 1967-68, Non-Qualified North Carolina Public School Speech and Hearing Therapists	36
14.	Influence of Individuals on Career Choice: Responses of 1967-68, Qualified North Carolina Public School Speech and Hearing Therapists	37
15.	Influence of Individuals on Career Choice: Responses of 1967-68, Non-Qualified North Carolina Public School Speech and Hearing Therapists	38
16.	State Certification of Qualified Speech Therapists Who Have Left North Carolina Public School Speech Therapy Programs	45
17.	Extent of Education of Qualified Speech Therapists Who Have Left North Carolina Public School Speech Therapy Programs	46
18.	Problems in Public School Speech Therapy Programs As Ranked by Qualified Speech Therapists Who Have Left North Carolina Public School Speech Therapy Programs	49
19.	Employment Immediately After Leaving North Carolina Public School Speech Therapy Program	51
20.	Current Employment of Qualified Therapists Who Have Left North Carolina Public School Speech Therapy Program	51

CHAPTER I

CURRENT STATUS AND NEEDS OF PUBLIC SCHOOL SPEECH THERAPY IN NORTH CAROLINA

The North Carolina public school speech and hearing program began with the employment of eight therapists during the 1949-50 school year.¹ Since its inception, the program has grown steadily with an average increase of twelve therapists annually.² From eight therapists with a total enrollment of 824 children, the program had expanded by 1965-66 to involve 212 therapists with a total caseload of 22,604 children.³ (Appendix III)

In 1965-66 the Florida State Department of Education completed a comparative survey of programs for exceptional children in sixteen states. (Appendix III) When compared to fifteen other states of similar size, North Carolina ranked tenth from the top in state services to speech-handicapped children. Based on an estimated prevalence figure of five per cent, the report revealed that North Carolina was serving 38.1 per cent of its speech-handicapped school children.⁴

¹ Special Education Section, Division of General Education, North Carolina Department of Public Instruction, North Carolina Public Schools: A Status Report of the Program for Speech and Hearing Handicapped Children 1966-67 (Raleigh, N. C., 1968), p. 1.

² Ibid., p. 15.

³ Ibid., p. 2

⁴ Ibid., pp. 15-16.

During the following school year, 1966-67, 223 therapists were employed in North Carolina public schools. These therapists served 23,888 children. Using the prevalence figure of five per cent, the State Department of Public Instruction reported that approximately forty per cent of the speech-handicapped children were served in the public schools during 1966-67.¹

Approximately 235 speech and hearing therapists are employed for the 1967-68 school year. The total North Carolina public school population for this period is 1,200,000.² By applying the five per cent prevalence figure to this total enrollment, we can consider that 60,000 children throughout the state are in need of speech therapy services. A total of 25,292 children received therapy during 1967-68, leaving an estimated 34,708 speech-handicapped children not receiving services in the public school program.

Eisenson and Ogilvie state that two items alone indicate how much more adequate some speech therapy programs are than others: (1) the ratio of speech correctionists to the school population and (2) the degree of training required of the speech correctionist.³

¹ Ibid., p. 1.

² Addison N. Smith, private interview, Greensboro, N. C., July, 1968.

³ Jon Eisenson and Mardel Ogilvie, Speech Correction in the Schools (New York: Macmillan Co., 1957), p. 271.

The information presented reveals the major problem in the North Carolina public school speech therapy program to be that of having an insufficient number of personnel to serve the speech-handicapped population. Ideally, the current staff would have to be more than doubled to meet the present demands for services. The second item, stated by Eisenson and Ogilvie, viz., the degree of training required of North Carolina public school speech and hearing therapists is presented in the following discussion.

Certification Standards for Public School

Speech and Hearing Therapists

The primary purpose of certification is to maintain prescribed minimum standards of professional competence. The responsibility for certification is recognized in all states as a state function.¹ The legal requirements for certification vary from state to state.

In 1955, fifteen states had requirements approaching those of basic certification in the American Speech and Hearing Association (ASHA). In 1959, thirty-two states or sixty-four per cent seemed to have certification plans approximating ASHA's Basic Speech Certification.² At the time of these studies the academic requirements for basic

¹ Teaching in North Carolina: Certification, Employment Procedures, Salary Policies (Raleigh, N. C.: State Superintendent of Public Instruction, 1965), p. 11.

² Jon Eisenson and Mardel Ogilvie, Speech Correction in the Schools (2nd ed.; New York: Macmillan Co., 1963), p. 21.

certification were essentially a Bachelor's Degree and thirty semester hours of courses in speech pathology, audiology and related areas.

As of January 1, 1965, the American Speech and Hearing Association raised their standards for certification. Basic and advanced certificates were no longer issued but were superceded by one certificate, the Certificate of Clinical Competence (CCC). To qualify for certification under the new standards, an individual must:

1. be a member of the American Speech and Hearing Association, which requires the master's degree or equivalent with major emphasis in speech pathology and/or audiology.
2. present transcripts showing the completion of sixty semester hours "constituting a well-integrated program that includes 18 semester hours in courses that provide fundamental information applicable to the normal development and use of speech, hearing, and language and 42 semester hours in courses that provide information about and training in the management of speech, hearing and language disorders and that provide information supplementary to these fields." Thirty of these forty-two semester hours must be acceptable toward a graduate degree in the school in which they are taken.
3. submit evidence of the completion of 275 hours of supervised clinical experience with individuals having various types of communicative disorders.

4. "present written evidence from employers or supervisors of nine months of full-time professional employment pertinent to the Certificate being sought."

5. pass a written comprehensive examination.¹

A recent study of state certification requirements reveals that, of the thirty states contacted, eleven states plus the District of Columbia are taking steps to require the master's degree for certification. Eight additional states reported that they were in the process of either considering or preparing a report of this nature.²

The eleven remaining states included in this survey indicated that they were not moving toward the master's degree certification requirement at the present time. The most frequently stated reason for not changing state certification requirements to meet ASHA standards was the current shortage of speech clinicians.³ North Carolina, one of this group of eleven, is not raising certification standards to the master's level because the: "Shortage of speech clinicians makes this change too difficult at the present time."⁴

¹ Committee on Clinical Certification, Requirements for the Certificate of Clinical Competence. (Washington, D. C.: American Speech and Hearing Association, 1965) pp. xxiii-xxv.

² Nicholas W. Bankson, "Report on State Certification Requirements in Speech and Hearing," ASHA, X (July, 1968), p. 293.

³ Ibid., p. 293. ⁴ Ibid., p. 292

North Carolina certification standards
for public school speech and hearing
therapists

In North Carolina the responsibility for certification is delegated by law to the State Board of Education, whose rules and regulations governing certification are administered by the Division of Professional Services of the State Department of Public Instruction.¹

In accordance with state law, all professional personnel employed in the North Carolina schools are required to hold a North Carolina certificate.² Only those minimum standards of certification which apply specifically to employment of public school speech and hearing therapists will be discussed.

The minimum scholastic preparation for the Class A teacher's certificate is graduation from an accredited four-year institution with a program of preparation in general education, professional education and specialization. The State Department of Public Instruction feels there "should be sufficient preparation in each of these areas to assure reasonable competence and, at the same time, there should be balance in the total program of preparation." Therefore, this department describes and indicates the amount of credit required in each area.³

The specialization requirements for North Carolina

¹ Teaching in North Carolina, p. 11. ² Ibid.

³ Ibid., p. 30.

certification in speech and hearing are eighteen semester hours of college course work in speech, hearing and related fields. Twelve of these semester hours must be in the area of speech correction and audiology. The remaining six must be from the subjects Introduction to Exceptional Children, Mental Hygiene or Psychology of Exceptional Children.¹

Individuals who do not meet these minimum standards may be and frequently are employed as public school speech and hearing therapists in the state. Many of these personnel are employed under emergency regulations adopted by the State Board of Education. Current regulations state: Persons holding a Class A or Graduate Certificate in some other area, and having six semester hours of credit in the area of speech and hearing, may be employed as speech and hearing therapists without a reduction of salary during their first year. Teachers with one or more years of experience in speech and hearing therapy, who have twelve semester hours of credit in this area, are not subject to the out-of-field salary rating.²

A status report on North Carolina public school speech and hearing services reveals the number of therapists employed

¹ Ibid., pp. 42-43.

² North Carolina State Department of Public Instruction, "Rules and Regulations Governing Allotments of Therapists and the Organization and Administration of Programs for Speech and Hearing Handicapped Children," Raleigh, N. C., 1965, section V. (Mimeoed.)

in 1966-67 with less than the minimum requirements for certification. Table 1 illustrates the class and type of certificate held by these therapists. Of the 223 therapists employed in this year, 138, or 61.8%, held Class A or G (Graduate) certificates in areas other than speech and hearing. The majority of these (44.8%) were certified in elementary education. Seventy-five, or 33.7%, of the therapists were certified in speech and hearing. Of these 75 state certified therapists, 30 held Class G certificates and 45 held Class A certificates. There were 10 therapists, or 4.4%, who held a certificate lower than Class A rating.

TABLE 1.--Speech and Hearing Therapists: Teaching Certificate

Class and Type of Teaching Certificate		N	%
G	Speech and Hearing	30	13.5
G	Elementary	38	17.0
G	English	7	3.1
G	Other Areas, Home Economics, French, etc.	3	1.3
A	Speech and Hearing	45	20.2
A	Elementary	62	27.8
A	English	15	6.7
A	Other Areas, Home Economics, Social Studies, etc.	13	5.8
Less than Class A (Emergency, Class B. etc.)			
	Speech and Hearing	3	1.3
	Elementary	7	3.1

*North Carolina Public Schools: A Status Report, p. 5.

Table 2 reports the semester hours of credit held by these 223 therapists in the specific area of speech pathology and audiology. This study shows that 85 or 38.1% of the therapists had twelve or less semester hours in speech and hearing. Seventy-four therapists, or 33.2% had from thirteen to twenty-four semester hours in specialized course work. Sixty-four or 28.7% had more than twenty-five semester hours in speech and hearing. The majority of this latter group, 42 therapists, had bachelor's degrees.

TABLE 2.--Speech and Hearing Therapists: Training in Speech Pathology and Audiology

Semester Hours in Speech Pathology and Audiology	N	%
Master's Degree - G Certificate		
6 semester hours	8	3.6
7 - 12 semester hours	12	5.4
13 - 18 semester hours	20	9.0
19 - 24 semester hours	18	8.0
25 - 30 semester hours	10	4.5
Over 30 semester hours	10	4.5
Bachelor's Degree - Class A Certificate		
6 semester hours	24	10.8
7 - 12 semester hours	34	15.2
13 - 18 semester hours	22	9.9
19 - 24 semester hours	12	5.4
25 - 30 semester hours	30	13.5
Over 30 semester hours	13	5.8
Less than Bachelor's Degree		
6 semester hours	2	.9
7 - 12 semester hours	5	2.2
13 - 18 semester hours	2	.9
19 - 24 semester hours	0	---
25 - 30 semester hours	1	.4
Over 30 semester hours	0	---
Total Number of Therapists	223	

*North Carolina Public Schools: A Status Report, p. 6.

The level of professional training attained by North Carolina therapists has been presented. This alone does not permit an adequate evaluation of the current status of speech and hearing services. In order to complete the analysis of North Carolina public school speech and hearing therapists, the amount of public school speech and hearing experience and ages of therapists are presented.

Years of Experience of Public School Speech and Hearing Therapists

Table 3 summarizes the amount of public school speech and hearing therapy experience held by these same 223 therapists employed in North Carolina in 1966-67. Fifty-eight therapists, or 26%, reported seven or more years of experience. Less than seven years was reported by 73.9% or 165 therapists. The majority of this latter group (22.4%) had one year of experience.

TABLE 3.--Speech and Hearing Therapists: Experience in Public School Speech and Hearing Therapy

Number of Years	N	%
One Year	50	22.4
Two Years	27	12.1
Three Years	18	8.1
Four Years	22	9.9
Five Years	32	14.3
Six Years	16	7.2
Seven or More Years	58	26.0
Number of Speech Therapists	223	

*North Carolina Public Schools: A Status Report, p. 9.

In a nationwide survey of 1,462 public school speech correctionists, 70% reported less than seven years of experience; 16% reported one year or less of experience, while 28% reported seven or more years of experience.¹

Ages of Public School Speech and Hearing Therapists

The results of a nationwide survey reveal that public school speech and hearing personnel are relatively young. Over 60% were found to be 35 years of age or under. Across the nation 26% were found to be over 40 years old.²

TABLE 4.--Speech and Hearing Therapists: Age

Age	N	%
20-29	48	21.5
30-39	55	24.7
40-49	33	14.8
50-59	67	30.0
60-65	19	8.5
Over 65	1	0.4
Total	223	

*North Carolina Public Schools: A Status Report, p. 4.

¹ Helen Knight, et al. "The Public School Clinician: Professional Definition and Relationships," Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), p. 11.

² Ibid.

These survey results differ markedly from the North Carolina study of 1966-67 therapists. Table 4 shows the highest percentage of North Carolina therapists (30%) fall in the 50-59 age range. The 30-39 age range follows with 24.7%. In North Carolina, 53.7% reported to be over 40 years of age.

North Carolina certification
and the ASHA standard

The comparison of North Carolina certification standards and those of ASHA revealed a marked difference-- eighteen semester hours as opposed to sixty semester hours, respectively. North Carolina is, however, moving to higher standards whenever feasible. This is evidenced in the present plan of the North Carolina Department of Public Instruction for raising the level of academic requirements for personnel employed under emergency regulations. Effective September 1970-71, an individual will be required to have twelve semester hours, as opposed to the current six semester hours requirement, to begin therapy. Eighteen semester hours, rather than twelve, will be expected of those teaching beyond their first year.¹

Recruitment of Public School Speech
and Hearing Therapists

Raising the level of professional standards is both

¹Addison N. Smith, private interview, Greensboro, N. C., July, 1968.

a desirable and necessary measure in order to offer a quality program of speech therapy in the public schools. However, such action will not resolve the current personnel crisis in this area. More personnel must be attracted to the schools. One way of accomplishing this is through recruiting. A primary concern in recruiting should be attracting those persons considered best qualified. Efforts should be made to recruit individuals who at least meet the minimum standards for certification.

National recruitment policies
and procedures

Recognizing the rapidly growing demand for more speech and hearing therapists, ASHA established the full-time position of Director of Recruitment September 1, 1966. The director is assisted in program planning by the Joint Advisory Committee on Recruitment. This committee is made up of the ASHA Committee on Recruitment augmented by representatives from the National Association of Hearing and Speech Agencies.¹ These two organizations, the American Speech and Hearing Association and the National Association of Hearing and Speech Agencies, with the assistance of coordinated funding from the Vocational Rehabilitation Agency, are now engaged in active and cooperative recruiting efforts.²

¹Richard M. Flower, "I. Report of the Chairman of the Joint Advisory Committee on Recruitment," ASHA, IX (July, 1967), p. 257.

²John V. Irwin, "Supportive Personnel in Speech Pathology and Audiology," ASHA, IX (September, 1967), p. 349.

The major role of these national organizations recruitment is largely supportive, their major purpose being the facilitation of more local efforts. This is accomplished "through suggesting ways of stimulating opportunities for productive contacts, through defining the components of potentially effective efforts, and through developing effective materials which may be useful in these efforts."¹

The most recently published article regarding national recruiting efforts describes the implementation of a master plan through the local programs of ASHA-affiliated state speech and hearing associations. The following steps were to be taken in the few months succeeding the publication.

1. Enlistment of the assistance of each state association in organizing an active recruitment group in their state. Maintaining contact with each group; to determine specific problems, provide direction and new materials.

2. Distribution of a manual of guidelines for recruitment activities to each group. The manual was being developed at the time the article was written. Some of the information to be included was: outlines of workshops, institutes, participation programs; suggestions concerning career day involvement; sources of funding and support; and copies of material available from the National Office. The manual was to be distributed to training

¹Flower, "Report of the Chairman," p. 257.

program directors, speech and hearing supervisors in state health and education departments, and clinic directors.

3. Contact and cooperation with other national groups having similar recruitment objectives.

4. Offering of information about the profession to career information sources, such as guidance counselors and libraries.

5. Supplying of reprints of the career information booklet; leaflets for high school students; lists of training programs; sources of student aid; and audio-visual materials for career programs.¹

Richard M. Flower, Chairman of the Joint Advisory Committee on Recruitment, describes three types of efforts which can be effectively utilized in recruiting personnel. The first is designed to inform the public that a particular professional field exists, defining, in general terms, the roles of its practitioners. He states that programs which are prepared for high school audiences are best structured along these lines.

The second type of recruitment is directed toward getting young people interested in entering a particular field. The major objective should be the presentation of the profession in the broadest possible dimensions, in order "to capture the interest of individuals who may bring

¹ Joan F. Jacobs, "II. Summary of the Activities of the Recruitment Director," ASHA, IX (July, 1967), p. 259.

a wide variety of talents to the diverse activities of the field." Flower states that this type of recruitment effort is probably best directed toward college undergraduates with the greatest emphasis on lower division students.

The purpose of the third kind of recruitment effort is to attract persons, already committed to a field, to a particular work setting or aspect of the profession. A recruitment program of this nature is directed to individuals who are at least midway in their professional preparation or even those who have completed their education and are in the beginning years of their professional practice. Flower suggests that such a program might be designed to encourage speech and hearing therapists to seek employment in school programs, research centers or community service centers.¹

Such national recruitment activities are indeed largely supportive in nature. This places the primary responsibility for the development of effective recruiting programs at state and community levels.

North Carolina recruitment efforts

Associate supervisors of speech and hearing for the state of North Carolina engage in the following activities which may directly or indirectly influence the recruitment of personnel. They speak to civic agencies, parent

¹Flower, "Report of the Chairman," p. 258.

organizations and public school groups. They are also requested to speak to speech and hearing majors and minors at state-supported teacher training institutions. The topic of these speeches usually deals with general information about the public school speech and hearing program and its current needs. Recruitment literature, e.g. ASHA's career information brochure, is distributed through the associate supervisor's offices.¹

The North Carolina Speech and Hearing Association has taken some action in the area of recruitment. In 1967, under the direction of the organization, a letter was mailed to approximately 354 public school superintendents throughout North Carolina. The letter stated that free brochures on career opportunities in the field of speech and hearing could be obtained through the American Speech and Hearing Association. A local address for requesting such literature was given. The letter stated further that the North Carolina Speech and Hearing Association would provide speakers for functions, such as career days. If the superintendent desired such assistance or wished additional information, he was requested to return an enclosed, addressed, franked post card. Two cards were returned.²

Recognizing the need for further efforts in this

¹ Addison N. Smith, private interview, Greensboro, N. C., July, 1968.

² Lawrence M. Vanella, personal interview, Greensboro, N. C., July, 1968.

area, the North Carolina Speech and Hearing Association named a Recruitment Committee in November, 1968, one month prior to this writing. No formal plans or actions have been made by the committee, because of its recent inception.

Past influences on vocational choice

In order to develop effective future recruiting programs, information concerning vocational choice was studied. For, if it is known how and when therapists actively engaged in speech correction made the decision to select the vocation, this information can be of some importance in the development of future recruitment policies. In a national survey 757 public school speech and hearing personnel responded to questions on recruitment.

1. Forty-one per cent mention no one individual having exerted significant influence.
2. Twenty-three per cent indicate that the major influence upon their choice of vocation was exerted by a friend who was studying or had studied to be a speech clinician (16%) or by a therapist working in the school they attended (7%).
3. Twenty-three per cent indicate influence exerted by "other" personnel.
4. Thirteen per cent were influenced primarily by a guidance counselor or academic advisor, either in high school (2%) or in college (11%).

When queried as to whether a personal speech disorder had influenced their vocational choice, 10% of the 757 respondents indicated they had had a speech problem. Half of this number indicated that a personal speech disorder had influenced their vocational choice; half said it had not.¹

Data obtained from a survey of 449 ASHA members "indicate that a college course, typically the beginning course in speech pathology was by far the most important source of recruitment." Other sources mentioned follow in order of frequency of occurrence: "knowing someone doing this work, a friend who had a speech and hearing problem, a speech or hearing problem of my own, and a high school course." Less than 10 of the 449 individuals sampled had been attracted by newspaper or magazine articles and vocational counseling combined.²

Bachelor-level women included in the above survey indicated they had made their career decisions at an average age of 22, Masters level women at a mean age of 26. On the average, all levels of males had decided on a speech and hearing career at about age 25.³

¹Gretchen M. Phair, et al. "Recruitment for Careers in Speech Pathology and Audiology," Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), pp. 107-08.

²Joseph G. Sheehan, Robert G. Hadley, and Loraine Lechleidner, "Career Satisfaction and Recruitment in Speech Pathology and Audiology," ASHA, VI (August, 1964), p. 282.

³Ibid., p. 280.

In the recruitment survey of 757 public school clinicians previously reported, the majority (39%) indicated they had decided on a career during the last three years of college. One-third made the decision after graduation from college. Fourteen percent decided during the first year of college and 12% prior to entering college.¹

Most writers on the subject of recruitment consider personal contact of paramount importance. Flower states that "recruitment is, for the most part, a person-to-person process."² Sheehan considers such contact a necessary ingredient in attracting people into the profession.³ Phair feels that a person is most likely to become interested in a field of endeavor if he is talked with individually by someone well acquainted with the field and enthusiastic about it.⁴

Analogous to national recruiting programs, if the factors which influenced North Carolina therapists to enter the public schools could be obtained, such information would be helpful in developing future recruiting procedures for the state. Additional recruitment-related information could be obtained by a comparison of the responses of persons

¹Phair, et al. "Recruitment for Careers," p. 107.

²Flower, "Report of the Chairman," p. 257.

³Sheehan, et al. "Career Satisfaction and Recruitment," p. 282.

⁴Phair, et al. "Recruitment for Careers," p. 111.

active in the field with individuals who have left the public school program.

Retention of Public School Speech and Hearing Therapists

Another important factor in the numerical growth of professionals in any field is to retain those presently working. Usually, reasons given for terminating specific employment may be classified under two major headings: personal and professional. Personal explanations commonly heard are: transfer of husband to another state, or starting a family. A number of therapists also leave for professional reasons. Some enter other fields, a few return to graduate school for further study and training, whereas others begin using their professional training in colleges, clinics, hospitals or private work. The retention of qualified therapists who leave for professional reasons should be of fundamental consideration.

The State Department of Public Instruction reports a turnover rate of 12.6% from the school years 1965-66 to 1966-67.¹ This percentage is not considered alarming. However, with the critical shortage of professionally trained therapists, the public schools cannot afford the unnecessary loss of any qualified individual.

North Carolina public school speech therapy services have been discussed, with particular emphasis on: (1) the

¹North Carolina Public Schools: A Status Report, p. 18.

ratio of speech correctionists to the school population, and (2) the degree of training required of speech therapists. The critical need for increasing the number of professionally trained personnel in this area has been shown. The problems of recruitment and retention of qualified speech and hearing therapists have been raised. This study deals with these problems, as they apply to the North Carolina public schools.

CHAPTER II

PROJECT PROCEDURE

The primary purposes of this project are: (1) to determine how currently employed, qualified speech and hearing therapists were recruited into North Carolina public schools, and (2) to determine the reasons why qualified speech correctionists leave North Carolina public school therapy programs. Two questionnaires were utilized to aid in the accomplishment of these purposes. Questionnaire I (Appendix I) was mailed to North Carolina public school speech and hearing therapists employed during the 1967-68 school year. Questionnaire II (Appendix I) was sent to therapists who had left North Carolina public school programs since 1965.

Organization of Questionnaires

Questionnaire I

Questionnaire I provided an opportunity for respondents to identify themselves in terms of certification, training and professional experience. The six remaining questions were designed to obtain answers to the following:

1. What are the prevailing patterns of recruitment among North Carolina public school speech and hearing therapists? When did they decide to become a public school

speech correctionist? What factors influenced their vocational choice?

2. Do therapists throughout the state share problems in common with regard to the operation of their program?

3. Do those who have chosen this career entertain thoughts of leaving the profession? Would they prefer to be doing something else?

Questionnaire II

This questionnaire contained a repetition of the same background items as Questionnaire I relative to certification, extent of training and professional experience. The remaining questions were designed to obtain responses to the following:

1. What is the primary reason therapists leave North Carolina public schools?

2. What problems did they have in maintaining and developing a quality program of speech therapy while employed in the North Carolina public schools?

3. What career did they pursue immediately after leaving the North Carolina public school therapy program?

Sampling Procedure

The North Carolina standard of certification is used in this investigation as the criteria for considering a public school speech and hearing therapist as qualified or non-qualified. The American Speech and Hearing Association

(ASHA) standard of certification was not used as only five North Carolina public school therapists hold ASHA's Certificate of Clinical Competence (CCC).¹ Thus, the word "qualified" as used in this study refers to those individuals who meet minimum state requirements for certification in speech and hearing.

Questionnaire I

Initially, this questionnaire was to be mailed only to those individuals with Class A or G, North Carolina certification in Speech and Hearing.² However, this plan was amended to include all currently employed North Carolina public school speech and hearing therapists for two reasons. First, the writer was personally acquainted with several therapists who met requirements for the Speech and Hearing certificate, but retained their certification in another field and the responses of these persons were considered vital to the study. The second reason was that a comparison of the responses of the qualified and non-qualified therapists might provide interesting data, e.g., (1) Were these two groups recruited in the same manner? (2) Do they report similar problems in the operation of their therapy programs?

¹ Kenneth O. Johnson, ed., American Speech and Hearing Association 1968 Directory (Washington, D. C.: American Speech and Hearing Association, 1968), pp. 406-07.

² Supra, pp. 6-7.

The North Carolina Department of Public Instruction list of public school therapists employed in 1967-68 was used as the mailing list. The 235 therapists were sent a cover letter (Appendix I), Questionnaire I, and a stamped, return envelope on May 3, 1968. As the questionnaires were returned, they were checked off on the mailing list, according to the postmark or, in many cases, the return address. Those persons who apparently had not responded, were reminded by telephone or letter during the week of May 20, 1968. Fifty-three such reminders were made.

Questionnaire II

The North Carolina Department of Public Instruction lists of public school speech and hearing therapists employed during the school years 1964-65, 65-66, and 66-67 were compared to the 1967-68 list of therapists. On the basis of this comparison, a card file was compiled of 100 names of persons who had left the North Carolina public school program since the 1964-65 school year. These names and addresses were used as the mailing list for Questionnaire II.

A cover letter, Questionnaire II, and a stamped return envelope were mailed to the 100 former North Carolina public school therapists on May 6, 1968. Letters of reminder were sent to 14 persons selected randomly from this group during the week of May 20, 1968.

CHAPTER III

RESULTS OF QUESTIONNAIRE SURVEY OF 1967-68 NORTH CAROLINA PUBLIC SCHOOL SPEECH AND HEARING THERAPISTS

Questionnaire I was mailed to the 235 North Carolina public school speech and hearing therapists employed for the school year, 1967-68. One hundred Sixty-one (68.5%) were completed and returned.

The 161 respondents were classified as either "qualified" or "non-qualified" on the basis of their answers to questions 1 and 2, dealing with certification and extent of training. The questionnaires for these two groups were tabulated separately.

The analysis of responses to questions 1 and 2 revealed that 125 (77.6%) respondents could be classified as qualified. Thirty-six (22.4%) were non-qualified.

Certification

Table 5 reports the level of state certification indicated by the 125 qualified therapists. The largest percentage of qualified therapists (36.8%) held Class A certificates in Speech and Hearing. Those having G Certificates in the field ranked second with 28.8%. Twenty-five therapists or 20.0% indicated they met qualifications for the certificate,

but it had not been issued. The 17 individuals included in the "other" category hold certification in areas other than speech and hearing, although they meet certification requirements in their field.

Nine respondents indicated they held the American Speech and Hearing Association (ASHA) Certificate of Clinical Competence (CCC). Although the information was not requested, eight other therapists stated they were currently members of ASHA. Three of this number indicated they were working toward ASHA certification.

TABLE 5.--Status of State Certification for North Carolina Public School Speech and Hearing Therapists,
1967-68: Qualified Respondents

N. C. Certification	N=125	%
Speech and Hearing, Class A	46	36.8
Speech and Hearing, Class G	36	28.8
Meet qualifications for Speech and Hearing Certificate, but it has not been issued	25	20.0
Other	17	13.6
No Response	1	.8

Extent of Training

Tables 6 and 7 reveal the extent of education reported by the qualified and non-qualified respondents, respectively. Those individuals who had completed graduate

work in addition to their bachelor's degree comprised the largest group of both qualified and non-qualified therapists. Forty-six (36.8%) of the qualified and 20 (55.5%) of the non-qualified were in this group. Therapists with master's degrees and additional graduate work ranked second, both qualified and non-qualified. Thirty-two per cent of the qualified and 16.7% of the non-qualified were in this group.

TABLE 6.--Extent of Education of North Carolina Public School Speech and Hearing Therapists, 1967-68:
Qualified Respondents

Extent of Training	N=125	%
Bachelor's Degree and additional graduate work	46	36.8
Master's Degree and additional graduate work	40	32.0
Master's Degree	20	16.0
Bachelor's Degree	19	15.2

TABLE 7.--Extent of Education of North Carolina Public School Speech and Hearing Therapists, 1967-68:
Non-Qualified Respondents

Extent of Education	N=36	%
Bachelor's Degree and additional graduate work	20	55.5
Master's Degree and additional graduate work	6	16.7
Bachelor's Degree	5	13.9
College work, but no degree	3	8.3
Master's Degree	1	2.8
No Response	1	2.8

Sub-question 2, dealing with credit hours of college coursework in speech pathology and audiology, was included in the questionnaire for purposes of authenticating the certification of respondents and will not be included in the tabulation or discussion of questionnaire results.

Professional Experience

The therapists were requested to indicate their years of full-time professional experience according to the following categories: (1) a public school speech therapist, (2) a teacher and (3) a speech and hearing therapist in other situations.

Tables 8 and 9 present a tabulation of their responses to this question. The qualified group reported experience in public school therapy ranging from 1 year or less to 19 years, the mean being 5.9 years. The median was 5 years and the mode, 1 year or less of experience.

The non-qualified group reported a range from 1 year or less to 16 years of experience. The average public school speech therapy experience was 3.02 years. The median was 2 years; the mode, 1 year or less.

Eighty-two or 65.6% of the qualified group reported having previous experience as teachers. This experience ranged from 1 year or less to 32 years. The average teaching experience was 11.6 years. The median was 10 years; the mode, 8 years. One of the 82 therapists was not included in the statistical summary because she did not specify the number of years.

TABLE 8.--Extent of Professional Experience of North Carolina Public School Speech and Hearing Therapists, 1967-68:
Qualified Respondents

Public School Speech and Hearing Therapists

Range	1 yr. or less - 19 yrs.
Mean	5.9 yrs.
Median	5 yrs.
Mode	1 yr. or less

Teacher - 82 Therapists (65.6%) reported previous experience as teachers

Range	1 yr. or less - 32 yrs.
Mean	11.6 yrs.
Median	10 yrs.
Mode	8 yrs.

Speech and Hearing Therapists in Other Situations

27 therapists (21.6%) reported experience in this category*

*The responses in this category were not tabulated because many therapists reported their full-time experience in months, rather than years; others stated only the kind of experience.

TABLE 9.--Extent of Professional Experience of North Carolina Public School Speech and Hearing Therapists, 1967-68:
Non-Qualified Respondents

Public School Speech and Hearing Therapists

Range	1 yr. or less - 16 yrs.
Mean	3.02 yrs.
Median	2 yrs.
Mode	1 yr. or less

Teacher - 31 Therapists (86.1%) reported previous experience as teachers

Range	1 yr. or less - 30 yrs.
Mean	12.3 yrs.
Median	12 yrs.
Mode	None

Speech and Hearing Therapist in Other Situations

1 therapist (2.8%) reported experience in this category

Thirty-one or 86.1% of the non-qualified group reported previous experience as teachers. Their teaching experience ranged from 1 year or less to 30 years. The median was 12 years. The average teaching experience of these therapists was 12.3 years.

Twenty-seven (21.6%) of the 125 qualified respondents reported experience as a speech and hearing therapist in situations other than the public schools. Only one of the 36 non-qualified therapists reported professional experience other than the public schools.

Problems in North Carolina Public School
Speech Therapy Programs

Question 4 requested the following information: "What problems do you have in maintaining and developing a quality program of speech therapy in the public schools? Rank these items according to the degree of importance which they represent in your situation." Ten items were listed below the question. (Appendix I)

Nine of the 125 returns from qualified therapists are not included in the question 4 summary, as they were not completed accurately. Four of the responses to this question from non-qualified therapists were rejected for the same reason. Tables 10 and 11 summarize the tabulated results of

question 4.¹ The items are presented in rank order, the greatest problem being one, the least significant, ten.

The first five items, as ranked by the qualified therapists are: (1) lack of understanding of speech therapy program by other school personnel; (2) required to serve too many schools; (3) excessive caseload; (4) salary inadequate for duties required; and (5) long waiting list. The non-qualified therapists ranked the items in the following sequence: (1) lack of understanding of speech therapy program by other school personnel; (2) excessive caseload; (3) required to serve too many schools; (4) salary inadequate for duties required; and (5) lack of necessary equipment, materials, and supplies.

TABLE 10.--Problems in North Carolina Public School Speech Therapy Programs as Ranked by North Carolina Public School Speech and Hearing Therapists, 1967-68: Qualified Respondents

Problem	Rank
Lack of understanding of program by other school personnel	1
Required to serve too many schools	2
Excessive caseload	3
Salary inadequate for duties required	4
Long waiting list	5
Lack of necessary equipment, materials, and supplies	6
Therapy schedule not flexible	7
Other	8
Lack of variety in caseload	9
Inadequate supervision	10

¹The responses to question 4 were tabulated in the following manner. The letters representing the ten items were listed. The numerals assigned by the respondents were recorded after the appropriate letters. The numbers following each letter were totaled. This provided a range from 564 to 895 for the qualified therapists and from 141 to 230 for the non-qualified.

TABLE 11---Problems in North Carolina Public School Therapy Programs as Ranked by North Carolina Public School Speech and Hearing Therapists, 1967-68:
Non-Qualified Respondents

Problem	Rank
Lack of understanding of program by other school personnel	1
Excessive caseload	2
Required to serve too many schools	3
Salary inadequate for duties required	4
Lack of necessary equipment, materials and supplies	5
Therapy schedule not flexible	6
Long waiting list	7
Lack of variety in caseload	8
Inadequate supervision	9
Other	10

Forty-seven of the 116 qualified respondents stated problems other than the nine which were specified. The subject receiving priority in "other" was the condition of therapy rooms. Twenty-five therapists commented that their working space and facilities were inadequate, undesirable or unsuitable for administering therapy.

The subject receiving secondary consideration in the "other" category was lack of opportunity for consultation with other therapists or persons in related fields such as social workers and psychologists. Four respondents placed lack of professional interchange in "other." Additional problems listed by the qualified group follow in order of frequency of occurrence: inadequate travel allowance; difficulty in administration of hearing program--lack of follow-up on hearing cases, lack of sufficient personnel; difficulty in organizing and

transporting of equipment and materials from school to school; and lack of cooperation from home, due to inability to discuss progress and goals regularly.

Twelve of the non-qualified group stated problems in the "other" category. The majority of these, 7 of the 12, commented on the inadequacy of their therapy rooms. The second most frequently mentioned item was lack of personal training in the field, which was expressed by 3 therapists.

Decision to Become a Public School Speech
and Hearing Therapist

The respondents were requested to indicate when they made their decisions to become public school speech and hearing therapists. (Appendix I) Tables 12 and 13 reveal their responses to this question.

TABLE 12.--When They Decided to Become Public School Speech and Hearing Therapists: Responses of 1967-68, Qualified North Carolina Public School Speech and Hearing Therapists

When Decision Was Made	N=125	%
While employed as a regular classroom teacher	72	57.6
During first 3 years of college	26	20.8
After graduation	10	8.0
During senior year of college	8	6.4
Before entering college	8	6.4
No response	1	.8

The majority of qualified therapists, 57.6%, reported making their decisions while employed as regular classroom teachers. Those who decided during their first three years of college comprised the second largest group of 20.8%.

The highest percentage of non-qualified respondents, 30 therapists or 83.3%, reached their decision while employed as regular classroom teachers. This number is followed by 4 therapists (11.1%) who indicated they made their decision after graduation.

TABLE 13.--When They Decided to Become Public School Speech and Hearing Therapists: Responses of 1967-68, Non-Qualified North Carolina Public School Speech and Hearing Therapists

When Decision Was Made	N=36	%
While employed as a regular classroom teacher	30	83.3
After graduation	4	11.1
During senior year of college	2	5.6
Before entering college	0	0.0
During first 3 years of college	0	0.0

Influence of individuals on career choice

Eighty-four (67.2%) of the 125 qualified respondents indicated that they had been influenced in their decision to become a public school speech and hearing therapist by a particular individual. (Appendix I) Those who affected their career choice are recorded in Table 14.

The highest percentage (40.5%) of qualified therapists

had been influenced in their vocational choice by school administrators. Seventeen therapists (20.2%) ranked "other" second. Four of the 17 were influenced by college teachers; 4 by speech therapists with whom they were acquainted; and 4 by persons with speech defects. Among "others" mentioned with less frequency were: speech and hearing students, classroom teachers and a parent of a speech defective child.

TABLE 14.--Influence of Individuals on Career Choice: Responses of 1967-68, Qualified North Carolina Public School Speech and Hearing Therapists

Individual Who Influenced Decision	N=84	%
School administrator	34	40.5
Other	17	20.2
A therapist in a school where they taught	12	14.3
College advisor	9	10.7
A therapist in a school they attended	9	10.7
cd ^a	2	2.4
de ^b	1	1.2

^aInfluenced by a therapist in a school where they taught and a school administrator.

^bInfluenced by a school administrator and other.

Thirty-two of the 36 non-qualified therapists indicated that they had been influenced in their career decision by a particular individual. The majority (62.5%) had been influenced by school administrators. The college advisor

category ranked second with 15.6%. The 3 individuals checking "other" had been influenced by: a speech and hearing therapist, a college public speaking instructor and a speech by the North Carolina Director of Special Education. Table 15 presents a summary of the responses of non-qualified therapists to question 6.

TABLE 15.--Influence of Individuals on Career Choice:
Responses of 1967-68, Non-Qualified North
Carolina Public School Speech and Hearing
Therapists

Individual Who Influenced Decision	N=32	%
School administrator	20	62.5
College advisor	5	15.6
A therapist in a school where they taught	3	9.4
Other	3	9.4
ad*	1	3.1
A therapist in a school they attended	0	0.0

*Influenced by a college advisor and school administrator.

Influence of personal speech disorder on career choice

Seven of the 125 qualified therapists indicated they had had speech disorders. Five of these stated that it had influenced their vocational aims. Only 1 of the 36 non-qualified therapists indicated having had a speech defect. He indicated that the disorder had affected his career choice.

Influence of speech defective persons on career choice

Eighty-four of the 125 qualified respondents indicated they were personally acquainted with an individual having a speech disorder prior to entering the field of speech therapy. Forty-seven of these stated that this had influenced their vocational aims.

Thirty of the 36 non-qualified therapists had been acquainted with a speech defective person prior to entering speech therapy. Sixteen said this had affected their vocational choice.

Future Plans of North Carolina Public School Speech and Hearing Therapists

Question 9 presented the following: "If you could make plans for the next five years, which of the following would you choose to do?" Seven choices were listed.

- a. Continue as a public school speech therapist in North Carolina.
- b. Work as a public school speech therapist in another state.
- c. Return to school for graduate work in speech and hearing.
- d. Secure another educational position such as administration or teaching.
- e. Become a speech and hearing therapist in another situation; please specify _____.
- f. Become a housewife.
- g. Other _____.

The complete tabulated responses of the 125 qualified therapists are presented in Appendix II. The responses of 29 therapists, who checked more than one item, are included in the summary.

Based on their responses to this question, the 125 qualified therapists were classified into two major categories. The first encompassed all respondents who designated continuing as a public school speech therapist in North Carolina in their future plans. Sixty-one persons were in this category. The second included all respondents who specified future plans which did not involve continuing in their present occupation. Sixty-four therapists comprised the latter category.

Sixty-one (48.8%) of the 125 qualified therapists included item "a" (continue as a public school speech therapist in North Carolina) in their response. Forty-eight of these persons checked item "a" only. The remaining 13 individuals specified an additional item. Ten of these added item "c" (return to school for graduate work in speech and hearing). Three added item "f" (become a housewife).

Sixty-four (51.2%) of the 125 qualified respondents specified future plans which did not include continuing as a North Carolina public school speech therapist. The responses of these individuals are summarized and presented below.

1. Thirty-two therapists (50.0%) included item "c" (return to school for graduate work in speech and hearing) in

their future plans. Twenty specified this item alone. Twelve checked an additional item. Nine of these added "e" (become a speech and hearing therapist in another situation). The remaining three checked items "b", "d", and "g."

2. Eleven therapists (17.2%) checked item "e" (become a speech and hearing therapist in another situation) only. Clinical work was specified by approximately 75% of all individuals who included item "e" in their response. Private therapy ranked second; college teaching and special school, third.

3. Six respondents (9.4%) checked item "g" (other). The 6 presented a variety of future plans. Some of these were: retirement, graduate work in another field, and undecided.

4. Five (7.8%) indicated item "d" (secure another educational position such as administration or teaching).

5. Four (6.3%) checked item "b" (work as a public school speech therapist in another state).

6. Three (4.7%) specified item "f" (become a housewife).

7. Three therapists (4.7%) presented unique responses to question 9, which could not be included in the preceding summary. Their selections were: "be," "bd," and "fg."

The 20 individuals who made the single choice, item "c" (return to school for graduate work in speech and hearing), cannot be restricted to a category which includes only persons not wishing to continue as North Carolina public school speech therapists. For, if this group of 20 were requested to check

additional items, some probably would indicate a preference for continuing their current employment. Therefore, excluding the 20 therapists from consideration in this category, we find that 44 (35.2%) of the qualified respondents specifically indicate a preference for something other than continuing as a North Carolina public school speech therapist.

The "future plans" of the 36 non-qualified respondents are summarized below:

1. Twenty-three therapists (63.9%) included item "a" (continue as a public school speech therapist in North Carolina) in their response. Eight of these respondents also checked item "c" (return to school for graduate work in speech and hearing).
 2. Six respondents (16.7%) specified item "c." One of these stated a preference for clinical work.
 3. Three (8.3%) checked item "d" (secure another educational position such as administration or teaching).
 4. Two (5.5%) checked item "f" (become a housewife).
 5. One respondent indicated "b" (work as a public school speech therapist in another state).
 6. One therapist checked items "b," "e," and "f."
- A total of 52.2% of the 1967-68 therapists included item "a" (continue as a public school speech therapist in North Carolina) in their response. The non-qualified respondents exceeded the qualified in checking this item by approximately 15%. Fifty-six individuals from the combined

groups checked item "c" (return to school for graduate work in speech and hearing). Forty-two (33.6%) of the qualified and 14 (38.9%) of the non-qualified included this item in their response. Fifty-two (32.3%) of the total respondents specified preferences for something other than their current employment. The qualified therapists exceeded the non-qualified in this category by 13%.

CHAPTER IV

RESULTS OF QUESTIONNAIRE SURVEY OF QUALIFIED SPEECH AND HEARING THERAPISTS WHO HAVE LEFT THE NORTH CAROLINA PUBLIC SCHOOLS

Questionnaire II was mailed to 100 individuals who had left the North Carolina public school speech therapy program since the 1964-65 school year. Eleven of these were returned by the postal service for lack of forwarding addresses. Fifty questionnaires were completed and returned. Excluding the 11 undelivered questionnaires from consideration, this represents a 56.2% return.

Twelve of the 50 returns will not be included in the summary of Questionnaire II results. Seven of these were from individuals considered non-qualified, according to minimum state certification standards. Three were from therapists who have returned to the program; one from a fourth grade teacher who stated she had never worked as a therapist; and one was insufficiently complete to be included in the tabulation.

Certification

Table 16 summarizes the types of state certification reported by the 38 qualified respondents. The majority (52.6%)

have Class A, Speech and Hearing certification. The 5 listed in the "other" category appear to meet state standards in speech and hearing, yet maintain certification in other academic or teaching areas.

TABLE 16.--State Certification of Qualified Speech Therapists Who Have Left North Carolina Public School Speech Therapy Programs

N. C. Certification	N=38	%
Speech and Hearing, Class A	20	52.6
Speech and Hearing, Class G	7	18.4
Meet qualifications for Speech and Hearing certificate, but it has not been issued	6	15.8
Other	5	13.2

Six indicated having the ASHA Certificate of Clinical Competence. Four others stated they were presently working toward it.

Extent of Training

Table 17 presents a summary of the educational levels reported by the 38 therapists. The majority (50%) have bachelor's degrees with additional graduate work. Those respondents having bachelor's degrees and those having master's degrees and additional graduate work ranked second with 8 each.

Sub-question 2 is not included in the statistical summary of Questionnaire II as its sole purpose was for the

validation of certification reported by the respondents.

TABLE 17.--Extent of Education of Qualified Speech Therapists Who Have Left North Carolina Public School Speech Therapy Programs

Extent of Education	N=38	%
Bachelor's degree and additional graduate work	19	50.0
Bachelor's degree	8	21.1
Master's degree and additional graduate work	8	21.1
Master's degree	3	7.9

Professional Experience

The respondents stated their years of full-time professional experience according to the following categories: (1) public school speech therapist, (2) teacher, and (3) speech and hearing therapist in other situations. The reported experience in public school speech therapy ranged from 5 months to 12 years. The average experience was 4.3 years; the median, 3.5 years; and the mode, 1 year or less.

Twenty-three or 60.5% of the respondents reported experience as teachers. This experience ranged from 2 months to 27 years, the mean being 6.7 years. The median was 3 years and the mode, 2 years. Seventeen (44.7%) of the 38 therapists reported experience as a speech and hearing therapist in situations other than the public schools.

Reasons Why Therapists Left North Carolina
Public School Therapy Program

The therapists were requested to indicate their primary reason for leaving the North Carolina public school therapy program. Seven choices were listed: (a) Retirement, (b) Husband transferred to another state, (c) Become a housewife, (d) Raise a family, (e) Poor health, (f) Became dissatisfied with public school speech therapy, and (g) Other.

1. Twelve respondents (31.6%) checked "other." Five indicated their reason for leaving was to pursue a career in another field, such as classroom teaching, supervision of primary and special education, graduate school in another subject area, and active duty in the Navy. Five remained in the field of speech and hearing. They gave the following reasons for terminating their employment as a public school speech therapist: to attend graduate school, to assume full-time college teaching, and professional advancement within the North Carolina public school speech therapy program. Two of the 12 checking "other" did not specify a reason.

2. Ten respondents (26.3%) indicated leaving because of dissatisfaction with public school speech therapy.

3. Seven therapists (18.4%) left to raise a family.

4. Four therapists (10.5%) indicated their husbands had been transferred to another state.

5. Three (7.9%) had retired.

6. Two respondents (5.3%) left to become housewives.

Each person who checked item "f," ("Became dissatisfied with public school speech therapy") was requested to indicate the primary reason for his dissatisfaction. The 10 therapists who checked item "f" presented a variety of reasons for their dissatisfaction, with four stating more than one reason. The reasons are summarized and presented below in order of frequency of occurrence. The numeral in parentheses represents the number of respondents checking a particular item.

1. Required to serve too many schools. (3)
2. Salary was inadequate for duties required. (3)

Another respondent stated that the travel allowance was inadequate.

3. Lack of variety in caseload. (2)
4. Expected to serve too many children. (2)
5. Therapy schedule was not flexible. (2)

Another therapist specified that there was insufficient time for planning and preparation.

6. Other items mentioned by only one person each were: lack of cooperation of school personnel with therapy program, poor facilities and difficulty in transporting equipment. One person stated that parents hindered progress by having same speech problem as children or not caring about child's speech.

Problems in North Carolina Public School
Speech Therapy Programs

Question 5 required the respondents to rank a list of 10 "problems," according to the degree of importance which they represented in their former public school situation.

(Appendix I) Six of the 38 returns are not included in the summary of question 5, as they were not completed accurately.

TABLE 18.--Problems in Public School Speech Therapy Programs
as Ranked by Qualified Speech Therapists
Who Have Left North Carolina Public School
Speech Therapy Programs

Problem	Rank
Required to serve too many schools	1
Excessive caseload	2
Lack of understanding of speech therapy program by other school personnel	3
Lack of necessary equipment, materials and supplies	4
Long waiting list	5
Therapy schedule was not flexible	6
Salary was inadequate for duties required	7
Inadequate supervision	8
Lack of variety in caseload	9
Other*	10

*Fourteen therapists (36.8%) included comments in this category. The most frequently stated problem was inadequate therapy space.

Table 18 presents the complete tabulated responses to this question.¹ The first 5 items, as ranked by the therapists

¹Question 5 was tabulated in the same manner as question 4 of Questionnaire I. One hundred was subtracted from each of the totals (see supra, p. 33).

were: (1) required to serve too many schools; (2) excessive caseload; (3) lack of understanding of speech therapy program by other school personnel; (4) lack of necessary equipment, materials and supplies; and (5) long waiting list.

Employment After Leaving North Carolina
Public School Therapy Program

Table 19 summarizes the responses to question 6, "What full-time career did you pursue immediately after leaving the North Carolina public school therapy program?" The highest percentage of respondents (44.7%) indicated they became housewives. Two of these stated they had private clients in their homes. Twelve therapists (31.6%) continued full-time employment in the field of speech and hearing. Six (15.8%) entered graduate school; five (13.2%) accepted positions in situations other than the public schools; and 1 became a public school therapist in another state.

Sub-question 6 requested respondents to state their present occupation. Table 20 presents a summary of their answers. Seventeen respondents (44.7%) stated they were housewives.

Thirteen therapists (34.2%) reported they were in the speech and hearing field. Eight (21.1%) are currently employed in positions other than as a public school therapist. Four (10.5%) are in graduate school and 1 (2.6%) is a public school therapist in another state.

TABLE 19.--Employment Immediately After Leaving North Carolina Public School Speech Therapy Program

Employment	N=38	%
Housewife	17	44.7
Graduate student, speech and hearing	6	15.8
Speech and hearing therapist in situation other than the public schools	5	13.2
Educational position, such as administration or teaching	4	10.5
No response	3	7.9
Other	2	5.3
Public school speech therapist in another state	1	2.6

TABLE 20.--Current Employment of Qualified Therapists Who Have Left North Carolina Public School Speech Therapy Program

Employment	N=38	%
Housewife	17	44.7
Speech and hearing therapist in situation other than the public schools	8	22.1
Graduate student, speech and hearing	4	10.5
Educational position, such as administration or teaching	4	10.5
Retired	2	5.3
Other	2	5.3
Public school speech therapist in another state	1	2.6

A comparison of Tables 19 and 20 reveals a marked similarity between the employment of individuals immediately after leaving the public school therapy program and their

current employment. The only notable changes are in the number enrolled as graduate students in speech and hearing and those employed as therapists in situations other than the public schools. The first group decreased by two; the second increased by three.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The objectives of this study were: (1) to determine how currently employed, qualified speech therapists were recruited into North Carolina public schools, and (2) to determine the reasons why qualified speech correctionists leave North Carolina public school therapy programs. Two questionnaires were used to accomplish these purposes.

Questionnaire I was mailed to 235 North Carolina public school speech and hearing therapists employed for the school year, 1967-68. Questionnaire II was sent to 100 individuals who had left the North Carolina public school speech therapy program since the 1964-65 school year.

Questionnaire I was completed and returned by 68.5% of the 1967-68 employed therapists. A 56.2% return was realized on Questionnaire II.

Each of the respondents was classified as either qualified or non-qualified, based on the criteria established for this study.¹ A total of 77.6% of the Questionnaire I group and 84.4% of the Questionnaire II group were considered

¹The word "qualified" as used in this study, refers to those individuals who meet minimum North Carolina requirements for certification in speech and hearing. The current specialization requirements for this certificate are 18 semester hours of college course work in speech, hearing, and related fields (see supra, pp. 6-7).

qualified. Only the responses of qualified individuals are included in the following summary, unless otherwise indicated.

Description of Respondents

Certification

A total of 65.6% of the qualified Questionnaire I respondents reported either North Carolina Class A (36.8%) or G (28.8%) certification in Speech and Hearing. Seventy-one per cent of the Questionnaire II respondents specified North Carolina Class A (52.6%) or G (18.4%) certification in Speech and Hearing. The remaining qualified individuals, 34.4% of the Questionnaire I group and 29.0% of the Questionnaire II group, indicated that they meet certification requirements in Speech and Hearing, but maintain certification in other areas.

Nine (7.2%) of the 1967-68 employed therapists reported holding the American Speech and Hearing Association (ASHA) Certificate of Clinical Competence (CCC), as compared to 6 (15.8%) of the Questionnaire II respondents who indicated having CCC.

Training

Therapists who had completed graduate training in addition to a bachelor's degree comprised the largest group in both questionnaire surveys. A total of 36.8% of qualified Questionnaire I respondents and 50.0% of the Questionnaire II respondents were among this group. Individuals who had

completed graduate training beyond master's degree ranked second among Questionnaire I respondents (32%). Individuals who held bachelor's degrees and those who had completed graduate training beyond master's ranked second among Questionnaire II respondents (21.1%).

Professional experience

Qualified Questionnaire I respondents reported an average of 5.9 years of experience in public school speech therapy. The Questionnaire II group had an average of 4.3 years of such experience. The mode for both groups was 1 year or less of experience.

A total of 65.6% and 60.5% of the qualified Questionnaire I and II respondents, respectively, reported previous experience as teachers. The average experience of the 1967-68 employed therapists was 11.6 years, with a mode of 8 years. Questionnaire II respondents had a mean of 6.7 years and a mode of 2 years.

Speech therapy experience in situations other than the public schools was reported by 21.6% of the Questionnaire I respondents and 44.7% of the Questionnaire II group.

Recruitment of North Carolina Public School Speech Therapists

A substantial number of qualified personnel are needed throughout the field of speech pathology and audiology. The critical need for such professionals is particularly

evident in public school settings. In North Carolina public schools, only 42.1% of the estimated speech-handicapped received services in 1967-68. This indicates that the current staff of public school speech and hearing therapists would have to be more than doubled to meet the existing needs of the speech-handicapped school population.

A major concern in the future expansion of public school speech therapy services should be the attraction of qualified individuals to the program. Current North Carolina efforts in this area obviously are not adequate. This is demonstrated by the high percentage (22.4%) of 1967-68 employed therapists who indicated they did not meet minimum State standards of certification in their field. This situation indicates the need for a State-wide comprehensive recruiting program.

The determination and analysis of factors which affected career decisions among qualified public school speech therapists could be of significance in developing recruiting procedures for the State. Prevailing patterns of recruitment among these therapists were determined by requesting Questionnaire I respondents to indicate: (1) when they decided to become public school speech and hearing therapists; and (2) what factors influenced this career choice--a particular individual, a personal speech disorder or a speech defective person.

The majority of qualified respondents (57.6%) reported making their decisions while employed as regular classroom

teachers. Those who decided during their first three years of college (20.8%) comprised the second largest group. These findings indicate that current recruiting efforts are directed primarily toward classroom teachers. This is an undesirable practice for two reasons: (1) the present shortage of classroom teachers, and (2) the amount of time required for these individuals to attain desirable levels of training in speech and hearing. The percentage of persons recruited into public school speech therapy prior to graduation from college is disproportionately low and should be increased.

A total of 67.2% of the qualified respondents indicated they had been influenced in their career decision by a particular individual. The highest percentage of these (40.5%) had been influenced by school administrators. Other persons who affected their decision, in order of importance, were: a college teacher or advisor, a therapist in a school where they taught, and a therapist in a school they attended. This information indicates that public school speech and hearing personnel themselves should become more actively involved in recruiting efforts.

Personal speech disorders played an insignificant role in the decisions of qualified individuals to become speech therapists. Speech problems were reported by 5.6% of the qualified respondents. Approximately 70% of this number indicated their previous speech disorder had influenced their vocational aim.

When asked if they were personally acquainted with an individual having a speech disorder prior to entering the field of speech therapy, 67.2% responded in the affirmative. Over half of these (55.9%) stated this had influenced their career choice. This appears to be a significant recruiting factor. Perhaps its value in recruiting could be enhanced if prospective majors in speech and hearing were provided opportunities to observe the treatment of individuals with various types of speech disorders.

In summary, the current shortage of qualified speech and hearing personnel dramatizes the need for an organized recruiting program. As the need for qualified individuals is most apparent in public school therapy programs, North Carolina public school speech and hearing personnel should be urged to assume active roles in recruitment. Emphasis should be placed on recruiting individuals into the field earlier in their educational career, i.e., during high school and the beginning years of college.

Retention of Qualified Speech Therapists
in North Carolina Public Schools

A significant factor in the numerical growth of qualified public school speech and hearing therapists in North Carolina is the retention of qualified individuals who are presently employed. In public school therapy programs, as in any profession that employs a high percentage of females, resignations can be expected for personal reasons. Examples

of these are: leaving to raise a family or husband transferred to another state. However, a number of therapists leave employment for professional reasons. Some enter other fields, a few return to graduate school for further study and training, whereas others begin using their professional training in colleges, clinics, hospitals or private work. The retention of qualified therapists who leave for professional reasons is of fundamental consideration.

A total of 52.7% of the qualified Questionnaire II respondents left for professional reasons. The highest percentage (26.3%) specified leaving because of dissatisfaction with their employment. When queried as to the primary reasons for their dissatisfaction, the two reasons most frequently given were: (1) required to serve too many schools, and (2) salary was inadequate for duties required. The remaining individuals who resigned for professional reasons either left to pursue employment in another aspect of the speech and hearing profession (13.2%) or to pursue a career in another field (13.2%).

The preceding data can be considered analogous to the responses of 1967-68 therapists regarding future plans. These Questionnaire I respondents were presented the following: "If you could make plans for the next five years, which of the following would you choose to do?" Seven choices were listed. A total of 35.2% of the qualified respondents specified a preference for some employment other than continuing

as a North Carolina public school speech therapist. The majority indicated that they wished to become a speech and hearing therapist in another situation. Clinical work ranked first among their choices; private therapy, second; and college teaching and special school, third.

A high percentage of Questionnaire I respondents (34.8%) expressed a desire to return to school for graduate work in speech and hearing. A total of 33.6% of the qualified and 38.9% of the non-qualified included this in their response. Most of the qualified respondents in this group (47.6%) specified return to graduate school only; however, a number added other choices. Some (28.6%) indicated a preference for some employment other than their present one. Others (28.8%) added that they wished to continue as North Carolina public school speech therapists.

The preceding information has presented the following problems for consideration: (1) 52.7% of the qualified Questionnaire II respondents left for professional reasons; (2) 35.2% of the qualified Questionnaire I respondents specified they would prefer some employment other than their present one; and (3) 33.6% of the qualified Questionnaire I respondents indicated they wished to return to graduate school. The primary concern with the latter group is their continued employment in the public school program after they have reached higher levels of training.

The high percentage of persons involved in the problem of retention warrants a determination of the reasons for their apparent dissatisfaction with the North Carolina public school therapy program. A discussion of problems which therapists reported in the administration of their programs is appropriate to the situation.

The two groups were presented a similar question pertaining to the problems which they incurred in developing and maintaining a quality program of speech therapy while employed in the North Carolina public schools. The respondents were requested to rank a list of 10 "problems," according to the degree of importance which they represented in their situation.

The first 5 items, as ranked by Questionnaire I respondents were: (1) lack of understanding of speech therapy program by other school personnel; (2) required to serve too many schools; (3) excessive caseload; (4) salary inadequate for duties required; and (5) long waiting list.

The first 5 items, as ranked by Questionnaire II respondents were: (1) required to serve too many schools; (2) excessive caseload; (3) lack of understanding of speech therapy program by other school personnel; (4) lack of necessary equipment, materials, and supplies; and (5) long waiting list.

A significant number of respondents to both questionnaires stated their working space and facilities were

inadequate, undesirable, or unsuitable for administering therapy. This particular subject was not included in the list of choices but was added by 20.8% of the qualified Questionnaire I respondents and 36.8% of the Questionnaire II respondents. If this item had been added to the list of choices, a higher percentage of individuals could reasonably have been expected to consider this a serious problem.

The substantial agreement among the two questionnaire groups indicates that corrective measures are needed in these major problem areas on a State-wide basis. These problems cannot be considered mutually exclusive for, in many instances, the areas are so intimately related that changes directed toward one will have implications for others. Caseload, number of schools served and waiting lists are examples of such complementary items. Efforts directed toward the reduction or elimination of problems in one of these areas will conceivably affect the remaining two.

The writer also considers that "lack of understanding of speech therapy program by other school personnel" bears a significant relationship to the problems of "excessive caseload," "required to serve too many schools," and "long waiting lists." For, if these latter problems were resolved, public school therapists would have more time available to interpret their services to administrators, teachers, parents and the public.

"Lack of necessary equipment, materials and supplies" ranked fourth among problems indicated by former North Carolina public school therapists. It was ranked sixth by the 1967-68 therapists. This difference in ranking between the two groups seems to indicate that improvements have been made in this area, i.e., local school units are very likely adding these items as their budgets permit. If so, continued efforts in this direction should be encouraged.

Inadequate salary ranked fourth as a problem by 1967-68 therapists and eighth by former therapists. This is a problem which affects the recruitment and retention of all school personnel and is currently receiving State attention. For example, The Report of the Governor's Study Commission on the Public School System of North Carolina recommends the State establish a salary range for teachers based on the national average.¹ Such measures are necessary, if North Carolina is to compete with neighboring states for the employment of qualified speech and hearing personnel. In the opinion of L. M. Vanella, the North Carolina public schools should offer salaries, at least, compatible with clinics,² hospitals, federal agencies and other state agencies.

¹ The Governor's Study Commission on the Public School System of North Carolina, The Report of the Governor's Study Commission on the Public School System of North Carolina (Raleigh, N. C.: The Governor's Study Commission on the Public School System of North Carolina, 1968), p. 190.

² Larry Vanella, "Full Speed Ahead in Speech and Hearing," North Carolina Journal of Speech, I (Spring, 1968), p. 16.

This, too, must be achieved if the State hopes to attract and hold the best qualified individuals for its program.

The Commission further states that salary scales must be based on training, experience and competence.¹ Currently, the North Carolina public school program provides no monetary incentive for a speech and hearing therapist to fulfill requirements for the ASHA Certificate of Clinical Competence. The State and local administrative units should recognize persons holding such qualifications through income supplement.

This study has revealed that North Carolina public school therapists share problems in common in the administration of their programs. The need for correcting these problems on a State-wide basis is apparent. Areas which merit immediate consideration are: (1) number of schools served, caseloads, and waiting lists of individual therapists; (2) interpretation of therapy programs to other school personnel; (3) equipment, materials, and supplies; (4) condition of therapy rooms; and (5) salary. Improvements made in these areas would favorably affect both the recruitment and retention of personnel.

This study has investigated the problems of recruitment and retention, as they relate to speech therapists in North Carolina public schools. Subjects were questioned, data

¹The Governor's Study Commission on the Public School System of North Carolina, The Report of the Governor's Study Commission, p. 195.

was analyzed and reported. The results were discussed and suggestions for the future were stated.

SOURCES CONSULTED

Ainsworth, Stanley. Speech Correction Methods, A Manual of Speech Therapy and Public School Procedures. New York: Prentice-Hall, Inc., 1948.

American Speech and Hearing Association Commission on Legislation. "Need for Speech Pathologists." ASHA, I (December, 1959), 138-9.

American Speech and Hearing Association Commission on the Midcentury White House Conference. "Speech Disorders and Speech Correction." Journal of Speech and Hearing Disorders, XVII (June, 1952), 130.

Bankson, Nicholas W. "Report on State Certification Requirements in Speech and Hearing." ASHA, X (July, 1968), 291-3.

Bingham, Dale S., et al. "Program Organization and Management." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 33-49.

Black, Martha E. Speech Correction in the Schools. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965.

_____, et al. "Supervision of Speech and Hearing Programs." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 22-32.

Chapman, Myfanwy E., et al. "Clinical Practice: Remedial Procedures." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 58-77.

Committee on Clinical Certification. Requirements for the Certificate of Clinical Competence. Washington, D. C.: American Speech and Hearing Association, 1965, xxiii-vii.

Eisenson, Jon, and Ogilvie, Mardel. Speech Correction in the Schools. New York: Macmillan Co., 1957.

_____. Speech Correction in the Schools. 2nd ed. New York: Macmillan Co., 1963.

Flower, Richard M. "I. Report of the Chairman of the Joint Advisory Committee on Recruitment." ASHA, IX (July, 1967), 257-9.

The Governor's Study Commission on the Public School System of North Carolina. The Report of the Governor's Study Commission on the Public School System of North Carolina. Raleigh, N. C.: The Governor's Study Commission on the Public School System of North Carolina, 1968.

Hanley, Theodore D., and Darley, Frederic L. "Summary: New Horizons." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 124-31.

Hull, Forrest M. and Timmons, Roy J. "A National Speech and Hearing Survey." Journal of Speech and Hearing Disorders, XXXI (November, 1966), 359-61.

Irwin, John V. "Supportive Personnel in Speech Pathology and Audiology." ASHA, IX (September, 1967), 348-54.

Irwin, Ruth B. "Speech Therapy in the Public Schools: State Legislation and Certification." Journal of Speech and Hearing Disorders, XXIV (May, 1959), 127-43.

_____, et al. "Professional Standards and Training." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 93-104.

Jacobs, Joan F. "III. An Action Program to Attract Young People into Clinical Programs." ASHA, IX (July, 1967), 260.

_____. "II. Summary of the Activities of the Recruitment Director." ASHA, IX (July, 1967), 259.

Johnson, Kenneth O., ed. American Speech and Hearing Association 1968 Directory. Washington, D. C.: American Speech and Hearing Association, 1968.

Johnson, Wendell, et al. Speech Handicapped School Children. 3rd ed. New York: Harper & Row, Publishers, 1967.

Knight, Helen, et al. "The Public School Clinician: Professional Definition and Relationships." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 10-21.

North Carolina State Department of Public Instruction.
"Rules and Regulations Governing Allotments of Therapists and the Organization and Administration of Programs for Speech and Hearing Handicapped Children," Raleigh, N. C., 1965. (Mimeographed).

Phair, Gretchen M., et al. "Recruitment for Careers in Speech Pathology and Audiology." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 105-13.

Pronovost, Wilbert L., et al. "Research: Current Status and Needs." Journal of Speech and Hearing Disorders, Monograph Supplement 8 (July, 1961), 114-23.

Sheehan, Joseph G.; Hadley, Robert G.; and Lechleidner, Loraine. "Career Satisfaction and Recruitment in Speech Pathology and Audiology." ASHA, VI (August, 1964), 277-83.

Smith, Addison N., Associate State Supervisor, Speech and Hearing, Special Education Section, North Carolina Department of Public Instruction. personal interview. Greensboro, N. C., July, 1968.

Special Education Section, Division of General Education, North Carolina Department of Public Instruction.
North Carolina Public Schools: A Progress Report of the Program for Speech and Hearing Handicapped Children 1959-67. Raleigh, N. C.: State Department of Public Instruction, 1968.

_____. North Carolina Public Schools: A Status Report of the Program for Speech and Hearing Handicapped Children 1966-67. Raleigh, N. C.: State Department of Public Instruction, 1968.

Special Education: A Guide for Public School Speech Therapists and Administrators. Raleigh, N. C.: State Department of Public Instruction, 1964.

Teaching in North Carolina: Certification, Employment Procedures, Salary Policies. Raleigh, N. C.: State Superintendent of Public Instruction, 1965.

Vanella, Larry. "Full Speed Ahead in Speech and Hearing." North Carolina Journal of Speech, I (Spring, 1968), 13-17.

_____, Director of Speech and Hearing, University of North Carolina at Greensboro. personal interview. Greensboro, N. C., July, 1968.

Van Hattum, Rolland J. "The Defensive Speech Clinicians in the Schools." Journal of Speech and Hearing Disorders, XXXI (August, 1966), 234-40.

APPENDIX I

The University of North Carolina
at
Greensboro

Department of
Drama and Speech

Greensboro
N. C. 27412

May 2, 1968

Dear

Your help is needed in a research project pertaining to the recruitment and retention of public school speech therapists in North Carolina. Results obtained from the attached questionnaire will constitute a vital portion of this study.

Please complete this questionnaire and return it in the enclosed envelope by May 22, 1968. Your responses, as well as those of other selected therapists, will yield information which will contribute greatly to the continued growth of our North Carolina public school speech and hearing services.

This questionnaire is self-explanatory and you will notice that you are not requested to sign. If you are interested in the results of this study, write to the address below and I will be happy to send you a copy of the final survey report.

Sincerely,

(Mrs.) Nancy C. Franklin
Asst. Clinical Supervisor
Speech and Hearing Center

Return to: (Mrs.) Nancy C. Franklin
698 Lichfield Road
Winston-Salem, North Carolina
27104

QUESTIONNAIRE I

DIRECTIONS: Please answer every question. In many cases an "other" alternative is offered in order to assure complete coverage. However, if you need to amplify a response, feel free to write in the margins.

1. CERTIFICATION: Indicate your state certification.

() a. N. C. Special Education - Speech and Hearing,
Class A

() b. N. C. Special Education - Speech and Hearing,
Class G

() c. Meet qualifications for N. C. Special Education -
Speech and Hearing Certificate, but it has not
been issued

() d. Other _____

Do you have the ASHA Certificate of Clinical Competence?
Yes () No ()

2. EXTENT OF TRAINING: What is the highest level of education you have completed?

 - () a. College work, but no degree
 - () b. Bachelor's degree
 - () c. Bachelor's degree and additional graduate work
 - () d. Master's degree
 - () e. Master's degree and additional graduate work

How many credit hours of college coursework do you now have in the specific areas of speech pathology and audiology? (Please indicate whether these are semester or quarter hours.)

3. PROFESSIONAL EXPERIENCE: How many years of full-time professional experience have you had as a:
a. Public school speech therapist _____
b. Teacher (Not including experience as a public school speech therapist) _____
c. Speech and hearing therapist in other situations _____

4. PROBLEMS IN PUBLIC SCHOOL THERAPY PROGRAMS: What problems do you have in maintaining and developing a quality program of speech therapy in the public schools? Rank these items according to the degree of importance which they represent in your situation. The numeral 1 on the line preceding an item would indicate your "biggest problem," 10 in front of an item would indicate that which concerns you least.
- a. Inadequate supervision
b. Excessive caseload
c. Required to serve too many schools
d. Salary is inadequate for duties required
e. Therapy schedule is not flexible
f. Long waiting list
g. Lack of understanding of speech therapy program by other school personnel
h. Lack of necessary equipment, materials and supplies
i. Lack of variety in caseload
j. Other _____
5. DECISION TO BECOME A PUBLIC SCHOOL SPEECH AND HEARING THERAPIST: When did you decide to become a public school speech and hearing therapist?
- () a. Before entering college
() b. During your first three years of college
() c. During your senior year of college
() d. After graduation
() e. While employed as a regular classroom teacher
6. Did a particular person influence you to become a public school speech and hearing therapist?
Yes () No ()
- If yes, who was this individual?
- () a. College advisor
() b. A speech and hearing therapist in a school you attended
() c. A speech and hearing therapist in a school where you taught
() d. School administrator
() e. Other _____
7. Do you have, or have you ever had, a speech disorder? Yes ()
No () If yes, did it influence your vocational aims?
Yes () No ()
8. Prior to entering the field of speech therapy were you personally acquainted with an individual having a speech disorder? Yes () No ()
If yes, did this influence your vocational aims? Yes ()
No ()

9. YOUR FUTURE PLANS: If you could make plans for the next five years, which of the following would you choose to do?
- () a. Continue as a public school speech therapist in North Carolina
 - () b. Work as a public school speech therapist in another state
 - () c. Return to school for graduate work in speech and hearing
 - () d. Secure another educational position such as administration or teaching
 - () e. Become a speech and hearing therapist in another situation; please specify _____
 - () f. Become a housewife _____
 - () g. Other _____

QUESTIONNAIRE II

DIRECTIONS: Please answer every question. In many cases an "other" alternative is offered in order to assure complete coverage. However, if you need to amplify a response, feel free to write in the margins.

1. CERTIFICATION: Indicate your state certification.

() a. N. C. Special Education - Speech and Hearing,
Class A

() b. N. C. Special Education - Speech and Hearing,
Class G

() c. Meet qualifications for N. C. Special Education -
Speech and Hearing Certificate, but it has not
been issued

() d. Other

Do you have the ASHA Certificate of Clinical Competence?
Yes () No ()

2. EXTENT OF TRAINING: What is the highest level of education you have completed?

 - () a. College work, but no degree
 - () b. Bachelor's degree
 - () c. Bachelor's degree and additional graduate work
 - () d. Master's degree
 - () e. Master's degree and additional graduate work

How many credit hours of college coursework do you now have in the specific areas of speech pathology and audiology? (Please indicate whether these are semester or quarter hours.)

3. PROFESSIONAL EXPERIENCE: How many years of full-time professional experience have you had as a:

 - a. Public school speech therapist _____
 - b. Teacher (Not including experience as a public school speech therapist) _____
 - c. Speech and hearing therapist in other situations _____

4. REASON FOR LEAVING NORTH CAROLINA PUBLIC SCHOOL THERAPY PROGRAM: Please indicate your primary reason for leaving the North Carolina public school therapy program.
- () a. Retirement
() b. Husband transferred to another state
() c. Become a housewife
() d. Raise a family
() e. Poor health
() f. Became dissatisfied with public school speech therapy
() g. Other _____

If your response above was "f", ("Became dissatisfied with public school speech therapy") check the primary reason below.

- () a. Required to serve too many schools
() b. Felt inadequate to serve various speech disorders
() c. Expected to serve too many children
() d. Lack of variety in caseload
() e. Lack of cooperation of school personnel with therapy program
() f. Salary was inadequate for duties required
() g. Therapy schedule was not flexible
() h. Other _____

5. PROBLEMS IN PUBLIC SCHOOL THERAPY PROGRAMS: What problems did you have in maintaining and developing a quality program of speech therapy in the public schools? Rank these items according to the degree of importance which they represented in your situation. The numeral 1 on the line preceding an item would indicate your "biggest problem," 10 in front of an item would indicate that which concerned you least.

- ____ a. Inadequate supervision
____ b. Excessive caseload
____ c. Required to serve too many schools
____ d. Salary was inadequate for duties required
____ e. Therapy schedule was not flexible
____ f. Long waiting list
____ g. Lack of understanding of speech therapy program by other school personnel
____ h. Lack of necessary equipment, materials and supplies
____ i. Lack of variety in caseload
____ j. Other _____

6. EMPLOYMENT FOLLOWING PUBLIC SCHOOL THERAPY: What full-time career did you pursue immediately after leaving the North Carolina public school therapy program?
- () a. Became a housewife
() b. Became a speech and hearing therapist in another situation; please specify _____
() c. Returned to school for graduate work in speech and hearing
() d. Worked as a public school speech therapist in another state
() e. Secured another educational position, such as administration or teaching; please specify _____
() f. Other _____

Please state your present occupation. _____

APPENDIX II

TABULATION OF QUESTION 9, QUESTIONNAIRE I

QUESTION 9: If you could make plans for the next five years, which of the following would you choose to do?

- a. Continue as a public school speech therapist in North Carolina
- b. Work as a public school speech therapist in another state
- c. Return to school for graduate work in speech and hearing
- d. Secure another educational position such as administration or teaching
- e. Become a speech and hearing therapist in another situation; please specify _____
- f. Become a housewife
- g. Other _____

TABLE I.--Respondents Who Indicated Continuing as a North Carolina Public School Speech Therapist

Item	N	%
a	42	33.6
ac	10	8.0
g	5	4.0
af	3	2.4
ag	1	.8
Totals:	61	48.8

TABLE 2.--Respondents Who Indicated Future Plans Which Did
Not Include Continuing as a North Carolina Public
School Speech Therapist

Item	N	%
c	20	16.0
e	11	8.8
ce	9	7.2
g	6	4.8
d	5	4.0
b	4	3.2
f	3	2.4
cg	1	.8
cb	1	.8
be	1	.8
bd	1	.8
fg	1	.8
cd	<u>1</u>	<u>.8</u>
Totals:	64	51.2

APPENDIX III

Health Education Section, Division of General Services, U.S. Public Health Service, Department of Public Health, *Health Education Program: A Status Report*, p. 2.

Table I

Summary by Years of Number of Children and Speech Therapists
in the Speech and Hearing Therapy Program

Year	No. of Therapists	Average Case Load	Total Enrolled
1949-50	8	103.0	824
1950-51	16	108.6	1,737
1951-52	22	112.5	2,475
1952-53	35	71.2	2,493
1953-54	45	97.5	4,387
1954-55	56	104.7	5,864
1955-56	60	109.4	6,566
1956-57	67	115.8	7,758
1957-58	71	130.8	9,287
1958-59	82	131.6	10,793
1959-60	80	131.5	10,524
1960-61	85	138.8	11,802
1961-62	119	114.6	13,640
1962-63	160	107.9	17,278
1963-64	184	104.8	19,284
1964-65	188	105.4	19,811
1965-66	212	106.6	22,604
1966-67	223	107.1	23,888

*Special Education Section, Division of General Education, North Carolina Department of Public Instruction, North Carolina Public Schools: A Status Report, p. 2.

TABLE II
A Comparison of State Services to Speech
Handicapped Children

State	School Population*	Number of Speech Handicapped Children	Number of Speech Handicapped Children Served	% of Speech Handicapped Children Served
Illinois	2,057,300	102,865	80,088	77.9
Michigan	1,932,000	96,600	65,546	67.9
Wisconsin	837,100	41,855	26,147	62.5
Indiana	1,107,700	55,385	33,000	59.6
Massachusetts	999,900	49,995	28,000	56.0
Minnesota	793,500	39,675	18,872	47.6
Florida	1,192,700	59,635	24,922	41.8
Louisiana	791,600	39,580	16,500	41.7
Missouri	954,600	47,730	18,748	39.3
North Carolina	1,186,300	59,315	22,604	38.1
Tennessee	870,300	43,515	13,878	31.9
Virginia	975,600	48,780	13,536	27.8
Georgia	1,049,000	52,450	11,705	22.3
Alabama	826,500	41,325	<u>3,225</u>	7.8
Ohio	2,244,900	112,245	not reported but - <u>has 450 therapists</u>	-
New Jersey	1,263,800	63,190	None	-

All figures are for the 1965-66 school year.

*Ibid., p. 16