

Supplemental Material S2. Questions presented to participants completing the elementary grades portion of the survey.

Survey Questions

Thank you for participating in this survey! Before you continue, if you have any questions about this survey, please contact Diane Ogiela or Jennifer Montzka at 208-373-1870 or langlab@isu.edu.

Consent to Participate in This Study

I have read and understand the information provided in the study invitation posting or email. I understand that I may discontinue my participation in this study at any time. I have been given an opportunity to ask questions by emailing the investigator and, if I have contacted the investigator, all of my questions have been answered to my satisfaction.

1. By answering "Yes," I willingly agree to participate in the research previously described.

- Yes, I agree to voluntarily participate in this study.
- No, I do not agree to participate

2. Please select the most accurate answer below.

- I am not a speech-language pathologist.
- I am a speech-language pathologist who DOES NOT work in a school setting.
- I am a speech-language pathology assistant or aide who works in a school setting.
- I am a speech-language pathologist who works at least partially in a school setting without licensure or certification.
- I am a speech-language pathologist who works at least partially in a school setting with temporary/conditional licensure or certification.
- I am a licensed or certified speech-language pathologist who works at least partially in a school setting.

3. How much of your caseload/workload do you estimate takes place in a school setting?

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

4. The majority of children on your caseload are in:
- Preschool and Kindergarten
 - Elementary school (1st through 5th grade)
 - Middle and/or High school (6th through 12th grade)
5. Are at least 30% of the children on your caseload in preschool and/or kindergarten?
- Yes
 - No
6. Are at least 30% of the children on your caseload in elementary school (1st to 5th grade)?
- Yes
 - No
7. Are at least 30% of the children on your caseload in middle and high school (6th to 12th grade)?
- Yes
 - No

Please consider the following scenario when answering the survey questions:

You are preparing to evaluate or re-evaluate an elementary school (1st - 5th grade) child who is suspected of having a language impairment. The child is a native speaker of English with typical hearing and typical nonverbal cognitive skills, has no diagnosed developmental disorders or syndromes (e.g. Down Syndrome, Fragile X Syndrome, Autism Spectrum Disorder, etc.), has no history of brain injury/insult, and oral language is his/her primary mode of communication.

How likely are you to use the following types of assessment tools to evaluate the child's language skills?

8. A non-standardized assessment measure that evaluates many areas of language, such as a written or spoken language sample analysis.
- Very Likely
 - Likely
 - Neither likely nor unlikely
 - Unlikely
 - Very Unlikely

9. A non-standardized assessment measure that evaluates a specific area of language, such as clinician-generated probes for morpheme use or syntactic structures, comprehension of questions, pragmatic functions, content-specific vocabulary, etc.

- Very Likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very Unlikely

10. A standardized norm-referenced test that uses multiple subtests to evaluate many areas of receptive and/or expressive language.

- Very Likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very Unlikely

11. A standardized norm-referenced test that evaluates a specific area of language (morphology, syntax, semantics, pragmatics).

- Very Likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very Unlikely

12. When you use an assessment tool (standardized or non-standardized) that evaluates a specific area of language, you are most likely to administer it...

- Instead of administering a tool that evaluates many areas of language
- In addition to administering a tool that evaluates many areas of language

13. When you use an assessment tool that evaluates a specific area of language in addition to administering one that evaluates many areas of language, you are most likely to administer it...

- In order to add information about different areas not addressed by the initial assessment
- In order to add more detailed information about areas already addressed by the initial assessment

The following questions will all relate to standardized, norm-referenced language tests.

Please consider the following scenario when answering the survey questions:

You are preparing to evaluate or re-evaluate an elementary school (1st - 5th grade) child who is suspected of having a language impairment. The child is a native speaker of English with typical hearing and typical nonverbal cognitive skills, has no diagnosed developmental disorders or syndromes (e.g. Down Syndrome, Fragile X Syndrome, Autism Spectrum Disorder, etc.), has no history of brain injury/insult, and oral language is his/her primary mode of communication.

14. If you received the referral above, which of the following language tests would you be most likely to administer to this child? Please select only 1 test; you will have an opportunity to select additional tests next. Please scroll down to see the list of all available tests before making your choice.

- I would not administer any standardized language tests
- Battelle Developmental Inventory, Second Edition (BDI-2)
- Children's Communication Checklist-2 (CCC-2)
- Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF-5)
- Clinical Evaluation of Language Fundamentals - Fourth Edition (CELF-4)
- Communication Abilities Diagnostic Test (CADet)
- Comprehensive Assessment of Spoken Language (CASL)
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- Comprehensive Test of Phonological Processing (CTOPP)
- Diagnostic Evaluation of Language Variation-Norm-Referenced (DELV-N)
- Expressive One-Word Picture Vocabulary Test, Fourth Edition (EOWPVT-4)
- Expressive One-Word Picture Vocabulary Test, Third Edition (EOWPVT-3)
- Expressive Vocabulary Test, Second Edition (EVT-2)
- HELP Test-Elementary (HELP)
- Illinois Test of Psycholinguistic Abilities, Third Edition (ITPA-3)
- Language Processing Test 3 Elementary (LPT-3)
- Montgomery Assessment of Vocabulary Acquisition (MAVA)
- Oral and Written Language Scales, Second Edition (OWLS-II)
- Oral and Written Language Scales (OWLS)
- Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)
- Receptive One-Word Picture Vocabulary Test, Fourth Edition (ROWPVT-4)
- Receptive One-Word Picture Vocabulary Test, Third Edition (ROWPVT-3)
- Rice Wexler Test of Early Grammatical Impairment (TEGI)
- Structured Photographic Expressive Language Test 3 (SPELT-3)
- Test for Auditory Comprehension of Language, Fourth Edition (TACL-4)
- Test for Auditory Comprehension of Language, Third Edition (TACL-3)
- Test of Auditory Processing Skills - 3 (TAPS-3)
- Test of Language Development-Intermediate, Fourth Edition (TOLD-I:4)

- Test of Language Development-Primary, Fourth Edition (TOLD-P:4)
- Test of Narrative Language (TNL)
- Test of Problem Solving 3 Elementary (TOPS-3)
- Test of Reception of Grammar - Version 2 (TROG-2)
- Test of Semantic Skills Primary (TOSS-P)
- Test of Word Finding in Discourse (TWF-D)
- Test of Word Finding, Third Edition (TWF-3)
- Test of Word Finding, Second Edition (TWF-2)
- Test of Word Knowledge (TOWK)
- Test of Written Language — Fourth Edition (TOWL-4)
- The Listening Comprehension Test - 2 (LCT-2)
- The WORD Test -3 Elementary (WORD-3E)
- The WORD Test -2 Elementary (WORD-2E)
- Token Test for Children, Second Edition (Token Test-2)
- OTHER _____

15. What additional tests would you be likely to administer to this an elementary school (1st - 5th grade) child as a supplement to the test you selected in the previous question? Choose up to 5 tests; please do not select the test you indicated in the previous question. Please scroll down to see the list of all available tests before making your choice.

- I would not administer additional standardized language tests
- Battelle Developmental Inventory, Second Edition (BDI-2)
- Children's Communication Checklist - 2 (CCC-2)
- Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF-5)
- Clinical Evaluation of Language Fundamentals - Fourth Edition (CELF-4)
- Communication Abilities Diagnostic Test (CADet)
- Comprehensive Assessment of Spoken Language (CASL)
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- Comprehensive Test of Phonological Processing (CTOPP)
- Diagnostic Evaluation of Language Variation-Norm-Referenced (DELV-N)
- Expressive One-Word Picture Vocabulary Test, Fourth Edition (EOWPVT-4)
- Expressive One-Word Picture Vocabulary Test, Third Edition (EOWPVT-3)
- Expressive Vocabulary Test, Second Edition (EVT-2)
- HELP Test-Elementary (HELP)
- Illinois Test of Psycholinguistic Abilities, Third Edition (ITPA-3)
- Language Processing Test 3 Elementary (LPT-3)
- Montgomery Assessment of Vocabulary Acquisition (MAVA)
- Oral and Written Language Scales, Second Edition (OWLS-II): Listening Comprehension / Oral Expression
- Oral and Written Language Scales, Second Edition (OWLS-II): Reading Comprehension / Written Expression
- Oral and Written Language Scales (OWLS): Listening Comprehension / Oral Expression
- Oral and Written Language Scales (OWLS): Reading Comprehension / Written Expression

- Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)
- Receptive One-Word Picture Vocabulary Test, Fourth Edition (ROWPVT-4)
- Receptive One-Word Picture Vocabulary Test, Third Edition (ROWPVT-3)
- Rice Wexler Test of Early Grammatical Impairment (TEGI)
- Structured Photographic Expressive Language Test 3 (SPELT-3)
- Test for Auditory Comprehension of Language, Fourth Edition (TACL-4)
- Test for Auditory Comprehension of Language, Third Edition (TACL-3)
- Test of Auditory Processing Skills 3 (TAPS-3)
- Test of Language Development-Intermediate, Fourth Edition (TOLD-I:4)
- Test of Language Development-Primary, Fourth Edition (TOLD-P:4)
- Test of Narrative Language (TNL)
- Test of Problem Solving 3 Elementary (TOPS-3)
- Test of Reception of Grammar - Version 2 (TROG-2)
- Test of Semantic Skills Primary (TOSS-P)
- Test of Word Finding in Discourse (TWF-D)
- Test of Word Finding, Third Edition (TWF-3)
- Test of Word Finding, Second Edition (TWF-2)
- Test of Word Knowledge (TOWK)
- Test of Written Language — Fourth Edition (TOWL-4)
- The Listening Comprehension Test 2 (LCT-2)
- The WORD Test 3 Elementary (WORD-3E)
- The WORD Test 2 Elementary (WORD-2E)
- Token Test for Children, Second Edition (Token Test-2)
- OTHER _____
- OTHER _____
- OTHER _____

16. In your process of selecting a test, how much was your decision affected or unaffected by...
Please scroll down to see all listed factors.

| | Strongly affected | Slightly affected | Neither affected nor unaffected | Slightly unaffected | Strongly unaffected |
|--|-----------------------|-----------------------|---------------------------------|-----------------------|-----------------------|
| ...the time commitment required to administer (not score) the test? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...the time commitment required to score (not administer) the test? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...personal familiarity with the test based on past use? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...specific recommendations from other SLPs, graduate program faculty, or clinical supervisors? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...reviews of the test published in professional journals? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...publisher's description of the test? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...the cost of the test or test materials? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...the availability of the test at your school/facility? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...guidelines in your school/facility? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...guidelines in state and federal laws? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...psychometric features of the test (such as reliability and validity)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...specific measures of diagnostic accuracy (such as mean group differences or sensitivity and specificity) for the test as reported in the examiner's manual or in published research articles? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Of the previously listed factors, select the factor you consider to be the most important in your decision to use a particular test:

- Time commitment to administer (not score) the test
- Time commitment to score (not administer) the test
- Personal familiarity with the test based on past use
- Specific recommendations from other SLPs, graduate program faculty, or clinical supervisors
- Reviews of the test published in professional journals
- Publisher's description of the test
- Cost of the test
- Availability of the test
- Facility regulations/restrictions
- State and Federal regulations/restrictions
- Psychometric features (such as reliability and validity) of the test
- Diagnostic accuracy (such as mean group differences or sensitivity and specificity) of the test
- None of the listed factors are the most important factor in the selection process

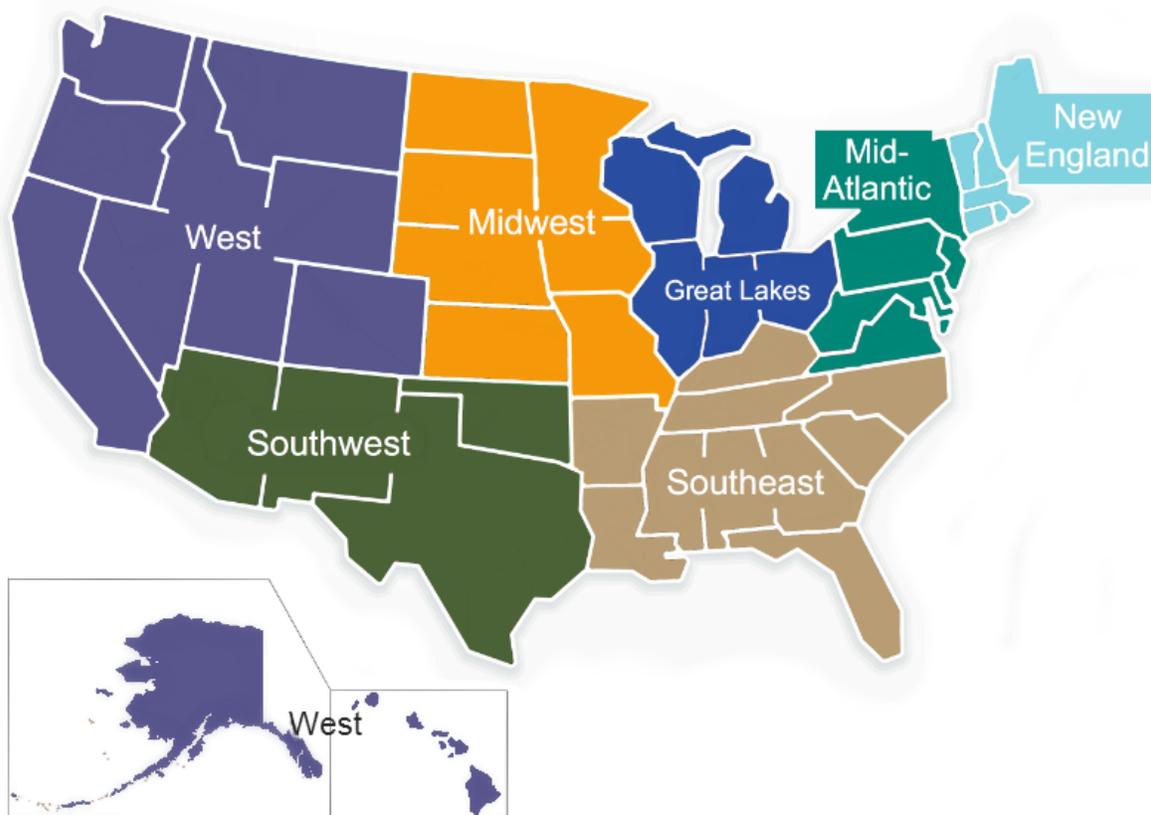
18. Because none of the listed factors are the most important in your decision, what do you consider to be the most important factor?

19. Of the previously listed factors, select the factor you consider to be the least important in your decision to use a particular test:

- Time commitment to administer (not score) the test
- Time commitment to score (not administer) the test
- Personal familiarity with the test based on past use
- Specific recommendations from other SLPs, graduate program faculty, or clinical supervisors
- Reviews of the test published in professional journals
- Publisher's description of the test
- Cost of the test
- Availability of the test
- Facility regulations/restrictions
- State and Federal regulations/restrictions
- Psychometric features (such as reliability and validity) of the test
- Diagnostic accuracy (such as mean group differences or sensitivity and specificity) of the test
- None of the listed factors are the least important factor in the selection process

20. Because none of the listed factors are the least important in your decision, what do you consider to be the least important factor?

21. What is your primary resource in determining the overall psychometric quality (degree of reliability, validity, etc.) of a test?



23. In what region(s) of the United States have you worked as an SLP in a school-based setting? Please select all that apply.

- New England
- Mid-Atlantic
- Southeast
- Great Lakes
- Midwest
- Southwest
- West

24. In what region of the United States do you currently work as an SLP in a school-based setting? Please select only one.

- New England
- Mid-Atlantic
- Southeast
- Great Lakes
- Midwest
- Southwest
- West

25. How many years have you worked as an SLP in a school-based setting?

- 0-5
- 6-10
- 10-15
- 16-20
- 21-25
- 25+

26. What is your highest level of education?

- Bachelor's degree
- Master's degree
- Doctorate (either PhD or SLPD)

27. What certifications and/or licenses do you currently hold? Please select all that apply.

- Certificate of Clinical Competence issued by the American Speech-Language Hearing Association
- State-issued health provider's license
- State-issued educational provider's license
- State-issued working waiver and/or temporary/conditional license

THANK YOU
for participating in this survey!
Your responses have been recorded.