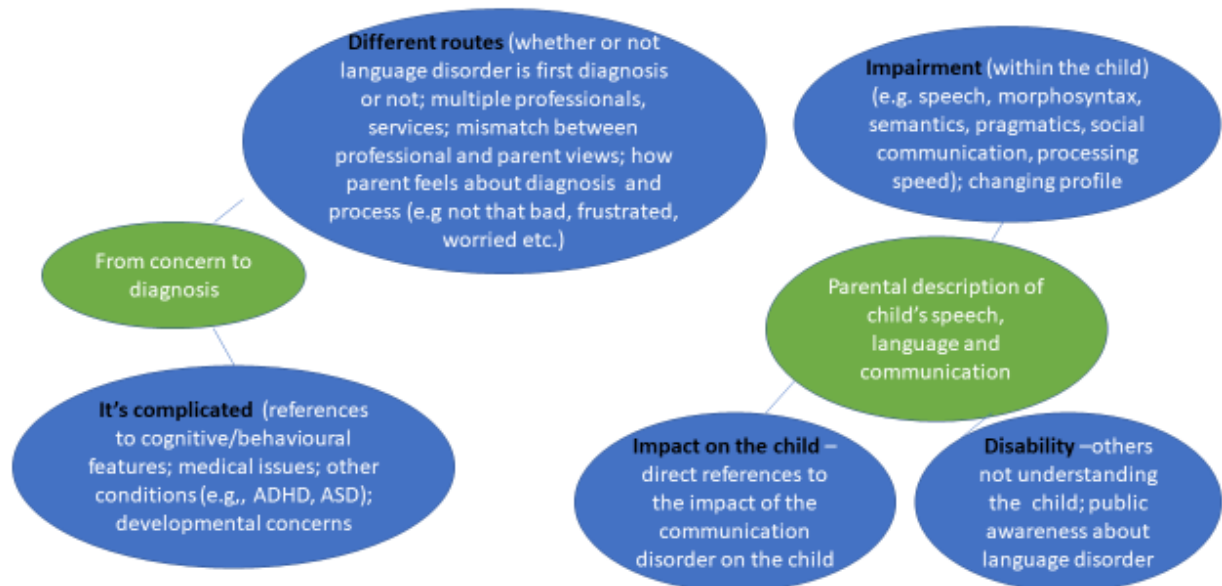


Supplemental Material S3. Examples of visual materials developed in identifying patterns of meanings, themes and sub-themes across the data sets.

Theme 1 Journey to Diagnosis



Process 1

	Norway	UK	Hungary	Iceland	Israel	Ireland
AGE	8	?	8-05	10	6	12
DIAGNOSIS	Language disorder	verbal dyspraxia	Motor disorder - FDS (ASD) mixed profile - verbal & motor delay	not an official diagnosis (lang. disorder)	Dev. disorder general	not official diagnosis
PLACE IN FAMILY	youngest of 3	youngest of 2	youngest of 4	oldest of 2	second child	youngest of 2
SEX	BOY	BOY	BOY	BOY	GIRL	BOY
* Child's reaction to intro.		Reactions to diagnosis	Reactions to diagnosis	Reactions to diagnosis	Reactions to diagnosis	Reactions to diagnosis
* Journey to diagnosis		Journey to diagnosis	Journey to diagnosis	Journey to diagnosis	Journey to diagnosis	Journey to diagnosis
* Testing & assessment		Testing & assessment	Testing & assessment	Testing & assessment	Testing & assessment	Testing & assessment
* Access to resources		Access to resources	Access to resources	Access to resources	Access to resources	Access to resources
* Identity issues		Identity issues	Identity issues	Identity issues	Identity issues	Identity issues
* Child's strategies for coping		Child's strategies for coping	Child's strategies for coping	Child's strategies for coping	Child's strategies for coping	Child's strategies for coping

Process 2

Automatisk lagring FRA Themes journey to diagnosis			
tjem Indsæt Tegning Sidelayout Formler >> Fortæl mig det Del Kommentarer			
Indklipsholder	Skrifttype	Justering	Tal
		Betinget formatering	Formatér som tabel
		Celler	Redigering
		Cellotypografier	Følsomhed
1	x ✓ fx		
A	B	C	D
	Definitions		
Speech	References to speech sounds, or stuttering		
Semantics	References to word meaning and word finding		
Morphosyntax	References to grammar		
Pragmatics	Reference to language use		
Social skills	Reference to reading social situations, interaction skills		
Speed of processing	references to rate of learning/processing		
Memory			
Attention	References to attention		
Listening			
Phonological awareness	References to preparing for rhyming, being literate		
Change over time	Descriptions about changes in the child's profile over time		
How child is understood by others	References to others have difficulty following/understanding child		
Narrative skills			
Reading and writing			

Process 3

Child's awareness of difficulties					
Category	Codes	Definitions of codes	Examples from transcript with ID (e.g. P114)	English translation	Comments
How parents construe U	Characteristics of the child	References to how the parent describes the child's characteristics	I on je bio onak izrazito nervozno dijete. Znači stalno je bio u nekim suzama bio je nervozan. (P11.11,12)	He was very nervous child. he was all the time in tears, he was nervous. (P11.11,12)	
			A pomaci su bili ... znači on je stalno pružao otpor u vježbanju. I nije to bio taj napredak (P11, L345, 346)	And the progress was... he was all the time in resistance to exercising. And that wasn't a real progress. (P11, L345, 346)	
			... uvijek je bio, povučen jako. (P31.74)	... he was always really quiet/shy/withdrawn (P31.74)	
			... on je stalno sjedio meni u krilu, tati u krilu. Nikako se on opustiti. (P31.74,75)	... he was always sitting in my lap, or dad's lap. He just couldn't relax. (P31.74,75)	
			... dugo je dugo on bio u tom svom plaču. Do završetka vrtića. (P31.76)	... he was for a long, really long time, crying constantly. Till the end of kindergarten. (P31.76)	
			... prvih par godina u životu stvarno je bio (...) često je on bio tužan... (P31.102, 103)	... first few years of his life, he was really (...) very often he was sad... (P31.102)	
			... kad je krenuo u vrtić (...) Tata je isto rekla da oni se super igraju, odjednom, on se povuče i rasplae se... (P31.104, 105)	... when he started kindergarten (...) Teacher also said, they are nicely playing and then suddenly he retreats and starts to cry... (P21.104, 105)	
			... volio je jako ići u vrtić u SUVAG. (P31.105)	... he really liked to go to kindergarten in SUVAG. (P31.105)	
			On i kad je mogao reći, on to nije govorio. A danas čim je ljut on kaže ljut sam zbog toga ili sam tužan zbog toga. To, to je ogromna razlika. (P41.109, 110, 111)	Also when he could say it, he would not speak. And today, when he is angry he says I'm angry because of this or that or I'm sad because of this or that. That is a huge difference. (P41.109, 110, 111)	
			I ne povlači se više. Mislim, on zna otići u sobu, ali onda ja kad dođem do njega ... prije bi on, onako, ljutito okrenuo leđa i nije htio se otvoriti. A sad mi kaže bio je bio. (P41.113, 114)	And he is not retreating any more. I mean, he goes to his room, but then I come to him... before he would angrily turn his back and he wouldn't open. And now he says what happened. (P41.113, 114)	
			... nije ni bio dijete koje bi se zagrlilo ili mazilo (...) više, bi okrenuo leđa ili on je znao pod stol otići. (P41.117, 118)	... he was never a child who liked to hug or cuddle (...) he was more, he would turn his back or he would go under the table. (P41.117, 118)	
			... on se i dalje jako teško motivira za učenje... (P41.126, 127)	... it is still very hard to motivate him for studying... (P41.126, 127)	
			Volio je ići u kazalište, muzej, zoološki vrt. (P71.221, 222)	He liked to go to theatre, museum, to the Zoo. (P71.221, 222)	
			Telak je bio. Za tu nekačku suradnju, hajmo reći. (P11.1361)	He was difficult, for cooperation, let's say. (P11.1361)	
			Mislim, on nije komunicirao, često je plakao, vikao je, lupao je. (P61.175, 176)	Well, he didn't communicate, he was often crying, he was yelling, making noise. (P61.175, 176)	
			Luka je volio jako tak nekud ići i uvijek je bio, nije ga se moralo nešto posebno pačiti... (P71.222, 223)	I always liked to go around and he was always, you didn't need to be extra careful. (P71.222, 223)	(to visit museums, zoo, etc.)
			Jer je on stalno bio ljut. Stalno je nešto htio. (...) Njemu je u glavi radilo, htio je nešto, a nije to mogao pokazati... (P71.225, 227, 228)	Because he was always angry. He always wanted something (...) His little head was working, he wanted something and he couldn't show it... (P71.225, 227, 228)	
			I on into tako, nevoli baš to vježbati. (P101.326)	And he also, he doesn't really like to practice that. (P101.326)	(to exercise speech)
			A dosta smo ga i ramažili. (P11.1362)	And also we spoiled him a lot. (P101.326)	
			Stalno je bio tužan. (P11.1378)	He was all the time sad. (P11.1378)	
	Impairment (speech, language, communication)	References to how parents describe the child's speech, language and communication	... znači on je stalno ... i dalje u vrtiću, on je lijepo napredovao, on je volio ići u vrtić, ali opet su bile te faze s tugom. (...) Malo mlađa pas, malo to sazrijevanje, odrastanje i sad je to, velim, skroz skroz drugi dječak. (P121.408-412)	... well he was all the time... also in kindergarten, he was progressing nicely, he liked to go to kindergarten, but again there were those phases with sadness. (...) Maybe a bit the dog, maybe maturation and now, I must say, that is a totally different boy. (P121.408-412)	
			... nije, recimo, pokazivao prstićem, nije oponašao. (P11.15)	... for example, he was not indicating with the finger, he was not imitating. (P11.15)	Although it might seem that the child has some characteristics from the autistic spectrum, the diagnosis was LD and dyspraxia.

Process 4

Version 2 Code Book For Parental Interviews (Example) — Gemt i min Mac					
Child's awareness of difficulties					
A	B	C	D	E	
	Impairment (comorbidities)	References to how parents describe their child's other difficulties	<p>Nije se dugo znao igrati. Znači uvijek, on je trebao stalno nekog za igru, nije se mogao sam, on kak se djeca zaigraju. (P2L47,48)</p> <p>On je stalno bio bolestan. Nije jeo. (P6L183)</p> <p>Još te senzoričke poteškoće koje je imao, ne. I tak ga je sve smetalo. (P7L230)</p> <p>Jer ipak je to dosta odstupanje u govoru, ne. I u učenju. On ipak ima slabije ocjene nego njegovi prijatelji iz razreda. (...) Ponekad dobije jedinicu, znate. Ono, neke stvari koje su oni naučili u drugom on još uvijek ne zna. (P8L256,257, 258,259)</p> <p>Kad je bio mali je bio stalno bolestan, stalno bolestan. stalno, stalno, stalno. (P19L610)</p>	<p>the biggest problem is that articulation. (P9L270,271)</p> <p>For a long period he did not know how to play. He always needed somebody to play with him, he didn't know how to play alone, you know how children usually do. (P2L47,48)</p> <p>He was all the time sick. He did not eat. (P6L183)</p> <p>And also those sensory difficulties he had. And everything was disturbing him (P7L230)</p> <p>Because that is really serious deviation in his speech. And in his learning. He has lower grades than his classmates. (...) Sometimes he gets the lower mark, you know. Some things they have learned in the 2nd grade he still does not know. (P8L256,257, 258,259)</p> <p>When he was little, he was all the time sick. All the time, all the time. (P19L610)</p>	
	Disability	References to how OTHERS (not family) perceive the child	<p>Primjećuju, pa mislim kod Luke se to, to se primijeti. A kako reaguju? Pa dobro, mislim da, mislim da tome više nitko ne pridodaje neku posebnu pažnju. Jer, mislim, i ljudi koji ga ne poznaju, uvijek pričaju otvoreno. (...) Pa to je ne znam, nije to tabu tema. (P9L282,283,284,285)</p>	<p>They notice, well Luka's difficulties are, you must notice that. And how do they react? Well, ok, I think, I think that nobody is paying any extra attention to that any more. Because, I mean, also people who do not know him, we always talk openly. (...) That is not any more, I don't know, that is not a tabu. (P9L282,283,284,285)</p>	
	Child's awareness of difficulties	Parental references to whether or not the child is aware of their difficulties	<p>I onda čim mi njega ne bi razumjeli onda je to išlo u veliki plač. U nekakvo skrivanje... (P2L63,64)</p> <p>... on sad sebe već zna svrstati u kategoriju mi koji smo dobili dva. Znači, nije zadovoljan, a svjestan je da se dosta trudi... (P7L233,234)</p>	<p>And then when we would not understand him, then he would cry heavily. Or he would hide... (P2L63,64)</p> <p>... not he already use to put himself in the category "we who got two". He is not satisfied, and he is aware that he is putting a lot of effort.</p>	
	Need for fixing	parents' understanding of causes of the language problem and implicit/explicit belief/understanding of what is needed to get rid of the language problem (specific services, treatments, interventions provided by parent, teacher or specialist)	<p>Mislim ono, za govor se govorilo dečki su lijeni i to. (...) ali smo mi otprilike znali...s obzirom na sestru smo bili upućeni u problematiku. (P2L50,51)</p>	<p>You know, for speech people use to say boys are lazy etc. (...) but we knew about this from before... because of his sister we were informed. (P2L50,51)</p>	
			<p>Mi smo dosta išli, mi to nismo ono prepuštali slučaju. (P2L59)</p> <p>npr., mi se snimamo kak se igramo, i onda kad sam ja to gledala, ja odmah vidim, a joj, pa i on i ja šutimo. On šuti, jer ne može, ali zašto ja šutim, ne? Onda smo počeli puno više, ono, verbalizirati, ono, sve te naše pokrete: „Evo sad idem po čašu, uzet ću čašu, pa ću ti natočiti vodu. Što prije nismo. Mi smo rekli: „A popio bi sok?“ A on bi to pokušavao. Dao bi mu čašu i ... svi smo nekako bili osvijestili da smo previše u tišini. (P2L65,66,67,68,69)</p>	<p>We were going everywhere, we did not leave that to chance. (P2L59)</p> <p>for example, we were recording how we are playing, and then when I was watching that, I could see, oh no, we are both silent. He is silent, because he can't, but why I'm also silent? Then we started to verbalize much more, all our movements: "You see, now I'm going to take glass, I will take a glass, and I will give you water." We did not do that before. We would say: "You want a juice? And he would just show that. We would give him the glass and... We all somehow became aware that we are too much in silence. (P2L65,66,67,68,69)</p>	
			<p>Ali smo isto vidjeli, nema smisla dijete nešto pitati kad ti dijete ne može</p>	<p>But we have also seen, it is pointless to ask the child if the child can't</p>	

Process 5