

**Supplemental Material S2.** Survey for Australian speech-language pathologists: Questions related to the data reported in this study.

This study has approval from the [deleted] Research Ethics Committee [approval number]. Please click on the following link to read further information about the study: [Participant information sheet](#)

If you are willing to participate, then please read the information below and respond accordingly. I acknowledge that:

- My survey responses are anonymous and will not be identifiable to me.
- Anonymous responses that I give may be used by researchers in publications (as described in the information sheet).
- Taking part in this study is voluntary and I am aware that I can stop taking part at any time without explanation or prejudice.

**I consent to answering questions in an on-line survey and for my responses to be used for the purposes described above**

*Yes/No response [If no, skip to end of survey]*

## **SECTION 1**

**Do you have current practicing membership with Speech Pathology Australia?**

*Yes/No response*

**Please indicate your age:**

*Multiple choice response options:*

- 21 - 25 years
- 26 - 35 years
- 36 - 45 years
- 46 - 55 years
- 55+ years

**Please indicate your gender:**

*Multiple choice response options:*

- Female
- Male
- Other

**Is English your first language?**

*Yes/No response*

**Please indicate the number of years since you graduated as a speech pathologist:**

*Multiple choice response options:*

- 0-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 31+ years

**In addition to your Bachelor Degree, Graduate Entry Masters or other equivalent graduate entry qualification; please indicate if you have any other qualifications:**

*Multiple choice response options:*

- Honours degree or diploma in research methodology
- Postgraduate Masters by research
- PhD by research
- Postgraduate Masters by coursework in Speech Pathology field (not graduate entry masters)
- Bachelor or Masters level qualification in early childhood, primary or secondary education
- Graduate certificate or diploma in early childhood, primary or secondary education
- Bachelor or Masters level qualification in psychology, social work, mental health or counselling
- Graduate certificate or diploma in psychology, social work, mental health or counselling
- Bachelor degree in Science
- Bachelor or Masters degree in occupational therapy
- Other graduate level certificate or diploma not listed above. Please specify:
- Other Bachelor or Masters (coursework) not listed above. Please specify:
- Other PhD or Masters (research) in field unrelated to speech pathology. Please specify:

**Are you currently enrolled in a research Masters or PhD in speech pathology?  
(or a field closely related to speech pathology)**

*Yes/No response*

**Are you currently in paid employment as an SLP?** (This may include non-clinical SLP roles)

Note: This question was only displayed to SLPs who indicated that they currently work as an SLP.

*Yes/No response options:*

- Yes (e.g. clinician, service manager, project officer, consultant, academic or researcher)
- No (e.g. full-time student, currently on unpaid leave for more than 6 months, or currently employed in a role that is not SLP related)

**Please give your postcode:**

If you are currently employed please give your work postcode.

If you work in more than one job, please give the postcode the job in which you work the most hours or if hours are equal, choose the job in which you have worked the longest.

If you are not currently employed, please give your home postcode (e.g. full-time student or are on extended leave)

*Open text response*

**Please indicate the amount of time per week you are currently employed (paid to work) as a speech pathologist (across all jobs):**

*Multiple choice response options:*

- *Clinical Work full-time (i.e. 1 FTE)*
- *Work between 2.5 and 4.9 days per week (i.e. 0.5-0.9 FTE)*
- *Work less than 2.4 days per week (i.e. 0.1-0.4 FTE)*

**Please select the box/es that best describe/s your current paid work as a speech pathologist (across all jobs).**

Select all appropriate options e.g. if you provide services to children aged 0-6 years then select both of the first two options; or if you provide services to clients of all ages then select all the clinical service provision boxes.

*Multiple choice response options [If participant does not select response "work clinically with children 4-12 years including supervision of student's providing clinical services" then skip to end of survey].*

- *Clinical service provision to infants 0-3 years (includes supervision of SLP students providing services).*
- *Clinical service provision to children 4-12 years (includes supervision of SLP students providing services).*
- *Clinical service provision to adolescents 13-17 years (includes supervision of SLP students providing services).*
- *Clinical service provision to adults 18-65 years (includes supervision of SLP students providing services).*
- *Clinical service provision to senior citizens 65+ years (includes supervision of SLP students providing services).*
- *Employed as a speech pathologist in a role of service manager, training provider, consultant, project officer or professional supervisor (in relation to any client population).*
- *Employed as a speech pathologist in academia or research (in relation to any client population).*
- *Other employment. Please specify:*

**In the last 12 months, have you provided clinical services to at least 40 children aged 4-12 years with oral or written language disorders?** (Includes supervision of SLP students who provide clinical services). For the purposes of this survey, the term 'children with language disorder' is used broadly to refer to any children who require support for oral or written language (i.e. semantics, syntax, morphology, phonemic awareness, discourse or social abilities), regardless of the primary diagnosis, aetiology or co morbidities associated with the language support needs.

Children who have a lack of familiarity with standard Australian English are also included in this group if they are accessing your services for language assessment.

This includes children with: developmental language disorder, dyslexia, autism spectrum disorder, learning difficulties, intellectual disability or language disorder associated with conditions such as traumatic brain injury or hearing impairment.

*Yes/No response [If no, skip to end of survey]*

## SECTION 2

**Indicate the option that best describes the agency through which you provide clinical services to children aged 4-12 years with language disorder:**

If you work in more than one job, please complete this survey for the job through which you most frequently service children aged 4-12 years with language disorder.

*Multiple choice response*

- *Public hospital or health service (i.e. public service employee)*
- *Public (State) education service (i.e. public service employee)*
- *Other public or government run agency that is not health or education sector (e.g. disability service provider)*
- *Private hospital or health service (i.e. employed by a non-government hospital)*
- *Private education service (i.e. employed by a non-government school)*
- *Other non-government agency that is not health or education sector (e.g. disability service provider)*
- *University clinic (i.e. student teaching clinic)*
- *Private practice owner/practitioner (i.e. business owner)*
- *Employee in a private practice (i.e. employed by a business owner)*

**Consider the last 40 children (4-12 years with language disorder) who accessed your services. How many children did not have standard Australian English as their first or only language?** (i.e. how many children were bi-lingual, learning English as a second language or were considered as having a cultural/linguistic difference)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

**Please indicate if any of the following service criteria or eligibility requirements exist in the agency where you work in order for children to receive language assessment. You may select more than one option.**

- *Child must be within a certain age range to access the service. Please specify the age range:*
- *Child must have a diagnosis or a suspected diagnosis of a disability (e.g. autistic spectrum disorder, intellectual disability, cerebral palsy)*
- *Child needs to be in or at risk of going into out-of-home care*
- *Child must not be accessing a service from another service provider*
- *Medical/paediatric assessment must be completed prior to assessment*
- *Hearing assessment must be completed prior to assessment*
- *Evidence of educational difficulties (i.e. information from teacher or school outlining educational or academic concerns) must be provided prior to assessment*
- *Evidence of lack of response to interventions (i.e. information regarding previous interventions and outcomes) must be provided prior to assessment*
- *Completion of preliminary assessments or screening measures by referring agent required. If yes, please explain what is required:*
- *Other. Please specify:*
- *Other. Please specify:*
- *None. There are no service criteria or requirements. Any child may access the service.*

**Indicate the most frequent sources from which you obtain information about assessment tools or procedures or learn about new assessments. You may choose up to three main sources of information. Multiple choice responses with open text boxes for responses not listed.**

- *Formal presentations (i.e. at conferences or workshops)*
- *Information provided by employer or professional supervisor*
- *Informal discussions with colleagues (e.g. email discussion lists, conversations with other SLPs)*
- *Journal articles or research reports*
- *Online written materials or written materials from publishers (e.g. publisher's websites, advertisements or catalogues)*
- *Social Media sites (e.g. Blogs, Facebook groups, Twitter)*
- *Textbooks*
- *Trade displays (e.g. at conferences/workshops)*
- *Other. Please specify:*

**Indicate if you perceive any of the following as challenges in your workplace with regards to language assessment. You may choose up to four main challenges.**

*Multiple choice responses with open text boxes for responses not listed.*

- *Limited assessment materials (e.g. lack of professional resources due to budget constraints)*
- *Limited time for planning assessment and/or analysing assessment results*
- *Limited face-to-face time available with children for assessment*
- *Workplace requirements (e.g. workplace requires particular data or use of particular tools)*
- *Referral requirements (i.e. referring agency requires particular data or use of particular tools)*
- *Setting constraints (e.g. not able to see children in particular locations such as school or home)*

- *Technology constraints (e.g. poor internet connection, limited access or devices or software)*
- *Limited time to meet with parents during assessment process*
- *Limited time to meet with teachers during the assessment process*
- *Lack of confidence or skills to collaborate with teachers to collect assessment data*
- *Limited access to training for SLP to learn about or practice new assessment procedures*
- *Limited access to training for SLP to learn to use technologies (e.g. telehealth or new software)*
- *Lack of skills or confidence with regards to assessing children with complex communication needs or multiple impairments*
- *Lack of skills or confidence with regards to assessing reading or writing skills*
- *Lack of skills or confidence with regards to assessing children who are not learning Standard Australian English as first or only language (i.e. cultural and linguistic differences).*
- *Other. Please specify:*
- *None (i.e. not identifying any challenges)*

### **SECTION 3**

**In this section of the survey you are asked to estimate the frequency in which different types of oral and written assessments were used** (considering the last 40 children who accessed your services for assessment). Terminology may be used differently across the profession; therefore it is important that you read the survey information carefully and select answers based on how terms are defined in this survey (and not how you define them or have seen them defined elsewhere).

Please open the following link to see examples of how commonly used assessments are categorised in the survey: [Table of Categorised Assessments](#)

When answering the questions, please consider:

Assessments conducted by yourself as well as any assessments that you or your service agency supported/trained others to conduct on your behalf

All assessment data gathering activities (e.g. tests, observations, parent or teacher interviews and collection of case histories)

Assessments conducted for any purpose (e.g. diagnosis, screening, detecting change, selecting intervention)

#### **Norm-Referenced Assessments**

A student's performance is compared to the performance of a sample of aged matched peers (i.e. assessment provides a standard score, percentile rank, age-equivalent score or mean and standard deviation for a sample population).

Note: Norm-referenced tests that are not scored using norms are not considered norm-referenced

#### **Examples include:**

\* CELF-4 Core Language Index Subtests \* CELF-5 Reading Comprehension and Writing Comprehension or Structured Writing Tests \* CELF-4 Screening Test \* PLS-5 \* CASL \* Renfrew Action Picture Test \* TNL or TNL-2 \* TOPL-2 \* TOPS \* CCC-2

For further examples please see the [Table of Categorised Assessments](#)

**How often were norm-referenced tests used as part of a child's assessment?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Criterion Referenced or Descriptive Assessments**

These assessments do not provide norms for a sample of aged matched peers, but are used to compare a child's performance against a pre-determined level or expected criterion (e.g. developmental expectations, curriculum level or cut score) or are only used to describe performance qualitatively.

Note: All assessments that are not norm-referenced must be criterion referenced/descriptive.

#### **Examples include:**

- \* Norm-referenced assessments that are altered and not scored using norms
- \* Assessments that do not provide standard scores, percentile ranks or means and standard deviations from an age matched sample
- \* Tests that you designed yourself
- \* Questionnaires or interviews that do not follow a set protocol

For further examples see the [Table of Categorized Assessments](#)

**How often were criterion-referenced or descriptive assessments used as part of a child's assessment?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Discrete Skill Tests (De-contextualized)**

Discrete skills are assessed in a short-answer 'test format' that is highly directed by the SLP (e.g. picture naming tasks, picture description tasks, sentence production tasks, defining words, word or sentence repetition tasks, identifying social expectations, identifying and segmenting sounds in words, spelling individual words)

#### **Examples include:**

- \* CASL
- \* CELF-5 Core Language Index subtests
- \* CELF-5 Pragmatics Profile
- \* CELF-4 Screening Test
- \* CCC-2
- \* Communication Matrix
- \* PLS-5
- \* Renfrew Action Picture Test
- \* SPAT-R
- \* TOPL-2
- \* TOPS-3
- \* Short answer 'tests' that you create yourself

For further examples see the [Table of Categorized Assessments](#)

**How many children were assessed using discrete-skill tests?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Discourse or Text Level Assessments (Contextualized)**

Assessment tasks are directed by the SLP, but occur in meaningful communicative situations (e.g. oral text comprehension, written text comprehension, narrative telling, story or report writing; language sampling during conversation or play)

Note: Assessments that are not discrete skill tests must be either discourse/text level or an assessment in daily activities (see next question).

**Examples include:**

- \* CELF-5 Pragmatic Activities Checklist \* Renfrew Bus Story \* Peter and the Cat Narrative Assessment \* TNL \* Neale Analysis of Reading Ability \* CELF-5 Reading Comprehension and Structured Writing Tests \* OWLS-II Reading and Writing Tests
- \* Written language sampling tasks that you designed yourself
- \* Oral language sampling tasks that you designed yourself
- \* Role play tasks designed to represent situations that are relevant to child's daily life.

For further examples please see the "Table of Categorised Assessments"

**How many children were assessed at text or discourse level?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Assessment in Daily Activities (Activity-Focused)**

The child's abilities are assessed within the actual activities in which they participate, with the assessor observing or being part of the interaction rather than directing the tasks.

Note: Assessments that are not discrete skill tests must be either discourse/text level (see previous question) or an assessment in daily activities.

#### **Examples Include:**

- \* Assisting a child to complete a class assignment and assessing the level of support they require
- \* Observing a child during a regular class lesson and noting abilities and behaviours
- \* Observing a child during free play with peers at lunchtime and noting abilities and behaviours
- \* Observing the child whilst ordering food from a cafe and noting abilities and behaviours
- \* For further examples please see the Table of Categorized Assessments

**How many children were assessed during daily activities?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Assessments Conducted in a Clinical Context**

These assessments are conducted away from the child's regular environment (i.e. conducted in a clinic room or a withdrawal room at school) using clinical materials (e.g. a standardised norm-referenced test)

#### **Examples include:**

- \* CELF-4 Core and Language Index Tests \* CASL \* PLS-5 \* TNL \* ERRNI \* SALT \* NEALE
- \* Observations by the SLP of the child interacting in a clinical environment with clinical materials (e.g. during an SLP session conducted in a consultation room or withdrawal room)

For further examples see the [Table of Categorised Assessments](#)

**How are many children were assessed in a clinical context?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Assessments Conducted in a School Context**

Skills are assessed with specific reference to a school context

Note: Assessments that are not clinical context must have either a school or home/community context (see next question)

#### **Examples include:**

- \* Information reported by a teacher regarding communication at school (e.g. CCC-2, Communication Matrix, CELF-4 Pragmatics Profile, teacher interview)
- \* Assessments conducted by the SLP using materials from the curriculum (e.g. vocabulary is assessed using words from the current curriculum unit of work; Reading Comprehension is assessed using the same book that is being studied in class)
- \* Observations by the SLP during class or during activities similar to class activities (e.g. assisting the child to complete a class assignment and noting level of support required)
- \* Observing communication skills in class). For further examples please see the [Table of Categorised Assessments](#)

**How are many children were assessed in a school context?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Assessments Conducted in a Home/Community Context**

Skills are assessed with reference to a home/community context

**Note:** Assessments that do not have a clinical context must have either a school (see previous question) or home/community context.

#### **Examples Include:**

\* Information reported by a parent or caregiver regarding communication at home (e.g. CCC-2, Communication Matrix, CELF-4 Pragmatics profile, parent/caregiver interview) \* Observations conducted by an SLP during usual daily activities - not in the classroom (e.g. ordering food from a cafe, free play with peers or siblings)

For further examples please see the [Table of Categorised Assessments](#)

**How are many children were assessed in a home or community context?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Test-Teach-Retest (Dynamic) Assessments**

Investigation of a child's learning potential by testing skills, teaching skills that child does not know and then retesting to determine response to teaching. The testing - teaching - retesting process occurs across one or two assessment sessions.

#### **Examples include:**

\* Testing vocabulary in a picture naming task, teaching words child did not know and then testing again to determine response to teaching

\* Collecting a narrative retell, explaining/teaching features of a good narrative story and then collecting another narrative retell

**How many children were assessed using test-teach-retest procedures?** (Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*

### **Gradual Prompting or Task Modification (Dynamic) Assessments**

Investigation of a child's learning potential or the level of support that the child requires by assessing skills under different conditions or with varied levels of prompting/scaffolding.

#### **Examples include:**

- \* Assessing a child's narrative retell skills with and without visual picture supports and comparing performance
- \* Assessing a child's ability to answer questions using different levels of prompting

#### **How many children were assessed using gradual prompting or task modification procedures?**

(Considering the last 40 children who were assessed)

*Likert scale response options:*

- *None*
- *Few (i.e. 5 or less)*
- *Some (i.e. 6-19 children)*
- *Many (i.e. 20-34 children)*
- *Most (i.e. 35 or more)*