

**Supplemental Material S1.** Themes: This document includes each theme and its definition as well as subthemes, codes, and a sample of the data extract that corresponds to each code.

Telepractice theme	Definition	Code	Data extracts with participants' names	
<b>Preparation and Training</b>	Different training and resources participants used to prepare for therapy.	Didactic coursework related to clinic	She gave us a rundown of what therapy looks like, what to expect (Izzie).	
		Help From Previous Clinician	She helped me a ton and was the best resource I could use (Nia).	
		Training Prior to Therapy: No Official Training	I don't really think that we had proper training (Olive)	
		Resources provided before therapy	We were given a list Teletherapy ideas and websites and things that other SLPs were using (Lola).	
		Prior Experience with Telepractice	I think, by the time that we had a client we already knew how to work zoom (Sky)	
		Self-Education to Prepare	I really wasn't familiar with what he had at first, so I really had to learn about apraxia and educate myself about that (Maya).	
		Organizing a Session	I might organize my sessions through PowerPoints and then make a slide for each activity that we were going into. (Sky)	
<b>Treatment Process</b>	Perceptions of building rapport through in-person service delivery.	Build Rapport: Initial Interview	As long as I listen and ask open-ended questions, then we were developing a good rapport with each other (Josie).	
<i>Building Rapport</i>		Building Rapport: Positive Experiences Building Rapport: Difficulties	We really built good rapport with each other (Raven). It was a little bit more difficult to establish rapport (Nia).	
		Building Rapport: family involvement	The parents definitely helped me a lot like and that's one way I built rapport (Maya).	
		Building Rapport: In-Person vs. Telepractice	I think in terms of establishing rapport in-person and tele practice we're like comparable (Lola).	
<i>Determining Treatment</i>		How participants determined goals.	Client Description	He was also diagnosed with ADHD (Raven).
			Client Involved in Planning	He was involved in the planning process and that helped him stay more engaged (Tessa).

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<i>Preparing Materials</i>	Identifying and locating materials for therapy.	Collaborative Goal Setting	They (client) know I'm here for this, and this is my goal, because they set their own goals, which I think is awesome (Izzie).
		Activities tailored to client's age	You can't play games with an adult because that makes it kiddy. So, you don't want them to feel like they're less than the age that they are (Izzie).
		Activity Selection: Difficulties	And I think on telepractice that was the biggest challenge was coming up with stuff that's engaging (Lola).
		Locating Materials: Positive Experience	It was easier to find things for my adult client this semester (Tessa).
		Locating Materials: Limited/Time Consuming	I think it was a lot more time-consuming last semester having a kid client (Tessa).
		Creating Personally Relevant Materials	I tried to find a lot of things that he liked and then educate myself on those things that he liked, so I could make those personally relevant materials for him. (Izzie).
		Common interest	I will just find ways to connect with him that he liked that we could talk about (Olive).
<i>Therapy</i>	The therapy approach, tasks, and skilled intervention.	Rotating Materials	I just always made it a constant to try to like rotate activities (Sky).
		Warm-up conversation	Each week I would ask them questions and stuff he liked at the beginning (Olive).
		Session Structure	We had to in our in our sessions separate reward and work (Josie).
		Activity Enjoyed/Preferred by Client	I would always find articles that interest her, and that was her favorite part (Paige).
		Task/Activity Used in Telepractice	We did a lot of the same activities with space retrieval training, our planner, and reading an article (Paige).
		Activity Selection: Adapting	Seeing how they react to different activities; if you can take activities out, if they don't like it or they don't respond well to it (Sky).
		Multiple Activities Used at Once in Telepractice	I would have Lesson Pics pulled up on the side, and we would do a draw hat and it would pull out a card for him to keep moving forward and he really liked those (Olive).

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		Technology was not an issue	What was surprising is I thought I was gonna have a bunch of technical issues, but I don't think I've had any problems with technology (Josie).
		Technology Adjustments	One thing that I didn't consider was that when I'm sharing my screen with a PowerPoint and then giving the client direct feedback, put your tongue here I'm this tiny little box in the corner and he's seeing (Lola).
		Evidence-Based Practice	I used a few different evidence-based practice this semester, the speech modification strategy, easy onset, stuttering modification strategies, and cancellation and slide out (Raven).
		Clinician Prompts and Cues	You have to keep prompting and asking to attempt it (Sky).
		Telepractice limited clinician cues	I really wanted to be right beside her to show her where you find that word (Nia).
		Clinician Prompts and Cues: Encouragement	I just think that he needs that excitement to feel like he's doing well (Izzie).
		Clinician Prompts and Cues: Keeping Client Alert	That's when like we would stand up and take a stretch break (Lola).
		Mirrored Behavior	I figured out that if I really showed excitement for him and started kind of be like good, he would get really excited and that would re-engage him (Izzie).
		Reward System	The token chart was a big thing every time he cooperated, I would go show him the screen and slide tokens (Quinn).
		Adult vs. Child Treatment	Adult therapy is very different than child therapy (Kim).
<i>Support</i>	Mechanisms of support provided during therapy.	Support from Professor	If we had a question, you guys were always available to help us (Kim).
		Support from Supervisor	I like that my supervisor was right there on the therapy session (Raven).
		Support from Supervisor: Limited Support	I felt like I had less support from my supervisor (Lola).

Telepractice theme	Definition	Code	Data extracts with participants' names
<b>Client Engagement</b>	The amount of client engagement, factors that influenced level of engagement, and strategies to enhance engagement/attention.	Client Engagement	My client stayed engaged throughout the sessions pretty well (Raven).
		Client Behavior: Positive	He was really well-behaved (Raven).
		Client-clinician relationship	We had a good time; just that bond (Paige).
		Benefits of Telepractice: increased client comfort	I think it was better being in her own home (Nia).
		Client loved telepractice	She loved tele practice (Nia).
		Client Controlling the Screen: Benefits	Having them control the screen, I think, brought a lot more engagement because they were a lot more engaged in the activity (Sky).
		Client Comfortability: Difficulties	There were times, he would slump down (Quinn).
		Client Fatigue	He was very fatigued most of the time (Izzie)
		Client not interested in therapy	He just thought speech was dumb (Quinn).
		Difficulties of Telepractice: Client Behavior	It is a little bit harder if they have behavioral issues (Olive).
		Distractions: Environment	There's so much background noise (Quinn).
		Distractions: Technology	It was a fight to get the mouse control back (Lola).
		Distraction: Animals	She had a few distractions with her cats, but it never impacted her skills (Paige).
Environmental distractions by clinician	There's a cat laying on my box back here (Olive).		
<b>Family/Caregiver Involvement</b>	The amount and type of parent education and involvement associated with therapy.	Parent/Caregiver Involvement	My client's mom was very involved (Sky).
		Parent Involvement: Generalization	a good way to implement what I was doing and seeing how the mom could generalize that in her own (Sky).
		Parental Involvement: Impacting Protocol	I feel like relying on your parent or something like that kind of really interfered with him learning (Maya).
		Parental Involvement: Limited Involvement	my client's family wasn't very involved at all during the first session (Raven).
<b>Data Collection</b>	The data collection method and perceptions of data collection.	Data Collection	It was a little bit different data collection, for some of it, I would write down what she would say (Paige).
		Data Collection: Positives	Data collection was easy (Raven).
		Data Collection: Difficulties	I feel bad for like looking down writing (Paige).

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<b>Client Progress</b>	The client's performance as a result of therapy.	Client Absences	He had had so many surgeries last semester and missed a lot of sessions (Izzie).
		Limited Sessions	He was only once a week and so by the beginning of each week he needed a reminder of exactly what we were doing (Olive).
		Evidence-Based Practice: Effective	It worked well (Sky).
		Generalization of treatment	That was awesome seeing him actually using his strategies that we practiced in speech outside and then being excited to tell me about it (Raven).
		Positive Telepractice Experience: Client Making Progress	My client made a lot of progress (Raven).
		Adult clients benefit from telepractice	I think that Tele therapy is more beneficial for an adult (Izzie).
		Building Client Confidence	I definitely saw his confidence just soar as a semester went on (Raven).
<b>Clinician Reactions to Treatment</b>	Participants' self-reflection of their performance as a student clinician.	Initial Fears	At first, I thought it was going to be extremely difficult (Izzie).
		Clinician Anxiety In-Person	I had major anxiety in the clinic; I did not like that little tiny room, plain walls, nothing in there (Quinn).
		Clinician Comfort	I felt really comfortable and was able to be goofy since they were so young (Maya).
		Clinician Engagement	I was definitely engaged (Sky).
		Telepractice was fun	He seemed to really enjoy it. (Izzie)
		Positive Telepractice Experience: Clinician	I loved telepractice (Paige).
		Clinician Control Over Session	He didn't like anything I did, but I made him do it anyway (Quinn).
		Clinician confidence	I feel really confident providing telepractice speech therapy now (Raven).
		Telepractice wasn't difficult	Surprising factor of it being not super difficult (Nia).
		Awareness of non-verbal expression	I got used to laying my hand on my face or just being aware of my own body language (Sky).

Telepractice theme	Definition	Code	Data extracts with participants' names
<b>Barriers to Telepractice Service Delivery</b>	Challenges associated with therapy delivered through telepractice.	Clinician Perspective: 2 Clinician Sessions	I think, having two clinicians probably made for some inconsistency with data and also just having two different personalities (Tessa).
		Clinician Perspective: Things the Clinician Would Have Done Differently	I really think just continuing to implement these games (Izzie).
		Difficulties of Telepractice: Client's Technology	There were a couple sessions where his Internet was so bad (Quinn).
		Difficulties of Telepractice: Clinician's Technology Reduced body language	I had to start going to my sister's house (for internet) (Paige). you don't have the body language. You're sitting in front of a computer just staring you don't have te personal aspect to it (Kim).
		Reduced work	When they're just playing the game, I felt like oh we're not doing enough work (Josie).
		Difficulties of Telepractice: Data collection	I think doing it in-person, I have an easier time taking data than teletherapy (Tessa).
		Difficulty with AAC	My client used the proloquo2go APP and no clue how to do that, how to share my screen or anything (Nia).
		Difficulty Hearing	It's a hard to hear him plus English was second language (Quinn).
Difficulty Seeing	I had a hard time seeing where he was putting his tongue; I could tell he was placing it wrong (Quinn).		
Prefer In-Person vs Telepractice	I feel like in-person would have been more conducive to that then teletherapy was (Lola).		
Telepractice Depends on Target	It depends on which phoneme you get just last semester it was a lot easier (Quinn).		
<b>Benefits to Telepractice Service Delivery</b>	Benefits associated with telepractice service delivery	Clinician Perspective: No difference between In-Person and Telepractice	I don't think it would have been any different in-person, than in telepractice (Kim).
		Benefits of Telepractice: Reduces travel for clients	She wouldn't have been there to actually bring him to campus; that that's a big pro for Telepractice, it just gives more people an opportunity (Raven).
		Benefits of Telepractice: Technology	I thought the screen sharing was beneficial for him because we could look up those videos and watch them together (Izzie).

Telepractice theme	Definition	Code	Data extracts with participants' names
		Benefits of Telepractice: Clinician Comfort	I feel more comfortable in my home (Raven).
		Benefits of Telepractice: Accessible for Clinician	It's good for me because I'm a mom and work from home. So, it helps because I don't want to quit my job and drive to campus (Quinn).

In-person theme	Definition	Code	Data extracts with participants' names
<b>Preparation and Training</b>	Different training and resources participants used to prepare for therapy.	Training received prior to therapy: previous class	We all have had an undergraduate class dedicated to just preparation for in-person therapy (Oakley).
		Training received prior to therapy: junior clinician experience	We got our toes wet in the sense, with the junior experience watching another clinician and taking data (Sadie).
		Training received prior to therapy: role playing experience	I think all the hands-on stuff was the best, role playing (Vera).
		Resources from other clinicians	One thing that I think is really helpful was having the SharePoint access to last semester's clinician or the previous semester, because we can see what their goals were and what progress was made (Vera).
		Prior training: None	I didn't really get much training from my supervisor (Beth).
		Things that would have been helpful	I would have liked a tour of the work room because I had never been there before and I didn't really know where everything was (Cleo).
		Independent learning	It's really important to research and know what you're talking about, know the EBP you're using (Abby).
<b>Treatment Process</b>			
<i>Building Rapport</i>	Perceptions of building rapport through in-person service delivery.	Building rapport: easy	My client, it was also really easy he was a very honest outgoing kid. So, if I ever asked him what was going on, I got a long story about it, so he was very fun to talk to, and we just kind of like bantered in clinic so it was a lot of fun and it was so easy to build rapport (Ella).
		Building rapport: with client	He really liked I was being imaginative and talking with the toys, and that's how we bonded (Cleo).
		Building rapport: easy with young client	I had a younger client. It was really important that I let him take the lead and feel in control of the session so that it was more of a friendship relationship, rather than me being a dictator (Willow).
		Warm up conversation with client	We would spend the first five minutes or so with rapport and getting comfortable in the session (Vera).
<i>Determining Treatment</i>	How participants determined goals.	New client	It was hard because I didn't really know my client or much information about where he was at when he came in (Sadie).

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		Type of client	My client has unique needs; she has a really severe visual impairment (Vera).
		Multiple goals	There were a lot of additional components that we had to include other than speech like sensory feedback with different techniques such as giving pressure to his upper body (Sadie).
		Client goals	We got the parent to contribute to those goals; what she wanted to see and what she felt was best for him (Zara).
<i>Preparing Materials</i>	Identifying and locating materials for therapy.	Accessing materials	I would try to create my own materials (Sadie).
		Preparing for therapy: resources used	I would try to start on ASHA, to determine the evidence-based practice (Sadie).
<i>Therapy</i>	The therapy approach, tasks, and skilled intervention.	Activities used in therapy: chosen by client	We would start by going in the room and picking an activity from a visual choice board (Willow).
		Activities used in therapy	Our client was so young, and we were doing a lot of playing (Tatum).
		Approach to therapy	My approach to therapy was a hybrid approach, so it was more clinician and client lead (Ruth).
		Skilled Therapy	I needed to let him kind of do his thing then encourage him and then he followed along with me (Ruth).
		Difficulties with therapy	That was really hard just because I haven't really had experience with that (Sadie).
		Evidence-Based Practice	Pivotal response treatment so just a play-based treatment, and that seemed to work best for him (Fiona).
		Evidence-Based Practices: clinician experience	It does require experience in a sense, because it's a very naturalistic evidence-based practice, so I grew better at delivering it, but I would not say that it was the best of its potential (Willow).
		Fluency targets	We worked on pacing with reading (Yvonne).
		Generalization activities	We would not really assign generalization activities because they wouldn't get completed. I think there was a disconnect between the therapy room and the outside world (Willow).

<b>In-person theme</b>	<b>Definition</b>	<b>Code</b>	<b>Data extracts with participants' names</b>
<i>Support</i>	Mechanisms of support provided during therapy.	Feedback from supervisor  Worked with senior clinician	The supervisor I had this semester was helpful after baseline, pinpointing what I need to focus on (Cleo).  I had a co-clinician to so we would work together on behavior interventions and looking at ASHA, to see what types of things we could do (Fiona).
<b>Client Engagement</b>	The amount of client engagement, factors that influenced level of engagement, and strategies to enhance engagement/attention.	Client Engagement  Client Behavior  Managing client behavior  Multiple materials  Materials used as reinforcement	My client stayed very engaged because she was very self-motivated to make improvements (Vera).  Some of his behaviors kind of affected his ability to meet those goals, he would just like stop and say no (Fiona). We changed the environment, we would bring him mats to sit on and always redirect so we never drew attention to his behaviors (Sadie). He needed new materials every session, you could not repeat things where he would just lose the engagement (Sadie). She was pronouncing it wrong, but she didn't want to correct yourself on the first try so by implementing that token economy and saying okay, you get a sticker if you do it right, the very first time, if you get so many stickers, you will get a prize (Oakley).
<b>Family/Caregiver Involvement</b>	The amount and type of parent education and involvement associated with therapy.	Parent Education  Parent Education: Generalization Activities Parent Involvement  Parent Involvement: Limited	The parent education aspect was important because the client was so young (Ruth).  He was willing to implement things that we had done in the session at home as well (Sadie). He is probably the most involved parent I've ever seen, and I'm so grateful for that because that directly impacts how well she does and how fast she improves (Oakley). When we got into the hallway, she's like okay let's go, I never talked about the session; she never really gave any feedback unless something came up in the session that he mentioned that she wanted to add to or something like that (Sadie).

<b>In-person theme</b>	<b>Definition</b>	<b>Code</b>	<b>Data extracts with participants' names</b>
		Parent sat in session	It was kind of difficult for me because I had never done anything where I worked with the parents so closely (Zara).
		Parent separated from client	The parent had to place a lot of trust in us because she was split between two kids (Willow).
		Communication between parent and client	I think it was important for us to let him know this is what we're working on and this is why we're doing this (Tatum).
		Parent interfered with therapy*	Whichever parent was there, sitting inside the room with us, they would jump in and answer the question for him (Ruth).
<b>Data Collection</b>	The data collection method and perceptions of data collection.	Collecting data	I use the binary data collection system (Penelope).
		Collecting data: difficulties	When we got into conversation and functional writing, I was using a Likert scale which I had never used before like that three-point scale so it's kind of hard at first (Dena).
		Collecting data while doing therapy	One of the difficult parts of the semester was I would have to keep track of all the utterances that he said, while I was trying to engage and play with him (Ruth).
<b>Client Progress</b>	The client's performance as a result of therapy.	Client Progress	My client met all of his goals. We even extra goals, because we had extra time so I was really proud of him (Beth).
<b>Clinician Reactions to Treatment</b>	Participants' self-reflection of their performance as a student clinician.	Clinician engagement	Just be engaged, because the more excited and engaged I was, the more excited he was (Penelope).
		Clinician learned from therapy	One thing I learned how to do this semester just kind of be flexible (Penelope).
		Clinician thoughts/feelings: positive	It made me feel good in the end, once I started to get a grip on it (Zara).
		Learning from mistakes	It was good to have the mistake to learn from because I would have never known (Abby).
		Positive in-person experience	I'm thankful for in person therapy (Sadie).
<b>Barriers to In-person Service Delivery</b>	Challenges associated with therapy delivered in-person.	Cons to in-person services: physical barriers (face mask)	Easy onset was a little bit harder because of the mask; it was hard for him to hear what I was doing (Ella).

In-person theme	Definition	Code	Data extracts with participants' names
		<p>Cons to in-person services: collecting data</p> <p>Client prefer in-person</p> <p>Cons to telepractice: difficulty understanding client (speech sound production)</p> <p>Cons to telepractice due to technology barrier*</p> <p>Client engagement increased with in-person service delivery</p> <p>Easier to access materials with in-person</p> <p>Pros to in-person service delivery: easier to establish rapport</p> <p>Pros to in-person service delivery: reduced distractions</p> <p>Pros to in-person service delivery</p>	<p>You can really conceal taking data a lot better with telepractice and I'm sure it's the same way with adults, because adults can obviously see if you're marking a plus or a minus (Willow).</p> <p>My client was just so happy to be in-person and attend the support groups (Yvonne).</p> <p>Especially for articulation it's much easier in person, then with computer audio and all of that (Cleo).</p> <p>My client last semester had some visual deficit so seeing things on the screen for telepractice was hard (Beth).</p> <p>They started going online with his therapy and he was not involved at all because it's very difficult to keep him engaged (Ruth).</p> <p>Being in-person and having access to the toys; it was just much easier (Fiona).</p> <p>A pro is the rapport I think you can build. It is a lot faster than you can for telepractice because it's just not nearly as awkward (Willow).</p> <p>It's just such a better environment for therapy and there's no distractions (Fiona).</p> <p>We could implement a play-based interaction between me and the client and also modeling for the parent. I think if it was online that would have been really difficult to implement (Zara).</p>
<b>Benefits to Telepractice Service Delivery</b>	Benefits associated with therapy delivered through telepractice	<p>Telepractice to in-person services</p> <p>Telepractice benefit with travel</p>	<p>After he was online and then came back to in-person, he was a whole new person (Penelope).</p> <p>Kids got stuck in traffic, so we did session through his phone in the car, which had some challenges, but at least he was getting therapy. If in-person, he wouldn't get therapy (Zara).</p>