

Supplemental Material S1. Survey instrument.

Part 1

I have read the consent statement and want to participate in the survey

Yes

No

Part 2

What is your position in Davis School District?

SLP

General Education Teacher

Years of practicing or teaching experience

less than 4 years

5-9 years

10-14 years

15-19 years

20-24 years

more than 25 years

Level of college education

some undergraduate training

undergraduate degree

some master's level training

master's degree

some PhD level training

PhD degree

Current caseload size: (For SLPs only. GE teachers select "does not apply to me")

part-time caseload

full-time case load: less than 30 students

full-time case load: 30-49 students

full-time case load: 50-69 students

full-time case load: 70-89 students

full-time case load: more than 90 students

does not apply to me

Gender

female

male

unassigned

I prefer not to answer

Age

29 or younger
30-39
40-49
50-59
60 or older
I prefer not to answer

Part 3

Yearly screenings (e.g., hearing, vision, reading, etc.) are an effective way of identifying children with developmental difficulties.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

Yearly screening, compared to a referral-based approach, is more effective for identifying school-aged children with language impairment.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

A yearly screening format for language impairment identification would be well-received by district general education teachers.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

A yearly screening format for language impairment identification would be well-received by district speech-language pathologists.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

A yearly screening format would place an unmanageable burden on district speech-language pathologists.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

A yearly screening format would reduce the burden on district general education teachers.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

Resources are limited in the district (e.g., personnel, time constraints, etc.) and therefore would make a yearly screening format for language impairment difficult.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

Current caseload sizes of district speech-language pathologists would prohibit the district moving to a yearly screening format for language impairment identification.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

Parents are a good choice to administer a language screening measure to students.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

District teaching assistants are a good choice to administer a language screening measure to students.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

District speech-language technicians are a good choice to administer a language screening measure to students.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

District general education teachers are a good choice to administer a language screening measure to students.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

Yearly screenings for language impairments could result in an increase in referrals for assessments by district speech-language pathologists. Response to Intervention (RTI) programs represent an effective method for reducing this increase.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

(For SLPs only. GE teachers select "does not apply to me"): I would be willing to see an increase to my caseload due to screening for language impairment in order to better identify students with language impairment.

strongly agree *agree* *neutral* *disagree* *strongly disagree*
does not apply to me

I am aware of research reporting the short and long-term impact of unidentified language impairment in school-aged children.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

I am confident in my ability to identify students with a language disorder using evidence-based assessments.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

I am confident in my ability to help/treat students with a language disorder using evidence-based interventions.

strongly agree *agree* *neutral* *disagree* *strongly disagree*

I feel I received adequate training regarding language impairment in my formal education (e.g., undergraduate, master's, or PhD program).

strongly agree *agree* *neutral* *disagree* *strongly disagree*

Children with language impairment in DSD have been an underserved population as compared to other groups (e.g., Autism, speech/articulation, ADHD, etc.)

strongly agree *agree* *neutral* *disagree* *strongly disagree*

I would support DSD in adopting a yearly screening format over the current referral-based format for the identification of children with language impairment.

strongly agree *agree* *neutral* *disagree* *strongly disagree*