

Supplemental Material S1. Positionality statements.

Emily D. Quinn

I am a speech-language pathologist and researcher in the area of language interventions for children with neurodevelopmental disabilities. My clinical and research interests include parent and teacher implemented language interventions for children with intellectual and developmental disabilities, augmentative and alternative communication, and telepractice. I believe that communication is an essential human right. I believe that all young children deserve high quality early childhood education programs, especially young children with disabilities. I believe that early language intervention can have lasting positive impacts on children's developmental, academic, and social skills. I believe that educators and speech language pathologists have the knowledge and expertise to design intervention programs which advance language and communication skills. My experience suggests that intervention strategies shown to be effective in research settings are difficult to translate to authentic classroom settings for a variety of reasons. My work is motivated in a desire to improve educational outcomes for young children with disabilities.

Kristi Atkins

I am a practicing speech-language pathologist and a researcher. I have focused my career on serving children ages birth to five years of age with a variety of neurodevelopmental needs. My previous research experience has focused on investigating access to services for high risk populations and learning how to best disseminate evidence-based practices in AAC service provision amongst relevant stakeholders. As a clinical researcher, I bring several biases to this work. First, I believe that every child can learn and that communication is a fundamental human right. Additionally, I believe that all children deserve to have access to high quality education that meets their unique learning needs. Based on my clinical experience, I also hold the belief that educational staff in my community experience significant challenges in acquiring the needed skills, experience, and equipment to adequately teach their students with complex communication needs. Within this interview context, I had outsider status to the participants, though I also carried some level of authority within the power dynamic due to my status as a member of a research team operating within a well-known academic health center. Though I attempted to communicate both verbally and in my demeanor that my interests lay only in capturing their experience without judgement, some participants may have felt unintended pressure to provide a "correct" response to questions or potentially skew their descriptions of their experience to put their practices in a more favorable light. My intent was to gain trust by projecting the motives behind the interviews (i.e., my genuine desire to learn more about their experience in order to better meet their needs while considering creation of a novel AAC intervention). As a team, we also strove to mitigate bias by offering each participant opportunities for member checking.

Alexandria Cook

I am a researcher with a background in experimental developmental psychology and 6 years' experience working on speech and language research in an educational setting. I am a white woman who grew up in a middle-class family in the mid-west. I believe everyone deserves access to education and a method of communication. I believe teachers, speech-language pathologists, and other people who work with students with complex communication needs are generally doing what they think is the best for the child given circumstances. I believe that communication instruction and intervention can have positive impacts on children's developmental, behavioral, academic, and social skills. I believe there are many barriers in place against comprehensive education for people with disabilities such as misinformation, low expectations, and lack of funding, among others. My work is motivated by a desire to ensure all people with disability get a chance to communicate with the world.