

Supplemental Material S1. Author positionality statements.

First Author, Emily D. Quinn

I am a speech-language pathologist and researcher in the area of language interventions for children with neurodevelopmental disabilities. As an Assistant Professor in the Institute on Development and Disability in the Department of Pediatrics at Oregon Health & Science University, I lead a team of clinical researchers. My approach to language intervention is informed by social-interactionist theories of language development and my bachelor's degree training with mentorship from Dr. Janice Light at the Pennsylvania State University, master's degree training with mentorship from Dr. David Beukelman at the University of Nebraska and my doctoral degree training with mentorship from Dr. Ann Kaiser at Vanderbilt University. I am trained in Enhanced Milieu Teaching and my approach to language intervention combines naturalistic language strategies and behavioral approaches (e.g., reinforcement, least-to-most prompting hierarchies).

My clinical and research interests include parent and teacher implemented language interventions for children with intellectual and developmental disabilities, augmentative and alternative communication (AAC), 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 is rooted in implementation science research, which 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 by a desire to improve educational outcomes for young children with disabilities.

I also serve as a volunteer executive board member of the Communication Matrix Foundation, private nonprofit 501(c)(3) housed in Portland, OR. The goals of this foundation are to (a) maintain a free or low-cost assessment service for professionals and parents to use as they support individuals who have complex communication needs and (b) create a vibrant and sustaining community to help users make the leap from assessment (using the Communication Matrix) to excellent teaching and learning to support individuals with severe communication disorders.

Second Author, Kim Kurin

I am a research assistant with a Master's degree in developmental psychology and over 10 years' professional experience in early childhood development. I am a white, cisgender woman residing in the pacific northwest. My career interests focus on early language development and accessible, quality preschool education for all children. I believe it is an essential right for children to have access to communication supports and quality education. I recognize that early communication interventions can positively

impact a child's academic, social, and emotional skills, with lasting effects. I also recognize that there are also several barriers that clinicians, educators and families encounter while helping children access comprehensive education and interventions that are tailored to their child's unique communication needs. I believe that early educational professionals and caregivers of young children want the best for a child's development and strive to learn new ways to meet the needs of children in their care.

Third Author, Kristi L. Atkins

I am an associate professor, the director of speech-language pathology at my organization, a practicing speech-language pathologist and a researcher. I hold a master's degree in Speech-Language Pathology and a doctorate of education in Educational Leadership. 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 with a pragmatist worldview, 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.

Fourth Author, Alexandria Cook

I am a Senior Research Assistant employed by the Department of Pediatrics at Oregon Health and Science University. I have a B.A. in Psychology. I have 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 a lot of barriers in place against comprehensive education for people with disabilities such as misinformation, low expectations, and lack of funding among others. I am committed to research that addresses biases based on disability, race, socioeconomic status, rurality, gender, and ethnicity. My work is motivated by a desire to ensure all people with disability get a chance to communicate with the world.