

Supplemental Material S1. Survey protocol.

1) What is your primary work setting? (Select 1)

- Preschool
- Elementary School
- Middle School
- High School

2) What are your secondary work setting(s)? (Select all that apply)

- Preschool
- Elementary School
- Middle School
- High School

3) How many years have you worked as a speech-language pathologist? (Enter a number)

- _____

4) Which of the following is an accurate description of executive functions?

- **They are a set of mental processes used to plan and perform goal-directed behavior**
- They facilitate the cognitive process of converting new knowledge and skills into long-term memory storage
- They are cognitive skills which manage autonomic responses
- They direct mental processing in terms of processing speed, accuracy, and storage

5) Which of the following is NOT a core component of executive function?

- Cognitive flexibility
- **Mental processing**
- Response inhibition

- Working memory
- 6) Which of the following describes the SLP's role in executive function intervention, per the American Speech-Language-Hearing Association (ASHA)?
- Executive functions are not within the SLP's scope of practice
 - Executive functions are not directly within the SLP's scope of practice, though SLPs may serve on interdisciplinary teams to address these deficits
 - Executive functions may be within the SLP's scope of practice only when deficits occur in individuals who also have speech/language/swallowing deficits (e.g., clients with Acquired Brain Injury)
 - **Executive functions are explicitly listed within the SLP's scope of practice**

Establishing common terminology (*begins on next page*)

For the purpose of this survey, executive functions are defined as "The cognitive skills used to plan and perform goal-directed behaviors" (Jones et al., 2016). This definition includes the components of response inhibition, working memory, shifting/flexibility, and extends to more complex skills such as planning, problem-solving, and organization.

- 7) On a scale of 1-5, how would you rate your knowledge in the area of executive functions?
- 5: This is an area of expertise for me
 - 4: I am knowledgeable about executive functions and their interventions
 - 3: I am moderately familiar with executive functions
 - 2: I am not confident in my knowledge of executive functions
 - 1: I have minimal knowledge of executive functions

8) Do you provide services to address executive function deficits?

- I provide services to all students whose executive function deficits impede their learning
- I provide services for executive functions *if and only if* the student is already on my caseload for a communication disorders
- I do not provide services for executive functions

9) What type of direct services do you provide to address executive function deficits?

(Select all that apply)

- I provide direct intervention for executive function deficits in a pull-out setting (e.g., speech room)
- I provide direct intervention for executive function deficits in a push-in setting (e.g., classroom)
- I address executive function deficits within my speech/language therapy, but I do not provide dedicated intervention for these deficits
- I do not provide direct intervention for executive function deficits

10) What type of indirect services do you provide to address executive function deficits?

(Select all that apply)

- I use instructional modifications in my services (e.g., I repeat myself, I use a reduced rate of speech, I break tasks into smaller chunks, I pair auditory cues with visuals)
- I write instructional modifications (see above) into students' IEPs, and train parents/teachers as necessary
- I use environmental modifications in my services (e.g., visual activity schedules, checklists, timers, calendars/planners)
- I write environmental modifications (see above) into students' IEPs, and train parents/teachers as necessary

- I do not provide indirect services for executive function deficits

11) What barriers, if any, prevent you from providing effective services for executive functions? (Select all that apply)

- I do not know enough about executive functions in general
- I do not know how to provide intervention for executive functions
- It is not my role to provide services for executive function deficits
- I don't have materials to provide services for executive functions
- I don't have time to provide services for executive functions
- I don't have enough collaborative support from parents/teachers to provide effective services
- Other: _____

12) What would help (or would have helped) you provide more effective services for executive function deficits? (Select all that apply)

- More training in graduate school
- Professional development
- Better materials for executive function services
- Better collaboration with parents/teachers
- Other: _____

References

- Jones, S. M., Bailey, R., Barnes, S. P., & Partee, A. (2016). *Executive function mapping project: Untangling the terms and skills related to executive function and self-regulation in early childhood (OPRE Report 2016-88)*. Office of Planning, Research, and Evaluation.