

**Supplemental Material S2.** Full results of participants who responded to each question.

**Table S1.** Preferred Teaching Strategies for SLPs and SETs.

Preferred Teaching Strategies	Mean ( <i>M</i> )	Standard Deviation ( <i>SD</i> )
<b><i>SLP 6-16 Preferred Teaching Strategies</i></b>		
Created a treatment plan and/or treatment report	4.27	1.0
Observed instructor demonstrate activities and/or technology	4.18	1.0
Problem-based learning activities (e.g., case studies)	4.18	0.9
Watching videos/film	4.02	0.8
Small-group discussion	3.91	0.8
Lecture	3.89	0.8
Guest lectures from AAC vendors	3.87	1.0
Large-group discussion	3.74	0.8
Resource (book/website/podcast/webinar) review	3.73	0.9
Reading outline/reflection	3.40	0.8
Research project/paper	3.27	0.9
<b><i>SET 6-16 Preferred Teaching Strategies</i></b>		
Small-group discussion	4.11	0.6
Guest lectures from AAC vendors	4.07	0.8
Created a treatment plan and/or treatment report	4.05	1.0
Created an assessment plan and/or assessment report	3.94	1.0
Created or programed a page or board	3.91	1.2
Resource (book/website/podcast/webinar) review	3.86	0.7
Large-group discussion	3.83	0.6
Watching videos/film	3.81	0.8
Lecture	3.65	0.7
Reading outline/reflection	3.53	0.8
Research project/paper	3.30	0.9

*Note.* The top 6–16 preferred teaching strategies for SLPs and SETs ranked by mean. Standard deviations for number scale ratings are also provided. Ratings are based on a 5-point scale from 1 (*extremely unimportant*), to 5 (*extremely important*).

**Table S2.** Multidisciplinary Inclusion in AAC Courses.

Multidisciplinary Inclusion	SLP (%)	SET (%)
<b><i>Dedicated AAC Course(s)</i></b>		
<b>Incorporated students from other related disciplines (e.g., SPED, OT, PT).</b>	( <i>n</i> = 45)	( <i>n</i> = 61)
Yes	13.3%	*60.7%
No	*86.7%	39.3%
<b>Rate how much you agree with the statement: It was beneficial incorporating multidisciplinary students in my AAC class(es).</b>	( <i>n</i> = 6)	( <i>n</i> = 34)
Strongly disagree	16.7%	11.8%
Somewhat disagree	0.0%	5.9%
Neutral	0.0%	5.9%
Somewhat agree	*50.0%	32.4%
Strongly agree	33.3%	*44.1%
<b>Would you have liked multidisciplinary students to be included in AAC class(es)?</b>	( <i>n</i> = 38)	( <i>n</i> = 22)
Yes	*78.9%	*90.9%
No	21.1%	9.1%

*Note.* SLP and SET responses for overall preference toward multidisciplinary inclusion in AAC courses. The number of SLPs and SETs completing this question is provided (*n*), alongside percent response for each answer item. Simple majority responses for SLPs and SETs are marked by \*. This majority response does not reflect statistical significance.

**Table 3.** Preferred Teaching Topics for SLPs and SETs.

Preferred Teaching Topics	Mean ( <i>M</i> )	Standard Deviation ( <i>SD</i> )
<b><i>SLP 6-16 Preferred Teaching Topics</i></b>		
Special populations (e.g., autism, cerebral palsy)	4.50	0.8
Working with families and/or other professionals	4.50	0.8
Mobile applications (apps) and other software (options)	4.46	0.8
Measuring progress (i.e., data collection, measurement of outcomes)	4.46	0.7
Goal writing (long- and short-term goals)	4.45	0.8
Identifying a symbol selection method (e.g., switches, eye gaze)	4.43	0.9
Systems options and software programming (customization)	4.41	0.9
Positioning individuals for assessment and intervention	4.41	0.7
Mounting AAC system for the individual's optimal access	4.11	0.8
<b><i>SET 6-16 Preferred Teaching Topics</i></b>		
Vocabulary selection (e.g., core words, fringe words)	4.48	0.6
Identifying a symbol selection method (e.g., switches, eye gaze)	4.47	0.6
Evidence-based practice in AAC	4.44	0.5
Positioning individuals for assessment and intervention	4.35	0.7
Goal writing (long- and short-term goals)	4.34	0.7
Mounting AAC system for the individual's optimal access	4.34	0.7
Mobile applications (apps) and other software (options)	4.33	0.7
Systems options and software programming (customization)	4.27	0.7
Symbol sets and organization	4.24	0.7

*Note.* The top 6–14 preferred teaching topics for SLPs ranked by mean. Standard deviations for number scale ratings are also provided. Ratings are based on a 5-point scale from 1 (*extremely unimportant*), to 5 (*extremely important*).

**Table 4.** Self-Perceived Competencies Following Dedicated AAC Course(s).

	SLP (%)	SET (%)
<b>Rate how much you agree with the statement: My AAC class(es) provided me with an adequate foundation to improve the communication skills of my students through the use of augmentative communication options.</b>	( <i>n</i> = 44)	( <i>n</i> = 56)
Strongly disagree	4.5%	7.1%
Somewhat disagree	9.1%	10.7%
Neutral	9.1%	28.6%
Somewhat agree	*50.0%	*48.2%
Strongly agree	27.3%	5.4%

*Note.* SLP and SET responses for self-perceived competencies immediately following dedicated AAC course(s). The number of SLPs and SETs completing this question is provided (*n*), alongside percent response for each answer item. Simple majority responses for SLPs and SETs are marked by \*. This majority response does not reflect statistical significance.