

Supplemental Material S2. Sample SLP profiles.

Sample SLP 1 - Professionally Centered

Lindsey is a White female between 20 and 29 years old. She works in preschool and elementary settings in a rural community.

Lindsey seems to believe parents play important roles in their children's learning. But, she categorizes families as being either good or "hard cases." Although she explains she feels lucky about most of the families that she works with, she characterizes many other families with negative descriptors, seemingly families from lower socioeconomic status. She labels some parents "aggressive," describes them as having poor social-emotional health, and says "of course their kid would be talking more if they did more at home." She seems to see parents as primarily being in need of her expertise, rather than also having something to offer. She acknowledges that the pandemic has put more responsibility on parents, saying that this "can be good" as long as parents realize the impact they have.

Although Lindsey seems to believe that working with parents is an important part of her role, there is a lot of tension in how she talked about this part of her work. The tension she feels about her role seems to have been amplified by the way her role changed during the pandemic. On one hand, she says that she thinks it's important that service providers provide parent coaching, listen to parents, and build rapport and trust with them. However, she also says that she doesn't really feel like she is a speech-language pathologist when she is focused on parents. Instead, she sees her role as being focused on providing direct services to kids. Interestingly, she explains that she believes she and other service providers often give up on working with families—or at least push it aside—because they feel like they can't change anything about children's home lives. So, they focus instead only on what is going on at school.

The way that Lindsey talks about her own interactions with families of the children she serves is also filled with some tension. She explains that she has been communicating much more with parents during the pandemic, including providing them information so that they can use strategies at home, and texting more frequently with them. However, she also explains that she couldn't really think of times in the last several months where she actively collaborated with parents, made decisions together, or actively sought their feedback, input, or insight to help her adjust what she was doing. She also explains that she has avoided giving parents specific feedback because she doesn't want to overload or overwhelm families. Instead, she has mostly let the special education teacher be the one to be in contact with families.

Lindsey explains that the pandemic has been challenging because many families in her school district come from lower socioeconomic backgrounds and have limited access to technology and the internet. She stated that she believes that the biggest challenge to building collaborative relationships with families is related to families themselves. Specifically, she feels that some parents don't value what she does as a speech-language pathologist and don't want to communicate or collaborate with her. She states that she can't build a relationship if parents aren't going to reciprocate. She told a few stories about difficult interactions with parents that have seemed to have a rippling effect on how she approaches interacting with families. For example, she says that she feels she has to constantly watch what she says and does so that parents don't take legal action, and that she feels on edge around some families. She also mentions working with parents who themselves have disabilities and went through the special education. She describes these families thinking that they "know everything" because they went through it, but she disagrees. She notes that they don't understand her or what she has to say.

Lindsey seems to feel a personal loss about the change in her role during the pandemic. She explains that she knows that she still is providing speech-language therapy, but that she doesn't feel like it when she isn't working directly with the kids. She describes some positive things that she has seen come out of the pandemic—such as some (but not all) parents understanding more what therapy looks like, getting more involved, and even seeming excited to get on videoconferencing calls with their kids. Although she says that some children are making good progress because of these things, she also says that she doesn't in general feel like she's giving her kids what they need.

Sample SLP 2 – Family-allied

Evelyn is a White female between the ages of 30 and 39. She works in elementary, middle, and high school settings in an urban community.

Evelyn emphasizes the importance of parent/caregiver "buy-in" about AAC, explaining that buy-in is important because parents are in their children's lives much longer than the SLP. She says she didn't work much with families before the pandemic, and that her goal now is to teach the parent how to be "her" in their home. She likens this to training the parent to be her hands or to be an SLPA (speech-language pathology assistant). With this, Evelyn acknowledges that parents are overwhelmed during the pandemic. She says that because of the pandemic she "can only do for her students what parents themselves can do," and she sees that many parents are already way beyond max capacity.

Evelyn explains she feels her role and parents' roles have shifted and become "muddy" with telepractice. In general, she believes that her role is to share her knowledge about language and language development, doing things like directing what the child is working on, explaining those goals and strategies to parents, and programming vocabulary for AAC devices. She believes therapists need to break things down for parents because parents/caregivers don't have the same understanding of language and communication as SLPs. Although she describes feeling excited that parents are taking on more with AAC in the home, she also misses working hands-on with kids. She explains that she doesn't want to do telepractice and parent coaching for the rest of her career and feels she can make a bigger impact doing direct therapy.

Evelyn describes her current services as a mixture of direct services and parent coaching/consult, which is different than before the pandemic. She communicates with parents a lot more now because of the pandemic, including during sessions held with video conferencing technology, by checking-in with parents once a week or so, and by sending emails and materials (e.g., information about communication development or strategies, materials such as symbol sequences to access target words on AAC devices). She says that most of this communication is focused on telling parents what they can do to help—such as what they should or should not do during videoconferencing sessions. She says that she likes to hear from parents and have them share information or ask questions because it can help them be more "bought-in." But, it sounds like getting input from parents happens fairly infrequently. She also says that she feels providing emotional support is more a part of her job than it has been in the past, and that one of her priorities is to support families and to make their lives easier, not harder. She says that if she can't get families the help they need, she reaches out to others in her school.

Evelyn works in both private practice and school settings, and she explains that she finds it easier to work with parents in private practice. From her perspective, the private practice families are very involved in their children's learning and services because they have sought out and are paying for services, either personally or through insurance. On the other hand, she believes that families receiving services through the school do see the importance of services, but they often miss videoconferencing sessions and are less involved. She explains that she feels the things that impact collaboration with families seem like they are out of her control—things like families' competing demands and inadequate access to technology.

Evelyn says that she has learned a lot from the pandemic, including how important family buy-in and family education are for AAC success. She now believes she should have been working with families a lot more before. Even though she is happy that parents get to see more and be more involved in therapy, she seems to have mixed feelings about what her interactions with families have been like. For instance, she says that she feels students will be better off in the long-run because their parents will have skills and knowledge about AAC, but she also feels that students are making less progress. She says she finds it hard to "let go" when she believes students can do more but families are too stressed. She says that even though it is good that students are using AAC more at home now, they are still using it less at home than they used to at school.

Sample SLP 3 – Family-focused

Vivian is a Black female between 30 and 39 years old. She works in a pediatric clinic in a suburban community.

Vivian explains that she believes parents want what is best for their children and know their children well. However, she says that parents have many competing demands and stressors that can make it challenging to collaborate with them and for them to support their child's learning, even when parents are committed to doing so. She also brings up the idea that the weight of these demands is unequal across families, especially with the pandemic. Thus, she sees parents as coming to the table with different strengths and needs. Although Vivian isn't very explicit about how she sees her role, she describes herself as the kickstarter who gets parents set up and going. She says that she believes she is responsible for being flexible and responsive to parent's needs, which is something that has changed for her as a result of the pandemic because she is working to be even more responsive to the families she is working with.

Although she didn't before the pandemic, Vivian explains that she now approaches goal-setting, problem-solving, and planning collaboratively with the parents, and even says that parents actually take much of the lead. Communication with families is also more frequent, especially texting. Vivian explains that she uses text messaging because families prefer it and respond more to text than emails. She explains that she feels comfortable in her relationships and thinks that parents are too because they can communicate casually, using things like text messaging—to her, this type of communication signals that they have built a strong rapport and relationship, that the families trust her. Related to actual sessions, she explains that she involves parents/caregivers and other family members such as siblings in the sessions, including by providing training and support so that these family members can model AAC and help the child be engaged in the session. She also describes sharing materials through mail and working to support families in other ways, such as listening and responding to challenges they are experiencing with their child's school, letting them know it's okay to take a break from services, and connecting them with other resources (e.g., to address food insecurities).

Vivian explains that she has found being flexible and responsive to parents as being one of the best ways to support good communication and relationships. She also feels that telepractice itself has been useful in facilitating stronger collaboration with families. That said, she has still experienced challenges. Many of the families she serves have limited technology access and/or comfort with technology. She also acknowledges that the families she works with have many competing demands on their time and energy. Another challenge that has marked much about Vivian's experiences relates to language barriers when working with Spanish-speaking families, especially because she does not feel she has the resources or administrative support she needs. She also feels like she is concerned for herself about becoming burnt out, particularly because she wants to be responsive to families but is spending so much time responding to parents (e.g., responding to texts/emails/calls on the weekends). When talking about things that have resulted from working with families during the pandemic, Vivian shares that she feels closer with the parents she works with, and that seeing more about her students' home and family life has helped her be more understanding and compassionate. She also shares that she has seen parents taking more of the lead and doing more with AAC because they feel more invested, feel more comfortable, and have gotten to see their child's progress more. However, she worries this might put a lot on parents, especially who are balancing work and other children.