

Supplemental Material S4. Standards for reporting descriptive research methods checklist (O'Brien et al., 2014).

Item	Explanation
Qualitative approach and research paradigm	Case study; constructivist: the researcher's values and dispositions may influence knowledge that is constructed through interaction with the phenomenon under examination
Researcher characteristics and reflexivity	The researcher is a white, cis-gender woman from a middle-class background, a faculty member at a public institution, and a speech-language pathologist. She holds the following relevant assumptions: Developmental language disorder is a lifelong condition that affects long-term wellbeing; small participant samples provide meaningful information on developmental language disorder and other conditions. She had only met with participants over Zoom to complete standardized language assessment prior to participants contributing study data.
Context	Participants' contributed study data remotely using Qualtrics surveys, and completed standardized language assessment over Zoom from their home environment.
Sampling strategy	Participants were recruited from the University of Connecticut undergraduate population, nearby dyslexia and learning centers, and via Facebook advertisements. Parents were included to provide additional background/sociodemographic data. Participants were included in the study per developmental language disorder eligibility. Sampling was discontinued due to internal small grant funding completion and the researcher transitioning to a new institution.
Ethical issues pertaining to human subjects	The University of Connecticut Institutional Review Board approved this study; participants provided explicit verbal and written consent.
Data collection methods	Standardized assessment data were collected over Zoom with the researcher; all other data were collected remotely using Qualtrics survey questionnaires without the researcher present.
Data collection instruments and technologies	Instruments: Clinical Evaluation of Language Fundamentals Fifth Edition; Wechsler Abbreviated Intelligence Scale; Grammaticality Judgement; ASD-Quality of Life Scale; Satisfaction with Life Scale; Sociodemographic and background history questionnaire; Technologies: Zoom; Qualtrics
Units of study	$n = 5$; all participants completed language assessment and Qualtrics surveys; See Supplemental Materials for complete information on units collected.
Data processing	All data were collated via Qualtrics, Excel, and R statistical software; all data are de-identified and available in Supplemental Materials and all responses are reported veridically, though abbreviated in Supplementary Materials Tables 3 and 5; numerical values were aggregated to yield summary statistics.
Data analysis	Quantitative associations between language performance and quality of life indicators were pearson correlations; qualitative associations were identified by iteratively reviewing quality of life responses for high/low values, and by iteratively identifying the presence of risk factors and reporting levels of other data, such as quality of life, for each participant presenting with risk factors.
Techniques to enhance trustworthiness	Data were self-reported remotely via Qualtrics surveys and are reported in full in supplemental materials; thus all qualitative results and conclusions may be substantiated independently.