

Supplemental Material S1. Survey questions.

Q1 Which of the following titles do you hold in your current position?

- A. Speech-Language Pathologist with ASHA certification (CCC-SLP)
- B. Speech-Language Pathologist (state license only, not ASHA certified)
- C. Clinical Fellow (CF-SLP)
- D. Speech Language Pathology Assistant (SLPA)
- E. None of these apply to me

Q2 In what type of setting do you currently provide the majority of your speech and language services?

- A. Medical (hospitals, rehabilitation, skilled nursing facilities, home health)
- B. Education (including early intervention, preschool, primary schools, secondary schools)
- C. Private practice

Q3 Have you ever received training in how to work on teams with other professionals in a school setting?

- A. Yes
- B. No
- C. N/A

Q4 What area(s) has your team/teamwork training addressed? (select all that apply)

- A. How to work with individuals of other professions to maintain a climate of mutual respect and shared values.
- B. How to use the knowledge of one's own role and those of other professions to appropriately assess and address students' educational needs.
- C. How to communicate with students, families, communities, and professionals in education and other fields in a responsive and responsible manner that supports a team approach to the assessment and treatment of students' educational needs.
- D. How to apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate student/family-centered services, programs, and policies that are safe, timely, efficient, effective, and equitable.
- E. N/A

Q5 How would you rate the amount of training you have had to prepare you to collaborate effectively on teams with other education professionals?

- A. Too much
- B. The right amount
- C. Not enough
- D. N/A

Q6 How prepared do you feel to collaborate effectively on teams with other education professionals?

- A. Very prepared
- B. Somewhat prepared

- C. Not very prepared
- D. Not prepared at all
- E. N/A

Q7 How prepared do you feel to lead a team of various education professionals?

- A. Very prepared
- B. Somewhat prepared
- C. Not very prepared
- D. Not prepared at all
- E. N/A

Q8 During the 2016-2017 school year, how did the education professionals at your school make decisions about evaluation? (e.g. whether an evaluation was needed, and if so, the areas to be assessed)

Select the option that represents the process you most frequently used.

- A. Each education professional met separately with the child's family to discuss the child.
- B. The education professionals met together as a group. Decisions about areas to be assessed were made independently by each education professional and reported to the group, without input from others. Typically, the child's family was present but played a minor role in the discussions.
- C. The education professionals always met together with the child's family. The family was an integral part of the team. Decisions about evaluation were discussed and made as a team.
- D. Other (please describe) _____
- E. N/A

Q9 During the 2016-2017 school year, after parent permission for special education testing was obtained from a child's parent/guardian, what was the process for evaluation?

- A. Education professionals conducted separate evaluations by disciplines and did not share results before the eligibility meeting.
- B. Team members conducted separate evaluations by discipline and shared results before the eligibility meeting.
- C. Team members collaboratively evaluated the child. (i.e. The child was evaluated by multiple education professionals at the same time, some refer to this as an arena evaluation OR team members collaboratively developed an evaluation plan, shared results, and collaboratively developed recommendations prior to the meeting.)
- D. Other (please describe) _____
- E. N/A

Q10 During the 2016-2017 school year, which other professionals did you work on teams with to conduct evaluations? (select all that apply)

- A. Classroom teachers
- B. Special education teachers
- C. Reading specialists
- D. Occupational therapists
- E. Physical therapists

- F. Developmental specialists
- G. School nurses
- H. ESL teachers
- I. Guidance counselors
- J. School psychologists
- K. Educational Audiologists
- L. School Social Workers
- M. Other (please list) _____
- N. N/A

Q11 During the 2016-2017 school year, which of these best describes how initial eligibility meetings were typically conducted?

- A. Each education professional reported the results of his/her discipline-specific evaluation(s) during the initial eligibility meeting. The decision for whether the child met eligibility was based primarily on discipline-specific evaluation results.
- B. Each education professional reported the results of his/her discipline-specific evaluation(s) during the initial eligibility meeting. All members of the team discussed the results and decided together whether the child met eligibility for special education services based mostly on discipline-specific evaluation results, with little parent input.
- C. Evaluation results were discussed by all members of the team (i.e. educational professionals and family members). The family was an integral part of the team and provided information regarding the child's strengths and weaknesses. The child's eligibility was a team decision based on the child's strengths and weaknesses, the family's priorities and concerns, as well as the evaluation results.
- D. Other (please describe) _____
- E. N/A

Q12 During the 2016-2017 school year, which of these best describes how treatment plans were developed once a child was found eligible for special education services?

- A. Education professionals developed discipline-specific goals. Parents provided minimal input regarding goals. Goals were not shared with the rest of the team prior to the planning/Individualized Education Plan meeting.
- B. Education professionals developed discipline-specific goals. Some of the education professionals may have worked collaboratively with the parent to develop the goals.
- C. Education professionals collaborated with the child's family in developing a plan together based on concerns, priorities, and resources.
- D. Other (please describe) _____
- E. N/A

Q13 During the 2016-2017 school year, which of these best describes how treatment was implemented when a child had an Individualized Education Plan (IEP)?

- A. Education professionals only targeted discipline-specific goals.
- B. Education professionals targeted discipline-specific goals. Team members had regular communication with other education professionals about the students' progress towards meeting the discipline-specific goals.

- C. Team members shared responsibility for the implementation of interventions targeting all treatment goals. Team members regularly communicated about the child's progress. They may have engaged in joint intervention sessions.
- D. Other (please describe) _____
- E. N/A

Q14 During the 2016-2017 school year, with which other professionals did you work collaboratively with on teams to provide treatment? (select all that apply)

- A. Classroom teachers
- B. Special education teachers
- C. Reading specialists
- D. Occupational therapists
- E. Physical therapists
- F. Developmental specialists
- G. School nurses
- H. ESL teachers
- I. Guidance counselors
- J. School psychologists
- K. Educational Audiologists
- L. School Social Workers
- M. Other (please list) _____
- N. N/A

Q15 Select all barriers to your participation on teams with other professionals during the 2016-2017 school year.

- A. Teamwork is not a priority right now in my workplace
- B. Time constraints/scheduling
- C. I don't have enough training to work collaboratively on teams with other disciplines
- D. Lack of support from my employers/administration
- E. Resistance from professionals in other disciplines (i.e. classroom teachers, reading specialists, etc.)
- F. Resistance from other SLPs in my workplace (i.e. city, county, district)
- Other (Please provide reason(s))

Q16 Please rank the following barriers to your participation on teams with other professionals during the 2016-2017 school year (i.e. Biggest barrier = 1, Smallest barrier = 6).

- _____ Teamwork is not a priority right now in my workplace
- _____ Time constraints/scheduling
- _____ I don't have enough training to work collaboratively on teams with other disciplines
- _____ Lack of support from my employers/administration
- _____ Resistance from professionals in other disciplines (i.e. classroom teachers, reading specialists, etc.)
- _____ Resistance from other SLPs in my workplace (i.e. city, county, district)

Q17 Do you plan to engage on teams with other education professionals for service delivery in the future?

- A. Yes
- B. No
- C. N/A

Q18 Which of the following would you need to increase your engagement on teams with other education professionals?

- A. More funding
- B. More training on how to collaborate effectively
- C. Administrative support
- D. A smaller caseload
- E. More support from professionals of other disciplines
- F. More support from other SLPs in my workplace
- G. No additional resources needed
- H. Other (please list) _____
- I. N/A

Q19 Please rank the following items by the likelihood that they would increase your engagement on teams with other education professionals (i.e. Most likely to increase your engagement = 1, least likely to increase your engagement = 6).

- _____ More funding
- _____ More training on how to collaborate effectively
- _____ Administrative support
- _____ A smaller caseload
- _____ More support from professionals of other disciplines
- _____ More support from other SLPs in my workplace

Q20 If additional training or support were offered for collaboration on teams with different education professionals, would you be willing to participate?

- A. Yes
- B. No
- C. Maybe
- D. N/A

Q21 Please rank the following four areas, in their order of interest to you, for additional team training or support.

- _____ How to work with individuals of other professions to maintain a climate of mutual respect and shared values.
- _____ How to use the knowledge of one's own role and those of other professions to appropriately assess and address students' educational needs.
- _____ How to communicate with students, families, communities, and professionals in education and other fields in a responsive and responsible manner that supports a team approach to the assessment and treatment of students' educational needs.

_____ How to apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate student/family-centered services, programs, and policies that are safe, timely, efficient, effective, and equitable.

Q22 What training format would you prefer for additional team training?

- A. School district-sponsored training events
- B. State or regional-sponsored training events
- C. Sessions at state Speech-Language-Hearing Association conferences
- D. Print-based materials (such as newsletters, articles, and reports)
- E. Webinars
- F. Online resources available on demand or as needed
- G. Individualized coaching/mentoring
- H. Small group coaching/mentoring
- I. Other (please list) _____
- J. N/A

Q23 In which state do you primarily work?

- A. Alabama
- B. Alaska
- C. Arizona
- D. Arkansas
- E. California
- F. Colorado
- G. Connecticut
- H. Delaware
- I. District of Columbia
- J. Florida
- K. Georgia
- L. Hawaii
- M. Idaho
- N. Illinois
- O. Indiana
- P. Iowa
- Q. Kansas
- R. Kentucky
- S. Louisiana
- T. Maine
- U. Maryland
- V. Massachusetts
- W. Michigan
- X. Minnesota
- Y. Mississippi
- Z. Missouri
- AA. Montana
- BB. Nebraska
- CC. Nevada

- DD. New Hampshire
- EE. New Jersey
- FF. New Mexico
- GG. New York
- HH. North Carolina
- II. North Dakota
- JJ. Ohio
- KK. Oklahoma
- LL. Oregon
- MM. Pennsylvania
- NN. Rhode Island
- OO. South Carolina
- PP. South Dakota
- QQ. Tennessee
- RR. Texas
- SS. Utah
- TT. Vermont
- UU. Virginia
- VV. Washington
- WW. West Virginia
- XX. Wisconsin
- YY. Wyoming

Q24 Describe the geographic location of your workplace.

- A. Rural
- B. Urban
- C. Suburban
- D. N/A

Q25 What is your average monthly caseload size? Count each child once.

- A. Under 20 students
- B. 20 to 39 students
- C. 40 to 59 students
- D. 60 to 79 students
- E. 80 to 99 students
- F. 100 or more students
- G. N/A

Q26 What is the highest Communication Sciences and Disorders degree you hold?

- A. Doctorate
- B. Master's degree
- C. Bachelor's degree
- D. Less than Bachelor's degree

Q27 How many years have you worked as a speech-language pathologist in a school setting including this academic year?

- A. 0 years (this is my first year working in the schools)
- B. less than 5 years
- C. 5 to 9 years
- D. 10 to 14 years
- E. 15 to 19 years
- F. 20 to 24 years
- G. 25 or more years
- H. N/A

Q28 What is the age of the students on your caseload? (Select all that apply)

- A. Birth to 3
- B. 3-5 (Preschool)
- C. Elementary school
- D. Middle school
- E. High school
- F. N/A