

Supplemental Materials. Survey sent to reading teacher participants.

1. How many years have you worked as a licensed reading teacher/interventionist/specialist?
2. Enter the percent of the time you currently work as a reading teacher in each of the following settings:

Preschool Elementary school Middle School High school
3. Indicate the number of years you have worked at your current employment setting:
4. Currently, how many different schools do you provide reading instruction to children?
5. Currently, how many children with reading delays/disorders do you work with directly (do not include those you provide consultative services)?
6. Which of the following is the most frequent service delivery option you use when working with children with reading delays/disorders?
[have a button they can select only one of the following]
 - Pull-out services only
 - In-classroom services only
 - Consultation with classroom teachers only
 - Combination of pull-out and in-class room services
 - Combination of pull-out and consultation
 - Combination of in-classroom and consultation
7. Of the children you are currently directly providing services for, approximately what percentage of those are also receiving services from a speech-language pathologist (SLP); indicate one:

0 – 25% 25 – 50% 50 – 75% 75 – 100%
8. Please indicate which best describes the frequency you currently collaborate with an SLP regarding children you are directly serving:

Never Seldom/rarely Sometimes Frequently/Often

9. Please indicate your level of agreement for the following statements:

	Strongly agree 1	2	3	4	Strongly disagree 5
The SLPs I have worked with have shown an interest in collaborating with me.					
SLPs I have worked with are trained to work on the development of children's reading skills.					
The SLPs I have worked with have the time to work on children's reading skills.					
Intervention for reading skills should be the responsibility of the reading teacher and/or classroom teacher					
There is administrative support for SLPs in my school district to work on children's reading problems.					
SLPs have the knowledge about curricular expectations in order to provide appropriate reading intervention.					
There is evidence to support that SLPs can help children develop reading skills.					

10. When you have collaborated with an SLP, indicate type of collaboration used most frequently; choose only one of the following:

- ☐ Discussed child's educational program infrequently.
- ☐ Regularly scheduled meetings to discuss the child's educational program (not including IEP meeting times).
- ☐ We have established shared goals and objectives for children on our caseloads.
- ☐ We provide instruction through team teaching in either regular education room or special education room.
- ☐ I have not collaborated with an SLP regarding reading delays/disorders.

11. Please indicate your level of agreement with the following statements:

	Strongly agree 1	2	3	4	Strongly disagree 5
Providing intervention for written language is part of SLPs professional responsibility.					
I support having the SLPs in my work setting provide written language intervention.					
SLPs in my work setting help collect and analyze school-wide data on children's literacy skills.					

SLPs at my work setting are typically a part of in-service opportunities on written language development, instruction, and/or intervention.					
The children I see for written language intervention also usually have oral language delays/disorders.					
It is appropriate for SLPs to assess the written language skills of children referred for oral language concerns.					
The SLPs I have worked with have provided intervention for written language for children on their caseload.					
I have sought the expertise of an SLP to help with children I see for written language difficulties.					
An SLP has sought out my expertise in written language to help with children on his/her caseload.					

12. Please indicate your level of agreement with the following statements:

	Strongly agree 1	2	3	4	Strongly disagree 5
Children who have difficulty producing speech sounds correctly are also likely to have difficulties learning to read.					
Children who have poor vocabulary skills are also likely to have difficulties learning to read.					
Children who have poor grammar skills are also likely to have difficulties learning to read.					
Children who have poor social skills are also likely to have difficulties learning to read.					
Children who stutter are also likely to have difficulties learning to read.					

13. Please indicate your level of agreement with the following statements:

	Strongly disagree 1	2	3	4	Strongly agree 5
SLPS have the knowledge and skills to provide phonological awareness instruction.					
SLPS have the knowledge and skills to provide print awareness instruction.					
SLPS have the knowledge and skills to provide phonics and spelling instruction.					
SLPS have the knowledge and skills to provide word analysis (root words; affixes) instruction.					

SLPS have the knowledge and skills to provide reading Comprehension instruction.					
SLPS have the knowledge and skills to provide instruction to improve reading fluency.					
SLPS have the knowledge and skills to improve children's vocabulary skills.					
SLPS have the knowledge and skills to improve children's ability to write narratives (fictional and expository).					
SLPS have the knowledge and skills to improve children's ability to orally produce narratives (fictional and expository).					

14. Please indicate your level of agreement with the following statements:

	Strongly disagree 1	2	3	4	Strongly agree 5
SLPS should play a role in literacy instruction with children who have autism.					
SLPS should play a role in literacy instruction with children who use communication devices as a primary method of communication.					
SLPS should play a role in literacy instruction with children who stutter.					
SLPS should play a role in literacy instruction with children who are hearing impaired.					
SLPS should play a role in literacy instruction with children who are learning disabled.					
SLPS should play a role in literacy instruction with children who have speech sound errors.					
SLPs should play a role in literacy instruction for children who are learning English as a second language.					
SLPs should play a role in literacy instruction for children who have oral language delays.					
SLPs should play a role in literacy instruction for children who have cognitive delays.					

15. Please add any additional comments about collaborating with SLPs when working with children who have reading delays/difficulties.