Supplemental Material S1. Coded factors impacting the perceived effectiveness of AAC telepractice, with descriptions and example quoted survey responses.

Code name	% of SLPs	Description	Example survey responses
Broader factors			
Sudden shift	10%	Contextual determinants related to 'emergency' use of telepractice because of the pandemic, including lack of time to prepare, plan, or gain training because of the sudden shift.	• "We were unfortunately thrown into this without planning and training and will be much better prepared if the need arises" (SLP #253) • "We just didn't have enough time to prepare for this and develop a knowledge base before COVID" (SLP #147)
Policies and funding	2%	Contextual determinants related to policies that limited or supported effective use of telepractice (at any level—school, district, state, national), including policies related to funding for telepractice.	• "Administrative policies are a challenge" (SLP #218) • "Wondering if it [telepractice] is actually paid for" (SLP #216)
Practice-level factors			
Technology access and limitations	41%	Any facilitators or barriers related to technology, including issues of access (e.g., access to laptops or other devices for telepractice, reliable internet) and issues of the features and/or limitations of technology such as videoconferencing platforms.	• "Faulty technology or weak Wi-Fi connections has caused the most issues" (SLP #299) • "There are problems with delayed audio and difficulty hearing the child" (SLP #322) • "Technology issues—video and internet" (SLP #285)
Nature and type of services	51%	Any facilitators or barriers related to the nature of services being provided, including the extent to which services were focused on being direct or consultation/coaching services. This includes how telepractice 'blurred' the lines between direct and consultation/coaching services.	• "Success in using telepractice, even direct services, with children who use aided AAC depends largely on parent buy-in and parents' ability to facilitate learning while managing behaviors" (SLP #330) • "A challenge [with direct services] is consistent caregiver support for student participation" (SLP #323) • "Parent coaching is necessary now where it wasn't before" (SLP #328)
Child-related factors			
Communication system and communicative competence	5%	Any facilitators or barriers related to how the child communicates, including the type of AAC used (e.g., high-tech, low-tech, alternate access such as switch use or eye gaze) and the child's communication skills or proficiency with AAC.	• "Eye gaze technology required the child to see my screen and go back to her device, which is a skill way above her level" (SLP #289) • "It's more challenging because the student just received the [AAC] device." (SLP #157)

Other characteristics and support needs	20%	Any facilitators or barriers related to other characteristics or support needs of the child (e.g., age, ability or willingness to attend to a person on the screen, need for in-person prompting or reinforcement, computer skills, hearing or visual impairments, need for breaks and movement).	• "The student is young and distractible" (SLP #224) • "The majority of my caseload clients have ASD. They need more breaks/sensory breaks and usually can't sit down long before needing a break." (SLP #213) • "Students with CVI or other visual and hearing impairments" (SLP #221)

Family-related factors

Involvement/ availability	52%	Any facilitators or barriers related to the extent to which parents or other family members were able to be present and engaged during telepractice sessions, including parents' attention during a session, other competing demands for parents (e.g., work, other children), and parent beliefs about their role during telepractice sessions.	• "If the parent is involved and eager, then progress is usually easy. If it is all direct treatment, progress is sometimes difficult." (SLP #309) • "Some of my students are doing well with teletherapy, and some of my students are not. A lot of it depends on how motivated their caregivers are to participate during the sessions" (SLP #20)
Comfort with technology	7%	Any facilitators or barriers related to the familiarity of parents/family members with technology for telepractice, their 'tech-savviness', and their ability to troubleshoot technology.	• "Whether families can navigate setup of the technology" (SLP #99) • "Parents' technology skills" (SLP #54)

Professional-related factors

SLP knowledge/ resources	32%	Any facilitators or barriers related to SLPs' knowledge or skills for AAC telepractice (including both related to telepractice and AAC itself), along with the supports and resources that might help SLPs in these areas (e.g., training, telepractice equipment, access to an AAC device that matches the child's, administrative support).	• "Not having the app to model was a challenge at first, but I contacted the company and was granted a free copy. So now I am able to model using the document camera" (SLP #109) • "My lack of confidence in AAC is the biggest challenge" (SLP #136) • "I need and want more training" (SLP #271)
SLP time/demands	7%	Any facilitators or barriers related to time demands on the SLP, including challenges in planning telepractice sessions (e.g., feeling that more time is required), and workload due to caseload size, changes with service delivery resulting from the pandemic, etc.	• "The time needed to create activities" (SLP #245) • "High caseload" (SLP #243) • "Increased workload due to inability to see the remainder of my caseload within groups/classroom settings" (SLP #153)
Other services	6%	Any facilitators or barriers related to working with teachers, other therapists, or school administrators (e.g., teachers own difficulty with telepractice, collaboration).	• "[A challenge has been] scheduling consultations with school staff members and ensuring that recommendations are carried throughout the student's day" (SLP #103)

Interactions among stakeholders

Home environment	10%	Any facilitators or barriers related to the home environment and its impact on the child's ease and ability to participate in telepractice sessions, including materials available in the home, distractions or quiet in the home, etc.	• "Reduced structure at home makes it difficult to engage kids in therapy" (SLP #295) • "Motivating activities in the house that the SLP can use" (SLP # 228)
Family AAC comfort	27%	Any facilitators or barriers related to the knowledge, skills, comfort, or actions of parents or other family members related to supporting their child's communication, particularly with AAC (e.g., knowledge about AAC system, implementation of suggestions from an SLP, beliefs in their own abilities to support their child's communication).	• "The barriers I am having are the fact that the parents are over modeling and cueing for the students to where they are not doing their work independently. In school the students are using their devices independently, but at home they are either not using them at all, or when we do direct services, the parent is pointing to each button for them to push" (SLP #100) • "Most parents are learning to use the device alongside their child. I am often teaching both of them at the same time, which can be chaotic" (SLP #183)
Access to AAC at home	7%	Any facilitators or barriers related to having access to AAC at home and during telepractice sessions, ranging from having/not having the AAC system at home to having/not having it ready for use (e.g., close by and charged).	• "Some school districts do not allow the AAC system to travel with the child to their home, which impacts their ability to communicate consistently across environments" (SLP #103) • "My students don't have their communication boards or their school-loaned devices at home" (SLP #200)
Child engagement	36%	Any facilitators or barriers related to child engagement and behavior during telepractice sessions, including attention to therapy activities, supports needed for engagement and participation, child behaviors that impact participation (e.g., running away, self-injurious behavior). This also includes the abilities of the SLP and parent/family members to support the child's engagement and behavior through behavior supports, engaging and appropriate therapeutic activities, etc.	• "[A challenge is] keeping attention. Many of my students are very active. While in the school building, we move around, travel around the building, etc. which is more difficult in a telepractice setting" (SLP #65) • "Not knowing how or having the resources needed, specifically for keeping the sessions fun and engaging and appropriate for the child" (SLP # 277)
Scheduling/ attendance	19%	Any facilitators or barriers related to the ability of the SLP and family to find time for telepractice sessions, including challenges related to attendance (e.g., missing sessions, being late).	• "Parents are already feeling overwhelmed by the child being home 24/7, with behaviors. Thus, they're not responding to offers to provide teletherapy services (SLP #24) • "Scheduling flexibility" (SLP #239)

Home language	7%	Any facilitators or barriers related to a family's home language, particularly related to challenges when a family speaks a different language than the SLP (e.g., difficulty utilizing interpreter services).	• "Use of an interpreter can be a challenge in languages that don't have a lot of interpreters" (SLP #287) • "Language barriers for non-English speaking parents" (SLP #127)
Rapport	7%	Any facilitators or barriers related to the familiarity and rapport between the SLP and the child/family, particularly whether this rapport was established prior to beginning telepractice.	• "Strong school to family relationships are critical for support across settings and events. I have been very fortunate to have engaged parents who are committed to their child's increased communication" (SLP #153) • [A facilitator is] my strong rapport with students and the knowledge and creativity to engage them in different ways without being able to physically engage them in the activities" (SLP #135)