

**Supplemental Material S1.** Complete survey.

Background and Experience		
	Question	Response
	Thank you for agreeing to take part in the study examining the experiences of speech-language pathologists with students with concussion. The following questions will help us understand you and your background better.	
1	How many years have you been a practicing speech-language pathologist?	Dropdown selection of 1-30+ years
2	What is the highest degree you have earned?	<ul style="list-style-type: none"> <li>• BA, BS, etc.</li> <li>• MA, MS, MEd, etc.</li> <li>• SLPD</li> <li>• PhD</li> <li>• Other (<i>free text entry</i>)</li> </ul>
3	Do you hold board certification or other advanced or specialist certificate?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
	<i>Display if yes:</i> Tell us about your advanced certification.	( <i>free text entry</i> )
4	How many years have you spent working in each of the following settings? Fill in the percent of your work experience in each of the following settings. These should total to 100.*	<div>_____ Early Intervention :</div> <div>_____ Elementary and Pre-K</div> <div>_____ Middle School/Junior High</div> <div>_____ High School</div> <div>_____ Private Practice Pediatric</div> <div>_____ Private Practice Adult</div> <div>_____ Private Practice Pediatric and Adult</div> <div>_____ Acute Care</div> <div>_____ Inpatient Rehabilitation - Pediatric</div> <div>_____ Inpatient Rehabilitation - Adult</div> <div>_____ Outpatient Rehabilitation - Pediatric</div>

\* Qualtrics Survey Software provided a running total out of 100 for participants to view for all instances of this question format.

		<input type="checkbox"/> Outpatient Rehabilitation - Adult <input type="checkbox"/> Community Re-entry <input type="checkbox"/> Skilled Nursing Facility <input type="checkbox"/> Other ( <i>free text entry</i> )
5	In what setting do you currently work for your primary employment? Fill in the <b>percent</b> of time each week that you work in each of the following settings. These should total to 100. Even if you work part time, consider this out of 100% of your working hours.	<input type="checkbox"/> Early Intervention <input type="checkbox"/> Elementary and Pre-K <input type="checkbox"/> Middle School/Junior High <input type="checkbox"/> High School <input type="checkbox"/> Other ( <i>free text entry</i> )
6	How many hours are you assigned to work each week?	<ul style="list-style-type: none"> <li>• 40 or 40+</li> <li>• 30 to 39</li> <li>• 20 to 29</li> <li>• 10 to 19</li> <li>• less than 10</li> </ul>
7	Have you worked clinically with people with concussion?	<ul style="list-style-type: none"> <li>• Yes, currently</li> <li>• Yes, in the past</li> <li>• Yes, both currently and in the past</li> <li>• No</li> </ul>
8	Have you worked clinically with people with traumatic brain injury (TBI)?	<ul style="list-style-type: none"> <li>• Yes, currently</li> <li>• Yes, in the past</li> <li>• Yes, both currently and in the past</li> <li>• No</li> </ul>
9	Have you worked with students with concussion at your current setting?	<ul style="list-style-type: none"> <li>• Yes, currently</li> <li>• Yes, in the past</li> <li>• Yes, both currently and in the past</li> <li>• No</li> </ul>
10	How many students with concussion do you typically interact with each year?	<ul style="list-style-type: none"> <li>• 0</li> <li>• 1 to 5</li> <li>• 6 to 10</li> <li>• 10 to 15</li> </ul>

		<ul style="list-style-type: none"> <li>• More than 15</li> </ul>
11	Does your school or school district have a concussion team?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not sure</li> </ul>
	<i>Display if yes:</i> Are you a member of this team?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Not currently, but in the past</li> <li>• Not currently, but I have explored joining</li> <li>• No</li> </ul>
12	Have you had specific training related to concussion? <i>Display Training Experiences block below if yes</i>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not sure</li> </ul>

Training Experiences		
	Question	Response
1	In what setting did you receive your training about concussion? (select all that apply)	<ul style="list-style-type: none"> <li>• Undergraduate education</li> <li>• Graduate education</li> <li>• Continuing education</li> <li>• Personal interest (not CE or employment related)</li> <li>• Other (<i>free text entry</i>)</li> </ul>
2	<i>Display if:</i> <i>Graduate education or Undergraduate education is selected</i> Did you have any clinical practicum experiences with individuals who had sustained concussions?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
3	<i>Display if:</i> <i>Undergraduate education is selected</i> My <b>undergraduate</b> training experience was:	<ul style="list-style-type: none"> <li>• a full course on concussion</li> <li>• a single lecture on concussion as part of another course (write course name in space provided)</li> <li>• more than one lecture on concussion as part of another course (write course name in space provided)</li> </ul>

		<ul style="list-style-type: none"> <li>• guest lecture outside of class (for part of a club, etc.)</li> <li>• other (<i>free text entry</i>)</li> </ul>
4	<p><i>Display if:</i>  <i>Graduate education is selected</i>  <i>My <b>graduate</b> training experience was:</i></p>	<ul style="list-style-type: none"> <li>• a full course on concussion</li> <li>• a single lecture on concussion as part of another course (write course name in space provided)</li> <li>• more than one lecture on concussion as part of another course (write course name in space provided)</li> <li>• guest lecture outside of class (for part of a club, etc.)</li> <li>• other (<i>free text entry</i>)</li> </ul>
5	<p><i>Display if:</i>  <i>Personal interest (not CE or employment related) is selected</i>            You indicated that you completed training about concussion due to personal interest. Briefly tell us about the training and why you sought it out below.</p>	( <i>free text entry</i> )
6	<p>Fill in the <b>percent</b> of your education and training related to concussion that came from the following sources. These should total to 100. If you did not receive training or education from any of these sources, leave the number set to 0.</p>	<p>_____ Half or Full Day Workshop or Conference</p> <p>_____ Seminar(s) at a Conference</p> <p>_____ Webinars</p> <p>_____ Poster Sessions</p> <p>_____ In-service presentations</p> <p>_____ Self-study - reading articles for CE credit</p> <p>_____ Reading journal articles (not for CE credit)</p> <p>_____ Reading books or book chapter</p> <p>_____ Online resources from National Organizations (like ASHA or the CDC)</p> <p>_____ Informal online resources such as blogs or social media groups</p> <p>_____ Talking with peers or mentors</p> <p>_____ CDC HeadsUp Training</p>

		_____ Training for parents or coaches related to sports-participation _____ Shadowing another professional _____ Personal experience of concussion _____ Other ( <i>free text entry</i> )
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Concussion Confidence		
	Question	Response
	Please rate your confidence about the following:	Each rated using a sliding scale from 0 = low confidence to 100 = high confidence
1	My general knowledge about concussion.	
2	My ability to provide assessment for a student with concussion.	
3	My ability to provide treatment for a student with concussion.	
4	My ability to make recommendations about academic adjustments or accommodations for a student with concussion.	
5	My ability to serve as a member of an interdisciplinary team for a student with concussion.	

Concussion Knowledge		
	Question	Response
	The statements below are generalizations about concussion and do not account for individual differences. For each statement, please indicate your strength of agreement or disagreement with each statement as a generalization. If you are uncertain or do not have enough information to provide an opinion about a given statement, mark 'Uncertain'.	Each of the following 20 items were rated as: <ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Neutral</li> <li>• Disagree</li> <li>• Strongly disagree</li> </ul>
1	Loss of consciousness is required for a diagnosis of concussion.	
2	A concussion is a brain injury.	
3	Children show better recovery from concussion than older individuals.	

4	The signs and symptoms of concussion can overlap with symptoms of other disorders such as depression, anxiety, and attention-deficit disorder.	
5	Recovery from a concussion is complete when the individual is asymptomatic.	
6	Concussion makes an individual more vulnerable for a subsequent injury.	
7	Concussion can affect academic performance.	
8	A standardized protocol or return to play guideline is important for determining when a student returns to competitive play.	
9	Concussions result in structural damage that is visible on CT or MRI scans.	
10	Multiple concussions are required to observe long-term cognitive deficits.	
11	Concussions can occur in individual or group recreational sport or activity.	
12	A repeated concussion that occurs before the brain recovers from the first can slow recovery or increase the likelihood of having long-term problems.	
13	It is common for it to take up to a month for students to recover from concussion.	
14	Return to any level of cognitive or physical activity in the weeks following concussion is dangerous.	
15	Best care following concussion is for the student to be "cocooned" in their room with limited stimulation until all symptoms resolve.	
16	Students who return to moderate levels of physical and cognitive activity within the first week after their injury tend to have the quickest recovery.	
17	Serial testing after concussion (testing each day until the student returns to baseline performance) is the best way to measure recovery.	
18	In order to receive short term accommodations following concussion, students must go through an IEP process.	
19	It is typical for a single concussion to result in long-term cognitive deficits.	
20	Physical effects of concussion, like headaches or light sensitivity, can impact academics as much as cognitive effects.	