

Supplemental Material S1. Questions used in the article. These items were available via an online Qualtrics survey.

Survey questions:

Consent Questions:

- ☐ I consent, begin the study
- ☐ I do not consent, I do not wish to participate

Do you currently work as a Speech-Language Pathologist in a school-based setting?

- ☐ Yes
- ☐ No

In this survey, we will use the term "reading and writing difficulties" to include problems in the areas of word recognition (i.e., reading, decoding, and sight word recognition), reading comprehension, written spelling, or written expression. For young children, reading and writing difficulties can include areas of emergent literacy (i.e., phonological awareness) and oral language (i.e., answering questions about stories). Many children with reading and writing difficulties have other areas of impairment, including spoken language disorders.

- ☐ *Click here to acknowledge that you read and understood this information.*

How many years have you worked as a Speech-Language Pathologist?

- ☐ 1-5
- ☐ 5-10
- ☐ 10-15
- ☐ 15-20
- ☐ 20 or more

Highest degree completed:

- ☐ Bachelor's
- ☐ Master's
- ☐ Doctorate
- ☐ Other (*please explain*) _____

Have you received your ASHA CCC?

- ☐ Yes
- ☐ No

I currently practice and am licensed in the state of:

- ☐ (*Participant fills in blank*)

How many schools do you serve?

- ☐ 1-2
- ☐ 3-4
- ☐ 5 or more

My primary work setting is best described as:

(Note: the next question will allow you to fill in a secondary work setting)

- ☐ Birth to three
- ☐ Preschool
- ☐ Elementary School
- ☐ Middle school or Junior high
- ☐ High school
- ☐ Other *(please explain)* _____

My secondary work setting is best described as:

- ☐ Birth to three
- ☐ Preschool
- ☐ Elementary School
- ☐ Middle School or Junior High
- ☐ High School
- ☐ Other *(please explain)* _____

How many years have you worked in your primary work setting?

- ☐ 1-3
- ☐ 4-7
- ☐ 8-11
- ☐ 12-15
- ☐ More than 15 years

Do you participate in any of the following at any of the schools that you serve? *(Select all that apply.)*

- Faculty/staff meetings
- Professional Learning Communities
- Professional Development Workshops
- Educational Team Meetings (e.g., literacy team, response-to-intervention team, etc.)

Think about the children you worked with during the last school year. Include children who were on your caseload as well as other children that you worked with. Please estimate the percentage of children who had reading and writing difficulties:

- ☐ Less than 25%
- ☐ Between 25-50%
- ☐ Between 50-75%
- ☐ Between 75-100%

Think about those children with reading and writing difficulties. Other than the classroom teacher, who was primarily responsible for working on reading and writing with these children?

- *You (SLP)*
- Reading Specialist
- Special Education Teacher
- Other (*please specify*) _____

For those with reading and writing difficulties, how often did you work on the following skills?

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>
Phonological Awareness				
Conventions of print (<i>e.g., left to right orientation</i>)				
Alphabet and letter recognition				
Matching letters to sounds				
Writing own name				
Rhyming words and word families				
Common prepositions (<i>e.g., over, under, up, down</i>)				
Telling a personal story				
Identifying the main idea and parts of a story				
Answering questions about stories or text				
Using context cues for comprehension				
Communicating complete ideas orally				
Composing and writing stories with an understandable beginning, middle, and end				
Conventional spelling				
Vocabulary				
Reading aloud fluently				

For these children with reading and writing difficulties, how much of intervention time was spent working on these language and literacy skills?

- Less than 25% of intervention time
- Between 25-50% of intervention time
- Between 50-75% of intervention time
- Between 75-100% of intervention time

During your undergraduate studies, how many courses did you take that focused only on reading or literacy?

- ☐ 0
- ☐ 1-3
- ☐ 3-5
- ☐ More than 5

During your graduate studies, how many courses did you take that focused only on reading or literacy?

- ☐ 0
- ☐ 1-3
- ☐ 3-5
- ☐ More than 5

During your graduate studies, how many courses did you take that included literacy or reading as part of the course?

- ☐ 0
- ☐ 1-3
- ☐ 3-5
- ☐ More than 5

Since receiving your highest degree, have you obtained continuing education credits related to reading and writing difficulties?

- ☐ Yes
- ☐ No

During your clinical training (both undergraduate and graduate), did you have experiences with assessment or diagnostics in reading and writing difficulties?

- ☐ Yes
- ☐ No

During your clinical training (both undergraduate and graduate), did you have experiences with treatment or intervention in reading and writing difficulties?

- ☐ Yes
- ☐ No

What CEU topics have you chosen?

- Phonological Awareness
- Assessment
- Reading Comprehension
- Dyslexia
- Other

How many ASHA peer-reviewed journal articles did you read during the last year on topics related to evaluation or assessment of reading or writing?

- ☐ 0
- ☐ 1-3
- ☐ 3-5
- ☐ More than 5

How many ASHA peer-reviewed journal articles did you read during the last year on topics related to intervention or treatment of reading or writing difficulties?

- ☐ 0
- ☐ 1-3
- ☐ 2-5
- ☐ More than 5

For each of the statements below, please indicate the extent to which you agree or disagree:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
I feel competent in my ability to identify children with reading and writing difficulties.				
I usually like having assistance and direction from another professional or "reading specialist" when developing appropriate treatment for a child with reading and writing difficulties				
I have enough clinical and educational training to deliver intervention to children with reading and writing difficulties.				
I have expertise in reading and writing difficulties and could share knowledge and collaborate with teachers and other educational professionals.				
I could have benefited from receiving additional coursework and training in reading and writing difficulties				
I could benefit from continuing education and other learning opportunities in reading and writing difficulties.				

For each of the statements below, please indicate the extent to which you agree or disagree:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Spoken language provides the foundation for the development of reading and writing.				
Spoken and written language have a reciprocal relationship, such that each build on the other to result in general language and literacy competence, starting early and continuing through childhood into adulthood.				
Children with spoken language problems frequently have difficulty learning to read and write.				

Children with spoken language difficulties are unlikely to have difficulty with reading comprehension.				
Children with reading and writing problems frequently have difficulty with spoken language.				
For most children, reading develops naturally, without instruction.				
Instruction in spoken oral language can result in growth in written language.				
Instruction in written language can results in growth in spoken language.				
Instruction in reading and writing should focus on word recognition before comprehension.				

What one area of training and support of Evidence Based Practice (EBP) in literacy would you be most interested in?

- Treatment practices that are supported by scientific evidence
- Assessment practices that are supported by scientific evidence
- Interpreting published research findings for practice
- How to join the school-wide literacy team

What formats are most convenient for continuing education and professional development?

School sponsored training events
 State/regional training events
 Sessions at state Speech-Language-Hearing Association conferences
 Sessions at ASHA
 Journal articles
 Webinars
 Online resource
 Individualized coaching/mentoring
 Small group coaching/mentoring

How would you best learn continuing education and professional development material if time and money were not a concern?

School sponsored training events
 State/regional training events
 Sessions at state Speech-Language-Hearing Association conferences
 Sessions at ASHA
 Journal articles
 Webinars
 Online resources
 Individualized coaching/mentoring
 Small group coaching/mentoring