

Supplementary Table Ib. Parent interview summaries collected post- LSVT LOUD treatment.

<i>Themes</i>	<i>Stressors</i>	<i>Coping Strategies</i>
<i>Have you noticed any changes in your child's speech and voice functioning following LSVT LOUD?</i>		
<p>In the children:</p> <ul style="list-style-type: none"> • Speech is clearer and easier to understand • Increased vocal loudness and pitch variability • The ability to produce a longer sentence • Increased awareness of their speech and vocal loudness • Better control of drooling • In one case, parent noted improved language ability with the child reportedly including articles and word endings (e.g., word final /s/) in speech following LSVT LOUD • In one case, parent noted no change in their child's articulation. <p>In the parents:</p> <ul style="list-style-type: none"> • Increased skills for delivering cues to children during communication attempts. 		
<i>Has anyone outside the immediate family noticed changes in your child's speech and voice following LSVT LOUD?</i>		
<ul style="list-style-type: none"> • Extended family members • Teachers and aides • Other school staff • Older children who were identified as friends • School bus driver 		
<i>Has the frequency with which your child attempts to communicate verbally changed from pre- to post-treatment?</i>		
<ul style="list-style-type: none"> • Most of the children were reported to communicate orally prior to treatment so the frequency with which they initiated verbal communication was not reported to change 	<ul style="list-style-type: none"> • Parental concern about: • How to maintain progress achieved during treatment • How to maintain motivation to continue 	<p>Used by family members:</p> <ul style="list-style-type: none"> • Family members needed to change their approach to supporting our children's communication

<p>following treatment in all but two cases</p> <ul style="list-style-type: none"> • Quality of communication improved: <ul style="list-style-type: none"> • Children were more confident when initiating verbal communication at home and school. • Children were more apt to raise their hands in class to answer questions in a larger setting. • Children were more apt to initiate conversation with peers (in school and during extra-curricular activities) • Children were more apt to initiate conversation with strangers • Improvements in turn-taking during conversation were noted • Improvements in clarity and rate of speech were noted 	<p>intensive practice and use</p> <ul style="list-style-type: none"> • Use of the new strategies especially at school • Peer acceptance and support when these new strategies were initiated during social communication situations • Listeners recognizing the new strategies and allowing our children time to participate in the conversation (initiating and providing responses) 	<ul style="list-style-type: none"> • Use of new cues to support speech (including changing their old habits of cueing and interpreting) • Stepping back and letting our children take on the role as the primary verbal communicator in and outside of family circles <p>Used by the child:</p> <ul style="list-style-type: none"> • Children spontaneously self-corrected by starting over with a louder voice • Children spontaneously repeated a phrase when not understood. • Children were observed as showing less frustration and being more in control during verbal communication following treatment
<p><i>How does your child's verbal ability influence family activities and the child's emotional wellbeing?</i></p>		
<ul style="list-style-type: none"> • Involvement of the whole family in therapy, resulting in the addition of new family activities based on treatment exercises • Gain of useful skills and tools to help our children in multiple settings • Children experienced better relationships with siblings including increased opportunities to play together • The children gained more of a "voice" in the family and created more opportunities for the self expression of wishes and desires pertaining to family activities <p>Less frustration of our children with a decrease in negative behaviors overall</p>		
<p><i>How concerned are you about your child's speech?</i></p>		
<ul style="list-style-type: none"> • Concerns ranging from mild to significant 		

<ul style="list-style-type: none"> Continued frustration over the lack of services provided for speech therapy Appreciated acquired parent skills through LSVT for use with their children indefinitely 		
<i>What aspects did you like or not like about LSVT LOUD?</i>		
<p>Aspects parents liked:</p> <ul style="list-style-type: none"> Intensity and consistency of therapy each day The pace was fast-moving and fun The flexibility of being able to carry out therapy at home or school The simplicity of the approach that was unique and made sense for children with CP Homework that could be carried out anytime and anywhere, thus making it practical to fit into the family schedule Parents noted that they learned a lot from observing therapy sessions Gains were viewed as immediate which were noted as an important factor for maintaining child and family motivation <p>Things parents didn't like:</p> <ul style="list-style-type: none"> Completing homework and practicing created a power struggle between themselves and their children 	<ul style="list-style-type: none"> Difficulties around homework How to maintain the gains made in therapy 	<ul style="list-style-type: none"> Parental buy-in to the therapy administered and their support for the goals and objectives set out in therapy for their children Difficulties that were reported around completing homework and maintaining goals were met with a positive approach by all parents
<i>What kinds of practice does your child do to maintain his or her speech and voice?</i>		
<ul style="list-style-type: none"> Children were maintaining daily practice Practice was carried out at school (for three children) and at home while doing other activities (e.g., getting ready for, or on the way to school). Parents are highly motivated to maintain gains achieved in therapy Parents believed that practice was essential to 	<ul style="list-style-type: none"> Difficulties with consistency Difficulties keeping the intensity as high as that achieved during treatment Fears of children regressing and needing further intervention 	<ul style="list-style-type: none"> Persistent practice on oral communication Continued use of exercises from therapy A push from parents for children to become more independent in their practice necessary for maintaining gains

maintaining the gains children made in therapy		
<i>Would you recommend this treatment to other families of children with CP?</i>		
<ul style="list-style-type: none"> All parents indicated that they absolutely would recommend LSVT to families with children with CP 		