

Supplementary Table Ia. Parent interview summaries collected pre- LSVT LOUD treatment.

<i>Themes</i>	<i>Stressors</i>	<i>Coping Strategies</i>
<i>Tell me about your child's communication skills.</i>		
<p>Our children need:</p> <ul style="list-style-type: none"> • Social acceptance from peers and significant adults (i.e., teachers) • More independent functioning • Effective communication with peers and significant adults (i.e., teachers) <p>Our children desire:</p> <ul style="list-style-type: none"> • To communicate in all situations 	<ul style="list-style-type: none"> • Our children's frustration level when communicating • Our frustration level when we or other individuals are not able to understand our children during a communication interaction • Our children's loss of motivation to communicate when attempts are unsuccessful • Our concerns about our children's lack of self confidence and self-esteem 	<ul style="list-style-type: none"> • Using multimodalities to communicate with our children • Asking our children to give an oral repetition, show, or point • Guessing at the meaning of our children's communication attempts • Giving up on the attempted communication (children and/or parents) • Withdrawing or becoming shy
<i>How often does your child attempt to communicate verbally?</i>		
<ul style="list-style-type: none"> • Our children use oral communication as their first choice • Oral communication attempts occur all day Oral communication attempts occur more frequently at home and with familiar adults versus when at school or with unfamiliar people • Our children use alternative communication strategies only when oral communication attempts are not effective 	<ul style="list-style-type: none"> • Our children's continued desire to communicate orally in the absence of success • Our children's frustration surrounding attempts to communicate orally 	<ul style="list-style-type: none"> • Our children's persistence with multiple attempts to communicate orally through out the day • Our children's increased attempts to communicate orally • Our children shutting down, becoming quiet and giving up • Using alternative communication strategies as a last resort
<i>What alternative strategies does your child use to communicate?</i>		
<ul style="list-style-type: none"> • Many other strategies are used by our children, but only when oral communication attempts have failed 	<ul style="list-style-type: none"> • Our children's frustration when peers or adults fail to wait to understand the message and simply walk away 	<ul style="list-style-type: none"> • Our children increase attempts to communicate • Our children use gestures, eye contact, simple language (i.e., telegraphic speech) or a simple communication board.

<i>How does your child feel when talking with other children, classmates or friends?</i>		
<ul style="list-style-type: none"> • Our children feel comfortable when talking to children they know • Even though uncomfortable, our children attempt to talk to unfamiliar peers <ul style="list-style-type: none"> • NOTE: Only three of eight parents described their children as being confident when talking to unfamiliar children or classmates 	<ul style="list-style-type: none"> • It is important for our children to participate in social and classroom activities • Our children's frustration when they are left out of these situations. • Our children's frustration is often during times when they were not understood by friends or classmates. 	<ul style="list-style-type: none"> • Our children use multiple attempts to communicate orally in an effort to be understood • There is an increased effort to communicate by our children when the communication partner is a friend or classmate versus with us as parents • For some children there is an outward display of frustration (i.e., getting mad, crying, and shutting down) • Our children maintain a high level of motivation to communicate and be included in relationships with peers
<i>What strategies do your children use to help improve oral communication?</i>		
<ul style="list-style-type: none"> • Our children practice strategies that were developed by therapists • Our children practice strategies we developed together • Our children may use augmentative devices to assist oral communication • We make changes to the environment specific to when, where and how oral communication is achieved • Our children rely on us as parents as a tool to enhance communication effectiveness (e.g., interpreting for others, support and repetition) • We are constantly encouraging our children to use oral communication. 	<p>For parents:</p> <ul style="list-style-type: none"> • The desire for our children to communicate orally first and foremost • The lack of therapeutic resources available (in some cases only seen twice a year by an SLP) • The desire for our children to develop independence when communicating with others outside of the family • The desire for our children to be able to function independently in a social setting <p>For children and parents:</p> <ul style="list-style-type: none"> • Frustration that results from not knowing how to help enhance effective oral communication 	<ul style="list-style-type: none"> • Persistent practice related to our children's oral communication • Development of materials and strategies at home • Interpretation for others on behalf of our children in school and social settings • Our work with teachers and aides to adapt materials and communication situations to our children • Seeking and requesting resources on a continual basis
<i>How well do you and others understand your child?</i>		

<ul style="list-style-type: none"> Familiarity with our children plays a big role in how well they are understood. <ul style="list-style-type: none"> Family members' ability to understand our children ranges from 50-85% of the time Familiar adults and peers' ability to understand our children ranges from 50-75% Unfamiliar adults and peers' ability to understand our children occurs less than 50% of the time. If adults and peers take the time to learn our children's speech and error patterns, understandability increases 	<ul style="list-style-type: none"> Frustration when others do not take the time to understand our children Need for additional strategies and opportunities for practice and significantly more external support 	<ul style="list-style-type: none"> All communication partners (parents, peers and other adults) encourage our children to repeat the message as many times as needed to be understood
<p><i>How do the affected child's verbal abilities influence family activities and emotional wellbeing?</i></p>		
<ul style="list-style-type: none"> The fluctuating energy level of our children has a bigger influence than their verbal abilities Our children have verbal limitations that "slow" things down and family members consistently need to exert extra effort to enhance communication The need to adapt family activities to our children which is "exhausting" for family members Hard work on the part of the family to achieve "normality" of and during activities (e.g., sports, music, art, etc.) High impact on social and emotional wellbeing for the targeted child and the family members 	<ul style="list-style-type: none"> Lack of time and external resources to help support our children Lack of time and energy to carry out all of the activities other families accomplish with less effort Tendency for adults to interact with us versus our children due to difficulty understanding them Our role as "coach" when family engages in outside activities (i.e., helping others interact with our children and vice versa) Our children have limited interactions with friends as well as limited independence in peer social situations 	<ul style="list-style-type: none"> Only selecting activities that are positive and successful Being flexible about when and where activities could take place (e.g., adjusting family plans if our children aren't feeling well) Monitoring levels of frustration to avoid negative reactions (e.g., getting angry, crying or shutting down etc.) Needing to protect our children and interpret, educate and coach others Taking advantage of activities geared to our children (e.g., special camps, adapted sports, adapted horseback riding)
<p><i>What is your level of concern with your child's speech?</i></p>		
<ul style="list-style-type: none"> Concerns ranging from mild to significant 	<ul style="list-style-type: none"> Similar to those previously discussed. 	<ul style="list-style-type: none"> Similar to those previously discussed.

<ul style="list-style-type: none">• Frustration with the lack of services provided, particularly related to speech therapy• Seven of eight children were not receiving speech therapy of any kind.		
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