Appendix

Cards distributed or shown on a screen to parent-carers to ask them to rank the top three barriers to their child's AAC use and participation. Themes from Moorcroft et al. (2019a) and Park (2020).

AAC user's abilities/willingness	Support from therapist/clinician/ teacher/professional	AAC knowledge of therapist/clinician/ teacher/professional
Personal and family attitudes on AAC use	Competing demands (time, money, etc.)	Features of AAC systems
Support network (family and friends)	AAC-related service/information accessibility	Fit of AAC system

Cards distributed or shown on a screen to clinicians and educators to ask them to rank the top three barriers to their child's AAC use and participation. Themes from Moorcroft et al. (2019b), Chung and Stoner (2016), and Johnson et al. (2006).

Training/knowledge of AAC	Individual's abilities/willingness	Features of AAC systems
Financial resources	Carers' attitudes on AAC	Fit of AAC system to individual
Support from team/staff	Other carer-related factors (resource, knowledge, support)	Societal acceptance of AAC use

The table below shows a breakdown of attendance format by participant group.

Focus Groups	**18**
Clinician	9
Educator	7
Parent	2
Interview	**12**
Clinician	3
Educator	2
Parent	7
Grand Total	**30**

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