

Supplemental Material S2: Member checking documents

Letter sent with document:

Dear Mother’s Name,

We would like to thank you again for participating in the study “Diagnostic labels in children receiving speech-language services”. We have completed our analysis of the information that you and other parents have provided about their experiences with speech-language pathology. As a final part of the analysis we would like your feedback on our interpretation of the information we gathered. We have enclosed two copies of a summary of our analysis. We would like you to keep one copy and return the other with any additional information that you would like to share with our team. We have included a self-addressed stamped envelope to return the summary for your convenience. Should you have no additional information that you would like to share please return the blank form.

We appreciate your consideration as we complete this project. Please feel free to contact me with any questions you might have about the enclosed information.

Sincerely,

Andrea Ash, PhD
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Member checking document:

You have participated in a study entitled "Diagnostic labels in children receiving speech-language services". Based upon the interviews that were conducted we have found several common experiences and ideas shared by parents. Please read through the following and add any information that you would like shared in the report of this project.

1: Parents of children with language impairment are distressed about their children's language problems.

Quote: *And I thought, "Oh my goodness. How are we going to get her where she needs to be? Is this serious? Is this not serious? I mean how much time and effort do I need to put into this so that she's successful?"*

A: Parents feel responsible for their children's language difficulties

Quote: *You think, what did I do wrong? What have I done wrong? What should I be doing?*

B: The diagnostic process is emotionally difficult

Quote: *So I was just very discouraged and I left the school sobbing because you just feel so helpless.*

C: Parents are concerned about their children's future

Quote: *I was very worried and felt like that factor goes into their future.*

2: Parents don't always trust or understand their child's speech-language pathologist

Quote: *And when I went to the speech pathologist at the school district and I told her these things (from the other SLP) and she shut me down, I thought 'Is my other SLP crazy?' 'Is this not true?' 'You really start to have doubts about who's telling you the truth and who's not telling you the truth.*

A: Uncertainty over the diagnosis

Quote: *I have to ask myself, is what they're telling me, is this true? I don't know. I'm not so sure if they're telling me the truth or not.*

B: Parents have difficulties understanding the information provided about their child

Quote: *You get three or four papers, it almost looks like newspapers. And they want you to read them, but it's all jargon.*

C: Parents see a disconnect between their views/values and the SLP's views/values

Quote: *We saw the progress. We kind of felt like she needed to go a little bit*

longer but they said she passed everything and was doing well. They stopped in the fall which I think she needs to continue because people still say "What did you say?"

3: Overall, parents appear satisfied with the services their child receives

Quote: We've really really appreciated all the different people that have been able to help and all the resources that have come from it so that he can become that better person and show other people exactly the child we know he is. It's nice to have that, that help.

Please add any further comments:

We have generated the following conclusions based upon the information parents provided.

Please read through the following:

1. Parents are generally satisfied with the speech-language services their children receive but would like a better explanation of the language problem. This would include the following:
 - The same diagnostic term used by all speech-language pathologists to describe the language problems of children.
 - Information about the cause of the child’s language difficulties.
 - Additional information about why particular goals are chosen.
 - Information that is clear/jargon free.
2. Speech-language pathologists should pay more attention to parent’s concerns about their child’s language difficulties and attempt to address the issues raised by parents.
3. Parents would like additional support for their child in the form of educating regular education teachers about the child’s language difficulties and discussions about the child’s academic/vocational future.

Do you agree with the comments above? Please add additional comments as needed:

Please return your comments to the University of Utah in the envelope provided.