

Supplemental Material S3. Codebook.

Research Question	Theme	Code	Description of the Code	Number of Occurrences (shown by participant number)	Example Quotation
RQ1: How do school-based speech-language pathologists describe the nature of the therapeutic relationship with CLD students?	Critical Components of Developing Therapeutic Relationships	collaborate with the parent to establish goals	The SLP involves and collaborates with the parent to establish treatment goals	5 (Participant 4, Participant 11, Participant 12, Participant 18, Participant 19)	"I will reach out to the parent and ask like, Hey, this is what I hear. This is what I noticed, do you hear the same thing, um, at home?"
		student centeredness in therapy activities	The SLP creates a space where the student is the center of therapy activities. Students provide feedback and/or rate activities, students lead activities, student interests and engagement is considered.	10 (Participant 1, Participant 2, Participant 3, Participant 4, Participant 8, Participant 9, Participant 11, Participant 12, Participant 14, Participant 20)	"Sometimes we do a poll, so everybody takes a vote and that's how we decide what we're going to work on or the activity."
		getting to know the family and student interests to establish rapport	The SLP establishes rapport by getting to know the student, their interests and learning about their family.	5 (Participant 2, Participant 3, Participant 10, Participant 18, Participant 19)	"I feel like my relationship with them is also really based on getting to know them, like their families, where they're from, um, what kind of things they do at home. And then show me too, like they've all seen all of my family so many times."

	The Strength of the Therapeutic Relationship	pretty good relationships	The SLP rated their overall therapeutic relationships with CLD students using "pretty strong" verbatim	4 (Participant 3, Participant 11, Participant 16, Participant 19)	"I think our relationship is pretty good for the most part because, we do a lot of different activities"
		Very strong emotional bonds	The SLP rated their overall emotional bonds with CLD students as very strong	5 (Participant 2, Participant 8, Participant 10, Participant 17, Participant 18)	"I could question whether like, you know, their /r/ sound is appropriate or whether they're using their strategies or whatever, but I don't question whether they like actually have a bond with me"
		Pretty strong emotional bonds	The SLP rated their overall emotional bonds with CLD students using "pretty strong" verbatim	6 (Participant 1, Participant 4, Participant 11, Participant 16, Participant 20)	"I form a pretty strong bond with my CLD students, especially the population that I work with because one, like I really enjoy the Spanish culture and the language"
	The Therapeutic Relationship as a Mechanism of Empowerment for CLD Students	vulnerability	The SLP noted feelings associated with vulnerability in regard to establishing the emotional bond.	5 (Participant 2, Participant 4, Participant 14, Participant 16, Participant 17)	"At the end of the year, we need to do a little grieving when we know we're not going to see these kids. And in all honesty, if I knew I was able to keep a lot of them, I might've changed my mind about staying to work with them just

					because I have a genuine love for my kids."
		identity	The SLP emphasized their cultural/linguistic identity as an impacting factor to establishing emotional bonds with CLD students	5 (Participant 4, Participant 10, Participant 17, Participant 18, Participant 19)	"There's an additional responsibility as a therapist, a minority therapist, because we know with certain children, they need that extra. The world is not giving them that extra."
		advocacy	The SLP provided examples of advocating for CLD students in and outside of the speech therapy room.	4 (Participant 2, Participant 8, Participant 17, Participant 18)	"I think I was going to evaluate him teachers in the classroom were being very, very hard on him...so I have to be the calm one and just kind of like, not go off on them, because it's just like, sometimes it's like, you do understand this child is, has one, a learning disability two, you know, an English language learner and three, like he has a, you know, a language impairment. Like what do you want him to do?!"

		Encouraging and uplifting students	The SLP encourages and uplifts CLD students in and outside of the speech therapy room.	4 (Participant 8, Participant 10, Participant 16, Participant 17)	"I have to make that conscious effort, no matter how busy I am to keep uplifting these children. And then he starts crying. And that just makes me cry because then he tells you, 'I love you.' I'm like, I love you too."
RQ2: How do school-based speech-language pathologists describe the essential characteristics for fostering the therapeutic relationship to effectively work with CLD students?	Most Valuable Personality (MVP) Traits for SLPs	Openness	The SLP noted the personality trait of openness, to include open or open-minded as valuable for fostering therapeutic relationships with CLD students.	14 (Participant 1, Participant 2, Participant 3, Participant 6, Participant 8, Participant 9, Participant 10, Participant 11, Participant 12, Participant 14, Participant 16, Participant 18, Participant 19, Participant 20)	"openness and willingness to learn about the child's background"
		Caring	The SLP noted the personality trait "caring" as valuable for fostering therapeutic relationships with CLD students.	4 (Participant 1, Participant 8, Participant 10, Participant 11, Participant 20)	"genuinely caring"
		Patient	The SLP noted the personality trait "patient" as valuable for fostering therapeutic relationships with CLD students.	4 (Participant 3, Participant 6, Participant 14, Participant 20)	"I would say you have to be patient"
	Critical demand for SLP clinical skills and education	Unable to name clinical skills necessary for building therapeutic relationships	The SLP was unable to name clinical skills necessary for building therapeutic relationships	6 (Participant 3, Participant 8, Participant 9, Participant 10, Participant 14, Participant 18)	"can you have clinical skills to be... I don't... I mean, I feel like that's just a personality"

					thing. I don't know if that can be taught to have empathy"
		Need for CLD education and training	The SLP indicated a lack or need for education/training in the area of cultural and linguistic diversity	8 (Participant 2, Participant 3, Participant 8, Participant 9, Participant 12, Participant 16, Participant 17, Participant 20)	"Because our population for our career is 92% white, Caucasian. I really need all of them to go to an intensive, culturally diverse training about populations that they are going to work with because I feel like a lot of them have good intentions. Like I really want to help, but a lot of them do not understand the cultural bias and stuff that we go through."
		Need for counseling education and training	The SLP indicated a lack or need for education/training in counseling, to include how to build therapeutic relationships, how to establish rapport, and vulnerability	5 (Participant 1, Participant 4, Participant 8, Participant 14, Participant 20)	"But as far as in graduate courses, you know? They vaguely like mention it sometimes. But I don't think it's something that we, I mean, I didn't take a counseling course in grad school."

	The detriment of lacking cultural humility and rapport	Bias	The SLP noted that SLP bias could be detrimental to forming therapeutic relationships with CLD students	4 (Participant 1, Participant 2, Participant 3, Participant 10)	"just like having a bias already sort of thing, having any assumptions of what this student is going to be like before you even start asking those questions, getting to them, having them get to know you"
		Judgment	The SLP noted that SLP judgment could be detrimental to forming therapeutic relationships with CLD students	3 (Participant 2, Participant 3, Participant 20)	"You should not judge them. You should not judge your students
		Not open	The SLP noted that the SLP not being open could be detrimental to forming therapeutic relationships with CLD students	3 (Participant 8, Participant 14, Participant 19)	"I would say just not being open or listening to them"
		Not building rapport	The SLP noted that the SLP not building rapport could be detrimental to forming therapeutic relationships with CLD students	3 (Participant 11, Participant 12, Participant 17)	"not building rapport. And not communicating with parents"
	Fostering relationships with cultural humility and rapport	Building rapport with students and/or parents	The SLP noted that building rapport with students and/or parents could foster therapeutic relationships with CLD students	10 (Participant 1, Participant 3, Participant 6, Participant 10, Participant 11, Participant 12, Participant 14, Participant 16, Participant 17, Participant 20)	"And before you come in for a therapy session, instead of quickly going into just collecting data, sit down and establish the rapport with the child, establish a rapport with the parents"

		Listening to students	The SLP noted that listening to CLD students could foster therapeutic relationships	4 (Participant 8, Participant 9, Participant 18, Participant 20)	"Listening and just letting them be comfortable with you. Just letting them be comfortable, talking about their home and their family"
		Researching and/or educating self on diverse cultures	The SLP noted that researching and/or education by the SLP could foster therapeutic relationships with CLD students	4 (Participant 3, Participant 10, Participant 12, Participant 16)	"Research if necessary. And the research can be looking at articles. It could be talking to people of that culture."
		Cultivating cultural humility	The SLP noted that cultivating cultural humility could foster therapeutic relationships with CLD students	4 (Participant 2, Participant 14, Participant 17, Participant 18)	"just kinda like my way's the right way. And like my idea, and I can't see, some of them are like, are blinded by like, you know, all these other factors"