

Supplemental Material S2. Interview protocol and questions.

Interviewer: _____

Interviewee: _____

Position of Interviewee: ____ SLP ____ SLPA

Time of Interview: Start: _____ End: _____

Date: _____

Location: _____

Ask for permission to record the interview

Part of the interview process includes audio and video recording so the data may be reviewed.

Do you give consent to be audio-recorded and video-recorded during this interview session?

Review the purpose of the study

The purpose of this qualitative descriptive study is to explore how school-based speech-language pathologists describe their therapeutic relationships with culturally and linguistically diverse (CLD) students. There are no correct or incorrect answers. Please answer fully, providing examples where possible. Please answer honestly.

Framing of the Interview

To ensure researcher reflexivity and reduce bias, the researcher will acknowledge and set aside assumptions and prejudgments so that the phenomenon can indeed reveal itself. Planned and structured research questions will serve as a guide only. The researcher will encourage discussion from the participants about their lived experiences and pose follow up/probing questions to gain more information/greater understanding when needed. When the researcher poses a question, the participant will have the opportunity to respond without interruption until the participant has completed their response.

Introductory Script	Research Question	Theory	Interview Questions	Probing Questions
<i>First, I am going to ask you some questions about your therapeutic relationships with culturally and linguistically diverse students. The therapeutic relationship consists of 3 elements: agreement on tasks, agreement on goals and the emotional bond between the therapist and client.</i>	RQ1: How do school-based speech-language pathologists describe the nature of the therapeutic relationship with CLD students?	Bordin (1979) conceptualization of the therapeutic working alliance	<p>IQ1.1: Tell me about your therapeutic relationships with students who are culturally and linguistically diverse.</p> <p>IQ1.2: How do you describe agreement and/or collaboration on treatment goals for CLD students?</p> <p>IQ1.3: How do you describe agreement and/or collaboration on treatment tasks with CLD students?</p> <p>IQ1.4: How do you describe your emotional bond with CLD students?</p>	<p>Describe what a strong therapeutic relationship looks like between you and CLD students and describe hindrances to building a therapeutic relationship with your CLD students.</p> <p>Do you collaborate with CLD students when creating goals? Tell me about a time when you collaborated on treatment goals with CLD student(s).</p> <p>Do you collaborate with CLD students when creating therapy tasks or activities? Tell me about a time when you collaborated on treatment tasks with CLD student(s).</p> <p>Do you feel like you have an emotional bond with your CLD students? Tell me about it and use examples.</p>
<i>This set of questions seeks your advice on how to best foster therapeutic relationships with CLD students.</i>	RQ2: How do school-based speech-language pathologists describe the essential characteristics for fostering	Bordin's (1979) conceptualization of the therapeutic working alliance	IQ2.1: Describe the personal characteristics of an SLP that you deem essential for fostering therapeutic relationships with CLD students.	<p>What personal skills are important for collaboration?</p> <p>What personal skills are important for creating an emotional bond?</p>

	the therapeutic relationship to effectively work with CLD students?		<p>IQ2.2: Describe the clinical skills of an SLP that you deem essential for fostering therapeutic relationships with CLD students.</p> <p>IQ2.3: Describe any factors that may be detrimental to fostering therapeutic relationships with CLD students.</p> <p>IQ2.4: Describe any factors that may be important for creating, maintaining and/or growing therapeutic relationship with CLD students.</p>	<p>What clinical skills are important for collaboration? What personal skills are important for creating an emotional bond?</p> <p>Tell me about any SLP behaviors, attitudes, words or actions that could have a negative impact on the therapeutic relationship with CLD students.</p> <p>Tell me about what school-based speech pathologists can do to improve therapeutic relationships with CLD students. Provide action steps.</p>
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