

Supplemental Material S2. Interview protocol.

Interview procedures

- *Reminder to avoid identifying information*
- *Explanation of how transcript will be used*
- *Obtain consent to participate in interview, record session*
- *Arrange to send the gift card payment*
- *Start recording*

Background information

- *Introduce myself*
- *Where do you live/practice?*
- *How long have you been practicing as an SLP?*
- *Tell me about your school(s) and your caseload.*

EF Knowledge and Expertise

- *Do you feel like you understand executive functions and what they do? If so, do you feel comfortable describing your understanding to me?*
- *Interviewer and participant reach an agreed-upon description of EFs*
- *How have you come by your knowledge of EFs? (Prompt for graduate school, professional development, mentorship/coaching, colleagues, books, journal articles...)*

EF Intervention

- *Do you feel comfortable evaluating EFs?*
 - o *How do you do it?*
- *Do you provide direct intervention for EFs?*
 - o *What kinds of students do you provide EF intervention to? (Students with SLI vs. all students, students with ADHD, etc.)*

§ How do you decide this?

- o What setting(s) do you provide intervention in?
- o What is the frequency and duration of your direct EF intervention?

§ How do you decide this?

- o What domains of EF do you target in your intervention? (*Prompt for working memory, response inhibition, shifting/flexibility, organization, task initiation, time management, sustained attention, planning/prioritization.*)
- o Does your intervention target discrete EF skills, compensatory strategies, or both?
- o Is your intervention decontextualized (i.e., structured tasks) or contextualized (i.e., integrated into child's work and activities)?
- o Describe your EF interventions to me. What kinds of goals do you set, and what does your intervention look like?
- o How do you decide what kind of intervention to provide?
- Do you provide indirect services for students with EF deficits?
 - o What do your indirect services include?

Implementation

- Do you feel like there are limitations to your ability to provide services for EFs?

Please describe these.

- o *Prompt for knowledge (do they know what EFs are, and what the best practices for EF interventions are?) skills (do they know how to provide intervention?), professional role, beliefs about capabilities, confidence in anticipated outcomes, their motivation, their goal in therapy, their resources, their colleagues, their supervisor, their caseload/workload, their time, their group size...*
- What has helped you provide services to children with EF deficits?

- What would be helpful for you to provide more services (or higher quality services)?