

### **Supplemental Material S3.** Qualitative codebook.

**Participant and caseload characteristics:** *Contains statements describing the participant's role, setting, caseload, experience, or background.*

**Assessment and eligibility\*:** *Contains statements describing how SLPs (or other educators/service providers/interdisciplinary IEP team members) assess EF, and the process by which they determine eligibility for services.*

**Direct intervention:** *Contains statements discussing the participant's provision of direct intervention, i.e., services that the SLP provides directly to the students in order to improve the student's EF or performance on EF tasks.*

**Goals\*:** *Contains statements describing the goals that the SLP (or other educational/service providers) set for students.*

**Domain:** *Contains statements describing the EF domains which the SLP might target through direct intervention, including core EF components (i.e., working memory, shifting, response inhibition), proximal and distal EF skills (e.g., planning, organization), and domains and skills which the SLP associates with EF (e.g., sequencing, self-regulation).*

**Purpose:** *Contains statements which allude to the primary purpose of the intervention, i.e., skill development or strategy use.*

**Delivery:** *Contains statements which describe the SLP's delivery of direct interventions, such as 1-on-1 or small-group settings, push-in or pull-out services.*

**Form:** *Contains statements describing the extent to which intervention is decontextualized, contextualized, or activity-focused.*

**Teaching techniques:** *Contains statements which describe the prompts, models, instructions, explanations, and feedback provided by the SLP during direct services.*

**Indirect intervention:** *Contains statements describing services by which the SLP addresses a student's EF deficits without the direct provision of SLP-to-student therapy.*

**Accommodations:** *Contains statements describing IEP accommodations which the SLP (or another IEP team member) have implemented to address EF deficits.*

**Consultation:** *Contains statements describing the SLP's provision of consultation services to teachers, parents, and other educators/service providers.*

**Instructional modifications:** *Contains statements describing strategies that SLPs use to modify their own instruction, or such strategies that the SLP shares with other educators/service providers (e.g., repetition, slowed rate of speech, frequent comprehension checks).*

**Environmental modifications:** *Contains statements describing ways in which the SLP modifies the student's environment, or such strategies that the SLP shares with other educators/service providers (e.g., visual supports, timers, checklists).*

**Implementation:** *Contains statements which describe factors which influence the provision of services for EF deficits, whether these factors are barriers to service, or whether they may support service provision.*

**Knowledge/skills:** *Contains statements which describe the SLP's knowledge and skills of EF intervention, and the sources by which this knowledge may be acquired.*

**Professional roles and boundaries:** *Contains statements which describe the SLP's professional roles and boundaries, both broadly and within the participant's specific setting.*

**Confidence:** *Contains statements which describe the SLP's confidence in their ability to deliver intervention, as well as their confidence in the intervention's efficacy and projected outcomes.*

**Social influences:** *Contains statements which describe the influence of the SLP's peers, colleagues, networks, and other stakeholders on their service delivery.*

**Environmental resources and constraints:** *Contains statements which describe the materials and resources available to the SLP, and how their availability (or lack thereof) influence service provision.*

**Behavior\*:** *Contains statements which describe the association (or perceived association) between a student's EF and their behavior.*

\* Indicates that the code was not included in the original codebook but was derived dynamically from participant responses.