

Supplemental Material S2. Codebook.

Codes	Definitions (Cane et al., 2012)	Adapted definitions	Specific coding examples
Knowledge	An awareness of the existence of something	Awareness of the relevant principles, rationale and procedural aspects that influence practices to ensure accurate and effective evaluations.	Code, when participants show <ul style="list-style-type: none"> - awareness of concerns and challenges related to assessment practices - assessment of communication disorders in children from birth to 5 years old - an understanding of the assessment process's conditions, rationale, procedures, and environmental considerations. - awareness of relevant principles, procedural aspects, and environmental factors that influence the assessment practices.
Skills	An ability or proficiency acquired through practice	Proficiency, competence, ability, practical capabilities, and capacity to conduct assessments effectively	Code when participants speak about their <ul style="list-style-type: none"> - ability or proficiency or skills in assessment practice. - competence, ability, practical capabilities, and capacity to conduct assessments effectively. - experiences working with interpreters and any editions they make to the assessment protocol to meet the needs of the child. - current performance.
Social/ professional role and identity	Set of behaviors and displayed personal qualities exhibited by the participant in a social or professional context.	A coherent set of behaviors and displayed personal qualities of a practitioner in a social or work setting	Code when participants engage in discussions regarding <ul style="list-style-type: none"> - their professional role at the organization. - social identity/professional identity as a speech-language pathologist, bilingual provider, etc. - the scope of practice of the field or as a professional. - professional boundaries, leadership, and organizational commitment toward fostering unbiased assessment practices.

			<ul style="list-style-type: none"> - identifying as minoritized and the associated professional responsibilities in this context.
Beliefs about capabilities	Acceptance of the truth, reality, or validity about an ability, talent, or facility that a person can put to constructive use	Acceptance of the truth, reality, or validity about their ability, talent, or facility that practitioners can put into assessments.	<p>This code is applicable when participants engage in discussions or express thoughts related to</p> <ul style="list-style-type: none"> - their self/professional confidence, self-esteem, or self-efficacy. - perceived competence, thoughts about their capabilities. - whether they perceive themselves as capable, question their own competence, or express uncertainties about their abilities during their professional role.
Optimism	The confidence that things will happen for the best or that desired goals will be attained	Positive outlook for linguistically diverse children reflecting a hopeful attitude toward their capabilities, and contributions.	<p>Code Optimism when the discussion involves</p> <ul style="list-style-type: none"> - participants' positive outlook and hopeful perspectives for linguistically diverse children. - positive and hopeful attitude toward the capabilities, potential, and contributions of linguistically diverse children. - beliefs that linguistically diverse children should receive services and support, emphasizing fairness and inclusivity. - responsiveness, indicating adapting communication and support to meet the linguistic needs of diverse children. - optimistic beliefs about linguistically diverse children, trusting them, advocating for equitable services, and endorsing the idea of linguistic responsiveness.
Beliefs about Consequences	Acceptance of the truth, reality, or validity about outcomes of a behavior in a given situation	Potential outcomes of their actions or decisions, considering long-term challenges, future regret,	<p>The code is applicable when participants express</p> <ul style="list-style-type: none"> - the potential consequences of their actions or decisions. - the consequences of not taking certain actions, causing long-term challenges, and considerations of future regret. - outcomes of their behaviors, weighing the positive and negative consequences associated with their action.

		and the factors influencing their decisions.	- results of their behavior and the factors influencing their decision-making process.
Reinforcement	Increasing the probability of a response by arranging a dependent relationship or contingency between the response and a given stimulus	Increasing the probability of a response by acknowledgment or benefits for engaging in valued evidence-based practices.	<p>Code this when participants discuss receiving</p> <ul style="list-style-type: none"> - support by the organization or system in response to certain behaviors, practices, or attributes. - assistance, backing, or encouragement from the organization in the pursuit of specific actions or goals. - acknowledgment or benefits related to a particular type of assessment, especially when it is significant or sensitive to do so. - recognition or positive reinforcement for engaging in specific practices or behaviors deemed valuable by the organization. - motivational rewards or advantages of being a bilingual speech-language pathologist (SLP). - rewards or incentives by the organization to encourage specific behaviors or attributes.
Intentions	A conscious decision to perform a behavior or a resolve to act in a certain way	A conscious decision or strong desire to change to improve and an explicit commitment to enhance current practices.	<p>Code when participants express</p> <ul style="list-style-type: none"> - a conscious decision or a strong desire for a behavior to make a change in their current practice (may not be actually practicing that behavior). - intention to improve, the desire to do better, and the explicit commitment to change (change may not have happened). - willingness to adopt new ideas, references to specific training, and explicit desire to enhance their professional practice.

Goals	Mental representations of outcomes or end states that an individual wants to achieve	Active and ongoing efforts, plans, and strategies implemented during assessments process.	<p>Code when participants articulate</p> <ul style="list-style-type: none"> - their aspirations, intentions, or active efforts directed towards achieving specific outcomes. - their desire for professional development, outreach activities, and specialization in specific areas. - the planning to be linguistically responsive in practice. - their engagement in tasks or efforts directed towards achieving a goal for linguistic responsivity. - their ongoing efforts, plans, or strategies they are implementing during the assessment.
Memory, attention and decision processes	The ability to retain information, focus selectively on aspects of the environment, and choose between two or more alternatives	The capacity to retain and recall information acquired through experiences, education, or training.	<p>Participants may discuss challenges or experiences</p> <ul style="list-style-type: none"> - remembering information learned in graduate school. - forgetfulness - conducting assessments due to constraints in memorization.

<p>Environmental context and resources</p>	<p>Any circumstance of a person's situation or environment that discourages or encourages the development of skills and abilities, independence, social competence, and adaptive behavior</p>	<p>Any circumstances of the practitioner's environment that discourages or encourages the development of skills and abilities, independence, and adaptive behavior during assessments.</p>	<p>Code when participants discuss</p> <ul style="list-style-type: none"> - experiences and interactions within their environment. - factors within the environment that contribute to their performance during the assessment process. - elements in the environment that either support or hinder the growth and enhancement of skills and abilities. - self-reliance and autonomy in participants due to the workplace. - factors influencing their ability to navigate and interact effectively within their social environment. - how they are supported or hindered by their environmental context. - the availability of resource materials and the allocation of funds. - the influence of financial resources, and policies that shape their work. - the environmental facilitation and adaptive responses to different situations and challenges. - issues such as compensation, particularly when the organization does not provide remuneration for certain activities.
<p>Social influences</p>	<p>Those interpersonal processes that can cause individuals to change their thoughts, feelings, or behaviors</p>	<p>Those interpersonal processes that can cause practitioners to change their thoughts, feelings, or behaviors.</p>	<p>Participants may share experiences related to</p> <ul style="list-style-type: none"> - peer pressure, and the impact of social influences on their decision-making during assessment. - mentorship dynamics during work or outside work. - social norms and pressures contribute to their professionalism, behaviors, and attitudes towards linguistically diverse children.

			- social comparisons with colleagues and navigating social groupings.
Emotion	A complex reaction pattern, involving experiential, behavioral, and physiological elements, by which the individual attempts to deal with a personally significant matter or event	A complex reaction pattern, involving experiential, behavioral, and physiological elements, by which the practitioner attempts to deal with an event during assessment.	<p>Code when participants express</p> <ul style="list-style-type: none"> - emotions related to their professional experiences. - feeling overwhelmed by fear, experiencing anxiety or stress, and contending with positive or negative affective states. - instances where participants discuss being moved to tears or experiencing difficulty due to the emotional impact of their work. - burnout (a state of emotional, mental, and physical exhaustion).
Behavioral regulation	Anything aimed at managing or changing objectively observed or measured actions	Anything aimed at managing or changing objectively observed or measured actions.	<p>Code when participants discuss</p> <ul style="list-style-type: none"> - strategies, such as self-monitoring and/or breaking habits. - examples of behavior regulation include the use of to-do lists and joining specific organizations with the intention of learning. - discuss strategies for behavior change. - conscious efforts to actively manage, modify, or improve their behaviors.