

Supplementary Material

For article: Prerequisites of Good Cooperation between Teachers and School Psychologist: A Qualitative Analysis.

Table S1. *Basic socio-demographic data of school psychologists*

	Gender	Age	Work at school	Contract	Experience in school psychology	Experience outside	# of students at school	Type of school
SP 1	woman	69	3 years	0.5	10 years	42 years	100	PS
SP 2	woman	42	3 years	0.5	3 years	12 years	400	PS
SP 3	man	37	2 years	0.5	4 years	9 years	600	PS
SP 4	man	69	13 years	0.5	14 years	7 years	540	GS
SP 5	woman	29	3 years	1.0	3 years	1 year	450	PS
SP 6	woman	64	10 years	0.5	10 years	14 years	380	PS
SP 7	woman	26	2 years	1.0	2 years	0 years	750	PS
SP 8	woman	27	2.5 years	0.5 - 1.0	2.5 years	0 years	500	PS
SP 9	woman	26	2 years	2x0.5	2 years	0 years	250/500	PS
SP 10	woman	29	3 years	1.0	4 years	0 years	450	PS

SP – school psychologist; type of school: PS – primary school, GS – grammar school

Table S2. *Basic socio-demographic data of teachers*

	Gender	Age	Work at school	Experience in teaching	Position	# of students at school	Type of school
T1	woman	36	13 years	13 years	C	650	PS
T2	woman	45	11 years	22 years	HT primary	350	PS
T3	woman	56	22 years	22 years	C	155	Pr PS
T4	woman	41	4 years	15 years	HT	480	GS
T5	woman	30	5 years	8 years	HT	250	Pr GS
T6	woman	44	20 years	20 years	HT middle	800	PS
T7	woman	47	5 years	21 years	HT middle, C	520	PS
T8	woman	28	6 years	6 years	HT	82	PS

T - teacher; position: C – counsellor, HT – homeroom teacher; type of school: PS – primary school, G – grammar school, Pr – private school

Table S3. *Core of the interview for school psychologists and educators*

Area	Interview for school psychologists	Interview for teachers
1.	Professional and informal relations with Ts	Professional and informal relations with SPs
2.	Examples of difficult cooperation with Ts	Examples of difficult cooperation with SPs
3.	Examples of easy cooperation with Ts	Examples of easy cooperation with SPs
4.	Positive characteristics for cooperation with Ts	Positive characteristics for cooperation with SPs
5.	Negative characteristics for cooperation with Ts	Negative characteristics for cooperation with SPs
6.	Advice for cooperation between Ts and SPs for future SPs	Advice for cooperation between Ts and SPs for future Ts
7.	Factors for good cooperation between Ts and SPs	
8.	Factors causing issues in cooperation between Ts and SPs	
9.	The process of accepting SPs at a given school	

SP – school psychologist, T – teacher

Table S4. *Coding example (Teacher 1 interview excerpt)*

Q: What contributed to the acceptance of the school psychologist by the teachers?

part of the text	codes	subcategory	category
I think that the first thing was that something was achieved. That it was possible to improve the situation of a child or communicate better with that child or the parents.	visible results of SP's work	professional competence of SP	SP's characteristics influence
Then I think that it is definitely some kind of collegial support. That means that one teacher said "hey, Jana was good, let her come to your class, she will give you a different insight".	recommendation of the other teacher	supporting third party (teacher)	other people influence
And then I think that the fact that we started to be more open, like teachers to each other, so it means that we start to trust each other, that the support is there, that it is not a competition between us. So that trust can also be seen in the relation to the psychologist.	deepening cooperation among teachers mutual trust	mutual cooperation of teachers	school climate influence
Maybe also adaptation courses - because they both started going there and create a program for the students, so they meet together. And the relationship is simply based on friendship. That they just started to trust each other there. So a lot of factors.	informal activities trust gaining	cultivating informal relationships in the workplace	school climate influence
And of course, the principal - he was convinced that the work of a school psychologist is meaningful for our school. And so he presented it to the teachers as well.	introduction of the SP to teachers by principal principal's conviction about meaningfulness of SP's work	management creates positive conditions for SP	school management influence
Of course, it's also about the teacher's attitude. I'm not saying that everyone gets along with her. Of course, they don't always agree with what the psychologist says, because there are teachers who have been rigid for many years and don't want to change much. But I think she's being received pretty well now among teachers.	cooperative teachers uncooperative teachers	attitude of teacher towards SP	teachers' characteristics influence