Supplementary Table S6

Therapist Treatment-Fidelity Checklist

Session 1 — Schema Identification and Therapeutic Engagement			
ردیف	Prespecified treatment component	Status	Notes
1	Establish therapeutic alliance through warmth, empathy, acceptance, and psychological safety	□	
2	Introduce group rules, confidentiality, respect, and participants' right to decline participation in an exercise	□	
3	Introduce the rationale and basic principles of Schema Therapy	□	
4	Explain schemas as learned patterns rather than fixed aspects of identity	□	
5	Introduce the distinction between schemas and modes	□	
6	Introduce the Vulnerable Child and Healthy Adult modes	□	
7	Conduct an initial, preliminary case conceptualization based on presenting concerns	□	
8	Introduce the relevance of schema-related patterns to participants' diabetes-related psychological difficulties where clinically appropriate	□	
9	Use empathic confrontation and limited reparenting appropriately and within the group context	□	
10	Explain the YSQ as a homework/self-reflection task, rather than administering it as a session assessment	□	
11	Assign homework: complete the YSQ and record situations associated with emotional distress/schema activation		
Fidelity focus: Alliance, psychoeducation, initial formulation, safe introduction to schema/mode concepts.			

Session 2 — Developmental Formulation and Schema Origins			
ردیف	Prespecified treatment component	Status	Notes
1	Review homework and discuss relevant observations from YSQ completion	□	
2	Identify 2–3 prominent schemas for each participant, where clinically appropriate	□	
3	Introduce developmental formulation using a life timeline	□	
4	Explore relevant childhood and developmental experiences	□	
5	Examine links between developmental experiences and current schema patterns	□	
6	Explore potential relationships between schema activation and diabetes-related self-management difficulties	□	
7	Introduce Vulnerable Child and Punitive Parent modes at an introductory level	□	
8	Use empathic responses and limited reparenting as clinically appropriate	□	
9	Assign homework: record a childhood experience associated with shame, worthlessness, or similar schema-related emotion	□	

Session 3 — Schema Validation and Examination of Evidence			
دیف	Prespecified treatment component	Status	Notes
1	Review the previous homework	□	
2	Explore developmental experiences relevant to schema formation	□	
3	Conduct cognitive schema validation	□	
4	Identify evidence supporting the maladaptive schema	□	

5	Identify evidence contradicting the maladaptive schema	□	
6	Use Socratic questioning to examine schema-based interpretations	□	
7	Address Punitive Parent messages using empathic confrontation	□	
8	Explore maladaptive coping patterns and their potential relevance to diabetes self-management	□	
9	Assign homework: record at least one piece of evidence that challenges a maladaptive schema belief	□	

Session 4 — Mode Awareness and Work with the Vulnerable Child			
ردیف	Prespecified treatment component	Status	Notes
1	Review homework regarding contradicting schema evidence	□	
2	Provide structured psychoeducation about schema modes	□	
3	Differentiate Vulnerable Child, Punitive Parent, and Healthy Adult modes	□	
4	Use visual aids/cards to facilitate mode identification	□	
5	Conduct structured chair work between the Vulnerable Child and Healthy Adult modes	□	
6	Facilitate compassionate responses toward the Vulnerable Child	□	
7	Apply limited reparenting appropriately within the therapeutic context	□	
8	Monitor participants' emotional responses during experiential work	□	
9	Assign homework: write and read a compassionate letter to the child self	□	

Session 5 — Experiential Work and Imagery Rescripting			
ردیف	Prespecified treatment component	Status	Notes
1	Review homework and assess emotional readiness for experiential work	□	
2	Explain the voluntary nature of imagery-based exercises	□	
3	Conduct therapist-guided imagery rescripting when clinically appropriate	□	
4	Use the Healthy Adult/therapist protective response within the imagery exercise	□	
5	Facilitate compassionate reappraisal of schema-related experiences	□	
6	Use grounding/present-focused orientation following experiential work when required	□	
7	Allow participants to discuss and process emotional responses following the exercise	□	
8	Monitor for excessive distress during and after experiential work	□	
9	Assign individualized between-session therapeutic practice appropriate to the participant	□	

Session 6 — Modification of Maladaptive Coping Responses			
ردیف	Prespecified treatment component	Status	Notes
1	Review participants' experiences with the previous experiential exercise	□	
2	Introduce the three broad coping responses: surrender, avoidance, and overcompensation	□	
3	Identify dominant maladaptive coping patterns for each participant	□	
4	Examine short-term benefits and longer-term costs of maladaptive coping	□	
5	Conduct structured chair work involving the Vulnerable Child and coping mode where appropriate	□	
6	Use empathic confrontation to challenge maladaptive coping responses	□	

7	Identify alternative adaptive coping responses	□	
8	Link alternative responses to relevant diabetes-related situations when appropriate	□	
9	Assign homework: monitor schema-triggered coping responses a Session 7 — Healthy Adult Strengthening and Future Planning identify a healthier alternative	□	

Session 7 — Healthy Adult Strengthening and Future Planning

ردیف	Prespecified treatment component	Status	Notes
1	Review homework and participants' experiences with coping modification	□	
2	Conduct structured chair work between Punitive Parent and Healthy Adult modes	□	
3	Strengthen the Healthy Adult response using assertive and compassionate alternatives	□	
4	Review evidence supporting adaptive interpretations and challenging maladaptive schemas	□	
5	Develop an individualized schema-response "roadmap" or flashcard	□	
6	Include the dominant schema, developmental origin, contradicting evidence, Healthy Adult response, and adaptive behavior	□	
7	Identify anticipated diabetes-related situations requiring adaptive responding	□	
8	Develop practical responses to relevant difficulties such as emotional distress, food cravings, or body-image concerns	□	
9	Assign homework: review individualized flashcards and apply planned Healthy Adult responses	□	

Session 8 — Consolidation and Termination

ردیف	Prespecified treatment component	Status	Notes
1	Review the overall therapeutic process	□	
2	Review homework and individualized schema flashcards	□	
3	Review progress toward individual treatment goals	□	
4	Conduct future-oriented reflection from the Healthy Adult perspective	□	
5	Consolidate self-compassion and adaptive coping responses	□	
6	Conduct final group reflection on therapeutic learning and progress	□	
7	Conduct planned termination/closure of the group intervention	□	
8	Conduct the post-intervention outcome assessment following completion of the final treatment session	□	
9	Reinforce continued use of adaptive strategies after treatment completion	□	