

Supplemental Material S3

Integration of Principles of Parent Training Outlined by Rush & Shelden (2011)¹ into Clinic-Based Sessions.

Principle of Parent Training	Example in this study
Joint planning	Together, the SLP ² and the parent developed multiple oppositions activities to complete at home throughout the week. These activities adhered to the principles and contained the presumed active ingredients of multiple oppositions, but were personalized to the child’s interests and the family’s capability and day-to-day routines.
Observation	The parent and the SLP observed each other deliver multiple oppositions intervention within the clinic-based sessions. The first time parents observed the SLP conduct a new phase or step of multiple oppositions, they were provided with a checklist of the key elements of the intervention activities. For example, in Step 1 of Phase 2, this included key components such as “pairs the cards together” and “says the words before your child has a go.” These components were explained to parents, who were then asked to rate how often (on a three-point scale of always-sometimes-rarely) they observed the SLP deliver each element in a single activity.
Action	The parent practiced delivering the intervention within the clinic-based sessions, and provided intervention at home. The first time a parent delivered an activity in a new phase, or step, of the intervention, the SLP completed a similar checklist to that outlined in observation, above. At the end of this activity, the ratings were discussed with the parent.
Reflection	During clinic-based sessions, the SLP asked the parents reflective questions about their delivery of the intervention, for example “what do you think worked well in that activity?” and “I noticed that [your child] found that sound tricky. What do you think we could do to help him/her?” In addition to within-clinic reflection, parents were provided with a sheet to guide their reflection at home. This sheet contained questions prompting the parent to reflect on their delivery of intervention at home. For example, parents were asked to list things they found easy, things they found hard, how they felt during the activities, and to note questions they had for the SLP.
Feedback	The SLP provided the parent with feedback about their implementation of the intervention. This included positive and constructive specific feedback about their use of teaching strategies. In addition, parents were invited to provide feedback about the success and challenges of home practice activities and the intervention in general.

¹Rush, D. D., & Shelden, M. L. L. (2011). *The Early Childhood Coaching Handbook*. Baltimore, Maryland: Paul H. Brookes Publishing Co. ²SLP = speech-language pathologist