

Supplemental material, Schmitt & Gillispie, “The Untapped Potential of Preschool Classroom Volunteers in Language–Literacy Instruction: A Feasibility Study,” *Perspectives of the ASHA Special Interest Groups*, https://doi.org/10.1044/2020_PERSP-20-10002

Supplemental Material S4. Posttraining Reflection.

POST-TRAINING REFLECTION

❖ What strategies were easy to use? Why?

Remember, there were Pre-Reading (Reference to the SGE Visual Aid), During Reading (Reference to SGE Visual Aid, WH-Questions, Expansions of Child Responses, and Post-Reading (Review of SGE using WH-Questions, Expansions of child responses)

❖ What strategies were difficult/hard to use? Why?

Remember there were Pre-Reading (Reference to the SGE Visual Aid), During Reading (Reference to SGE Visual Aid, WH-Questions, Expansions of Child Responses, and Post-Reading (Review of SGE using WH-Questions, Expansions of child responses).

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POST-TRAINING REFLECTION

- ❖ **What portion(s) of the professional development did you feel was the most beneficial for you to participate in?** Remember there was the lecture/presentation day, then two practice sessions where we worked through book preparations and small group readings together.
- ❖ **What changes, if any, could the investigator make to improve the training process for future participants?**