



Supplemental Material S1. This figure shows two visual support cue card templates for starting a conversation. The left card (Bambara et al., 2016; Bambara, Cole, et al., 2018) shows blank lines where students or the instructor can write out conversation starters. The right card (Thomas, 2020) depicts squares where images of topic starters (left square) and topic expansions (right square) are placed. Text cues for starting or expanding conversation may be written under the images. “Your turn” signals a peer’s turn to start a conversation.

References

- Bambara, L. M., Cole, C. L., Kunsch, C., Tsai, S.-C., & Ayad, E. (2016). A peer-mediated intervention to improve the conversational skills of high school students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 27*, 29–43. <https://doi.org/10.1016/j.rasd.2016.03.003>
- Bambara, L. M., Thomas, A., Chovanes, J., & Cole, C. L. (2018). Peer-mediated intervention: Enhancing the social conversational skills of adolescents with autism spectrum disorder. *Teaching Exceptional Children, 51*(1), 7–17. <https://doi.org/10.1177/0040059918775057>
- Thomas, A. M. (2020). *Examining the impact of a peer-mediated intervention on decreasing inappropriate communication acts in adolescents with autism* (Doctoral dissertation). Lehigh University.