

**Supplemental Material S3.** Intervention session plan and fidelity checklist (adapted from Calder, Claessen, Ebbels, & Leitão, 2020).

Step	Explanation	Example	1/0	Approximate timing (min.sec)
<b>1. Explicit teaching</b>	Remind child of the goal of the session			
<b>1a. Activate prior knowledge</b>		<i>Last time we were working on saying sentences. We practised saying all the little parts, like /əd/ if someone did something in the past. We used these shapes and arrows to help us remember. Like this: ‘We moved<u>d</u> the shapes and arrows.’</i>	<input type="checkbox"/>	0.15
<b>1b. Explain Goals</b>		<i>I want you to say sentences that have already happened with all the little parts again. We will play some games to help us practise saying really good sentences.</i>	<input type="checkbox"/>	0.15
<b>ACTIVITY 1</b>				
<b>2. Check vocabulary</b>	Child asked to label materials from session linked to subject/object nouns	<i>We are going to do things with the playdough, so you and I will be the WHO. What is this [hold up playdough]? [Child responds correctly] We are going to be DOING the things with the playdough, so playdough is the WHAT.</i>	<input type="checkbox"/>	0.15
<b>3. Goal</b>	Demonstrate 3x SV/O/A sentences using one exemplar from each of the allomorphic categories. Introduce ‘left down arrow cues’ each alongside its corresponding shape	<i>First let’s roll the playdough. Stop! What did we do? We rolled the playdough. The /d/ at the end of rolled lets us know it’s already happened. Now, let’s squash the playdough. Stop! What did we do? We squashed the playdough. The /t/ at the end of squashed lets us know it’s already happened. Let’s twist the playdough. Stop! What did we do? We twisted the playdough. The /əd/ at the end of twisted lets us know it’s already happened.</i>	<input type="checkbox"/>	0.30
<b>4. Practice</b>	25 trials to produce past-tense –ed with systematic cueing			6.45-11.45
<b>4a. Coding</b>	Lay large shapes on the floor and child to use as cues to produce SV/O/A sentences		<input type="checkbox"/>	
<b>4b. Trials</b>	25 trials achieved	‘What did you/I do?’ on phrases containing target VERB. Work through VERBs that elicit allomorphs (/d/, /t/, /əd/)	<input type="checkbox"/>	
<b>4c. Cueing</b>	Errors cued appropriately?	i. Request for clarification: <i>Try that sentence again</i> (point to the left down ‘ed’ arrow in the WHAT DOING) ii. Emphatic recast: <i>You VERBed. Try again.</i> (point to the left down ‘ed’ arrow in the	<input type="checkbox"/>	

		WHAT DOING)		
		iii. Forced choice: <i>You VERB or You VERBed. Here is the sentence without the past /ed/ sound (WHO + VERB/s + WHAT; manipulate shapes)- try again.</i>		
		iv. Elicited imitation: <i>I'll say the sentence, then you try (Model and point to shapes, emphasising inflection and pointing to left down 'ed' arrow)</i>		
5. Consolidation	At the end of the session, review the 3x SV/O/A sentences using one exemplar from each of the allomorphic category.			
5a. Comprehension task	Child to produce SUBJECTs, VERBs, and OBJECTs following comprehension questions	<i>WHO rolled the playdough?, What DID we DO? WHAT did we roll?; WHO squashed the playdough?, What DID we DO? WHAT did we squash?; WHO twisted the playdough?, What DID we DO? WHAT did we twist?</i>	<input type="checkbox"/>	1.00
5b. Production	Child says phrase	<i>Did you roll the playdough? Tell me...; Did you squash the playdough? Tell me...; Did you twist the playdough? Tell me...</i>	<input type="checkbox"/>	
5c. Repeat without shapes	Child says phrase (cue as necessary)	<i>Did you roll the playdough? Tell me...; Did you squash the playdough? Tell me...; Did you twist the playdough? Tell me...</i>	<input type="checkbox"/>	0.30
5d. Monitoring task (Silly Sentences)	SP start to make errors and child corrects them	<i>The puppet roll* the playdough. Does that sound right? [No] The puppet squashed the playdough. Does that sound right? [Yes] The puppet twist* the playdough. Does that sound right? [No]</i>	<input type="checkbox"/>	0.20
ACTIVITY 2				
6. Check vocabulary	Child asked to label materials from session linked to subject/object nouns	<i>We are going to do things with the rice, so you and I will be the WHO. What is this [hold up rice]? [Child responds correctly] We are going to be DOING the things with the rice, so rice is the WHAT.</i>	<input type="checkbox"/>	0.15
7. Goal	Demonstrate 3x SV/O/A sentences using one exemplar from each of the allomorphic categories. Introduce 'left down arrow cues' each alongside its corresponding shape	<i>First let's pour the rice. Stop! What did we do? We poured the rice. The /d/ at the end of poured lets us know it's already happened. Now, let's mix the rice. Stop! What did we do? We mixed the rice. The /t/ at the end of mixed lets us know it's already happened. Let's taste the rice. Stop! What did we do? We tasted the rice. The /əd/ at the end of tasted lets us know it's already happened.</i>	<input type="checkbox"/>	0.30
8. Practice	25 trials to produce past-tense –ed with systematic cueing			6.45-11.45

<b>8a. Coding</b>	Lay large shapes on the floor and child to use as cues to produce SV/O/A sentences		<input type="checkbox"/>	
<b>8b. Trials</b>	25 trials achieved	'What did you/I do?' on phrases containing target VERB. Work through VERBs that elicit allomorphs (/d/, /t/, /əd/)	<input type="checkbox"/>	
<b>8c. Cueing</b>	Errors cued appropriately?	i. Request for clarification: <i>Try that sentence again</i> (point to the left down 'ed' arrow in the WHAT DOING) ii. Emphatic recast: <i>You VERBed. Try again.</i> (point to the left down 'ed' arrow in the WHAT DOING) iii. Forced choice: <i>You VERB or You VERBed. Here is the sentence without the past /əd/ sound (WHO + VERB/s + WHAT; manipulate shapes)- try again.</i> iv. Elicited imitation: <i>I'll say the sentence, then you try</i> (Model and point to shapes, emphasising inflection and pointing to left down 'ed' arrow)	<input type="checkbox"/>	
<b>9. Consolidation</b>	At the end of the session, review the 3x SV/O sentences using one exemplar from each of the allomorphic category.			
<b>9a. Comprehension task</b>	Child to produce SUBJECTs, VERBs, and OBJECTs following comprehension questions	<i>WHO poured the rice?, What DID we DO? WHAT did we pour?; WHO mixed the rice?, What DID we DO? WHAT did we mix?; WHO tasted the rice?, What DID we DO? WHAT did we taste?</i>	<input type="checkbox"/>	1.00
<b>9b. Production</b>	Child says phrase	<i>Did you pour the rice? Tell me...; Did you mix the rice? Tell me...; Did you taste the rice? Tell me...</i>	<input type="checkbox"/>	
<b>9c. Repeat without shapes</b>	Child says phrase (cue as necessary)	<i>Did you pour the rice? Tell me...; Did you mix the rice? Tell me...; Did you taste the rice? Tell me...</i>	<input type="checkbox"/>	0.30
<b>9d. Monitoring task (Silly Sentences)</b>	SLP start to make errors and child corrects them,	<i>The puppet pour* the rice. Does that sound right? [No] The puppet mixed the rice. Does that sound right? [Yes] The puppet taste* the rice. Does that sound right? [No]</i>	<input type="checkbox"/>	0.20
<b>10. Summarise</b>	Remind child of the goal of the session	<i>We've done lots of great work practising saying good sentences. We practised saying all of the little parts, like /əd/ if someone did something in the past. Remember, it is really important you say those little parts in the words. This will help your friends and teachers understand you. It's also important to listen out for those parts in words. They can help YOU understand!</i>	<input type="checkbox"/>	0.20
<b>TOTAL RAW:</b>			<b>/21</b>	<b>20.00-30.00</b>
<b>Percentage accuracy:</b>			<b>%</b>	

Notes. S = subject; V = verb; O = object; A = adverbial

## References

- Calder, S., D., Claessen, M., Ebbels, S., & Leitão, S. (2020). Explicit grammar intervention in young school-aged children with Developmental Language Disorder: An efficacy study using single-case experimental design. *Language, Speech, and Hearing Services in Schools*, 51(2), 298-316. [https://doi.org/10.1044/2019\\_LSHSS-19-00060](https://doi.org/10.1044/2019_LSHSS-19-00060)