

### Supplemental Material S1. SS-OO-PP-RR Procedural Fidelity Measure.

<b>Setting the Stage</b>	<b>Yes (2)</b>	<b>Partial (1)</b>	<b>No (0)</b>
<p>1. Caregiver updates how intervention/strategy use has been going with children in the class</p> <p>2. Shares information related to MORE communication strategies - could be through the use of a handout or through verbal descriptions about strategy use and or gesture development.</p> <p>3. Clarifies communication strategies to use during the session AND caregiver identifies routines for the session.</p>			
<b>Observation and Opportunities to Embed</b>	<b>Yes</b>	<b>Partial</b>	<b>No</b>
<p>4. Observes caregiver child interaction in play/literacy routine - provides feedback and builds on dyad strengths</p> <p>5. Offers information about how a strategy is linked to long-term communication development.</p> <p>6. Uses coaching strategies (guided practice, direct teaching, demonstration with narration, or caregiver practice) to help caregiver embed strategies into the class room routines. Must use guided practice and direct teaching at least once in each routine for a "Yes."</p> <p>7. Provides general and specific feedback on caregiver and child behaviors and interactions (links caregiver strategy to child response).</p>			
<b>Problem Solving and Planning</b>	<b>Yes</b>	<b>Partial</b>	<b>No</b>
<p>8. Problem solves with the caregiver about appropriate communication/gesture strategies.</p> <p>9. Supports caregiver to identify other opportunities to use strategies or asks caregiver to update strategy use in other contexts.</p>			
<b>Reflection and Review</b>	<b>Yes</b>	<b>Partial</b>	<b>No</b>
<p>10. Asks questions or makes comments to promote caregiver reflection and review of the routine - helps caregiver identify what worked during the session.</p>			