

Supplemental Material S1. References that informed the creation of each taxonomy aspect.

Aspect One (Modality/Domain)



Background for Aspect One

Assessments and interventions for school-age children with language disorder may be described as targeting comprehension (reception) or production (expression) of language in spoken or written modes (including AAC) (American Speech-Language-Hearing Association, n.d.; Cirrin & Gillam, 2008; Law et al., 2003). Target areas may include syntax/morphology, semantics, social abilities or structural elements in text or discourse (Apel, 2014; Beukelman & Mirenda, 2013b; Boyle et al., 2010; Law et al., 2003; Marton et al., 2005). Meta-abilities (Boyle et al., 2010; Hyter, 2003; Larson & McKinley, 2003b; Law et al., 2008; Robertson, 2007) and executive functions, particularly working memory (Hyter, 2003; Montgomery et al., 2010; Serry et al., 2008; Singer & Bashir, 1999; Ukrainetz, 2006b), may also be targeted in assessments and interventions for children with language disorders.

In this taxonomy, interventions are described by modality targeted (i.e., spoken or written), by domain/s targeted and as targeting comprehension or production.

Note: Given the aim of this taxonomy, Aspect I is based on literature regarding areas that SLP's target in assessment and intervention of children with language disorder. This aspect is not intended to represent a theoretical construct for language; nor is it intended to be a framework for language processing or development.



Definitions for Aspect One

Spoken/Written (Modality)

Spoken Language: Language exchanged verbally (American Speech-Language-Hearing Association, n.d.), or via an alternative to verbal communication in situations where peers would typically use verbal communication. This may also include pre-linguistic forms of communication.

- Single modality: using one mode i.e., speech-only (or AUSLAN for children with hearing impairment).
- Multi-modality: using multiple modes i.e., Key Word Sign or speech combined with symbols.

Written Language: Language exchanged through written text (American Speech-Language-Hearing Association, n.d.), or via an alternative to verbal communication in situations where peers would typically use verbal communication.

- Single modality: using one mode i.e., text-only (or Braille for children with vision impairment).
- Multi-modality: using multiple modes i.e., text combined with symbols or use of pictures to support text.

Domain

Semantics: Understanding and expression of words and word meanings, including vocabulary, word retrieval and lexical meaning (American Speech-Language-Hearing Association, n.d.; Beukelman & Mirenda, 2013b; Boyle et al., 2007).

Morphosyntax: Understanding and expression of different word forms and the order and combination of words in sentences (American Speech-Language-Hearing Association, n.d.; Beukelman & Mirenda, 2013b; Boyle et al., 2007).

Social Abilities and Discourse (Pragmatics): Giving and making meaning in social context or communication for social purposes (Beukelman & Mirenda, 2013b; Loukusaa & Moilanenb, 2009; Marton et al., 2005; Owens Jr, 2013; Paul & Norbury, 2012a). This includes:

- **Pre-linguistic communication:** Facial expression, gestures, joint attention etc. (Paul & Norbury, 2012b).
- **Communication intentions/purposes:** Requesting, commenting, asking questions, giving information, expressing an opinion, giving reasons, making predictions etc. (Beukelman & Mirenda, 2013b; Kaderavek, 2015a; Paul & Norbury, 2012a; Snell et al., 2006)
- **Non-verbal communication:** Understanding emotions from body language and facial expressions (Larson & McKinley, 2003b; Lopata et al., 2008; Wright et al., 2008).
- **Non-literal language:** Inferences, idioms, metaphors, jokes, sarcasm etc. (Loukusaa & Moilanenb, 2009; Vogindroukas & Zikopoulou, 2011).
- **Matching communication style to social context:** Adjusting communication style between friends and teachers (Larson & McKinley, 2003b; Paul & Norbury, 2012a)
- **Conversation conventions:** Topic selection, topic maintenance, conversational turn-taking etc. (Kaderavek, 2015a).
- **Text cohesion:** Verbal fluency or transitions between sentences/paragraphs (Hall-Mills, 2010; Larson & McKinley, 2003b).
- **Text organization** (discourse or macrostructure): Narrative structure (story grammar) or episodic structure (introduction/body/ending) (Boulineau et al., 2004; Hall-Mills, 2010; Kaderavek, 2015a; Wolf Nelson & Van Meter, 2007). Types of discourse include narrative, expository, persuasive and conversation (Hayward & Schneider, 2000; Kaderavek, 2015a; Nippold, 2010; Pearce et al., 2010; Westerveld & Claessen, 2014).

Meta-Abilities: Ability to think about own thought processes and understand how to regulate these processes for effective learning (American Speech-Language-Hearing Association, n.d.; Larson & McKinley, 2003b; Law et al., 2008). This includes:

- **Meta-cognition:** Knowledge and use of strategies for managing and self-monitoring own learning (Larson & McKinley, 2003b).
- **Meta-language (includes phonological awareness, meta-linguistic and meta-narrative skills):** Knowledge of phonemic, morphological, syntactical, or text-level rules in relation to own skills; and ability to effectively apply these rules for improved performance (Larson & McKinley, 2003b).
- **Meta-pragmatics:** Knowledge of social conventions in relation to own communication and ability to apply this knowledge to improve communication with others (Larson & McKinley, 2003b).

Executive Functions: Collection of related cognitive processes necessary for execution of goal-directed, controlled, purposeful behavior (Dawson & Guare, 2015; Henry et al., 2012; Singer & Bashir, 1999; Ukrainetz, 2006a; Wolter, 2007). These processes include:

- **Inhibition (self-control):** Suppression of inappropriate thoughts, comments and behaviors in order to focus and attend to tasks.
- **Emotion control (self-regulation):** Ability to manage emotions for goal achievement and task completion.
- **Working memory:** Retention, processing, and manipulation of pieces of information for short periods of time in order to complete required tasks.
- **Organization (strategic planning):** Organizational strategies for task completion (e.g., envisioning the end product, planning steps to complete tasks, and formulating solutions to problems).
- **Mental flexibility:** Integration of prior knowledge and experiences when completing tasks and effective application of different rules for different situations.
- **Sustained attention:** Ability to maintain attention to tasks despite distractions and fatigue.

Comprehension/Production

Comprehension: Understanding of information, knowledge and ideas communicated by others either verbally or non-verbally (American Speech-Language-Hearing Association, n.d.; Boyle et al., 2007; Law et al., 2003).

Production: Ability to convey information, knowledge, and ideas to others (either verbally or non-verbally (American Speech-Language-Hearing Association, n.d.; Boyle et al., 2007; Law et al., 2003).

Aspect Two (Intervention Purpose)



Background for Aspect Two

Interventions are typically undertaken for purposes of achieving typical development in relation to peers or addressing concerns related to academic performance and social-emotional wellbeing (Paul & Norbury, 2012c; Ukrainetz, 2015a; World Health Organization, 2015). Intervention may focus on remediation by directly developing expected skills to alleviate impairment (Justice & Redle, 2014; Larson & McKinley, 2003a; Paul & Norbury, 2012c; Schraeder, 2008). Alternatively, intervention may focus on teaching strategies for improved learning and functioning (Justice & Redle, 2014; Larson & McKinley, 2003a; Paul & Norbury, 2012c; Schraeder, 2008). For example, teaching strategies to support learning in the presence of an impairment (Gill et al., 2003) or teaching use of assistive devices to improve performance (Shadiev et al., 2014).

This taxonomy summarizes purposes of interventions skill development or strategy use.



Definitions for Aspect Two

Skill Development: Directly teach skills that impaired or lacking (i.e., lessen the degree of disorder or remediate deficits associated with a condition) for improved communication (Justice & Redle, 2014).

Strategy Use: Improve communication by teaching functional strategies. The intervention does not intend to directly alter the disorder but aims to teach use of strategies (i.e., compensatory strategies) for more effective communication (Justice & Redle, 2014).

Note: Use of AAC or multi-modal communication does not in itself alter the purpose of the language intervention. AAC may act as compensation for speech production; however, should not be viewed as compensation for language comprehension or production when applying this taxonomy.

Aspect Three (Intervention Delivery)



Background for Aspect Three

Interventions may be delivered by SLP's or by another trained person (Boyle et al., 2007; Dickson et al., 2009; Law et al., 2003; McCauley et al., 2017; Reichow & Volkmar, 2010; Roberts & Kaiser, 2011; Zabiela et al., 2007); and may be delivered face-to-face or via ICTs (American Speech-Language-Hearing Association, 2010; Edwards et al., 2012; Fairweather et al., 2016; Mashima & Doarn, 2009). Software programs may also be used to provide interventions (Gillam et al., 2001; Pokorni et al., 2004; Ramdoss et al., 2011). Interventions may be conducted individually or in groups (Cirrin et al., 2010; Larson & McKinley, 2003c; Schraeder, 2008) and may be delivered in different communicative environments (e.g., clinic, school, home, community) (Fey, 1986b; McCauley et al., 2017; Paul & Roth, 2011; Reichow & Volkmar, 2010; Snell et al., 2006).

In schools, terms such as “consultative” “curriculum-based and “classroom-based” apply a range of service delivery options (Ukrainetz, 2015b). These terms are defined inconsistently across the literature, but cover services such as: SLP and teacher providing joint whole class instruction; SLP providing individualized support to identified children in class whilst the teacher instructs the whole class; SLP providing training or intervention materials for teachers to implement; or SLP providing input into curriculum differentiation for whole classes or individual children (Archibald, 2017; Hemmeter, 2000; Hyter, 2003; Paul & Norbury, 2012c; Schraeder, 2008; Throneburg et al., 2000; Ukrainetz, 2015b). In contemporary school-based literature, SLP services are also often described within a Response-to-Intervention (RTI) model (American Speech-Language-Hearing Association, 2010; Law et al., 2012; Sanger et al., 2012; Speech Pathology Australia, 2014). In this model, intensity of support may increase across three tiers, depending a child's measured response to previous supports and interventions (Archibald, 2017; Haynes & Pindzola, 2012). Tier one services support whole group teaching and curriculum differentiation, tier two services support focused interventions to small groups of identified children and tier three services support individualized interventions (Law et al., 2012; Pullen et al., 2010).

In this taxonomy, interventions are described across three components: method i.e., Delivered by SLP, Delivered by Other or Software-Delivered; Format (i.e., “Tier” of support) and Environmental Context (i.e., clinic or community). Interventions delivered by an SLP or another person may also be identified as face-to-face or ICT delivered.



Definitions for Aspect Three

Method

Delivered by SLP: Interventions primarily delivered by an SLP. These interventions may involve others as communication partners or include follow-up activities or homework delivered by others; however, the SLP is the primary person providing the intervention for the duration of the intervention block (Boyle et al., 2007).

Delivered by Other: Interventions primarily delivered by other people (e.g., parent, teacher, teacher-aide, other-professional, therapy assistant, etc.). The role of SLP input is to train or support "others" (Boyle et al., 2007). This may include providing training, giving instructions/advice, providing coaching or supplying intervention materials. The SLP may also conduct intervention with the children for the purpose of modelling or demonstrating to those being trained. The level of SLP input may vary highly depending on the training needs or may vary over time (i.e., the SLP may have high input initially which then reduces as the "other" person becomes trained).

Note: It is acknowledged that significant SLP time may be involved in training "others" and that varied approaches may be used, however it is beyond the scope of this taxonomy to describe methods involved in training others.

Interventions delivered by a person may be:

- **Face-face:** The children and person delivering the intervention are in the same room (American Speech-Language-Hearing Association, 2010).
- **ICT (telehealth):** Intervention is delivered with the assessor and the children communicating through information and communication technologies (ICTs), including videoconferencing, web-conferencing, and telephone (American Speech-Language-Hearing Association, 2010; Molini-Avejonas et al., 2015). Technology that is not used for simultaneous two-way communication between individuals during intervention (e.g., audio/video recorders) is not considered ICT.

Software Delivered: The intervention is predominantly a computerized process (App or web-based program etc) with no (or very limited) input from a person (Knight et al., 2013). The software program selects and presents tasks and gives children feedback. A person may set a child up at a computer or be present as adult supervision; however, the process is predominantly computerized i.e., software program selects and presents tasks, provides feedback to the children and collects data. If a person is required to deliver tasks, provide feedback, or record data, then the intervention is not categorized as software.

Format

Whole class (RTI Tier 1): Interventions delivered as (and suited for) whole class teaching (i.e., one adult per seven or more children). This may include universal design or techniques for curriculum differentiation (Law et al., 2012; Sanger et al., 2012).

Small group (RTI Tier 2): Interventions delivered as (and suited for) small group teaching (i.e., one adult for two-six children). This may include in-class focused support for small groups of "at-risk" children (Law et al., 2012; Sanger et al., 2012).

Individualized (RTI Tier 3): Interventions delivered to individual children (Law et al., 2012; Sanger et al., 2012).

Environmental Context

Clinical: Skills are learned in a clinical context i.e., intervention does not incorporate materials or communication partners from day-to-day environments (Fey, 1986a; McCauley et al., 2017).

Community:

- **School:** Intervention occurs in a school (or Kindy) context i.e., incorporates communication partners, communication situations and materials that represent a school environment. Other terms used include "curriculum-based" or "classroom-based" intervention (McCauley et al., 2017; Ukrainetz, 2015b).
- **Home:** Intervention occurs in a home context i.e., incorporates communication partners, communication situations and materials that represent a home environment (Fey, 1986a; McCauley et al., 2017; Paul & Roth, 2011).
- **Other:** Intervention occurs in a community context i.e., incorporates communication partners, communication situations and materials that represent a community environment (Fey, 1986a; McCauley et al., 2017; Paul & Roth, 2011).

Aspect Four (Intervention Form)



Background for Aspect Four

Language interventions may be described by the types of tasks through which intervention occurs (McCauley et al., 2017), although variation exists across literature with regards to the definitions and interpretation of terms (Hepting & Goldstein, 1996). Descriptions relate to the naturalism of the interactions (Eisenberg, 2014; Fey, 1986c, 1986d, 1986e; Gillam et al., 2012; Norris & Hoffman, 1990; Snell et al., 2006; Ukrainetz, 2015a) or hierarchy/structure of the teaching (Helland et al., 2011; Koole et al., 2015; Paesani, 2005; Ukrainetz, 2015a).

In this taxonomy, these distinctions are covered in one component (i.e., task-type). Categories are based on those proposed by Ukrainetz (2015a) with information from other literature considered in relation to the definitions of categories (Gillam et al., 2012; Koole et al., 2015).



Definitions for Aspect Four

Task-Type

Decontextualized – Hierarchical

Other related terms may include “traditional” or “discrete skill” intervention (Gillam et al., 2012; Koole et al., 2015).

Features of these interventions include:

Naturalness

Discrete skills are targeted in highly structured tasks that are selected and directed by the clinician (Damico & Damico, 1997; Fey, 1986e). Intervention sessions typically consist of a series of repetitive, drill-based tasks with minimal topic continuity between tasks (Camarata & Nelson, 1992; Gillam et al., 2012). Games (or motivating items) may be used to make tasks entertaining, however the target skills are not an inherent part of the game (Ukrainetz, 2015a).

Structure

Skills are taught following a set (usually developmental) sequence (i.e., bottom-up or deductive approach), with progress to subsequent tasks dependent on mastery of previously targeted skills (Helland et al., 2011; Paesani, 2005; Ukrainetz, 2015a). Later stages may move towards more contextualized activities for generalization, however intervention begins by teaching skills in decontextualized tasks (this unlike contextualized and activity-focused interventions which occur in naturalistic or real-life activities from the outset (Camarata & Nelson, 1992).

Theoretical background

The underlying theory is that earlier developing skills should be taught first, and skills are mastered in highly structured situations before generalization to everyday communicative contexts (Camarata & Nelson, 1992).

Decontextualized - Non-hierarchical

Other terms may include: “skill-stimulation” (Ukrainetz, 2015a).

Features of these interventions include:

Naturalness

Same as Decontextualized-Hierarchical (see section above).

Structure

A variety of skills are practiced without a defined teaching sequence or a plan for how skills combine. Intervention does not follow a set developmental or hierarchical sequence (Ukrainetz, 2015a).

Theoretical background

The underlying theory is that practice of language skills stimulates cognitive processing and leads to enhanced overall functioning (Ukrainetz, 2015a).

Contextualized

Features of these interventions include:

Naturalness

Intervention activities are structured and directed by the clinician but occur in meaningful, natural interactions between the children and the clinician (Fey, 1986d). Intervention sessions are centered on a topic (e.g., in a storybook or a conversation) (Camarata & Nelson, 1992); with topic continuity across activities within a teaching session (Gillam et al., 2012).

Structure

Intervention may not be structured according to a hierarchical sequence (i.e., top-down or inductive approach), as the focus is on maintaining a meaningful context (Helland et al., 2011; Paesani, 2005).

Theoretical background

The underlying theory is that skills should be developed in naturalistic and meaningful contexts (Camarata & Nelson, 1992). Discrete skills may be targeted; however these skills remain embedded within a larger communicative purpose, such as telling a story (Ukrainetz, 2015a).

Activity Focused

Features of these interventions include:

Naturalness

Intervention occurs within the child's regular everyday activities or school curriculum, with adults responding to the child's communication by providing scaffolding and supports (Fey, 1986c; Ukrainetz, 2015a). Skills are taught directly within the daily-life activities in which they occur (Hyter, 2003), with focus on the activity being completed, rather than acquisition of discrete skills (Koole et al., 2015). Where skill acquisition occurs, this is directly related to performance on the specific activity being targeted.

Intervention Structure

Intervention targets are selected based on functional need for performance in the activity being targeted, rather than developmental stages (Ukrainetz, 2015a).

Theoretical background

Intervention is directly aimed at improving participation, functional performance or independence with regards to everyday activities (Koole et al., 2015; Westby, 2007).

Aspect Five (Teaching Techniques)



Background for Aspect Five

Teaching techniques are the 'active ingredients' embedded within interventions (Turkstra et al., 2016; Warren et al., 2007). Other similar terms include procedures (McCauley et al., 2017), scaffolding or structural supports (Ukrainetz, 2006a, 2015a), "teaching episodes" or "dose" (Warren

et al., 2007). It is acknowledged that language interventions are often comprised of multiple active ingredients and that teaching episodes comprise of both what an SLP does (i.e., inputs) and the child's response to the techniques (i.e., output) (Baker, 2012). Depending on the goal or skills being targeted, the child's responses may be verbal or non-verbal (Kamhi, 2014). Successful use of teaching techniques evokes a response from the child (either immediate or over time) and leads to positive therapeutic change.

Intervention techniques may facilitate either explicit or implicit learning (Alt et al., 2012; Ebbels, 2014; Finestack & Fey, 2009; Paesani, 2005). In implicit intervention approaches the child is not made consciously aware of the target form being taught, with the interventions often occurring in naturally occurring games or book reading contexts with the focus on communicative meaning over linguistic form. In explicit intervention approaches, the child is made explicitly aware of the target being taught through specific rules or patterns in teaching tasks designed to engage meta-cognitive skills. These rules are specifically taught prior to the presentation of examples in which the rule is applied (i.e., linguistic form, rather than meaning, is presented first).

In this taxonomy, the descriptive categories described by Ukrainetz (2006b) have been used as a structure to describe techniques that have been identified from literature as those that may be used in language interventions (Beukelman & Mirenda, 2013a, 2013b; Ebbels, 2007; Eisenberg, 2014; Embry & Biglan, 2008; Gillam & Loeb, 2010; Hegde, 2006; Hyter, 2003; Kaderavek, 2015b; Kamhi, 2014; McClintock et al., 2014; Paul & Norbury, 2012c; Proctor-Williams, 2009; Proctor-Williams & Fey, 2007; Reichow & Volkmar, 2010; Rosenshine, 2012; Roth & Paul, 2014; Smith-Lock et al., 2013; Smith-Lock et al., 2015; Snell et al., 2006; Starling et al., 2012; Warren et al., 2007; White et al., 2007). The distinction between explicit and implicit teaching is identified through the types of techniques used in the intervention i.e., presence or absence of explicit instructions (Finestack & Fey, 2009; Smith-Lock et al., 2013).



Definitions for Aspect Five

Prompting (or response) techniques: Prompts or cues that are intended to elicit an immediate response from a child (Ukrainetz, 2006b). These occur before a "client act" (Baker, 2012; Warren et al., 2007). For example, an SLP may use closed and open-ended questions to elicit 50 productions of past tense verbs from a child in an intervention session. Prompts are repeated (to elicit a target multiple times); are selected depending on a child's current level of ability; and are reduced (faded) over time to lead to greater independence from the child. The child's response to prompts may be verbal or non-verbal, depending on the goal being targeted. Prompting techniques are:

- **Time delay (expectant waiting):** Waiting longer than is typical for a desired child response (with no other prompts provided while waiting).
- **Physical (tactile) prompts/cues:** Use of touch to prompt or cue a child to begin or continue a task.
- **Gestural prompts/cues:** Use of gesture or facial expression to elicit a target response.
- **Visual (pictures, symbols or written) prompts/cues:** Use of visual prompts or cues to elicit a target response.
- **Verbal (auditory) prompts/cues:** Use of a verbal prompt or cues to elicit a target response. This may include:
 - **Questions (open or closed):** Use of questions to elicit a targeted response. The format of questions varies depending on the desired response.
 - **Suggestions (direct or indirect):** May be a direct instruction regarding the expected response.
 - **Cloze completion:** Giving a word, sentence, or phrase for the child to complete.
 - **Phonemic prompt:**
Use of an initial sound/syllable in a word to prompt production.
- **Model for Imitation:** Specific request/expectation for the child to produce (or imitate) a response (verbal, written, symbolic or gestural) that has been explicitly modeled.

Linguistic techniques: These techniques do not intend to elicit an immediate response from a child but are used repeatedly to highlight the communication skills or linguistic rules being targeted in order to facilitate development over time (Ukrainetz, 2006b). For example, an adult may provide 50 expansions of a child's utterance in an intervention session to demonstrate Subject-Verb-Object sentence structures. Linguistic techniques are:

- **Model for demonstration:** Deliberate presentation or model of an intervention target, without expectation of immediate response from the child. Demonstrations may be provided by:
 - **Adult modeling** (either in real-time or through videorecording)
 - **Peer modeling** (either in real-time or through videorecording)
 - Note: the presence of peers does not in itself constitute peer-modeling unless the peer has been deliberately primed or placed to provide modeling.
 - **Video modeling (or video feed-forward):** child's response is recorded and then edited and corrected before playback to child.
- **Think alouds:** Verbalization of the problem-solving processes or strategies involved in completing a task, such as making predictions, decoding texts, summarizing information, editing writing.
- **Focused contrast:** Deliberate comparing of incorrect response with a correct response.

- **Inflectional model (for demonstration):** Demonstrational models in which deliberate stress is given to a target.
- **Recasts/expansions:** Immediate repetition of the child's utterance with correction or modification of a target whilst maintaining the word order and core meaning of the utterance.
- **Extensions:** Immediate response to child's utterance by the adding one or more linguistic forms to expand the complexity or meaning of the utterance.

Regulatory techniques: These techniques have functions of facilitating the child's understanding of the goal or skill being targeted; assisting with maintaining focus to learning tasks; or assisting the child to self-monitor (Ukrainetz, 2006b). Regulatory techniques do not intend to elicit an immediate response from a child or demonstrate a specific communication skill or linguistic rule. They may not be directly counted in "dose," however may be considered important techniques for achieving intervention outcome. Regulatory techniques are:

- **Explicit instructions:** Explicit instructions regarding the use of target forms, such as linguistic rules or social expectations are provided. Instructions may be provided as:
 - **Verbal (explicit) instructions:** Verbal information is provided to make the child explicitly aware of the linguistic rules or features being taught.
 - **Visual (explicit) instructions:** Visual materials are used to explicitly explain the linguistic rules or features being taught.
- **Relating new content to past knowledge:** Commenting on links or similarities between tasks or skills.
- **Explanation of goals or expectations:** Learning intentions, goals or task expectations are described in an age-appropriate manner. Note: this is different to the technique "explicit instructions" (described above), because the explanations are about intervention goals or expectations rather than the communication rules/features being targeted. Goals or expectations may be provided as:
 - **Verbal explanation:** Verbal information is provided to explain goals or expectations.
 - **Visual explanation:** Visual information is provided to explain goals or expectations.
- **Feedback:** The purpose of feedback is to provide the child with specific information on their performance (strengths and weaknesses) in relation to the intervention target. Feedback is intentional, specific to the goal being targeted and provided immediately (or as soon as practicable) after the child's performance. Feedback may be provided as:
 - **Verbal feedback:** Child gets verbal information regarding their response or performance.
 - **Visual feedback:** Child gets visual information regarding their response or performance.
 - **Repetition as feedback:** Child's own response is repeated as a means of encouraging the child to correct their response. Repetition may be provided by an adult or may be a recording of the child's response played back.
 - **Natural consequence:** Feedback received through natural consequence in an interaction.
- **Rewards:** Rewards (positive reinforcement) provided for the purpose of keeping the child motivated or interested. Rewards include in-tangible reinforcement or tangible reinforcement. Natural consequences are not identified twice as also being rewards (e.g., receiving a desired item that was successfully requested is identified as a natural consequence rather than a reward); however, rewards may be provided in addition to a natural consequence (e.g., receiving a desired item and also getting a sticker to place on a chart).

Note: Although verbal praise, encouragements, and positive affirmations are also rewarding; they are not included here. This is because these positive interactions are considered to have a place in all interventions (either with or without other rewards or feedback) and are thus not a feature that distinguishes some interventions from others.

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