

Supplemental Material S2. ECI-A fidelity of administration tool.

#	Item	Yes	No	NA	If no, comments
Unexpected Item (Form A: Coloring + Pen OR Form B: Puzzle + Pop Toy)					
UI-1	Engages naturally with child with distractor toy <i>EXAMPLES: attempts to create routine but may depend on child interest/attention, for about 1 minute but may be faster</i>				
UI-2	Presents unexpected item to child <i>NOTE: places pen in box OR hands pop toy to child, can alter to ensure child sees/notices unexpected item</i>				
UI-3	Creates opportunity for child initiation <i>EXAMPLES: continues with previous actions, stays quiet, limited prompting</i>				
UI-4	Responds naturally to child communication				
Tr-1	Successful transition to ECI toys (removal of UI toys, presents ECI house/barn and accompanying toys)				
Fidget (Form A: Bead bag OR Form B: Water log)					
F-1	Places item within the house/barn toy set <i>NOTE: ideally while child is distracted but okay if not, may move item if child does not see/notice</i>				
F-2	Creates opportunity for child initiation <i>EXAMPLES: continues with previous actions/play, stays quiet, limited prompting</i>				
F-3	Responds naturally to child communication				
Tr-2	Removes fidget from play set within about 60 seconds or less after child notices toy <i>NOTE: okay if caregiver removes even if child never notices toy</i>				
ECI Play Set (Form A: House OR Form B: Farm)					
ECI-1	Follows the child’s lead in play <i>EXAMPLES: follows along with child’s initiations, avoids redirection as long as child is playing safely with ECI toys or engaged with the play partner</i>				
ECI-2	Interacts in non-directive manner <i>EXAMPLES: limits specific prompts (e.g., “do this”, “say _____”), limits repeated questions (e.g., what is this? What does the cow say?)</i>				
ECI-3	Comments about what child is doing with toys				
ECI-4	Describes what they (play partner) are doing				

ECI-5	Engages in playful/friendly manner				
ECI-6	ECI toy set is out for at least 6 minutes				
Activated Toy (Form A: Massager <i>OR</i> Form B: Wand)					
AT-1	Activates toy (ideally while child is distracted, but okay if not possible)				
AT-2	Creates opportunity for child initiation <i>EXAMPLES: continues with previous actions/play, stays quiet, limited prompting</i>				
AT-3	Responds naturally to child communication				
Tr-3	Successful transition to toy collection probe (removal of AT toy, removal of ECI house/barn and accompanying toys)				
Toy Collection (Form A: Surprise bag <i>OR</i> Form B: Dress-up)					
TC-1	Presents the toy collection <i>NOTE: surprise bag-opens bag & puts in reach of child, dress-up-puts in reach of child & takes out toys</i>				
TC-2	Creates opportunity for child initiation <i>EXAMPLES: pauses or stays quiet at times, appears distracted, limited prompting</i>				
TC-3	Responds naturally to child communication				
TC-4	Allows for at least 1 minute of time with the toy collection				
General					
G-1	Single play partner was involved throughout the ECI-A with the ECI-A materials				
G-2	Completed without significant adaptations <i>NON-EXAMPLES: additional toys added to support engagement, pacifier left in throughout, other adults/children engaged with the child</i>				
G-3	Child engaged without frequent need for redirection				