

Supplemental Material S1. Fidelity checklists for baseline sessions, peer teaching sessions, and intervention peer network sessions.

Baseline Fidelity Checklist	
Core Component	
Social-Emotional Lesson	
Pre-Reading Components	
1	The teacher welcomes and gathers students, using appropriate strategies to ensure their attention and engagement at the start of the lesson
2	The teacher clearly explains to students the focus of the lesson
3	The teacher introduces vocabulary words, providing a student-friendly definition and examples (including visual and/or verbal examples, as relevant)
4	The teacher poses an engaging question that they encourage students to reflect on during the book discussion
During-Reading Components	
5	The teacher presents the book, reading the title for students
6	The teacher uses a "think aloud" strategy at least one time, pausing while reading the book and commenting/unpacking an idea more in depth
7	The teacher poses at least one discussion question while reading the book, and the discussion question(s) help students actively engage with and respond to the focus of the lesson and the ideas in the book
After-Reading Components	
8	Immediately after reading, the teacher provides a brief recap or summary of the focus of the lesson and the main ideas in the book
9	The teacher provides a way for students to actively engage with and respond to the focus of the lesson, such as through an activity or discussion
10	The teacher wraps-up the lesson by summarizing what was learned and providing encouragement for students to use what they learned
Strategies to Promote Engagement, Learning, and Participation Throughout the Lesson	
11	The teacher provides aided language modeling throughout the lesson by key words on the AAC device ("without expectation")
12	The teacher uses strategies to ensure all students have opportunities to actively engage with and respond to key lesson ideas (e.g., partner-discussion, providing communication supports for students who need them, giving different students opportunities to share)
13	The teacher uses appropriate and effective strategies to ensure students attention and engagement throughout the lesson (e.g., providing clear expectations for students, providing positive behavior supports as needed)
Strategies to Promote Home-School Connection	
14	Either during the lesson or at a separate time in the day, the teacher provides the home-school handout for students to take home to their families

Play Segment for Data Collection	
Preparation for play	
15	Floor or table space of at least 3x3 ft. is cleared
16	At least two types of toys, representing different types of possible play are in the space (e.g., sensory/exploratory play, building play, pretend or functional play)
17	The AAC device (or two devices, if two are being used) are turned on, in working condition, have the AAC application pulled up, and are within arm's reach of the student and/or peers
18	The facilitator starts the video camera
19	The facilitator starts the play segment with task direction to all of the students: "I brought _____ and _____. Now it's time for you to play together! I'm setting a timer for 6 minutes, and when the timer beeps, we'll clean up."
20	The facilitator starts the timer immediately after the task direction.
21	The facilitator sits or stands within 3-5 ft. of the group, but does not sit immediately with the group in a way that attention would be on the facilitator, rather than one another.
22	Sometime during the first 3 min, the facilitator offers one general praise statement to the group (e.g., "Great playing!", "That's so cool!" "Wow, that looks fun!") <i>Only correct if this happens exactly 1x. If this occurs more than 1x in the first three minutes, mark as incorrect. If this does not occur 1x in the first three minutes, also mark as incorrect.</i>
23	Sometime during the second 3 min, the facilitator offers one general praise statement to the group (e.g., "Great playing!", "That's so cool!" "Wow, that looks fun!"). <i>Only correct if this happens exactly 1x. If this occurs more than 1x in the first three minutes, mark as incorrect. If this does not occur 1x in the first three minutes, also mark as incorrect.</i>
24	If the focus student or either of the peers are not engaging with or appear to have limited interest in the toys, the facilitator adds a toy or offers a play suggestion, up to but no more than 1x per minute (e.g., "Here, you can play with these figurines too.", "Would you want to make a house together?") <i>If this occurs more than 1x per minute, marks as incorrect. Also mark as incorrect if this does not occur during the play session and the peers and/or focus student are not engaged with the toys.</i>
25	If the peers or student attempt to interact with the facilitator (e.g., to ask a question, to show something) the facilitator responds briefly and attempts to points attention back to the group (e.g., "That's cool; you guys keep playing")
26	Other than the interactions described above, the facilitator does not intervene or interact. The facilitator can and should intervene to (a) address elopement (leaving the immediate play setting), (b) behavior from the focus student or peers that might be dangerous (e.g., throwing toys), and (c) extensive stimming or multiple button pushing on the AAC device (that lasts 1 min consecutively or more).
After play	
27	When the timer shows the 6 minutes have finished, the facilitator says "We're all done playing for today! I hope you had fun together. Let's work together to clean up."

Fidelity Checklist for Teaching Sessions "Ways to Talk and Play"	
Core Components	
Steps for the Teaching Session	
1	The teacher welcomes and gathers students, using appropriate strategies to ensure their attention and engagement at the start of the lesson
2	The teacher gives a rationale for the teaching session, or involves students in remembering the rationale (e.g., to teach Ways to Talk and Play that will ensure that everyone will have fun and be included)
3	The teacher clearly explains the target strategy (i.e., the Way to Talk and Play) using student-friendly language
4	The teacher introduces a visual support related to the target strategy
5	The teacher explains how the AAC device should be incorporated within the target strategy
6	The teacher provides video models of the target strategy, including with and without the AAC device
7	The teacher checks for student recall and comprehension of the steps or components of the target strategy before moving on to practice (e.g., "Remind me: What were the steps that we have learned?")
8	The teacher provides opportunities to practice the strategy through role play, providing behavior-specific praise and corrective feedback
9	The teacher gives students the opportunity to ask questions and/or reflect on the target strategy (e.g., "What was it like to Play-Talk-Give?")
10	The teacher wraps up the session by describing next steps and encouraging students to practice the target strategy both within and outside of the Peer Network
Strategies to Promote Engagement, Learning, and Participation Throughout the Teaching Session	
11	The teacher maintains an appropriate pace throughout the teaching session
12	The teacher uses strategies to ensure each student actively engages with and respond to key lesson ideas (i.e., by providing appropriate opportunities to respond)
13	The teacher uses appropriate and effective strategies to ensure students' attention and engagement throughout the lesson (e.g., providing clear expectations for students, providing positive behavior supports as needed)
14	The teacher gives clear and behavior-specific feedback regarding the target strategy, both when students ask questions and when they have the opportunity to practice through role play

Fidelity Checklist for Peer Network Sessions Intervention Sessions with Coaching on the "Ways to Talk and Play"	
Core Components	
Preparation for Play	
1	Floor or table space of at least 3x3 ft. is cleared
2	At least two types of toys, representing different types of possible play are in the space (e.g., sensory/exploratory play, building play, pretend or functional play)
3	The AAC device (or two devices, if two are being used) are turned on, in working condition, have the AAC application pulled up, and are within arm's reach of the student and/or peers
4	The facilitator starts the video camera
5	The facilitator welcomes and gathers students, using appropriate strategies to ensure their attention and engagement at the start of the session
6	The facilitator displays the visual support related to each of the previously taught strategies, talking about each one with students as the image is displayed
7	The facilitator carefully reviews steps of the new target strategy being taught, (a) explaining the steps of the strategy, and (b) giving an example of the strategy that relates to the toys that were brought for the play session
8	The facilitator guides students in brainstorming together 2-3 examples of the strategy that relate to the toys that were brought for the play session (must be more than one example)
9	The facilitator identifies three target words on the AAC device that might be used within the target strategy and teaches all students (peers and the focus student) how to find the words on the device, giving practice opportunities to locate the words <i>*Target words may be identified ahead of time, generated from the examples that students brainstorm with the teacher, or some combination; target words should build across sessions and include different types of words (e.g., high-frequency words, nouns, verbs, adjectives or adverbs)</i>
10	The facilitator gives students the opportunity to ask questions about the target strategy
11	The facilitator starts the play part of the session with task direction to all of the students "Okay let's play! I brought ____ and _____. I'll play with you for a little while, and then I'll let you play by yourselves. You can watch, and I'll use [strategies] too!"
12	The facilitator starts a 6 min timer immediately after the task direction
During Play with Coaching	
13	The facilitator sits and plays within the group and engages with all of the students for at least 2 and no more than 6 minutes.
14	At least once during the coaching session and no more than 2x per minute, the facilitator models the new and already learned target strategy(s) as they play with the kids. The facilitator does not model strategies that have not been taught.
15	The facilitator models use of the AAC device in at least 25% of their models of the strategies during the coaching session.
16	At least once during the coaching session and no more than 2x per minute, the facilitator prompts peers to use or finish one of the target strategies as they play with the kids (e.g., "Good job with copy, now you can talk about it"; "Can you could use play-talk-give?")
17	At least once during the coaching session and no more than 2x per minute per peer, the facilitator offers a specific praise statement about the peers' use of a target strategy as they play with the kids (e.g., "That was a great play-talk-give!")

18	The facilitator continues the coaching session until both of the peers have used the new target strategy successfully at least 1x (and gotten specific positive praise), or the 6 minutes has elapsed.
19	The facilitator transitions to play segment without coaching by saying something like "You guys keep having fun, and using [strategies]. I'll sit back here for a while and let you play."
20	The facilitator starts a 6 min timer immediately after the task direction.
During Play without Coaching	
21	The facilitator sits or stands within 3-5 ft. of the group, but does not sit immediately with the group in a way that attention would be on the facilitator, rather than one another.
22	Sometime during the first 3 min, the facilitator offers one general praise statement to the group (e.g., "Great playing!", "That's so cool!" "Wow, that looks fun!") <i>Only correct if this happens exactly 1x. If this occurs more than 1x in the first three minutes, mark as incorrect. If this does not occur 1x in the first three minutes, also mark as incorrect.</i>
23	Sometime during the second 3 min, the facilitator offers one general praise statement to the group (e.g., "Great playing!", "That's so cool!" "Wow, that looks fun!") <i>Only correct if this happens exactly 1x. If this occurs more than 1x in the first three minutes, mark as incorrect. If this does not occur 1x in the first three minutes, also mark as incorrect.</i>
24	If the focus student or either of the peers are not engaging with or appear to have limited interest in the toys, the facilitator adds a toy or offers a play suggestion, up to but no more than 1x per minute (e.g., "Here, you can play with these figurines too.", "Would you want to make a house together?") <i>If this occurs more than 1x per minute, marks as incorrect. Also mark as incorrect if this does not occur during the play session and the peers and/or focus student are not engaged with the toys.</i>
25	If the peers or student attempt to interact with the facilitator (e.g., to ask a question, to show something) the facilitator responds briefly and attempts to points attention back to the group (e.g., "That's cool; you guys keep playing"). <i>The facilitator can (and should) answer questions that peers ask about the target strategies, responding to the questions warmly and clearly, but briefly.</i>
26	Other than the interactions described above, the facilitator does not intervene or interact. The facilitator can and should intervene to (a) address elopement (leaving the immediate play setting), (b) behavior from the focus student or peers that might be dangerous (e.g., throwing toys), and (c) extensive stimming or multiple button pushing on the AAC device (that lasts 1 min consecutively or more).
After play	
27	When the timer shows the 6 minutes have finished, the facilitator says "We're all done playing for today! I hope you had fun together. Let's work together to clean up."
28	The facilitator checks-in with peers (e.g., "How do you think today went?" "What was it like to use play-talk-give?" "Do you have any questions or ideas for next time?"). The check-in can be a different question each day but should give peers a chance to share their experiences and reflect, including on the "Ways to talk and play."