

## Supplemental Material S1. Components of the different study phases.

Phase	Procedures	Materials	Sample target vocabulary	Sample interaction
<b>Baseline</b>	<ol style="list-style-type: none"> <li>1. Clinician and child agree on a topic of conversation.</li> <li>2. Clinician asks open-ended questions, uses expectant pause, verbal redirection, and contingent queries to stimulate the conversation.</li> <li>3. Clinician does not use any gestural or verbal prompts, aided modeling, or any form of corrective feedback.</li> </ol>	No predetermined materials, unless indicated by child	No specific vocabulary targeted	<p>Clinician: What did you do over the weekend?</p> <p>Child: <i>Tia Gladys</i></p> <p>Adult: What about Tia Gladys?</p> <p>Child: <i>baby</i></p> <p>Adult: She had a baby?</p> <p>Child: {nods yes}</p> <p>Adult: She just had a baby?</p> <p>Child: {nods yes}</p> <p>Adult: Oh my gosh! How is she?</p> <p>Child: <i>hurt</i></p> <p>Adult: Hurt? Where is she now?</p> <p>Child: <i>home</i></p> <p>Adult: What is she doing now?</p> <p>Child: <i>bed</i></p> <p>Adult: She is in bed at home? 'Cause she is not feeling well.</p> <p>Child: {nods yes}</p> <p>Adult: What do you like to do when you don't feel good?</p> <p>Child: <i>Legos</i></p> <p>Adult: Who do you play with?</p> <p>Child: <i>mom</i></p>
<b>Intervention</b>	<ol style="list-style-type: none"> <li>1. Clinician presents the child with photographs depicting the child in different events.</li> <li>2. Clinician asks the child to choose one s/he would like to talk about.</li> <li>3. The clinician asks the child whether s/he remembers what happened that day and to describe the event by saying: "Tell me what happened that day."</li> <li>4. As child talks, the clinician provides corrective feedback and verbally expands what the child says by recasting simple utterances into more complex ones.</li> <li>5. Clinician prompts the child to repair his or her original utterance.</li> <li>6. Clinician asks open-ended questions and</li> </ol>	Some children used personal photographs as originally planned while others preferred to use other visual props to choose from such as: video clips, iPad apps, and video game catalogs.	<p>Personal pronouns (<i>me, my, you, your, he, him, his, it, she, her, they, them, their</i>)</p> <p>Verbs (<i>ask, know, go, come, put, get, let, bring, take, buy, give, have, turn, get, make, find, call, remember, stay, touch, stay</i>)</p> <p>Auxiliary verbs (<i>is, can, could, will, was, did, do, does</i>)</p> <p>Adjectives (<i>awesome, weird, pretty, handsome, cold, small, huge, ready, any, every, old, easy</i>)</p> <p>Adverbs (<i>again, now, here, more, there, very, after</i>)</p> <p>Prepositions (<i>in, on, with, of, for,</i></p>	<p>Child: {chooses a picture}</p> <p>Adult: Tell me what happened that day.</p> <p>Child: <i>birthday</i></p> <p>Adult: Whose birthday?</p> <p>Child: <i>I</i></p> <p>Adult: Oh! This is your birthday.</p> <p>Adult: So to make that a little bit more clear, we need a few little words, right? Because it happened in the past you can say: "THIS WAS MY birthday." Can you tell me that?</p> <p>Child: <i>This was my birthday.</i></p> <p>Adult: Do you remember how old were you?</p> <p>Child: <i>nine</i></p> <p>Adult: Oh, you were nine years old.</p> <p>Child: <i>nine years old</i></p> <p>Adult: Remember we are working on our sentences.</p>

Phase	Procedures	Materials	Sample target vocabulary	Sample interaction
	<p>uses expectant pause, verbal redirection, and contingent queries to elicit different parts of speech and stimulate further conversation.</p> <p>7. As child talks, the clinician provides corrective feedback and verbally expands what the child says by recasting simple utterances into more complex ones.</p> <p>8. Clinician prompts the child to repair his or her original utterance.</p>		<p><i>out, outside, at, up, over</i>)</p> <p>Determiners (<i>this, that</i>)</p> <p>Conjunctions (<i>and, or, because</i>)</p> <p>Interjections, (<i>yes, no, please, sorry</i>)</p> <p>Question words (<i>who, what, when, where, why, how</i>)</p> <p>Nouns (<i>friend, game, backpack, song, morning</i>)</p>	<p>Let's make that a full sentence. You can say "I WAS nine years old."</p> <p>Child: <i>I was nine years old.</i></p> <p>Adult: What else do you remember about that day?</p> <p>Child: <i>dad mom</i></p> <p>Adult: What about Mom and Dad?</p>
<b>Generalization</b>	<p>Adult and child agree on a topic and converse as they normally would, without any instruction or intervention from researchers. Adult is masked to intervention procedures.</p>	<p>No predetermined materials, unless indicated by child</p>	<p>No specific vocabulary targeted</p>	<p>Adult: What are you going to be doing on Thanksgiving besides seeing your family? I should say, what do you want to do when you are there?</p> <p>Child: <i>play</i></p> <p>Adult: Who will you play with? . . . Is there a cousin involved?</p> <p>Child: {nods yes}</p> <p>Adult: Who's that? Is that Tia Coco?</p> <p>Child: <i>Cousin Octonus, Electra</i></p> <p>Adult: Right, right, right, and what are you going to be doing in their houses?</p> <p>Child: <i>play</i></p> <p>Adult: What is the type of things you play with?</p> <p>Child: <i>doll dress up</i></p> <p>Adult: You love that?</p> <p>Child: {nods yes}</p> <p>Adult: Are you going to be bringing your own dolls or do they have the dolls?</p> <p>Child: <i>my dolls dress up</i></p> <p>Adult: Oh, you are going to bring the dolls.</p>