

Supplemental Material S2. Implementation fidelity checklists.

Baseline Sessions	Not Observed (N/A)	Completed
One of three therapy activities is chosen: reading a story, free play, or craft activities. (Content)		
Clinician engages in two therapy activities with student with DLD for 30-min session. (Content)		
Clinician provides verbal recasts and opportunities for language production.		
Clinician elicits production of first targeted grammar feature (e.g., “Let’s talk about the pictures in this story” or “Let’s talk about what we do.”).		
Clinician elicits production of second targeted grammar feature (e.g., “Tell me what happened.”).		
Clinician thanks student for telling them about the therapy activity.		

Intervention Sessions	Not Observed (N/A)	Completed
First Grammar Activity Implementation Indicate type of intervention: <input type="checkbox"/> Visual <input type="checkbox"/> Motor		
One of three therapy activities is chosen: reading a story, free play, or creating a craft. (Content)		

Clinician explains use of grammatical structure.		
Clinician demonstrates and prompts student to produce grammatical structure in a demonstration sentence.		
Clinician’s method of production corresponds exclusively to targeted intervention method (e.g., verbal and visual, verbal and movement). (Content)		
Clinician reminds student to use grammatical structure, (e.g., “While we play, remember to use all the parts of your words.”).		
Clinician models production for target grammatical morphemes in appropriate intervention mode throughout chosen therapy activity.		
Clinician elicits production of target grammatical morphemes throughout chosen therapy activity.		
Clinician responds to inclusion of target structure with specific praise and expansion, reinforcing the target structure.		
Clinician responds to omission of target structure by recasting with correct production in indirect question form (e.g., “You mean X?”).		

Clinician encourages student to repeat utterances with target structure.		
At least 10 opportunities to produce target grammatical morphemes are provided within a 15-min session. (Content)		
Clinician thanks student for using target structure while they completed therapy activity (e.g., “Thank you for using good word endings while we made our craft today.”).		
Second Grammar Activity Implementation Indicate type of intervention: <input type="checkbox"/> Visual <input type="checkbox"/> Motor		
One of three therapy activities is chosen: reading a story, free play, or creating a craft. (Content)		
Clinician explains use of grammatical structure.		
Clinician demonstrates and prompts student to produce grammatical structure in a demonstration sentence.		
Clinician’s method of production corresponds exclusively to targeted intervention method, e.g. verbal and visual, verbal and movement. (Content)		
Clinician reminds student to use grammatical structure, (e.g., “While we play, remember to use all the parts of your words.”).		

Clinician models production for target grammatical morphemes in appropriate intervention mode throughout chosen therapy activity.		
Clinician elicits production of target grammatical morphemes throughout chosen therapy activity.		
Clinician responds to inclusion of target structure with specific praise and expansion, reinforcing the target structure.		
Clinician responds to omission of target structure by recasting with correct production in indirect question form (e.g., “You mean X?”).		
Clinician encourages student to repeat utterances with target structure.		
At least 10 opportunities to produce target grammatical morphemes are provided within a 15-min session. (Content)		
Clinician thanks student for using target structure while they completed therapy activity (e.g., “Thank you for using good word endings while we made our craft today.”).		