

Supplemental Material S2. Pause & maze coding/counting instructions (adapted from Peach, 2013).

1. Pauses

- a. Identify any pause > .200 s and record their specific length.
- b. Label each pause as *within-clause*, *between-clause*, *between-utterance*, or part of an *introductory phrase*.

i. *Within-Clause Pause*

"He put the (:.450) bread on the table"

ii. *Between-Clause Pause*

"The girl (:.750) who he wanted to win the race did not compete"

"Alan went to the store (:.450) although he didn't want to"

iii. *Between-Utterance Pause* – any pause between the final offset of an utterance and the subsequent onset of the subsequent utterance.

"S (:1.234) the story was about..."

iv. *Introductory phrase pause*– any pause that occurs as part of or following an initial conjunction or introductory phrase of an utterance.

"And (:.450) he lost his trophy"

"After that (:.450) he lost his trophy"

2. Mazes

- a. If multiple attempts at a word or phrase occur, consider the final correct production as correct and all preceding attempts as mazes.
- b. Code mazes as filled pauses [FP], repetitions [REP], or revisions [REV] if they occur during the main portion of an utterance. If they occur at the beginning, following an initial conjunction, or following/within an introductory phrase, code them as introductory by adding an I to each code ([FPI], [REVI], [REPI]) and confirm that the utterance that remains complete if the mazes were to be removed.

i. *Repetition* – When a word part, word, or phrase is repeated.

"I want to go to ([REP] the) the store."

ii. *Filled Pause* – Any meaningless word or sound used to fill space during production.

"And ([FPI] like) he went to them ([FP] um) store."

iii. *Revision* – When words or a phrase are edited and changed after they have been spoken.

"And he just ([REV] went) ran home."

3. Do not count:

- a. Pauses or mazes in an utterance that are unintelligible or abandoned/incomplete.
- b. Pauses that occur between mazes.

Reference

Peach, R. K. (2013). The cognitive basis for sentence planning difficulties in discourse after traumatic brain injury. *American Journal of Speech-Language Pathology*, 22(2), S285–S297. [https://doi.org/10.1044/1058-0360\(2013/12-0081\)](https://doi.org/10.1044/1058-0360(2013/12-0081))