Supplemental Material S1. Study procedure document. Example of procedures document, which can be personalized with study requirements.

Day 1 / Test Session Checklist:
- ☐ Confirm Ideal Environment
- ☐ Confirm session is recording
- ☐ Informed Consent
- ☐ Intake Form
- ☐ Check-In Form
- ☐ Assessment A
- ☐ Assessment B
- ☐ Assessment C
- ☐ Check-In Form
- ☐ Confirm next session

Required Materials for Investigators:

On computer:
Please have the following up and running before you start your videoconference:
- ☐ Informed consent documentation
- ☐ Cognitive-linguistic assessments (e.g., any slideshows)
- ☐ Database for intake form and check-in entry
- ☐ Ideal Environment Checklist

Hard copies:
Please have the following printed and ready to go before you start your videoconference:
- ☐ This document- hard copy preferred, virtual copy acceptable

Procedures:

- **Arrive 15 minutes before the session begins.**

- **Please make sure that the window with the participant's face is always enlarged and clearly visible. Size of Participant Window does not affect what the participant sees during screen share.**

- **Pin the participant's video so it stays the focus of the recording.**

- It is **SO IMPORTANT** to **SPEAK SLOWLY.** It will help your participant understand you better.

Aphasia Group Procedures: Day 1 / Test Session

Equipment Check:
"Hello! Before we start today, let's make sure that our equipment and surroundings are in good shape."
"Can you hear me?"
> *If no reply, make sure your microphone and their microphone is not muted.*
>> *If you are not muted, send first statement in chat. Wait for 30 seconds and try again.*

If yes, say: "Okay, great. Now let's test your microphone. Say a few sentences."
> *If you can't hear them clearly, ask them to speak more directly into the microphone and try again.*

Once the sound check is complete, say: "Now that we can both hear each other clearly, let's quickly check video feeds. Can you see me?"
> *If not, trouble shoot the problem.*
> *If yes, and you cannot see the participant, make sure they have their video feed unmuted.*
> *If yes, and you can see the participant, move on.*

"Last thing to check is to make sure we are both in quiet environments without distractions. Let's go through the checklist together."
Go through the checklist <u>at the bottom</u> of the "Ideal Environment Checklist and Instructions."
> *Help troubleshoot if there are any problems.*

<u>Confirm Recording Now. Do NOT Proceed Until The Session Is Recording!</u>

> To confirm that the recording is going to download to *your* computer, make sure that you see Pause/Stop Recording buttons on the bottom control bar.

Remember: Speak Slowly

Informed Consent:
"Let's get started by going through the informed consent. I have a slideshow that I will show you to help you while I read it aloud. Please ask questions if you have them."
> *[Put Your Informed Consent Script here]*

If informed consent is given, continue with the following procedures:

Intake form:
"This is an online intake form. The server is secure, and there are three ways that we can fill this form out. I can read the questions to you if you want. You can type your own answers, or if you have a caregiver with you, we can have them fill it out. This information will help us know more about you!"
If they choose to have you read through them, start asking the questions.
If they choose to type it themselves, give them control of the screen. Say, "You now have access to my screen. You can type, click, and scroll."
If they choose to have a caregiver help, wait for the caregiver. Say to the caregiver "Okay, I am going to share access to my screen with you. You can type click and scroll."

> - Share screen via videoconference.
> - Allow participant remote control of the screen.

After the participant is finished, say: "Thank you, please stop moving the cursor or typing."
> After the participant is finished filling out the Intake Form, click "Remote access" → "Abort control."

MAKE SURE YOU SAVE THE FORM BEFORE EXITING THE SCREEN.

<u>Check-in form:</u>
"The purpose of this last form is for us to have a better idea of how you are feeling and doing **today**. Since we are asking about how you are feeling, I'm going to ask you the questions."

> - Share screen via videoconference.
> - Allow participant remote control of the screen.

MAKE SURE YOU SAVE THE FORM BEFORE EXITING THE SCREEN.

<u>**Cognitive-Linguistic Assessments:**</u>

For the purposes of this Study Procedure example, we will include our instructions for obtaining spoken discourse samples, using the AphasiaBank Protocol. For efficiency sake, we are only showing one free speech and a picture description task.

Do the discourse samples in the order listed below.

"We are going to walk through several types of conversation. You will tell me stories, describe some pictures, and tell me how to do something. We are going to do it in no particular order. Are you ready?"

"Please talk **as much as you can** about each one, because we're really interested in knowing about your language."

Remember: Speak Slowly

Stroke Story and Coping Task:

> Nobody should share screen during the *Illness Story and Coping Discourse* to best see the participant for recording purposes.
> **<u>Mute your microphone</u>** after giving the prompt to prevent additional background noise while the participant is speaking.

"I'm going to be asking you to do some talking. How do you think your speech is these days?"
> *If no response in approximately 10 seconds, prompt:* "How's your talking?"

Listen, encourage full response.
> *If no response, say* "Are you having trouble with your talking today?"

"Do you remember when you had your stroke?"
> If yes, "Please tell me about it."
> If no, "Well, how about your first memories after the stroke. What can you tell me about that?"
> *If no response in approximately 10 seconds, prompt:* "Try to tell me about the day you had your stroke."

Listen, encourage full response.
> *If no response, say* "Do you remember your stroke?"

At a natural juncture add:

"Tell me about your recovery. What kinds of things have you done to try to get better since your stroke?"
> *If no response in approximately 10 seconds, prompt:* "Tell me about any changes you've needed to make in your daily life."
> *If no response, say* "Did you have any therapy after your stroke?"

Cat Rescue Task:

- Share slideshow containing picture description image with the participant.
- Please make sure that the window with the participant's face is always enlarged and clearly visible for recording purposes so to see their face clearly.

Do not *completely* obscure stimuli, but you can block some of it to get a larger participant window.

Mute your microphone after giving the prompt to prevent additional background noise while the participant is speaking.

"Thank you. Now, I'm going to share some pictures with you."

Remember: Speak Slowly

"Here is a picture. Look at everything that's happening and then tell me a story about what you see. Tell me the story with a beginning, a middle, and an end."

> *If no response in 10 seconds, give second prompt:* "Take a look (point to picture with cursor) and tell me any part of the story."
>
> *If fewer than 2 utterances, give third prompt:* "Anything else you can tell me about the story?"
>
> *If no response at all, say* "See the cat in the tree?"

Check-in Form:

"All done! Thank you for such an amazing amount of information! It will be very helpful for our project."

"Before we wrap up, do you mind answering the questions from a short survey like we did earlier. I want to see how you are feeling *now* compared to before the testing. I am going to share my screen and ask you to answer the questions verbally as I record your responses."

- Share screen with the participant.

MAKE SURE YOU SAVE THE FORM BEFORE EXITING THE SCREEN.

Wrap-Up:

"Thank you again for your participation in our project. Today, our session lasted _____ amount of time. We will be in touch to give you your e-gift card."

End Session. The video will start downloading immediately.