

Supplemental Material S2. General and specific strategy definitions.

General strategy	Operational definition	Specific strategy	Operational definition
Create or capture opportunities	The use of antecedents (i.e., events occurring prior to learner response) created or incidentally captured by interventionist/communication partners, that provided the learner with the occasion to, need to, ability to, or motivation to use a communicative response	Choice	Choice of topic to talk about provided
		Comment	Communication partner makes a comment about the environment, routine, or conversational topic
		Device access	SGD is made available/placed within closer proximity
		Environmental arrangements	Environment is modified in ways to promote communication using methods not otherwise specified
		Follow lead	Communication partner follows what the child shows interest in, in order to create new opportunities
		Model play	Communication partner models play or imitates the child's play
		Preferred items	Previously identified preferred items are included in intervention
		Proximity	Communication partner positions self closer to child
		Challenging behavior	Communication partner captures a natural occurrence of challenging behavior (or moment where challenging behavior would be predicted) to promote a replacement communicative response
		Read	Communication partner reads a section of a book to create an opportunity to respond
		Time delay	Communication partner pauses, or uses an expectant pause, prior to providing any model, prompt, or feedback to provide an opportunity for independent responding
		Vocabulary	Vocabulary appropriate to the context of the natural routine is added to device
		Question	Communication partner asks a question about the environment, routine, or conversational topic (including scaffolded questions)
Feedback	Consequences delivered by interventionist/communication partners that occurred after the learner engaged in targeted or nontargeted responses	Error correction	Communication partner models correct response following incorrect response
		Expansion	Communication partner repeats learner's response, but adds words to the initial utterance
		Imitate	Communication partner imitates the learner's response
		Other	Communication partner provides verbal feedback or reinforcement not specified, or feedback that does not meet definition of other categories (e.g., follow up question, comment)

		Praise	Communication partner provides verbal praise
		Recast	Communication partner rephrases the learner's response
		Reinforce request	Communication partner provides learner with item requested
Modeling	Interventionist or communication partner demonstrations of target expressive responses using either the SGD, natural speech, or manual sign	Augmented	Communication partner models target words with the SGD
		Natural speech	Communication partner vocally models target words
		Sign	Communication partner models target words with manual sign
Prompting	Extra stimuli used to cue expressive communication (including prompt hierarchies such as least-to-most).	Gestural	Communication partner uses physical gesture (e.g., pointing to SGD) to prompt use
		Physical	Communication partner physically guides learner to use SGD
		Not specified	Prompts mentioned, but no information on type
		Verbal	Communication partner vocally directs/reminds learner to use SGD
Train others	Procedures specifically described a protocol to train communication partners	Visual	Communication partner uses visual stimuli to prompt SGD use
		Paras	Classroom assistants trained as interventionists
		Parents	Parents trained as interventionists
		Peers	Peers trained as interventionists
		SLPs	SLPs trained as interventionists
Other	Intervention components not meeting definitions listed above	Teachers	Teachers trained as interventionists
		Attention	Methods to increase attention/joint attention
		Errorless learning	Methods used to prevent/block errors from occurring
		Functional analysis	Assessment conducted to determine function of challenging behavior
		Pre-instruction	Structured, non-naturalistic instruction provided prior to naturalistic (e.g., role play)

Note. SGD = speech-generating device; SLP = speech-language pathologist.