

**Supplemental Material S7. Testing script for definition tests administered pre-, immediate post-, and 2-week post-treatment.**

(Same Instructions Provided for Task 1 and Task 2)

**Practice Items (bed, ball, candy)**

I am going to play some words on the computer. I want you to listen carefully and tell me what each word means and tell me all about it. Let's try one. If the computer says "candy." What would you say about candy?--- (wait for child's response)--- Yes/No (depending on child's response), you tell me what candy means, something like "it is a sweet food that is made from sugar." If you don't hear the word, you can ask to hear it again. Let's try another one.

*Computer delivers 1st practice item. Provide feedback or coaching to child.*

*There are 2 additional practice items where feedback or coaching is allowed.*

**Feedback:**

*If child gives an appropriate definition, say, That's right. Remember that you tell me what the word means using different, new words. That's what you did. If you don't hear the word, you can ask to hear it again. Let's try another one.*

*If incorrect, say, That's not quite right. Remember that you tell me what the word means using different, new words. So if the computer says "SWIM," you tell me about "SWIM" using different, new words. You can say something like, "you move in the water, you splash your arms in the water, you kick your legs in the water." You can then go on to use the word that the computer just gave as an example. The computer just said "insert word." You could have said something like "XXX, XXX, XXX." If you said that, then I know just what, "insert word" means because you told me all about it. If you don't hear the word, you can ask to hear it again. Likewise you can also ask the child to think about "word" and tell you about it.*

Let's try another one.

*Computer delivers 2nd practice item. Provide feedback or coaching to child.*

**Feedback:**

*If child gives an appropriate definition, say, That's right. Remember that you tell me what the word means using different, new words. That's what you did. If you don't hear the word, you can ask to hear it again. Let's try another one.*

*If incorrect, say, That's not quite right. Remember that you tell me what the word means using different, new words. So if the computer says "FINGER," you tell me about "FINGER" using different, new words. You can say something like, "its on my hand, it's a long part of my hand, it helps me hold things." You can then go on to use the word that the computer just gave as an example. The computer just said "insert word." You could have said something like "XXX, XXX, XXX." If you said that, then I know just what, "insert word" means because you told me all about it. If you don't hear the word, you can ask to hear it again. Let's try another one.*

Likewise you can also ask the child to think about "word" and tell you about it.

Let's try another one.

*Computer delivers 3rd practice item. Provide feedback or coaching to child.*

## **Feedback:**

*If child gives an appropriate definition, say,* That's right. Remember that you tell me what the word means using different, new words. That's what you did. If you don't hear the word, you can ask to hear it again. Let's try another one.

*If incorrect, say,* That's not quite right. Remember that you tell me what the word means using different, new words. So if the computer says "SHIRT," you tell me about "SHIRT" using different, new words. You can say something like, "clothes you wear of the top part of your body, you can tuck it into your pants." You can then go on to use the word that the computer just gave as an example. The computer just said "insert word." You could have said something like "XXX, XXX, XXX." If you said that, then I know just what, "insert word" means because you told me all about it. If you don't hear the word, you can ask to hear it again. Let's try another one.

Likewise you can also ask the child to think about "word" and tell you about it.

\*\*\*\*\*STOP FEEDBACK\*\*\*\*\*

## **Test Items (catch & target trials)**

Directions:

- No feedback is provided
- Catch trials – These trials are words the child likely should know and are included to make sure that the child is attempting to perform the task. Provide 2nd prompt if child says "I don't know" or does not provide any attempt at a response. "I think you need to hear it again." Give 2nd prompt.
- Target trials – Provide 2nd prompt for examiner error (EE), child inattention (CI), and equipment malfunction (EM).

### Word Lists for Tasks 1 and 2

(Presented randomly within session; “catch trial” words marked with \*)

#### Task 1 Words

- 1 airplane\*
- 2 awful
- 3 car\*
- 4 cat\*
- 5 chair\*
- 6 damp
- 7 dirty\*
- 8 flashing
- 9 furnace
- 10 gathered
- 11 gaze
- 12 glared
- 13 grumbling
- 14 gulp
- 15 haddock
- 16 hooves
- 17 ice\*
- 18 marsh
- 19 midday
- 20 murmured
- 21 nervous
- 22 noticed
- 23 overjoyed
- 24 park\*
- 25 pouted
- 26 rain\*
- 27 ripe
- 28 sleep\*
- 29 snuggled
- 30 spotless
- 31 squinting
- 32 stale
- 33 success
- 34 surface
- 35 swaying
- 36 swung
- 37 tailor
- 38 teacher\*
- 39 wandered
- 40 whinnied

#### Task 2 Words

- 41 advice
- 42 apple\*
- 43 boat\*
- 44 clamor
- 45 crept
- 46 decided
- 47 discovered
- 48 dog\*
- 49 embarrassed
- 50 flowers\*
- 51 frayed
- 52 gloomy
- 53 hand\*
- 54 hauled
- 55 heaved
- 56 horrified
- 57 invisible
- 58 marvel
- 59 money\*
- 60 peering
- 61 prodded
- 62 racket
- 63 rare
- 64 ripples
- 65 ruffle
- 66 scarlet
- 67 sidelines
- 68 silky
- 69 smooth
- 70 snow\*
- 71 squawked
- 72 swat
- 73 swift
- 74 tight
- 75 tree\*
- 76 trembled
- 77 truck\*
- 78 twitch
- 79 water\*
- 80 worn