

## Supplemental Material S1. The script utilized to support the research team in administering teletraining session number one.

<b>Training 1 (Rxer + Para only)</b>	<b>Introduction</b>	<p>1. Greeting</p> <p>2. State training session #1 purpose</p>	<p>1. Hi (name). How are you? <i>Allow for social talk to begin.</i> Thank you for joining me today.</p> <p>2. Today is our first training session to learn how to help (student's name) communicate choices when given opportunities. We will go over a description of how and why to offer choices, review a checklist with the steps, and then practice through role play.</p>	Laptop (Zoom)- recorded
	<b>Strategy description</b>	<p>1. Discuss target child's communicative or visual characteristics relevant to the strategy (i.e., how did parent or para say that child shows what they want vs. don't want)</p> <p>2. Explain why offering choices is important</p> <p>3. Explain how we will offer choices (i.e., evidenced based four-step protocol, accommodations to CVI)</p> <p>4. Introduce offering choices checklist and highlight 4 main steps (will screenshare checklist PDF)</p>	<p>1. Let's start with a brief overview of (student's name) communication and vision. I have the information that you and the team provided and then the baseline videos as well. I will tell you what I saw and I would love for you to add in what I might be missing as well.</p> <p>a. (Student's name) most commonly communicates by...</p> <p>b. We know (student's name) wants something if he/she...</p> <p>c. We know (student's name) doesn't want something if he/she...</p> <p>d. (Student's name) seems to see best when...</p> <p>e. (Student's name) is drawn to looking at things that...</p> <p>f. Is there anything else you want to add about (student's name) communication or vision?</p> <p>2. This training is going to focus on increasing opportunities for (student's name) to communicate his/her choices while at school. This is important so that he/she can increase his/her active participation and self-determination. This training may also help you and others to acknowledge (student's name) communicative behaviors. We want (student's name) to realize that what they communicate is important.</p> <p>3. We are going to focus on 4 main steps to offer choices to (student's name). We can individualize these steps based on how (student's name) responds or not and based on his/her visual characteristics.</p> <p>4. You should also have a copy of this checklist from the email I sent you. Can you see the checklist?</p> <p>a. The 4 main steps are: Set up, Offer choice, Wait for response, Respond to child</p> <p>b. Let's watch some video models of these steps to give you a better idea of how it looks. Many of these videos were recorded with children who do not have visual or communication impairments; however, the strategy remains the same and can be tailored to (student's name) needs.</p>	<p>Training powerpoint slide 1 (Comm. Partner Questions-filled out and available to refer to during discussion)</p> <p>Training powerpoint slide 2</p> <p>Training powerpoint slide 3</p>

	<b>Strategy demonstration</b>	<p>1. Show video models of strategy for offering choices with books (will screenshare video exemplars)</p> <p>a. Step 1: Set up</p> <p>b. Step 2: Offer choice</p> <p>c. Step 3: Wait for response</p> <p>4a: If child makes choice</p> <p>4b. If child rejects choice</p>	<p>1. These videos show me offering choice opportunities to a child who does not have a communication or visual impairment. We will stop after each video to talk about what we have seen. The first video shows me offering books to Grace using the entire strategy/checklist.</p> <p>a. Book 'Set up'- This video demonstrates Step 1 which is Set up. This occurs prior to offering choices and if you and (student's name) stay in one spot, this might only need to occur one time prior to the activity. In the least distracting environment possible, which can be difficult to control, we want to check the child's positioning so that they are facing you, gather potential objects for offering choices, and then say something simple to introduce the choice scenario. WATCH VIDEO. In the video, I said "What book do you want to read next?" Let's watch the video one more time so you can see each of these parts. REWATCH VIDEO. <i>Individualized comments for target student about set up (e.g., positioning, lights in room, clear comment to offer choice opportunity)</i></p> <p>b. Offer choice- This video demonstrates me offering each book one at a time to Grace. I show her the book and label it and then show her the next book and label it. I then ask "Do you want to read ____ or ____?" so she knows she has a choice between each book. Let's watch. WATCH VIDEO.</p> <p>c. Wait for response- This steps sounds easy but it can be the hardest part. In this step, I remain silent and watch the child expectantly for up until 5 seconds or until the child has responded. I lean forward and look at the child so they know I am expecting a response. WATCH VIDEO. Did you notice how I showed Grace that I was expecting a response?</p> <p>4a. Book + Choice Made- This video shows steps 4 of the checklist when Grace makes a choice. WATCH VIDEO. You could see that Grace made a choice so I commented on what she did and what that meant and then gave her that book. Let's watch one more time. REWATCH VIDEO.</p> <p>4b. Book + Rejects- This video shows step 4 of the checklist again. Grace rejects both books offered to her so I offer her a new choice. WATCH VIDEO. You could see that Grace rejected the choices. How did she show that she rejected the choice? PARA RESPONSE &amp; WATCH VIDEO ON NEXT SLIDE. Exactly! What did I do once she rejected the choices? PARA RESPONSE &amp; WATCH</p>	<p>Progress through training powerpoint slides with video exemplars</p>
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	<b>Verbal practice of strategy steps</b>	<p>1. Review each step and sub steps from checklist (will screenshare checklist PDF)</p>	<p>1. Now that you have seen the steps in action let's practice them one at a time. Think back to the video models and feel free to use your checklist to guide you.</p> <p>a. Step 1- Set up: In this step, you are setting up the environment and student for the choice opportunity. You will always check student positioning, gather materials, and tell the child it is time to make a choice. This is hard to do right now over Zoom with me but gather a few materials that you could use to offer me a choice. PARA GATHERS OBJECTS. What could you say to me to set up the choice opportunity? PARA INTRODUCES CHOICE</p> <p>b. Step 2- Offer choice: In this step, you are offering a choice. You will pick 2 meaningful and motivating objects, show each object, label the object and pause for 2 seconds and then ask me "Do you want the first object or the second object?" PARA SHOWS/LABELS EACH OBJECT AND THEN ASKS QUESTION</p> <p>c. Step 3- Wait for response: In this step, you will wait for me to respond. You will remain silent and watch me expectantly for 5 seconds or until I respond. PARA SHOWS EXPECTANT WAITING</p> <p>d. Step 4- Respond to child- In this step, you will respond to the child. This step involves different responses based</p>	<p>PDF Checklist- hard copy for para</p>

		<p>2. Ask para if they have any questions about video exemplars or checklist steps</p>	<p>on what the child does or does not do. PARA RESPONDS BASED ON RXER RESPONSE TO CHOICE</p> <ul style="list-style-type: none"> <li>-Does the child respond to make a choice? If so, you will describe what you saw the child do, say "You want the (object name)" and hand the object to the child.</li> <li>-Does the child reject the choices? If so, you will describe what you saw the child do, say "You don't want the (object name)" and then repeat the steps with 2 new objects</li> <li>-Does the child not respond? If so, you will describe what you saw the child do, say "I don't know what you want," and then repeat the steps with the same 2 objects</li> </ul> <p>e. Repeat if appropriate – If the activity or context allows for it and the child remains engaged, you can repeat the steps as many times as possible. How did you feel about this practice round?</p> <p>2. Do you have any questions about the steps before we practice?</p>	
	<b>Controlled practice &amp; feedback</b>	<p>1. Tell para that rxer will play the role of the child and para will play themselves in a role play scenario</p> <p>2. Prompt para to prepare for step 1 of the checklist by preparing materials</p> <p>3. Tell para to use the hard copy of the checklist as they practice the steps with the rxer</p> <p>4. Practice 3 times with different rxer responses for step 4 (makes choices, rejects choice, no response)</p>	<p>1. Ok, let's practice the whole checklist in sequence! I will pretend to be (student's name) and you get to practice the steps with me like you would do in the classroom. This might feel silly but it's a good way to try it out. I have had to practice a lot too. Here is me practicing Steps 2-4 with my cat. CAT VIDEO. I practiced with my cat at home before making videos with real students. It helped me!</p> <p>2. First, you will set up. Some of this is taken care of already like minimizing distractions and checking my positioning but you can choose a few objects to use to offer me choices. Remember, this step also involves a short statement introducing the choice opportunity. <i>For (student's name), an important part of the set up might be...</i></p> <p>3. Use the checklist to practice the rest of the steps. It is OK to pause, look down or ask questions. PRACTICE WITH RXER MAKING CHOICE.</p> <ul style="list-style-type: none"> <li>-For step 2, I noticed that you ..... This was exactly what you are supposed to do and is important because...</li> <li>-For step 3, I noticed that you...Remember how important is to wait expectantly...</li> <li>-For step 4, I made a choice and you... You did the right thing by...That is important because..</li> </ul> <p>4. That time I made a choice and you responded by....</p>	<p>PDF Checklist- hard copy for para</p> <p>Objects for role play scenarios (para)</p>

		<p>5. Role play x5 (or more) until 80% criterion met (at least 8/10 steps from checklist); Random responses as child so para does not habituate to always responding in the same order</p> <p>a. Feedback after each practice trial</p> <p>6. Provide feedback to para on what they did according to the checklist vs. what to improve (overall)</p>	<p>a. REPEAT STEPS 2, 3 &amp; 4 with different researcher response methods &amp; feedback each time (positive &amp; what to improve)</p> <p>5. We are going to practice a few more times so you are feeling comfortable. You can continue to use the checklist to guide you.</p> <p>a. On that trial, I noticed that you....(positive). Something that we could improve on is....(improvement to be made).</p> <p>6. During the role play, you did an excellent job with...Next time you might want to try ... Specifically for (student), it will be important to....Overall I was really impressed and I hope the checklist helped you to feel confident.</p>	<p>Use coding documents for each trial to provide feedback and check for criterion met</p>
	<b>Session wrap-up</b>	<p>1. Tell para they will receive two emails (1 with the checklist immediately following this session, 1 as a reminder about the 2<sup>nd</sup> session and as a reminder to review the checklist prior)</p> <p>2. End session</p>	<p>1. We are finished with our first of two training sessions. Thank you for your commitment to helping (student's name) have opportunities to make choices, communicate and participate! You will receive two emails before we meet again.</p> <p>a. I will email you directly following this session with the checklist PDF for you to have and review.</p> <p>b. I will send you a reminder email about our second session with the date and time. For that session, (student's name) will need to be present with you so we can practice the checklist with him/her.</p> <p>Please remember that you are welcome to review and practice the checklist between now and our next session, kind of like I did with my cat. Ideally if you could practice 5-10 times between now and our next session, that would be great. The checklist will become second nature to you.</p> <p>c. Does this sound OK?</p> <p>2. Thank you so much for your time and attention today. I can't wait to meet (student's name) and to practice with him/her. See you soon!</p>	