

Appendix I: Training resource providers used by preschool practitioners in the UK and used to generate the coding scheme in Study 2.

Provider	Name of program	Intended audience	Website
Hanen	The OWL strategy	Parents of children with language delays	http://www.hanen.org/Programs/For-Parents/It-Takes-Two-to-Talk.aspx
UK Department for Education	EYFS guidance	Practitioners	https://www.gov.uk/government/collections/early-learning-and-childcare-guidance-for-early-years-providers
UK Department for Education	ECAT guidance	Practitioners	N/A
UK Department for Education	Birth to three matters	Practitioners	http://www.foundationyears.org.uk/eyfs-statutory-framework/
Local Authority Speech and Language Team	Communication Supporting Center checklist	Practitioners	N/A
Local Authority Speech and Language Team	Key Strategies to promote communication	Practitioners	N/A

ELKLAN	ELKLAN adult-child interaction observation tool	Practitioners	https://elklantraining.worldsecuresystems.com/
Better Communication Research Program	Classroom Observation Tool	Practitioners	http://www2.warwick.ac.uk/fac/soc/cedar/better/cscobsvtl/
TCT/ICAN	Small Talk	Parents and practitioners	http://icancharity.org.uk/resources/small-talk

Appendix II Coding categories for advice given in nine language and communication training resources in the UK.

Across the nine resources detailed in Appendix I, there were 158 distinct statements about how to provide a language-friendly environment in preschool centers; from advice about how to structure the environment (e.g. *Use familiar photographs to introduce new words and encourage responses from children*) to advice about how to recast children’s errors (e.g. *Model clear sounds and sentence structures without correcting*). Many of the key messages were identical across statements, so for easy of reference below, we have distilled these 158 statements into 38 separate key messages, and six broad categories of advice (Adjust: Use language that is appropriate to the child’s developmental level; Autonomy: Give the child autonomy and let her lead the play; Enrich: Tailor what you say in order to enrich the language environment; Environment: Tailor the environment to promote language learning; Interact: Be sensitive and child-focused in interactions; and Respond: Respond to the child’s attempts to communicate in such a way as to promote language development)

Category	Key message	Training Advice
Adjust	Adapt grammar	Adjust sentence length and complexity. For example, break down and shorten sentences. Use simple repetitive language
Adjust	Adapt language	Adapt their language to the level of the child
Adjust	Adapt language	Talk at an appropriate rate using short sentences
Adjust	Adapt language	Modelling words and sentences appropriately in response to children’s developing speech and language
Adjust	Adapt language	Use short simple sentences
Adjust	Adapt language	Keep your language simple: adapt your language to the child's level
Adjust	Adapt tone	Speaking sensitively to shy or unsettled children
Adjust	Adapt vocab	Adapt vocabulary for different children

Adjust	Adapt vocab	Use vocabulary children can understand in everyday instructions
Autonomy	Choice	Encourage the child to choose an activity
Autonomy	Choice	Adults provide children with choice (e.g. would you like to read a story or play on the computer)
Autonomy	Choice	Let the child choose the toy or activity
Autonomy	Choice	Provide opportunities for babies to make choices; which spoon to choose, which bib to wear, the size of paintbrush to use, to go outdoors or stay in
Autonomy	Follow	Encourage the child to take the lead in joint play
Autonomy	Follow	Get your own stuff to join in
Autonomy	Follow	Playing alongside children without always directing their play
Autonomy	Follow	Follow what the child wants to do
Autonomy	Follow	Follow the child's lead (watch wait and listen) - what are they interested in or what do they want to talk about
Enrich	Comment	Comment on what the child is doing throughout routines
Enrich	Comment	Use more comments than questions
Enrich	Comment	Adults comment on what is happening or what children are doing at that time
Enrich	Comment	Use appropriate methods to introduce new concepts and vocabulary?
Enrich	Comment	Repeat and reinforce new vocabulary
Enrich	Comment	Give a running commentary on the child's activity rather than ask questions, most of the time
Enrich	Comment	Modelling activities and talking about what they are doing

Enrich	Comment	Modelling a range of positive behavior and language
Enrich	Comment	Supporting outdoor play by modelling language based on the child's activities and encouraging peer interaction
Enrich	Comment	Only ask a few questions
Enrich	Comment	Comment rather than ask too many questions
Enrich	Comment	Talk to your baby. Tell them what you're doing, where you're going and what you notice about them
Enrich	Comment	Adults provide the labels for familiar and unfamiliar actions, objects or abstractions (e.g. feelings)
Enrich	Diverse vocab	Use specific vocabulary (rather than <i>this, there, that, it</i>)
Enrich	Diverse vocab	Adults model language that the children are not yet producing
Enrich	Diverse vocab	Although children may know lots of different words, it's important to introduce new words and phrases. This helps them to continue learning. See if you can think of lots of different words that mean a similar thing - for example, different words that mean "big"
Enrich	Open questions	Adults ask open-ended questions that extend children's thinking (<i>what, where, when, how</i> and <i>why</i> questions)
Enrich	Open questions	Using questions that invite conversation or encouraging reasoning skills rather than yes/no answers
Enrich	Open questions	Think about the questions you ask - do they stop or continue the conversation
Enrich	Prompt	Encourage children to ask questions
Enrich	Repeat	Repeat a range of word (name actions descriptions feelings) and fun sounds

Enrich	Repeat	Use simple repetitive language during everyday activities
Enrich	Gesture&props	Use visual support and gesture to support a child's understanding
Enrich	Gesture&props	Use added visual and non-verbal communication to help the child want to listen (symbols, pictures, gestures and props)
Enrich	Gesture&props	Natural gestures and some key word signing are used in interactions with children
Enrich	Gesture&props	Adults use symbols, picture and props (real objects) to reinforce language
Enrich	Gesture&props	Use puppets and other props to encourage listening and responding e.g. when singing a familiar song, asking question, joining in young children's play. Encourage repetition
Enrich	Gesture&props	Use natural gesture and facial expression to support language
Enrich	Gesture&props	Use non-verbal communication (e.g. gesture) to help the child to understand what you were saying
Enrich	Gesture&props	Use actions with words. Try waving as you say "bye-bye" or holding your hands out to your baby and saying "up" - this will help them understand the words
Environment	Background noise	Reduce background noise and distractions
Environment	Conversation	Provide opportunities for all children to become part of a group, encouraging conversation
Environment	Conversation	Story talk
Environment	Conversation	Have a special time to talk about the day. One good way to do this is to say "Tell me one thing you enjoyed doing today"
Environment	Games&activities	Provide play situations in which children can take on different roles and adults can help them communicate (e.g. home, shop, hospital, play)

Environment	Games&activities	Script: Adults provide a verbal routine to the child for representing an activity (e.g. first you go to the counter, then you say "I want milk...") and engage the child in known routines (e.g. now it is time for circle time. What do we do first)?
Environment	Games&activities	Use every day routines e.g. dressing, changing and mealtimes to sing with, talk to and encourage babies to vocalize
Environment	Games&activities	Have fun with babies by making a game of everyday activities; e.g. waiting for fingers to pop out of a sleeve, or head through a vest when dressing
Environment	Games&activities	Mobiles above changing areas, feathers to tickle and music to share, help young babies to enjoy being together and communicating with their key person
Environment	Games&activities	Role play and dressing up, visits to parks, shops or libraries encourage children to take on roles, meet others and express feelings or thoughts
Environment	Games&activities	Extend and develop play through stimulating resources
Environment	Games&activities	Helping children to develop and extend imaginary play
Environment	Games&activities	Action and object games
Environment	Games&activities	Naming games
Environment	Games&activities	Who am I game
Environment	Games&activities	Dialogic book talk activity
Environment	Games&activities	Check round the room. Were there any missed opportunities for positive interaction with this or any other child? Check out the quiet children
Environment	Games&activities	Spend time outside together, talking, listening and exploring - there's so much to talk about

Environment	Games&activities	Playing board games helps children to listen and take turns - both are essential for good conversations
Environment	Listen	To help show your child how to listen, stop for a minute and listen out for what you can hear. You can do this at home or when out and about.
Environment	Objects	<i>What is it</i> is one of the earliest questions as a baby holds up an object, accompanied by a questioning facial expression. Provide interesting objects such as a squeaky toy
Environment	Objects	Encourage exploration and imitation of sound by providing objects such as firmly sealed yoghurt pots or plastic bottles filled with water, sand, gravel
Environment	Objects	Provide everyday objects found in the home for example sponge, soft nail brush. Plastic pan scrub, for babies and children to explore, investigate and talk about
Environment	Objects	Encourage exploration of objects
Environment	Objects	Obstacle course (for prepositions like <i>under, over</i> etc.)
Environment	Opportunities	Think of play opportunities that make the child want to talk
Environment	Opportunities	Create opportunities for talking and making language choices - create the need to communicate
Environment	Opportunities	Create the need to communicate: create situations where the child is motivated to communicate
Environment	Photos	Spend time with young children sharing photographs either in books or placed where they can be seen; e.g. on skirting boards or mobiles, showing family, friends, favorite foods, pets

Environment	Photos	Use familiar photographs to introduce new words and encourage responses from children
Environment	Photos	Display and discuss photographs with young children which convey specific messages; e.g. a child in conflict with an adult, taking on a role, choosing a biscuit
Environment	Photos	Encourage narrative (e.g. around photographs)
Environment	Planning	Letting children know of expected changes to the day, e.g. visit of dentist
Environment	Routine	Read and reread favorite stories to children
Environment	Routine	Link children's spoken language with written language
Environment	Routine	Sharing books and looking at family photos is a great way of starting conversations with your baby
Environment	Routine	Share books together. Books with flaps and different textures are great - take time looking at the pictures and describing them
Environment	Routine	Share books and talk about the story and characters. Comment on what the different characters look like and what they do
Environment	Routine	Play quizzes. Describe a character they know and see if they can guess who it is. Then give them a turn to describe and you guess
Environment	Routine	Look at and talk about picture books. It's never too early to share books
Environment	Routine	Provide tapes of rhymes and stories, sounds and nursery rhymes, spoken words; some that require young babies to respond, others that engage them to listen
Environment	Routine	Make time to say rhymes as well as sing with groups of children?
Environment	Routine	Frequently support songs and stories with actions, objects or puppets?

Environment	Routine	Sing action songs like Incy Wincy Spider and play games like Peek-a-boo to encourage communication skills
Environment	Routine	Say and sing action rhymes and songs. This will help toddlers become familiar with the rhythms of language and makes talking and listening active and fun
Environment	Routine	Play around with words and sounds - think of words that begin with the same sound or words that rhyme. Rhyming is an important skill when learning to read
Environment	Routine	Sing lots of songs and rhymes, especially those with actions and lots of repetition
Environment	Support	Give regular support to those who struggle to understand, and check children have understood instructions
Environment	Support	Ensure that all children have the opportunity to interact 1:1 with an adult if they wish
Environment	Welcome	Helping children to settle when they arrive if needed
Environment	Planning	Giving clear expectations of rules
Interaction	Attention-getting	Gain the child's attention before speaking e.g. say their name
Interaction	Attention-getting	Adults use the child's name, draw attention of the child
Interaction	Attention-getting	Gain children's attention before delivering instructions
Interaction	Eye-contact	Get face to face - adjust to the child's level where you can easily make eye contact
Interaction	Eye-contact	Adults get down to the child's level when interacting with them
Interaction	Eye-contact	Get eye to eye
Interaction	Eye-contact	Spend time talking and playing, get down on the floor to play, talk and listen
Interaction	Pause	Slow down the pace of speech
Interaction	Pause	Allow more time for child to respond

Interaction	Pause	Wait and pause, giving each child time to initiate and respond
Interaction	Pause	Watch how each child tries to communicate (verbal/non-verbal)
Interaction	Pause	Pacing: Adults use a slow pace during conversation: give children plenty of time to respond and take turns in interacting with them
Interaction	Pause	Adults pause expectantly and frequently during interactions with children to encourage their turn taking and active participation
Interaction	Pause	Give children time to respond
Interaction	Pause	What for the child to act, vocalize or talk - the 10 second rule
Interaction	Pause	Waiting is a powerful tool. It gives you time to observe what your child is interested in. Even more importantly, it gives your child time to start an interaction or respond to what you've said or done.
Interaction	Pause	Sometimes it's hard to know what's on your child's mind. Taking the time to observe her body language — her actions, gestures and facial expressions — will help you figure it out
Interaction	Pause	Give children time to respond
Interaction	Pause	Your child may need time to think before responding to questions and instructions. Give them time without answering for them or finishing their sentences
Interaction	Problem solving	Observe play and listen carefully before intervening
Interaction	Problem solving	Actively supporting children in solving their problems and disputes
Interaction	Respect	Respecting the child's other languages where relevant, i.e. home language (if not English), sign language

Interaction	Turn-taking	Avoid adult dominated interactions - balance adult-child turns
Interaction	Turn-taking	Create opportunities for turn taking
Interaction	Turn-taking	Turn taking is encouraged
Interaction	Turn-taking	Ensure that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group
Interaction	Turn-taking	Facilitating shared play and turn taking
Respond	Copy	Copy your baby when they're babbling, take turns and "have a conversation"
Respond	Encourage	Encourage any attempts at communication
Respond	Encourage	Encourage the use of gesture
Respond	Encourage	Listen and respond positively to each child's verbal and non-verbal message
Respond	Encourage	Accept non-verbal communication as well as verbal
Respond	Encourage	Encouraging children's independence and self-confidence by acknowledging all efforts
Respond	Encourage	Listening means paying close attention to all of your child's words and sounds. Take care not to interrupt her, even if you've already figured out what she's telling you
Respond	Expand	Copy what the child says and add a new word (expanding)
Respond	Expand	Expand children's language: add a word or an idea
Respond	Expand	Adult repeats what child says and adds a small amount of syntactic or semantic information
Respond	Expand	Extend the child's utterances
Respond	Expand	If your child is pointing at something, tell them what it is e.g. "It's a worm"

Respond	Expand	Repeat and expand on what your child says. If your child says "juice", you can say "more juice", "juice please", or "juice gone". This shows your child how words can be put together to make short sentences
Respond	Imitate	Imitate and repeat what child says
Respond	Imitate	Imitate and repeat what child says
Respond	Interpret	Avoid correcting a child and accept their pronunciation
Respond	Interpret	Use strategies to help unintelligible children be understood
Respond	Interpret	Adults respond to the majority of child utterances by confirming understanding of the child's intentions. Adults do not ignore communicative bids
Respond	Interpret	Let young babies know you understand what they are saying e.g. when they are hungry, tired, happy, sad, lonely
Respond	Interpret	Listen to sounds or words the child said and tried to think what messages he was trying to tell you
Respond	Interpret	Interpret the message children send
Respond	Recast	Repeat back to the child using the correct sound
Respond	Recast	Model the correct sentence when they hear a child's incorrect utterance
Respond	Recast	Model clear sounds and sentence structures without correcting
Respond	Recast	If children say words that aren't clear, the best way to help is for you to repeat what they've said using the right words rather than to make them say it again
Respond	Praise	Children's listening skills are praised
Respond	Praise	Children's non-verbal communication is praised

Respond	Praise	Responding positively to children’s efforts to communicate
Respond	Praise	Give praise by stating or explaining what the child was doing well

Appendix III. Details of the most frequent training programs identified by practitioners in studies 1 and 2 and annotated by the Lead Local Authority Speech and Language Therapist (SLT) to provide more information where necessary

Program	Stated goals	Length	Teaching methods	What is taught?	Link for more information
Local Authority Language Champion Training	Two-day foundation course for identified Lead Language Champions. The deep level training aims to equip them with the skills and knowledge to support young children’s communication, and language skills. This 2-day training pathway has been awarded the ‘Badge of excellence program approval’ process by Open awards. It is delivered by School Readiness and a Speech language therapist (SLT) who is commissioned by the service.	2 whole day training sessions. Day 1 delivered by School readiness team and Day 2 delivered by SLT.	Interactive teaching, practical activities & group discussions	<p>Day 1</p> <ul style="list-style-type: none"> • Further develop own knowledge about how children learn language • Increase confidence in supporting teams in developing a quality communication and language setting • Review tools used for tracking and screening communication and language development • Understanding the importance of planning for language and development • Increase understanding and develop best practice. <p>Day 2</p> <ul style="list-style-type: none"> • Key strategies to support language development • Planning targeted intervention for children with SLCN 	

ELKLAN 0-3	<p>Build confidence and skills to support the communication and language development of children aged 0-3 years</p> <p>2. Give practical advice and strategies to support parents and families with whom practitioners work.</p> <p>3. Provide centers with a highly skilled workforce to help narrow the gap and improve the life chances of babies and young children.</p>	<p>10 x 2 hour sessions.</p> <p>Delivered by a SLT commission ed by School Readiness team.</p>	<p>Interactive teaching methods, practical activities, videos & group discussion</p> <p>Completion of portfolio accredited at level 2 or 3</p>	<ul style="list-style-type: none"> • Questions – how and when to use to support language • The processes involved in communication & the milestones of development • The importance of adult-child interaction, play and non-verbal communication • How to develop strategies to promote listening and attention, understanding spoken language, build vocabulary and spoken language • How to share books, songs and rhymes to develop language • Working with parents and carers 	<p>https://www.elklan.co.uk/courses/practitioners/speech-and-language-support-for-0-3s</p>
ELKLAN 3-5	<p>1. Build confidence and skills to support the communication and language development of children aged 3-5 years</p>	<p>10 x 2 hour sessions (or intensive 3 day program)</p>	<p>Interactive teaching methods, practical activities,</p>	<ul style="list-style-type: none"> • The processes involved in communication & the milestones of development • The importance of adult-child interaction, play and non-verbal communication 	<p>https://www.elklan.co.uk/courses/practitioners/speech-and-language-support-for-3-5s</p>

Language-focused professional development

<p>2. Give practical advice and strategies to support parents and families with whom practitioners work.</p> <p>3. Provide centers with a highly skilled workforce to help narrow the gap and improve the life chances of babies and young children.</p>	<p>Delivered by a SLT commission ed by School Readiness team.</p>	<p>videos & group discussion Completion of portfolio accredited at level 2 or 3</p>	<ul style="list-style-type: none"> • How to build communication friendly spaces • How to develop strategies to promote listening and attention, understanding spoken language, build vocabulary and , encourage the development of clear speech • How to support the development of verbal reasoning and phonological awareness • How to encourage expressive language and narrative • How to modify adult speech to promote understanding • How to manage stammering and other similar issues
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<p>WellComm</p>	<p>Training and support provided by in-house practitioners in how to use the WellComm speech and language toolkit</p>	<p>One introductory training session</p>	<p>Interactive teaching, support videos, assessment workshops</p>	<ul style="list-style-type: none"> • How to identify children at risk of language delay using the WellComm screening tool • How to put in place a range of customised intervention activities to help support language development using the WellComm Big Book of Ideas 	<p>https://www.gla-assessment.co.uk/training</p>
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Language-focused professional development

18

ICAN Early Language Development Program (ELDP)	Increase awareness, knowledge and confidence amongst the early years workforce supporting early speech, language and communication development Note trainers were trained to cascade this knowledge across the sector, to practitioners and parents	2 day intensive course	Unknown	<ul style="list-style-type: none">• Describe the development of speech, language and communication skills in children under 3 years• Understand the processes of preverbal and early verbal development• Identify stages of play development and its links to language acquisition• Identify risk factors that impact on the development of communication• Understand the role practitioners play in supporting speech, language and communication development in children aged 0-3 years• Gather information regarding any difficulties alongside knowledge of when and where to refer• Gain ideas for activities that can develop language and play in an everyday play environment• Understand the importance of parental support for the development of speech, language and communication	https://www.bhtearlyed.org.uk/training/ican-early-language-development-programme-eldp
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The Hanen Center Learning Language & Loving it ¹	To provide early childhood educators with practical strategies for helping all children in the classroom build language and social skills, no matter what their learning and communication styles are, and even if they have special needs.	5-8 intensive training sessions (15-20 hours) plus 4-6 individual videotaping & feedback sessions	Interactive teaching, webinars, support videos, individual feedback	<ul style="list-style-type: none"> • Understand the importance of working in partnership with parents of children with speech, language and communication needs • Promote every child's language development using natural everyday activities, routines and play • Become attuned to children's interests and to follow their lead, • Adjust talk to help children develop more advanced language skills • Promote interaction among the children themselves • Facilitate language-learning in pretend play • Foster emergent literacy skills 	http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx
ECAT (Every Child a Talker) ²	Raise children's achievement in early language Improve practitioners' skills and knowledge Increase parental understanding and	Language Consultants (teacher and SLT) in place for 1 year	Downloaded training materials, exercises, action plans	<ul style="list-style-type: none"> • Audit and analyse the current early language provision and plan for improvements; • Develop the quality of early language provision 	https://www.foundationyears.org.uk/2011/10/every-child-a-talker-guidance-for-early-language-lead-practitioners/

involvement in children’s language development

Training and support from language consultants

- Provide support to colleagues in developing their practice in supporting children’s early language development
- Carefully monitor the impact of ECAT on the quality of provision and children’s progress
- Support a linked setting to develop their language provision and practice;
- Share learning and development with colleagues.

SSTEW

To use SSTEW scale to assess quality of interactions and monitor impact.

Leads attend a five-day training, then deliver one introductory training session to their teams. Using the SSTEW and ECERS to assess potential intervention and monitor impact following changes,

- Training in how to use and apply the SSTEW scale (Sustained Thinking and Emotional Well-being Scale for 2-5 year old provision)

<https://www.amazon.co.uk/Assessing-Quality-Early-Childhood-Education/dp/1858566584>

plus in-
house
auditing of
practice

¹ This has not been used in the Local Authority; Centers have had access to resources but not completed the training. Practitioners who reported completing this training may have done this in a different Local Authority

² ECAT was implemented in Sefton some time before the Language Champions was put into the place, some of the resources are still used but the model is not in place in full. Practitioners who reported ECAT training may have completed it before it was replaced, or may have done it in a different Local Authority.

Appendix IV: Qualifications, age, and number and name of training programs undertaken by staff in study 2

Center		Language Champion Centers				Non-Language Champion Centers			
		Center 1	Center 2	Center 3	Total	Center 4	Center 5 ¹	Center 6	Total
Academic Qualifications	No. graduates (degree)	1	0	0	1	0	0	1	1
	No at pre-graduate (A level)	0	0	2	2	0	0	1	1
	No. below A level	0	4	1	5	4	0	1	5
	Unknown	3	0	1	4	0	4	1	5
Professional qualifications ²	Graduate Practitioner Status	1	0	0	1	0	0	1	1
	Pre-graduate (NVQ3)	2	4	2	8	4	0	2	6
	Below NVQ3/none	0	0	1	1	0	0	0	0
	Unknown	1	0	0	1	0	4	1	5

Language-focused professional development

23

Age	Number < 25	2	2	1	5	1	1	0	2
	Number 25-45	1	2	3	6	3	2	4	9
	Number 45+	1	0	0	1	0	1	0	1
Language & Comm. Training	Total no. programs completed by staff	4	4	3	11	2	2	0	4
	Names of programs completed by staff	ELKLAN under 3; Wellcomm; ICAN ELDP, Language Champion	ELKLAN under 5; Wellcomm	ELKLAN under 3; ICAN ELDP; Language Champion		ELKLAN under 3; Wellcomm	Wellcomm; 5stew		

¹We were unable to retrieve qualifications data from center 5.

²The picture of academic and professional qualifications depicted here very much typical of preschool centers in the UK. Since 2010, preschools have been required to have, or be training, at least one graduate with a professional graduate qualification (Early Years Professional/Early Years Practitioner status). Other staff often have, or are working towards, NVQ level 2 or 3 (vocational qualifications).

Appendix V. Mean proportion of practitioner utterances: Individual behaviors within the Enrich category by Center (LC/NLC) and Training (Trained/Not trained)

		Language-promoting behavior				Not language promoting behavior			
		Comment	Open question	Prompt	Routine	Behavior directive	Attention directive	Yes-no question	Other (misc.)
Center	LC	29.42	21.83	3.42	2.08	12.67	2.33	9.75	18.25
		(8.27)	(6.11)	(2.57)	(4.08)	(4.92)	(1.56)	(3.86)	(4.77)
	NLC	24.00	21.25	3.33	2.75	15.33	3.00	7.25	23.50
		(7.87)	(6.31)	(3.42)	(4.59)	(5.69)	(2.56)	(2.96)	(7.28)
Training	Trained	28.60	24.80	4.10	0.80	11.90	2.20	10.00	17.40
		(8.89)	(6.91)	(3.31)	(1.61)	(4.20)	(1.62)	(3.26)	(4.55)
	Not trained	25.36	19.21	2.86	3.57	15.50	3.00	7.43	23.36
		(8.03)	(4.30)	(2.68)	(5.18)	(5.76)	(2.39)	(3.54)	(6.82)

Appendix VI. Mean proportion of practitioner utterances: Individual behaviors within the Respond category

		Language promoting: Expand&Interpret & AllResponse		Language promoting: AllResponse only					Non language- promoting
		Expand	Interpret	Rephrase	Copy	Change topic	Non- verbal response	Other (Misc.)	Ignore
Center	LC	17.50	50.00	5.92	10.42	2.92	1.00	10.83	1.42
		(9.82)	(12.69)	(3.34)	(5.50)	(5.02)	(1.60)	(6.62)	(1.83)
	NLC	12.08	36.67	6.33	13.41	8.00	0.75	19.17	3.58
		(8.34)	(11.12)	(3.37)	(7.83)	(5.33)	(1.48)	(10.29)	(5.63)
Training	Trained	18.40	47.00	6.30	12.50	5.50	0.90	8.70	0.70
		(10.13)	(12.27)	(3.09)	(4.53)	(7.61)	(1.60)	(4.67)	(1.06)
	Not trained	12.21	40.71	6.00	11.50	5.43	0.86	19.50	3.79
		(8.11)	(14.18)	(3.53)	(8.19)	(4.13)	(1.51)	(9.55)	(5.18)