**Table S1**

*Descriptions and examples of prompts provided during TECS-E assessment*

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| Types of physical prompts |  |
| Adjusting position of tablet/table/chair in relation to the child |  |
| Pointing to the screen | |
| Gesture to demonstrate touch- swipe | |
| Touching the screen to answer | |
| Touching the screen to play item | |
| Touching screen to replay item/go back | |
| Adjusting volume | |
| Take tablet to fix technology error | |
| Types of verbal prompts | Examples from data |
| Providing direct/step-by-step instructions | “To play the next one we have to swipe over this one, like this” |
| Responses to direct requests for answer support | “She said the right thing?” |
| Prompts to provide answer | “What do you think?” |
| Redirection to task | “Oh, did we see that one?” |
| Maintaining child’s attention on the assessment | “Ready? Let’s see this one” |
| Commenting or acknowledging something on the screen | “Yeah, she opened the door up to the stairs.” |
| Commenting or acknowledging technology error | “Sometimes the button gets stuck, so we have to wake it up” |
| Providing the child with corrective statements or providing answer feedback | “The lady got it wrong, didn’t she?” |
| Prompts to encourage independent technology use | “Do you want to hold it and play them yourself?” |
| Recast of test item during practice items | “That lady did dry the boy that was sitting down not the boy that was standing up.” |
| Repetition of test items | “She pushed the boy she built the tower for” |
| Types of emotional-verbal prompts | Examples from data |
| Praise/encouragement | “You’re doing so super” |
|  | “You did it all on your own!” |
|  | “That’s brilliant work, well done!” |