

This supplemental information includes specific support materials developed to aid in the collection of ERP data from young children with neurodevelopmental disorders.

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Preparing for your EEG session

During an EEG session, a wet electrode net hat is placed snugly on your child's head while he or she watches a video. It is not painful, but it may be a novel sensation for your child. We have sent a swim cap to mimic the sensation of an EEG net. We want you and your child to feel comfortable and prepared for the upcoming EEG, so here are some helpful tips to practice at home!

- Place the cap on your child's head while they watch their favorite video or TV show.
- Get the cap wet before putting it onto your child's head. The letters of the cap should go along the side of the head, and it should be applied from front to back.
 - A suggestion would be to try this during bath time
- Try to build up the amount of time your child can tolerate the cap on their head. Our experiment requires the cap to stay on for 30 minutes, so let that be your goal!



Questions, Comments, Concerns

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- Does your child have sensitivity to being touched on the head or arm? Do they have any sensitivity to having stickers on their skin?
 - If so, is your child able to be distracted from this sensitivity? *For example, sometimes it can be helpful to have the parent sit with the child on their lap and hug their arms during net application.*
- How long is your child able to sit and attend to a video?
 - We play a distractor video for your child while applying the EEG net. Are there any movies, shows, or videos that your child particularly enjoys?
- We typically use M&Ms and bubbles as small rewards during the study. Does your child enjoy these things?
 - If not, could you please pack your child's favorite snack to use during the EEG experiment?
- Does your child use visual schedules, token boards, or other behavioral supports?

* Information on the participant's language level is gathered prior to the screening interview as part of the larger study, and this information is also reviewed when planning the behavioral support strategy. Given that understanding the current language skills of the participant can help inform behavioral support approaches, it is recommended that this information be gathered during the screening interview if it has not already been measured prior to the family's visit.

**After completing the screening interview with the parent, the experimental team should be updated with relevant information about the participant's sensitivities and preferences. Prior to the participant's visit, the team should prepare reinforcement items and behavioral supports based on the parent's responses. This information should be readily available so that the experimental team can review the individualized plans for behavioral support before the family arrives.

At least two days prior to session:

- _____ 1. Review the EEG Parent Screening Interview responses
 - Ensure that appropriate reinforcers are available.
 - Make a general plan for behavioral support (e.g., visual schedule, weighted blanket, etc.).
- _____ 2. Review informed consent status.
 - Determine whether consent form with EEG language has been signed.

At least 30 minutes prior to session:

- _____ 1. Prepare the room (Lab Tech may complete these tasks if the Behavioral Aid is busy with other aspects of the assessment.)
 - Rearrange room (see diagram on back).
 - Collect and organize behavioral support materials.
 - Prepare the waiting room with materials to measure the participant's head for the EEG net and consent forms.
- _____ 2. Prepare the "EEG Session Checklist".
 - Complete participant/Session information.

At the time of session:

- _____ 1. When child arrives, greet them and allow them to get comfortable in the waiting room.
- _____ 2. Communicate expectations and instructions to parent.
 - Have parent complete consent form if not already on file.
 - Review the EEG protocol and parent's role with the parent and encourage them to ask any questions.
 - Emphasize when it is acceptable to talk and help during experiment.
- _____ 3. Read the social story book and/or watch the social story movie with the child.
- _____ 4. Lab Tech will complete head measurements. Reinforce with verbal praise and reinforcement items.
- _____ 5. Once child is seated in EEG room and capping has begun, attend to child as needed so that Lab Tech may complete the capping process.
 - Reinforce as much as possible at this time.
- _____ 6. Read instructions to child before onset of experiment.
- _____ 7. Communicate with experimenter when child is ready to start a new block or needs a break
 - Ready to start: Thumbs up
 - Needs break: Palm up (Stop signal)
 - NOTE: Avoid taking a break in the middle of block if at all possible.
- _____ 8. Provide child with behavioral supports as needed during experiment.
 - Refer to "Behavioral Support Protocol" as needed.
 - Sit next to or behind
 - NOTE: Allow experimenter to attempt to regain child's attention using the distractor clips before verbally or physically prompting child to orient to the screen.

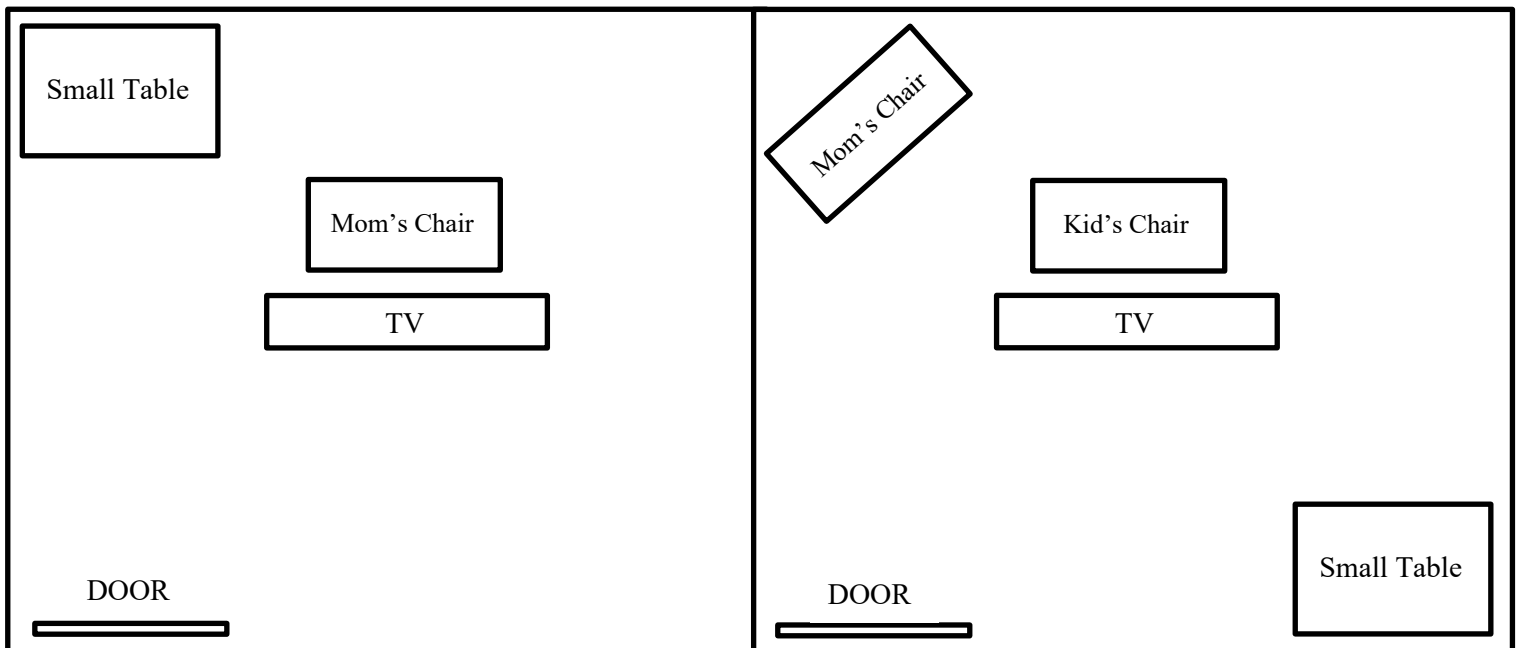
- ___ 9. During breaks, provide reinforcement as planned. Also provide child an opportunity to fidget or readjust to get more comfortable, but do not allow them to touch the net.
 - Let parent know when there is a break and ask for helpful feedback if needed.
- ___ 10. When break is over, cue to examiner that the child is ready for the next block (Thumbs up).
- ___ 11. At end of session, allow child to pick out a toy as their “thank you gift”.
- ___ 12. Direct participant and family to door before cleaning up

After session has been completed:

- ___ 1. Complete EEG Session Checklist.
 - Give the completed checklist to the Experimenter.
- ___ 2. Clean up room and materials.
 - Wipe down chairs with Clorox Wipes.
 - Check floor for any food remnants and other items.
 - Return room to original configuration (see diagram below).

Original Configuration

New Configuration





Hello! I am on my way to get an EEG!



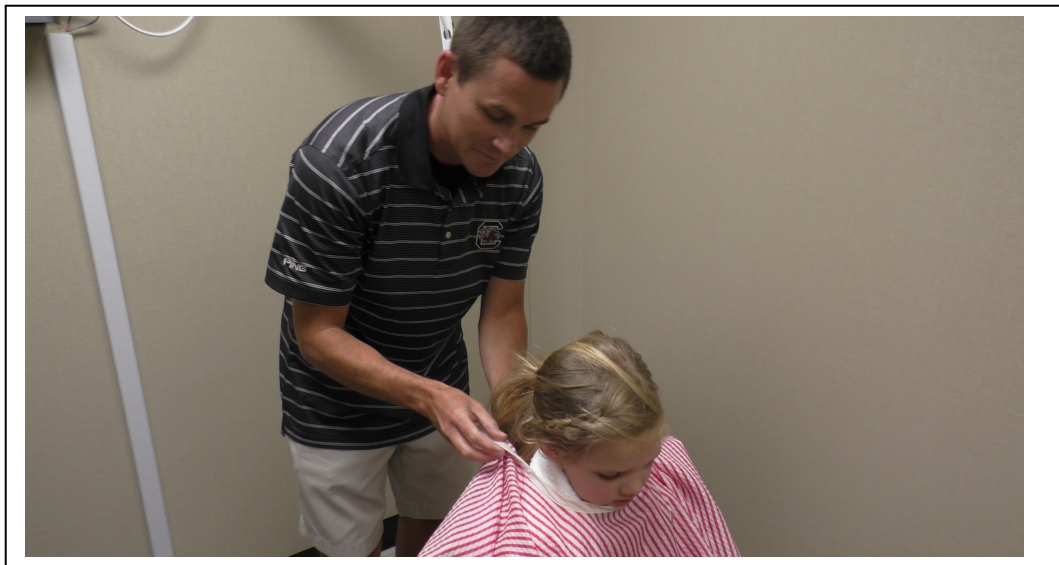
First I will ring the doorbell and my friend will open it!



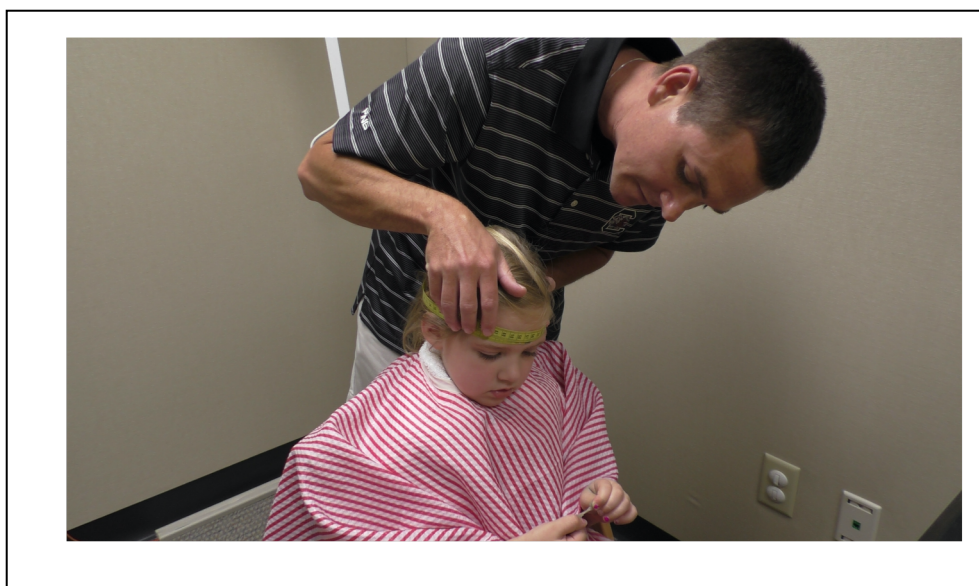
We will go into a special EEG room.
There are some wires and machines in
this room, but I cannot touch them



I will get to sit in a special chair with a
T.V. when I have my EEG!



They give me a cape to wear!



They will measure my head to see how big it is for a special hat!



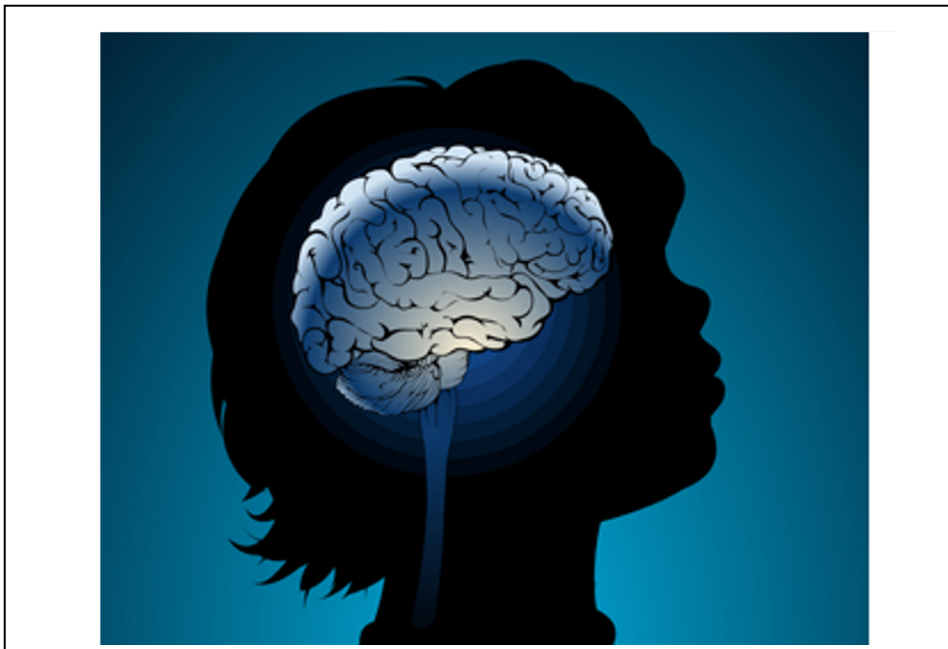
Then I get to hold the special hat! It is squishy like a sponge!



Now they will put my hat on! It is a little wet and cold.



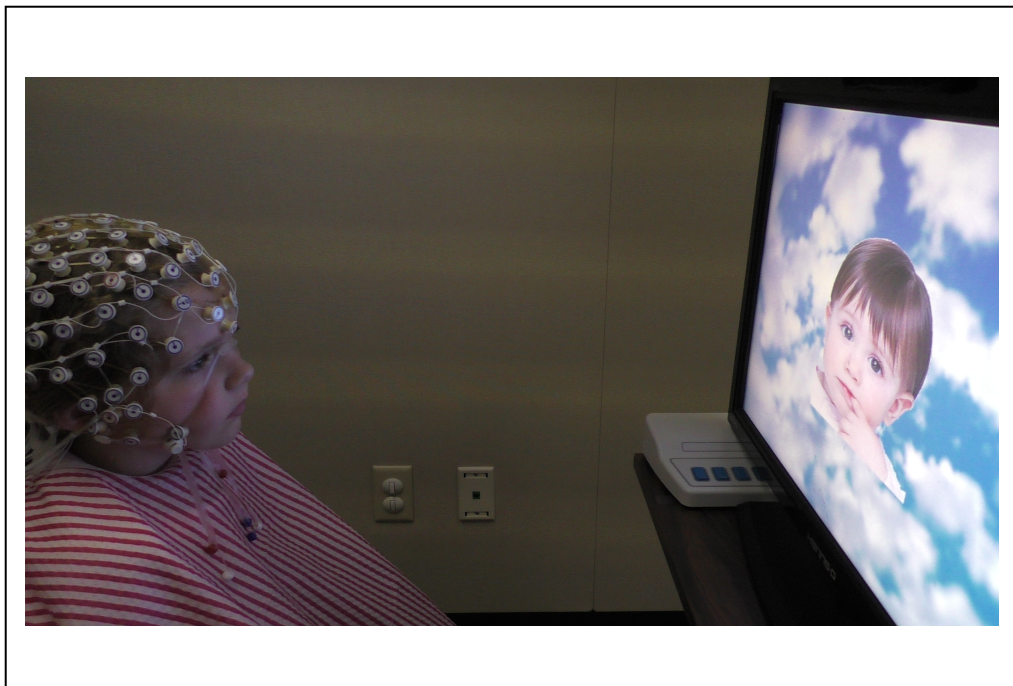
I close my eyes while they get my hat on nice and tight!



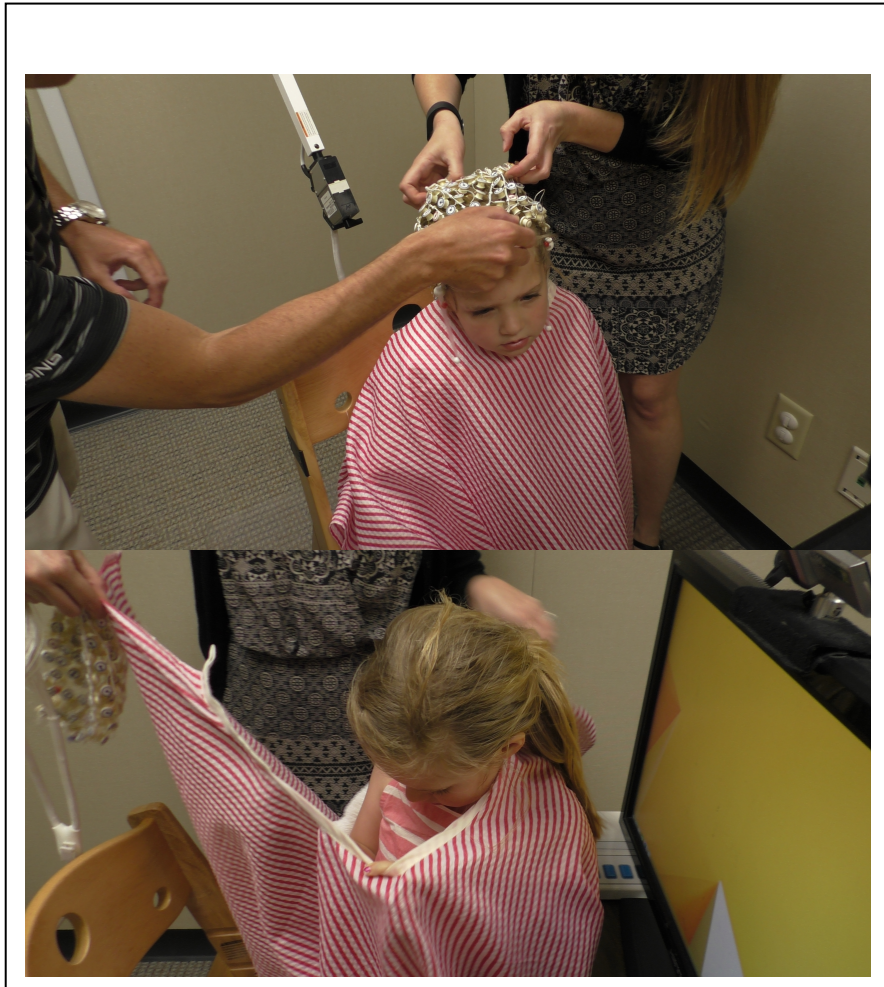
My hat looks at how my brain works!



Isn't my hat cool! Now it is time to start! I will have to sit very still and have a quiet mouth.



I will watch movies and look at pictures on the TV. This is fun!



When we are done with the movies and pictures, I will get my picture taken in the hat!

After the pictures, it is time for them to take off the hat and cape!



Everyone is so proud of me for sitting so quietly and still! I did a great job!



I get to pick a prize for sitting still!
