Table 1

Coding Scheme and the Effect of the Intervention on Parent-Observed Numeracy Support

Code Name	Definition	Example
Arithmetic[a]	Adds/subtracts quantities or indicates complex operations	"How much will you have if I give you one more?" "What's one more than two?" "We'll divide the pile evenly."
Symbolic Magnitude Comparison[a]	Compares using number words or written numerals	"Is seven bigger than nine?"
Numeral Identification	Identifies written numeral(s) or puts numeral blocks in order	"This is a six."
Nonsymbolic Magnitude Comparison	Compares two quantities without using number words or written numerals	"You have more blocks than me" "We have the same amount" "They're all the same number."
Cardinal Values	Uses number words to label number of elements in a set or	"How many do you have?"
Counting Objects	Counts objects, discusses counting objects as a strategy, or prompts partner to count objects.	"Count the dots."
Ordinal Relations	Describes order of number words or uses ordinal number words like first, second, third	"What comes after four?"
Rote Count	Counts numbers sequentially.	"Let's count to three. One, two, three…"
Number Other	Uses the word "number" or "numbers" in a way that does not apply to other codes	"They have numbers on them!"
Relative Magnitude	Makes a general statement about relative quantity	"We have a lot of beads."

Table 2
Coding Scheme and the Effect Of the Intervention on Parent-Observed Patterning Support

Code Name	Definition	Example
Identify Pattern Unit[a]	Explicitly identifies or emphasizes the pattern unit as the part that repeats or is going to repeat. Distinguishes between types or kinds of patterns.	"That's a pattern because the red, green, red part repeats." "Which part is repeating in our pattern?" "I'm gonna make a red-green pattern."
Abstracting[a]	Makes or talks about making the same pattern with different colors or shapes. Links the individual items from one pattern to another pattern.	"Blue is really like yellow [points to elements] and green is really like orange." "This one goes blue, green, green so our new one needs to go red, yellow, yellow."
Extending	Continues (adds to) or talks about continuing a pattern that they previously started or previously stated (or demonstrated) what the pattern unit would be.	"The part that should come next is green, yellow, red." "What's the next one?" "There's a green bead so the yellow bead comes next. " "No, that's not what comes next."
Copy pattern	Duplicates a pattern or talks about duplicating a pattern.	"Use your beads to make the same pattern as me."
Missing Part	Fills in or talks about filling in the missing part(s) of a pattern.	"Which bead should come between the green bead and the blue bead?"
Pattern creation no verbalization	Creates at least two units of a pattern (without discussing the pattern).	Child/parent makes pattern on their own
Identifies or recognizes patterns	Identifies that a pattern is present or asks if a pattern is present or uses the term "pattern" in general.	"Hey, you've got a pattern!" "That's a pattern"
Label Items in Order	Says characteristic of at least 2 consecutive items in a pattern. Labels at least 2 consecutive elements that will be in a pattern (after stating explicitly that they are making a pattern).	"Yellow, blue, blue. Yellow, blue, blue."
Sort	Sorts or discusses sorting all beads into at least two groups by color, shape, or other feature.	"Let's move all of the green beads over here and all of the blue ones over there"