Supplemental Material S4. Overlap-based metrics and effect size metrics for percentage of correctly identified symbols.

Participant	NAP metric				WC-SMD			Demonstrations of effect		Functional relation
	NAP	*SE*	95% CI	Magnitude	WC-SMD	*SE*	95% CI	Demonstration	Actual/potential	
Tate									2/4	NO
Tier 1	.94*	0.06	[0.65–0.99]	Medium	5.05*	1.55	[2.02–8.08]	X		
Tier 2	—	—	—	—						
Tier 3	.94*	0.05	[0.68–0.99]	Medium	1.70*	0.59	[0.54–2.86]	X		
Tier 4	.85*	0.11	[0.46–0.97]	Small	1.13*	0.54	[0.08–2.19]			
Lennox										
Tier 1	1.00*	0.00	[1.00–1.00]	Large	1.32*	0.55	[0.26–2.40]	X	4/4	YES
Tier 2	1.00*	0.00	[1.00–1.00]	Large	3.09*	0.93	[1.26–4.92]	X		
Tier 3	1.00*	0.00	[1.00–1.00]	Large	2.16*	0.53	[1.13–3.19]	X		
Tier 4	.96*	0.04	[0.68–1.00]	Medium	2.20*	0.51	[1.19–3.21]	X		
Paul										
Tier 1	.97*	0.03	[0.70–1.00]	Large	1.91*	0.58	[0.78–3.03]	X	4/4	YES
Tier 2	1.00*	0.00	[1.00–1.00]	Large	3.02*	0.66	[1.73–4.31]	X		
Tier 3	.99*	0.01	[0.80–1.00]	Large	3.10*	0.74	[1.65–4.55]	X		
Tier 4	.93*	0.83	[0.62–0.984]	Medium	4.37*	1.43	[1.56–7.17]	X		
Sasha										
Tier 1	.97*	0.04	[0.67–1.00]	Large	3.40*	1.01	[1.42–5.39]			
Tier 2	1.00*	0.00	[1.00–1.00]	Large	1.50*	0.50	[0.52–2.48]	X	3/4	YES
Tier 3	1.00*	0.00	[1.00–1.00]	Large	7.06*	1.83	[3.48–10.64]	X		
Tier 4	1.00*	0.00	[1.00–1.00]	Large	3.05*	0.74	[1.60–4.51]	X		

Note. CI = confidence interval; NAP = nonoverlap of all pairs (Parker & Vannest, 2009); WC-SMD = within-case standard mean difference; *SE* = standard error. Criteria for NAP estimates for no effect, small effect, and large effect were based on Peterson-Brown, Karich, and Symons (2012). No effect ≤ .50; small = .51–.93; medium = .93–.96; large ≥ .96. *Significant estimate, as 95% confidence interval does not include zero.

References

Parker, R. I., & Vannest, K. (2009). An improved effect size for single-case research: Nonoverlap of all pairs. *Behavior Therapy, 40,* 357–363. https://doi.org/10.1016/j.beth.2008.10.006

Petersen-Brown, S., Karich, A. C., & Symons, F. J. (2012). Examining estimates of effect using non-overlap of all pairs in multiple baseline studies of academic intervention. *Journal of Behavioral Education, 21,* 203–216. https://doi.org/10.1007/s10864-012-9154-0