

Supplemental Material S3. Characteristics of the interventions.

Study	Study design	Setting	Baseline/generalization/ maintenance	Length	Sessions/ week	Session duration	Aided/ unaided	Low/ high tech
Millar et al. (2004)	Single subject multi-test across subjects	School. Quiet room outside of classroom. One-to-one session	yes/yes/yes	no	2,5	37,5	Aided	High
Rudd et al. (2007)	Pre-test, post-test	School’s therapy room	yes/yes/no	6	2	21	Both	Low
Soto et al. (2007)	AB design with follow-up phase to assess generalization	Special education classroom	yes/yes/no	6	3	30	Aided	High
Truxel & O’Keefe (2007)	Multiple-baseline across subjects	Special education public school	yes/yes/yes	no	no	no	Aided	High
Light et al. (2008)	Not defined. ABA	School. One-to-one sessions	yes/no/no	no	2	30	Both	High
Soto & Dukhovny (2008)	Single-subject multiple test, three-phase design	Public school. One-to-one lessons	yes/yes/yes	6	3	60	Both	High
Stephenson (2009)	ABA (4 children together)	Special education classroom. 7 students	yes/yes/yes	no	3	no	Aided	High
Soto et al. (2009)	Single-subject two phase multiple-probe design with replication across 3 participants	Elementary school	yes/yes/yes	24	2	55	Both	Both

Choi et al. (2010)	Multi-probe across participants	Special education classroom at a public elementary school	yes/yes/yes	no	no	no	Aided	Both
Harding et al. (2011)	Pre-test, post-test	School: The settings were: lunch time, play time and music	yes/yes/no	5	5	60	Both	Low
Van der Meer et al. (2012)	Multiple-probe across participants design and SGD and MS conditions were compared in an alternating treatments design	Special education classroom. Leisure activities	yes/yes/yes	no	3,5	5	Both	High
Snodgrass et al. (2013)	A variation of a single subject multiple baseline design across four stimuli	Special education classroom. 4 students	yes/yes/yes	no	no	no	Aided	Low
Edmister & Wegner (2015)	Multiple baseline	Home or/and summer daycare facility	yes/no/no	no	no	no	Aided	High
Lanter et al. (2016)	AB design with follow-up phase to assess generalization	University speech, language and hearing clinic	yes/yes/no	10	2	20	Aided	Low
				9,5	2,8	35,4	Aided 9 Unaided 0 Both 5	High 8 Low 4 Both 2

Note. MS = Makaton Sing Language; PE = picture exchange; PECS = Picture Exchange Communication System; PCS = picture communication symbols; SGD = speech generating device.