

Supplemental Material S6. Summary of instruction format, key intervention strategies taught and information provided to caregivers, and intervention contexts for groups in studies without compelling or promising evidence.

Study	Caregiver-Child Language Intervention Name	Intervention Characteristics	Instruction Format	Key Intervention Strategies Taught (S)/ Information Provided (I) to Caregivers	Child Intervention Context
<i>0 through 11 months</i>					
Developmental Disorder					
Barrera et al., 1987	a. Home Responsive Intervention	Developmental	One-on-one: In-person	<ul style="list-style-type: none"> • (S) respond appropriately to infant's cues • (S) develop activities to encourage development • (I) emotional support • (I) information about child development 	-
<i>12 through 23 months</i>					
Language Delay/Disorder					
Armstrong, 1998	a. Storybooks to Literacy	Developmental	Mixed: In-person	<ul style="list-style-type: none"> • (S) reading when the child is comfortable and willing • (S) using voice to make reading exciting • (S) allowing child to participate such as through turning pages • (S) being responsive to child's attempts to listen, gesture, or talk about the book • (S) use of language facilitation strategies: expansions, open-ended questions, and responsiveness • (S) avoid use of straight reading and questions that can be answered by pointing 	Shared Book Reading
Bigelow et al., 2020	a. Promoting Communication Tools for Advancing Language in Kids with Text Messaging	NDBI	One-on-one: In-person; Text/Emails	<ul style="list-style-type: none"> • (I) benefits of shared reading • (S) following child's lead/responsiveness • (S) commenting and labeling • (S) imitating and expanding • (S) asking open-ended questions • (S) giving praise and positive attention • (S) providing choices • (S) time delay/fill-in-the-blank • (S) environmental arrangement • (S) using of strategies during daily routines 	Familiar Activities & Routines
	b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging	NDBI	One-on-one: In-person	<ul style="list-style-type: none"> • (S) following child's lead/responsiveness • (S) commenting and labeling • (S) imitating and expanding • (S) asking open-ended questions • (S) giving praise and positive attention • (S) providing choices • (S) time delay/fill-in-the-blank • (S) environmental arrangement • (S) using of strategies during daily routines 	Familiar Activities & Routines
Wake et al., 2011	a. You Make the Difference	Developmental	Mixed: In-person	<ul style="list-style-type: none"> • (S) follow child's interests • (S) strategies to sustain interactions • (S) extending information • (S) increasing language/words used 	Play Routines;

				<ul style="list-style-type: none"> • (S) use strategies in everyday play • (S) use strategies during book reading 	Shared Book Reading
24 through 35 months					
Language Delay/Disorder					
Boyce et al., 2017	a. Family-Centered Bookmaking	Developmental	One-on-one: In-person	<ul style="list-style-type: none"> • (S) generate book topics from daily routines • (S) have conversation, communication, and interest in the book topic • (S) illustrate story by taking and printing digital photographs • (S) write captions from words, signs, gestures, or child interest in narrative • (S) involve the child in organizing and making the book • (S) read and look at book with child • (S) re-reading book 	Book Making
Tsybina & Eriks-Brophy, 2010	a. Bilingual Dialogic Book-Reading Intervention	NDBI	One-on-one: In-person	<ul style="list-style-type: none"> • (S) establishing joint attention to the picture of a target word • (S) use of prompting • (S) use of modeling • (S) use of recasts • (S) providing praise 	Shared Book Reading
36 through 48 months					
Autism					
Gengoux et al., 2019	a. Developmental Reciprocity Treatment	Developmental	One-on-one: In-person	<ul style="list-style-type: none"> • (S) following the child’s interest • (S) responding to preintentional and unconventional communication attempts • (S) emphasizing affective sharing, and scaffolding communication and play • (S) enthusiastic, affectively rich interactive style to engage and respond to child • (S) clearly demonstrate what is expected from the child • (S) give adequate response time • (S) positively acknowledge all forms of child response • (S) be responsive to child’s sensory needs and acts in a predictable manner • (S) adjusting sensory environment • (S) responding to child’s sensory seeking behavior • (S) facilitative strategies with aim of increasing fun interactions between parent and child 	Play Routines
McConachie et al., 2005	a. Hanen More Than Words	Developmental	Mixed: In-person	<ul style="list-style-type: none"> • (S) structure child’s environment to motivate them to communicate • (S) create structured routines with opportunities for child to initiate or respond • (S) use visual cues to aid child’s comprehension • (S) environmental arrangement • (S) modeling • (S) mand-model • (S) time delay 	Familiar Activities & Routines
Meaden et al., 2020	a. Parent-implemented Communication Strategies	NDBI	Mixed: In-person	<ul style="list-style-type: none"> • (S) develop reciprocity, social engagement, and shared affect during interactions • (S) direct prompting 	Familiar Activities & Routines
Stadnick et al., 2015	a. Project ImPACT	NDBI	One-on-one: In-person		Familiar Activities & Routines;

				<ul style="list-style-type: none"> • (S) contingency reinforcement • (S) imitation • (S) play 	Play Routines
			Language Delay/Disorder		
Towson & Gallagher, 2014	a. Read Together, Talk Together	NDBI	Group: In-person	<ul style="list-style-type: none"> • (S) dialogic shared book reading strategies (CROWD): provide a blank for child to fill in at the end of a sentence; ask questions about the events or main idea in the story; ask open-ended questions; use Wh-questions; engage child in relating pictures and words in book to own experiences • (S) dialogic shared book reading strategies (PEER): prompt child to say something related to book; evaluate what child said; expand on response; repeat 	Shared Book Reading

Note. Only studies where the language intervention group had lacking evidence are included in the table; ImPACT = Improving Parents as Communication Teachers; NDBI = naturalistic developmental behavioral intervention