

Supplemental Material S3. Data charting form.

Data to be charted	Definition
Study characteristics	
Author(s)	Last name, first name
Year published	—
Country	Country in which the study was conducted or situated
Funding	Sources of funding for the study as reported by authors (e.g., funded by the United States Department of Education)
Study aim	What was the stated aim/purpose/objective of the study
Type of article	If an empirical article, indicate study design (e.g., randomised controlled trial, quasi-experimental, etc.) If a non-empirical article, indicate if type of article is described (e.g., clinical focus, tutorial, etc.)
Sample size	Number of participants recruited for the study
Population characteristics	
Elementary grade of participants	What elementary grade were the participants in (e.g., kindergarten to Grade 3 students)
Age	—
Sex/gender	N - female; N - male; N - girl; N - boy
Have any study participants been identified with oral language and/or literacy deficits or identified as being at risk of having oral language and/or literacy deficits?	As stated by the authors in reporting the characteristics of the intended or actual recipients of the morphological intervention/instruction being described
Intervention	
Context of the research	As stated by the author(s) (e.g., thesis research, university-school partnership, etc.)
Context of the morphological instruction	Where did the intervention/instruction occur (e.g., general classroom, room separate from the classroom such as a library, etc.)

Data to be charted	Definition
Model of service delivery	What is the model of service delivery as stated by the author(s) (e.g., Multitiered System of Supports, Response To Intervention, etc.)
Intervention format	Was the intervention/instruction provided to individual students, small groups or the whole class; if small groups specify the number of students
Aspect of language and/or literacy being investigated	What are the aspects of language/literacy being investigated (e.g., morphology, phonology, vocabulary, etc.)
Professionals involved	Who are the professionals involved in the intervention/instruction (e.g., SLP, educator/teacher, SLP-researcher, educator-researcher, etc.). An educator is considered any member of the school team involved in day-to-day classroom instruction and/or special education/resource instruction in an elementary school, including classroom teachers, learning resource teachers, special education teachers, educational assistants, early childhood educators, etc.
Instruction: RTSS terms for elements of morphological instruction (Hart et al., 2017)	
Aim	The planned outcome from achieving one or more targets of treatment (e.g., student will decode present progressive verbs in text with comprehension)
Treatment component	Description of one activity that is part of the morphological intervention (e.g., guided word sort of verbs ending with the suffix /-ing/ and ending with the suffix /-ed/)
Target of treatment	Specific, measurable (in principle) aspect of the student’s functioning that is predicted to be directly changed (e.g., spelling the suffix /-ing/)
Treatment group	One of three groups as stated by the author(s): <ol style="list-style-type: none"> organ functions treatment group: “concerned with effecting changes in the function of organs or organ systems” (Hart et al., 2017, p. 12-13) skills and habits group: “learning is accomplished via repetitive practice, and results in increased skillfulness and greater automaticity of the behavioural routine” (Hart et al., 2017, p. 14) representations group: “... intended to change cognitive and affective representations... e.g., semantic knowledge” (Hart et al., 2017, p. 15)

Data to be charted	Definition
Mechanism of action	Process by which the intervention/instruction's ingredients induce change in the target of treatment as stated by the author(s)
Aspect of change	The hypothesized change in the target of treatment (e.g., increasing student knowledge of the suffix /-ing/) as stated by the author(s)
Outcome measure	Tool(s) used to measure the hypothesized change in the target of treatment (e.g., observe and tally the number of /-ing/ verbs correctly identified by the student, administration of a formal or researcher-developed assessment tool; performance on class work)
Ingredients	Anything the interventionist does or provides when administering the intervention/instruction (e.g., using word cards with /-ing/ verbs, teacher says "Let's see if we can find words that have /-ing/ in them"; dosage of treatment such as 4 times a week for 30 minutes for 8 weeks, etc.)
Other	Outcome measurement tool(s) reported for the morphological intervention as a whole
Instruction: Collaboration	
Definition of collaboration	What is the stated definition of collaboration (e.g., interprofessional practice, multidisciplinary collaboration, interdisciplinary collaboration, etc.)
Role of the SLP	What is the stated role of the SLP in the intervention/instruction (e.g., SLP designed the intervention/instruction and coached the educator, etc.)
Role of the educator	What is the stated role of the educator in the intervention/instruction (e.g., educator implemented the intervention/instruction and collected student outcome data, etc.)
Features of collaboration	What are the stated descriptions of SLPs and educators interacting in the planning, delivery and/or monitoring of morphological interventions/instruction (e.g., SLP and teacher jointly discuss and define targets; SLP created a word list of affixed words containing Latin and Greek roots and shared with teacher; SLP models scaffolding techniques; teacher gathers progress monitoring data and shares student performance with the SLP, etc.)

Note. RTSS = Rehabilitation Treatment Specification System; SLP = speech-language pathologist.