

**Supplemental Material S2.** Summary of key findings from nonintervention studies addressing correlational research questions.

Study	Correlates with the home literacy environment	Correlates with child literacy skills or behaviors
Barton-Hulsey et al. 2020 ( <i>Children with DS, 2-5 years</i> )	Mothers of children with stronger receptive language used fewer utterances during shared reading; No significant relation between child receptive language and mother’s number of different words, utterance length, or function of mothers’ utterances	
Butz et al. 2009 ( <i>Children with disabilities, 1.5-12 years</i> )	For children under 5 years (but not school-age children), income at or above 200% of the federal poverty line predicted reading 4 or more days per week (controlling for disability status, caregiver age/education, and number of TV/video hours)	
Carlson et al. 2012 ( <i>Children with disabilities, 3-5 years</i> )		Home literacy activities longitudinally predicted receptive language scores and reading comprehension scores for students with less severe disabilities, but not students identified as having severe disabilities
Dynia et al. 2014 ( <i>Children with ASD, 3-6 years</i> )		Frequency of book reading predicted children’s alphabet knowledge (controlling for language skills and autism status)
Fleury & Hugh 2018 ( <i>Children with ASD, 3-6 years</i> )		Children’s joint engagement in shared reading was related to parents’ overall reading quality (controlling for disability status, cognitive skills, and book type)
Hilvert et al., 2022 ( <i>Children with DS, 1-5 years</i> )	Maternal decontextualized input was not related to child characteristics for mothers of children with DS, but there were some associations for mothers of typically developing children. Decontextualized talk from mothers was not related to maternal education, but for mothers of children with DS it was related to grammatical complexity and lexical diversity.	
Hilvert et al. 2022 ( <i>Children with DS, 2-5 years</i> )	Maternal and paternal language input was closely linked to child language ability, although the patterns were different (e.g., children’s grammatical complexity and linguistic diversity was associated with <i>maternal</i> lexical diversity and <i>paternal</i> decontextualized language input)	
Justice et al. 2016 ( <i>Children with disabilities, 3-6 years</i> )		Children’s print interest was a significant and positive predictor of their early literacy skills
Logan et al. 2019 ( <i>Children with disabilities, M = 4 years</i> )	Parents with lower education levels and of children with disabilities who had lower language scores were less likely to stay engaged and complete the home literacy intervention	
Lusby & Heinz 2020 ( <i>Children with DS, 1-6 years</i> )	No evidence for a relation between age of the child and duration of parent-child shared reading	
Naess et al. 2021 ( <i>Children with DS, 5-6 years</i> )		Frequency of book reading predicted expressive language for children with DS and TD when controlling for child and other family characteristics; Predictors of expressive language were similar for children with DS and TD, but the effect sizes of auditory memory, oral motor skills, and receptive vocabulary were larger for children with DS
Peeters et al. 2009a ( <i>Children with CP, M = 6 years</i> )	Children’s speech intelligibility predicted the amount of home literacy activities word/print-related interactions during book reading	
Peeters et al. 2009b ( <i>Children with CP, M = 6 years</i> )		Home literacy activities were longitudinally associated with reading skills indirectly through phonological awareness as a reading precursor

Ranzato et al. 2021 ( <i>Children with DS and WS, 4-11 years</i> )	Parents of children with stronger expressive language, community living (adaptive behavior) and fine motor skills reported higher frequency of home literacy activities	
Ricci 2011a ( <i>Children with DS, 7-13 years</i> )	Children’s receptive vocabulary and comprehension skills were related to parent beliefs about literacy	Home literacy activities predicted children’s interest in reading (controlling for parent beliefs, child age, intelligence scores); Home literacy activities were not associated with emergent literacy skills
Sawyer et al. 2014 ( <i>Children with language impairments, 4-6 years</i> )	Oral language skills and print interest did not moderate the association between home literacy activities and print knowledge, but they were unique predictors of print knowledge	Frequency of book reading predicted children’s print knowledge (controlling for maternal education and nonverbal intelligence scores); Parent-reported literacy teaching during book reading was not a significant predictor of print knowledge
Skotko et al. 2004 ( <i>Children with Rett syndrome, 4-7 years</i> )		Children’s AAC use during shared reading was related to mother’s asking questions and prompting; Child labeling and commenting was related to mother’s pointing to symbols, prompting, and asking questions
Wang et al. 2022 ( <i>Children with ID, 6-15 years</i> )		Home literacy environment predicts parents’ perceptions of their child’s literacy gains, with children’s reading interest playing a mediating role; The direct effect of home literacy on children’s reading interest is moderated by the parent-child relationship
Westerveld & Bysterveldt 2017 ( <i>Children with ASD and DS, 3-5 years</i> )		For children with DS (but not ASD), playing rhyme games was related to with children’s literacy interest and letter knowledge
Westerveld et al. 2017 ( <i>Children with ASD, 4-6 years</i> )		Frequency of book reading was related to children’s oral narrative quality
Westerveld et al. 2020 ( <i>Children with ASD, 4-6 years</i> )	Children who talked more during shared reading had parents who more often commented or asked questions about story structure	Parents use of print-related strategies was associated with children’s written communication scores; No association between parents’ meaning-related extratextual talk and children’s communication skills
Wicks et al. 2020 ( <i>Children with ASD, 3-5 years</i> )		Children’s visual attention to the book was significantly associated with their verbal engagement with parents and parents’ use of book language and questions/prompts; Children’s visual attention was not related to their emergent literacy skills

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*Note.* ASD = autism spectrum disorder; DS = Down syndrome; CP = cerebral palsy; ID = intellectual disability; TD = typically developing.