

Supplemental Material S1. Summary of key findings from nonintervention studies addressing descriptive and comparative questions about the home literacy environment.

Study	Parent views	Materials and general practices	Parent strategies and language input	Child skills and participation
Al Otaiba et al. 2019 <i>Children with DS</i> (3-6 years)	Parents top goal was for their child to recognize the alphabet (75.9% of parents); Other goals were reading chapter books, signs and safety, job-related literacy, and reading for pleasure	79.5% reported more than 50 children’s books in the home; Nearly all read daily (10-30 min)		16% reported their child began reading simple word by age 6
Barton-Hulsey et al. 2020 <i>Children with DS</i> (2-5 years)			Compared to mothers of TD children, mothers of children with DS (a) had a smaller mean length of utterance, (b) read verbatim less and, (c) used more questions/prompts, descriptions, and gestures in the form of signs; Mothers in both groups rarely referenced print while reading	Compared to TD children, children with DS used a smaller number of different words, had a shorter mean length of utterance in morphemes, were less intelligible, and used more nonword vocalizations and gestures
Breit-Smith et al. 2010 <i>Children with disabilities</i> (3-6 years)		No significant differences in literacy practices for children with and without disabilities when controlling for age and SES; For families within income from \$50,000-75,000, parents of children with multiple disability diagnoses reported fewer literacy experiences than those with a single disability diagnosis		
Butz et al. 2009 <i>Children with disabilities</i> (1.5-12 years)		Average of 50 children’s books in the home ($SD = 49.8$) and 5 days of shared reading a week ($SD = 2.1$ days); No significant differences in literacy environment for children with and without disabilities		
Carlson et al. 2012 <i>Children with disabilities</i> (3-5 years)		Overall, 40.7% reported reading daily (24.8% 2 or fewer times per week); Children with moderate to severe disabilities participated significantly less in home literacy activities than other children		
Daniels et al. 2022 <i>Children with DS</i> (age NR)	Nearly all parents (96.0%) who participated in the Reach Out and Read (ROR) program felt their child would read in his/her lifetime. Few parents reported barriers to reading with their child.	92.8% of parents (who participated in the ROR program) reported reading to their child. Mothers with a college degree reported significantly more min/week reading with their child than without a college degree ($M =$		Children with DS began reading simple words on average at 6.2 years ($SD = 1.4$). 25% of parents reported reading was one of their child’s favorite activities. No significant difference in children needing encouragement to read when they had a

		144 min/week compared to $M = 109$ min)		vision/hearing impairment compared to without a vision/hearing impairment.
Dynia et al. 2014 <i>Children with ASD</i> (3-6 years)	Caregiver beliefs about literacy were generally positive, and there were no significant differences in the beliefs of caregivers of children with autism, compared to those who were typically developing	Children with ASD participated significantly less frequently in book reading at home than children who were typically developing	No significant differences between caregivers of children with ASD and children who were typically developing related to reports of literacy teaching (e.g., teaching about letters and words)	Children with ASD had variable emergent literacy skills and significantly lower literacy interest, vocabulary, and phonological awareness than children who were typically developing; No significant differences for alphabet knowledge
Fleury & Hugh 2018 <i>Children with ASD</i> (3-6 years)			Caregivers demonstrated higher quality shared reading during nonfiction book reading; No differences in global ratings of quality for caregivers of children with ASD as compared to typically developing	Children demonstrated the most joint engagement during familiar books; Children with ASD demonstrated higher levels of non-engaged behavior than those who were typically developing
Hilvert et al. 2021 <i>Children with DS</i> (2-5 years)			During shared reading, play, and snack, mothers of children with DS had more utterances (compared to TD), but groups did not differ in number of words. Both groups of mothers used more contextualized than decontextualized talk, but mothers of children with DS used a smaller proportion of decontextualized talk (5% v. 10%), primarily due to differences in narrative and explanatory talk (but not pretend talk).	
Hilvert et al. 2022 <i>Children with DS</i> (2-5 years)			Most language input from mothers and fathers contextualized talk (76%) followed by reading verbatim (21%), with little decontextualized talk (3%). Mothers produced more utterances and used a higher proportion of descriptive language than fathers. Fathers read verbatim more and had higher grammatical complexity (which may be because reading utterances were more linguistically complex than contextual talk)	No significant differences in child language during book reading with mothers compared to fathers, including related to number of utterances, percent intelligibility, grammatical complexity, or linguistic diversity.
Justice et al. 2016 <i>Children with disabilities</i> (3-6 years)		No differences in frequency of storybook reading at home for children with and without disabilities	No differences in reported literacy teaching (e.g., teaching about letters and words) for children with disabilities compared to children who were typically developing	Children with disabilities on average had scores for print interest that were one-third of a standard deviation lower than children who were typically developing
Kaderavek et al. 2014 <i>Children with language impairment, with or without IDD</i> (3-5 years)			Majority of caregivers' extra-textual talk was focused on language development; talk related to abstract thinking, elaborations or connections, and print/phonological awareness skills was infrequent	Children's engagement was not significantly different when comparing caregiver-child and teacher-child book reading

Lanter et al. 2012 <i>Children with ASD</i> (4-8 years)	Nearly half of parents felt teaching literacy was a shared responsibility between the family and school; 31% felt it was primarily the responsibility school and 20% the responsibility of the family	Home environments included a variety of literacy materials, and all parents began reading to children before 2 years; 49% of families indicated a mother reads the most with the child	Parents reported using different types of questions when reading (e.g., prediction, feelings, connections)	Moderate, significant differences were found in emergent writing and reading skills for children with ASD based on their language skills
Lanter et al. 2013 <i>Children with ASD</i> (4-8 years)	Most parents of children with and without ASD reported literacy was important and a shared responsibility for families and the school; however, fewer parents of children with ASD were confident in their ability to support their children’s literacy than those without ASD	Most parents of children with and without ASD reported having access to a variety of literacy materials and beginning reading to children before first birthday		Children with ASD had significantly higher procedural print-related skills (e.g., letter name identification) than conceptual print-related skills (e.g., pretend reading), whereas children without ASD had the opposite; Children with ASD outperformed matched pairs on procedural print-related concepts, and no significant differences were found for conceptual print-related scores
Logan et al. 2019 <i>Children with disabilities</i> ($M = 4$ years)		There were four different profiles for parents related to completion of a storybook reading intervention: “early drop out” (39%), “completers” (38%), “sporadic” (16%), and “late dropout” (7%)		
Lusby & Heinz 2020 <i>Children with DS</i> (1-6 years)	Parents believed time pressures and limited engagement from children impacted how long they read together; challenges included children’s literacy interest, speech/language skills, parent stress or competing demands, and lack of knowledge/guidance for parents	Three-fourths of parents reported reading with their child several times per week (6-10 min at a time); Parents who received advice about shared reading reported reading more frequently than other parents	Parents reported using different strategies during shared reading, with language strategies used more than print referencing strategies; Verbal print referencing strategies were used very infrequently; Parents who had received advice about shared reading reported using more language strategies than those who had not	
Morwane et al. 2019 <i>Children with CP</i> (3-7 years)		Nearly half of caregivers (in South Africa) did not have any literacy-related materials; Most reported they did not read to their children on a regular basis	Caregivers used most communicative turns to label pictures/objects/events, followed by asking questions and reading text verbatim; Caregivers rarely related to the story to children’s personal experiences	Children’s communication was highly varied across dyads during shared reading; children primarily labeled objects/pictures and commented about the story
Naess et al. 2021 <i>Children with DS</i> (5-6 years)		No significant differences in how often parents of TD children v. children with DS read to their children; 78% of parents of children with DS reporting reading several times a week or more		Children with DS recognized more words than younger TD children who were matched by nonverbal intelligence; Children with and without DS improved expressive vocabulary, but TD children improved by nearly 1.4 standard deviations over two years, and children with DS by .8 standard deviations in the same period
Peeters et al. 2009a <i>Children with CP</i> ($M = 6$ years)	Parents of TD children had higher literacy expectations than parents of children with CP; parents of	Compared to parents of TD children, parents of children with CP reported fewer home writing experiences, but not other home	Compared to parents of TD children, parents of children with CP reported fewer word/print-related interactions during	No significant differences between TD children and with CP for parent-reported print interest of children

	children with CP often reported not knowing what expectations to have	literacy practices (e.g., shared reading, language games)	shared reading (e.g., print referencing, asking the meaning of words)	
Ranzato et al. 2021 <i>Children with DS and WS</i> (4-11 years)	Parents in both groups (children with DS and WS) had more positive attitudes toward literacy than mathematics	Parents in both groups reported engaging in literacy activities more than mathematics activities		Parents were more likely to report that writing and mathematics were a challenge for their child (relative to their overall abilities), and less likely to report this for reading
Ricci 2011b <i>Children with DS</i> (3-13 years)		Home environments were more literacy-rich for school-age children as compared to preschool-age children with DS, and for children who were TD as compared to those with DS.		School-age children with DS and children with TD showed greater interest in reading than preschool-aged children with DS; Most children with DS demonstrated stronger print concepts and alphabet knowledge than their age equivalent score on the Stanford-Binet Intelligence Scale
Ricci & Osipova 2012 <i>Children with DS</i> (3-13 years)	Most parents stated a key goal was for their child to learn to read; many were actively involved in their child’s literacy learning	Most parents reported reading with their child multiple days a week and beginning to read to children from a young age	Parents reported supporting their child’s literacy development through shared reading, sign language, teaching sight words, and using computer programs	Most parents reported their children were strongly interested in reading; More challenges reported for children with more significant speech impairments
Trenholm & Mirenda 2006 <i>Children with DS</i> (birth-19)	Learning to read was a key goal for more than half of parents of school-age children; Challenges were few literacy programs, low expectations, and lack of information	Most parents reported their children used reading materials at home at least once per day; About 9% reported their children were never read to at home	Parents reported using strategies such as pointing to and labeling pictures more than interactions such as asking a child what happened in a story or asking the child to make predictions	Most parents reported their children were interested in learning to read; For adolescents (13-19 years), approximately one-third were reported to be reading at above a first-grade reading level
Van Bysterveldt et al. 2010 <i>Children with DS</i> (5-15 years)	A majority of parents ranked learning to read as the first or second priority for their child’s education	Parents reported having many books in the home and spending about 3-4 hours per week reading or helping with homework; Parents reported writing activities less often, with 66% reporting they did this <i>never</i> or only <i>occasionally</i>	Most parents reported teaching letter names and sounds to their children	Parents of younger children rated their children’s interest in books higher than older children; Children were reported to comment on pictures more than ask or respond to questions about books
Van Heerden & Kritzinger 2008 <i>Children with DS</i> (2-5 years)	Parents rated literacy development as important; Some reported receiving information from speech-language pathologists or other early intervention team members; Challenges included time to read and children’s attention	Most parents reported reading daily with their child for 10-15 min	Parents reported using a variety of strategies such as reading with an animated voice and choosing preferred books, but did not use other research-based strategies such as asking open-ended questions or sounding out words	
Walker et al. 2021 <i>Children with ASD and intellectual disability</i> (3-11 years)	Four themes emerged about parents’ views and experiences: (a) reading is important, (b) reading is for sharing, (c) reading together requires parental effort, and (d) reading is enhanced by strong home-school partnerships	All parents reported they read with their child at least 1-2 times per week, and 54% reported reading almost every day		Many parents reported their children could recognize symbols/pictures they found important (75%) and use books (68%), but few could decode words (19%)

Westerveld & Bysterveldt 2017 <i>Children with ASD and DS</i> (3-5 years)	Parents of children with DS reported reading more often with their children than parents of children with ASD	No significant differences for how often parents reported teaching letter names; Parents of children with ASD reported pointing out signs/words in the environment more often and parents of children with DS reported playing rhyming games more often	Parents of children with DS rated children as having more interest in shared reading than children with ASD; Parents rated children with ASD as knowing more letter names, with a large effect size
Westerveld et al. 2017 <i>Children with ASD</i> (4-6 years)	70% of parents reported reading to their children <i>often</i> or <i>very often</i> , and 26% indicated they <i>sometimes</i> read to their child		Children had very varied emergent literacy skills; As a group, children demonstrated relative strengths in receptive vocabulary and code-related tasks (e.g., letter names and sounds) and difficulties with meaning-related tasks (e.g., retelling)
Westerveld et al. 2020 <i>Children with ASD</i> (4-6 years)		Parent use of book-related talk (comments and questions) varied widely across the sample; Rarely did parents teach story structure or reference or teach print-related skills	Children’s communication during shared reading ranged widely, ranging from less than 1 to 15 utterances per minute, and 1 to 168 different words
Wicks et al. 2020 <i>Children with ASD</i> (3-5 years)		Parents varied widely in the length of time they read the book (1.7 to 12.8 min) and total number of utterances (27-146); interaction styles also varied, but most non-reading utterances were questions or prompts (35% of total utterances)	Children spent more time looking at the book (compared to the parent or elsewhere); 71% of children’s utterances were in response to parent questions/prompts, and most were when looking at the book; 45% of children did not look to their parent at any point, and approximately 10% of children produced very few utterances

Note. ASD = autism spectrum disorder; DS = Down syndrome; CP = cerebral palsy; IDD = intellectual and developmental disabilities; SES = socioeconomic status; TD = typically developing.