

Supplemental Material S2. Studies meeting most but not all criteria.

Excluded Study	Reason for Exclusion
Bloch, J., Gersten, E., & Kornblum, S. (1980). Evaluation of a language program for young autistic children. <i>Journal of Speech and Hearing Disorders</i> , 45(1), 76–89. https://doi.org/10.1044/jshd.4501.76	Outcomes measured <3 months post-intervention.
Broomfield, J., & Dodd, B. (2011). Is speech and language therapy effective for children with primary speech and language impairment? Report of a randomized control trial. <i>International Journal of Language & Communication Disorders</i> , 46(6), 628–640. https://doi.org/10.1111/j.1460-6984.2011.00039.x	Outcomes measured <3 months post-intervention.
Colmar, S. H. (2014). A parent-based book-reading intervention for disadvantaged children with language difficulties. <i>Child Language Teaching and Therapy</i> , 30(1), 79–90.	Insufficient reporting for calculating effect sizes.
Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., Donaldson, A., & Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The Early Start Denver Model. <i>Pediatrics</i> , 125(1), e17–e23. https://doi.org/10.1542/peds.2009-0958	Intervention was not primarily focused on language or communication.
Estes, A., Munson, J., Rogers, S. J., Greenson, J., Winter, J., & Dawson, G. (2015). Long-term outcomes of early intervention in 6-year-old children with autism spectrum disorder. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i> , 54(7), 580–587. https://doi.org/10.1016/j.jaac.2015.04.005	Follow-up study to Dawson et al. (2010)
Fricke, S., Burgoyne, K., Bowyer-Crane, C., Kyriacou, M., Zosimidou, A., Maxwell, L., Lervåg, A., Snowling, M. J., & Hulme, C. (2017). The efficacy of early language intervention in mainstream school settings: A	Sample characteristics – children did not have language or communication difficulties.

randomized controlled trial. *Journal of Child Psychology and Psychiatry*, 58(10), 1141–1151. <https://doi.org/10.1111/jcpp.12737>

Garcia, D., Rodriquez, G. M., Hill, R. M., Lorenzo, N. E., & Bagner, D. M. (2019). Infant language production and parenting skills: A randomized controlled trial. *Behavior Therapy*, 50(3), 544–557. <https://doi.org/10.1016/j.beth.2018.09.003>

Intervention was not primarily focused on language or communication.

Gev, T., Rosenan, R., & Golan, O. (2017). Unique effects of The Transporters animated series and of parental support on emotion recognition skills of children with ASD: Results of a randomized controlled trial. *Autism Research*, 10(5), 993–1003. <https://doi.org/10.1002/aur.1717>

Intervention was primarily technology-based, rather than interaction-based.

Gould, H. M. (2015). *Teaching to play or playing to teach: An examination of play targets and generalization in two interventions for children with autism* [Dissertation]. University of California.

Intervention was not primarily focused on language and/or communication.

Kasari, C., Lawton, K., Shih, W., Barker, T. V., Landa, R., Lord, C., Orlich, F., King, B., Wetherby, A., & Senturk, D. (2014). Caregiver-mediated intervention for low-resourced preschoolers with autism: An RCT. *Pediatrics*, 134(1), e72–e79.

No business-as-usual condition, and the researchers explicitly reported expecting no group differences.

Lindgren, S., Wacker, D., Schieltz, K., Suess, A., Pelzel, K., Kopelman, T., Lee, J., Romani, P., & O'Brien, M. (2020). A randomized controlled trial of functional communication training via telehealth for young children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 50(12), 4449–4462. <https://doi.org/10.1007/s10803-020-04451-1>

Both groups received intervention prior to long-term measurement point.

Murray, E., McCabe, P., & Ballard, K. J. (2015). A randomized controlled trial for children with childhood apraxia of speech comparing rapid syllable transition treatment and the Nuffield Dyspraxia Programme–Third

No business-as-usual condition.

Edition. *Journal of Speech, Language, and Hearing Research*, 58(3), 669–686. https://doi.org/10.1044/2015_JSLHR-S-13-0179

Perera, H., Jeewandara, K. C., Seneviratne, S., & Guruge, C. (2016). Outcome of home-based early intervention for autism in Sri Lanka: Follow-up of a cohort and comparison with a nonintervention group. *BioMed Research International*, 2016, 1–6. <https://doi.org/10.1155/2016/3284087>

Unclear how long after intervention ended that follow-up measures were collected.

Pimperton, H., Kyle, F., Hulme, C., Harris, M., Beedie, I., Ralph-Lewis, A., Worster, E., Rees, R., Donlan, C., & MacSweeney, M. (2019). Computerized speechreading training for deaf children: A randomized controlled trial. *Journal of Speech, Language, and Hearing Research*, 62(8), 2882–2894. https://doi.org/10.1044/2019_JSLHR-H-19-0073

Intervention was primarily technology-based, rather than interaction-based.

Plante, E., Ogilvie, T., Vance, R., Aguilar, J. M., Dailey, N. S., Meyers, C., Lieser, A. M., & Burton, R. (2014). Variability in the language input to children enhances learning in a treatment context. *American Journal of Speech-Language Pathology*, 23(4), 530–545. https://doi.org/10.1044/2014_AJSLP-13-0038

No business-as-usual condition.

Rogers, S. J., Yoder, P., Estes, A., Warren, Z., McEachin, J., Munson, J., Rocha, M., Greenon, J., Wallace, L., Gardner, E., Dawson, G., Sugar, C. A., Helleman, G., & Whelan, F. (2020). A multisite randomized controlled trial comparing the effects of intervention intensity and intervention style on outcomes for young children with autism. *Journal of the American Academy of Child & Adolescent Psychiatry*, S0890856720313502. <https://doi.org/10.1016/j.jaac.2020.06.013>

No business-as-usual condition, and the researchers explicitly reported expecting no group differences.

Schertz, H. H., Odom, S. L., Baggett, K. M., & Sideris, J. H. (2013). Effects of Joint Attention Mediated Learning for toddlers with autism spectrum disorders: An initial randomized controlled study. *Early*

Outcomes measured <3 months post-intervention.

Childhood Research Quarterly, 28(2), 249–258.

<https://doi.org/10.1016/j.ecresq.2012.06.006>

Thiemann-Bourque, K., Feldmiller, S., Hoffman, L., & Johner, S. (2018). Incorporating a peer-mediated approach into speech-generating device intervention: Effects on communication of preschoolers with autism spectrum disorder. *Journal of Speech, Language, and Hearing Research*, 61(8), 2045–2061. https://doi.org/10.1044/2018_JSLHR-L-17-0424

Unclear how long after intervention ended that follow-up measures were collected.

Tonge, B., Brereton, A., Kiomall, M., Mackinnon, A., & Rinehart, N. J. (2014). A randomised group comparison controlled trial of ‘preschoolers with autism’: A parent education and skills training intervention for young children with autistic disorder. *Autism*, 18(2), 166–177. <https://doi.org/10.1177/1362361312458186>

Intervention was not primarily focused on language and/or communication.

van Balkom, H., Verhoeven, L., van Weerdenburg, M., & Stoep, J. (2010). Effects of parent-based video home training in children with developmental language delay. *Child Language Teaching and Therapy*, 26(3), 221–237. <https://doi.org/10.1177/0265659009349978>

No business-as-usual condition, and the researchers explicitly reported expecting no group differences.

Weiss, R. S. (1980, December 3). Efficacy of INREAL intervention for preschool and kindergarten language handicapped and bilingual (Spanish) children. *Handicapped Children's Early Education Program (HCEEP) Project Directors' Meeting*.

Children with language delays and bilingual children were analyzed together.

Whitehurst, G. J., Fischel, J. E., Arnold, D. S., & Lonigan, C. J. (1992). Evaluating outcomes with children with expressive language delay. In S. F. Warren & J. Reichle (Eds.), *Causes and effects in communication and language intervention* (pp. 277–313). Paul H. Brookes.

Insufficient reporting for calculating effect sizes.