

Supplemental Table A. Participant characteristics, diagnostic measures and criteria.

Study ID	Study authors	TD: <i>N</i> (m/f) Age	LI: <i>N</i> (m/f) Age	Reference standard (cutoff score)	Nonverbal cognition
1.	Archibald & Joannis (2009)	62 (n/a) ^a 5;4-9;5	26 (n/a) ^a 5;4-9;5	CELF-4 (-1 SD) ^b	Not used
2.	Bedore & Leonard (1998)	19 (n/a) ^c	19 (n/a) 3;7-5;9	Diagnosis, TOLD-P/ TOLD-P2/PLS-3 (-1 SD)	≥ 85
3.	Conti-Ramsden (2003)	32 (17/15) M = 4;9	32 (25/7) M = 5;1	Diagnosis, intervention	LI > 80
4.	Conti-Ramsden et al. (2001)	100 (49/51) M = 10;9	160 (117/43) M = 10;9	Diagnosis, intervention at age 7 ^d	> 70
5.	Deevy et al. (2010)	47 (28/19) M = 5;0	29 (18/11) M = 5;0	Diagnosis, SPELT-2 (LI <1 st , TD >18 th percentile)	≥ 85
6.	Dollaghan & Campbell (1998)	41 (25/16) 5;8-12;2	44 (31/13) 5;8-12;2	Intervention	Not used
7.	Eisenberg & Guo (2013)	17 (10/7) 3;0-3;11	17 (10/7) 3;0-3;11	Diagnosis/parent checklist, SPELT-P2	≥ 85

				(-0.86 SD) ^e	
8.	Ellis Weismer et al. (2000)	417 (240/177) M = 7;11	164 (89/75) M = 7;11	PPVT-R, CREVT, CELF-3 (-1.25 SD)	> 70
9.	Gladfelter & Leonard (2012)	15 (10/5) M = 4;3 15 (9/6) M = 5;2	12 (6/6) M = 4;3 13 (8/5) M = 5;3	Diagnosis, SPELT-2 (LI < 1 st , TD > 18 th percentile)	≥ 85
10.	Gray (2003)	22 (17/5) M = 5;0	22 (17/5) M = 5;0	Diagnosis/intervention (LI 2 tests < -1.5 SD)	≥ 75
11.	Jones Moyle et al. (2011)	50 (24/26) M = 7;9	50 (26/24) M = 7;9	Diagnosis, PPVT-R/ TACL-R (-1 SD)	≥ 85
12.	Poll et al. (2010)	18 (9/9) M = 21	13 (6/7) M = 21	TOAL-3 SLQ/PPVT (-1SD), TOAL-3 subtest (-2 SD)	≥ 80
13.	Redmond et al. (2011)	20 (11/9) M = 7;10	20 (12/8) M = 7;10	Diagnosis, intervention, CELFST-4 ^f	≥ 80
<hr/> <p>CELF-4=Clinical Evaluation of Language Fundamentals –4 (Semel et al., 2003), TOLD-P=Test of Language Development–Primary (Newcomer & Hammill, 1982, 1988), PLS-3=Preschool Language Scale-3 (Zimmerman et al., 1992), SPELT-2=Structured Photographic Expressive Language Test-2 (Werner & Krescheck, 1983), SPELT-P2=Structured Photographic Expressive Language Test-2 Preschool (Dawson et al.,</p> <hr/>					

2005), PPVT-R=Peabody Picture Vocabulary Test-Revised (Dunn & Dunn, 1981), CREVT=Comprehensive Receptive and Expressive Vocabulary Test (Wallace & Hammill, 1994), CELF-3=Clinical Evaluation of Language Fundamentals –3 (Semel et al., 1995), TACL-R=Test for Auditory Comprehension of Language-Revised (Carrow-Woolfolk, 1985), TOAL-3=Test of Adolescent and Adult Language-3 (Hammill et al., 1994), CELFST-4=Clinical Evaluation of Language Fundamentals-4 Screening Test (Semel et al., 2004).

^a There were 40 male and 48 female participants in both groups combined. ^b Participants with scores between 15th and 35th percentile on NRT and SR were excluded. ^c Each TD participant was matched within 2 months of the age of a participant with LI. ^d Eleven percent of children with LI had normal scores on all language assessments at age 10;9. ^e Diagnosis served as reference standard for 11 children with LI, parent checklist and SPELT-P2 was used for 6 participants with LI. Excluded were children with LI who did not use sentences and TD children with SPELT-P2 scores > +1SD. ^f The screener cutoff score was used.

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