		Cognitive measure							
	1	2	3	4	5	6	7	8	
1. Leiter FG	1.00								
2. Leiter SO	.53	1.00							
3. Leiter RP	.52	.57	1.00						
4. Sus Attn	.36	.40	.41	1.00					
5. Attn SW	.29	.46	.42	.47	1.00				
6. High–Low	.44	.54	.52	.46	.46	1.00			
7. WJ-AWM	.45	.47	.47	.37	.39	.59	1.00		
8. TNL-REC	.35	.33	.44	.32	.36	.48	.56	1.00	
9. TNL-EXP	.35	.37	.44	.28	.33	.42	.54	.59	

Supplemental Material S3. Pearson correlations among the individual cognitive processing measures in the GEM (Gillam–Evans–Montgomery) model (groups combined).

Note. Leiter FG = Figure Ground task from Leiter International Performance Scale–Revised (Roid & Miller, 1997); Leiter SO = Sequential Order task from Leiter International Performance Scale–Revised; Leiter RP = Repeated Patterns task from Leiter International Performance Scale–Revised; Sust Attn = Sustained Attention task (adapted from Gordon, McClure, & Aylward, 1996); Attn SW = Attention Switching task (Evans, Gillam, & Montgomery, 2018); WJ-AWM = Woodcock-Johnson III Auditory Working Memory task (Woodcock, McGrew, & Mather, 2001); High–Low = High–Low working memory task (Magimairaj & Montgomery, 2012, 2013); TNL-REC = Test of Narrative Language Receptive (Comprehension) tasks (Gillam & Pearson, 2004); TNL-EXP = Test of Narrative Language Production (Expressive) tasks.

References

- Evans, J. L., Gillam, R. B., & Montgomery, J. W. (2018). Cognitive predictors of spoken word recognition in children with and without developmental language disorders. *Journal of Speech, Language, and Hearing Research, 61,* 1409–1425.
- Gillam, R. B., & Pearson, N. (2004). Test of Narrative Language. Austin, TX: Pro-Ed.
- Gordon, M., McClure, F. D., & Aylward, G. P. (1996). *Gordon Diagnostic System interpretive guide*. De Witt, NY: GSI Publications.
- Magimairaj, B. M., & Montgomery, J. W. (2012). Children's verbal working memory: Relative importance of storage, general processing speed, and domain-general controlled attention. *Acta Psychologica*, 140, 196–207.
- Magimairaj, B. M., & Montgomery, J. W. (2013). Examining the relative contribution of memory updating, attention focus switching, and sustained attention to children's verbal working memory span. *Child Development Research*, 2013, Article ID 763808. <u>https://doi.org/10.1155/2013/763808</u>
- Roid, G., & Miller, L. (1997). Leiter International Performance Scale-Revised. Wood Dale, IL: Stoelting.
- Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). Woodcock-Johnson–III Tests of Achievement. Rolling Meadows, IL: Riverside Publishing.