Supplemental material, Springle & Hester, "A Comparison of Visual and Movement-Based Grammar Interventions for School-Age Children With Language Impairment," *Persp of the ASHA Special Interest Groups*, https://doi.org/10.1044/2019_PERS-SIG16-2019-0001

Supplemental Material S1. Research questions.

The specific research questions to be addressed were:

- 1. What impact did language interventions using systematic visual supports or systematic gesture supports have on the use of grammatical structures by children with developmental language disorders (DLD)?
- 2. Did the rate of learning of grammatical structures by children with DLD differ between language interventions using visual supports or systematic gesture supports?
- 3. Did the intervention mode impact the generalization and/or maintenance in use of the bound grammatical structure by children with DLD?
- 4. Did the clinicians using the systematic visual supports or systematic gestural supports find these intervention strategies for learning bound grammatical structures useful and effective?