Supplemental material, Calder et al., "Explicit Grammar Intervention in Young School-Aged Children With Developmental Language Disorder: An Efficacy Study Using Single-Case Experimental Design," *LSHSS*, https://doi.org/10.1044/2019\_LSHSS-19-00060

## Supplemental Material S8.

Summary of expressive repeated measures baseline versus treatment phase contrasts on untrained possessive 's targets (control measure)

Participant ID	Kendall's S	z score	<i>p</i> value	Tau	90% CI
P1	37	2.47	0.01*	0.82	[0.27,1]
P2 <sup>a</sup>	-29	-1.28	0.20	-0.36	[-0.82,0.10]
P3	43	2.87	0.004*	0.96	[0.41,1]
P4 <sup>a</sup>	39	1.72	0.08	0.48	[0.02,0.94]
P5	-18	-0.95	0.34	-0.29	[-0.78,0.21]
P6	-18	-0.80	0.43	-0.22	[-0.68,0.24]
P7	-13	-0.69	0.49	-0.21	[-0.70,0.29]
P8	16	1.07	0.29	0.36	[-0.19, 0.90]
P9 <sup>a</sup>	-27	-1.43	0.15	-0.43	[-0.92,0.07]
				Aggregated ES	
			.33	0.10	

*Notes.* CI = confidence interval; ES = effect size

\*sig.

<sup>a</sup>unstable baseline corrected