

Supplemental Material S3. Characteristics of the interventions.

| Study | Study design | Setting | Baseline/generalization/ maintenance | Length | Sessions/ week | Session duration | Aided/ unaided | Low/ high tech |
|-------------------------|---|---|---|--------|-------------------|---------------------|-------------------|----------------------|
| Millar et al. (2004) | Single subject multi-test across subjects | School. Quiet room outside of classroom. One-to-one session | yes/yes/yes | no | 2,5 | 37,5 | Aided | High |
| Rudd et al. (2007) | Pre-test, post-test | School’s therapy room | yes/yes/no | 6 | 2 | 21 | Both | Low |
| Soto et al. (2007) | AB design with follow-up phase to assess generalization | Special education classroom | yes/yes/no | 6 | 3 | 30 | Aided | High |
| Truxel & O’Keefe (2007) | Multiple-baseline across subjects | Special education public school | yes/yes/yes | no | no | no | Aided | High |
| Light et al. (2008) | Not defined. ABA | School. One-to-one sessions | yes/no/no | no | 2 | 30 | Both | High |
| Soto & Dukhovny (2008) | Single-subject multiple test, three-phase design | Public school. One-to-one lessons | yes/yes/yes | 6 | 3 | 60 | Both | High |
| Stephenson (2009) | ABA (4 children together) | Special education classroom. 7 students | yes/yes/yes | no | 3 | no | Aided | High |
| Soto et al. (2009) | Single-subject two phase multiple-probe design with replication across 3 participants | Elementary school | yes/yes/yes | 24 | 2 | 55 | Both | Both |

| | | | | | | | | |
|---------------------------|---|--|-------------|-----|-----|------|--------------------------------|---------------------------|
| Choi et al. (2010) | Multi-probe across participants | Special education classroom at a public elementary school | yes/yes/yes | no | no | no | Aided | Both |
| Harding et al. (2011) | Pre-test, post-test | School: The settings were: lunch time, play time and music | yes/yes/no | 5 | 5 | 60 | Both | Low |
| Van der Meer et al (2012) | Multiple-probe across participants design and SGD and MS conditions were compared in an alternating treatments design | Special education classroom. Leisure activities | yes/yes/yes | no | 3,5 | 5 | Both | High |
| Snodgrass et al. (2013) | A variation of a single subject multiple baseline design across four stimuli | Special education classroom. 4 students | yes/yes/yes | no | no | no | Aided | Low |
| Edmister & Wegner (2015) | Multiple baseline | Home or/and summer daycare facility | yes/no/no | no | no | no | Aided | High |
| Lanter et al. (2016) | AB design with follow-up phase to assess generalization | University speech, language and hearing clinic | yes/yes/no | 10 | 2 | 20 | Aided | Low |
| | | | | 9,5 | 2,8 | 35,4 | Aided 9 Unaided 0 Both 5 | High 8 Low 4 Both 2 |

Note. MS = Makaton Sing Language; PE = picture exchange; PECS = Picture Exchange Communication System; PCS = picture communication symbols; SGD = speech generating device.