Supplemental material, Finestack et al., "Caregiver-Implemented Communication Interventions for Children Identified as Having Language Impairment 0 Through 48 Months of Age: A Scoping Review," *JSLHR*, https://doi.org/10.1044/2022_JSLHR-21-00543

Supplemental Material S4. Participant characteristics for groups in studies without compelling or promising evidence.

Bigelow et al., 2020	Barrer et al., 1987	Study	Caregiver-Child Language Intervention Name	Group Sample Size	Mean Child Age at Enrollment (Months)	Child Characteristics	Child Gender	Caregiver Relationship	Mean Caregiver Age (Years)	Targeted Caregiver Characteristic s	Family Race
Barrera et al., 1987	Barrera et al., 1987	through 11 months									
Intervention F = 53% F = 53%	Intervention			4.0			3.5. 4.50.4				
Armstrong, 1998 a. Storybooks to Literacy 30 20 DD; Parent: Grandparent; Home, Medically or Environmental- Ity At-risk Home, Medically or Environmenta	Language Delay/Disorder	Barrera et al., 1987		19	4	DS		Mother	28.5	-	-
Armstrong, 1998 a. Storybooks to Literacy 30 20 DD; alignung delay; office media; articulation disorder; prematurly; unspecified adverse effect of drug exposure Language in Kids with Text Messaging Language and the Difference 158 18.1 Language delay; Language de	Armstrong, 1998 a. Storybooks to Literacy 30 20 DD; language delay; offits media; articulation disorder; prematurity; unspecified adverse effect of drug exposure Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging b. Parent c. Parent - Parent	12 through 23 months									
Bigelow et al., 2020 a. Promoting Communication Tools for Advancing Language in Kids with Text Messaging Language in Kids with	language delay;										
Tools for Advancing	Tools for Advancing Language in Kids with Text Messaging b. Promoting Communication Tools for Advancing Language in Kids with Text Messaging Carly Head Start, Part C IDEA) Wake et al., 2011 a. You Make the Difference Is8 Is1 Ianguage delay F= 48% Parent F= 48% Parent F= 48% Parent F= 48% Parent F= 23% Services Tsybina & Eriks-Brophy, 2010 a. Bilingual Dialogic Book- Reading Intervention F= 17% Reading Intervention Parental concern about language development in					language delay; otitis media; articulation disorder; prematurity; unspecified adverse effect of drug exposure	-	Grandparent; Foster parent	-	Home, Medically or Environmental-	-
Tools for Advancing Language in Kids with Text Messaging Wake et al., 2011 a. You Make the Difference 158 18.1 language delay F = 48% Language Delay/Disorder Boyce et al., 2017 a. Family-Centered Bookmaking About Services Tsybina & Eriks-Brophy, 2010 a. Bilingual Dialogic Book- Reading Intervention Reading Intervention Tools for Advancing home visiting or early intervention program (e.g., Early Head Start, Part C IDEA) I language delay M = 52% F = 48% Parent F = 48% Nother 31.3 Services Services Tsybina & Eriks-Brophy, 2010 a. Bilingual Dialogic Book- Reading Intervention Book Eriks-Brophy, 2010 both English and Spanish, bilingual	Tools for Advancing Language in Kids with Text Messaging Wake et al., 2011 a. You Make the Difference Language Delay/Disorder Boyce et al., 2017 a. Family-Centered Bookmaking Bookm	Bigelow et al., 2020	Tools for Advancing Language in Kids with	69	18	home visiting or early intervention program (e.g., Early Head Start,	-	Parent	-	-	-
A You Make the Difference 158 18.1 language delay	Wake et al., 2011 a. You Make the Difference 158 18.1 language delay M = 52% F = 48% Parent		Tools for Advancing Language in Kids with	58	18	home visiting or early intervention program (e.g., Early Head Start,	-	Parent	-	-	-
Boyce et al., 2017 a. Family-Centered 48 24.63 speech delay; M = 77% Mother 31.3	Compute Comp	Wake et al., 2011	a. You Make the Difference	158	18.1			Parent	-	-	-
Boyce et al., 2017 a. Family-Centered Bookmaking 48 24.63 Speech delay; F = 23% Services Tsybina & Eriks-Brophy, 2010 a. Bilingual Dialogic Book- Reading Intervention A Bilingual Dialogic Book- Reading Intervention Bookmaking 24.63 Speech delay; F = 23% Services DD; F = 83% Mother 34.5	Boyce et al., 2017 a. Family-Centered Bookmaking Bookmaking 48 24.63 Speech delay; M = 77% Services Services Tsybina & Eriks-Brophy, 2010 a. Bilingual Dialogic Book- Reading Intervention Bookmaking 48 24.63 Speech delay; M = 77% Services DD; M = 83% Mother 34.5 - parental concern about language development in	24 through 35 months									
Bookmaking receiving Part C Services Tsybina & Eriks-Brophy, 2010 a. Bilingual Dialogic Book- 6 27.8 DD; M = 83% Mother 34.5 about language development in both English and Spanish, bilingual	Bookmaking receiving Part C F = 23% Services Tsybina & Eriks-Brophy, 2010 a. Bilingual Dialogic Book- Reading Intervention Bookmaking Teceiving Part C F = 23% Services DD; M = 83% Mother 34.5 parental concern about language development in					·					
Reading Intervention $ \begin{array}{ccc} & & & & & & & \\ & & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & &$	Reading Intervention parental concern $F=17\%$ about language development in	Boyce et al., 2017		48	24.63	receiving Part C Services		Mother	31.3	-	-
		Tsybina & Eriks-Brophy, 2010		6	27.8	parental concern about language development in both English and		Mother	34.5	-	-
	36 through 48 months	36 through 48 months				r					

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Gengoux et al., 2019	a. Developmental Reciprocity	22	44.6	autism	M = 82%	Parent	37.33	-	-
	Treatment				F = 18%				
McConachie et al., 2005	 Hanen More Than Words 	26	38.12	DD;	M = 81%	Mother;	-	=	-
				autism	F = 19%	Father			
Meaden et al., 2020	a. Parent-implemented	7	44.86	autism;	M = 71%	Mother	35.0	-	-
	Communication Strategies			language delay	F = 29%				
Stadnick et al., 2015	a. Project ImPACT	16	46.75	autism (confirmed	M = 81%	Parent	34.8	-	-
	(Improving Parents as			or at-risk)	F = 19%				
	Communication Teachers)								
			Laı	nguage Delay/Disorder					
Towson & Gallagher, 2014	a. Read Together, Talk	13	46.54	TD;	M = 38%	Mother;	-	Low-income;	Black = 15%
	Together			DD	F = 62%	Father		Parent of a	White $= 54\%$
	-							Child in Head	Latino = 31%
								Start	

Note. DD = developmental delay; DS = Down syndrome; TD = typical development; F = female; M = male