## Supplemental Material S2.

	Population		Concept	Context
Database	Parent	Young Children	Communication	Culture
Database OVID Medline Epub Ahead of Print, In-Process & Other Non- Indexed Citations, Ovid MEDLINE(R) Daily and Ovid MEDLINE(R) 1946 to Present	Parent Parenting/ exp Parent-Child Relations/ Early Intervention, Educational/ Parenting.mp. Parent training.mp. Parent coaching.mp. Parent education.mp. Parent mediated.mp. Hanen*.mp. Home program*.mp. early intervention.mp	Young Children Child, Preschool/ Exp Infant/ Exp Child Development/ Toddler*.mp. Infant*.mp. Preschool*.mp Child development.mp. Infant development.mp.	Communication Language/ Exp Communication Disorders/ Exp Language Disorders/ Social Skills/ Language.mp. Communicat*.mp. Social skill*.mp. Pragmatic*.mp. Communication skill*.mp.	CultureExp PopulationGroupsCulture/Cultural Diversity/Cultural Diversity/CulturalCharacteristics/Cross-CulturalComparison/CulturalCompetency/Ethnology/Culturally CompetentCare/Minority Groups/Cultur*.mp.Cross-cultur*.mp.Cultural adapt*.mp.Culturaldifference*.mp.Asian cultur*.mp.Arab* cultur*.mp.African cultur*.mp.Indigenous.mp.First nations.mp.Torres strait.mp.Aboriginal.mp.Collectivis*.mp.
OVID Embase 1974 to 2020 September 04	Parenting/ exp Parent-Child Relations/ Early Intervention, Educational/ Parenting.mp. Parent training.mp. Parent coaching.mp. Parent education.mp. Parent mediated.mp. Hanen*.mp. Home program*.mp.	Child, Preschool/ Exp Infant/ Exp Child Development/ Toddler*.mp. Infant*.mp. Preschool*.mp Child development.mp. Infant development.mp.	Communication/ Language/ Exp Communication Disorders/ Exp Language Disorders/ Social Skills/ Language.mp. Communicat*.mp. Social skill*.mp. Pragmatic*.mp. Communication skill*.mp.	Exp Population Groups Culture/ Cultural Diversity/ Cultural Characteristics/ Cross-Cultural Comparison/ Cultural Competency/ Ethnology/ Culturally Competent Care/ Minority Groups/ Cultur*.mp. Cross-cultur*.mp. Cultural adapt*.mp.

## Search Terms From Databases

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## Inclusion and Exclusion Criteria

a) Primary agent of intervention is parents or guardians						
nclusionExclusionParent training- Primary agents of intervention anyoneParent coaching- besides parents or guardians.		Notes Parents and caregivers should be primary agents of the intervention. At <b>title/abstract</b> , if parents are mentioned as being involved in the intervention, include. At <b>full text</b> , we will assess whether parents				
Parent-led early intervention	- Parents not mentioned in abstract	are focal agents in the intervention (more than 50% of intervention delivered by parents)				
	-	ion Intervention				
Inclusion	Exclusion	Notes				
Communication Language Pragmatics Social Skills Speech Communication needs to be stated as an aim <u>OR</u> outcome of the intervention	- Exclude interventions when communication/social skills are not listed as AIMS or OUTCOMES by the authors (e.g., physical, solely behavioural, nutrition, parent mental health or coping) focused - Assessments	<ul> <li>Behavioural intervention: Include behaviour interventions at the title/abstract level. At full text, we will assess whether the intervention includes communication aspects as a stated aim or outcome.</li> <li>For social skills intervention, there needs to be evidence at full text that 'social skills' refers to social communication.</li> <li>Types of studies: At the level of title/abstract, any study discussing an intervention which has been adapted will be included. This includes qualitative studies, protocols for future studies, or other designs. At full text, we will assess if the study has quantitative components.</li> </ul>				
	c) Young	child(ren)				
Inclusion	Exclusion	Notes				
At least some of the children in the sample are under age 5:0 Uses terms preschooler, toddler, kindergarten, but does not specify age.	None of the sample is under the age of 5:0	- At <b>title/abstract</b> , If the abstract refers to 'child/children', 'school age children', or the other terms listed, we will include at and determine at <b>full</b> <b>text</b> whether the sample has any children under age 5:0.				
d) Intervention implemented in a different culture						
Inclusion	Exclusion	Notes				
Authors state an intention to implement the intervention with a cultural group different than the group it was originally designed for. Examples include • interventions implemented with immigrant families (different culture within the same country)	<ul> <li>Adaptation is not related to cultural adaptation (e.g., age group, gender, child diagnosis, modality).</li> <li>Low socioeconomic status, without mention of cultural differences.</li> <li>Exclude multiple studies with the same sample (e.g., two</li> </ul>	- At <b>title/abstract</b> , all articles that state or give any indication that an intervention was delivered/implemented/adapted in a sample of a different culture will be included. At <b>full text</b> , articles will be assessed as to whether the cultural differences fit with the chosen definition of culture/cultural adaptation.				

## e) Additional Exclusion Criteria:

- Only include articles published after 1995 (year the EVF framework was published)
- Exclude if full text not in English and no translation available
- Exclude multiple studies using same sample (e.g., 2 studies using the identical data set and sample, but reporting different outcomes). Select **one study** that is most relevant to the research question.
- <u>Types of evidence to exclude</u>:
  - conference abstracts, dissertations, book chapters, commentaries/perspective articles, systematic and scoping reviews, studies with only qualitative components (as we cannot analyze using EVF criteria)