

Supplemental Material. Coding definitions and descriptions.

Study ID	Author names and year of publication
Study design	Multiple baseline/multiple probe, alternating treatments, withdrawal, group design, or other
Participant characteristics (ID, age, gender, disability)	Name or ID given to participant Reported age Reported gender Disability: ASD (autism spectrum disorder), CP (cerebral palsy), DS (Down syndrome), IDD (intellectual/developmental disability, mental retardation), DD (developmental delay), CAS (childhood apraxia of speech), MD (multiple disabilities), not reported, or other (specify) Language skills: within normal limits, delayed or deviant, not reported Reported receptive language age
Partner	Researcher, parent (caregiver), paraeducator, SLP (speech-language pathologist), teacher, peer, multiple (specify)
Context	Book-reading, play, preferred activity, natural routine, multiple contexts, other (specify)
Location	School, home, daycare, university clinic, home, community (work, recreation facility, church, or other), multiple (specify)
Type of aided AAC	SGD: Intervention for participant included a dedicated AAC device or mobile technology with and an AAC app that included voice output Non-SGD: Intervention for participant included AAC that did not include voice output. This is including (but not limited to) single pictures, picture communication book or board, or PECS. Both SGD and non-SGD: Intervention for participant included the use of both SGD and non-SGD
Intervention type	Multicomponent: intervention included partner aided modeling along with 1 or more other components Isolated partner use of aided AAC: intervention included partner aided modeling as a single technique
Nature of input	Keyword aided input: Partner points to or activates aided AAC symbols for one or two keywords from a phrase. Full phrase multisymbol aided input: Partner points to or activates aided AAC symbols to compose an entire phrase. Each symbol corresponds with one spoken word or morpheme. Full phrase single symbol aided input: Partner points to or activates one aided AAC symbol that corresponds to an entire phrase or sentence.
Timing of input	Simultaneous: Partner indicates an aided AAC symbol at the same time as concurrently providing spoken input Asynchronous: Partner indicates an aided AAC symbol before or after providing spoken input
Intervention components	Expectant delay: Deliberate pause used by communication partner Open-ended question: Partner asks a question that requires more than a yes/no response Contingent responding: Partner provides a response related to the child's message that could include verbal or nonverbal reinforcement

	Prompting: Partner provides either direct spoken, partial physical, or full physical prompting
	Expansion/recast: Partner repeats the child's utterance in an expanded or corrected form
	Partner instruction: Intervention included direct instruction of communication partner(s)
Intervention intensity	Number of sessions
	Length of sessions (minutes)
	Frequency of sessions (times per week)
	Duration of intervention (in minutes)
	Rate of partner use of aided AAC (per session)
Dependent variable (DV)	Nature of DV:
	Expression: Outcome related to expressive language
	Comprehension: Outcome related to receptive language
	Domain of DV:
	Pragmatic: Outcome related to social communication, including number or frequency of turns or communicative initiations.
	Semantic: Outcome related to expressive or receptive vocabulary, including number or percent of symbols correctly produced or understood
	Morpho-syntactic: Outcome related to combining symbols or morpheme use, including frequency or percent correct use of multi-symbol messages and morphemes
Certainty of evidence: Values are modified versions of those in Schlosser & Wendt, 2008	Conclusive: Outcomes are undoubtedly the result to the AAC intervention
	1. Strong experimentally controlled design, strong reliability of DV, and solid procedural integrity
	Preponderant: Outcomes are more likely to have occurred due to the AAC intervention than not
	1. Minor flaws in design, strong reliability of DV, and procedural integrity; OR
	2. Strong design, minor flaws in reliability of DV and/or procedural integrity
	Suggestive: Outcomes are plausibly due to intervention
	1. Minor flaws in design, inadequate reliability of DV and/or procedural integrity; OR
	2. Minor flaws in design, missing reliability of DV or procedural integrity
	Inconclusive: Flaws preclude any conclusions that outcomes are a result of the AAC intervention
	1. Significant flaws in design (e.g., failure to establish stable baseline before commencing intervention, nonsystematic replication of the IV); OR
	2. Missing reliability of DV and procedural integrity

Note. SGD = speech-generating device; AAC = augmentative and alternative communication; PECS = picture exchange communication system; IV = independent variable.