

Supplemental Material S2. Additional model results for meaning outcome.

	Model B			Model C			Model D		
	b	95% CI		b	95% CI		b	95% CI	
Fixed effects									
Group (DLD vs. TD)	-1.52	-3.17	0.14	-1.89	-3.46	-0.32	-1.95	-3.98	0.08
Condition (022 vs. 000)	0.64	0.05	1.24	0.48	-0.70	1.67	0.48	-0.71	1.68
Time (1wk vs. 5min)	-0.11	-0.70	0.49	0.05	-0.73	0.83	0.05	-0.73	0.82
Group × Time				-0.16	-1.06	0.74	-0.16	-1.05	0.74
Cond. × Time				-0.16	-1.06	0.74	-0.16	-1.05	0.74
Group × Cond.				0.47	-1.08	2.02	0.47	-1.10	2.04
Group × Cond. × Time									
PPVT-4	0.01	-0.05	0.07				-0.01	-0.08	0.06
Mother's education	0.06	-0.36	0.48				0.09	-0.41	0.59
Intercept	8.49	-0.04	17.02	10.57	9.44	11.70	10.19	0.03	20.35
Random effects		σ^2			σ^2			σ^2	
Condition				3.33	1.47	7.54	3.45	1.55	7.67
Intercept		2.72	1.39	3.88	2.06	7.31	4.22	2.22	8.01

Note. $N = 32$, observations = 128. Effects with 95% confidence intervals (CI) that do not include 0 are statistically significant at $\alpha = 0.05$. Parameters are equivalent in some cases due to identical outcome mean values for different combinations of independent variable values. Model B does not include the random effect for condition; in this model, there is a significant effect of learning condition, with higher performance in the 022 condition. Given that the interactions across group, time, and learning condition are not significant, the more parsimonious models that identify a significant fixed effect of group are presented in Table 4 within the main text. DLD = developmental language disorder; TD = typically developing; Cond. = condition; PPVT-4 = Peabody Picture Vocabulary Test–Fourth Edition (PPVT-4; Dunn & Dunn, 2007).

Reference

Dunn, L., & Dunn, D. (2007). *Peabody Picture Vocabulary Test–Fourth Edition (PPVT-4)*. Minneapolis, MN: AGS/Pearson.