

Supplemental Material S3. Study information.

Reference	Participants			Intervention	Delivery	Study	Outcomes Investigated	Intervention Effect	
	<i>N</i>	Age	Group					Language(s) Assessed	Domain and Effect Size ⁴
Bekman et al. (2011)	185	6yrs	At Risk	Summer preschool	E (Ed)	EGC (91.7)	LA (VR, NR) LI (Pr)	Turkish	LA: $d^b = 0.25$ LI: $d^a = 1.11$
Boyce et al. (2010)	75	1;10-5;0	At Risk	Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS)	H (Fm)	EGC (100.0)	LA (VE)	English/ Spanish	LA: $d^b = 0.60$
Brannon and Dauksas (2012)	30	3-5yrs	At Risk	Parents as Reading Teachers Nightly Encouraging Reading Success (PARTNERS) vs. Traditional Family Time	H (Fm)	EGC (70.8)	LA (VE)	NS	LA: $d^b = 0.39$
Brannon and Dauksas (2014)	42	3-5yrs	At Risk	Dialogic Reading Group vs. Family Group Time	H (Fm)	EGC (58.3)	LA (VE)	NS	LA: $d^b = 0.31$
Buysse et al. (2010)	193	3;2-5;10	At Risk	Nuestros Niños [Our Children]	E (Ed)	EGC (100.0)	LA (VR, NR, L) LI (Pr, Ph)	English	LA: $d^b = -0.01$ LI: $d^b = 0.26$
								Spanish	LA: $d^b = 0.06$ LI: $d^b = 0.46$
Caesar and Nelson (2014)	19	2;10-5;2	At Risk	Supporting the Acquisition of Language and Literacy through School–Home Activities (SALSA)	E&H (Fm, SP)	EGC (83.3)	LA (NE) LI (Pr, Ph)	English	LA: $q^c = 0.10$ LI: $q^c = 0.28$
								Spanish	LA: $q^c = 0.00$ LI: $q^c = 0.33$
Castro et al. (2017)	340	4yrs	At Risk	Nuestros Niños [Our Children]	E (Ed)	EGC (100.0)	LA (VR, VE) LI (Pr, Ph, Wr)	English	LA: $d^b = 0.19$ LI: $d^b = 0.15$
								Spanish	LA: $d^b = 0.20$ LI: $d^b = 0.37$
Cooke et al. (2009)	3	4-5yrs	At Risk	Audio Prompting using a Talking Photo Album	H (Fm)	SCED (86.4)	LA (VE)	English	LA: Positive
Correa et al. (2015)	4	4yrs	At Risk	Adapted Dialogic Reading	E (Re)	SCED (77.3)	LA (VE, LE)	English	LA: Positive
Dockrell et al. (2010)	96	3-5yrs	At Risk	Talking Time vs. Story Reading	E (Ed)	EGC (87.5)	LA (VE, LR, NE, L)	English	Talking Time vs Control LA: $d^b = 0.81$
									Story Reading vs Control LA: $d^b = 0.69$

Farver et al. (2009)	94	3;9-5;2	At Risk	Literacy Express Preschool Curriculum	E (Or)	EGC (100.0)	LA (VR, VE) LI (Pr, Ph)	English	English Tx vs Controls LA: $d^b = 0.36$ LI: $d^b = 0.45$
									Bilingual Tx vs Controls LA: $d^b = 0.65$ LI: $d^b = 0.60$
								Spanish	English Tx vs Controls LA: $d^b = 0.04$ LI: $d^b = 0.08$ Bilingual Tx vs Controls LA: $d^b = 0.46$ LI: $d^b = 0.56$
Gildersleeve-Neumann and Goldstein (2015)	2	5;6-5;8	SSD	Bilingual therapy for SSD	C (SP)	SCED (86.4)	SP (Ac, In)	English and Spanish	NA
Gonzales and Tejero Hughes (2018)	4	4;4-5;6	At Risk	Libros en Mano [Books in Hand]	E (Ed)	COR	LI (Pr, Ph)	English and Spanish	NA
Greenwood et al. (2016)	9	4;5-5;2	At Risk	Technology-assisted storybook intervention	E (Re, Te)	SCED (100.0)	LA (VR, NR)	English	LA: NAP ^f = 68%
Gutiérrez-Clellen et al. (2012)	185	4;0-4,11	DLD	Academic enrichment group activities	E (Ed)	EGC (95.8)	LA (LE)	English	LA: NC
Hammer and Sawyer (2016)	73	3;7-5;6	At Risk	Madres educando a sus niños [Mothers educating their children]	H (Fm)	EGC (83.3)	LA (V, VE, LE)	English	LA: $d^b = -0.25$
								Spanish	LA: $d^b = -0.19$
								English/Spanish	LA: $d^b = 0.27$
Holm and Dodd (1999)	1	4;6	SSD	Core vocabulary approach	E&H (SP)	SCED (54.4)	SP (Ac, Iv)	English and Punjabi	NA
Holm et al. (1997)	1	5;2	SSD	Articulation Therapy	E (SP)	SCED (81.8)	SP (Ac)	Cantonese and English	NA
	1	NS	SSD	Phonological Therapy	E (SP)	SCED (81.8)	SP (Ac)	Cantonese and English	NA
Huennekens and Xu (2010)	2	4;10-5;5	At Risk	Parent Dialogic Reading Training	E&H (Ed, Fm)	SCED (72.7)	LA (LE)	English	NA

Ijalba (2015)	24	Mean 3;6- 3;7	DLD	Parent-implemented literacy intervention	H (Fm)	EGC (95.8)	LA (VE, LE, L, NR)	English Spanish English/ Spanish	LA: $d^d = 1.42$ LA: $d^b = 3.54$ LA: $d^b = 6.14$
Kiernan and Swisher (1990)	4	4;11- 5;3	At Risk	Novel Vocabulary Learning	E (SP)	SCED (50.0)	LA (VR)	English and Spanish	LA: Positive
Koutsoftas et al. (2009)	34	3-4yrs	At Risk	Intervention for Phonemic Awareness	E (Ed, SP)	SCED (100.0)	LI (Ph)	English	LI: $d_2^e = 1.34$
Landry et al. (2019)	829	Mean 4;7	At Risk	Preparing Pequeños [Little Ones]	E (Ed)	EGC (100.0)	LA (VE, L) LI (Pr, Ph)	English Spanish	LA: $d^b = -0.03$ LI: $d^b = 0.08$ LA: $d^b = 0.07$ LI: $d^b = 0.34$
Landry et al. (2017)	434	3;2- 6;0	At Risk	The Early Education Model (TEEM) and/or Play and Learning Strategies (PALS)	E&H (Fm)	EGC (95.8)	LA (L) LI (Pr, Ph)	NS	TEEM vs. control LA: $d^b = 0.05$ LI: $d^b = 0.10$ PALS vs control LA: $d^b = -0.18$ LI: $d^b = 0.05$ TEEM vs. PALS LA: $d^b = -0.16$ LI: $d^b = -0.15$
Leacox and Jackson (2014)	24	4-6yrs	At Risk	Technology-enhanced English reading with Spanish bridging (TESB)	E (SP)	CRO (50.0)	LA (VR, VE)	English Spanish	LA: $d^b = 0.95$ LA: $d^b = 0.61$
Lugo-Neris et al. (2010)	22	4;1- 6;10	At Risk	Shared Storybook Reading	E (SP)	CRO (100.0)	LA (VR, VE)	English	Overall Changes (both Tx) LA: $\eta^{2b} = 0.67$ English Tx vs. Spanish Tx LA: $\eta^{2b} = 0.13$
Mamdouh (2008)	1	5;0	SSD	Phonological Therapy	C (NS)	SCED (54.5)	SP (Ac, In)	Arabic and English	NA
Matera and Gerber (2008)	76	Mean 4;8	At Risk	Literacy Curriculum for Writing Development	E (Re, Or)	EGC (58.3)	LI (Wr)	English Spanish	LI: $g^b = 0.51$ LI: $g^b = 0.70$
Méndez et al. (2015) ¹	42	Mean 4;3	At Risk	Evidence-informed shared reading vocabulary approach	E (SP)	EGC (87.5)	LA (VR, VE)	English Spanish	LA: $d^b = 0.63$ LA: $d^b = 0.18$

Méndez et al. (2018) ²	35	Mean 4;3	At Risk	Evidence-informed shared reading vocabulary approach	E (SP)	EGC (87.5)	LA (VR, VE)	English Spanish	LA: $d^a = 0.28$ LA: $d^a = 0.33$
Motsch and Schmidt (2010)	49	4;0-6;0	DLD	Intensive Context-Optimized Therapy vs. Context-Optimized Therapy vs Traditional therapy	E (SP)	EGC (75.0)	LA (MS)	Luxembourgish and French or Portuguese	LA: NC
Neuman and Kaefer (2018)	265	PreK and K	At Risk	World of Words (adapted)	E (Ed)	EGC (95.8)	LA (VR, VE)	English	LA: NC
Peredo et al. (2018)	3	2;9-3;3	DLD	Teach-Model-Coach-Review instructional approach	H (Fm)	SCED (90.9)	LA (VE)	Spanish	LA: Positive
Pham et al. (2011)	1	3;11	DLD	Receptive Vocabulary Training	E (Ed, Te)	SCED (86.4)	LA (VR)	English and Vietnamese	NA
	1	4;2	DLD	Receptive Vocabulary Training	E (Ed, Te)	SCED (86.4)	LA (VR)	English and Vietnamese	NA
	1	4;4	DLD	Receptive Vocabulary Training	E (Ed, Te)	SCED (86.4)	LA (VR)	English and Vietnamese	NA
	1	4;5	DLD	Receptive Vocabulary Training	E (Ed, Te)	SCED (86.4)	LA (VR)	English and Vietnamese	NA
Pollard-Durodola et al. (2018)	252	Mean 4;8	At Risk	Words of Oral Reading and Language Development (WORLD)	E (Ed)	EGC (100.0)	LA (VR, VE)	English	LA: $d^b = 0.56$
Ray (2002)	1	5yrs	SSD	Cognitive-linguistic approach	C (SP)	SCED (50.0)	SP (Ac, In)	English, Hindi, and Gujarati	NA
Restrepo et al. (2010)	45	Mean 4;8	At Risk	Supplemental instruction program	E (SP)	EGC (100.0)	LA (L)	Spanish	LA: $d^a = 0.63$
Restrepo et al. (2013)	256	3;7-5;8	DLD	Vocabulary instruction	E (Ed, Or)	EGC (83.3)	LA (VR, VE)	English	LA: Bilingual Tx vs Controls: $d^a = 1.07$ English Tx vs Controls: $d^a = 0.85$ Bilingual vs English Tx: $d^a = 0.25$
								Spanish	LA: Bilingual Tx vs Controls: $d^a = 1.26$ English Tx vs Controls: $d^a = -0.26$ Bilingual vs English Tx: $d^a = 1.61$
								English/Spanish	LA: Bilingual Tx vs Controls: $d^a = 1.42$ English Tx vs Controls: $d^a = 0.58$ Bilingual vs English Tx: $d^a = 1.02$

Rivera Pérez et al. (2019)	43	3;1-5;0	At Risk	Computer-assisted instruction	E (SP)	EGC (83.3)	LA (VE)	English	LA: Bilingual Tx vs Controls: $d^E = 2.13$ English Tx vs Controls: $d^E = 0.18$
								Spanish	LA: Bilingual Tx vs Controls: $d^E = 2.11$ English Tx vs Controls: $d^E = 0.37$
Roberts (2008)	33	Mean 4;6	At Risk	Home Storybook Reading in Primary Language vs in Second Language	E&H (Ed, Fm)	CRO (79.2)	LA (VR, L)	English (all)	LA: $d^b = 0.87$
								Spanish (n=13)	LA: $d^b = 0.50$
Rossouw and Pascoe (2018)	1	4;2	SSD	Minimal pairs approach	E (SP)	SCED (77.3)	SP (Ac, Iv)	English and isiXhosa	NA
Simon-Cerejido and Gutiérrez-Clellen (2014)	107	Mean 4;5	At Risk DLD	Vocabulary, Oral Language and Academic Readiness (VOLAR)	E (Ed)	EGC (100.0)	LA (LE)	English (All)	LA: $d^b = -0.11$
								Spanish (All)	LA: $d^b = 0.22$
								English (DLD)	LA: $d^b = -0.09$
								Spanish (DLD)	LA: $d^b = -0.15$
Soto et al. (2020)	4	4,10-6,6	At Risk	PAsos Para Leer [PATH to Literacy]	E (Or)	SCED (86.4)	LI (Pr, Ph)	English	LI: Tau-U ^b = 0.62
								Spanish	LI: Tau-U ^b = 0.60
Spencer et al. (2015)	21	Mean 3;10-4;2	At Risk	Story Champs	E (Fa, Or, SP)	EGC (95.8)	LA (NE)	English	LA: $d^b = 0.80$
Spencer et al. (2019)	8	3,3-5,0	At Risk	Dual language narrative intervention with embedded vocabulary instruction	E (Ed, Or)	SCED (100.0)	LA (VR, NE)	English	LA (VR): $d^b = 0.98$ LA (NE): Positive
								Spanish	LA (VR): $d^b = 0.34$ LA (NE): Neutral
Thordardottir et al. (2015)	29	3;9-5;8	DLD	Focused Stimulation	C (Fm, SP)	EGC (100.0)	LA (VR, VE, LR, LE, MS,)	French and home language	LA: NC
Thordardottir and Rioux (2019)	15	3;6-5;9	DLD	DLD intervention	C (SP)	EGC (70.8)	LA (VR, VE, MS)	French	LA: NC
Thordardottir et al. (1997)	1	4;11	DLD	Vocabulary Intervention	C (SP)	SCED (77.3)	LA (VE)	French	NA
Tsybina and Eriks-Brophy (2010)	12	1;10-3;6	At Risk	Dialogic book-reading	H (Fm)	EGC (87.5)	LA (VE)	English	LA: $d^b = 0.80$
								Spanish	LA: $d^b = 0.95$
van Tuijl et al. (2001)	319	4;0-5;2	At Risk	Opstap Opnieuw [Step Up Again]	H (Fm)	EGC (100.0)	LA (VR, VE)	Dutch	LA: $d^b = -0.04$

								Moroccan-Arabic, Tarafit-Berber, or Turkish	LA: $d^b = 0.02$
Wahn (2016)	36	3;10-6;1	DLD	Specific Language Support vs. Specific Language Promotion vs. Language Promotion vs. Semantic-Phonological Elaboration Method	E (SP)	EGC (29.2)	LA (VR, MS)	German	LA: NC
Zucker et al. (2021)	167	Mean 4.8	At Risk	Hablemos Juntos	E (Ed)	EGC (100.0)	LA (VR, VE)	English Spanish	LA: $g^b = -0.03$ LA: $g^b = 0.49$

Notes.

Reference: ¹ = Replication data only; ² = Original data only.

Age: yrs = years.

Group: DLD = developmental language disorder; SSD = speech sound disorder.

Setting: C = clinical; E = educational; H = home.

Agent: Ed = educator; Fm = family; Or = other; Re = researcher; SP = speech-language pathologist; Te = technology.

Design: COR = correlational; CRO = crossover; EGC = experimental group comparison; SCED = single-case experimental design.

Quality: ³ = quality ratings expressed as percentages.

Domain: LA = language; LI = literacy; SP = speech.

Sub-domain: In = intelligibility; Ac = accuracy; Iv = inventory; V = vocabulary (not further specified), VR = receptive vocabulary; VE = expressive vocabulary; L = language (not further specified); LR = receptive language; LE = expressive language; NR = narrative (not further specified); NE = expressive narrative; MS = morphosyntax; Pr = pre/emergent literacy/reading; Ph = phonological awareness; Wr = writing.

Domain and Effect Size: ⁴ = Where the same domain was examined in more than one language, the average effect size is presented, **green** is a positive effect ($d \geq 0.25$; $\eta^2 \geq 0.01$; $g \geq 0.5$), **blue** is a neutral effect ($-0.25 < d < 0.25$), **red** is a negative effect ($d \leq -0.25$), black is unable to be interpreted within the CEC (2014) framework; Tx = therapy/intervention; NC = not able to be calculated; ^a = d_{pec} calculated by the authors from means, standard deviations and sample sizes reported by study authors, following Morris (2008); ^b = value reported by study authors; ^c = Cohen's q calculated by the authors from r values reported by study authors, following Cohen (1988, p. 110); ^d = calculated by authors from post-test data reported by study authors as pre-test values were 0; ^e = individual effect size following Busk and Serlin (1992) as reported by the study authors; ^f = Nonoverlap of All Pairs (NAP) effect-size index for single-case designs as described by Parker and Vannest (2009); ^g = calculated from Odds Ratios reported by the study authors following Borenstein et al. (2009).

Anywhere: NA = not applicable; NC = Not able to be calculated; NS = Not specified in article.

References

- Bekman, S., Aksu-Koc, A., & Erguvanli-Taylan, E. (2011). Effectiveness of an intervention program for six-year-olds: A summer-school model. *European Early Childhood Education Research Journal*, 19(4), 409-431. <https://doi.org/10.1080/1350293X.2011.623508>
- Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). *Introduction to meta-analysis*. Wiley.
- Boyce, L. K., Innocenti, M. S., Roggman, L. A., Norman, V. K. J., & Ortiz, E. (2010). Telling stories and making books: Evidence for an intervention to help parents in migrant head start families support their children's language and literacy. *Early Education and Development*, 21(3), 343-371. <https://doi.org/10.1080/10409281003631142>
- Brannon, D., & Dauksas, L. (2012). Increasing the expressive vocabulary of young children learning english as a second language through parent involvement. *Procedia: Social and Behavioral Sciences*, 69, 1324-1331. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.12.069>
- Brannon, D., & Dauksas, L. (2014). The effectiveness of dialogic reading in increasing English language learning preschool children's expressive language. *International Research in Early Childhood Education*, 5(1), 1-10.
- Busk, P. L., & Serlin, R. C. (1992). Meta-analysis for single case research. In T. R. Kratochwill & J. R. Levin (Eds.), *Single-case research design and analysis: New directions for psychology and education*. Erlbaum.
- Buysse, V., Castro, D. C., & Peisner-Feinberg, E. (2010). Effects of a professional development program on classroom practices and outcomes for Latino dual language learners. *Early Childhood Research Quarterly*, 25(2), 194-206. <https://doi.org/10.1016/j.ecresq.2009.10.001>
- Caesar, L. G., & Nelson, N. W. (2014). Parental involvement in language and literacy acquisition: A bilingual journaling approach. *Child Language Teaching and Therapy*, 30(3), 317-336. <https://doi.org/10.1177/0265659013513028>
- Castro, D. C., Gillanders, C., Franco, X., Bryant, D. M., Zepeda, M., Willoughby, M. T., & Méndez, L. I. (2017). Early education of dual language learners: An efficacy study of the Nuestros Niños School Readiness professional development program. *Early Childhood Research Quarterly*, 40, 188-203. <https://doi.org/10.1016/j.ecresq.2017.03.002>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum.
- Cooke, N. L., Mackiewicz, S. M., Wood, C. L., & Helf, S. (2009). The use of audio prompting to assist mothers with limited English proficiency in tutoring their pre-kindergarten children on english vocabulary. *Education and Treatment of Children*, 32(2), 213-229. www.jstor.org/stable/42900019
- Correa, V. I., Lo, Y.-Y., Godfrey-Hurrell, K., Swart, K., & Luft Baker, D. (2015). Effects of adapted dialogic reading on oral language and vocabulary knowledge of Latino preschoolers at risk for English language delays. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 15(2), 3-21. <https://doi.org/10.5555/2158-396x.15.2.3>
- Council for Exceptional Children. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. *Teaching Exceptional Children*, 46(6), 206-212. <https://doi.org/10.1177/0040059914531389>
- Dockrell, J. E., Stuart, M., & King, D. (2010). Supporting early oral language skills for English language learners in inner city preschool provision. *British Journal of Educational Psychology*, 80(Pt 4), 497-515. <https://doi.org/10.1348/000709910x493080>
- Farver, J. A., Lonigan, C. J., & Eppe, S. (2009). Effective early literacy skill development for young Spanish-speaking English language learners: an experimental study of two methods. *Child Development*, 80(3), 703-719. <https://doi.org/10.1111/j.1467-8624.2009.01292.x>
- Gildersleeve-Neumann, C., & Goldstein, B. A. (2015). Cross-linguistic generalization in the treatment of two sequential Spanish-English bilingual children with speech sound disorders. *International Journal of Speech-Language Pathology*, 17(1), 26-40. <https://doi.org/10.3109/17549507.2014.898093>
- Gonzales, W., & Tejero Hughes, M. (2018). Libros en mano: Phonological awareness intervention in children's native languages. *Education Sciences*, 8(4), 175. <https://doi.org/10.3390/educsci8040175>
- Greenwood, C. R., Carta, J. J., Kelley, E. S., Guerrero, G., Kong, N. Y., Atwater, J., & Goldstein, H. (2016). Systematic replication of the effects of a supplementary, technology-assisted, storybook intervention for preschool children with weak vocabulary and comprehension skills. *The Elementary School Journal*, 116(4), 574-599. <https://doi.org/10.1086/686223>

- Gutiérrez-Clellen, V., Simon-Cerejido, G., & Sweet, M. (2012). Predictors of second language acquisition in Latino children with specific language impairment. *American Journal of Speech-Language Pathology*, 21(1), 64-77. [https://doi.org/10.1044/1058-0360\(2011/10-0090\)](https://doi.org/10.1044/1058-0360(2011/10-0090))
- Hammer, C. S., & Sawyer, B. (2016). Effects of a culturally responsive interactive book-reading intervention on the language abilities of preschool dual language learners: A pilot study. *NHSA Dialog*, 18, 59-19.
- Holm, A., & Dodd, B. (1999). An intervention case study of a bilingual child with phonological disorder. *Child Language Teaching and Therapy*, 15(2), 139. <https://doi.org/10.1177/026565909901500203>
- Holm, A., Dodd, B., & Ozanne, A. (1997). Efficacy of intervention for a bilingual child making articulation and phonological errors. *International Journal of Bilingualism*, 1(1), 55-69. <https://doi.org/10.1177/136700699700100105>
- Huennekens, M. E., & Xu, Y. (2010). Effects of a cross-linguistic storybook intervention on the second language development of two preschool English language learners. *Early Childhood Education Journal*, 38(1), 19-26. <https://doi.org/10.1007/s10643-010-0385-1>
- Ijalba, E. (2015). Effectiveness of a parent-implemented language and literacy intervention in the home language. *Child Language Teaching and Therapy*, 31(2), 207-220. <https://doi.org/10.1177/0265659014548519>
- Kiernan, B., & Swisher, L. (1990). The initial learning of novel English words: Two single-subject experiments with minority-language children. *Journal of Speech and Hearing Research*, 33(4), 707-716. <https://doi.org/10.1044/jshr.3304.707>
- Koutsoftas, A. D., Harmon, M. T., & Gray, S. (2009). The effect of Tier 2 intervention for phonemic awareness in a response-to-intervention model in low-income preschool classrooms. *Language, Speech, and Hearing Services in Schools*, 40(2), 116-130. [https://doi.org/10.1044/0161-1461\(2008/07-0101\)](https://doi.org/10.1044/0161-1461(2008/07-0101))
- Landry, S. H., Assel, M. A., Carlo, M. S., Williams, J. M., Wu, W., & Montroy, J. J. (2019). The effect of the Preparing Pequeños small-group cognitive instruction program on academic and concurrent social and behavioral outcomes in young Spanish-speaking dual-language learners. *Journal of School Psychology*, 73, 1-20. <https://doi.org/10.1016/j.jsp.2019.01.001>
- Landry, S. H., Zucker, T. A., Williams, J. M., Merz, E. C., Guttentag, C. L., & Taylor, H. B. (2017). Improving school readiness of high-risk preschoolers: Combining high quality instructional strategies with responsive training for teachers and parents. *Early Childhood Research Quarterly*, 40, 38-51. <https://doi.org/10.1016/j.ecresq.2016.12.001>
- Leacox, L., & Jackson, C. W. (2014). Spanish vocabulary-bridging technology-enhanced instruction for young English language learners' word learning. *Journal of Early Childhood Literacy*, 14(2), 175-197. <https://doi.org/10.1177/1468798412458518>
- Lugo-Neris, M. J., Jackson, C. W., & Goldstein, H. (2010). Facilitating vocabulary acquisition of young English language learners. *Language, Speech, and Hearing Services in Schools*, 41(3), 314-327. [https://doi.org/10.1044/0161-1461\(2009/07-0082\)](https://doi.org/10.1044/0161-1461(2009/07-0082))
- Mamdouh, H. (2008). Management of delayed language affecting phonology in a bilingual child. *El Minia Medical Bulletin*, 19(1), 38-45.
- Matera, C., & Gerber, M. M. (2008). Effects of a literacy curriculum that supports writing development of Spanish-speaking English learners in head start. *NHSA Dialog*, 11(1), 25-43. <https://doi.org/10.1080/15240750701813865>
- Méndez, L. I., Crais, E. R., Castro, D. C., & Kainz, K. (2015). A culturally and linguistically responsive vocabulary approach for young latino dual language learners. *Journal of Speech, Language and Hearing Research*, 58(1), 93-106. https://doi.org/10.1044/2014_JSLHR-L-12-0221
- Méndez, L. I., Crais, E. R., & Kainz, K. (2018). The impact of individual differences on a bilingual vocabulary approach for latino preschoolers. *Journal of Speech, Language and Hearing Research*, 61(4), 897-909. https://doi.org/10.1044/2018_jslhr-l-17-0186
- Morris, S. B. (2008). Estimating effect sizes from pretest-posttest-control group designs. *Organizational Research Methods*, 11(2), 364-386. <https://doi.org/10.1177/1094428106291059>
- Motsch, H.-J., & Schmidt, M. (2010). Interlanguage-Effekte in der Therapie spracherwerbsgestörter Kinder [Interlanguage-effects in the therapy with specific language impaired children]. *Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete*, 79(2), 131-141. <https://doi.org/10.2378/vhn2010.art11d>
- Neuman, S. B., & Kaefer, T. (2018). Developing low-income children's vocabulary and content knowledge through a shared book reading program. *Contemporary Educational Psychology*, 52, 15-24. <https://doi.org/10.1016/j.cedpsych.2017.12.001>

- Parker, R. I., & Vannest, K. (2009). An improved effect size for single-case research: Nonoverlap of all pairs. *Behavior Therapy, 40*(4), 357-367. <https://doi.org/10.1016/j.beth.2008.10.006>
- Peredo, T. N., Zelaya, M. I., & Kaiser, A. P. (2018). Teaching low-income Spanish-speaking caregivers to implement EMT en Español with their young children with language impairment: A pilot study. *American Journal of Speech-Language Pathology, 27*(1), 136-153. https://doi.org/10.1044/2017_ajslp-16-0228
- Pham, G., Kohnert, K., & Mann, D. (2011). Addressing clinician-client mismatch: A preliminary intervention study with a bilingual Vietnamese-English preschooler. *Language, Speech, and Hearing Services in Schools, 42*(4), 408-422. [https://doi.org/10.1044/0161-1461\(2011/10-0073\)](https://doi.org/10.1044/0161-1461(2011/10-0073))
- Pollard-Durodola, S. D., Gonzalez, J. E., Saenz, L., Resendez, N., Kwok, O., Zhu, L., & Davis, H. (2018). The effects of content-enriched shared book reading versus vocabulary-only discussions on the vocabulary outcomes of preschool dual language learners. *Early Education and Development, 29*(2), 245-265. <https://doi.org/10.1080/10409289.2017.1393738>
- Ray, J. (2002). Treating phonological disorders in a multilingual child: A case study. *Journal of Speech-Language Pathology, 11*(3), 305-315. [https://doi.org/10.1044/1058-0360\(2002/035\)](https://doi.org/10.1044/1058-0360(2002/035))
- Restrepo, M. A., Castilla, A. P., Schwanenflugel, P. J., Neuharth-Pritchett, S., Hamilton, C. E., & Arboleda, A. (2010). Effects of a supplemental Spanish oral language program on sentence length, complexity, and grammaticality in Spanish-speaking children attending English-only preschools. *Language, Speech, and Hearing Services in Schools, 41*(1), 3-13. [https://doi.org/10.1044/0161-1461\(2009/06-0017\)](https://doi.org/10.1044/0161-1461(2009/06-0017))
- Restrepo, M. A., Morgan, G. P., & Thompson, M. S. (2013). The efficacy of a vocabulary intervention for dual-language learners with language impairment. *Journal of Speech, Language and Hearing Research, 56*(2), 748-765. [https://doi.org/10.1044/1092-4388\(2012/11-0173\)x](https://doi.org/10.1044/1092-4388(2012/11-0173)x)
- Rivera Pérez, J. F., Creaghead, N. A., Washington, K., Guo, Y., Raisor-Becker, L., & Combs, S. (2019). Using audio prompting to assist monolingual speech-language pathologists to teach English-Spanish vocabulary to English learners. *Communication Disorders Quarterly, 41*(1), 3-11. <https://doi.org/10.1177/1525740118819659>
- Roberts, T. A. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. *Reading Research Quarterly, 43*(2), 103-130. <https://doi.org/10.1598/RRQ.43.2.1>
- Rossouw, K., & Pascoe, M. (2018). Intervention for bilingual speech sound disorders: A case study of an isiXhosa-English-speaking child. *The South African Journal of Communication Disorders, 65*(1), e1-e10. <https://doi.org/10.4102/sajcd.v65i1.566>
- Simon-Cerejido, G., & Gutiérrez-Clellen, V. F. (2014). Bilingual education for all: Latino dual language learners with language disabilities. *International Journal of Bilingual Education and Bilingualism, 17*(2), 235-254. <https://doi.org/10.1080/13670050.2013.866630>
- Soto, X. T., Crucet-Choi, A., & Goldstein, H. (2020). Effects of a supplemental Spanish phonological awareness intervention on Latinx preschoolers' dual language emergent literacy skills. *American Journal of Speech-Language Pathology, 29*(3), 1283-1300. https://doi.org/10.1044/2020_AJSLP-20-00029
- Spencer, T. D., Petersen, D. B., & Adams, J. L. (2015). Tier 2 language intervention for diverse preschoolers: An early-stage randomized control group study following an analysis of response to intervention. *American Journal of Speech-Language Pathology, 24*(4), 619-636. https://doi.org/10.1044/2015_ajslp-14-0101
- Spencer, T. D., Petersen, D. B., Restrepo, M. A., Thompson, M., & Gutierrez Arvizu, M. N. (2019). The effect of Spanish and English narrative intervention on the language skills of young dual language learners. *Topics in Early Childhood Special Education, 38*(4), 204-219. <https://doi.org/10.1177/0271121418779439>
- Thordardottir, E. T., Cloutier, G., Ménard, S., Pelland-Blais, E., & Rvachew, S. (2015). Monolingual or bilingual intervention for primary language impairment? A randomized control trial. *Journal of Speech, Language, and Hearing Research, 58*, 287-300. https://doi.org/10.1044/2014_JSLHR-L-13-0277
- Thordardottir, E. T., & Rioux, E. J. (2019). Does efficacy equal lasting impact? A study of intervention short term gains, impact on diagnostic status, and association with background variables. *Folia Phoniatrica et Logopaedica, 71*(2-3), 71-82. <https://doi.org/10.1159/000493125>

- Thordardottir, E. T., Weismer, S. E., & Smith, M. E. (1997). Vocabulary learning in bilingual and monolingual clinical intervention. *Child Language Teaching and Therapy*, 13(3), 215-227. <https://doi.org/10.1177/026565909701300301>
- Tsybina, I., & Eriks-Brophy, A. (2010). Bilingual dialogic book-reading intervention for preschoolers with slow expressive vocabulary development. *Journal of Communication Disorders*, 43(6), 538-556. <https://doi.org/10.1016/j.jcomdis.2010.05.006>
- van Tuijl, C., Leseman, P. P. M., & Rispens, J. (2001). Efficacy of an intensive home-based educational intervention programme for 4- to 6-year-old ethnic minority children in the Netherlands. *International Journal of Behavioral Development*, 25(2), 148-159. <https://doi.org/10.1080/01650250042000159>
- Wahn, C. (2016). Zur sprachspezifischen Förderung von Vorschulkindern am Beispiel der semantisch-lexikalischen Spracherwerbsebene. Erste Ergebnisse einer Evaluation von Förderformaten als Kurzzeitintervention [Specific language Intervention for children in preschool considering semantic-lexical aspects—First results for the evaluation of short-time interventions]. *Frühförderung interdisziplinär*, 35(4), 210-223. <https://doi.org/10.2378/fi2016.art26d>
- Zucker, T. A., Carlo, M. S., Montroy, J. J., & Landry, S. H. (2021). Pilot test of the Hablemos Juntos Tier 2 academic language curriculum for Spanish-speaking preschoolers. *Early Childhood Research Quarterly*, 55, 179-192. <https://doi.org/10.1016/j.ecresq.2020.11.009>