*Supplement B: Criteria for study categorization*

**Note**: For study categorization the important criterion was not only, if the category was mentioned in the study goals, but in addition, if there were calculations in the results section that matched the respective category.

DATA COLLECTION:

* Studies including comparative statistics on elicitation variables: context, topic, interactants, linguistic content
* Studies including statistics on the amount of time to collect language samples

LANGUAGE SAMPLE SIZE/LENGTH: Studies including comparative statistics on various language sample lengths or sizes

TRANSCRIPTION: Studies including statistics regarding the LSA transcription procedure

CODING: Studies including statistics regarding the LSA coding procedure either measure unspecific (such as utterances) or measure specific (such as units for measure calculation)

ANALYSIS Monolingual mainstream English:

**Measure development**:

Studies introducing new LSA measures for mainstream English monolingual children

**Value of LSA measures**

1. *Use value*: Studies including statistics on the validity/reliability of previously introduced measures for monolingual mainstream English children (e.g. correlation of different LSA measures or LSA measures and stand. assessment)
2. *Diagnostic value*: Studies including indices of diagnostic accuracy (sensitivity/specificity, LR+/LR-, diagnostic classification accuracy, ROC-analysis) or predictive value of LSA measures in mainstream English monolingual children
3. *Growth value*: Studies including statistics on the value of LSA measures for growth detection (developmental or after intervention) in mainstream English monolingual children

**Automatized LSA**

Studies including statistics on the development or value of automatized LSA in either transcription, coding or analysis for mainstream English monolingual children

ANALYSIS Other than monolingual mainstream English (including: bilingual children, children with nonmainstream English dialect, monolingual children in languages other than English):

**Measure development**

* Studies adapting existing LSA measures for other than monolingual mainstream English children
* Studies introducing LSA measures specifically for languages/dialects other than monolingual mainstream English children

**Value of LSA measures**

1. *Use value*:
	* Studies including comparative statistics on participant variables: The same LSA measures for other than monolingual mainstream English children vs. mono mainstream English children
	* Studies including statistics on the validity/reliability of existing LSA measures for other than monolingual mainstream English children (e.g. correlation of different LSA measures or LSA measures and stand. assessment)
2. *Diagnostic value*: Studies including indices of diagnostic accuracy (sensitivity/specificity, LR+/LR-, diagnostic classification accuracy, ROC-analysis) or predictive value of LSA measures for other than other than monolingual mainstream English children
3. *Growth value*: Studies including statistics on the use of LSA measures for growth detection (developmental or after intervention) in other than monolingual mainstream English children

**Automatized LSA**

Studies including statistics on the development or value of automatized LSA in either transcription, coding or analysis with other than monolingual mainstream English children