

Supplementary Table S2. Speech and language assessment procedures.

	<i>Procedure</i>		Reference data	Scoring
	<i>Parental report</i>	Family history, child's pre-, peri- and post-natal clinically significant events, early vocal behavior and language milestones acquisition. Intelligibility of speech to familiar and unfamiliar adults (modified version of the questionnaire reported by Chilosi et al., 2009).		
Speech Composite Severity Score	<i>Phonetic inventory</i>	Repetition of 21 syllables containing all the Italian consonantal sounds.	40 TD children, mean age=4.7 yrs (SD= 0.47 yrs)	Mean number of phonemes: 19.2 (SD=0.9)
	<i>Word Inaccuracy</i>	46 probe words picture naming test (Chilosi & Podda, in preparation);	40 TD children, mean age=4.7 yrs (SD= 0.47 yrs)	Mean percentage of inaccurate productions: 8.8% (SD=10.7).
	<i>Inconsistent errors on consonants and vowels</i>	Same task as for inaccuracy. Scoring based on the percentage of variable phonetic errors on two repeated productions of the same word.	40 TD children mean age=4.7 (SD=0.47 yrs)	Mean percentage of inconsistent errors: 0.4% (SD= 1.3)
	<i>Syllable omissions</i>	Same task as for inaccuracy. Scoring based on the percentage of omitted syllables in words.	40 TD children mean age=4.7 (SD=0.47 yrs)	Mean percentage of omitted syllables: 0%
	<i>DDK rate (maximum performance task)</i>	Fast repetition of the trisyllabic non-word sequence /pataka/, scored as the number of repeated /pataka/ in 20 sec.	40 TD children (mean age=4.7 yrs (SD=0.9 yrs)	Mean number of repetitions: 23.18 (SD=4.5);
	<i>Intelligibility</i>	Intelligibility in Context Scale (McLeod et al., 2012, Italian version). Parental report on the child's intelligibility in different communicative contexts.		Qualitative rating scale ranging from 5 to 1 (5=always, 4= usually, 3= sometimes, 2= rarely, 1= never intelligible)
Language Composite Severity Score	<i>Expressive grammar</i>	Grid for the Analysis of Spontaneous Speech (GASS) Chilosi et al (2013)	Longitudinal sample: 6 TD children video recorded twice a	12-18 months: Preverbal/Holophrastic level. 19–25 months: Presyntactic level, emergence of two- and three-word

		month from 19 to 36 months (Cipriani et al., 1993)	combinations. 20–26 months: Telegraphic level, emergence of morphosyntactically incomplete subject–verb-object structures
		Cross-sectional sample: 50 t.d. children aged 26-44 mths (Chilosi et al., 2013)	24–31 months: Grammatical stage 1, full control of morphology in simple sentences 28–36 months: Grammatical stage 2, production of well-formed both simple and complex sentences
<i>Receptive grammar</i>	TCGB, Test di Comprensione Grammaticale per Bambini (Grammar comprehension test for children) (Chilosi & Cipriani, 2005)	280 ss; age from 3.6 to 8 yrs	Standard scores
	TROG-2 Test for Reception of Grammar–Version 2. Dorothy VM Bishop (Italian Version: Suraniti, Ferri & Neri, 2009)	1276 ss (51% F, 49% M); age from 4 to 87 yrs	Standard scores
<i>Receptive vocabulary</i>	Test Fonolessicale-TFL (Vicari et al., 2007) and/or	TFL: 240 Italian children from 2.6 to 6 yrs	Percentile scores
	Peabody Picture Vocabulary Test (PPVT-R - Dunn & Dunn, 1997; Italian version - Stella et al., 2000), depending on the child’s age and on the severity of the disorder.	PPVT: 2400 Italian children from 3.9 to 11.6 yrs	Standard scores
<i>Expressive vocabulary</i>	Test Fonolessicale-TFL (Vicari et al., 2007) and/or	TFL: 268 Italian children from 3 to 6 yrs	Percentile scores
	One-Word Picture Vocabulary Test (Brizzolara, 1989), depending on the child’s age and on the severity of the disorder.	One –Word Picture Vocabulary test: 154 children from 4.6 to 10.8 yrs	Separate z-scores for high (52 items) and low (52 items) frequency words.

Abbreviations: TD: Typically Developing; DDK: Diadochokinetic