

Supplemental File

Table 1

Descriptive Data from Included Studies Organized by NDBI

Article	Country	Setting	Family Language	Family income	Age (yrs)	Gender (F/M)	Race/Ethnicity	Caregiver Characteristics			Child Characteristics			
								Marital Status	Employment	Education	Age (yrs)	Gender (F/M)	Race/Ethnicity	
Enhanced Milieu Teaching														
Alpert & Kaiser, 1992	NR	School, clinic, home	NR	NR	NR	6/0	NR	NR	NR	NR	NR	NR	0/6	NR
Early Start Denver Model														
Abouzeid et al., 2020	Canada	Community	5 French, 4 English, 1 English/French	NR	NR	10/3	NR	NR	NR	NR	NR	2.0-3.8	2/8	NR
Cucinotta et al., 2022	Italy	Community	NR	NR	NR	NR	NR	NR	NR	NR	NR	1.6-3.8	17/73	NR
Devescovi et al., 2022	Italy	Clinic, home	NR	NR	NR	18/18	16 Italian/2 other	NR	29 Employed, 2 Unemployed, 5 NR	11 MS, 11 HS, 11 Bachelor, 3 NR	12 HS, 16 Bachelor, 14 Graduate	M = 2.5	2/16	12 Italian, 6 NR
Estes et al., 2014	US	Home	NR	NR	NR	42/2	NR	NR	NR	NR	NR	M = 1.5	12/3	5 Asian, 2 Black, 7 Hispanic, 7 Multi-racial, 30 White
Franz et al., 2022	US, SA	Home	NR	19 < \$50k, 35 \$50≥\$99k, 29 > \$100K	M = 31.4 (group 1); 33.5 (group 2)	77/5	NR	NR	NR	NR	27 HS, 33 Bachelor; 19 Graduate	M = 1.7 (group 1); 1.7 (group 2)	20/62	8 Asian, 2 Black, 15 Hispanic, 12 Multiracial, 60 White
Gaines et al., 2022	Canada	Home	57 English, 5 French, 8 Bilingual (English/French)	NR	NR	NR (89 families)	NR	82 couples were married	82 Employed, 7 Unemployed	82 mothers/76 fathers with college or higher	28 Bachelor or higher, 3 NR	M = 2.3	23/66	NR
Grogan et al., 2023	Australia	Clinic, home	NR	NR	M = 38.1	30/1	24 Asian/7 NR	NR	10 Employed, 21 NR	10 Employed, 21 NR	1 HS, 1 Trade, 1 Bachelor, 1 Graduate	M = 4.2	13/18	NR
Liu et al., 2023	NR	Virtual, home	NR	NR	M = 34.7 (NR for 1 mother)	4/0	NR	NR	3 Employed, 1 Unemployed	3 Employed, 1 Unemployed	1 HS, 1 Trade, 1 Bachelor, 1 Graduate	M = 3.7	0/4	1 Black, 1 Hispanic, 2 Multiracial
Malucelli et al., 2021	Brazil	Home	NR	NR	NR	NR	NR	NR	NR	NR	NR	M = 3 (IV)	NR	NR
Ogilvie & McCrudden, 2017	NR	Home	NR	NR	NR	4/1	NR	3 Married, 1 Single	1 Employed, 3 Unemployed	1 Bachelor, 2 education NR	NR	<5 years old	0/4	NR
Qu et al., 2022	China	Virtual, home	Chinese	2 <\$460, 2 \$460-\$770, 8 \$770-\$1540, 13 \$1540-3080, 7 > \$3080	NR	28/4	NR	NR	17 Employed, 15 Unemployed	17 Employed, 15 Unemployed	2 HS or below, 10 some College, 15 Bachelor, 5 Graduate	M = 3.2	5/27	NR
Rogers et al., 2019	US	Clinic, home	English	NR	NR	NR	2 Asian, 3 Black, 4 Hispanic, 7 Multi-racial, 20 White, 15 NR	NR	NR	NR	4 HS, 23 Bachelor, 11 Graduate, 6 NR	M = 2	13/31	NR
Rooks-Ellis et al., 2020	NR	Home	NR	4 < \$50K, 6 > \$50K	6 (25-34), 3 (35-44), 1 (55+)	9/1	1 Hispanic, 1 Native American, 8 White	NR	6 Employed, 3 Unemployed, 1 NR	6 Employed, 3 Unemployed, 1 NR	1 HS, 5 College, 3 Bachelor, 1 Graduate	M = 2.5	4/6	1 Hispanic, 1 Native

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					Age (yrs)	Gender (F/M)	Race/Ethnicity	Marital Status	Employment	Education	Age (yrs)	Gender (F/M)	Race/Ethnicity	
Seo et al., 2022	NZ	Community, home	3 English, 1 Bilingual (English/Samoan)	NR	NR	3/1	NR	4 Married	3 Employed, 1 Unemployed	1 HS, 1 Bachelor, 2 Master	M = 3.4	0/4	American, 8 White 2 White/Maori, 1 Samoan/Maori, 1 White	
Vismara et al., 2013	US, Canada	Virtual, home	NR	1 < \$50K, 3 \$50-75K, 4 > \$100K	NR	7/1	NR	8 Married	6 Employed, 2 Unemployed	4 Bachelor, 4 Master	M = 2	NR	2 Hispanic, 6 White	
Vismara et al., 2018	US	Virtual, home	NR	8 < \$75K, 6 > \$75K	NR	11/3	NR	NR	6 Employed, 8 Unemployed	2 College, 6 Bachelor, 6 Graduate	M = 3	3/11	1 Hispanic, 13 White	
Vismara et al., 2019	NR	Clinic, home	NR	NR	32, 32, 43, 44	4/0	NR	4 Married	3 Employed, 1 Unemployed	1 HS, 2 Bachelor's, 1 Graduate	25, 27, 28, 40 months	1/3	1 Black, 1 Hispanic, 2 White	
Waddington et al., 2021	NZ	Home	3 English, 1 English/Cambodian, 1 English/ Tamil	NR	NR	5/0	Cambodian, 2 NZ European, 1 Indian, 1 Maori	5 Married/partner	2 Employed, 3 Unemployed	3 HS, 1 Bachelor's, 1 Master's	2, 2, 3, 4, 4	0/5	Cambodian, 2 NZ European, 1 Indian, 1 Maori	
Waddington et al., 2020a ^a	-	-	-	-	-	-	-	-	-	-	-	-	-	
Waddington et al., 2020b ^a	-	-	-	-	-	-	-	-	-	-	-	-	-	
Waddington et al., 2022 ^b	-	-	-	-	-	-	-	-	-	-	-	-	-	
Wood de Wilde et al., 2023	SW	Virtual, home	2 Albanian, 2 Arabic, 1 Bengali, 7 English, 3 Filipino, 34 French, 1 Fula, 11 Hungarian, 1 Italian, 1 Korean, 1 Polish, 6 Portuguese, 1 Russian, 8 Spanish, 1 Wolof	18 < 60k, 15 60-140k, 15 > 140k	NR	NR	NR – Country of origin reported instead	40 Married, 8 Single	NR	6 Elementary, 20 HS, 19 College	NR	7/41	NR	
Zhang et al., 2019	China	Clinic, home	NR	NR	NR	NR	NR	NR	NR	24 HS/vocational, 86 College	6 (1.5 -2), 33 (2-3), 12 (3-4), 4 (4-5)	NR	NR	
Zhou et al., 2018	China	Clinic, home	NR	1 50-100K (Yen), 10 100-200K, 9 200-500K, 2 > 500K	NR	Gender NR (23 total)	NR	NR	NR	Fathers: 1 HS, 15 Bachelor, 7 Graduate Mothers: 4 HS, 15 Bachelor, 4 Graduate	1.5-2.5 (treatment group)	2/21 (treatment group)	NR	
Incidental Teaching														
Charlop-Christy & Carpenter, 2000	NR	Home	2 English, 1 Hindi/English	NR	NR	NR	NR	NR	NR	NR	6, 6, 9	0/3	Hispanic, Indian, White,	

Article	Country	Setting	Family Language	Family income	Caregiver Characteristics						Child Characteristics		
					Age (yrs)	Gender (F/M)	Race/Ethnicity	Marital Status	Employment	Education	Age (yrs)	Gender (F/M)	Race/Ethnicity
Hong et al., 2018	Japan	Home	NR	NR	NR	2/0	NR	NR	NR	NR	4, 4	1/1	NR
Hsieh et al., 2011	NR	Home	NR	NR	24, 32, 41	2/1	NR	NR	NR	NR	8, 8, 10	2/1	NR
JASPER													
Carr et al., 2016	NR	Home	16 English, 2 Other, 12 NR	5 high, 12 low	NR	NR	NR	NR	NR	NR	2 - 5	NR	9 White, 10 Non-White, 11 NR
Gulrud et al., 2016	-	-	-	-	-	-	-	-	-	-	-	-	-
Harrop et al., 2017 ^c	-	-	-	-	-	-	-	-	-	-	-	-	-
Kasari et al., 2015	US	Home	NR	NR	M = 36.9	43/0	4 Asian, 3 Hispanic, 9 Multi-racial, 27 White	NR	NR	M = 17 years	M = 3	8/35	4 Asian, 3 Hispanic, 9 Multi-racial, 27 White
Schlink et al., 2021 ^c	-	-	-	-	-	-	-	-	-	-	-	-	-
Shire et al., 2016 ^c	-	-	-	-	-	-	-	-	-	-	-	-	-
Pivotal Response Training													
Bradshaw et al., 2017	NR	Home, community	NR	NR	NR	NR	NR	NR	NR	NR	15, 17 21	0/3	3 White
Buckley et al., 2014	NR	Home	NR	NR	NR	1/0	NR	NR	NR	NR	6	0/1	
Coolican et al., 2010	NR	Clinic, home	NR	NR	NR	5/3	NR	NR	NR	NR	2-5	1/7	NR
Duifhuis et al., 2017	NL	Home	NR	NR	NR	NR	NR	NR	NR	NR	3-8	NR	NR
Gengoux et al., 2015	NR	Clinic, home	NR	NR	NR	NR	NR	NR	NR	NR	2- 6	6/19	NR
Gengoux et al., 2019	NR	Home	NR	NR	NR	34/9	NR	NR	NR	M = 36 years	M = 4	5/38	24 Asian, 1 Biracial, 2 Hispanic, 2 Native American, 12 White, 2 other NR
Hupp & Rietman, 2000	NR	Clinic, home	NR	NR	NR	1/1	NR	NR	NR	NR	8	0/1	
Koegel et al., 1996	NR	Home	NR	NR	NR	NR	NR	NR	NR	NR	3, 3, 4, 5, 6, 6, 6	2/5	NR
Koegel et al., 2002	US	Clinic, home	English	Middle to upper middle	NR	2/5	NR	8 Married, 1 Single	NR	1 HS, 2 Associate, 4 Bachelor, 2 MD	3, 4, 4, 4, 5	3/2	NR
McGarry et al., 2020	NR	Home	NR	NR	NR	8/3	NR	10 Married, 1 Single	NR	5 Bachelor, 6 Master or higher,	M = 3	3/8	2 Asian, 4 Hispanic Latino, 1 Multiracial, 3 White, 1 Other

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					Age (yrs)	Gender (F/M)	Race/Ethnicity	Marital Status	Employment	Education	Age (yrs)	Gender (F/M)	Race/Ethnicity	
Minjarez et al., 2011	US	Home	NR	NR	NR	15/9	NR	NR	NR	NR	M = 4	0/17	5 Asian, 5 East Indian, 2 Hispanic, 6 White	
Minjarez et al., 2012 ^d	-	-	-	-	-	-	-	-	-	-	-	-	-	
Nefdt et al., 2010	NR	Home	NR	\$15–75K	M = 36	88%/18%	NR	88% Married	52% Unemployed, 37% Full time, 11% Part time	15% Graduate, 51% Bachelor, 29% College, 4% HS	M = 3	7%/93%	Caucasian-81%,	
Popovic et al., 2020	NR	Home	NR	NR	2 35-44, 1 45-54	3/0	3 White	NR	NR	1 Bachelor, 2 College	4, 4, 4	0/3	3 White	
Smith et al., 2015	Canada	Home	70 English, 1 other	21 under \$20K, 18 \$20-50K, 23 \$50-\$80K, 8 over \$80K	NR	NR	1 Indian, 70 White	57 Married, 8 Single, 6 Divorced	NR	7 HS, 14 Vocational, 13 College, 26 Bachelor, 10 Graduate	M = .75	17/101	NR	
Symon, 2005	US	Clinic, home, community	English	NR	NR	3/0	White	NR	NR	All Bachelor/ Master	3, 5, 3	0/3	1 Asian, 2 White	
Vernon et al., 2012	NR	Home	English	NR	30, 33, 35	2/1	2 Hispanic 1 White	3 Married	NR	NR	4, 2, 3	0/2	2 Hispanic 1 White	
Verschuur et al., 2019	NL	Clinic, home	NR	NR	M = 44	9/4	NR	11 Married/ partner, 2 Not married	6 Unemployed, 4 Full time, 1 Part time	7 HS, 6 Professional	M = 11	3/10	NR	
Project ImPACT														
Ingersoll & Wainer, 2013a	NR	School, home	NR	NR	NR	20/3	NR	17 Married, 6 Not married	NR	1 some HS, 3 HS, 8 College, 9 Bachelor, 1 Master	M = 3.8	3/21	20 White, 2 Black, 2 Multiracial	
Ingersoll & Wainer, 2013b	NR	Clinic, home	NR	NR	NR	8/0	NR	NR	3 Unemployed, 2 Part time, 3 Full time	1 HS, 4 some college, 2 bachelor's, 1 graduate	44, 44, 44, 46, 52, 54, 63, & 80 months	1/7	1 Black, 2 Hispanic, 6 White	
Ingersoll et al., 2016	US	Home	NR	NR	NR	12/1	NR	8% married	46% not employed	54 < College degree	19 - 73 months	39% female	8% minority	
Li et al., 2022	China	Home	NR	NR	Inclusion criteria 20-50	NR	NR	NR	NR	NR	Inclusion criteria 2-6	NR	NR	
Pickard et al., 2023	US	Community, home	NR	NR	NR	25/0	NR	NR	NR	2 some HS, 8 HS/GED, 4 Associate, 8 some college, 1 Bachelor, 3 Master	M = 2.1	9/16	11 Black, 6 Hispanic, 3 Multiracial, 11 White	
Pickard, Kilgore, & Ingersoll, 2016	US	NA	NR	6 under \$10K, 1 \$10K-\$15K, 5	M = 35	14/2	10 Black, 3 Multi-racial, 3 White	7 Married/ partner, 9 Single	NR	2 less than HS, 9 HS, 3 some	M = 4.5	4/12	NR	

Article	Country	Setting	Family Language	Family income	Caregiver Characteristics							Child Characteristics		
					Age (yrs)	Gender (F/M)	Race/Ethnicity	Marital Status	Employment	Education	Age (yrs)	Gender (F/M)	Race/Ethnicity	
Pickard, Wainer et al., 2016	NR	Virtual, home	NR	\$15K-\$20K, 4 \$20K-\$30K NR	NR	27/1	2 Black, 3 Biracial, 23 White	21 Married/ partner, 7 Single	NR	college, 2 Bachelor's 2 HS, 10 College, 11 Bachelor, 4 Graduate	M = 3.5	6/22	NR	
Pickard et al., 2019	US	NA	NR	12 < \$20K, 6 \$20-30K, 6 \$30- 40K, 10 \$40- 50K, 5 \$50-60K, 5 \$60-70K, 7 > \$70K, 1 NR	M = 33	43/9	1 Asian, 8 Black, 5 Hispanic, 2 Multi- racial, 36 White	10 Married/ partner, 42 Single	NR	2 less than HS, 7 HS, 19 College, 14 Bachelor, 9 Graduate, Others NR	M = 4	NR	1 Asian, 8 Black, 5 Hispanic, 2 Multiracial, 36 White	
Pierucci et al., 2023	Zambia	Clinic, home	5 English only, 5 English + local language, 1 Nyanja	Mean = 35,875 Zambian Kwacha	M = 45	15/1 3 NR	NR	13 Married, 2 Single, 1 Widowed, 2 Divorced, 1 NR	9 Employed, 10 Unemployed	2 Elementary, 2 HS, 14 College, 1 NR	M = 7.9	4/16	NR	
Russell & Ingersoll, 2021	NR	Home	NR	NR	NR	16/1	NR	NR	NR	5 College, 12 Bachelor or more	M = 3.8	6/11	13 White, 4 Other	
Sengupta et al., 2020	NR	Clinic, home	NR	12 < \$15K, 13 \$15-30K, 6 \$30- 50K, 26 >\$50K,	M = 34	57/0	NR	NR	NR	25 Graduate, 21 Bachelor, 4 HS, 2 less than HS, 4 NR	M = 3.5	9/48	NR	
Sengupta et al., 2021	India	Virtual, home	Hindi/English	NR	M = 34	12/0	NR	All Married	NR	Bachelor or more	M = 4	NR	NR	
Reciprocal Imitation Training														
Hall et al., 2019	NR	Home	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Penney & Schwartz, 2019	NR	Home	NR	NR	NR	2/1	3 White	2 Married	2 Unemployed, 1 Employed	NR	4.0, 5.0, 5.5,	1/2	3 White	
Wainer & Ingersoll, 2013	US	Virtual, home	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
Wainer & Ingersoll, 2015	US	Virtual, home	NR	NR	NR	5/0	2 Asian, 1 Multi- racial, 1 White, 1 Hispanic	5 Married/ partner	3 Employed, 2 Unemployed	4 Grad degrees, 1 college/special training	29-59 months	NR	NR	
Wainer et al., 2021	US	Clinic, home	NR	NR	NR	10/0	NR	8 Married/ partner, 2 Single	6 Employed	1 Some HS, 2 HS, 3 College, 4 Graduate	M = 3	0/8	1 Asian, 4 Black, 4 Hispanic, 1 Multiracial	
Zahglawan & Ostrosky, 2016	NR	Home	NR	NR	NR	2/1	NR	2 Married	2 Unemployed	NR	37, 60 months	0/2	NR	

Note. ^aparticipants are the same as Waddington et al., 2021; ^bparticipants are the same as Seo et al., 2022; ^cparticipants are the same as Kasari et al., 2015; ^dparticipants are the same as Minarjez et al., 2011; HS = High school; IV = Intervention; MD = Medical degree; MS = Middle School; NA = Not applicable (not an intervention study); NL = Netherlands; NR = Not reported; NZ = New Zealand; SA = South Africa; SW = Switzerland; US = United States

Table 2*Cultural Adaptation Checklist (CAC) Data from Included Studies and Interviews Organized by NDBI*

Article/ interview	CAC Dimension*						
	Process	Language	Persons	Content	Goals	Methods	Context
Enhanced Milieu Teaching							
Alpert & Kaiser, 1992	Video examples, handout describing intervention;	NR	NR	NR	NR	NR	NR
Early Start Denver Model							
Abouzeid et al., 2020	Phase based approach - modifications/adaptations made after a previous phase to ensure contextual fit	The program was translated in a previous phase.	Researchers partnered with coaches from existing assessment program in the community. Parents collaborated in setting individualized objectives and developing an intervention plan	Previous adaptations following the first pilot as well as parent iterative input during program implementation may have addressed the content, but not specifically reported	Acceptability of the intervention was evaluated post training.	NR	Intervention delivered in community centers
Cucinotta et al., 2022	NR	NR	NR	NR	NR	NR	NR
Devescovi et al., 2022	NR	NR	Program delivered through existing public health system	NR	NR	Intervention delivery adjusted to respond to COVID restrictions	Intervention delivery adjusted to respond to COVID restrictions
Estes et al., 2014	NR	NR	Therapist and parent collaborated in goal setting	NR	Therapist and parent collaborated in goal setting	Diverse recruitment methods, and childcare provided to enable parent participation	Childcare provided where needed to enable parent to participate
Franz et al., 2022	NR	NR	The team members were from South Africa and familiar with the context and cultures.	NR	NR	Program was adjusted to be delivered asynchronously via WhatsApp due to data costs	Program was adjusted to be delivered asynchronously via WhatsApp due to data costs
Gaines et al., 2022	Program delivered through existing early intervention mechanisms	NR	Program delivered through existing early intervention mechanisms	NR	Parents rated the process of care	Manual provided to caregivers, ensuring sustained access to intervention materials	Intervention delivered in home setting
Grogan et al., 2023	NR	NR	NR	NR	NR	NR	NR
Liu et al., 2023	NR	NR	NR	NR	NR	Manual provided to caregivers, ensuring sustained access to intervention materials	NR
Malucelli et al., 2021	NR	NR	Individual parent meeting conducted to discuss difficulties and goal setting	Parents made videos and professionals gave individual feedback to address learning needs of parents	Social validity assessed	NR	NR
Ogilvie & McCrudden, 2017	Feedback obtained from participants on social validity of intervention	NR	Parents had role of providing feedback in qualitative and quantitative phases of the study	Parental perceptions of the aims, procedures, and outcomes of the intervention collected	Social validity assessed	Home-based, but unclear if this was preferred	Intervention delivered in home setting
Qu et al., 2022	One member of the research team was native to the language and culture of participants	Translation and back-translation by persons not part of the study	NR	Utilized a family capacity-building approach	Social validity assessed	Various methods aligned to participants' needs	Team member matched cultural and language make up of participants
Rogers et al., 2019	NR	NR	NR	NR	Social validity assessed	NR	Clinic and home settings
Rooks-Ellis et al., 2020	Intervention was offered as it aligned to the existing service model	NR	NR	NR	Social validity assessed	Parental schedules were considered	Telehealth offered option for rural families to take part in intervention
Seo et al., 2022	NR	NR	NR	NR	Social validity assessed	NR	Intervention took place in home or community center based on family preference

Article/ interview	CAC Dimension*						
	Process	Language	Persons	Content	Goals	Methods	Context
Vismara et al., 2013	Program was piloted with 12 families, feedback sought from families	NR	Parent feedback was used to direct intervention activities	Pilot of content, feedback sought from families	NR	Equipment needed to take part in telehealth sessions was made available to parents	Sessions were scheduled at times most convenient for parent and children
Vismara et al., 2018	NR	NR	Collaboration between therapists and parent to evaluate sessions and plan further implementation	During each session, parents reflected on relevance of training topics to their learning needs	NR	NR	NA
Vismara et al., 2019	NR	NR	Parent feedback was used to direct intervention activities	NR	NR	Parents could conduct sessions at the center or via telehealth	Parents could conduct sessions at the center or via telehealth
Waddington et al., 2021	NR	Wording was simplified for one mother with English as a second language.	Goals chosen based on parent and therapist collaboration	Goals were jointly identified, training was adapted to parent language needs	NR	Home-based, but unclear if this was preferred	Intervention delivered in home setting
Waddington et al., 2020a ^a	NR	NR	NR	NR	NR	Home-based, but unclear if this was preferred	Intervention delivered in home setting
Waddington et al., 2020b ^a	NR	NR	NR	NR	Social validity assessed	Home-based, but unclear if this was preferred	Intervention delivered in home setting
Waddington et al., 2022 ^b	NR	NR	NR	NR	NR	Home-based, but unclear if this was preferred	Intervention delivered in home setting
Wood de Wilde et al., 2023	NR	NR	NR	NR	NR	Intervention delivery adjusted to respond to COVID restrictions	Intervention delivery adjusted to respond to COVID restrictions
Zhang et al., 2019	Pilot study, results suggested that program showed promise for target group	NR	Trainer encouraged parents to find solutions	NR	NR	NR	NR
Zhou et al., 2018	NR	NR	NR	No – following the child’s lead does not fit with the parenting style in most Chinese families	Griffiths scale used to measure outcomes was validated for the population	NR	NR
Incidental Teaching							
Charlop-Christy & Carpenter, 2000	NR	Target phrases selected based on therapist evaluation, unclear if conducted in native language of participants	NR	NR	Satisfaction questionnaire completed by participants each week after treatment	NR	Intervention delivered in home setting
Hong et al., 2018	Target behaviors selected based on participant/therapist input	Intervention in Japanese	Target behaviors selected based on participant/therapist input (not iterative)	Target behaviors selected based on participant/therapist input, provided rationale for relevance of intervention for child	Target behavior selected based on participant/therapist input, satisfaction questionnaire completed by participants	Participant recruitment at the university clinic where services were already being delivered	Intervention delivered in home setting
Hsieh et al., 2011	NR	Participants given definition of incidental teaching	NR	Participant selection of target responses for child	Measured fidelity of implementation by participants	NR	Intervention delivered in home setting
JASPER							
Interview	Advisory board meeting with stakeholders	Translation in Spanish	Advisory board meeting with stakeholders	Most appropriate terms determined	Yes, through a pilot	Feedback from participants	Intervention delivered in home setting
Carr et al., 2016	NR	Intervention offered in Korean if preferred by caregivers	NR	NR	NR	Partial – family schedules accommodated	NR
Gulrud et al., 2016	NR	NR	NR	NR	NR	NR	NR
Harrop et al., 2017 ^c	NR	NR	NR	NR	NR	NR	NR
Kasari et al., 2015	NR	NR	NR	NR	NR	NR	NR

Article/ interview	CAC Dimension*						
	Process	Language	Persons	Content	Goals	Methods	Context
Schlink et al., 2021 ^c	NR	NR	NR	NR	NR	NR	NR
Shire et al., 2016 ^c	NR	NR	NR	NR	NR	NR	NR
Pivotal Response Training							
Interview” LK	Feedback from community was prioritized and used to refine intervention	Translations in Chinese, Spanish, Portuguese, Arabic, & Greek by international students	NR	NR	NR	Used feedback from caregivers	NR
Bradshaw et al., 2017	NR	NR	NR	Clinician and parent collaboratively decided on a target social-communicative behaviors	Assessed social validity of goals through parent satisfaction questionnaires	NR	Intervention delivered in home or other natural setting (e.g., the park)
Buckley et al., 2014	NR	NR	NR	Provided support to family in areas they felt was most needed	Assessed social validity of goals through informal feedback of parents	NA – case study	Intervention delivered in home setting
Coolican et al., 2010	NA	NA	NA	NR	Assessed social validity of goals through parent satisfaction questionnaires	NR	For generalization purposes last session took place in home
Duihuis et al., 2017	NR	NR	NR	NR	NR	NR	NR
Gengoux et al., 2015	NR	NR	NR	NR	NR	NR	NR
Gengoux et al., 2019	NA	NA	NA	NR	NR	NR	Some sessions conducted in homes
Hupp & Rietman, 2000	NR	NR	NR	NR	Some parent identified goals	NR	Most sessions took place in homes
Koegel et al., 1996	NR	NR	NR	NR	Parent and IEP indentified goals	NR	Intervention undertaken during dinnertime in home
Koegel et al., 2002	NA	NA	NA	NR	Some parent identified goals	NR	Some sessions took place in community settings and natural child play environments
McGarry et al., 2020	NR	NR	NR	NR	Parent identified goals and parental satisfaction with intervention assessed via satisfaction questionnaires	Recruitment through social media, intervention web based to accomodate diversity of families’ schedules	Online delivery of intervention
Minjarez et al., 2011	NR	NR	NR	NR	Some parent identified goals	Parents given choice to participate in group or individual sessions	NR
Minjarez et al., 2012 ^d	NR	NR	NR	NR	Some parent identified goals	Parents given choice to participate in group or individual sessions	NR
Nefdt et al., 2010	NR	NR	NR	NR	Assessed social validity of goals through parent satisfaction questionnaires	Self-directed learning approach for introductory training	NR
Popovic et al., 2020	NR	NR	NR	NR	Social validity questionnaire administered at end of study	Recruitment through use of flyers	Some sessions conducted in homes
Smith et al., 2015	NR	NR	NR	NR	Parent and childcare provider identified goals	Individualized treatment plan incorporating parent training and one on one early intervention for children	Sessions conducted at home or preschool based on family preference

Article/ interview	CAC Dimension*							
	Process	Language	Persons	Content	Goals	Methods	Context	
Symon, 2005	NR	NR	NR	NR	NR	NR	NR	Some sessions conducted in community settings
Vernon et al., 2012	NR	NR	NR	NR	NR	NR	NR	Sessions took place in homes and community settings
Verschuur et al., 2019	NR	NR	NR	NR	All parents completed social validity questionnaires	NR	NR	Some sessions conducted in homes
Project ImPACT								
Interviews	NR	Translation in Spanish, Chinese, & Dutch	University staff	NR	NR	NR	Community members were engaged	NR
Ingersoll & Wainer, 2013a	Parent and teacher feedback	NR	Parents	NR	NR	NR	Parent and teacher feedback	Classroom
Ingersoll & Wainer, 2013b	Iterative process with parents, teachers, and service providers	NR	Parents, teachers, and service providers	NR	NR	NR	NR	Some generalization sessions in the home
Ingersoll et al., 2016	NR	NR	NR	NR	NR	NR	NR	Telehealth approach
Li et al., 2022	NR	Materials translated in Mandarin	NR	NR	NR	Coaching within intervention	Manuals in Mandarin, chat groups and online intervention	NR
Pickard et al., 2023	Roger's Diffusion of Innovations to guide community partnership	NR	Community agencies	NR	NR	Coaching within intervention	NR	Through EI providers
Pickard, Kilgore, & Ingersoll, 2016	Roger's Diffusion of Innovations to guide community partnership	NR	Community members	Conducted feasibility study informed future studies	Reported in previous paper	Reported in previous paper	Travel to research site	NA
Pickard, Wainer et al., 2016	Parents as key stakeholder	NR	Parents	NR	NR	NR	NR	NR
Pickard et al., 2019	Roger's Diffusion of Innovations to guide community partnership	Materials at 8 th grade level, reduced number of terms	Community agencies	Reported in previous paper	Reported in previous paper	Reported in previous paper	Online participation	NR
Pierucci et al., 2023	NR	NR	Team members from Zambia	NR	Yes, satisfaction survey	Yes, parent asked reflection questions	NR	Hospital and natural settings
Russell & Ingersoll, 2021	NR	NR	NR	NR	Yes, parent asked reflection questions	Parent ratings and focus group	Online (telehealth)	Online method which previous research found appropriate
Sengupta et al., 2020	Parent engagement through rating and focus groups	Translated into Hindi	6 families in a pilot	Local social and economic context taken into account, included information parents requested	Parent ratings and focus group	Parent ratings and focus group	NR	Local and socio-economic context
Sengupta et al., 2021	Parent engagement through rating and focus groups	Translated into Hindi	6 families in a pilot	Local social and economic context taken into account, included information parents requested	Parent ratings and focus group	Parent ratings and focus group	Group format for delivery online	Local and socio-economic context
Reciprocal Imitation Training								
Interviews	NR	Direct translation into Spanish using native speakers, verified by community members	Engaged community members in debriefing sessions to refine intervention process	NR	NR	NR	NR	NR
Hall et al., 2019	Piloted study requesting feedback to identify barriers and perspectives	N/A	NR	Piloted intervention with interded participants	NR	NR	NR	Online workshop

Article/ interview	CAC Dimension*						
	Process	Language	Persons	Content	Goals	Methods	Context
Penney & Schwartz, 2019	Partnered with community stakeholders in planning process	NA	Parent input obtained on toys and materials during planning, encouraged to share ideas during intervention	NR	NR	Parking reimbursement provided	Intervention delivered in home setting
Wainer & Ingersoll, 2013	NR	NR	Parents given additional support from a coach in order to achieve treatment fidelity	Piloted content before implementation	NR	NR	Online sessions only
Wainer & Ingersoll, 2015	NR	NR	NR	Parents completed exit assessments about intervention and delivery method	NR	NR	Online sessions only
Wainer et al., 2021	Piloted intervention to ensure acceptability and usability	NR	NR	Collaborative and iterative process with pilot participants to ensure acceptability and usability	NR	Recruitment via clinicians, community partners, and social media postings	Online sessions only
Zahglawan & Ostrosky, 2016	NR	NR	NR	NR	NR	NR	Intervention delivered in home setting

Note. *CAC dimensions were defined and coded based on Lee et al. (2023) and questions posed within the CAC checklist. Dimensions were defined as follows: Process – how interventions are adapted and implemented using an iterative process; Language – use of culturally appropriate and sensitive language when planning and delivering intervention; Persons – Roles and relationships between all parties (e.g., research team, participants, community stakeholders); Content – incorporating cultural knowledge in the intervention as it relates to values and traditions; Goals – Compatibility and appropriateness of goals and outcomes for the community members; Methods – Incorporating cultural knowledge into planning, procedures, and implementation of treatment; Context – How social, economic, and political contexts are incorporated to support cultural sensitivity of the intervention; NA = Not applicable (not an intervention study); NR = Not reported.

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