**Supplementary Materials**

**Supplementary Table S1.** Summary of a number of pragmatic language definitions across key papers and how they map onto the Landa (2000) framework and definition

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Overall definition of pragmatic language** | **Communicative Intent** | **Presupposition** | **Social Discourse** | **Narrative Discourse** |
| Landa (2000)\*  *\*In line with Landa (2005) which is cited by*  *Staikova, Gomes, Tartter, McCabe, & Halperin (2013) and Ketelaars, Cuperus, Jansonius, & Verhoeven (2010)* | Pragmatic rules guide the use of linguistic constructs (e.g. grammar, semantics) across different contexts for the purpose of communicating one's intended message. | The intended communication function of an utterance (e.g. greeting, showing, commenting, rejecting, protesting…) | The knowledge, expectations, and beliefs that a speaker postulates to be shared with the conversational partner | Guided by rules for topic management and conversational repair following a communication breakdown. Speakers using signals that they are about to speak, relinquish a turn, change a topic etc. | A social form of exchanging information. Used when telling about an event that has been experienced or when making up a story. |
| Green, Johnson, & Bretherton (2014) | Pragmatic language (PL) refers to the appropriate and effective use of language in interpersonal contexts and is of central importance for children’s ability to function well at home, school and with their peers (Russell 2007, Russell and Grizzle 2008). It can be distinguished  from the structural aspects of language that have been  traditionally considered relatively independent of context: phonology, syntax and semantics (Camarata and Gibson 1999). Difficulties in PL can be seen in various behaviours, such as: |  | Failure to adapt a message to the needs of a listener; Difficulty understanding sarcasm, jokes and metaphors; | Talking too much; Poor turn-taking in conversation; Failure to respond to verbal cues from others; Over-use of stereotyped phrases. |  |
| Staikova et al. (2013) | Pragmatics is defined as the social use of language (Prutting & Kirchner, 1987). It is the domain of language that manages how other aspects of language (phonology, semantic, morphology, and syntax) are used in conversational contexts (Russell, 2007). Pragmatics is a heterogeneous construct that includes both verbal (language) and nonverbal (gestures) skills. It can be divided into separate domains (Adams, 2002; Landa, 2005) including: |  | Presupposition (assumptions about the conversational partner and the specific social context, theory of mind) | Discourse management (skills to initiate, maintain, and end a conversation) | Narrative discourse (ability to generate a successful narrative) |
| Hawkins, Gathercole, Astle, The Calm, & Holmes (2016)\*  *\*Based on Bishop & Baird (2001) and Bishop (2000)* | Pragmatic aspects of language involve the appropriate use of language in a social communicative context such as: |  | Interpreting non-verbal cues of others | Maintaining appropriate topics; not talking excessively; turn-taking in conversations |  |
| Norbury (2014) | Successful communication requires us to go beyond the literal words uttered and draw on our knowledge and experiences to construct meaning. Sometimes this requires the use of linguistic context (pragmatics), in which children are expected to infer meaning or resolve ambiguities by integrating the surrounding language with their prior knowledge and experience. At other times, successful communication requires the use of language in social contexts (social communication). Here, a broad definition would include a child's understanding of speaker intentions and the verbal and nonverbal cues that signal those intentions, as well as the child's interpretation of the environmental context, societal norms and expectations and how these coalesce with structural aspects of language (e.g., vocabulary, syntax and phonology) to achieve successful communication. |  |  |  |  |

**Supplementary Table S2**. Summary of Pragmatic Language Impairments in those with Autism (from previous Empirical Reviews)

|  |  |  |
| --- | --- | --- |
| **Pragmatic domain** | **Examples of difficulties reported** | **Review reference** |
| **Communicative intent:** the function (e.g. to request, to welcome) and tone of communication, and the ability to appropriately adjust language to match the context | More idiosyncratic, less varied range, limitations in ability to flexibly control the degree of directedness;  Difficulty using forms of language with no fixed referent (where meaning depends on context);  Social intentions outnumbered by instrumental intentions (having own needs met) | Landa (2000) |
| Overly formal or precise words and use of ‘odd phrasing’ | Eigsti, de Marchena, Schuh, & Kelley (2011) |
| Less use of commenting, showing off, acknowledging the listener, initiating social interaction, requesting information or explaining events. | Kim, Junker, & Lord (2014) |
| **Presupposition:** using the knowledge, expectations, and beliefs that a speaker assumes to be shared with the conversational partner to construct the content and style of the communication. This includes the ability to interpret correctly non-literal language such as jokes and sarcasm, which often requires an understanding of the context and speaker’s thoughts | Difficulties adjusting language (content and style) for context  Poor comprehension of non-literal language (e.g. jokes, sarcasm)  Initiation of inappropriate conversation topics | Landa (2000) |
| Widespread difficulties with inferring social scripts, metaphors, speech acts, humour, and non-literal utterances such as jokes, sarcasm and persuasion in a context-appropriate manner | Loukusa & Moilanen (2009) |
| **Social discourse:** ongoing utterances  in the form of a social conversation. The speaker needs to consider topic management, conversational repair and the need for cohesive presentation of the information | Inconsistent conversational errors (gaze, intonation); Difficulties in establishing and maintaining reciprocity in social discourse e.g. lack of turn taking, difficulties responding to topics initiated by the partner, less sophisticated ways of terminating topic; Less frequent and less varied speech acts in free play or more open-ended situations; Delayed echolalia and neologisms (affecting coherence) | Kim et al. (2014) |
| Flexible use of eye contact to communicate to maintain conversation, modulate turn length or indicate nonliteral language use; Difficulties using signals to modulate discourse;  Poor maintenance of others’ choice of topic and difficulty shifting away from their own choice of topic; Difficulties using cohesion to relate information | Landa (2000) |
| Less use of conversational repair; more use of inappropriate responses; inadequate responses to questions and comments; impaired in indirect request comprehension and the use of humour and inference | Eigsti et al. (2011) |
| **Narrative discourse:** a successful narrative shows consideration of information organisation, overall coherence, and clarity when referring to characters, time, and the causal nature of the events | Potential problemswith causal statements and the inclusion of bizarre or inappropriate utterances | Kim et al. (2014) |
| More irrelevant information | Landa (2000) |
| Less able to identify causes of internal states of characters; Fewer clear and explicit links across story events; Difficulty communicating causal structure | Eigsti et al. (2011) |

*Note to Table.* Landa (2000) reviewed the literature regarding pragmatic language use in Asperger Syndrome and High-Functioning Autism. Eigsti et al. (2011) and Kim et al. (2014) conducted reviews of language acquisition and communication in autism. Loukusa & Moilanen (2009) systematically reviewed the literature regarding inferencing abilities in people with Asperger Syndrome or High-Functioning Autism aged 6-57 years. The review included 20 papers, with no restriction on the year of publication.

**Supplementary Table S3.** Search Strings

|  |  |  |
| --- | --- | --- |
| **Database** | **Search** | **Filters** |
| PsycInfo | (with explosions) pragmatics OR communication OR gestures OR theory of mind OR narratives OR discourse analysis OR storytelling OR conversation OR social interaction OR inference OR humor OR figurative language  (without explosions) context OR interpret\* OR comprehension  AND (exploded) (attention deficit disorder with hyperactivity) | Human, peer review, English, childhood, adolescence |
| Linguistics and Language | [all exploded]  (SU("Dyadic Interaction") OR SU("Discourse Structure") OR SU("Context" OR "Discourse Context") OR SU("Narrative Structure") OR SU("Inference") OR SU("Animal Communication" OR "Business Communication" OR "Chat" OR "Classroom Communication" OR "Communication" OR "Computer Mediated Communication" OR "Conversation" OR "Cross Cultural Communication" OR "E Mail" OR "Early Human Communication" OR "Facial Expressions" OR "Facilitated Communication" OR "Gestures" OR "Gossip" OR "Group Communication" OR "Human Computer Communication" OR "Instant Messaging" OR "Interpersonal Communication" OR "Interspecies Communication" OR "Native Nonnative Speaker Communication" OR "Nonverbal Communication" OR "Persuasion" OR "Verbal Aggression" OR "Workplace Communication") OR SU("Conversation Analysis" OR "Critical Discourse Analysis" OR "Discourse Analysis" OR "Hedges/Hedging" OR "Political Discourse" OR "Semantics Discourse Relationship") OR SU("Story Telling") OR SU("Irony" OR "Metaphors" OR "Metonymy" OR "Rhetorical Figures") OR SU("Narratives") OR SU("Presuppositions") OR SU("Comprehension" OR "Listening Comprehension" OR "Reading Comprehension") OR SU("Pragmatics") OR SU("Theory of Mind") OR SU("Humor") OR interpret\*) AND SU("Attention Deficit Disorders") | Peer reviewed |
| PubMed | (("pragmatic"[Title/Abstract] OR "communication"[Title/Abstract] OR "presupposition"[Title/Abstract] OR "theory of mind"[Title/Abstract] OR "narration"[Title/Abstract] OR "discourse"[Title/Abstract] OR "conversation"[Title/Abstract] OR "inference"[Title/Abstract] OR "context"[Title/Abstract] OR "interpret"[Title/Abstract] OR "comprehension"[Title/Abstract] OR "humor"[Title/Abstract] OR "humour"[Title/Abstract] OR "figurative"[Title/Abstract]) OR "interpersonal relations"[MeSH Terms]) AND "attention deficit disorder with hyperactivity"[MeSH Terms] AND (Journal Article[ptyp] AND "humans"[MeSH Terms] AND English[lang] AND ("infant"[MeSH Terms] OR "child"[MeSH Terms] OR "adolescent"[MeSH Terms])) |  |

**Supplementary Table S4**. List of Excluded Articles with Reasons for Exclusion

|  |  |
| --- | --- |
| **Reference** | **Reason for exclusion** |
| Adachi et al. (2004) | Sample characteristics |
| Andrade and Tannock (2014) | Not relevant |
| Andrade et al. (2012) | Not sufficiently informative on nature of impairment |
| Baird, Stevenson, and Williams (2000) | Not empirical study |
| Bellani, Moretti, Perlini, and Brambilla (2011) | Not empirical study |
| Berk (2001) | Not relevant |
| Berthiaume, Lorch, and Milich (2010) | Not relevant |
| Bignell and Cain (2007) | Sample characteristics |
| Bishop & Baird (2001) | Sample characteristics |
| Bruce, Thernlund, & Nettelbladt (2006) | No comparison group |
| Buhler, Bachmann, Goyert, Heinzel-Gutenbrunner, & Kamp-Becker (2011) | Not relevant |
| Buitelaar, van der Wees, Swaab-Barneveld, & van der Gaag (1999) | Sample characteristics |
| Carroll et al. (2006) | Not sufficiently informative on nature of impairment |
| Charman, Carroll, & Sturge (2001) | Not relevant |
| Coleman (2008) | Not empirical study |
| Cordier, Bundy, Hocking, & Einfeld (2010a) | No comparison group |
| Cordier, Bundy, Hocking, & Einfeld (2010b) | Not relevant |
| Cordier et al. (2017) | No formal analytical comparison between groups |
| Cordier, Munro, Wilkes-Gillan, & Docking (2013) | No formal analytical comparison between groups |
| Cordier, Munro, Wilkes-Gillan, Speyer, & Pearce (2014) | Not relevant |
| Corkum, Humphries, Mullane, & Theriault (2008) | Not relevant |
| Craig et al. (2015) | Not relevant |
| Crespo, Garcia, & Montenegro (2009) | Not in English |
| Demurie, De Corel, & Roeyers (2011) | Not relevant |
| Derefinko et al. (2014) | No comparison group |
| Docking, Munro, Cordier, & Ellis (2013) | Not sufficiently informative on nature of impairment |
| Flake, Lorch, & Milich (2007) | Overlapping data with another study |
| Flory et al. (2006) | Overlapping data with another study |
| Francis, Fine, & Tannock (2001) | No comparison group |
| Gardner & Gerdes (2015) | Not empirical study |
| Ghanizadeh (2009) | No comparison group |
| Ghaziuddin, Welch, Mohiuddin, Lagrou, & Ghaziuddin (2010) | Not sufficiently informative on nature of impairment |
| Giddan (1991) | Not empirical study |
| Green et al. (2014) | Not empirical study |
| Greene et al. (2001) | Not relevant |
| Gremillion & Martel (2014) | Sample characteristics |
| Gwernan-Jones et al. (2016) | Not empirical study |
| Helland, Biringer, Helland, & Heimann (2012) | Sample characteristics |
| Humphreys, Galan, Tottenham, & Lee (2016) | Not relevant |
| Hutchins et al. (2016) | Not sufficiently informative on nature of impairment |
| Imaizumi, Furuya, & Yamasaki (2009) | Not relevant |
| Im-Bolter, Cohen, & Farnia (2013) | Sample characteristics |
| Ketelaars et al. (2010) | Sample characteristics |
| Kim & Kaiser (2000) | Sample characteristics |
| Kopecky, Chang, Klorman, Thatcher, & Borgstedt (2005) | Not relevant |
| Landau & Milich (1988) | Sample characteristics |
| Lauth, Heubeck, & Mackowiak (2006) | Not relevant |
| Leonard, Milich, & Lorch (2011) | Sample characteristics |
| Lorch et al. (2004) | Not sufficiently informative on nature of impairment |
| Lorch, Milich, & Sanchez (1998) | Not empirical study |
| Lorch, Milich, Astrin, & Berthiaume (2006) | Not sufficiently informative on nature of impairment |
| Lorch et al. (2000) | Not sufficiently informative on nature of impairment |
| E. P. Lorch et al. (1999) | Not relevant |
| Ludlow, Garrood, Lawrence, & Gutierrez (2014) | Not relevant |
| Luteijn et al. (2000) | Not sufficiently informative on nature of impairment |
| Maoz et al. (2014) | Not relevant |
| Marton, Wiener, Rogers, Moore, & Tannock (2009) | Not relevant |
| Mary et al. (2016) | Not relevant |
| Mathers (2005) | Not relevant |
| Mathers (2006) | Sample characteristics |
| Mayes et al. (2011) | No formal analytical comparison between groups |
| McKown, Allen, Russo-Ponsaran, & Johnson (2013) | Sample characteristics |
| Mikami, Szwedo, Ahmad, Samuels, & Hinshaw (2015) | Sample characteristics |
| Miniscalco, Hagberg, Kadesjo, Westerlund, & Gillberg (2007) | Sample characteristics |
| Moonsamy, Jordaan, & Greenop (2009) | No comparison group |
| Mrug, Hoza, & Gerdes (2001) | Not empirical study |
| Nilsen, Varghese, Xu, & Fecica (2015) | Sample characteristics |
| Nilsen, Mangal, & MacDonald (2013) | Sample characteristics |
| Norbury (2014) | Not empirical study |
| Oerlemans et al. (2014) | Sample characteristics |
| Petersen et al. (2013) | Not relevant |
| Redmond (2004) | Not relevant |
| Rints, McAuley, & Nilsen (2015) | Sample characteristics |
| Ronk, Hund, & Landau (2011) | Sample characteristics |
| Russell (2007) | Not empirical study |
| Salley, Gabrielli, Smith, & Braun (2015) | Not relevant |
| Schwenck & Freitag (2014) | Not relevant |
| Semrud-Clikeman & Glass (2008) | Sample characteristics |
| Semrud-Clikeman, Walkowiak, Wilkinson, & Minne (2010) | Not relevant |
| Sinzig, Morsch, & Lehmkuhl (2008) | Not relevant |
| Sodian, Hulsken, & Thoermer (2003) | Not relevant |
| St Pourcain et al. (2011) | Sample characteristics |
| Tetnowski (2004) | Not empirical study |
| Tripp, Schaughency, Langlands, & Mouat (2007) | Not relevant |
| Tye et al. (2014) | Not relevant |
| Vallance, Im, & Cohen (1999) | Sample characteristics |
| van der Meer et al. (2012) | Not empirical study |
| Van Neste, Hayden, Lorch, & Milich (2015) | Not sufficiently informative on nature of impairment |
| Wallander, Schroeder, Michelli, & Gualtieri (1987) | No comparison group |
| Walsh, Scullion, Burns, MacEvilly, & Brosnan (2014) | Sample characteristics |
| Wehmeier, Schacht, & Barkley (2010) | Not empirical study |
| Westby & Watson (2004) | Not empirical study |
| Wilkes-Gillan, Cantrill, Parsons, Smith, & Cordier (2017) | Post-intervention |
| Wymbs & Pelham (2010) | Not relevant |
| Yang, Zhou, Yao, Su, & McWhinnie (2009) | Not sufficiently informative on nature of impairment |
| Zentall (1988) | Sample characteristics |
| Zentall, Cassady, & Javorsky (2001)m | Not relevant |

**Risk of bias assessment tool**

**Representativeness of sample1**

1. **What is the quality of the sample?**

|  |  |  |
| --- | --- | --- |
|  | **Cases** | **Controls** |
| **Good: Low risk of bias**  (Cases: mixed community and clinical sample; randomised selection)  (Controls: screen out ADHD or ASD but don’t remove all variability; minimal risk of bias in sampling method) |  |  |
| **Satisfactory: Moderate risk of bias**  (Cases: referred clinical sample)  (Controls: restricted range and/or lack of variability; risk of bias with sampling method) |  |  |
| **Poor: High risk of bias**  (Cases: self-referred clinic sample; risk for parents of children with a particular profile of characteristics being more likely to participate; intervention study; low rate of participation from those invited)  (Controls: sampling bias with risk of bias e.g. convenience sample, snowball sample, absence of clinical diagnosis not confirmed) |  |  |

**Sample size**

1. **What is the quality of the sample size?**
   1. Good (50+ per group)
   2. Satisfactory (20+ per group)
   3. Poor (20 or less per group)

(In looking at sample size, we were mindful that some of these were older studies)

**Blinding1**

1. **Was (were) the outcome assessor(s) aware of the diagnostic status of participants?**
   1. Yes (Good)
   2. A proportion were blind rated or any efforts made to reduce bias (Satisfactory)
   3. No (Poor)

**Measure of pragmatic language1**

1. Was the measure shown to be valid?
   1. Yes – published acceptable psychometrics (Good)
   2. The measure has face validity but limited psychometric information (Satisfactory)
   3. Uncertain or suspect validity (Poor)
2. Was the measure shown to have reliability, where relevant?
3. Evidence of adequate reliability (e.g. inter-rater reliability) (Good)
4. Limited evidence available or moderate reliability (Satisfactory)
5. Not tested, poor reliability or use of incorrect analysis (e.g. Pearson correlation) (Poor)

**Missing data2**

1. If there was missing data, what is the risk of bias associated with the missing data?
   1. Low risk (e.g. missing at random, reasons given are unrelated to outcomes/characteristics of interest; balance of missing data across groups; missing data have been dealt with using appropriate methods)
   2. Moderate risk (e.g. missing data reported or some effort to address but wouldn’t meet current standards for dealing with missing data or insufficient information given to assess risk of bias)
   3. High risk (e.g. reason for missing data is likely to not be random; imbalance across groups; inappropriate method used to deal with missing data; no reports of how missing data was dealt with, no report of level of missing data)

1 Adapted from EPHPP; 2 Adapted from Cochrane Risk of Bias Criteria

**Supplementary Table S5.** A summary of Cohen’s d effect size for studies using the CCC or CCC-2 for structural language subscales, social relations and interests.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **ADHD vs TD** | | | | | **ADHD vs autism** | | | | |
| **Study** | **CCC version/**  **informant** | *Speech Output* | *Syntax* | *Semantics* | *Social Relations* | *Interests* | *Speech Output* | *Syntax* | *Semantics* | *Social Relations* | *Interests* |
| Geurts et al., 2004 Study 1 | CCC/  Parent | *-1.19* | *-0.57* | *-* | *-0.55* | *-0.91* | *0.00* | *0.50* | *-* | *1.50* | *0.49* |
| Geurts et al., 2004 Study 1 | CCC/  Teacher | *-0.31* | *-0.29* | *-* | *-1.18* | *-0.36* | *0.62* | *0.27* | *-* | *0.15* | *0.64* |
| Geurts et al., 2004 Study 2 | CCC/  Parent | *-0.28* | *-0.86* | *-* | *-2.14* | *-0.60* | *0.69* | *0.47* | *-* | *0.48* | *1.03* |
| Geurts et al., 2004 Study 2 | CCC/  Teacher | *-0.34* | *-0.19* | *-* | *-1.34* | *-0.21* | *0.75* | *0.51* | *-* | *-1.37* | *1.16* |
| Geurts & Embrechts 2008 – Study 1 | CCC-2  /Parent | *-0.59* | *-0.35* | *-0.64* | *1.18* | *-1.01* | *-0.30* | *-0.31* | *-0.12* | *0.86* | *0.46* |
| Staikova et al., 2013 | CCC-2/  Parent | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* |
| Timler 2014 | CCC-2/  Parent | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* | *-* |
| Vaisanen et al., 2014 | CCC-2/  Parent | *-0.98* | *-1.20* | *-1.56* | *-2.38* | *-1.67* | *-* | *-* | *-* | *-* | *-* |
| Kuijper et al., 2017 | CCC-2/  Parent | *-0.96* | *-1.19* | *-1.29* | *-* | *-* | *-0.24* | *-0.01* | *0.07* | *-* | *-* |

*Note. Structural language subscales are in italics. For the ADHD vs TD comparison, a negative effect represents the ADHD group having more difficulties than the TD group. For the ADHD vs ASD comparison, a negative effect represents the ADHD group having more pragmatic language difficulties than the ASD group. Cohen’s d calculations used pooled standard deviation which incorporated sample size where it differed across the groups.*

**Supplementary Table S6.** Articles that were Reviewed in Green et al. (2014), Korrel et al. (2017) and in this Review.

|  |  |  |
| --- | --- | --- |
|  | **Green et al (2014)** | **Korrel et al. (2017)** |
| Vaisanen, Loukusa, Moilanen, & Yliherva (2014) |  |  |
| Timler (2014) |  | Yes |
| Ludlow, Chadwick, Morey, Edwards, & Gutierrez (2017) |  |  |
| Caillies, Bertot, Motte, Raynaud, & Abely (2014) |  |  |
| Mary et al. (2016) |  |  |
| Mikami, Huang-Pollock, Pfiffner, McBurnett, & Hangai (2007) |  |  |
| Normand et al. (2011) |  |  |
| Breznitz (2003) |  |  |
| Ohan & Johnston (2007) |  |  |
| Stroes, Alberts, & Van Der Meere (2003) |  |  |
| Grenell, Glass, & Katz (1987) |  |  |
| Hubbard & Newcomb (1991) |  |  |
| Cunningham & Siegel (1987) |  |  |
| Clark, Cheyne, Cunningham, & Siegel (1988) |  |  |
| Whalen, Henker, Collins, McAuliffe, & Vaux (1979) | Yes |  |
| Lorch, Milich, Flake, Ohlendorf, & Little (2010) |  |  |
| Derefinko, Bailey, Milich, Lorch, & Riley (2009) |  |  |
| Renz et al. (2003) |  |  |
| Lorch et al. (1999) |  |  |
| Freer, Hayden, Lorch, & Milich (2011) |  |  |
| Tannock, Purvis, & Schachar (1993) | Yes |  |
| Papaeliou, Maniadaki, & Kakouros (2015) | Yes |  |
| Staikova et al. (2013) |  | Yes |
| Luo & Timler (2008) |  | Yes |
| Purvis & Tannock (1997) | Yes | Yes |
| Leonard, Lorch, Milich, & Hagans (2009) |  |  |
| Geurts et al. (2004 - Study 1) | Yes | Yes |
| Geurts et al. (2004 - Study 2) | Yes | Yes |
| Geurts & Embrechts (2008) | Yes |  |
| Demopoulos, Hopkins, & Davis (2013) |  |  |
| Dyck, Ferguson, & Shochet (2001) |  |  |
| Kuijper, Hartman, & Hendriks (2015) |  |  |
| Rumpf, Kamp-Becker, Becker, & Kauschke (2012) | Yes |  |
| Kuijper, Hartman, Bogaerds-Hazenberg, & Hendriks (2017) |  |  |

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