

Table 1: *Demographic description of included studies (N=10)*

#	Author, Year, Study Title	Country	Study Aim	Study Design	Participants: Adults	Participants: Children
1	Allen & Shane (2014). Autism spectrum disorders in the era of mobile technologies: Impact on caregivers	USA	To give a review of the literature on parental stress in children with ASD, as well as the involvement of caregivers and their attitudes towards AAC intervention in using mobile technology.	Literature review	Parents of children with ASD requiring AAC intervention.	Children with ASD requiring AAC intervention through use of mobile technology (No ages mentioned).
2	Anderson, Baladin & Stancliffe (2014) Australian parents' experiences of speech generating device (SGD) service delivery	Australia	To examine parents' experiences of current service access and coordination and to explore their experiences of the relationship between parents and AAC clinicians. These results were aimed at developing a new SGD support and training programme after the study.	Narrative analysis	Parents (N=6) of children with CCN.	Children 2–18 years using a SGD or used one in the past.
3	Bunning et al. (2014). Caregiver perceptions of children who have CCN following a home-based intervention using augmentative and alternative communication in rural Kenya: An intervention note	Kenya	To study the outcomes of home-based caregiver-implemented intervention through AAC methods involving children with CCN and their primary caregivers.	Within group design investigating reported impact associated with home-based AAC intervention. A pre-test post-test design investigated the changes in print perceptions after following a home-based intervention.	Number of parents not mentioned.	Children (N=9) 4–12 years were recruited. They were children with ASD, cerebral palsy (CP), intellectual disabilities.
4	Douglas et al. (2021). The effects of tele practice to support family members in modelling a speech-generating device in the home	USA	To investigate if tele practice is an effective and socially valid way of teaching more than one family member to implement aided language modelling in the home.	Single-case multi-probe design	Both parents (father and mother) with intervention based on the baseline and consisted of tele based training and thereafter, coaching.	Siblings (N=2) and the child with CCN.

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5	Fäldt et al. (2020). "All of a sudden we noticed a difference at home too": Parents' perception of a parent-focused early communication and AAC intervention for toddlers	Sweden	To describe the breadth of parent perceptions on AAC interventions based on the ComAlong Toddler programme.	Qualitative design: Telephonic interviews	Parents (N=16) (15 married; one single parent).	Children (N=13) with CCN (18 months–3 years) from 13 families who took part in the ComAlong Toddler courses. Causes of the CCN were not provided.
6	Gona et al. (2014). A home-based intervention using AAC techniques in rural Kenya: What are the caregivers' experiences?	Kenya	To explore the effects and development potential of home-based AAC intervention for children with CCN in rural Kenya by looking at experiences of caregivers and their experiences when homebased intervention is introduced.	Qualitative single case study design	Caregivers (total not mentioned).	Children (N=9) 4–12 years were recruited. Their diagnosis included ASD or CP or intellectual disability or hearing impairment.
7	Mandak & Light, (2018). Family-centered services for children with ASD and limited speech: The experiences of parents and speech-language pathologists	USA	The main aim of this study was to determine the degree of family centredness and the identification of specific family-centred behaviours as observed by parents as opposed to the perceptions of the speech language pathologist (SLP). The sub-aim relevant to this review was to determine what the experiences were of parents whose child had ASD and CCN	Web based survey	Parents (N=99) of children with ASD and CCN.	Children (N=99) 2–20 years with ASD and having received speech and language services for at least one year.

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			regarding the family-centredness of the speech and language services of their child with CCN.			
8	Marshall & Goldbart (2008). 'Communication is everything I think'. Parenting a child who needs AAC	United Kingdom	To get more insight on the lived experiences of families with children in the early stages of using a formal AAC system.	Qualitative design: semi-structured interviews (at home; one telephonic)	Parents of families (N=11) participated, two being foster parents.	Children (N=11) 3–10 years with either CP, intellectual disabilities or hearing impairment.
9	McNaughton et al. (2008). "A child needs to be given a chance to succeed": Parents of individuals who use AAC describe the benefits and challenges of learning AAC technologies	USA, Greece	To gain a better understanding of parents' perspectives on the technology learning experiences of children who use AAC.	Qualitative study: Online focus group	Parents (N=7).	Children 6 – 30 years (of whom four were older than 17:11 years) with CP.
10	Moorcroft et al. (2020). 'We were just kind of handed it and then it was smoke bombed by everyone': How do external stakeholders contribute to parent rejection and the	Australia / USA	To explore parents' perceptions on the contribution of external stakeholders to the rejection or abandonment of the AAC system of their child with CCN.	A qualitative descriptive design: Semi-structured interviews	Parents (biological mothers) (N=12).	Children (N=12) 3–16 years Diagnoses: five ASD, one CP, one intellectual disability, three various syndromes, and two other causes.

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	abandonment of AAC systems?					