Table 1. Articles Included for Review

Citation	Type of Study	Participants	Intervention	Outcomes	Main Findings
Bradshaw, Hoffmann, & Norris (1998)	Alternating treatments single-case design	*n* = 2 Four-year-old boys with language delay.	12 individual sessions in a 6-week period, 30 minutes each. Interactive reading with comparison of two interventions: expansion and cloze versus question, model answer.	Frequency of inferences made by child during session.	Increase in inferences in both conditions, frequency of inferences higher in expansion and cloze condition.
Desmarais, Nadeau, Trudeau, Filiatrault-Veilleux, & Maxés-Fournier (2013)	Multivariate repeated-measures design	*n* = 16 Children with specific language impairment, 4–6-years-old.	10 individual sessions, 1 per week, 15 to 20 minutes each. Interactive reading with scripted questions, prompts, and responses (half referential, half inferential).	PLAI Researcher-created measure of literal and inferential question-answering.	Increase in PLAI scores from pretest to posttest. No increase in literal or inferential question answering for intervention period.
van Kleeck, Vander Woude, & Hammett (2006)	Experimental prepost	*n* = 30 Children with language impairment, 3–5-years-old.	16 individual sessions in 8 weeks, 15 minutes each. Interactive reading with embedded literal (75%) and inferential (25%) questions and scripted scaffolding and responses.	PLAI, subscores for literal and inferential language. PPVT	Greater gains for treatment group on inferential language, literal language, receptive vocabulary.