

**Supplemental Table 1.** Sample characteristics of participants included and excluded from testing on the basis of language levels, by test type

	<i>Unable to receive the instrument (within valid age range)</i>		<i>Received the instrument</i>	
	<i>Deletion</i>	<i>Duplication</i>	<i>Deletion</i>	<i>Duplication</i>
<i>CASL Syntactic domain</i>				
N (%)	17 (29%)	7 (17%)	58 (61%)	35 (83%)
ASD, n (%)	<b>8 (47%)*</b>	3 (42%)	<b>8 (13%)*</b>	5 (14%)
Age in months M(SD)	67.1 (28.6)	64.6 (20.6)	83.5 (30.6)	80.0 (30.1)
Nonverbal IQ M(SD)	80.7 (18.0)	60.1 (21.8)	86.8 (13.6)	81.2 (18.7)
Verbal IQ M(SD)	67.8 (21.1)	<b>52.8 (30.9)#</b>	80.3 (17.1)	<b>88.5 (17.4)#</b>
Vineland-II Expressive AEs	35.7 (24.5)	41.7 (32.7)	50.1 (25.7)	70.5 (55.0)
<i>CASL Pragmatic domain</i>				
N (%)	15 (14%)	8 (14%)	91 (86%)	48 (86%)
ASD, n (%)	6 (40%)	<b>4 (50%)#</b>	20 (21%)	<b>8 (16%)#</b>
Age in months M(SD)	78.8 (35.6)	93.3 (78.2)	108.4 (49.5)	106.2 (58.7)
Nonverbal IQ M(SD)	79.1 (18.9)	<b>59.3 (18.9)#</b>	88.1 (14.0)	<b>79.9 (19.0)#</b>
Verbal IQ M(SD)	<b>65.7 (22.9)*</b>	<b>55.0 (30.0)#</b>	<b>81.4 (16.8)*</b>	<b>86.4 (20.5)#</b>
Vineland-II Expressive AEs	46.3 (38.0)	48.1 (36.0)	62.3 (42.9)	75.3 (56.5)
<i>CCC-2</i>				
N (%)	11 (12%)	1 (2%)	81 (88%)	41 (98%)
ASD, n (%)	4 (36%)	1 (100%)	20 (24%)	<b>7 (17%)#</b>
Age in months M(SD)	83.2 (38.0)	80.5 (-)	113.5 (39.6)	99.1 (39.6)
Nonverbal IQ M(SD)	<b>75.9 (14.1)*</b>	40.0 (-)	<b>88.4 (14.4)*</b>	79.7 (20.2)
Verbal IQ M(SD)	68.8 (22.4)	30.0 (-)	80.5 (17.7)	85.9 (20.8)
Vineland-II Expressive AEs	39.8 (25.7)	19.0 (-)	66.7 (43.5)	75.9 (50.3)
<i>OSEL</i>				
N (%)	37 (46%)	19 (41%)	43 (54%)	27 (59%)
ASD, n (%)	8 (21%)	6 (31%)	10 (23%)	3 (11%)
Age in months M(SD)	<b>61.2 (28.2)*</b>	67.0 (29.6)	<b>93.4 (29.5)*</b>	82.5 (33.2)
Nonverbal IQ M(SD)	83.1 (17.1)	71.5 (22.1)	86.1 (12.7)	81.1 (19.1)
Verbal IQ M(SD)	74.3 (21.8)	70.7 (32.6)	78.8 (15.6)	87.3 (18.6)
Vineland-II Expressive AEs	<b>35.5 (22.7)*</b>	66.0 (77.1)	<b>54.1 (25.8)*</b>	61.0 (23.5)

*Vineland-II* Vineland Adaptive Behavioral Scale; \*Significant differences emerged between those who did not receive the instrument vs. those who did after controlling for multiple comparisons for deletion carriers. #Significant differences emerged between those who did not receive the instrument vs. those who did after controlling for multiple comparisons for duplication carriers.