**Supplementary Table 3a: the CAS speech features presented by the children with High Confidence gene alterations according to ASHA (2007) and to the Mayo checklist.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Proband # |  | 27 | 28 | 32 | 33 | 34 | 35 | 37 |
| ASHA:3 speech features  | 1. Inconsistent errors on consonants and vowels in repeated productions of syllables or words.
 | + | + | + | + | + | + | + |
|  | 1. Lengthened and disrupted co-articulatory transitions between sounds and syllables.
 | + | + | + | + | + | + | + |
|  | 1. Inappropriate prosody, especially in the realization of lexical or phrasal stress.
 | + | + | + | + | + | + | + |
| Mayo Checklist  |  |  |  |  |  |  |  |  |
|  | 1. Vowel or consonant errors including distorted substitutions.
 | + | + | + | + | + | + | + |
|  | 1. Intrusive *schwa*.
 | - | - | - | - | - | - | - |
|  | 1. Voicing errors.
 | + | + | + | - | + | + | + |
|  | 1. Lexical stress errors or equal stress.
 | + | + | + | - | + | + | + |
|  | 1. Syllable segregation.
 | + | + | + | - | + | + | + |
|  | 1. Slow rate
 | + | + | - | - | - | + | + |
|  | 1. Difficulty achieving initial articulatory configurations and transitions into vowels.
 | + | + | + | + | + | + | + |
|  | 1. Slow DDK rate.
 | + | + | + | + | + | + | + |
|  | 1. Groping (articulatory searching prior to phonation).
 | + | + | + | + | + | + | + |
|  | 1. Increased difficulty with longer or more phonetically complex words.
 | + | + | + | + | + | + | + |

**Supplementary Table 3b: the CAS speech features presented by the children with Low Confidence gene alterations according to ASHA (2007) and to the Mayo checklist.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Proband # |  | 29 | 30 | 31 | 36 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 |
| ASHA:3 speech features | 1. Inconsistent errors on consonants and vowels in repeated productions of syllables or words.
 | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |
|  | 1. Lengthened and disrupted co-articulatory transitions between sounds and syllables.
 | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |
|  | 1. Inappropriate prosody, especially in the realization of lexical or phrasal stress.
 | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |
| Mayo Checklist  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1. 1. Vowel or consonant errors including distorted substitutions.
 | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |
|  | 1. Intrusive *schwa*.
 | - | - | - | - | - | - | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|  | 1. Voicing errors.
 | + | + | + | + | - | - | + | - | + | - | + | + | + | + | + | + | + | + | - | - | + | - | + | + | + | + |
|  | 1. Lexical stress errors or equal stress.
 | + | - | - | + | - | - | + | - | - | + | + | - | + | + | - | - | + | - | - | + | + | - | - | + | + | - |
|  | 1. Syllable segregation.
 | + | + | + | + | + | + | + | + | - | + | + | + | + | + | - | + | + | + | + | - | + | + | - | + | + | + |
|  | 1. Slow rate
 | + | - | + | + | - | + | + | + | - | - | + | + | - | + | - | - | - | + | - | - | + | - | - | + | + | - |
|  | 1. Difficulty achieving initial articulatory configurations and transitions into vowels.
 | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |
|  | 1. Slow DDK rate.
 | + | + | + | + | + | - | + | + | + | + | + | + | + | + | + | + | + | + | + | - | + | + | - | + | + | - |
|  | 1. Groping (articulatory searching prior to phonation).
 | + | + | + | + | - | + | + | + | - | + | + | - | + | - | + | + | + | + | + | + | + | + | + | + | + | + |
|  | 1. Increased difficulty with longer or more phonetically complex words.
 | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + | + |