Table 2: Characteristics of included studies by ASHA domain.

| Study | Domain | Study Design | Sample Size | Population(s) | Analysis of Interest | Outcome Type(s) | Statistics |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Curtis et al. (2023) | Swallowing | Observational single group | 39 | Neurotypical | Distribution of laryngeal vestibule residue ratings | Continuous | Descriptive |
| Thompson et al. (2023) | Articulation | Between-group cross-sectional | 40 | Parkinson’s disease, amyotrophic lateral sclerosis, Huntington’s disease, cerebellar ataxia | Relationship between vowel space area and intelligibility | Continuous | Hierarchical linear regression |
| Elsherif et al. (2021) | Fluency | Between-group cross-sectional | 164 | Dyslexia, stuttering, neurotypical | Group difference in nonword repetition | Continuous | Independent t-test |
| Novotný et al. (2016) | Voice and resonance |  | 111 | Parkinson’s disease, Huntington’s disease, neurotypical | Relationship between overall perceptual rating and variability of nasality | Continuous | Pearson correlation |
| Battal et al. (2019) | Hearing |  | 34 | Congenitally blind, sighted | Group difference in auditory localization | Continuous | Linear mixed-effects model with 3-way interaction |
| King et al. (2022) | Communication modalities |  | 160 | Speech-language pathologists | Timepoint difference in lack of/limited internet and technology barriers | Ordinal | Chi-square |
| Kearney et al. (2023) | Receptive and expressive language |  | 34 | Brain tumor | Relationship between years of education and reading score | Continuous | Spearman’s rank correlation coefficient |
| Ayin et al. (2024) | Receptive and expressive language | Single-case experimental design | 1 | Differences in test scores across assessment time points | X | Ordinal | Friedman chi-squared test |
| Clough et al. (2023) | Cognitive aspects of communication |  | 102 | Traumatic brain injury, neurotypical | Group x Condition interaction in emotion recognition accuracy | Binary | Generalized linear mixed-effects model with 3-way interaction |
| Chanchaochai & Schwarz (2023) | Social aspects of communication |  | 96 | Autism spectrum disorder, neurotypical | Group difference in non-verbal IQ | Continuous | Analysis of Variance |