

*Early oral language and cognitive predictors of emergent literacy skills in Arabic-speaking children: evidence from Saudi children with developmental language disorder*

Article

Supplemental Material

Table 1

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**Table 1.** *Participants' demographic characteristics*

	<b>Group</b>	
	<i>TD</i> <i>n</i> = 40	<i>DLD</i> <i>n</i> = 26
<b>Family characteristics</b>	<b>%(<i>n</i>)</b>	
<b>Father's education</b>		
<i>High school &amp; Diploma</i>	20(8)	38.5 (10)
<i>University degree/college diploma</i>	40(16)	42.3(11)
<i>Postgraduate degree</i>	40(16)	15.4(4)
<b>Mother's education</b>		
<i>High school &amp; Diploma</i>	22.5 (9)	34.6(9)
<i>University degree/college diploma</i>	55(22)	53.8(14)
<i>Postgraduate degree</i>	22.5(9)	7.7(2)
<b>Home Literacy Exposure</b>	<b>%(<i>n</i>)</b>	
<b>Book Exposure</b>	75(30)	69.2(18)
<b>No. of books at home</b>		
<i>5 books or &lt;</i>	60(24)	34.6(9)
<i>5 – 7 books</i>	12.5(5)	26.9(7)
<i>7 – 10 books</i>	10(4)	7.7(2)
<i>&gt; 10 books</i>	12.5(5)	23.1(6)
<b>Shared book activity</b>		
<i>Always</i>	7.5(3)	11.5(3)
<i>Sometimes</i>	52.5(21)	46.2(12)
<i>Rarely</i>	32.5(13)	30.8(8)
<i>Never</i>	5(2)	7.7(2)

**Note.** TD: Typically Developing, DLD: Developmental Language Disorder.