measures of PA, and more clearly defined aspects of

mediated interaction with e-books on PA skills, these results were confounded by researchers' cursory assessment of PA skills, variation in e-book features, and poorly controlled interactional factors with adultmediation. Taken together, the limitations of these articles reduce the strength and level of evidence, resulting in suggestive research conclusions. The evidence in this review reminds us to proceed with caution when making clinical recommendations about how to use e-books, the quality of e-book software, and the necessary interactional factors for optimizing the use of e-books.

Additional research is needed to define the necessary features of e-book software, as well as the nature of quality of joint e-book interactions. Future studies should also aim to measure PA using a comprehensive assessment that addresses a variety of PA skills expected for preschool-age children (initial and final sound identification, syllable and sound segmentation and blending, as well as deletion tasks). Additionally, carefully defining the nature and timing of "adult-