

Appendix X – Table describing all studies included in the review (studies included in the meta-analysis are denoted with \*)

Short Reference (n=467)	Country	Study Design	SEND Category	Total sample size	Educational phase / setting / delivery	Control group population / activity	No. inter-ventions	No. primary outcomes (per inter-vention)	Outcome Domain(s)	Study Quality <sup>1</sup>
Acosta-Rodriguez (2016)	Spain	QED	Speech, Language and Communication Needs (SLCN)	68	Primary / Mainstream / Classroom	Typically Developing Group (CA matched) / General classroom practice	1	9	Reading	Moderate Quality
Adibsereshki (2015)	Iran	cRCT	MLD	45	Across phases / Special / Classroom	SEND / General classroom practice	2	1	Science	Moderate Quality
*Adnams (2007)	South Africa	RCT	Fetal Alcohol Spectrum Disorder	59	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	1	18	Maths; Reading; Writing	Moderate Quality
*Agaliotis (2016)	Greece	RCT	MLD	53	Across phases / Mainstream / Group	SEND / Active control	1	4	Maths	Moderate Quality
*Ahmed (2022)	USA	RCT	dyslexia/reading difficulties	419	Across phases / Mainstream / Group	SEND / Tier 1	2	5	Reading	Moderate Quality
*Akbari (2019)	Iran	QED	dyslexia/reading difficulties	30	Primary / Special / Not reported	SEND / General classroom practice	1	6	Reading	Low Quality
*Al Otaiba (2018)	USA	RCT	dyslexia/reading difficulties	194	Primary / Mainstream / Group	SEND / General classroom practice	1	6	Reading	Moderate Quality
*Al-Zoubi (2019)	Oman	RCT	Mathematical difficulties	14	Primary / Mainstream / Group	SEND / Tier 1	1	1	Reading	Moderate Quality
*Allor (2010a); Allor (2010b); Allor (2014)	USA	RCT	MLD	92	Primary / Mixed / Individual	SEND / Tier 1	1	8	Maths; Reading; Writing	Low Quality
*Alloway (2008)	UK	QED	DCD	20	Primary / Mainstream / Individual	SEND / General classroom practice	1	4	Overall Attainment; Maths; Reading	Moderate Quality
*Alloway (2012)	USA	RCT	MLD	15	Across phases / Mainstream / Group	SEND / Active control	1	3	Maths	Moderate Quality

<sup>1</sup> Study quality was assessed for each individual outcome measured in a study, subsequently studies listed here may have more than one study quality designation.

*Ang (2015)	USA	RCT	mixed	111	Primary / Mainstream / Individual	SEND / Mixed	2	3	Maths	Moderate Quality
Antarasena (2011)	Thailand	QED	hearing impaired	22	Secondary Educational Phase / Special / Group	SEND / General classroom practice	1	3	Reading	Moderate Quality
*Antoniou (2007)	Germany	cRCT	dyslexia/reading difficulties	73	Secondary Educational Phase / Special / Classroom	SEND / General classroom practice	1	3	Reading	Moderate Quality
*Archambault (2021)	Canada	cRCT	Severe learning difficulty (SLD)	26	Across phases / Special / Classroom	SEND / Active control	1	4	Maths; Reading	Moderate Quality
*Arciuli (2019)	Australia	RCT	autism	23	Primary / Mixed / Multiple	SEND / General classroom practice	1	3	Reading	Moderate Quality
*Arfé (2018)	Italy	QED	dyslexia/reading difficulties	38	Primary / Special / Group	SEND / Active control	1	7	Writing	Moderate Quality
*Aro (2018)	Finland	cQED	dyslexia/reading difficulties	1098	Primary / Mainstream / Multiple	SEND; Typically Developing Group (CA matched) / Mixed	1	4	Reading	High Quality
*Asaro-Saddler (2018)	USA	RCT	mixed	30	Across phases / Mainstream / Group	SEND / Tier 1	1	3	Reading; Writing	Moderate Quality
*Atmaca (2023)	Turkey	RCT	mixed	16	Primary / Mainstream / Group	SEND / Tier 1	1	5	Reading	Moderate Quality
Axpe (2012)	Spain	QED	Speech, Language and Communication Needs (SLCN)	8	Primary / Mainstream / Multiple	SEND / Unclear	1	2	Reading	Low Quality
*Badami (2016)	Iran	QED	dyslexia/reading difficulties	22	Primary / Special / Not reported	SEND / Tier 1	1	3	Reading	Moderate Quality
*Bakker (2016)	Netherlands	cRCT	MLD	81	Primary / Special / Classroom	SEND / Tier 1	1	2	Maths	Moderate Quality
*Bar-Kochva (2020)	Germany	RCT	dyslexia/reading difficulties	30	Secondary Educational Phase / Mainstream / Not reported	SEND / Tier 1	1	6	Maths; Reading	Moderate Quality
Barker (2020)	USA; South Africa	RCT	Speech, Language and Communication Needs (SLCN)	123	Across phases / Mixed / Individual	SEND / Tier 1	2	3	Reading	Moderate Quality
*Barquero (2015) - Study 1	USA	RCT	Mixed	89	Across phases / Clinical / Not reported	SEND; Typically Developing Group (CA matched) / General Classroom Practice	2	2	Reading	Moderate Quality

*Barquero (2015) - Study 2	USA	RCT	dyslexia/reading difficulties	89	Across phases / Clinical / Not reported	SEND; Typically Developing Group (CA matched) / General Classroom Practice	2	2	Reading	Moderate Quality
*Barth (2017)	USA	RCT	dyslexia/reading difficulties	66	Secondary Educational Phase / Mainstream / Group	SEND / Tier 1	1	4	Overall Attainment; Reading	High Quality
*Beam (2012)	USA	RCT	MLD	185	Across phases / Mainstream / Multiple	SEND / Tier 1	1	4	Reading	Moderate Quality
Beers (2018) - Study 1	USA	RCT	dyslexia/reading difficulties	52	Secondary Educational Phase / Mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	2	7	Writing	Moderate Quality
Beers (2018) - Study 2	USA	RCT	Speech, Language and Communication Needs (SLCN)	52	Secondary Educational Phase / Mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	2	7	Writing	Moderate Quality
*Benner (2022)	USA	QED	dyslexia/reading difficulties	213	Secondary Educational Phase / Mainstream / Not reported	SEND / General classroom practice	1	5	Reading	Moderate Quality
*Benso (2021)	Italy	QED	dyslexia/reading difficulties	26	Across phases / Clinical / Individual	SEND / Tier 1	1	5	Reading	Moderate Quality
Bergey (2019)	Canada	RCT	dyslexia/reading difficulties	956	Post-18 / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Unclear	1	1	Overall Attainment	High Quality Moderate Quality
*Berninger (2002)	USA	QED	writing difficulties	96	Primary / Mainstream / Individual	SEND / General classroom practice	3	9	Reading; Writing	Moderate Quality
*Berninger (2008) - Study 1	USA	RCT	dyslexia/reading difficulties	39	Primary / Clinical / Group	SEND / Active control	1	2	Reading; Writing	Moderate Quality
*Berninger (2008) - Study 2	USA	RCT	dyslexia/reading difficulties	24	Secondary Educational Phase / Clinical / Group	SEND; Typically Developing Group (CA matched) / Mixed	1	4	Reading	Moderate Quality

*Berninger (2013)	USA	RCT	dyslexia/reading difficulties	24	Across phases / Mainstream / Group	SEND / Active control	1	7	Reading; Writing	Moderate Quality
*Bhat (2003)	USA	QED	Speech, Language and Communication Needs (SLCN)	40	Across phases / Mainstream / Individual	SEND / General classroom practice	1	2	Reading	High Quality Moderate Quality
*Bishop (2005)	UK	RCT	Speech, Language and Communication Needs (SLCN)	31	Across phases / Special / Individual	SEND / Tier 1	2	3	Reading; Writing	High Quality
Bjorn (2013)	Finland	RCT	dyslexia/reading difficulties	38	Primary / Mainstream / Multiple	SEND; Typically Developing Group (CA matched) / Mixed	1	6	Reading	Moderate Quality
*Bonacina (2015)	Italy	RCT	dyslexia/reading difficulties	28	Across phases / Mainstream / Individual	SEND / General classroom practice	1	14	Reading	Moderate Quality
*Bottge (2007)	USA	QED	mixed	100	Across phases / Special / Not reported	SEND / General classroom practice	1	3	Maths	Moderate Quality
*Bottge (2014)	USA	cRCT	Mathematical difficulties	308	Primary / Mainstream / Group	SEND / General classroom practice	1	24	Maths	Moderate Quality
*Bottge (2021)	USA	RCT	mixed	110	Across phases / Special / Not reported	SEND / Active control	1	3	Maths	High Quality
*Boyle (2010)	USA	RCT	mixed	40	Across phases / Mainstream / Group	SEND / General classroom practice	1	4	Overall Attainment	Moderate Quality
*Brankaer (2015)	Netherlands	RCT	MLD	30	Primary / Special / Individual	SEND / Active control	1	3	Maths	Moderate Quality
*Brasseur-Hock (2021)	USA	QED	mixed	235	Secondary Educational Phase / mainstream / Group	SEND / Tier 1	1	2	Reading	Moderate Quality
*Brimo (2016)	USA	QED	dyslexia/reading difficulties	10	Primary / Special / Group	SEND / General classroom practice	1	4	Reading; Writing	High Quality
*Browder (2008)	USA	RCT	Mixed	23	Primary / Special / Classroom	SEND / Active control	1	8	Reading	High Quality
*Browder (2012)	USA	RCT	Severe learning difficulty (SLD)	93	Primary / Special / Group	SEND / Active control	1	1	Reading	High Quality
*Bryant (2008a)	USA	QED - RDD	Mathematical difficulties	161	Primary / Mainstream / Group	Typically Developing Group (CA matched)/SEND - (RDD	1	5	Maths	High Quality

						CONTROL) / Tier 1				
*Bryant (2008b) - Study 1	USA	QED - RDD	mathematical difficulties	126	Primary / Mainstream / Group	SEND - (RDD CONTROL) / Tier 1	1	5	Maths	High Quality
*Bryant (2008b) - Study 2	USA	QED - RDD	mathematical difficulties	140	Primary / Mainstream / Group	SEND - (RDD CONTROL) / Tier 1	1	5	Maths	High Quality
*Burgoyne (2012)	UK	RCT	down syndrome	57	Primary / mainstream / Not reported	SEND / Active control	1	11	Reading	Moderate Quality
*Burns (2007)	USA	RCT	Mathematical difficulties	58	Primary / Mainstream / Individual	SEND / Tier 1	1	2	Reading	Moderate Quality
*Burns (2020)	USA	QED	dyslexia/reading difficulties	499	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Tier 1	1	1	Reading	High Quality
Caldani (2020)	France	RCT	dyslexia/reading difficulties	50	Across phases / Clinical / Individual	SEND / General classroom practice	1	2	Reading	Moderate Quality
*Calhoon (2005)	USA	cRCT	dyslexia/reading difficulties	32	Across phases / Special / Classroom	SEND / Active control	1	4	Reading	Moderate Quality
*Calhoon (2010)	USA	cRCT	dyslexia/reading difficulties	90	Secondary Educational Phase / Special / Classroom	SEND / Active control	3	6	Reading; Writing	Moderate Quality
*Cancer (2020)	Italy	RCT	dyslexia/reading difficulties	24	Across phases / clinical / Not reported	SEND / Tier 1	1	1	Reading	Moderate Quality
*Cancer (2022a)	Italy	QED	dyslexia/reading difficulties	32	Across phases / Special / Individual	SEND / Active control	1	6	Reading	Moderate Quality
Cancer (2022b)	Italy	QED	dyslexia/reading difficulties	58	Across phases / Special / Individual	SEND / General classroom practice	2	2	Reading	Moderate Quality
*Cannon (2020)	Canada	RCT	Hearing Impaired	37	Across phases / Special / Not reported	SEND / Tier 1	1	3	Reading	Moderate Quality
Celo (2016)	Italy	QED	hearing impaired	15	Primary / special / Individual	SEND / Unclear	1	2	Reading	Moderate Quality
Chan (2022)	Hong Kong	RCT	Mixed	53	Primary / Mainstream / Not reported	SEND / Active control	1	3	Reading	High Quality
*Chang (2014)	Taiwan	RCT	Speech, Language and Communication Needs (SLCN)	42	Primary / Mainstream / Group Individual	SEND / General classroom practice	2	13	Writing	Low Quality
*Chang (2017)	Taiwan	RCT	Speech, Language and Communication Needs (SLCN)	28	Primary / Mainstream / Group	SEND / General classroom practice	1	8	Writing	Moderate Quality

*Chang (2022)	Taiwan	RCT	ADHD	48	Primary / Mainstream / Individual	SEND / General classroom practice	2	4	Writing	Moderate Quality
*Chen (2014)	Taiwan	QED	hearing impaired	19	Primary / Mainstream / Individual	SEND / Tier 1	1	2	Reading	Moderate Quality
Chen (2018)	China	RCT	mixed	54	Primary / Mainstream / Not reported	SEND / General classroom practice	1	2	Maths; Reading	Moderate Quality
Chenault (2006)	USA	RCT	dyslexia/reading difficulties	20	Primary / Special / Individual	SEND / Unclear	1	4	Reading; Writing	Moderate Quality
Cheng (2020)	China	RCT	Mathematical difficulties	80	Primary / Mainstream / Individual	SEND / Tier 1	1	4	Maths; Reading	Moderate Quality
Chong (2014)	Singapore	QED	dyslexia/reading difficulties	74	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	1	3	Reading; Writing	Moderate Quality
*Christodoulou (2017)	USA	RCT	dyslexia/reading difficulties	47	Primary / Special / Group	SEND / General classroom practice	1	6	Reading	Moderate Quality
*Clarke (2010)	UK	cRCT	dyslexia/reading difficulties	160	Primary / Mainstream / Group	SEND / General classroom practice	3	6	Maths; Reading; Writing	Moderate Quality
*Clarke (2016)	USA	cRCT	Mathematical difficulties	140	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / General classroom practice	1	2	Maths	High Quality
*Clarke (2017a)	UK	RCT	dyslexia/reading difficulties	278	Across phases / Mainstream / Individual	SEND / General classroom practice	2	8	Reading	High Quality
*Clarke (2017b)	USA	cRCT	Mathematical difficulties	592	Primary / Mainstream / Group	SEND / General classroom practice	1	6	Maths	Moderate Quality
Collet (2012)	Belgium	RCT	Speech, Language and Communication Needs (SLCN)	18	Primary / Special / Individual	SEND / Unclear	1	2	Reading	Moderate Quality
Conners (2006)	USA	RCT	MLD	40	Across phases / Unclear / Individual	SEND / Active control	1	5	Reading	Moderate Quality
*Contesse (2021)	USA	QED - RDD	dyslexia/reading difficulties	62	Primary / Special / Individual	SEND / Tier 1	1	16	Reading; Writing	Moderate Quality

*Cook (2014)	USA	RCT	acquired brain injury	20	Secondary Educational Phase / Clinical / Individual	SEND / Active control	1	2	Overall Attainment	Moderate Quality
*Coyle (2013a)	USA	RCT	dyslexia/reading difficulties	103	Primary / Mainstream / Group	SEND / Active control	1	11	Reading; Writing	High Quality
*Curcic (2011)	USA	RCT	dyslexia/reading difficulties	20	Secondary Educational Phase / Special / Individual	SEND / Tier 1	1	2	Writing	Moderate Quality
*Curcic (2016)	USA	QED	dyslexia/reading difficulties	22	Secondary Educational Phase / Special / Classroom	SEND / Tier 1	1	7	Writing	High Quality
*D'Agostino (2021)	USA	QED	dyslexia/reading difficulties	490	Primary / Mainstream / Individual	SEND / Active control	1	2	Reading	High Quality
*Dahlin (2011)	Sweden	QED	mixed	57	Across phases / Mainstream / Individual	SEND / Tier 1	1	3	Reading	Moderate Quality
*Dahlin (2013)	Sweden	QED	mixed	57	Across phases / Mainstream / Individual	SEND / Tier 1	1	3	Maths	Moderate Quality
*Dai (2016)	China	RCT	dyslexia/reading difficulties	45	Primary / Mainstream / Individual	SEND / Active control	3	4	Reading	Low Quality
*Daki (2010)	Canada	RCT	dyslexia/reading difficulties	14	Across phases / Special / Not reported	SEND / Tier 1	1	7	Maths; Reading; Writing	Moderate Quality
*Daza (2023)	Spain	QED	hearing impaired	68	Primary / Mixed / Individual	SEND; Typically Developing Group (CA matched) / Mixed	1	3	Reading	High Quality
*De La Paz (2017)	USA	RCT	dyslexia/reading difficulties	39	Primary / Mainstream / Group	SEND / Tier 1	1	10	Overall Attainment; Reading	High Quality
*Deaño (2015)	Spain	RCT	MLD	20	Across phases / Mainstream / Group	SEND / General classroom practice	1	2	Maths	Moderate Quality
*Demir (2022)	Turkey	RCT	MLD	34	Secondary Educational Phase / Special / Classroom	SEND / General classroom practice	1	1	Maths	Moderate Quality
*Denton (2006)	USA	RCT	writing difficulties	38	Primary / Mainstream / Individual Multiple	SEND / General classroom practice	2	3	Writing	Moderate Quality
*Denton (2008)	USA	RCT	dyslexia/reading difficulties	38	Across phases / Mainstream / Group	SEND / Tier 1	1	5	Reading; Writing	Moderate Quality
*Denton (2010)	USA	RCT	dyslexia/reading difficulties	507	Primary / Mainstream / Group	SEND / Tier 1	1	9	Reading; Writing	High Quality
*Denton (2011)	USA	RCT	dyslexia/reading difficulties	283	Primary / Mainstream / Group	SEND / Active control	2	7	Reading; Writing	Moderate Quality
*Denton (2013)	USA	RCT	dyslexia/reading difficulties	72	Primary / Mainstream / Group	SEND / Tier 1	1	9	Reading	High Quality

*Denton (2020a)	USA	QED	dyslexia/reading difficulties	48	Primary / Mainstream / Group	SEND / Tier 1	1	5	Reading	High Quality
*Denton (2020b)	USA	RCT	dyslexia/reading difficulties	143	Primary / Mainstream / Individual	SEND / General classroom practice	1	5	Reading	High Quality
*Dhingra (2022)	India	QED	Mathematical difficulties	40	Primary / Unclear / Individual	SEND / General classroom practice	1	1	Maths	Moderate Quality
*Didion (2022)	USA	RCT	dyslexia/reading difficulties	81	Primary / Unclear / Group Individual	SEND / Tier 1	2	3	Reading	Moderate Quality
*Diliberto (2009)	USA	QED	mixed	83	Across phases / Mainstream / Group	SEND / Active control	1	4	Reading	Moderate Quality
*Donegan (2020) - study 1	USA	RCT	dyslexia/reading difficulties	164	Primary / Unclear / Group	SEND / General classroom practice	1	4	Reading	High Quality
*Donegan (2020) - study 2	USA	RCT	dyslexia/reading difficulties	164	Primary / Unclear / Group	SEND / General classroom practice	1	4	Reading	High Quality
Donnelly (2019)	USA	QED	dyslexia/reading difficulties	47	Across phases / Special / Group	SEND / General classroom practice	1	12	Maths Reading	Moderate Quality
*DuPaul (2021)	USA	RCT	ADHD	186	Across phases / Mainstream / Individual	SEND / Active control	1	5	Overall Attainment; Maths; Reading; Writing	Moderate Quality
*Ebbels (2012)	UK	RCT	Speech, Language and Communication Needs (SLCN)	15	Across phases / Special / Individual	SEND / Active control	1	2	Reading	Moderate Quality
Ecalte (2013) - Study 1	France	RCT	dyslexia/reading difficulties	27	Primary / Mainstream / Individual	SEND / Mixed	2	1	Reading	Low Quality
Ecalte (2013) - Study 2	France	RCT	dyslexia/reading difficulties	18	Primary / Mainstream / Individual	SEND / Active control	2	3	Reading	Low Quality
*Egeland (2013)	Norway	RCT	ADHD	67	Across phases / Mainstream / Individual	SEND / General classroom practice	1	5	Maths; Reading	High Quality
*Ehlert (2013)	Germany	RCT	Mathematical difficulties	128	Primary / Special / Individual Not reported	SEND; Typically Developing Group (ability matched) / Mixed	1	1	Maths	Moderate Quality
Eissa (2009)	Egypt	QED	writing difficulties	67	Secondary Educational Phase / Mainstream / Individual	SEND / Unclear	1	2	Writing	Low Quality
*Englert (2007)	USA	QED	mixed	35	Primary / Special / Classroom	SEND / Tier 1	1	12	Writing	High Quality
Esfandbod (2022)	Iran	QED	Speech, Language and	12	Primary / Clinical / Individual	SEND / Active control	1	16	Reading	Moderate Quality



			Communication Needs (SLCN)							
*Evans (2011)	USA	RCT	ADHD	49	Across phases / Mainstream / Multiple	SEND / General classroom practice	1	3	Overall Attainment; Maths	Moderate Quality
*Evans (2014)	USA	RCT	ADHD	36	Secondary Educational Phase / Mainstream / Individual	SEND / General classroom practice	1	1	Overall Attainment	Moderate Quality
*Evans (2016)	USA	RCT	ADHD	326	Across phases / Mainstream / Individual Multiple	SEND / Tier 1	2	1	Overall Attainment	High Quality
Everatt (2011)	Kuwait	QED	mixed	Not reported	Across phases / Special / Not reported	SEND / Tier 1	4	1	Writing	Moderate Quality
*Faramarzi (2018) - Study 1	Iran	RCT	dyslexia/reading difficulties	90	Primary / Mainstream / Group	SEND / General classroom practice	2	10	Reading	Moderate Quality
*Faramarzi (2018) - Study 2	Iran	RCT	dyslexia/reading difficulties	90	Primary / Mainstream / Group	SEND / General classroom practice	2	10	Reading	Moderate Quality
*Farhat (2016)	Tunisia	QED	DCD	41	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / General classroom practice	1	2	Writing	Moderate Quality
*Ferraz (2018)	Brazil	RCT	dyslexia/reading difficulties	20	Across phases / Special / Not reported	SEND / Unclear	1	26	Reading; Writing	Low Quality
*Filderman (2022)	USA	cRCT	dyslexia/reading difficulties	88	Primary / Mainstream / Group	SEND / Tier 1	2	6	Reading	Moderate Quality
*Firuz (2021)	Iran	RCT	dyslexia/reading difficulties	34	Primary / Special / Classroom	SEND / General classroom practice	1	3	Reading	Moderate Quality
*Flaunacco (2015)	Italy	RCT	dyslexia/reading difficulties	48	Primary / Special / Group	SEND / Active control	1	13	Reading	Moderate Quality
Fleury (2021)	USA	cRCT	autism	11	Primary / Special / Individual	SEND / Active control	1	1	Reading	Low Quality
*Flores (2013)	USA	QED	autism	18	Across phases / Special / Group	SEND / Active control	1	1	Reading	Moderate Quality
*Fraga Gonzalez (2015); Fraga Gonzalez (2016)	Netherlands	RCT	dyslexia/reading difficulties	44	Primary / Special / Individual	SEND; Typically Developing Group (CA matched) / General classroom practice	1	21	Reading	High Quality

*Fragkouli (2022)	Greece	RCT	mixed	78	Primary / Mainstream / Group	SEND / Tier 1	1	5	Reading; Writing	Moderate Quality
*Freilich (2010)	Israel	QED	mixed	93	Across phases / Special / Group	SEND / Tier 1	1	1	Overall Attainment	High Quality
*Fuchs (2001) Study 1	USA	cRCT	Mathematical difficulties	21	Primary / Mainstream / Classroom	SEND / General classroom practice	1	2	Maths	Moderate Quality
*Fuchs (2001) Study 2	USA	cRCT	mixed	15	Primary / Mainstream / Classroom	SEND / Tier 1	1	2	Maths	Moderate Quality
*Fuchs (2008)	USA	RCT	Mathematical difficulties	46	Primary / Mainstream / Individual	SEND / General classroom practice	1	11	Maths	Moderate Quality
*Fuchs (2009)	USA	RCT	mixed	133	Primary / Mainstream / Individual	SEND / General classroom practice	2	7	Maths	Moderate Quality
*Fuchs (2010)	USA	RCT	mixed	150	Primary / Mainstream / Individual	SEND / General classroom practice	2	7	Maths	Moderate Quality
*Fuchs (2015) - Study 1	USA	QED	Mathematical difficulties	81	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	1	3	Maths	Low Quality Moderate Quality
*Fuchs (2015) - Study 2	USA	QED	Mathematical difficulties	67	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	1	3	Maths	Low Quality Moderate Quality
*Fuchs (2015) - Study 3	USA	QED	Mathematical difficulties	57	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	1	3	Maths	Low Quality Moderate Quality
*Furey (2017)	USA	QED - RDD	mixed	107	Primary / Mainstream / Group	SEND - (RDD CONTROL) / General classroom practice	1	2	Writing	High Quality
*Gebauer (2012)	Austria	QED	dyslexia/reading difficulties	42	Across phases / Special / Individual	SEND; Typically Developing Group (CA matched) / General classroom practice	1	3	Reading; Writing	Low Quality Moderate Quality

*Gharaibeh (2022)	UAE	QED	dyslexia/reading difficulties	60	Primary / Mainstream / Individual	SEND / General classroom practice	1	5	Reading	High Quality
Gilbert (2013)	USA	QED	acquired brain injury	10	Post-18 / Special / Multiple	SEND / Unclear	1	2	Overall Attainment; Writing	High Quality
*Gillam (2008)	USA	RCT	Speech, Language and Communication Needs (SLCN)	216	Primary / Mainstream / Individual	SEND / Tier 1	3	1	Reading	High Quality
*Gillon (2000)	New Zealand	QED	Speech, Language and Communication Needs (SLCN)	91	Primary / Special / Individual	SEND; Typically Developing Group (CA matched) / Mixed	1	7	Reading	High Quality Moderate Quality
*Goetz (2008)	UK	QED	Down syndrome	15	Across phases / Mainstream / Individual Multiple	SEND / General classroom practice	1	6	Reading	Moderate Quality
*González (2002)	Spain	RCT	dyslexia/reading difficulties	53	Primary / Mainstream / Group	SEND / Active control	1	3	Reading	Low Quality
*González-Castro (2016) - Study 1	Spain	RCT	ADHD	72	Primary / Mainstream / Group	SEND / General classroom practice	1	11	Maths	Moderate Quality
*González-Castro (2016) - Study 2	Spain	RCT	Mathematical difficulties	82	Primary / Mainstream / Group	SEND / General classroom practice	1	11	Maths	Moderate Quality
*González-Castro (2016) - Study 3	Spain	RCT	Mixed	62	Primary / Mainstream / Group	SEND / General classroom practice	1	11	Maths	Moderate Quality
*Gorard (2014)	UK	cRCT	dyslexia/reading difficulties	314	Secondary Educational Phase / Mainstream / Individual	SEND / Unclear	1	2	Reading	High Quality
*Graham (2021)	USA	QED	dyslexia/reading difficulties	153	Across phases / Mainstream / Group	SEND / Mixed	1	4	Overall Attainment; Reading	Moderate Quality
*Gray (2012)	Canada	RCT	mixed	60	Secondary Educational Phase / Special / Individual	SEND / Active control	1	3	Maths; Reading; Writing	Moderate Quality
*Green (2018)	USA	QED	mixed	50	Primary / Special / Group	SEND / Active control	1	4	Maths	Moderate Quality
*Grindle (2021)	UK	RCT	Severe learning difficulty (SLD)	55	Across phases / Special / Individual	SEND / Active control	1	6	Reading	High Quality
Grossen (2002) - Study 1	USA	RCT	mixed	29	Primary / Mainstream / Group	SEND / Active control	1	1	Reading	Low Quality
Grossen (2002) - Study 2	USA	QED	mixed	6	Primary / Mainstream / Not reported	SEND; Typically Developing Group (CA	2	2	Overall Attainment	Low Quality

						matched) / Mixed				
*Guan (2017)	China	RCT	Hearing Impaired	60	Primary / Special / Individual	SEND; Typically Developing Group (CA matched) / Active control	1	4	Reading	Moderate Quality
Hacker (2019)	USA	cRCT	Mathematical difficulties	59	Across phases / Mainstream / Group	SEND / Active control	1	4	Maths; Writing	Low Quality
*Harn (2008)	USA	QED	dyslexia/reading difficulties	54	Primary / Mainstream / Group	SEND / Tier 1	1	7	Reading	High Quality
*Hart (2016)	USA	RCT	Social, Emotional, Mental health (SEMH)	50	Primary / Special / Multiple	SEND / Tier 1	1	1	Reading	Moderate Quality
*Hart (2019)	USA	RCT	Social, Emotional, Mental health (SEMH)	45	Primary / Special / Multiple	SEND / Tier 1	2	1	Overall Attainment	High Quality
*Hatcher (2000) - Study 1	UK	QED	dyslexia/reading difficulties	55	Across phases / Unclear / Individual	SEND / Unclear	1	3	Reading; Writing	Moderate Quality
*Hatcher (2000) - Study 2	UK	QED	MLD	59	Across phases / Unclear / Individual	SEND / Unclear	1	3	Reading; Writing	Moderate Quality
*Hattabi (2022)	Tunisia	cRCT	ADHD	40	Across phases / Mainstream / Group	SEND / General classroom practice	1	3	Overall Attainment; Maths; Reading	Moderate Quality
*Hautala (2023)	Finland	RCT	dyslexia/reading difficulties	317	Across phases / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	2	4	Reading	Moderate Quality
*Hayes (2003)	USA	QED	Mixed	49	Across phases / Special / Individual	SEND; Typically Developing Group (CA matched) / General classroom practice	1	2	Reading; Writing	Moderate Quality
*Hebert (2018)	USA	RCT	dyslexia/reading difficulties	12	Primary / Special / Individual	SEND / Tier 1	1	3	Reading; Writing	Moderate Quality
*Hechtman (2004)	USA & Canada	RCT	ADHD	103	Primary / Special / Not reported	SEND / Mixed	2	7	Maths; Reading; Writing	Moderate Quality
*Heikkila (2018)	Finland	QED	Speech, Language and Communication Needs (SLCN)	20	Primary / Special / Individual	SEND / Active control	1	5	Reading	High Quality

Helland (2011)	Norway	QED	dyslexia/reading difficulties	49	Primary / Mainstream / Individual	SEND / Active control	1	3	Reading; Writing	Moderate Quality
*Higgins (2000)	USA	RCT	dyslexia/reading difficulties	53	Secondary Educational Phase / Special / Individual	SEND / Tier 1	2	3	Reading; Writing	Moderate Quality
*Hintikka (2008)	Austria	QED	dyslexia/reading difficulties	39	Primary / Mainstream / Individual	SEND / General classroom practice	3	4	Reading	Moderate Quality
*Hirschman (2000) - Study 1	South Africa	QED	Speech, Language and Communication Needs (SLCN)	30	Primary / Special / Classroom	SEND / Tier 1	1	1	Writing	Moderate Quality
*Hirschman (2000) - Study 2	South Africa	QED	Speech, Language and Communication Needs (SLCN)	25	Primary / Special / Classroom	SEND / Tier 1	1	1	Writing	Moderate Quality
*Hock (2017)	USA	QED	dyslexia/reading difficulties	40	Across phases / Mixed / Group	SEND / Active control	1	2	Reading	Moderate Quality
*Hodgins (2021)	Canada	QED	dyslexia/reading difficulties	24	Primary / Mainstream / Group	SEND / General classroom practice	1	5	Reading	High Quality
Holmer (2017)	Sweden	RCT	hearing impaired	16	Primary / Special / Individual	SEND / General classroom practice	1	2	Reading	Moderate Quality
*Hook (2001)	USA	QED	dyslexia/reading difficulties	31	Across phases / Special / Individual	SEND / Active control	2	6	Reading; Writing	Low Quality Moderate Quality
Hua (2012)	USA	QED	mixed	10	Across phases / Special / Classroom	SEND / Tier 1	1	2	Maths	Moderate Quality
Hua (2014)	USA	RCT	mixed	10	Across phases / Special / Classroom	SEND / Tier 1	1	2	Reading	Moderate Quality
*Hudson (2017)	USA	RCT	autism	131	Primary / Mainstream / Individual	SEND / Tier 1	2	6	Reading	High Quality
*Hume (2022)	USA	cRCT	autism	547	Secondary Educational Phase / Mainstream / Not reported	SEND / Tier 1	1	2	Overall Attainment; Reading	Moderate Quality
*Hund-Reid (2013)	Canada	RCT	Speech, Language and Communication Needs (SLCN)	37	Primary / mainstream / Multiple	SEND / General classroom practice	1	4	Reading	Moderate Quality
*Hunt (2019)	USA	RCT	mixed	80	Primary / Mainstream / Group	SEND / Tier 1	1	6	Reading	High Quality
*Hurwitz (2022)	USA	cRCT	mixed	116	Primary / Mainstream / Individual	SEND / Tier 1	1	2	Reading	Moderate Quality

*Ise (2010) Study 1	Germany	QED	dyslexia/reading difficulties	14	Secondary Educational Phase / Special / Individual	SEND / General classroom practice	1	3	Reading; Writing	Low Quality
*Ise (2010) Study 2	Germany	RCT	dyslexia/reading difficulties	27	Secondary Educational Phase / Special / Individual	SEND / General classroom practice	1	3	Reading; Writing	Low Quality
*Iseman (2011)	USA	cRCT	mixed	29	Across phases / Special / Classroom	SEND / Tier 1	1	3	Maths	Moderate Quality
*Isikdogan (2010)	Turkey	QED	MLD	14	Primary / Mixed / Group	SEND / Tier 1	1	1	Reading	Moderate Quality
Jacob (2021)	Nigeria	cRCT	MLD	17	Not reported / Special / Not reported	SEND / Tier 1	1	1	Reading	Low Quality
Jansen (2013)	Netherlands	RCT	MLD	58	Secondary Educational Phase / Special / Individual	SEND / Tier 1	1	4	Maths	Moderate Quality
*Jepsen (2002)	USA	RCT	mixed	46	Secondary Educational Phase / Special / Multiple	SEND / General Classroom Practice	1	8	Overall Attainment; Reading	Moderate Quality
*Jimenez (2003) - Study 1	Spain	QED	dyslexia/reading difficulties	79	Primary / Mainstream / Individual	SEND / General classroom practice	1	8	Reading	Moderate Quality
*Jimenez (2003) - Study 2	Spain	QED	dyslexia/reading difficulties	79	Primary / Mainstream / Individual	SEND / General classroom practice	1	8	Reading	Moderate Quality
*Jiménez (2007)	Spain	RCT	dyslexia/reading difficulties	83	Primary / Mainstream / Individual	SEND / General classroom practice	4	5	Reading	Moderate Quality
*Jiménez (2021a) - Study 1; Jiménez (2021b)	Spain	QED	dyslexia/reading difficulties	437	Primary / Mainstream / Group	SEND / General classroom practice	1	7	Reading	High Quality
*Jiménez (2021a) - Study 2; Jiménez (2021b)	Spain	QED	dyslexia/reading difficulties	431	Primary / Mainstream / Group	SEND / General classroom practice	1	7	Reading	High Quality
*Jiménez (2021a) - Study 3; Jiménez (2021b)	Spain	QED	Mathematical difficulties	488	Primary / Mainstream / Group	SEND / General classroom practice	1	6	Maths	High Quality
*Jiménez (2021a) - Study 4; Jiménez (2021b)	Spain	QED	Mathematical difficulties	347	Primary / Mainstream / Group	SEND / General classroom practice	1	6	Maths	High Quality
*Jiménez (2021a) - Study 5; Jiménez (2021b)	Spain	QED	Mathematical difficulties	140	Primary / Mainstream / Group	SEND / General classroom practice	1	6	Maths	High Quality
*Jiménez (2022)	Spain	QED	writing difficulties	164	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) /	1	5	Writing	High Quality Moderate Quality

						General classroom practice				
*Jitendra (2013)	USA	RCT	MLD	55	Primary / Mainstream / Group	SEND / Tier 1	1	1	Maths	Moderate Quality
*Joly-Pottuz (2008)	France	RCT	dyslexia/reading difficulties	19	Primary / Unclear / Individual	SEND / Active control	1	6	Reading; Writing	Moderate Quality
*Jongmans (2003) Study 1	Netherlands	QED	Speech, Language and Communication Needs (SLCN)	14	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	1	2	Writing	Moderate Quality
*Jongmans (2003) Study 2	Netherlands	QED	Speech, Language and Communication Needs (SLCN)	24	Across phases / Special / Group	SEND; Typically Developing Group (CA matched) / General classroom practice	1	2	Writing	Moderate Quality
Jucla (2010)	France	QED	dyslexia/reading difficulties	35	Primary / Special / Individual	Typically Developing Group (CA matched) / General classroom practice	1	4	Reading	Moderate Quality
*Judica (2002)	Italy	QED	dyslexia/reading difficulties	18	Secondary Educational Phase / Mainstream / Individual	SEND / General classroom practice	1	18	Reading	Moderate Quality
*Jung (2017) - Study 1	USA	RCT	writing difficulties	19	Primary / Mixed / Group	SEND / Mixed	1	7	Writing	High Quality
*Jung (2017) - Study 2	USA	RCT	mixed	27	Primary / Mixed / Group	SEND / Mixed	1	7	Writing	High Quality
*Jurbergs (2010) - Study 1	USA	RCT	ADHD	43	Primary / Mainstream / Individual	SEND / General classroom practice	1	2	Overall Attainment	Moderate Quality
*Jurbergs (2010) - Study 2	USA	RCT	ADHD	43	Primary / Mainstream / Individual	SEND / General classroom practice	1	2	Overall Attainment	Moderate Quality
*Justice (2015); Guo (2016)	USA	RCT	Speech, language and communication needs (SLCN)	291	Primary / Special / Classroom Multiple	SEND / Tier 1	2	4	Reading	Moderate Quality

*Kable (2007)	USA	RCT	Fetal Alcohol Spectrum Disorder	61	Primary / Special / Individual	SEND / Tier 1	1	5	Maths	High Quality
*Kamps (2016)	USA	QED	autism	62	Primary / Special / Group	SEND / General classroom practice	1	6	Reading	Moderate Quality
*Kanive (2014)	USA	RCT	Mathematical difficulties	90	Primary / Mainstream / Group	SEND / General classroom practice	2	2	Maths	Moderate Quality
*Keller (2019)	USA	RCT	mixed	20	Primary / Mainstream / Group	SEND / General classroom practice	1	5	Reading; Writing	Moderate Quality
Kemper (2012) Study 1	Netherlands	QED	writing difficulties	127	Primary / Special / Group	Typically Developing Group (ability matched) / General classroom practice	2	3	Writing	Moderate Quality
Kemper (2012) Study 2	Netherlands	QED	writing difficulties	77	Primary / Mixed / Group	Typically Developing Group (ability matched) / General classroom practice	2	3	Writing	Moderate Quality
*Kim (2006)	USA	RCT	dyslexia/reading difficulties	34	Primary / Mainstream / Group	SEND / Tier 1	1	5	Reading	Low Quality
*Koen (2018)	USA	RCT	dyslexia/reading difficulties	15	Across phases / Special / Individual	SEND / General classroom practice	1	1	Reading	Moderate Quality
*Kohn (2020)	Germany	RCT	Mathematical difficulties	72	Primary / Clinical / Not reported	SEND / General classroom practice	1	7	Overall Attainment; Maths	Moderate Quality
Kozulin (2017)	Israel	QED	mixed	30	Across phases / Mainstream / Not reported	Typically Developing Group (CA matched) / General classroom practice	1	2	Maths	Moderate Quality
*Kroesbergen (2002)	Netherlands	RCT	Mathematical difficulties	75	Primary / Mixed / Group	SEND / General classroom practice	2	3	Maths	Low Quality
Laing (2005)	USA	QED	Speech, Language and	11	Primary / Mainstream / Multiple	Typically Developing Group (CA	1	3	Reading	Moderate Quality



			Communication Needs (SLCN)			matched) / Active control				
*Lambert (2014)	Germany	QED	Mathematical difficulties	46	Across phases / Mainstream / Individual	SEND / Active control	1	2	Maths	Moderate Quality
*Landis (2019)	USA	RCT	ADHD	49	Primary / Special / Not reported	SEND / Active control	1	1	Overall Attainment	Moderate Quality
*Lane (2011)	USA	RCT	mixed	44	Primary / Mainstream / Individual	SEND / Tier 1	1	6	Writing	High Quality Moderate Quality
*Lanfranchi (2015)	Italy	QED	Down syndrome	36	Across phases / Mainstream / Individual	SEND / General classroom practice	1	8	Maths	Moderate Quality
*Langberg (2008)	USA	RCT	ADHD	37	Across phases / Mainstream / Multiple	SEND / General classroom practice	1	4	Overall Attainment	Moderate Quality
*Langberg (2012)	USA	RCT	ADHD	47	Across phases / Mainstream / Individual	SEND / General classroom practice	1	1	Overall Attainment	Moderate Quality
*Lauchlan (2001) - Study 1	UK	QED	Severe learning difficulty (SLD)	30	Primary / Special / Group	SEND / General classroom practice	1	8	Overall Attainment; Maths; Reading	Moderate Quality
*Lauchlan (2001) - Study 2	UK	QED	Severe learning difficulty (SLD)	30	Primary / Special / Group	SEND / General classroom practice	1	8	Overall Attainment; Maths; Reading	Moderate Quality
Lawton (2016)	USA	RCT	dyslexia/reading difficulties	58	Primary / Mainstream / Individual	SEND / Active control	2	3	Reading	Moderate Quality
Lawton (2017)	USA	RCT	dyslexia/reading difficulties	42	Primary / Special / Individual	SEND; Typically Developing Group (CA matched) / Active control	1	3	Reading	Moderate Quality
*Layes (2022)	Algeria	RCT	dyslexia/reading difficulties	44	Primary / Mainstream / Group	SEND / Tier 1	1	3	Reading	Moderate Quality
*le Roux (2014)	South Africa	RCT	dyslexia/reading difficulties	106	Across phases / Mainstream / Individual	SEND / General classroom practice	3	3	Reading	Low Quality
*Lederberg (2014)	USA	QED	hearing impaired	58	Primary / Unclear / Multiple	SEND / General classroom practice	1	5	Reading	Moderate Quality
*Lim (2019)	Singapore	QED	Down Syndrome	15	Across phases / Special / Individual	SEND / General classroom practice	1	3	Reading; Writing	Moderate Quality
*Loeb (2009)	USA	QED	Speech, Language and Communication Needs (SLCN)	103	Primary / Mainstream / Individual	SEND / Tier 1	3	5	Reading	Moderate Quality

*Lombardi (2020)	USA	QED	mixed	287	Post-18 / Mainstream / Individual	SEND / General classroom practice	1	1	Overall Attainment	Moderate Quality
*Lonigan (2016) - Study 1	USA	RCT	dyslexia/reading difficulties	93	Primary / Mainstream / Group	SEND / Tier 1	1	6	Reading	High Quality
*Lonigan (2016) - Study 2	USA	RCT	dyslexia/reading difficulties	184	Primary / Mainstream / Group	SEND / Tier 1	1	8	Reading	High Quality
Lorusso (2011)	Italy	RCT	dyslexia/reading difficulties	123	Across phases / Clinical / Individual	SEND / Active control	6	4	Reading; Writing	Moderate Quality
Lotfi (2020)	iran	RCT	dyslexia/reading difficulties	35	Across phases / Mainstream / Individual	SEND / General classroom practice	1	4	Reading	Moderate Quality
Lovett (2008)	Canada	RCT	dyslexia/reading difficulties	166	Across phases / Special / Group	SEND / Tier 1	1	9	Reading	High Quality
Lovett (2017)	USA & Canada	QED	dyslexia/reading difficulties	237	Primary / Mainstream / Group	SEND / General classroom practice	1	14	Reading; Writing	High Quality
*Lovett (2021)	USA; Canada	RCT	dyslexia/reading difficulties	514	Secondary Educational Phase / mainstream / Group	SEND / Active control	2	15	Reading	High Quality
*Lucangeli (2019)	Italy	QED	Mathematical difficulties	68	Across phases / Clinical / Individual	SEND / Unclear	1	5	Maths	Moderate Quality
Lundberg (2013)	Sweden	RCT	MLD	40	Secondary Educational Phase / Special / Group	SEND / Active control	1	5	Reading	Low Quality
*Łuniewska (2018)	Poland	QED	dyslexia/reading difficulties	69	Across phases / Clinical / Individual	SEND / General classroom practice	2	4	Reading	Moderate Quality
Luo (2013)	China	RCT	dyslexia/reading difficulties	30	Primary / Mainstream / Group	SEND / Tier 1	1	2	Reading	Low Quality
Magnan (2004)	France	QED	dyslexia/reading difficulties	14	Primary / Special / Individual	SEND / Tier 1	1	1	Reading	Moderate Quality
*Malekpour (2013)	Iran	RCT	dyslexia/reading difficulties	45	Primary / Mainstream / Group	SEND / Unclear	2	1	Writing	Low Quality
*Malliakas (2021)	Greece	QED	dyslexia/reading difficulties	124	Secondary Educational Phase / Mainstream / Group	SEND / Tier 1	1	1	Maths	Low Quality
Marschark (2006) - Study 1	USA	QED	hearing impaired	127	Across phases / Mainstream / Group	Typically Developing Group (CA matched) / General Classroom Practice	3	1	Overall Attainment	Moderate Quality
*Marschark (2006) - Study 2	USA	RCT	hearing impaired	60	Across phases / Mainstream / Group	SEND / General Classroom Practice	2	1	Overall Attainment	Moderate Quality

*Marschark (2006) - Study 3	Australia	RCT	hearing impaired	15	Secondary Educational Phase / Special / Classroom	SEND / General Classroom Practice	2	1	Overall Attainment	Moderate Quality
*Marschark (2006) - Study 4	Netherlands	RCT	hearing impaired	28	Secondary Educational Phase / Special / Not reported	SEND / Unclear	1	2	Overall Attainment	Moderate Quality
Martínez (2022)	Chile	QED	Speech, language and communication needs (SLCN)	59	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	1	4	Reading	Moderate Quality
*Martinez-Lincoln (2021)	USA	RCT	dyslexia/reading difficulties	66	Across phases / Mainstream / Group Individual	SEND / General classroom practice	2	2	Reading	Moderate Quality
Mastropieri (2004)	USA	QED	mixed	27	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	1	1	Maths	Low Quality
*Mastropieri (2015)	USA	RCT	Social, Emotional, Mental health (SEMH)	32	Secondary Educational Phase / Special / Group	SEND / General classroom practice	1	6	Writing	Moderate Quality
*Maximo (2017)	USA	RCT	autism	28	Across phases / Clinical / Individual	SEND / General classroom practice	1	2	Reading	Low Quality
*McLeod (2017)	Australia	cRCT	Speech, Language and Communication Needs (SLCN)	123	Primary / Special / Individual	SEND / General classroom practice	1	5	Reading	High Quality
*McMaster (2015)	USA	cRCT	dyslexia/reading difficulties	62	Primary / Mainstream / Group	SEND / Active control	2	11	Reading	Moderate Quality
*Mercer (2000)	USA	QED	dyslexia/reading difficulties	49	Across phases / Mainstream / Individual	SEND / Active Control	1	2	Reading	Moderate Quality
*Milhandoost (2011)	Iran	QED	dyslexia/reading difficulties	64	Across phases / Unclear / Individual	SEND / Unclear	1	2	Reading	Low Quality
*Mills (2020)	Australia	RCT	autism	30	Across phases / Special / Individual	SEND / Active control	1	2	Overall Attainment	Moderate Quality
*Mioduser (2000)	Israel	QED	autism	46	Primary / Special / Group	SEND / General classroom practice	2	3	Reading	Low Quality

Mononen (2014)	Finland	QED	Speech, Language and Communication Needs (SLCN)	41	Primary / Mixed / Classroom	Typically Developing Group (CA matched) / General classroom practice	1	3	Maths; Reading	High Quality
Monroe (2006)	USA	QED	mixed	12	Across phases / Special / Group	SEND; Typically Developing Group (CA matched) / General classroom practice	1	3	Writing	Moderate Quality
*Moran (2014)	USA	QED	mathematical difficulties	72	Across phases / Mainstream / Group	SEND / General classroom practice	3	4	Maths	High Quality
Morano (2020)	USA	RCT	mixed	38	Across phases / Mainstream / Group	SEND / Tier 1	2	2	Maths	Moderate Quality
Morocco (2001)	USA	QED	mixed	163	Secondary Educational Phase / mainstream / Group	Typically Developing Group (CA matched) / General classroom practice	1	2	Writing	Moderate Quality
*Morris et al. (2012) - Study 1	USA	RCT	dyslexia/reading difficulties	138	Primary / Unclear / Individual	SEND / Active Control	1	9	Maths; Reading	High Quality
*Morris et al. (2012) - Study 2	USA	RCT	dyslexia/reading difficulties	138	Primary / Unclear / Individual	SEND / Active Control	1	9	Maths; Reading	High Quality
Morrison (2020)	USA	QED	dyslexia/reading difficulties	600	Primary / Unclear / Group Not reported	Typically Developing Group (CA matched) / Tier 1	5	4	Reading	Moderate Quality
*Moser (2017)	Germany	QED	Mathematical difficulties	123	Across phases / Mixed / Group	SEND / General classroom practice	2	1	Maths	Moderate Quality
*Mun (2017)	South Korea	QED	dyslexia/reading difficulties	14	Primary / Mainstream / Individual	SEND / General classroom practice	2	1	Reading	Moderate Quality
*Munez (2022)	Singapore	RCT	Mathematical difficulties	428	Primary / Mixed / Individual	SEND / Tier 1	3	3	Maths	High Quality
*Nagler (2021)	Germany	RCT	dyslexia/reading difficulties	120	Primary / Mainstream / Individual	SEND / General classroom practice	1	4	Reading	Moderate Quality

Nakeva (2014)	Sweden	QED	hearing impaired	120	Primary / Unclear / Individual	Typically Developing Group (CA matched) / Unclear	1	4	Reading	Moderate Quality
*Nakeva (2021)	Sweden	RCT	Down syndrome	17	Across phases / Special / Individual	SEND / General classroom practice	1	14	Reading	Moderate Quality
*Namkung (2021)	USA	RCT	Mathematical difficulties	48	Across phases / Mainstream / Group	SEND / General classroom practice	1	4	Maths	Moderate Quality
*Nazari (2022)	Iran	QED	Mathematical difficulties	37	Primary / Mainstream / Individual	SEND / General classroom practice	1	3	Maths	Moderate Quality
*Nazir (2019)	Pakistan	RCT	Visual impairment	50	Across phases / Unclear / Individual	SEND / General classroom practice	1	1	Reading	Moderate Quality
*Nunes (2002)	UK	QED	hearing impaired	88	Primary / special / Group	SEND / General classroom practice	1	1	Maths	Moderate Quality
*Nusser (2017)	Germany	RCT	mixed	369	Across phases / Special / Group Multiple	SEND / General classroom practice	2	3	Reading	Low Quality
*O'Connor (2005)	USA	QED	dyslexia/reading difficulties	22	Primary / mainstream / Multiple	SEND / general classroom practice	2	4	Reading	Moderate Quality
O'Connor (2015)	USA	QED	dyslexia/reading difficulties	38	Secondary Educational Phase / Mainstream / Group	Typically Developing Group (CA matched) / General classroom practice	1	6	Reading	Moderate Quality
*O'Connor (2022)	USA	QED	mixed	36	Secondary Educational Phase / Unclear / Group	SEND / General classroom practice	1	5	Reading; Writing	High Quality
*O'Shaughnessy (2000)	USA	RCT	dyslexia/reading difficulties	45	Primary / Mainstream / Group	SEND / Active control	2	6	Reading	Moderate Quality
Odegard (2008) - Study 1	Unsure	QED	dyslexia/reading difficulties	12	Across phases / Clinical / Group	Typically Developing Group (CA matched) / General classroom practice	1	3	Reading	Moderate Quality

Odegard (2008) - Study 2	Unsure	QED	dyslexia/reading difficulties	12	Across phases / Clinical / Multiple	Typically Developing Group (CA matched) / General classroom practice	1	3	Maths; Reading; Writing	Moderate Quality
Odom (2019)	USA	RCT	mixed	171	Primary / Mainstream / Classroom	SEND / General classroom practice	1	7	Writing	Moderate Quality
Ögülmus (2021)	Turkey	RCT	mixed	23	Across phases / Special / Group	SEND / General classroom practice	1	1	Reading	Low Quality
*Olad-Ghobad (2022)	Iran	QED	dyslexia/reading difficulties	45	Primary / Mainstream / Group	SEND / General classroom practice	2	1	Reading	Moderate Quality
*Orkin 2018	USA	RCT	dyslexia/reading difficulties	47	Primary / Special / Group	SEND / Active control	1	5	Maths; Reading; Writing	Moderate Quality
*Pannim (2022)	Thailand	QED	dyslexia/reading difficulties	36	Primary / Mainstream / Group	SEND / General classroom practice	2	1	Reading	Moderate Quality
*Papadopoulou (2022)	Greece	RCT	mixed	40	Primary / Mainstream / Individual	SEND / Tier 1	1	14	Reading; Writing	Moderate Quality
*Pape-Neumann (2015)	Germany	QED	dyslexia/reading difficulties	40	Primary / Mainstream / Individual	SEND / General classroom practice	3	3	Reading	Moderate Quality
*Parveen (2017)	Pakistan	RCT	hearing impaired	34	Secondary Educational Phase / Special / Classroom	SEND / General classroom practice	1	4	Overall Attainment; Science	Moderate Quality
*Pears (2016)	USA	RCT	Social, Emotional, Mental health (SEMH)	225	Primary / Special / Group	SEND / Tier 1	1	10	Overall Attainment; Reading; Writing	High Quality Moderate Quality
Peters (2021)	Australia	RCT	dyslexia/reading difficulties	225	Across phases / Mainstream / Group	SEND / Tier 1	2	3	Reading	High Quality
*Petscher (2020)	USA	cRCT	Mathematical difficulties	82	Primary / Mainstream / Not reported	SEND / General classroom practice	1	5	Maths	Moderate Quality
*Pires (2019)	Brazil	QED	Speech, Language and Communication Needs (SLCN)	25	Across phases / Mainstream / Individual	SEND / Tier 1	1	1	Writing	Moderate Quality
*Pokorni (2004)	USA	RCT	Speech, Language and Communication Needs (SLCN)	54	Primary / Special / Group Individual	SEND / Active control	2	9	Reading; Writing	Moderate Quality

Pourmohamadreza-Tajrishi (2015)	Iran	QED	MLD	30	Secondary Educational Phase / Unclear / Not reported	SEND / General classroom practice	1	1	Maths	Low Quality
*Powell (2015)	USA	RCT	Mathematical difficulties	98	Primary / Mainstream / Group	SEND / General classroom practice	2	2	Maths	Moderate Quality
*Powell (2021); Powell (2019); Powell (2020)	USA	RCT	Mathematical difficulties	304	Primary / Mainstream / Individual	SEND / General classroom practice	2	3	Maths	Moderate Quality
*Powell (2022)	USA	RCT	Mathematical difficulties	76	Primary / Mainstream / Group	SEND / General classroom practice	1	2	Maths	Moderate Quality
*Praet (2019)	Belgium	RCT	Mathematical difficulties	165	Primary / Mainstream / Individual	SEND / General classroom practice	4	1	Maths	Moderate Quality
*Qian (2015)	China	QED	dyslexia/reading difficulties	28	Primary / Unclear / Not reported	SEND; Typically Developing Group (CA matched) / General classroom practice	1	1	Reading	Moderate Quality
*Rabiner (2010)	USA	RCT	ADHD	77	Primary / Unclear / Group	SEND / General classroom practice	2	5	Overall Attainment; Maths; Reading	High Quality
*Rafdal (2011)	USA	QED	mixed	89	Primary / Mainstream / Classroom	SEND / General classroom practice	2	8	Reading; Writing	High Quality
Rajender (2011)	India	RCT	ADHD	20	Primary / Mainstream / Multiple	SEND / General classroom practice	1	3	Overall Attainment; Maths	Moderate Quality
*Ramer (2020)	USA	RCT	ADHD	35	Across phases / Mainstream / Group	SEND / Tier 1	1	3	Maths; Reading	High Quality
*Ramezani (2021)	Iran	RCT	dyslexia/reading difficulties	29	Primary / Mainstream / Individual	SEND / Active control	1	4	Reading	High Quality
Ramirez-Santana (2018)	Spain	QED	Speech, Language and Communication Needs (SLCN)	68	Primary / Mainstream / Group	typically Developing Group (CA matched) / General classroom practice	1	4	Writing	Moderate Quality
*Rashotte (2001) - Study 1	Canada	RCT	dyslexia/reading difficulties	47	Primary / Mainstream / Group	SEND / General Classroom Practice	1	13	Reading; Writing	Moderate Quality

*Rashotte (2001) - Study 2	Canada	RCT	dyslexia/reading difficulties	35	Primary / Mainstream / Group	SEND / General Classroom Practice	1	13	Reading; Writing	Moderate Quality
*Rashotte (2001) - Study 3	Canada	RCT	dyslexia/reading difficulties	33	Across phases / Mainstream / Group	SEND / General Classroom Practice	1	13	Reading; Writing	Moderate Quality
*Ray (2021)	USA	QED	mixed	20	Secondary Educational Phase / Mainstream / Group	SEND / Active control	1	6	Overall Attainment; Writing	High Quality
*Re (2014) - Study 1	Italy	RCT	Mathematical difficulties	19	Primary / Mainstream / Individual	SEND / Active control	1	5	Maths	Moderate Quality
*Re (2014) - Study 2	Italy	RCT	Mathematical difficulties	35	Primary / Mainstream / Individual	SEND / Active control	1	5	Maths	Moderate Quality
*Reed (2016)	USA	RCT	mixed	24	Secondary Educational Phase / Mixed / Not reported	SEND / Active control	2	4	Reading	High Quality
Reichenberg (2014)	Sweden	RCT	mixed	31	Secondary Educational Phase / Special / Group	SEND / Active control	1	6	Reading	Moderate Quality
Ribeiro (2020)	Brazil	QED	Mathematical difficulties	44	Primary / Mainstream / Group	Typically Developing Group (CA matched) / General classroom practice	1	2	Maths	High Quality
*Ritter (2013a)	USA	RCT	Speech, Language and Communication Needs (SLCN)	49	Across phases / Special / Multiple	SEND / Active control	1	6	Reading	High Quality
*Ritter (2013b)	USA	QED	Speech, Language and Communication Needs (SLCN)	64	Primary / Mainstream / Group	SEND / General Classroom Practice	1	5	Reading	High Quality
Roberts (2016)	Australia	RCT	mixed	452	Primary / mainstream / Group	SEND / general classroom practice	1	4	Maths; Reading; Writing	High Quality
*Roberts (2018)	USA	RCT	dyslexia/reading difficulties	380	Primary / Mainstream / Multiple	SEND / Tier 1	2	2	Reading	High Quality
Roden (2019)	Germany	RCT	Speech, Language and Communication Needs (SLCN)	101	Primary / Mainstream / Group Individual	SEND / General classroom practice	2	7	Reading	Moderate Quality
*Rogevich (2008) - Study 1	USA	QED	Social, Emotional, Mental health (SEMH)	32	Secondary Educational Phase / Special / Group	SEND / Active control	1	5	Writing	High Quality



*Rogevich (2008) - Study 2	USA	QED	Social, Emotional, Mental health (SEMH)	31	Secondary Educational Phase / Special / Group	SEND / Active control	1	5	Writing	High Quality
*Roux (2015)	Canada	RCT	autism	45	Across phases / Mainstream / Group	SEND / General classroom practice	1	5	Reading	Moderate Quality
*Rvachew (2004)	Canada	RCT	Speech, Language and Communication Needs (SLCN)	34	Primary / Clinical / Individual	SEND / Active control	1	4	Reading	Moderate Quality
Saint-Georges (2020)	France	RCT	autism	34	Primary / Special / Group	SEND / Tier 1	1	8	Overall Attainment; Maths; Reading; Writing	Moderate Quality
Saldago (2008)	Brasil	RCT	dyslexia/reading difficulties	24	Across phases / mainstream / Not reported	SEND / Unclear	1	5	Reading; Writing	Low Quality
Saleh (2018)	Saudi Arabia	QED	MLD	20	Primary / special / Not reported	SEND / Unclear	1	1	Maths	Moderate Quality
*Salminen (2015)	Finland	RCT	Mathematical difficulties	17	Primary / Mainstream / Individual	SEND / Active control	1	5	Maths; Reading	Moderate Quality
*Sanders (2020)	USA	RCT	Social, Emotional, Mental health (SEMH)	30	Primary / Mainstream / Group	SEND / Active control	1	6	Reading	High Quality
Sanford et al. (2013)	USA	QED	Social, Emotional, Mental health (SEMH)	2397	Primary / Special / Group	Typically Developing Group (CA matched) / General classroom practice	1	5	Reading	Moderate Quality
Santos (2007)	France	QED	dyslexia/reading difficulties	20	Primary / Special / Not reported	Typically Developing Group (CA matched) / Active control	1	15	Reading; Writing	Moderate Quality
Satsangi (2017)	USA	RCT	autism	20	Primary / Clinical / Individual	SEND / Tier 1	1	2	Maths	Moderate Quality
*Scanlon (2008)	USA	cRCT	dyslexia/reading difficulties	465	Primary / Mainstream / Group	SEND / General classroom practice	1	2	Reading	Moderate Quality
Schäffler (2004)	Germany	QED	dyslexia/reading difficulties	41	Across phases / Special / Individual	SEND / General classroom practice	1	2	Reading; Writing	Moderate Quality
Schiavo (2021)	Italy	QED	dyslexia/reading difficulties	40	Primary / Mixed / Individual	Typically Developing	2	2	Reading	Moderate Quality

						Group (CA matched) / General classroom practice				
Schiff (2017)	Israel	RCT	Speech, Language and Communication Needs (SLCN)	67	Primary / Special / Group	SEND / General classroom practice	2	8	Reading	Moderate Quality
Schirmer (2016)	USA	RCT	hearing impaired	6	Across phases / special / Individual	SEND / General classroom practice	1	2	Reading	Moderate Quality
Schneider (2000)	Germany	QED	dyslexia/reading difficulties	253	Across phases / Mainstream / Group	Typically Developing Group (CA matched) / General classroom practice	3	11	Reading	Moderate Quality
*Schultz (2017)	USA	RCT	ADHD	216	Secondary Educational Phase / Mainstream / Multiple	SEND / Tier 1	1	1	Overall Attainment	Moderate Quality
*Schumaker (2019) - Study 1	USA	RCT	writing difficulties	82	Across phases / Mainstream / Individual	SEND / Active control	1	3	Writing	Moderate Quality
*Schumaker (2019) - Study 2	USA	RCT	writing difficulties	42	Secondary Educational Phase / Mainstream / Individual	SEND / Active control	1	3	Writing	Moderate Quality
Schwartzberg (2016)	USA	cRCT	autism	29	Across phases / Mixed / Group	SEND / Active control	1	6	Reading	Moderate Quality
*Segal-Drori (2019)	Israel	QED	MLD	107	Primary / Unclear / Not reported	SEND / General classroom practice	1	1	Maths	Moderate Quality
*Segers (2004)	Netherlands	QED	Speech, Language and Communication Needs (SLCN)	36	Primary / Special / Individual	SEND / Active control	2	5	Reading	Moderate Quality
*Seifert (2012)	USA	QED	dyslexia/reading difficulties	20	Secondary Educational Phase / Mainstream / Individual	SEND / General classroom practice	3	3	Reading	Moderate Quality
*Sella (2021)	Italy	QED	down syndrome	41	Across phases / special / Individual	SEND / Active control	1	9	Maths; Reading	Moderate Quality
*Sermier (2021)	Switzerland	RCT	MLD	48	Across phases / Special / Multiple	SEND / Active control	1	5	Reading	Moderate Quality
Serret (2017)	France	QED	autism	25	Primary / mainstream / Individual	SEND / General classroom practice	1	5	Reading	Moderate Quality

Shaffer (2001)	USA	RCT	ADHD	56	Across phases / Unclear / Not reported	SEND / General classroom practice	1	9	Overall Attainment	Moderate Quality
*Shamir (2011a); Shamir (2011b)	Israel	RCT	mixed	136	Primary / Unclear / Individual	SEND; Typically Developing Group (CA matched) / general classroom practice	1	4	Reading	Moderate Quality
*Shamir (2012); Shamir (2013)	Israel	RCT	mixed	54	Primary / Mainstream / Individual	SEND / General classroom practice	1	6	Maths; Reading	Moderate Quality
Shaywitz (2004)	USA	QED	dyslexia/reading difficulties	77	Primary / mainstream / Individual	SEND; Typically Developing Group (CA matched) / Mixed	1	4	Reading	Moderate Quality
Shogren (2012)	USA	cRCT	mixed	312	Secondary Educational Phase / mainstream / Multiple	SEND / general classroom practice	1	2	Overall Attainment	Moderate Quality
Sibieta (2015)	UK	RCT	dyslexia/reading difficulties	202	Secondary Educational Phase / Mainstream / Individual	SEND / General classroom practice	2	3	Reading	High Quality
*Simmons (2007)	USA	RCT	dyslexia/reading difficulties	96	Primary / mainstream / Group	SEND / active control	2	10	Reading; Writing	Moderate Quality
Simos (2002)	USA	QED	dyslexia/reading difficulties	16	Across phases / mainstream / Individual	Typically Developing Group (CA matched) / general classroom practice	1	1	Reading	Moderate Quality
*Sirinides (2018)	USA	RCT	dyslexia/reading difficulties	6888	Primary / Mainstream / Individual	SEND / Tier 1	1	4	Reading	Moderate Quality
*Smit (2018)	USA	RCT	Speech, Language and Communication Needs (SLCN)	13	Primary / mainstream / Group	SEND / active control	1	6	Reading	High Quality
Smith (2013 - subgroup)	USA	RCT	Mathematical difficulties	235	Primary / Mainstream / Individual	SEND / General classroom practice	1	5	Maths	Moderate Quality
*Snellings (2009)	Netherlands	RCT	dyslexia/reading difficulties	24	Primary / Mainstream / Individual	SEND / Active control	1	6	Reading	Low Quality

*Solan (2003)	USA	RCT	dyslexia/reading difficulties	30	Primary / Mainstream / Individual	SEND / General classroom practice	1	2	Reading	Moderate Quality
Soliman (2017)	Saudi Arabia	QED	dyslexia/reading difficulties	36	Primary / Special / Group	SEND / Tier 1	1	3	Reading	Moderate Quality
*Solis (2022)	USA	RCT	autism	28	Across phases / Mixed / Individual	SEND / General classroom practice	1	3	Reading	High Quality
*Solis (2023) - Study 1	USA	RCT	dyslexia/reading difficulties	91	Secondary Educational Phase / Mainstream / Classroom	SEND / General classroom practice	1	2	Reading	Moderate Quality
*Solis (2023) - Study 2	USA	RCT	mixed	85	Secondary Educational Phase / Mainstream / Group	SEND / General classroom practice	1	2	Reading	Moderate Quality
Somers (2010)	USA	RCT	dyslexia/reading difficulties	5150	Secondary Educational Phase / Mainstream / Group	SEND / General classroom practice	2	3	Reading	High Quality
*Soriano (2011)	Spain	QED	dyslexia/reading difficulties	22	Across phases / Mainstream / Individual	SEND / General classroom practice	1	5	Reading	Moderate Quality
Spaniol (2021)	Brazil	QED	autism	26	Across phases / Clinical / Not reported	SEND / Tier 1	1	3	Maths; Reading; Writing	Moderate Quality
*Sperafico (2021)	Brazil	RCT	ADHD	46	Primary / Mainstream / Multiple	SEND / General classroom practice	1	4	Maths	Moderate Quality
*Sprague (2012)	USA	RCT	dyslexia/reading difficulties	982	Secondary Educational Phase / Mainstream / Group Multiple	SEND / Unclear	2	1	Reading	Moderate Quality
*Starling (2015)	USA	QED	mixed	12	Secondary Educational Phase / Special / Group	SEND / Active control	2	3	Science	High Quality
Steaey (2016)	USA	cRCT	dyslexia/reading difficulties	37	Across phases / Clinical / Group	SEND / Active control	1	4	Reading	Moderate Quality
*Stebbing (2020)	Canada	RCT	mixed	27	Across phases / Special / Group	SEND / Active control	2	4	Reading	Moderate Quality
*Steele (2013)	USA	QED	Speech, Language and Communication Needs (SLCN)	23	Primary / mainstream / Group	SEND; Typically Developing Group (CA matched) / Tier 1	3	2	Reading	Moderate Quality
*Struiksma (2009)	Netherlands	RCT	dyslexia/reading difficulties	76	Primary / mainstream / Individual	SEND / General classroom practice	1	3	Reading	Moderate Quality
*Subramaniam (2022)	Malaysia	QED	mixed	15	Not reported / Unclear / Not reported	SEND / General classroom practice	1	1	Reading	Moderate Quality

*Sumi (2012)	USA	cRCT	Social, Emotional, Mental health (SEMH)	286	Primary / Mainstream / Multiple	SEND / General classroom practice	1	4	Reading	Moderate Quality
*Svensson (2021)	Sweden	QED	dyslexia/reading difficulties	149	Across phases / Mainstream / Group	SEND / General classroom practice	1	7	Reading	High Quality
Swanlund (2012)	USA	RCT	dyslexia/reading difficulties	881	Primary / mainstream / Classroom	SEND / Tier 1	1	1	Reading	Moderate Quality
Swanson (2015)	USA	QED	Mathematical difficulties	192	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / General Classroom Practice	3	7	Maths Reading	Moderate Quality
Szczytko (2018)	USA	QED	mixed	161	Across phases / Mainstream / Group	SEND / General classroom practice	1	3	Science	Moderate Quality
*Tam (2019)	Hong Kong	QED	dyslexia/reading difficulties	214	Secondary Educational Phase / Mainstream / Group	SEND / General classroom practice	1	17	Overall Attainment; Reading; Writing	Moderate Quality
*Tannock (2018)	Canada	RCT	ADHD	65	Primary / Mixed / Group	SEND / active control	2	2	Reading	Moderate Quality
*Therrien (2008)	USA	RCT	dyslexia/reading difficulties	42	Secondary Educational Phase / Mainstream / Group	SEND / General classroom practice	1	2	Writing	Moderate Quality
Therrien (2012)	USA	RCT	dyslexia/reading difficulties	30	Primary / Mainstream / Group	SEND / active control	2	2	Reading	High Quality
*Thomson (2013)	UK	QED	dyslexia/reading difficulties	33	Primary / Clinical / Individual	SEND / General classroom practice	2	8	Reading; Writing	Moderate Quality
*Tijms (2007)	Netherlands	QED	dyslexia/reading difficulties	33	Across phases / Special / Individual	SEND / Active Control	1	2	Reading	High Quality
Tilanus (2016)	Netherlands	QED	dyslexia/reading difficulties	115	Primary / mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	1	6	Reading; Writing	Low Quality
Tilanus (2019)	Netherlands	QED	dyslexia/reading difficulties	230	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General	1	9	Reading; Writing	Moderate Quality

						Classroom Practice				
Tilanus (2020) - Study 1	Netherlands	QED	dyslexia/reading difficulties	230	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General Classroom Practice	1	9	Reading; Writing	Moderate Quality
Tilanus (2020) - Study 2	Netherlands	QED	dyslexia/reading difficulties	277	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General Classroom Practice	1	9	Reading; Writing	Moderate Quality
*Toll (2013) - Study 1	Netherlands	QED	Mixed	74	Primary / Mainstream / Group	SEND / General Classroom Practice	1	1	Maths	Moderate Quality
*Toll (2013) - Study 2	Netherlands	QED	Mathematical difficulties	202	Primary / Mainstream / Group	SEND / General Classroom Practice	1	1	Maths	Moderate Quality
*Toste (2019)	USA	RCT	dyslexia/reading difficulties	109	Primary / Mainstream / Group	SEND / General classroom practice	2	9	Reading; Writing	High Quality
*Tosto (2021)	Ireland	QED	ADHD	117	Across phases / Mainstream / Individual	SEND / Active control	1	12	Reading	Moderate Quality
*Tournaki (2003)	USA	QED	MLD	84	Primary / Mixed / Group	SEND; Typically Developing Group (CA matched) / General classroom practice	2	2	Maths	Moderate Quality
Travers (2011)	USA	QED	autism	17	Primary / Special / Classroom	SEND / Active control	1	1	Reading	Moderate Quality
*Tribushinina (2022)	Netherlands	RCT	dyslexia/reading difficulties	39	Secondary Educational Phase / Mainstream / Classroom	SEND / General classroom practice	1	1	Writing	Moderate Quality
Trout (2003)	USA	QED	mixed	12	Primary / Mainstream / Individual	SEND / General classroom practice	1	3	Reading	High Quality
*Turner (2017)	UK	QED	autism	29	Across phases / Mixed / Group	SEND / Tier 1	1	6	Reading	Moderate Quality

*Twyman (2006)	USA	QED	mixed	24	Secondary Educational Phase / Mainstream / Classroom	SEND / General classroom practice	1	3	Reading; Writing	Moderate Quality
*Tzanakaki (2014)	UK	RCT	mixed	24	Primary / Special / Individual	SEND / General classroom practice	1	3	Maths	Moderate Quality
*Uccheddu (2019)	Italy	QED	autism	9	Primary / Special / Individual	SEND / General classroom practice	1	3	Reading	High Quality
*Ukrainetz (2009)	USA	RCT	dyslexia/reading difficulties	41	Primary / mainstream / Group	SEND / active control	2	5	Reading	Moderate Quality
*Ukrainetz (2019)	USA	RCT	Speech, Language and Communication Needs (SLCN)	44	Primary / Mainstream / Multiple	SEND / General classroom practice	1	15	Writing	High Quality
*Vadasy (2005)	USA	QED	dyslexia/reading difficulties	57	Primary / mainstream / Individual	SEND / tier 1	2	2	Reading	High Quality
*Vadasy (2006)	USA	RCT	dyslexia/reading difficulties	75	Primary / Mainstream / Individual	SEND / General classroom practice	1	7	Reading; Writing	High Quality
*Vadasy (2008a)	USA	RCT	dyslexia/reading difficulties	76	Primary / Mainstream / Group Individual	SEND / General classroom practice	2	7	Reading; Writing	High Quality
*Vadasy (2008b)	USA	RCT	dyslexia/reading difficulties	119	Primary / mainstream / Multiple	SEND / tier 1	1	6	Reading	Moderate Quality
*Vaden-Kierna (2012)	USA	RCT	dyslexia/reading difficulties	1226	Across phases / Mainstream / Multiple	SEND / Tier 1	1	5	Overall Attainment; Reading	High Quality
*Van der Bijl (2006)	South Africa	RCT	MLD	33	Across phases / special / Not reported	SEND / active control	2	1	Reading	Moderate Quality
*van der Donk (2015)	Netherlands	RCT	ADHD	100	Across phases / Mainstream / Individual	SEND / active control	1	11	Maths; Reading; Writing	High Quality
*Van der Molen (2010)	Netherlands	QED	MLD	95	Secondary Educational Phase / Special / Individual	SEND / General classroom practice	2	2	Maths; Reading	Moderate Quality
Van Herwegen (2018)	UK	QED	mathematical difficulties	49	Primary / Mainstream / Individual	Typically Developing Group (CA matched) / General classroom practice	2	4	Maths; Reading	Moderate Quality
*Van Horne (2017)	USA	RCT	Speech, Language and Communication Needs (SLCN)	18	Primary / Mixed / Individual	SEND / Active control	1	4	Reading	Moderate Quality

*Van Luit (2000)	Netherlands	QED	mixed	124	Primary / Unclear / Group	SEND / General classroom practice	1	5	Maths	High Quality
*Van Luit (2015)	Netherlands	RCT	Mixed	101	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / General classroom practice	1	2	Maths	Moderate Quality
van Staden (2013)	South Africa	QED	Hearing impaired	64	Primary / Special / Group	SEND / General classroom practice	1	4	Reading	High Quality
Vander (2020)	UK	QED	dyslexia/reading difficulties	31	Across phases / Mainstream / Group	Typically Developing Group (CA matched) / General classroom practice	1	8	Reading	High Quality
Vaughn (2006a)	USA	RCT	dyslexia/reading difficulties	41	Primary / Mainstream / Group	SEND / General classroom practice	1	13	Reading	Moderate Quality
*Vaughn (2006b)	USA	RCT	dyslexia/reading difficulties	64	Primary / Mainstream / Group	SEND / Tier 1	1	12	Reading	Moderate Quality
Vaughn (2015b)	USA	RCT	dyslexia/reading difficulties	77	Secondary Educational Phase / Mainstream / Group	SEND / Active control	1	1	Reading	Moderate Quality
*Vaughn (2019)	USA	RCT	dyslexia/reading difficulties	358	Secondary Educational Phase / Mainstream / Group	SEND / General classroom practice	1	6	Reading	Moderate Quality
Wang (2013)	Taiwan	QED	dyslexia/reading difficulties	108	Across phases / Mainstream / Not reported	Typically Developing Group (CA matched) / General classroom practice	1	1	Reading	Moderate Quality
Wang (2017)	Hong Kong	QED	dyslexia/reading difficulties	56	Across phases / Mainstream / Group	SEND / General classroom practice	1	4	Reading	Moderate Quality
Wang (2019a)	USA	RCT	mathematical difficulties	69	Primary / Mainstream / Group	SEND / Tier 1	1	5	Maths	High Quality
Wang (2019b)	Hong Kong	QED	dyslexia/reading difficulties	69	Primary / Special / Individual	SEND / General classroom practice	2	5	Reading	Moderate Quality



*Wang (2021)	Hong Kong	QED	dyslexia/reading difficulties	77	Primary / Mainstream / Individual	SEND / Active control	1	1	Reading	Moderate Quality
*Wanzek (2011)	USA	RCT	dyslexia/reading difficulties	120	Across phases / special / Group	SEND / Tier 1	1	5	Reading	Moderate Quality
*Wanzek (2012)	USA	RCT	dyslexia/reading difficulties	87	Primary / mainstream / Group	SEND / Tier 1	3	6	Reading	Moderate Quality
*Wanzek (2020)	USA	RCT	dyslexia/reading difficulties	306	Primary / Mainstream / Group	SEND / General classroom practice	1	9	Reading	High Quality
*Washington (2013)	USA	RCT	Speech, Language and Communication Needs (SLCN)	22	Primary / Mainstream / Individual	SEND / Active control	1	1	Reading	High Quality
*Williams (2020)	USA	QED	dyslexia/reading difficulties	85	Secondary Educational Phase / Mainstream / Group	SEND / General classroom practice	1	6	Reading	High Quality
*Wolbers (2009)	USA	QED	hearing impaired	33	Across phases / Special / Classroom	SEND / Tier 1	1	1	Writing	Moderate Quality
*Woods-Groves (2014)	USA	RCT	mixed	19	Post-18 / Special / Group	SEND / Active control	1	6	Writing	Moderate Quality
*Woods-Groves (2015)	USA	RCT	mixed	19	Post-18 / Special / Group	SEND / Active control	1	6	Writing	Moderate Quality
*Woodward (2006)	USA	QED	mixed	53	Primary / Unclear / Group	SEND / General classroom practice	1	2	Maths	High Quality
*Wright (2003)	UK	RCT	dyslexia/reading difficulties	60	Across phases / mainstream / Group	SEND / Tier 1	2	5	Reading	Low Quality
*Xin (2017)	USA	RCT	Mathematical difficulties	17	Primary / Mainstream / Individual	SEND / General classroom practice	1	2	Maths	Moderate Quality
*Zafiropoulou (2005)	Greece	QED	mixed	120	Primary / Mainstream / Individual	SEND / Mixed	2	3	Maths; Reading; Writing	High Quality Moderate Quality
*Zare (2020)	Iran	QED	dyslexia/reading difficulties	30	Primary / Mainstream / Individual	SEND / General classroom practice	1	1	Writing	Moderate Quality
Zens (2009)	New Zealand	RCT	Speech, Language and Communication Needs (SLCN)	38	Primary / Mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	2	1	Reading	Low Quality Moderate Quality
Zhang (2018a)	China	QED	mixed	65	Primary / Unclear / Not reported	SEND; Typically Developing Group (CA matched) / Mixed	1	2	Maths	Moderate Quality

*Zhang (2018b)	China	QED	ADHD	117	Across phases / Unclear / Individual	SEND / Active control	1	3	Reading	Moderate Quality
Zhao (2019) - Study 1	China	RCT	dyslexia/reading difficulties	54	Across phases / mainstream / Individual	SEND; Typically Developing Group (CA matched) / Unclear	1	2	Reading	Moderate Quality
Zhao (2019) - Study 2	China	RCT	dyslexia/reading difficulties	54	Across phases / mainstream / Individual	SEND; Typically Developing Group (CA matched) / Unclear	1	2	Reading	Moderate Quality
*Zheng (2021)	China	QED	ADHD	97	Primary / Mainstream / Classroom	SEND / General classroom practice	1	2	Maths	Moderate Quality
*Zhu (2015) - Study 1	China	RCT	Mathematical difficulties	90	Primary / mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	1	1	Maths	Moderate Quality
*Zhu (2015) - Study 2	China	RCT	mixed	93	Primary / mainstream / Group	SEND; Typically Developing Group (CA matched) / Mixed	1	1	Maths	Moderate Quality
*Zijlstra (2021)	Netherlands	RCT	dyslexia/reading difficulties	123	Primary / Mixed / Individual	SEND / Tier 1	1	2	Reading	Moderate Quality
*Ziolkowski (2015)	USA	RCT	dyslexia/reading difficulties	28	Across phases / Mainstream / Group	SEND / Tier 1	1	5	Reading	Moderate Quality