

Table 2: Intervention Methods in Included Studies

Study	Intervention Method & Tasks	Intervention Materials
Literacy Area — Phonological/Phonemic Awareness & Phonics		
Blischak et al. (2004)	<p>Direct instruction prompt hierarchy for correction</p> <p>a) phoneme grapheme correspondence</p> <p>b) phoneme segmentation, phoneme manipulation, encoding pseudowords</p>	<ul style="list-style-type: none"> 1" X 1" plastic tiles with upper case letters
Banajee (2007)	<p>Storybook with targeted letter/sound instruction</p>	<ul style="list-style-type: none"> Alphabet stories ebook Phonics faces ebook
Benedek Wood (2010)	<p>Direct instruction</p> <p>explicit correction using model-prompt-check procedure.</p>	<ul style="list-style-type: none"> Books I spy activities Cut and paste activities Letter cards
Johnston, Davenport et al. (2009)	<p>Direct instruction, simultaneous prompting, constant time delay prompting, explicit error correction procedures</p> <p>a) sound letter correspondence</p>	<ul style="list-style-type: none"> Lowercase letters printed on 5" X 5" cards. Graphic representations of QWERTY keyboard lower and upper case.
Miller et al. (2004)	<p>Direct Instruction explicit correction using model-prompt-check procedure</p> <p>a) Letter sound correspondence</p> <p>b) Selection of initial letter</p>	<ul style="list-style-type: none"> Adaptive keyboard – DiscoverBoard with speech output
Johnston, Buchanan & Davenport (2009)	<p>Teacher led instruction of sound letter correspondence acquisition using a fixed array and a gradual array</p> <p>Direct verbal prompts plus response prompts that were faded using constant time delay.</p> <p>Error correction procedure.</p>	<ul style="list-style-type: none"> Fixed array condition consisted of 8 letters (1 target and 7 distracters) printed on 8 1/2" X 11" paper– order of letters was random and printed in different configurations. Gradual array condition as above however letters initially presented in isolation, then progressively paired with one, two, three, five and seven distracters.

Literacy Area — Single Word Reading

Fallon et al. (2004)	<p>Direct Instruction explicit correction using model-prompt-check procedure</p> <p>a) matching single sounds to first sound in word</p> <p>b) telescoping (blending) sounds into words</p> <p>c) reading single VC and CVC words</p>	<p>3-in.X 3-in. Boardmaker pictures of target and novel words, written stimulus words</p> <p>Only picture stimuli for reading tasks contained written words under pictures.</p> <p>Picture choices presented on stimulus cards in fields of four – one target three foils placement of pictures rotated on stimulus cards. Stimulus materials were laminated and presented on a stand.</p> <p>75 VC and CVC words containing 2-3 sounds – up to 4 letters e.g. pill</p>
Harwood (1996)	<p>Multiple probe design</p> <p>a) word awareness</p> <p>b) syllable awareness</p> <p>c) phoneme awareness</p>	<p>3x5" cards with pictures on one side and words on other.</p> <p>Blocks that could be manipulated, felt board</p>
Heller et al (2002)	<p>Non verbal reading approach</p> <p>Guided Practice</p> <p>a) whole word presented word said slowly by teacher – student encouraged to verbally say approximations of word with teacher</p> <p>b) first letter of word highlighted and said by computer/teacher then next letter etc – student encouraged to say sounds in head</p> <p>c) whole word sounded out by student/teacher student encouraged to say sounds in head without stopping</p>	<p>Target words displayed on a whiteboard, target words displayed on computer screen, target words displayed on printed cards.</p>
Coleman-Martin et al. (2005)	<p>Non Verbal Reading Approach (as above)</p> <p>Guided Practice Computer Aided Instruction</p>	<p>Words displayed on index cards or on computer using PowerPoint. Words were presented in lowercase.</p>
Swinehart-Jones et al (2009)	<p>Non verbal reading approach – (as above) guided practice</p>	<p>Motoric indicators – students taught motor movements to indicate which stage of the decoding process they were up to when using internal speech.</p>

Literacy Area — Both

Hanser &
Erickson
(2007)

Literacy through Unity: Word Study Program
Phonics, letter by letter spelling and language (icon sequencing).

Students' SGDs, word walls,

Truxler &
O'Keefe
(2007)

Intervention used a story book context. The story was read to the student by the instructor. Children were given comprehension questions following the initial reading then instructed to listen for specific target sounds as the story was read. Explicit instruction occurred throughout the re-reading with opportunities for students to match sounds in target words to letters using the keyboard. Booster explicit instruction sessions were provided for students when they did not make the expected rate of progress. Sound blending and sound segmentation activities were also used in a second phase of instruction students had to recognise printed VC combinations from a choice of 2

a) letter sound correspondence

b) phonological and phonemic awareness

Story books, 6 target words preselected from each story, cardboard keyboard 12.5" X 6.5" QWERTY layout with capital letters, pictures and cards with single letters displayed on them.